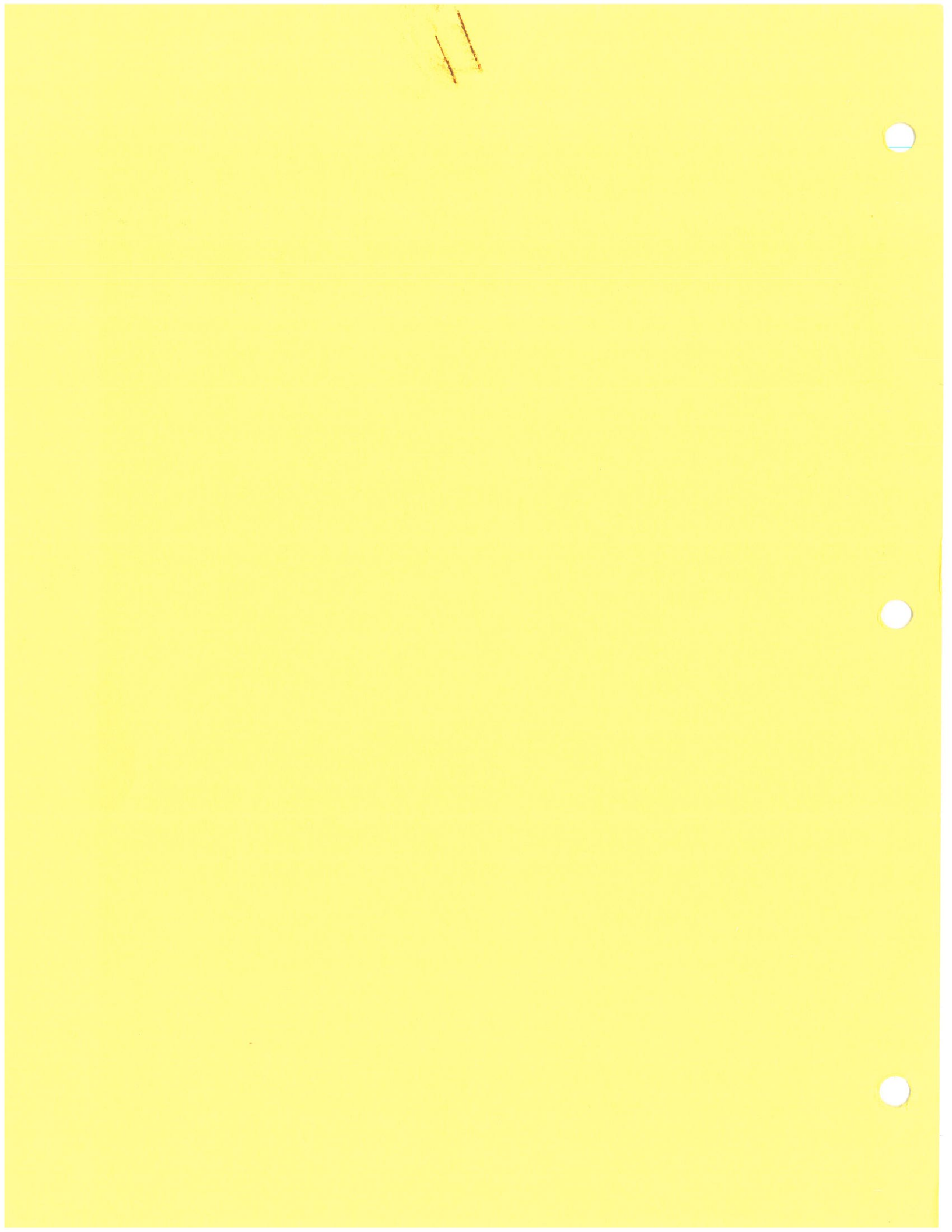


1989 MAINEVENT



RESOURCE BOOK 1989



TERRARIUM

MATERIALS NEEDED: An empty 1 or 2 liter bottle of Pepsi or soda pop that has the colored plastic bottom.

Soil

Rocks for drainage if desired

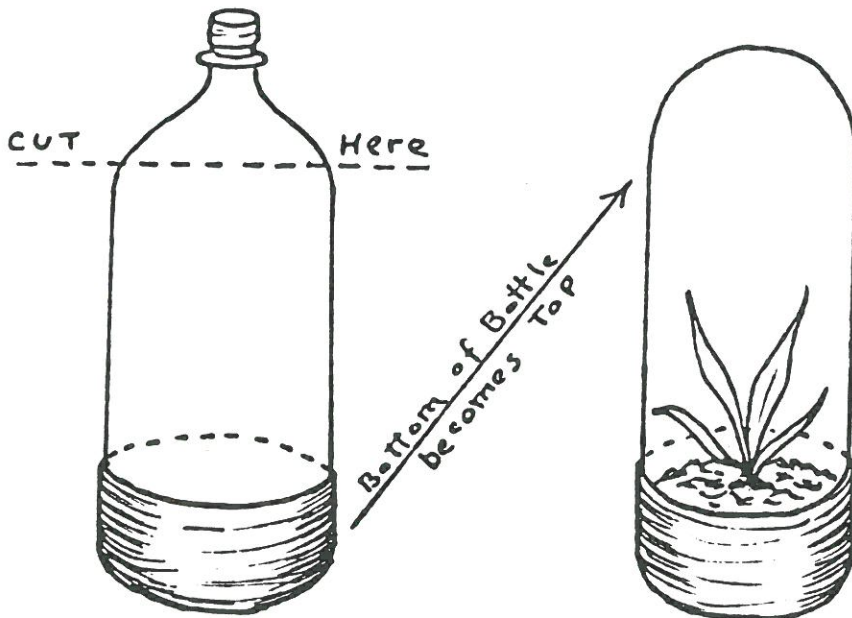
Charcoal for 'sweetness' if desired

One or two small plants

TO ASSEMBLE: Cut off neck of bottle to desired height. Remove the colored bottom and the label. (You may have to soak it in boiling hot water to do this.) There are now two pieces to use.

Place desired amount of soil in colored bottom. You may wish to use rocks for drainage and charcoal for 'sweetness', also. Plant plant(s). Place clear plastic dome on top of the bottom. It fits closely inside the bottom.

This does not take a full 50 minutes, so we suggest you talk about how a terrarium works--condensation and evaporation. Also talk about what charcoal does in a terrarium, whether you use it or not. There could still be time left over for a tug-o-war.



PATRIOTIC

PLEASER-TEASERS!



	<p>1. How many full-time service staff people did the White House have in 1984?</p>	<p>2. Which presidents died on the 4th of July?</p>	<p>3. How long is Lady Liberty's torch-bearing arm?</p>	
<p>4. Who were the only father and son to both serve as president?</p>	<p>5. Which presidents have had their faces on American coins?</p>	<p>6. The eighth president was the first to be born a citizen of the U.S. Who was he?</p>	<p>7. What did Yankee Doodle stick in his hat?</p>	<p>8. Who was the King of England when the U.S. broke with the mother country?</p>
<p>9. Who was first to sign the draft copy of the Declaration of Independence?</p>	<p>10. What two future U.S. presidents signed the Declaration of Independence?</p>	<p>11. How are the 50 stars arranged on our flag today?</p>	<p>12. How many times was the Liberty Bell cast?</p>	<p>13. What does E Pluribus Unum mean?</p>
<p>14. On what date was U.S. independence declared?</p>	<p>15. Who wrote the words to the Declaration of Independence?</p>	<p>16. What does "Uncle Sam" stand for?</p>	<p>17. What are the two newest states to be admitted to the Union?</p>	<p>18. During what war was the national anthem written?</p>
<p>19. Where did the flag first fly on July 20, 1969? (It was planted there by Neil Armstrong and Edwin Aldrin, Jr.)</p>	<p>20. Which founding father suggested the turkey be our national symbol?</p>	<p>21. What country gave us the Statue of Liberty?</p>	<p>22. We can see the Liberty Bell in what city?</p>	<p>23. Which president had the most children?</p>

ANSWERS:

1. 90
2. Thomas Jefferson
John Adams
James Monroe
3. 42 ft
4. John Adams
John Quincy Adams
5. Abraham Lincoln
John F. Kennedy
George Washington
John Adams
Franklin D. Roosevelt
6. Martin Van Buren
7. a feather
8. George #3
9. John Hancock
10. John Adams
Thomas Jefferson
11. 5 rows of 6 stars
4 rows of 5 stars
12. 3
13. One out of any
14. July 2, 1776
15. Thomas Jefferson
16. United States
17. Alaska & Hawaii in 1989
18. 1812
19. Moon
20. Ben Franklin
21. France
22. Philadelphia
23. John Tyler (15)

AMP Discovery

TIME SPAN 1 HR. 45 min

NAME OF CRAFT Rockets

(140)	# 1989 Liberty	at 4.89	- 684.60
(1)	mean machine	16.29	16.29
(30)	pk wooding	1.89	56.70
(50)	#100 B-8-5 eng.	3.45	172.50
(10)	pk igniters	1.89	18.90
(2)	D-12 eng.	6.30	12.60
(+)	hammer		
(50)	blue - lite bond	1.55	77.50
(15)	Crape paper rolls		
(3)	masking tape		
(8)	sets batteries		
(15)	Cans of paint	2.10 ea.	31.50

Totals 1070.59
 - 207.17
 Net Total 856.47
 140
716.12

'AERO' SPORTS & HOBBIES

WM

weede

MATERIA	Item	Q

Engineer
 Scientist
 Craftsman

TOP Discovery

TIME SPAN 1 Hr 4-5pm

NAME OF CRAFT Sports (soccer)

DIAGRAM OF PROJECT

Give boys basic instruction in how soccer is played then have boys play a match against each other

instruction 10 min
 play A vs B 20 min Monday
 C vs D 20 min
 10 min intermission
 play A vs C 20 min Tue
 B vs D 20 min
 10 min intermission
 play A vs D 20 min Wed.
 B vs C 20 min
 10 min intermission

140 boys

MATERIALS

Item	Quantity

EQUIPMENT

Item	Quantity
Soccerball	4
Cover, plastic	20

OTHER INSTRUCTIONS

CAMP Discovery

TIME SPAN _____

NAME OF CRAFT Recognition

DIAGRAM OF PROJECT

For 2438 boys

53 spools of 100 yds ea x .99 per spool = 52.47

(300' ÷ 6.5' = 46)

2410 (boys) ÷ 46 = 53 spools

(.99 ÷ 46 = .02 per 6.5 of lace)

43,200 beads per bag at \$90.00

2 x 43,200 = 86,400 180.00

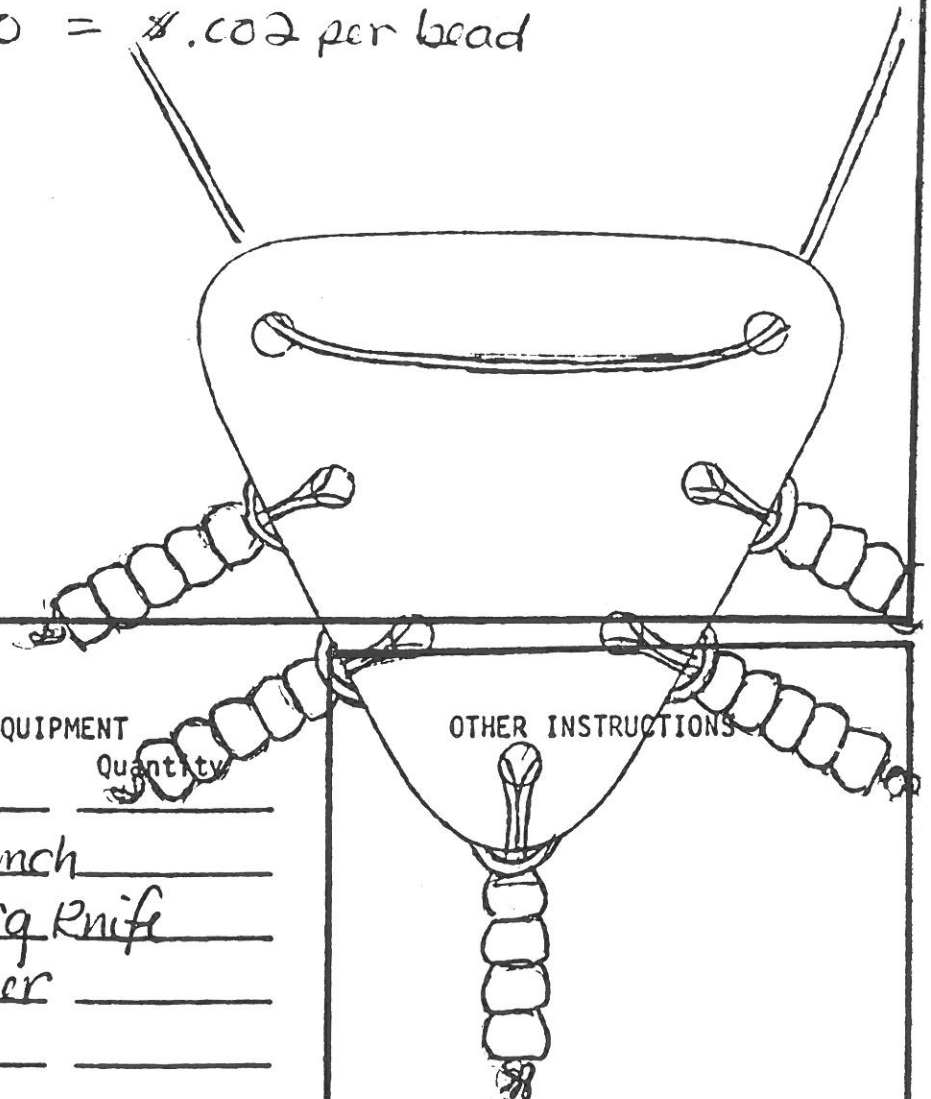
(43,200 ÷ \$90.00 = \$.02 per bead

lace .02

beads .05

leather donated

.07 each



MATERIALS

Item Quantity

lace ^(nick)	32" (1 1/2')
lace ^(bead)	5'
beads	24

EQUIPMENT

Item Quantity

hole punch	
cutting knife	
leather	

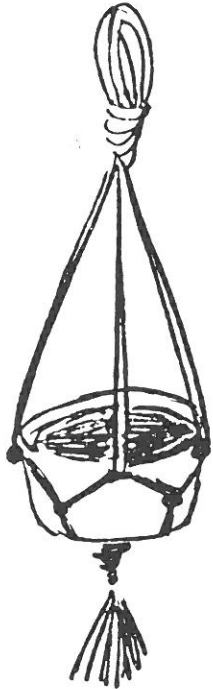
OTHER INSTRUCTIONS

see back for other designs

HANGING MACRAME PLANTER

MATERIALS NEEDED: 3 7foot lengths of 4 or 5 ply jute, 1 Cool Whip container, soil, plant, per boy plus 1 template per two boys.

PROCEDURE: Place together all three strands and fold in half. Tie a simple overhand knot 2 inches from top to make a loop for hanging. Place bottom of knot over nail. (Illustration #1)



Go down 1 inches to the nail, using two strands, A and B, tie a square knot under the nail, keeping the jute taut. Still keeping the jute taut, repeat for strands C and D, and E and F, using the middle nail and far right hand nail. (Illustration #2)

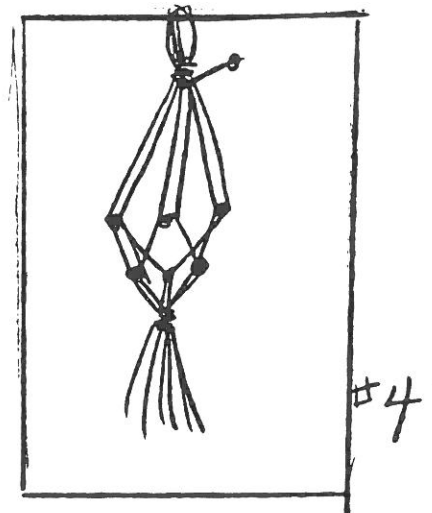
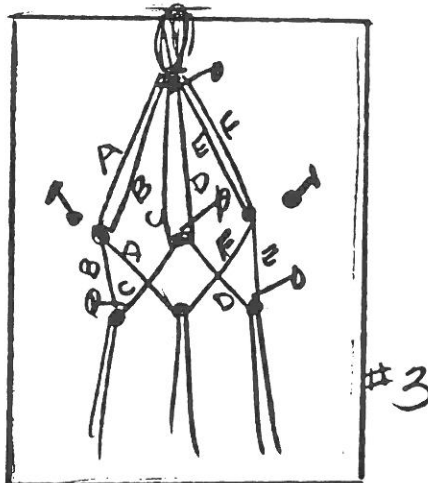
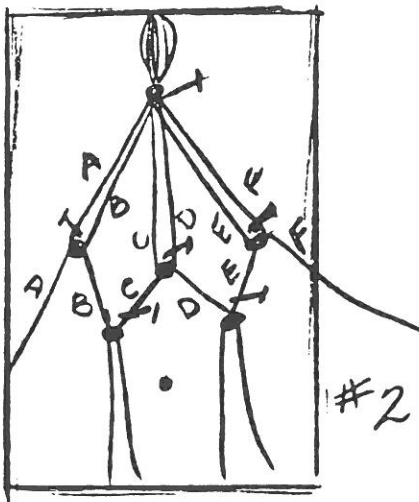
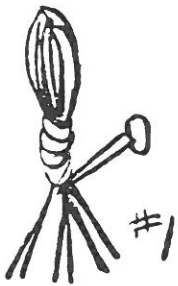
Using strands B and C, go down to next lower nail on left and tie a square knot under it, keeping the jute taut. Still keeping the jute taut, repeat for strands D and E, and A and F. (Illustration #3)

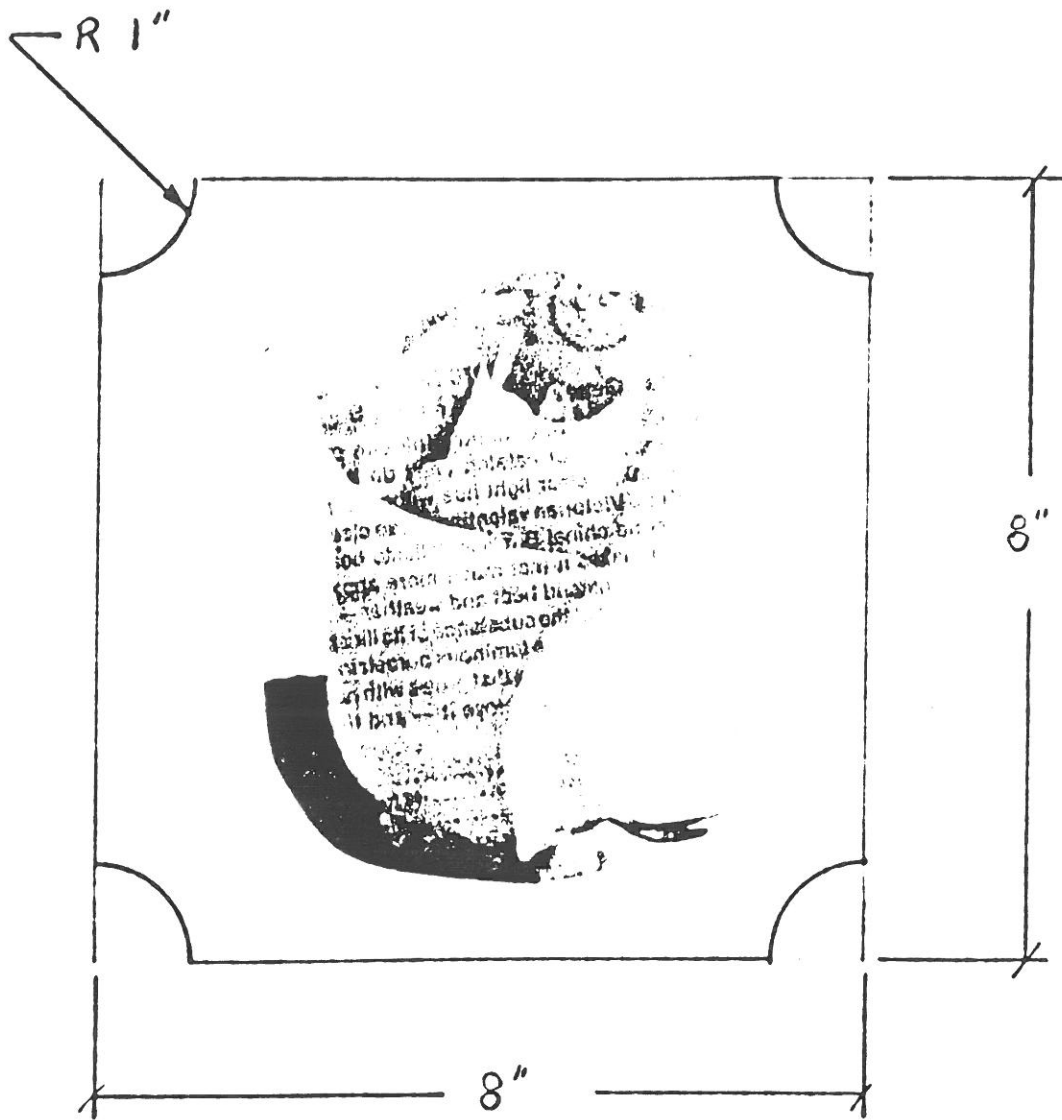
Tie another simple overhand knot using all 6 strands under the bottom nail and pull it taut. (Illustration #4)

A and F will not be tied under a nail, but will have to be tied on the top, being careful to keep it even with the other strands and knots.

Remove from template and place planted Cool Whip container in hanger.

BE SURE THE BOY'S NAME IS ON TAPE THAT IS PLACED ON THE BOTTOM OF THE COOL WHIP CONTAINER AND ON THE JUTE SOMEWHERE.





For 100 Cub Scouts

QUANTITY	SIZE	MATERIAL
100	3/4" x 8" x 8"	wood for plaque
100	6" x 6"	colored picture
5	16 oz.	decapodge
QUANTITY	SIZE	TOOL
10	1/2 "	foam paint applicators
10	-----	sanding blocks

CUB SCOUT MOON WALK RENDEZVOUS

DIRECTIONS: Your tribe is a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During the landing, much of the equipment aboard was damaged, and since your survival depends on your reaching the mother ship, the most critical items available must be chosen for the 200 mile trip.

Below are listed the 15 items left intact and undamaged after landing. Which items are the most important to hang onto? Which ones would you need least, or last? Place the number 1 by the most important item, the number 2 by the second most important and so on through number 15, which you consider the least important. Assume you are wearing a space suit. Your tribe must agree on the final outcome.








- 15 box of matches
- 4 food concentrate
- 6 50 feet of nylon rope
- 8 parachute silk
- 13 portable heating unit
- 11 two .45 calibre pistols
- 12 one case dehydrated Pet milk
- 1 two 100 lb. tanks of oxygen
- 3 stellar map of the moon's constellation
- 9 rubber life raft
- 14 magnetic compass
- 2 five gallons of water
- 10 signal flares
- 7 first aid kit containing infection needles
- 5 solar-powered FM receiver-transmitter

The tribe coming closest to NASA's answers gets a special prize. Good luck!

CUB SCOUT FIELD AND TRACK

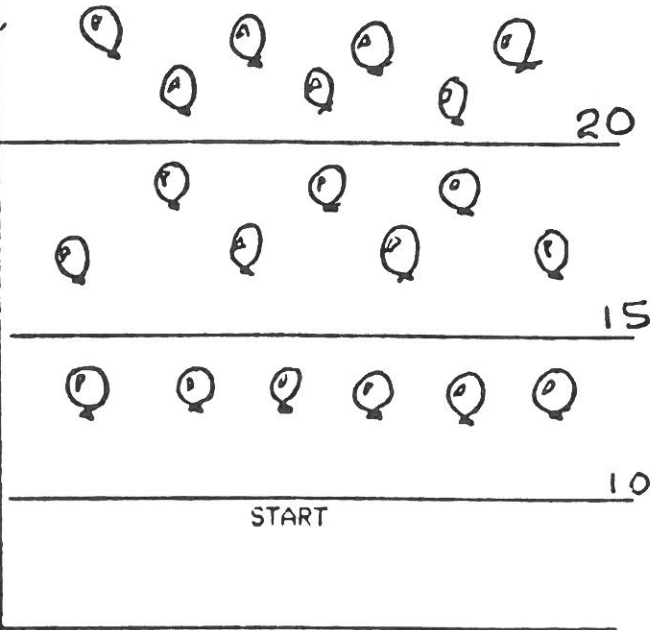
SHOTPUT

OBJECT: 'Put' softball into containers of water.
SCORE: Points in tub or distance points for two balls.

 -50	15
 -45	
 -40	
 -35	10
 -30	
 -25	
 -20	5
START	

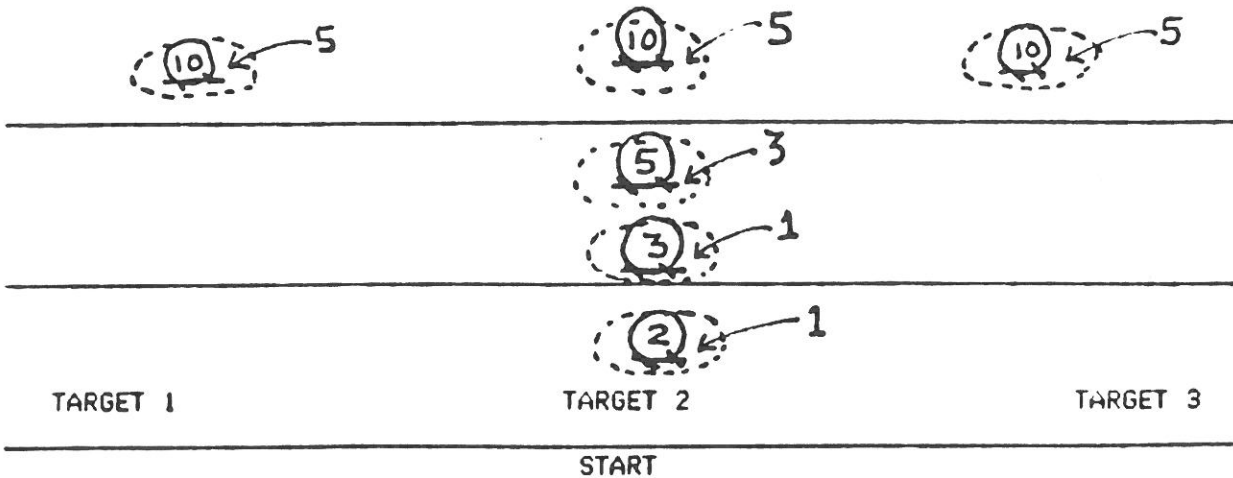
JAVELIN THROW

OBJECT: See how far Cub can throw javelin and also break balloons.
SCORE: Distance score and balloon break score (5 pts. each) for total of four throws.



DISCUS THROW

OBJECT: Throw frisbee through hoop or within a circle.
SCORE: Hoop or circle score and distance for six throws. (2 each target)



GENIUS CAR

MATERIALS:

3 wood pieces for car:

top: $2\frac{3}{4}'' \times 1\frac{3}{4}'' \times \frac{3}{16}''$

middle: $1\frac{3}{8}'' \times 1\frac{1}{2}'' \times 1\frac{1}{4}''$

base: $3\frac{3}{4}'' \times 1\frac{1}{2}'' \times 1\frac{1}{4}''$

5 wheels cut from doweling $1\frac{3}{8}'' \times \frac{1}{4}''$

OR 5 pinewood derby car wheels

2 wood piece cut from $\frac{3}{8}''$ doweling, about $\frac{3}{8}''$ long

5 nails for wheels

smaller nails to nail pieces together

wood glue

1 small screweye for radiator cap

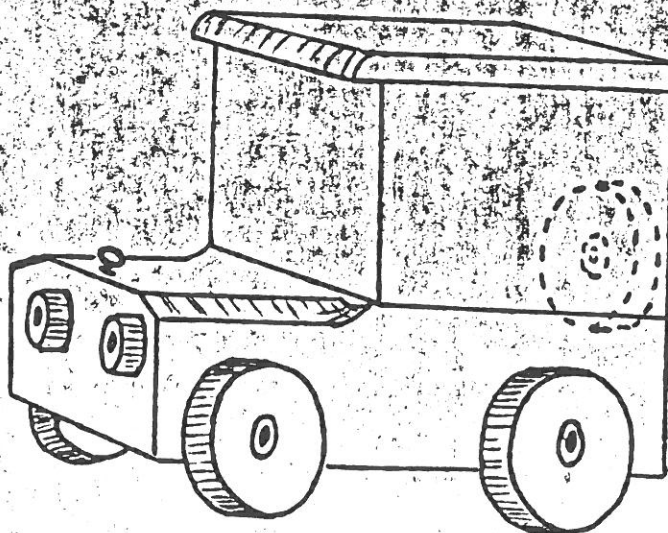
hammer

TO ASSEMBLE:

drill a small hole in center of each dowel so that it is easier for the boy to nail the wheels on the car. This also cuts down on the breakage.

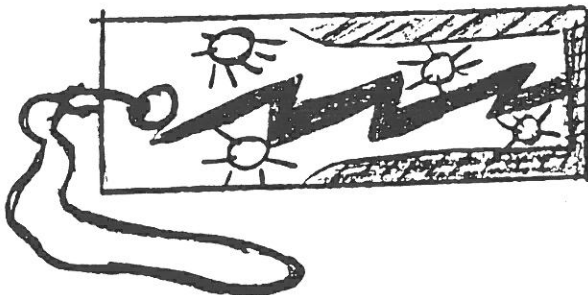
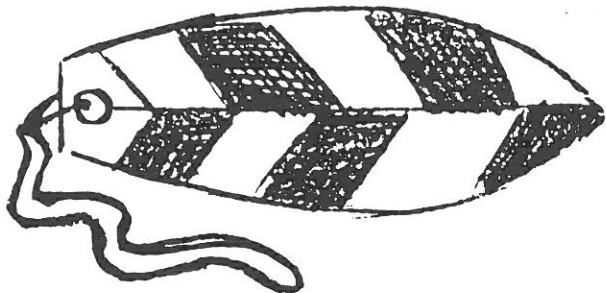
Glue and nail the car together as shown. You may wish to use a template so that the boys will get the wheels on evenly.

Boys may use markers to color in the wheels or whatever.



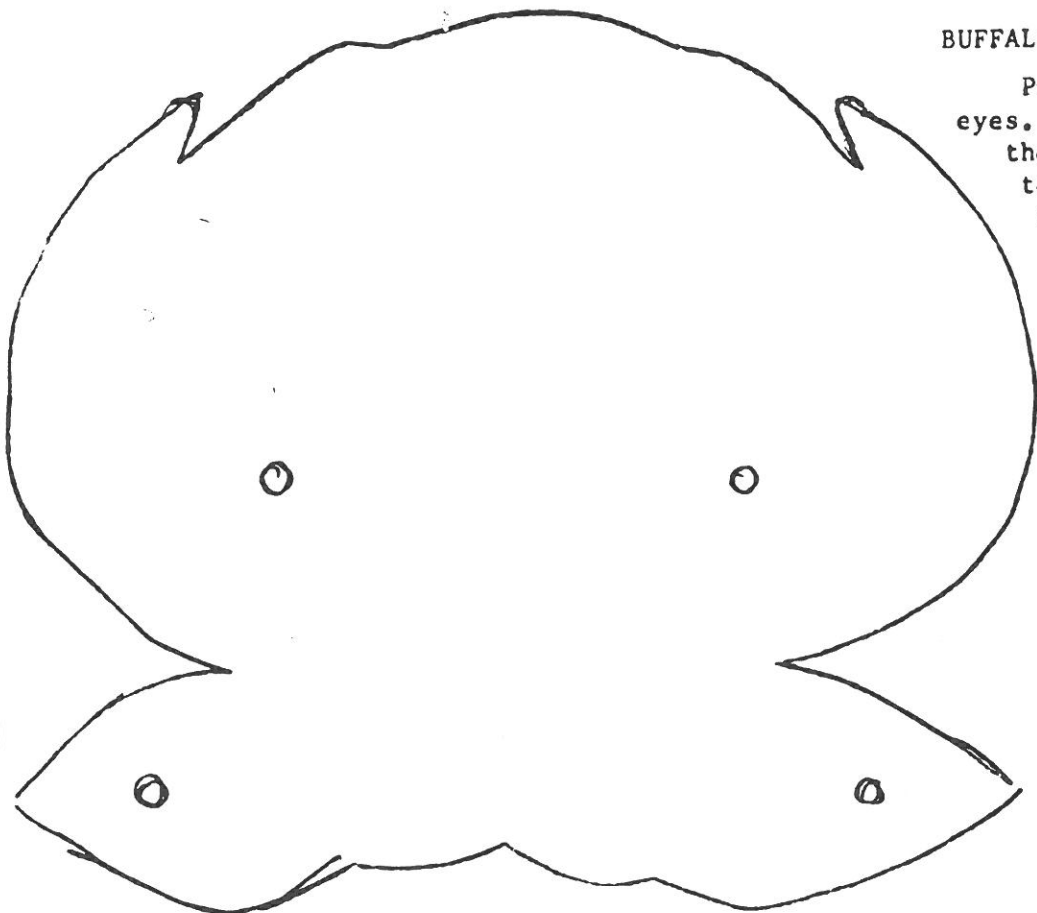
BULLROARERS

Use a 2" x 12" slat of wood. A shingle works well. Shape into a thin wooden feather, rectangular shape, simply round the end. It must be symmetrical in shape, and the side edges should be tapered. Sandpaper well. Drill a hole about 1" in from the end and centered. Attach a heavy cord. You may wish to make it about 6 feet long, tied in a square knot to make the cord 3 feet long. Tie a knot in the cord about an inch from the end of the wood. When the boy swings it around his head, it will roar! Be sure to talk about safety!



BUFFALO NECKERCHIEF SLIDE

Put $\frac{1}{2}$ " brads in for eyes. Put one brad in the bottom two holes to make a circle for the ring.

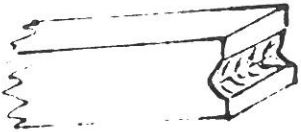


RUBBER BAND GUN

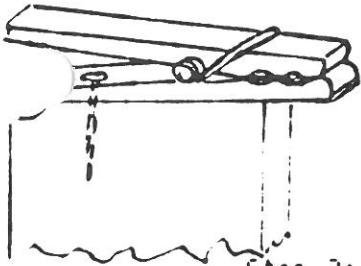
MATERIALS NEEDED: wood barrel $3/4"$ x $3/4"$ x desired length,
wood 'handle' $3/4"$ x $1\ 3/4"$ x $3\ 5/8"$ --with the both ends at a
slight angle (like a parallelogram), wooden spring-type
clothespin,
2 nails $1"$ long, 2 nails $1/2"$ long,
several wide rubber bands for bullets,
wood glue..

TO ASSEMBLE:

Step 1: Slant one end of barrel slightly using the same angle that you used to slant the ends of the handle. With a pocketknife, make a horizontal notch at the opposite end of the barrel (muzzle) as shown in Diagram A. Drill 2 holes $1/2"$ apart towards the slanted end of barrel and over where the handle will be. These holes are for the nails to nail the barrel onto the handle.



Step 2: Lay the handle sideways as in Diagram B and glue and nail the clothespin to the handle, making sure the clip end of the clothespin will be even with the end of the barrel when it is attached. (Diagram C.) Twisting the top side of the clothespin sideways will make it possible to nail the bottom side of the clothespin to the handle. If you prefer, use wide rubber bands to fasten the clothespin to the handle rather than nail it.

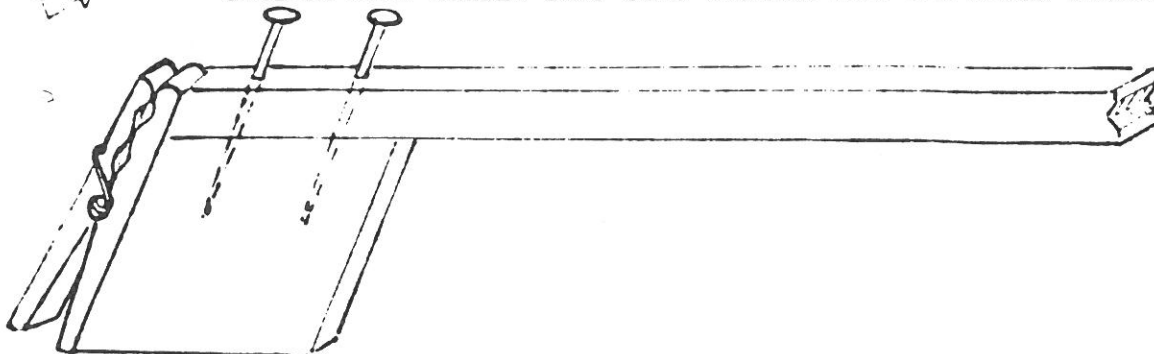


Step 3: It is best if the barrel is predrilled so that the boys don't have any problems nailing the barrel to the handle. Glue and nail the barrel to the handle, making sure that the predrilled holes in the barrel are placed over the handle, and that the end of the barrel is placed by the clip end of the clothespin. (Diagram D.)

TO LOAD AND SHOOT: Feed one end of a rubber band into the jaws of the clothespin, and stretch the other end of the rubber band over the muzzle end of the gun. Aim and squeeze the grip. The clothespin will open, releasing the rubber band.

REMEMBER:

NEVER POINT A GUN, EVEN A TOY, AT ANOTHER PERSON. BE VERY CAREFUL WITH RUBBER BAND GUNS BECAUSE THEY CAN CAUSE INJURY.

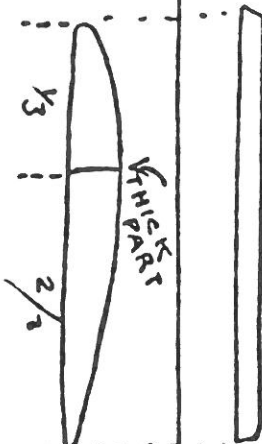


HAND HELD GLIDER

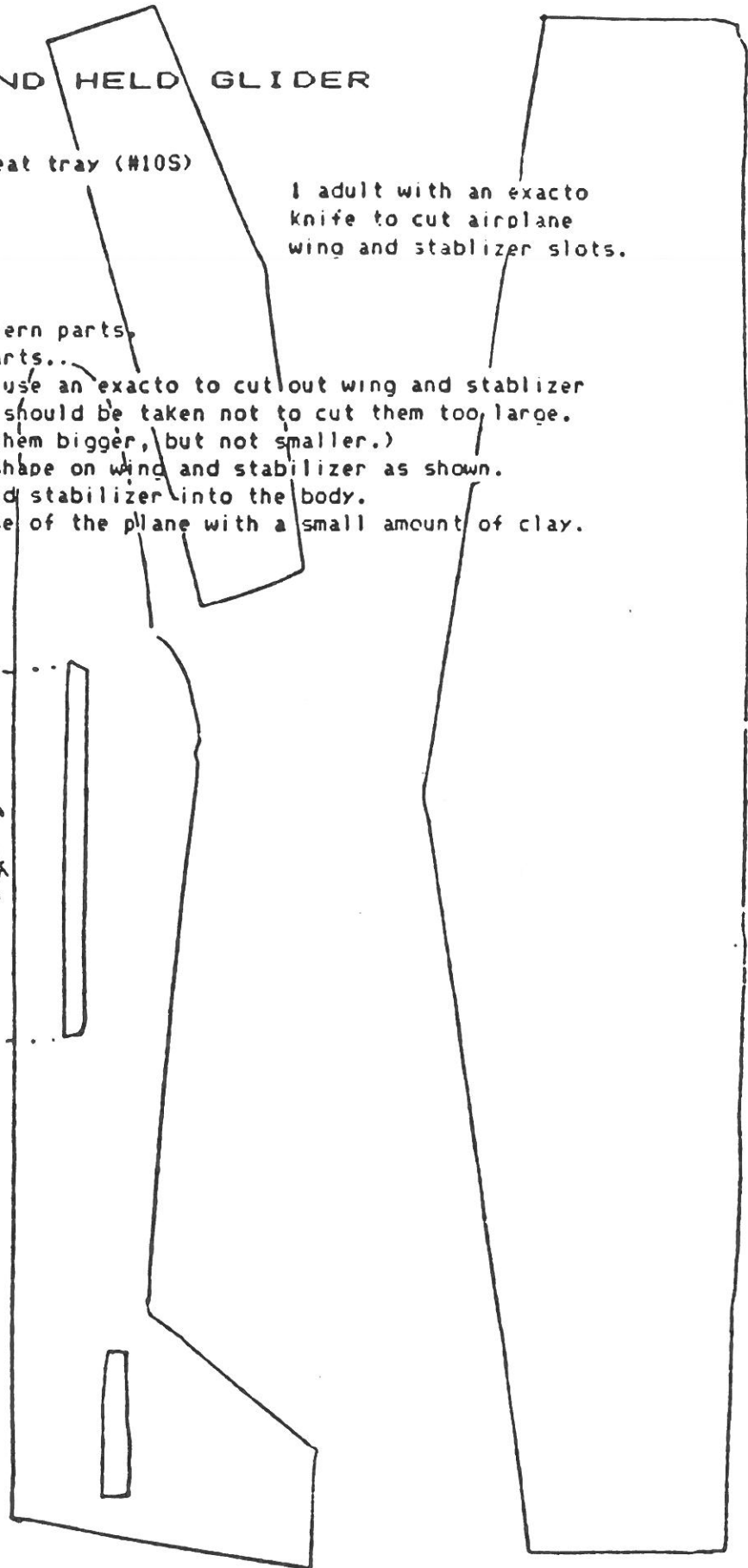
MATERIALS: 1 styrofoam meat tray (#10S)
clay
pattern
scissors
sandpaper

1 adult with an exacto
knife to cut airplane
wing and stabilizer slots.

TO ASSEMBLE: Trace all pattern parts.
Cut out all parts..
Have an adult use an exacto to cut out wing and stabilizer
slots. (Care should be taken not to cut them too large.
You may make them bigger, but not smaller.)
Sand airfoil shape on wing and stabilizer as shown.
Insert wing and stabilizer into the body.
Weight the nose of the plane with a small amount of clay.



For durability -
wing should be left
flat at center.



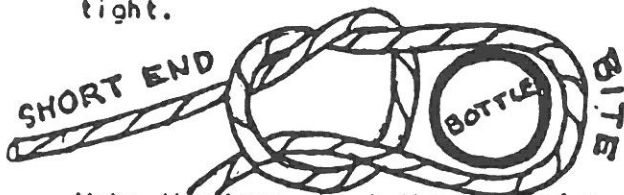
ROPE CANTEEN

MATERIALS NEEDED: 16 oz. soft drink bottle, 27 feet of 4 or 5 ply jute, masking tape.

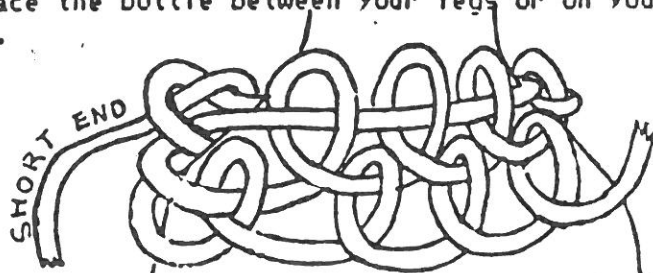
DIRECTIONS: Wrap one end of jute with masking tape on an angle, so that it makes a 'needle'.



Make a slip knot with the other end and slip it over the bottle neck. To make a slipknot, make a loop (bite) with the running end (the end that continues on and on) OVER the end. Put your forefinger and thumb through the bite, pull the running end through the bite, making a loop. Grasp both the end and the running end and hold them both tight while you pull the loop through the bite, pulling it tight.



Make the loop about the size of a silver dollar (not the Susan B. Anthony dollar.) Place it over the neck of the bottle. Keep it taut, but not tight. Put a small piece of tape on the short end and tape it to the bottle itself to keep it down and out of your way. Place the bottle between your legs or on your lap so that it is easier to work with.



Use the taped end of the jute like a needle. Keep it in your hand throughout the entire project. That is your 'rabbit', and don't let it go for a second! With the needle end, go down between the slipknot and the bottle, and bring the needle end out on top of the jute. Pull it completely through so that you have a loose loop. As you work, hold your left thumb on top of each loop to secure the work you are doing.

Continue in this manner around the bottle, moving the thumb of your left hand to hold each loop as you go. There will be about eight loops in the first row around the neck of the bottle.

INDIAN DICE

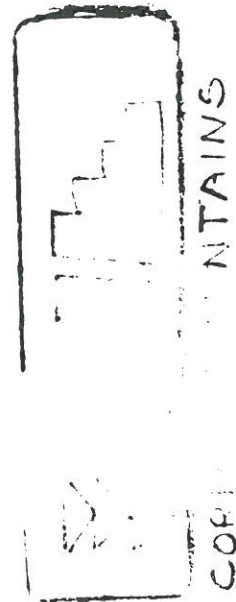
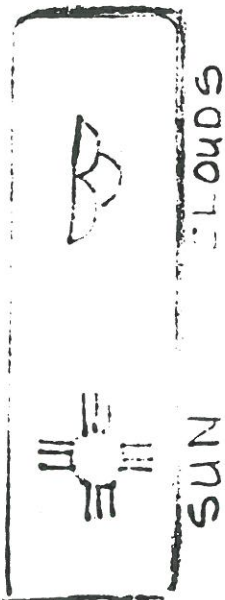
Indians have been playing with dice for at least 2,000 years!

Indian dice had only two sides. One side was blank and the other was carved, painted, or decorated with different shapes. The markings were a little different for each tribe; so were the dice games played.

To make a stick dice game, cut three thin rectangular pieces of wood or bark, or cut rectangles from cardboard. Sand the sides so that they are smooth. Leave one side plain. Decorate the other side with Indian designs--at least three different ones.

Toss all sticks. If three designs land up, win ten counters. If two designs and a blank land up, win two counters. If one design and two blanks land up, win three counters. If all blanks land up, win five counters.

Use seeds or beans for counters. Play with a friend. After everyone has had ten tosses, see who has the most. Maybe you'll be the lucky winner.



STAR

(100) (100)

June, July, & August OBJECTIVES

- Encourage good sportsmanship and pride in growing strong in mind and body.
- Improving understanding within the family
- Providing fun and exciting new things to do.
- Preparing and Encouraging the boys to become Boy Scouts.
- Fostering a sense of personal achievement by developing new interests and skills.
- Providing fun and exciting new things to do.

Planning Special Events

Following these guidelines will help ensure the success of a special event:

Objective. Why are we having the activity? Does it help to achieve the purposes of Cub Scouting?

Leadership. There should be adequate adult leadership. In major pack activities, the pack committee usually appoints a chairman and an event committee is recruited to carry out various responsibilities.

Facility. What type of facility is needed? Can the event be held in the regular pack meeting place? Is it an outdoor activity? Are reservations necessary? Will there be a charge for the facility?

Physical Arrangements. What type of seating arrangement is needed? How much space is available? If it is outdoors, what is available, and what do we provide?

Schedule. A written schedule or program will be helpful. When will the activity be held? What time does it begin? Who does what when? What time does it end?

Alternatives. Plan for backup leadership to fill in for emergencies. If it is an outdoor activity, have a backup plan in case of rain.

Public Relations. Be sure all pack families are informed about the activity. Is this an event that could be publicized in local newspapers and other media?

Rules. For competitive events, establish clear and simple rules that everyone can understand. Be sure everyone knows the rules in advance. This will save disagreements and help prevent hard feelings.

Judging and Awards. Any special pack activity which takes the place of the regular pack meeting should include advancement awards, so that boys get recognition promptly. If it is a competitive activity, will each boy get something for participating? Or will only winners be recognized? How and when? What type of awards will be used? Who will do the judging? How (criteria)?

Health and Safety. The plan should include adequate supervision and insure the proper use of equipment. A harmless object can become dangerous when used in the wrong way. Take the necessary measures to ensure the health and safety of the boys and the others taking part.

Materials and Equipment. What materials and equipment are needed? Who will provide them?

Finances. Estimate the cost of the activity, if any. Will the pack budget cover the expense? If not, how will costs be covered?

Registration and Check-In Procedure. Most events require some type of check-in procedure. How will it be done, and who is responsible?

Transportation. Will Transportation be needed? Will each family provide its own? If not, what arrangements need to be made?

Countdown. Does everyone involved know what is expected? Remember Cub Scouting's secret word -- KISMIF -- Keep It Simple, Make It Fun.

Cub Scout Fitness Day

The Cub Scout Fitness Day is a fun-filled family afternoon. The Fitness Day is a day of contests that are aimed toward developing and testing physical skills. It can close with a picnic supper and awards ceremony.

Follow the guidelines for planning special events. The equipment is simple, but it must be obtained in advance. Score sheets need to be made and prizes made or purchased. Den leaders should know the events in advance so the boys can practice at den meetings.

Several of the events are also Wolf and Bear badge requirements. Remind parents to pass the boys on these requirements if they do their best.

Fitness Day Personnel: Chairman; physical arrangements committee (permits, signs, equipment setup clean-up crew); program committee (schedule, decorations, makes equipment, conducts events); awards committee; starter; judges; scorekeeper; picnic supper committee.

SAMPLE FITNESS DAY SCHEDULE

The Fitness day committee must arrive early to set up the events, registration table, decorations, etc.

1:00 - 1:30	Registration and gathering-time activities.
1:30 - 1:45	Opening Ceremonies
1:45 - 4:30	Events
4:30 - 5:00	Wash up
5:00 - 5:45	Picnic Supper
5:45 - 6:15	Recognition Ceremonies
6:15	Clean up area.

PRIZES

Winners could be called to a decorated victory stand to receive their awards. Overall den winners could be awarded olive branch wreath and trophies. Simple wreaths can be made from coat hanger wire circles covered with paper leaves. Trophies can be made from tin cans bolted together and sprayed with gold paint.

Other winners could receive ribbons or medals which can be purchased or homemade. All boys taking part should be awarded certificates of participation signed by the Fitness Day Chairman.

OPENING CEREMONY

After a regular flag ceremony, the Cubmaster might say something like this: "This afternoon you meet on the field of honor. May you strive manfully to win, letting courtesy and good sportsmanship guide your behavior. As we light this torch that will burn throughout our Fitness Day, let us remember it is to remind us to be courteous and good sports." (*He lights a simple torch that will burn during contests.*)

Then the Cub Scouts participating in the contests repeat the Olympic Oath (Cub Scout Version) together: "We promise that we will take part in the Cub Scout fitness games in fair competition, respecting the regulations which govern them and with the desire to participate in the true spirit of sportsmanship for the honor of our pack and for the glory of sport."

CLOSING CEREMONY

All Cub Scouts stand and repeat (or read from a card) the Athenian Oath (Cub Scout version): "We will try hard not to bring disgrace to this, our community, by being dishonest or cowardly. We will fight for the ideals and worthwhile things of the community both alone and with our friends. We will respect and obey its laws. We will do our best to do our community duty. In all these ways we will make our community better and more beautiful than it was given to us."

FITNESS EVENTS

It is best to let boys compete against other boys of the same age, with prizes for each age group in each event.

SHOT-PUT Use a softball as the shot and follow regular shot-put rules for form. Shot must be pushed, not thrown. Count best put out of three for each player. Distance determines winner.

JAVELIN THROW Use a broomstick. Boys throw for distance. Count best throw out of three.

DISCUS THROW Staple two 10- to 12-inch paper plates together to form a discus. A beanbag can be placed inside for weight, if desired. Use regular form for throwing -- plate should be held flat in hand, not between thumb and finger. Count best throw out of three.

MARATHON This is a distance relay. The classic 26-mile marathon could be run in 26 yards. Divide each den into two groups stationed 26 yards apart. Give each den a baton made from a foot-long section of dowel or broomstick. On signal, the first runner races to the other line and hands off the baton. The runner who receives it runs to the first line, and so on, until all boys have raced.

30-YARD DASH Run in groups of about 10, picking first-, second-, and third-place finishers to run in the finals.

PENTATHLON This is a special event. Each den enters at least one and no more than two boys, selected ahead of time. There is no age limit. Five events run in the order listed below. All contestants enter the first event. There is no rest period between events. As soon as one event is finished, the next starts.

- **Standing Long Jump** The five boys making the longest jumps compete in the next event.
- **Javelin Throw** The boy with the shortest throw is eliminated.
- **30-Yard Dash** The slowest boy is eliminated.
- **Discus Throw** The boy with the shortest throw is eliminated.
- **Shot-Put** The boy with the longest distance is the champion.

Physical Feats Course Give each boy a card listing each event of the course. Be sure his name is on the card. A parent is at each station to serve as judge and initial the card. Set a minimum standard of performance for each station. The events could include:

- Running long jump
- Vault fence to 30 inches high
- Climb tree
- Walk 2-by-4 rail
- Throw a ball 20 feet to an adult and catch return throw
- Do a forward roll.
- Do Three push-ups.
- Do one chin-up

Physical Fitness

CEREMONIES

OPENING -1

(7 boys on stage, carrying various kinds of muscle building equipment. They use the equipment and, in turn, speak the lines below:)

- Boy 1: To keep you body strong and healthy,
Is more valuable than being wealthy.
- Boy 2: WHEN you are fit, you feel so good
And try to do the things you should.
- Boy 3: It helps you lend a helping hand
To needy folks around our land.
- Boy 4: Eating the right foods is always wise,
And everyone needs some exercise.
- Boy 5: Stand on tiptoes, one, two, three,
Touch your toes, don't bend a knee.
- Boy 6: Run awhile, then slow your pace,
Practice will help you win the race.
- Boy 7: Scouting builds young boys into men,
And this is where it will all begin.

OPENING - 2

Cubmaster: Ordinarily, when we speak of fitness, we are thinking of physical fitness; but in Scouting we think of different kinds of fitness.

(5 Cub Scouts, each with a card with one of the following topics.)

PHYSICAL FITNESS: "Physical fitness demands that a Cub Scout develop and keep his body healthy so he may have a well-rounded life."

MENTAL FITNESS: "Mental Fitness is the development of mind, skills and attitudes that will aid in his learning to adjust to the problems and strains of life."

EMOTIONAL FITNESS: "Emotional Fitness is the ability to control feelings of fear and anger, to get along with others."

SOCIAL FITNESS: "Social Fitness is the ability to work, play and live happily with others."

SPIRITUAL FITNESS: "Spiritual Fitness is the recognizing of one's obligations to God and fulfilling them."

Cubmaster: "These elements of fitness are essential in the proper development of a boy today in every area of America. Since the beginning of recorded history, there have been many frontiers that have challenged men and generated skills, bravery and strength to meet the challenges."

"Today there are other frontiers: space, the ocean floor, and time, itself. Times and deeds have changed, but the challenges is still the same, and the call for various aspects of fitness is still as strong as ever."

CLOSING THOUGHT

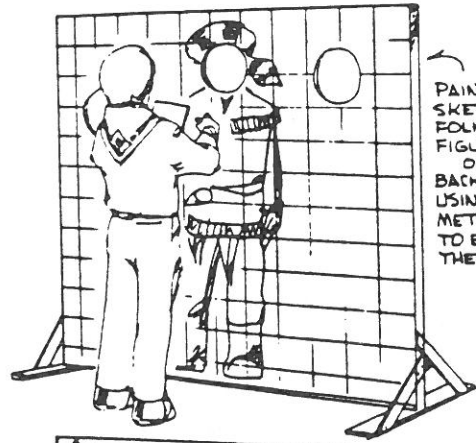
Cub Scouts, I hold in my hand a pocketknife. This is a valuable tool because it can be used for many useful things. It is a dependable tool as long as the blade is kept sharp and free from rust and working parts are in good condition. But, if it is neglected and becomes dull and rusty, it can be a dangerous tool. The same principle applies to us. We have a body, which, when kept in good condition, will serve us well. But if we fail to take care of ourselves, we can become rusty and dull like a neglected pocketknife. Do your best to keep fit!

Western Festival

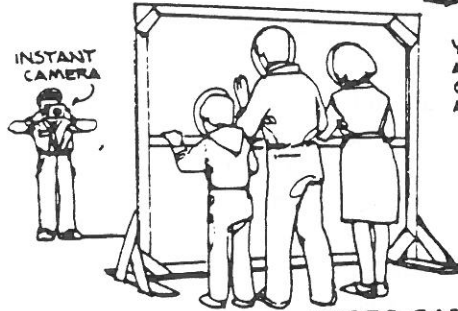
The Wild West still holds a fascination for many people. Playing cowboy can be just as appealing to today's Cub Scouts as it was to their fathers. A pack western festival will give Cub Scouts and their families a taste of the Wild West.

The festival committee must select a suitable location. It can be indoors or outdoors. Follow the guidelines for planning special events. You may want to ask everyone to come dressed in western costume to add to the excitement.

If a meal is served, it could include western chow such as beans and cornbread, chili, or barbeque. It could be served from a chuck wagon (a table decorated to look like a chuck wagon).



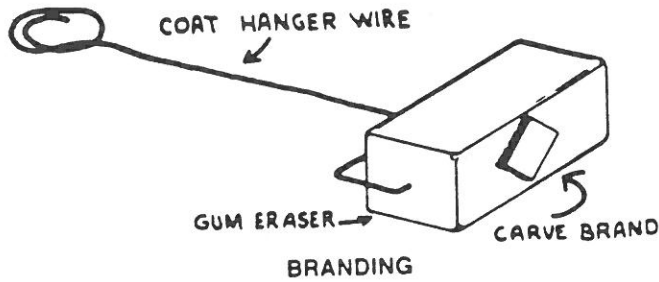
PAINT OR SKETCH FOLKLORE FIGURES ON BACKDROP USING GRID METHOD TO ENLARGE THEM.



YOU CAN CHARGE A SMALL AMOUNT OF MONEY TO AID YOUR PACK.

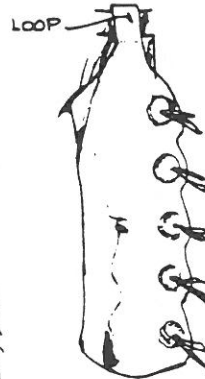
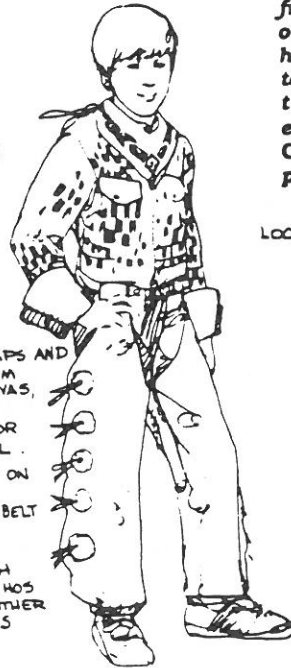
GATHERING-TIME ACTIVITIES

Branding. As people arrive, "brand" each with a rubber eraser branding iron. There could be a special brand for each den. Use water-soluble ink pad so that brands can be washed off.



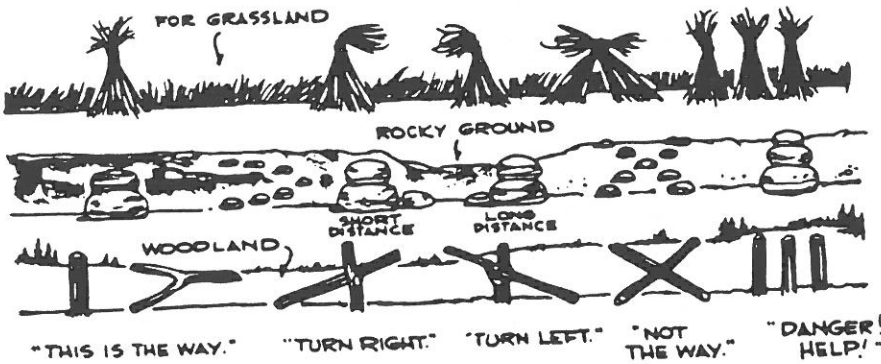
PECOS BILL

MAKE CHAPS AND CUFFS FROM LIGHT CANYAS, IMITATION LEATHER, OR SOFT VINYL. SEW LOOP ON TOP FOR RUNNING BELT THROUGH. DECORATE SIDES WITH FOIL CONCHOS AND LEATHER THONGS.



ANKLE TO CROTCH

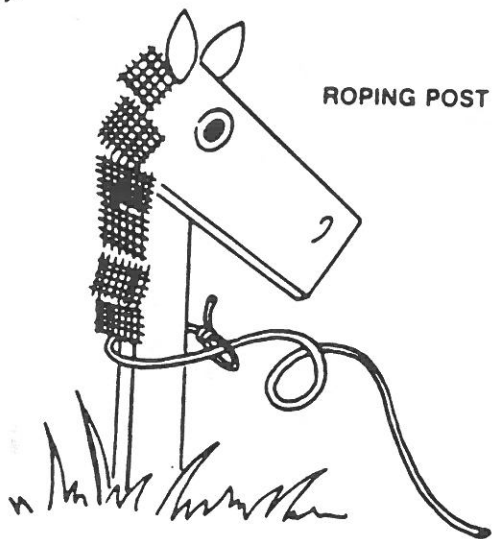
INDIAN TRAIL SIGNS



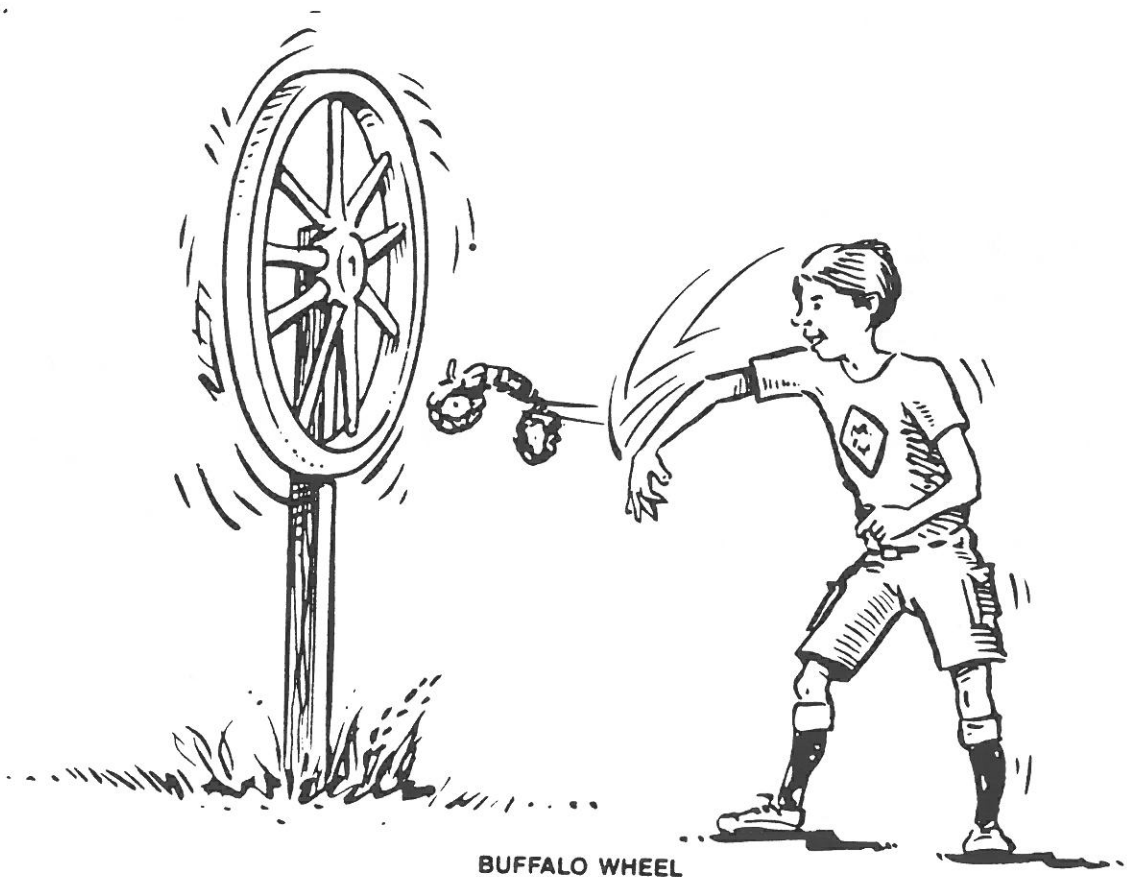
INDIAN TRAIL SIGNS. Made in various ways as shown, depending on the terrain.

PECOS BILL AND COWBOY. Use flannel shirt or work shirt with Cub Scout uniform pants or jeans. Make chaps and cuffs from light canvas, imitation leather, or soft vinyl. Sew loop on top for running belt through. Decorate sides with foil conchos and leather thongs.

Roping Post. Cut a slot in a 3-foot post. Insert a wood cutout of a horse's head. Horse's ears can be made from scrap vinyl and mane from fringed burlap or yarn. Players are given a 25-foot length of rope which has a loop in one end and try to lasso the horse's head from a distance away.



Buffalo Wheel. Fasten an old bicycle wheel to a post so that it will spin. Remove half of the spokes and mark scores on remaining ones. Make the buffalo from two socks filled with nuts or small pieces of wood, as shown in illustration. To score, throw buffalo into spinning wheel.



Bronco Riding. The body of the bronco can be a heavy fiber drum or large metal oil drum. Wooden legs and rockers are bolted to drum. See illustration for directions.

Steer Lassoing. Cut a steer's head from plywood and paint on features. Hang it from a tree branch so it can be swung. Boys try to lasso it while it's swinging.

Santa Fe Trail is similar to an obstacle course. Some suggested activities are described below:

Broken Wheel. Roll auto tire around a tree.

Wagon in Mud. Wait for next two players before proceeding.

Dust Storm. Follow a string while blindfolded.

Trap Beaver. Using a rod and reel, cast small cardboard cutout of a beaver at a mousetrap until your beaver is "trapped".

Wagon Upset. Play buffalo wheel.

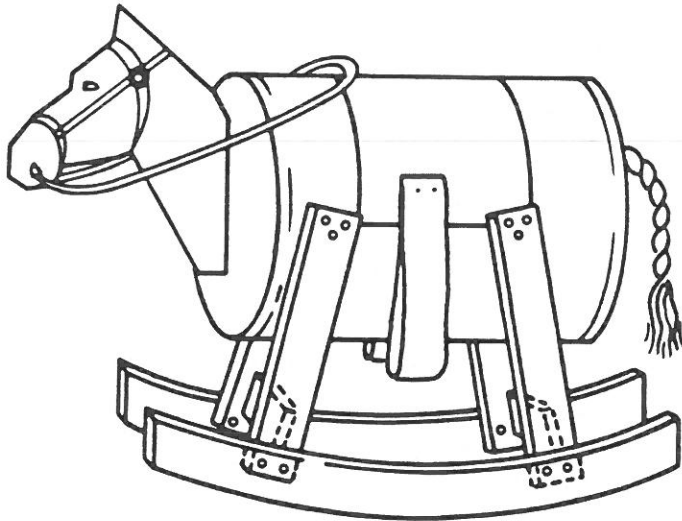
Narrow Pass. Crawl through a barrel.

River Crossing. Wade barefoot through six pans of water.

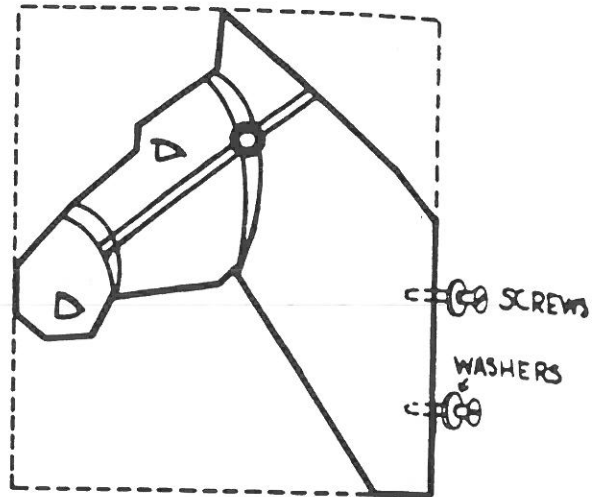
Repair Harness. Join two ropes using a square knot.

BRONCO RIDING

THE BODY OF THIS BRONCO CAN BE A HEAVY FIBRE DRUM OR A LARGE METAL OIL DRUM. THE HEAD AND ROCKERS CAN BE CUT OUT OF SCRAP LUMBER.

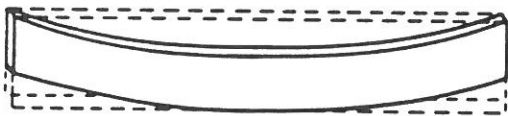


USE BOTTOM OF DRUM FOR FRONT. REAR MAY BE LEFT OPEN, OR CLOSED IF YOU HAVE THE COVER.



USE BOLTS TO FASTEN LEGS TO DRUM; SCREWS TO FASTEN LEGS TO ROCKERS; BOLTS TO FASTEN STIRRUPS TO DRUM.

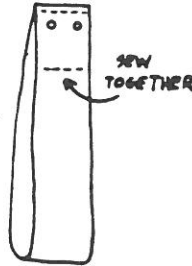
BRONCO RIDING



CUT HEAD OUT OF 1" PLYWOOD OR BOARD. FASTEN TO DRUM WITH SCREWS.

CUT ROCKERS FROM 1" SCRAP WOOD

MAKE STIRRUP OUT OF CANVAS STRIP OR PIECE OF OLD LEATHER.

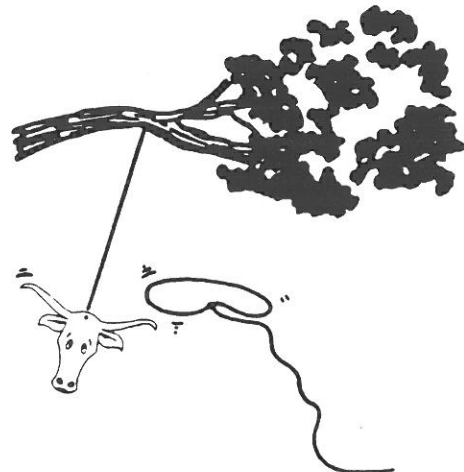


LASSOING

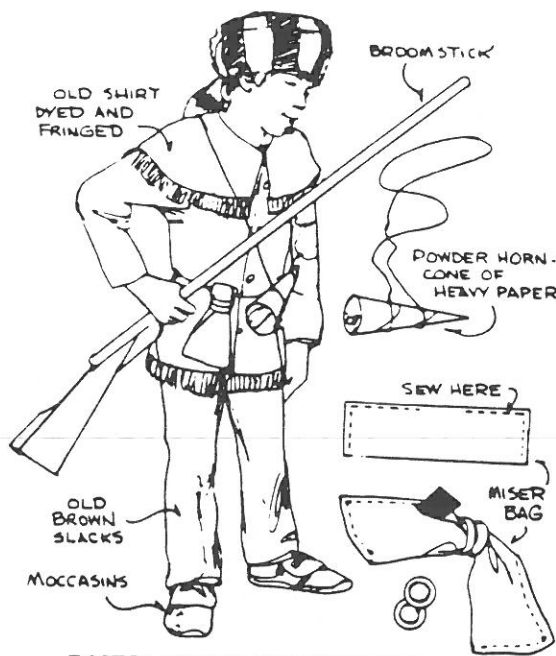
HOLE FOR HANGING IN CENTER



CUT A STEER'S HEAD OUT OF PLYWOOD. HANG IT FROM A TREE BRANCH SO IT CAN BE SWUNG. TRY TO LASSO IT WHILE IT'S SWINGING.



STEER LASSOING



DANIEL BOONE OR MOUNTAIN MAN

SAMPLE WESTERN FESTIVAL PROGRAM

- Gathering-time activities
- Opening ceremony
- Contests and games
- Chuck wagon meal
- Recognition and closing ceremony

GAMES AND CONTESTS



BUCKING HORSE CONTEST

Pony Express Relay. Divide group into equal relay teams. Then divide the teams into two groups stationed 30 to 40 feet apart. First player in each team is given a stick horse and Pony Express bag. On signal, he rides to his teammate in the opposite line, carrying bag over his shoulder. The horse receives a new rider and the bag is transferred. This continues until all players have ridden their section of the Pony Express route.

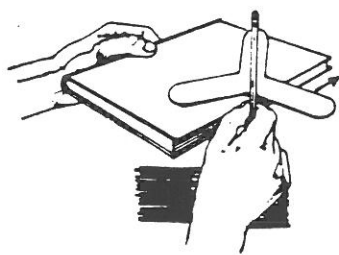
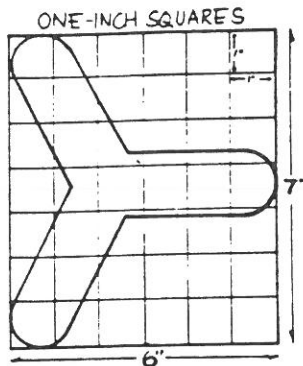
Bucking Horse Contest. The bucking horses are pogo sticks with horses' heads made of stuffed socks. Riders can be timed or jumps counted.

Hobble Horse Relay. Divide into relay teams. First player on each team slips a band cut from an inner-tube over his ankles, runs up and around a stake at goal line, and back. He removes band and gives it to second player who repeats the action.

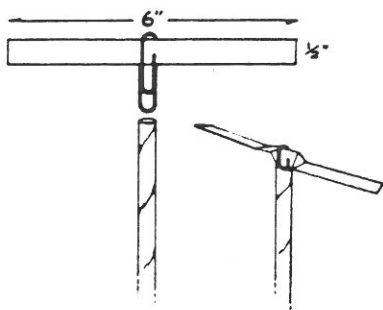
Chuck Wagon Contest. Each den team has a chuck wagon. This can be a regular coaster wagon, with a cloth cover attached to a wire frame. Two den members wearing paper-bag horse masks are the horses. Behind each wagon is an equal number of pots and pans (or tin cans). On signal, all den members except the horses load cans into the wagon. When they are finished, they yell, "Wagons, ho!" and the horses dash off, pulling the wagon twice around the track. If any implement falls out, the horses must stop and wait for other den members to put it back. First wagon making the circuit twice wins.

Calf Roping. Each den selects one member to be a Calf and one to be a Roper in this interden contest. The Roper is given 6 feet of 1/4-inch rope with a wrist-size loop tied in one end. When the "trail boss" calls out, "Go Den 1," the Calf runs on hands and knees into an open area, and the Roper pursues him, trying to upset him. When he knocks the Calf over, the Roper uses his rope to tie the Calf's hands and feet together. The Calf should cooperate. Each Roper is timed. Continue until each Calf and Roper has competed. Fastest time wins.


Harbors, Stations, and Airports



BOOMERANG. Use grid method to make pattern. Cut from cardboard. Sail boomerang by striking with a pencil as it rests on a book.



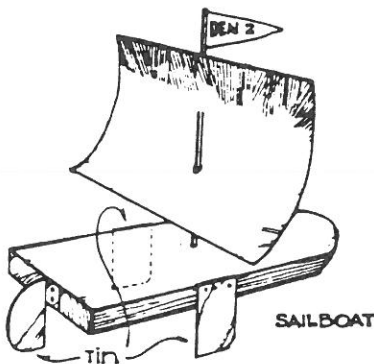
PROPELLER. Cut propeller from cardboard or stiff paperboard. Put paper clip on center and insert into plastic drinking straw. Bend propeller's blades in opposite directions. To fly the propeller, place straw between hands, quickly slide hands past each other to impart rotation. If it flies downward, reverse hand directions.



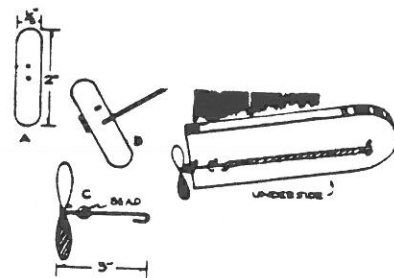
Cub Scout _____
 did his best in the 1984 Pinewood Derby of Pack 156.

Cubmaster

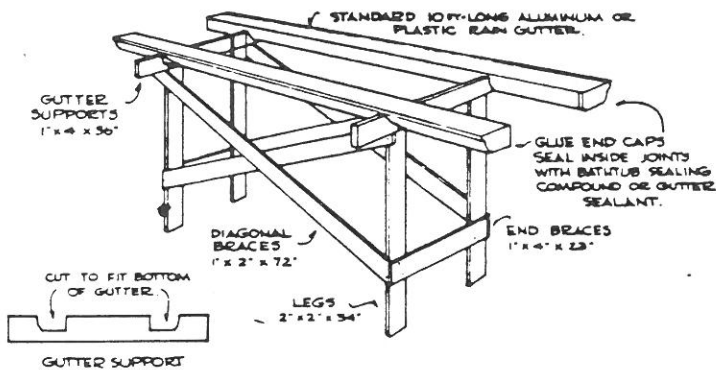
CERTIFICATE OF PARTICIPATION. Here's a sample certificate for a pinewood derby. Reproduce by photocopying or mimeograph.



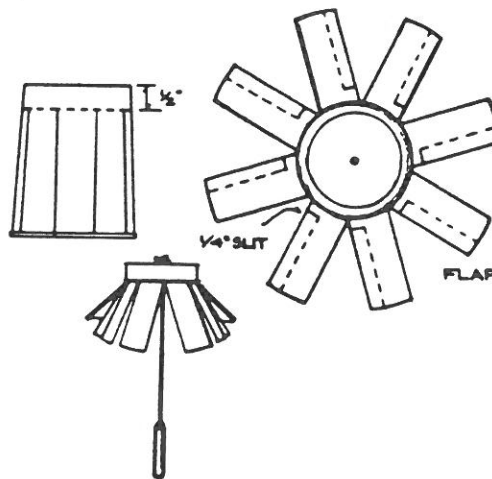
SAILBOAT. Cut strip from tin can for rudder and leeboards. Smooth edges with file and emery cloth and tack onto hull. Drill hole for dowel mast. Cement into place.



MOTORBOAT. Cut propeller from tin strip and smooth edges. Twist into propeller shape. Use wire or paper clip for shaft and a bead for bearing. Use screw eye to hold rubber band in front, and eye hooks in rear.



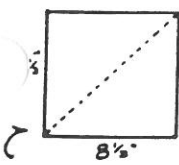
RAIN-GUTTER REGATTA COURSE



WHIRLY BIRD. You need an eight-ounce paper cup. Cut six slits one inch apart from the top to 1/2-inch from bottom and fold strips out. On each strip, cut a 1/4-inch slit about 3/8-inch from the inside end; make a flap by folding down and creasing. Punch a

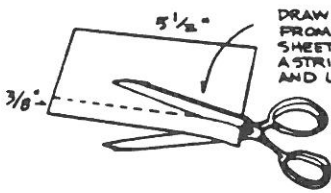
hole in the bottom. Put a pipe cleaner or heavy string through it and knot top. Fasten paper clip for weight at bottom of pipe cleaner or string. To fly the Whirly Bird, hold straight out and drop it.

WING



THE WING IS CUT FROM PAPER 8 1/2" SQUARE. DRAW LINE FROM CORNER TO CORNER. CUT DIAGONALLY. TWO WINGS ARE FORMED.

AIR CHAMBER

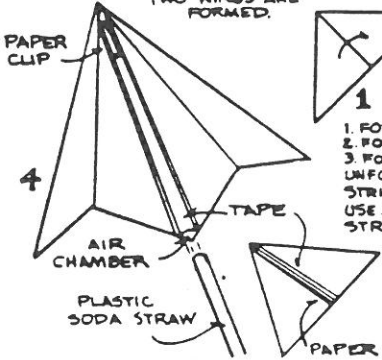


DRAW A LINE 3/8" FROM THE EDGE OF A SHEET OF PAPER. CUT A STRIP 5 1/2" LONG AND USE FOR AIR CHAMBER.

ASSEMBLY

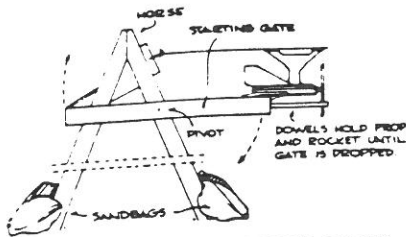


1. FOLD IN HALF AS SHOWN.
2. FOLD WINGS.
3. FOLD TO FORM KEEL. COMPLETELY UNFOLD AND FLATTEN. PLACE PAPER STRIP FOR AIR CHAMBER OVER CENTER LINE. USE SMALL PIECES OF TAPE TO KEEP THE PAPER STRIP FROM MOVING. CAREFULLY CENTER A 6" PIECE OF TAPE OVER THE PAPER STRIP AND PRESS DOWN.
4. INSERT A PLASTIC STRAW TO OPEN THE AIR CHAMBER. CREASE PAPER TO KEEP AIR CHAMBER IN OPEN POSITION. STRAW SHOULD NOW FIT LOOSELY. USE THE STRAW TO PUSH A PAPER CLIP THROUGH AIR CHAMBER AND LODGE UNDER TAPE.

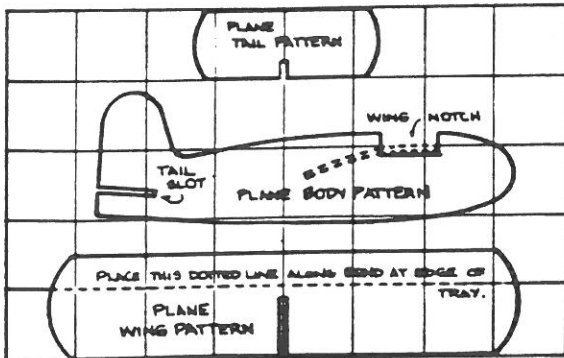


RE-CREASE WINGS. MODEL MAY BE HAND LAUNCHED OR AIR LAUNCHED FROM A SODA-STRAY.

AIR-LAUNCHED GLIDER



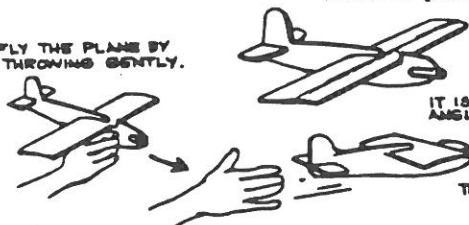
SPACE DERBY STARTING GATE



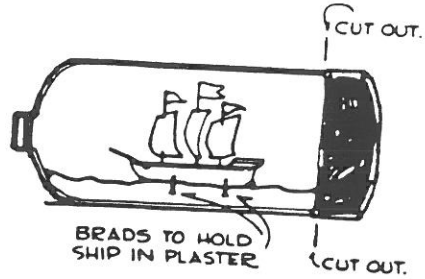
ASSEMBLE PARTS AND FASTEN PAPER CLIP (OR BOBBY PINS) TO NOSE.

THE CURVE IN THE WING CREATES AN "AIR FOIL" TO HELP THIS TOY PLANE FLY IN THE SAME MANNER AS REAL PLANES.

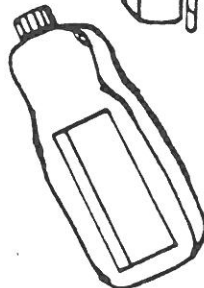
FLY THE PLANE BY THROWING GENTLY.



IT IS IMPORTANT TO ADJUST THE ANGLE OF THE WING JUST RIGHT TO MAKE THE PLANE FLY STRAIGHT. TRY TILTING IT A LITTLE AND WATCH THE PLANE LOOP-THE-LOOP OR NOSE-DIVE!



SHIP IN A BOTTLE. Constructing a ship model in a bottle is a painstaking job—unless you do it this way. Boys may want to show off their raingutter regatta boats by this method. Use a large, clear plastic soda bottle. Cut off the black bottom. Mix plaster of paris; if desired, tint it with blue food coloring to simulate the sea. Lay bottle on its side. Spread plaster in bottom of bottle and insert model ship. For clouds, you can glue puffs of cotton around the top. When plaster hardens, glue the black bottom on.



WRAP TAPE AROUND END OF STRAW.

bottom of boat and push straw through. Bend the straw along the boat's bottom and tape in place. Tape over the hole in the bottle to keep out water. Blow into straw to inflate balloon. Set the boat in water and watch it go. From The Leader, Canadian Scout-ing magazine.

BALLOON JET BOAT: Cut long, wide strip from one side of a one-liter plastic detergent bottle as shown. Wrap waterproof tape around one end of plastic drinking straw to increase its diameter so that you may insert that end of straw into balloon neck. Wind a rubber band around neck of the balloon to make air-tight seal. Cut hole in

WEBELOS - 1st YEAR ACTIVITY BADGES

I. PLAN

- A. Decide which activity badge you will work on.
 1. You can use the monthly activity badge themes listed in the Scout calendar or the *Program Helps*, or vary to meet a field trip or other outing schedule.
 2. Consider the time of year for outdoor activities.
 3. Plan activities with other den leaders.
- B. Read the foreword to each activity badge and the requirements in the Webelos Scout Book. Decide which requirements you want to work on in the den meeting.

II. PREPARE

- A. Make a list and obtain the items you will need.
- B. Have instructions written out for crafts. You may need instructions or craft patterns for each scout.
- C. TOUR PERMIT, transportation, permission slips for field trips or other outings. Have maps, times, and a checklist of items to bring for outings.
- D. Try crafts and other activities yourself first.

III. PRESENT

- A. Explain the activity to the den before you start. Let the den know what you want to accomplish.
- B. Show a picture or example of crafts. Give examples for discussion items.

IV. PERFORM

Do the activity, mark your den record, and sign each Webelos Scout Book.

RESOURCES:

Webelos Scout Book
Cub Scout & Webelos Scout Program Helps
Webelos Den Activities - book
Scouting and Boys' Life magazines
Boy Scout Handbook
Boy Scout Merit Badge Books

FITNESS - Drugs: A Deadly Game

SPORTSMAN - Cub Scout Sports Leader Guide

OUTDOORSMAN - Introduction to Family Camping
Knots and how to tie them

CRAFTSMAN - Kits

HOME MUSCLE BUILDERS

ON A REGULAR 15 MINUTES A DAY SCHEDULE!

FOLLOWING THE SCOUT ADVENTURE TRAIL AT CAMP, ON HIKES AND AT MEETINGS PROVIDES AN UNBEATABLE, ALL-AROUND, PHYSICAL-FITNESS PROGRAM.

BUT SOME MUSCLES NEED MORE BUILDING UP THAN OTHERS FOR INCREASED STRENGTH AND STAMINA.

THESE EXERCISES WILL DO JUST THAT!...IN ADDITION TO THOSE DONE AT SCHOOL.

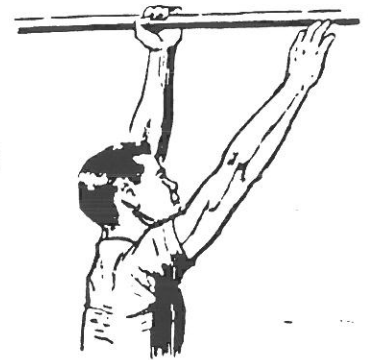
THEY'RE EASY, REQUIRE LITTLE OR NO EQUIPMENT, AND YOU CAN DO THEM IN YOUR ROOM, THE BASEMENT, THE BACKYARD OR OUT IN THE GARAGE. START OUT EASY, INCREASING GRADUALLY. DON'T DO ALL AT ONE TIME.



BICEP BUILDER - PUSH UP WITH ONE ARM, DOWN WITH THE OTHER. HOLD 10 SECONDS - 5 TIMES EACH ARM.



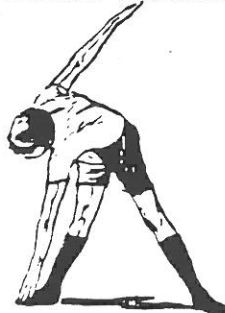
NECK BUILDER - USE A GOOD STRONG BATH TOWEL (OR USE ONLY YOUR HANDS). PUSH HARD AGAINST BACK OF NECK UNTIL NECK MUSCLES QUIVER. THREE MINUTES.



BUILD ARMS AND SHOULDERS BY MOVING ALONG LADDER OR STRONG, WELL SECURED PIPE.



PUSH-UPS BUILD ARM AND SHOULDERS, TOO. DO AT LEAST 20 A DAY, KEEP BACK AND ARMS STRAIGHT WHILE RAISING AND LOWERING YOUR BODY.



LATERAL TRUNK MUSCLES CAN BE STRENGTHENED BY BENDING DOWN AND SIDWARD TO TOUCH TOES. LEFT AND RIGHT - ELBOWS AND KNEES STRAIGHT.



BACK AND CHEST STRENGTHENER. LIE FACE DOWN - HANDS AT BACK OF NECK, ELBOWS OUT. RAISE HEAD AND CHEST - HOLD - REPEAT.



BUILD NECK AND SHOULDERS WITH THIS BRIDGE. LIE ON BACK, FEET FLAT. PRESS HEAD DOWN. RAISE BUTTOCKS AND SHOULDERS.



BUILD ABDOMINAL MUSCLES. RAISE AND SPREAD LEGS SLOWLY THREE TIMES WITHOUT TOUCHING FLOOR. HOLD 10 SECONDS, REST, REPEAT.



LEGS AND THIGHS - BACK STRAIGHT, HANDS ON HIPS - RISE ON TOES AND BEND KNEES SLOWLY HALFWAY TO SQUAT POSITION. REPEAT.



MUSCLE STRETCHER - LIE FLAT ON BACK - CURL BODY UP IN SLOW MOTION UNTIL KNEES TOUCH CHIN. COUNT - RETURN TO STARTING POSITION.



STOMACH MUSCLES BUILDER - LIE ON BACK, HANDS ABOVE HEAD - RAISE, TOUCH TOES WITH ARMS AND LEGS STRAIGHT.



BUILD STRONG HANDS AND FINGERS BY SQUEEZING STICKS, STONES, BALLS, PAPER - ANYTHING. SQUEEZE SLOWLY AND HARD.



STRENGTHEN BACK. LIE ON STOMACH, RAISE ARMS, CHEST AND LEGS. SPREAD LEGS AND ARMS 10 TIMES. RETURN TO STARTING POSITION AND REPEAT.



SQUAT THRUST FOR ALL MUSCLES. SQUAT ON FLOOR, HANDS IN FRONT. THRUST LEGS BACK UNTIL BODY IS STRAIGHT - RETURN TO SQUAT, STAND UP - REPEAT.



CONDITION YOUR FEET AND TOES. WALK PIGEON-TOED WITH TOES CURLED. IN BARE FEET PICK UP AND CARRY STONES, MARBLES, PENCILS, WITH TOES.

WEBELOS - SHOWMAN

THE THREE IN ONE HAT STUNT

Directions:

When the Webelos Scout speaks, put on the Webelos hat and speak in your natural voice.

When the Den Chief speaks, put on the Boy Scout cap and speak in a deep voice.

When the Webelos Leader speaks, put on the campaign hat and speak in a very low voice.

Memorize the story. It's funnier when you change hats quickly and speak rapidly. But speak clearly so everyone can understand what you are saying. Stand behind a low table as you tell the story. Place the hats on the table and be sure to wear one red sock and one blue sock.

The Story:

Ladies and gentlemen, three of us Webelos Scouts were going to present a play for you tonight, but the other two boys haven't come. Therefore, I will have to take all the parts myself. The name of the play is "Webelos Scout Inspection". The characters are: A Webelos Den Leader, a Den Chief, and Johnny Webelos Scout. The scene is a Den Meeting:

Webelos Leader: Webelos, line up for inspection.
Den Chief: They all look fine except Johnny.
Johnny: Me?
Webelos Leader: Yes, Johnny.
Johnny: What's wrong with me?
Webelos Leader: What's wrong with him?
Den Chief: Look at his socks.
Johnny: My socks?
Webelos Leader: His socks?
Den Chief: Your socks!
Webelos Leader: Why, Johnny, you have one red sock and one blue sock.
Johnny: One red sock?
Den Chief: Yes, and one blue sock.
Johnny: That's funny.
Den Chief: What's funny?
Webelos Leader: What's funny?
Johnny: I have another pair at home just like them.

THE END

IF YOU'RE HAPPY

If you're happy and you know it,
clap your hands.
If you're happy and you know it,
clap your hands.
If you're happy and you know it,
Then you really ought to show it,
If you're happy and you know it,
clap your hands.

2nd verse

If you're happy and you know it,
stomp your feet.

3rd verse

If you're happy and you know it,
shout "hooray".

4th verse

If you're happy and you know it,
do all three.
(clap-clap) (stomp-stomp)
(hooray-hooray)

I'M A LITTLE PILE OF TIN

I'm a little pile of tin
No one knows what shape I'm in.
Got four wheels and running board
I'm not a Chevy, I'm a Ford.

Honk, honk, rattle, rattle,
crash, beep, beep
Honk, honk, rattle, rattle,
crash, beep, beep
Honk, honk, rattle, rattle,
crash, beep, beep
Honk, honk.

Tune: "Battle Hymn of the Republic"

1st verse - Repeat throughout melody

As one fresh fish flipped in the fire, the other fresh fish flipped out.

CHORUS: Glory, glory how peculiar, Glory glory how peculiar, Glory, glory how peculiar,
As one fresh fish flipped in the fire, the other fresh fish flipped out.

2nd verse - As one busy beaver brushed by the bush, the other busy beaver brushed back.

3rd verse - As one eager eagle eased under the eaves, the other eager eagle eased out.

4th verse - As one black bat blew by the breeze, the other black bat blew back.

HI, MY NAME IS JOE

Hi, my name is Joe,
I've got a wife and three kids
And I work in a button factory.
One day my boss said,
"Joe, are you busy?"
I said, "No."
He said "Turn this button with
your right hand." (turn right hand)

(Repeat verse in similar manner)

Turn this button with your left hand.
(turn hands together)

Turn this button with your right elbow.
(turn hands and right elbow)

Turn this button with your left elbow.
(turn hands and elbows together)

Turn this button with your right foot.
(turn hands and elbows and foot)

Turn this button with your left foot.
(turn hands and elbows and feet together)

Turn this button with your head.
(turn hands, elbows, feet, head together)

(Last verse)

Hi, my name is Joe,
I've got a wife and three kids
And I work in a button factory.
One day my boss said,
"Joe, are you busy?"
I said, "YES!!!!!!!"

HEAD AND SHOULDERS, KNEES AND TOES

Tune: "There Is A Tavern In the Town"

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,

Directions:

1st time -- sing straight through, touching parts of the body

2nd time -- omit singing "head" and touch it

3rd time -- omit singing "shoulders" and touch them

4th time -- omit singing "knees" and touch them

5th time -- omit singing "toes" and touch them

Touch each part of your body as you mention it in the song. For example, head - put your hands on your head. Each time you start a new verse, drop another word, but keep the motion. Extra verses may be added to include all parts of body mentioned.

TONY CHESTNUT

Tony Chestnut knows I love you,
knows I love you, knows I love you.
Tony Chestnut knows I love you,
that's what Tony knows.

AMERICA (round)

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

SCOUT VESPERS

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

I'VE GOT THAT CUB SCOUT SPIRIT

I've got that Cub Scout Spirit up in my
head, up in my head, up in my head.
I've got that Cub Scout Spirit up in
my head, up in my head to stay.

---deep in my heart
---down in my feet
---all over me

I've got that Cub Scout Spirit up in my
head, keep in my heart, down in my
feet.

I've got that Cub Scout Spirit all over
me, all over me to stay.

Motion:

For more spirit, you can point to each
part of body as you sing.

MY BONNIE

My Bonnie lies over the ocean,
My Bonnie lies over the sea.
My Bonnie lies over the ocean,
Oh, bring back my Bonnie to me.
Bring back, bring back,
Oh, bring back my Bonnie to me, to me.
Bring back, bring back,
Oh, bring back my Bonnie to me.

Action Version

Stand up on the first word with a "b"
in it then sit down on the next "b" and
so on with each word with a "b" in it.
The whole group should end the song
sitting down!

WADDLE-EE ACHEE

Waddle-ee ahee, Waddle-ee ahee,
doodle-ee do, doodle-ee do,
Waddle-ee ahee, Waddle-ee ahee,
doodle-ee do, doodle-ee do.
Simplest thing, there isn't much to it,
All you've got to do is doodle-ee do it.
I like the rest, but the part I like best,
Is doodle-ee, doodle-ee do.

TARZAN OF THE APES

I like bananas, coconuts, and grapes.
I like bananas, coconuts, and grapes.
I like bananas, coconuts, and grapes.
That's why they call me;
TARZAN OF THE APES.

Sing the first part a bit softer each
time, down to a whisper, shouting
TARZAN OF THE APES at the end.

MULES

Tune: "Auld Land Syne"

On mules we find two legs behind
And two we find before;
We stand behind before we find
What the two behind be for.
When we're behind the two behind
We find what these be for;
So stand before the two behind,
And behind the two before.

WORMS

Nobody likes me
Everybody hates me
I'm goin' out and eat worms.

CHORUS

Long, slim, slimy ones
Short, fat, juicy ones
Itsy, bitsy, fuzzy, wuzzy worms.

First you get a bucket
Then you get a shovel
Oh how they wiggle and squirm.

CHORUS

First you pull their heads off
Then you suck their guts out
Oh how they wiggle and squirm.

CHORUS

Down goes the first one,
Down goes the second one,
Oh how they wiggle and squirm.

CHORUS

Up comes the first one,
Up comes the second one,
Oh how they wiggle and squirm.

CHORUS

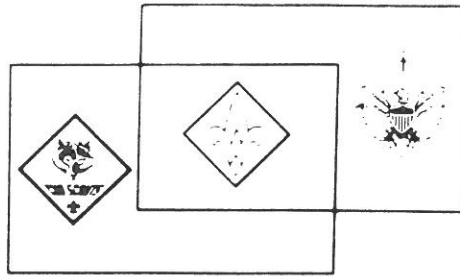
THE GRAND OLD DUKE OF YORK

Tune: "A-Hunting We Will Go"

The grand old Duke of York,
He had ten thousand men.
He marched them up the hill and then
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 halfway up,
You're neither up nor down.

Actions:

On up - stand up
On down - sit down
On halfway up - stand halfway up



Webelos-To-Scout Transition ***The Troop Leader's Role***

A source of new boys is vital to the continuance of the Boy Scout troop and we know of a way to get new members.

New Members for Your Troop

Recruiting new members for your troop will create a better program of activities, better experience for your junior leaders, more troop parents from which to draw leadership, and a guarantee for the continued future of your unit.

Webelos Scouts Are Being Graduated

In the many Webelos den activities, future Scouts meet weekly, learn Scouting skills, advance in rank, participate in father/son overnights, follow the Cub Scout Promise, earn their Arrow of Light Award, and fill out an application to become a Boy Scout.

That Extra Effort Makes a Difference

When the Webelos-to-Scout transition program is used, more than 84 percent of the boys in the Webelos den join a Boy Scout troop. All that is required is some communication and cooperation between the Webelos den (where the boys now are) and your troop.

This Is No Secret!

Webelos den leaders and Cubmasters are also learning about the Webelos-to-Scout transition plan. They are looking forward to working with you to ensure regular graduations of Webelos Scouts into the troop.

What's In It For You?

HOW THE TRANSITION PLAN HELPS THE BOY

Many Webelos Scouts will go on into Scouting with no help at all. But at least half of them need to know more about their opportunities for fun and adventure in the Scout troop.

That's really the purpose of the Webelos-to-Scout transition plan: to give the Webelos Scout a sampling of the troop program, troop leadership, personal advancement, a training and learning experience and an appreciation of troop organization and relationships.

It will be the boy's (and his family's) decision so we owe it to them to demonstrate some of the fun experiences and to let him know that he is wanted. Certain key Scouters are better able to show the Webelos Scouts the various elements of Scouting. So we need to include everyone, starting with the Webelos Scouts themselves. That makes the transition plan an unlimited opportunity.

The boy's Webelos badge and Arrow of Light Award reach into the requirements bordering on Scouting skills, giving him a view of Scouting advancement. He sees boy leadership at work and senses his own potential as a junior leader. He becomes more confident and enthusiastic about the patrol method, a district camporee, about summer camp, and maybe even a national jamboree.

In short, the boy's desire for troop membership is the result of this gradual change in appetite for troop-oriented activities.

HOW THE TRANSITION PLAN HELPS LEADERS

For the troop leader, it means *more boys* — boys already versed in Boy Scout and Tenderfoot requirements and boys whose families have been supporting them in pack activities.

For the Webelos den leader, it means fulfillment. It means direct help with advancement requirements, father/son overnights, as well as a pleasant association with the troop. The time spent with a boy is productive as seen in the boy's desire to continue.

To the Cubmaster it means assurance of a stable Webelos den, more graduations and better ceremonies, the ready access to den chiefs and pack meetings that feature a lively Webelos den and Scout troop guests.

KEY LEADERS IN THE TRANSITION PLAN

For complete information on the qualifications and responsibilities of leaders, see chapter 4, *Cub Scout Leader Book*, No. 3220.

Webelos Den Chief

A registered Scout, active in the troop and selected by his Scoutmaster to serve with the Webelos den as a program assistant to the Webelos leader. He is trained either by the troop junior leaders or by the Webelos den leader. He should be at least a Second Class Scout and skilled in conducting ceremonies, leading songs, teaching skills, giving demonstrations, leading games and helping to prepare the Webelos Scouts in advancement for the troop experience up ahead.

Troop Webelos Resource Person

A registered male on the troop committee (or an assistant Scoutmaster). He is appointed to be liaison between the troop and the Webelos den. He helps the Webelos den leader to plan joint pack and troop activities, including exciting graduation ceremonies. His principal job is to ensure smooth transition of Webelos Scouts into the troop by working closely with the den chief, Webelos den leader and Scoutmaster.

Webelos Den Leader Coach

In packs having more than one Webelos den, he is the coordinator between dens. He plans activities, selects resources, contacts Scoutmasters, participates with Webelos dens at pack meetings, and keeps the Cubmaster informed.

Activity Badge Counselor

This adult is usually a family member of a Webelos Scout and has knowledge in one of the activity badge areas. Recruited by the Webelos den leader or the Webelos den leader coach, this person serves as a den helper at various times of the year. Not to be confused with merit badge counselors in Boy Scouting, activity badge counselors help Webelos Scouts gain self-confidence in dealing with new subjects and adults.

In A Nutshell . . .

The transition plan utilizes key people in specific roles designed to attract Webelos Scouts into the Boy Scout troop.

It creates a team spirit for the Webelos den leader, the Cubmaster and the Scoutmaster, and it enhances the "Scouting family" concept both in and out of the chartered organization.

HAVE YOU HEARD ABOUT THE JOINT LEADERS' ROUNDTABLES?

The Webelos-to-Scout transition plan calls for a joint roundtable for Webelos den leaders and Boy Scout troop leaders to be held twice a year — one in October and one in March or April.

With the Boy Scout leaders' roundtable staff serving as the host and with the knowledge of the Cub Scout leaders' roundtable staff, Webelos den leaders are invited to attend and cover major subjects related to pack-troop demonstrations.

This serves as a primary opportunity for Webelos den leaders and Scoutmasters to meet and to share mutual program ideas affecting Webelos graduations. The agenda is designed to promote good pack/troop or Webelos den/troop happenings and thereby hold the Webelos Scouts in the program until they reach Scouting age.

The participants get an opportunity to share with the group any successes in joint activities and graduation ceremonies.

SUGGESTED JOINT PACK-TROOP HAPPENINGS

1. Invite the Webelos den to attend a troop court of honor.
2. Invite the Scoutmaster and junior leaders to attend a Webelos den meeting.
3. Share an evening campfire.
4. Jointly, attend religious services on Scout Sunday or Scout Sabbath.
5. Participate in a joint community pack/troop Good Turn.
6. Jointly, do a Good Turn for the chartered organization.
7. Invite the Webelos den to go on a day hike with the Boy Scout troop.
8. Plan joint field-trip activities.
9. Together, plan parties for the den and troop.
10. Ask troop leaders to help with father/son overnights for Webelos den.
11. Plan joint den/troop activities — roller skating, bowling, miniature golf, swim parties, etc.
12. Invite the den to attend a troop skilloree.
13. When the troop hosts a district camporee, invite the Webelos den.
14. Invite the Webelos den to attend a performance of the Order of the Arrow dance team.

The First Things to Do . . .

SCOUTMASTER

- Get the names, addresses, and phone numbers of the Webelos den leader and Cubmaster in your neighborhood from your commissioner or from your council service center.
- Contact them and set up a meeting time and place, if possible. Establish a plan for regular communication through specific people such as the den chief, troop resource person, assistant Scoutmaster, etc., regarding advancement, graduations, joint pack-troop activities and for troop visitations.
- Set up a plan for the troop to assist with the Webelos den father/son overnights in equipment and junior (or adult) leadership.
- Maintain an up-to-date schedule of Webelos graduations so a troop representative can be on hand to welcome new boys into the troop.



Now That Things Are Moving

- Have a heart-to-heart talk with your Scouts about personal relationships with Webelos Scouts. Share with them your concerns about veiled threats of initiations or harassment, even in jest.
- Invite the Webelos den leader and his Webelos Scouts to courts of honor, evening campfires, troop meeting demonstrations, to participate in a joint Good Turn, etc.
- Promote the recruitment of a troop Webelos resource person if there is none. Explain to the troop committee the need for close contact with the Webelos den.
- Recruit a Webelos den chief for the neighboring Webelos den. Check into the earliest opportunity for den chief training and help to make it happen.
- Participate in Webelos graduation ceremonies after contacting the Cubmaster and Webelos den leader.
- Recruit an adult assistant to work closely with the Webelos father/son overnights and to oversee the loan and use of equipment.
- Recognize the Webelos den chief in front of the troop and reward his continued accomplishments with the Den Chief Service Award.
- Recruit troop junior leaders to assist the Webelos den leader and the den chief where needed.
- Visit the Webelos den personally, perhaps once every two months.
- Each month, contact the troop Webelos resource person and den chief about any changes in Webelos graduations.



WEBELOS DEN CHIEF

- Attend a den chief conference or ask the Webelos den leader to give personal training. Secure a *Den Chief Handbook* and work closely with the Webelos den leader.
- Participate in the yearly Webelos den program planning meeting.
- Participate in districtor council "Webelos Woods" activities and all joint pack-troop events.
- Assist with Webelos father/son overnights, recruiting one or two junior leaders from the troop to show equipment, proper use, health and safety, skills, etc.
- Study the Webelos badge and Arrow of Light Award requirements in order to assist the Webelos Scouts with their advancement needs. Help with Boy Scout related requirements.
- Assist the activity badge counselors at Webelos den meetings.
- Represent the Webelos den to the patrol leaders' council and the Scouts to the Webelos den. Show enthusiasm, especially when explaining about the patrol method.
- From time to time, compare notes with the troop Webelos resource person regarding graduations and joint pack-troop activities.
- Attend pack meetings and assist the Webelos Scouts in their ideas for participation: den preparation, skits, stunts, songs, activity badge demonstrations, etc.



TROOP COMMITTEE CHAIRMAN

- Take Scout leader training at the earliest opportunity.
- Learn all you can about the Webelos-to-Scout transition plan and see that the Scoutmaster is equally aware of the Webelos den as a source of new boys in the troop.
- With the help of the Scoutmaster, recruit a troop Webelos resource person. Share with him his responsibilities as outlined in the plan. Check with him at each troop committee meeting.
- At each monthly troop committee meeting, inquire about Webelos den chiefs, Webelos graduations, joint pack-troop activities, and the needs of the Webelos den.
- From time to time, ask the unit commissioner for suggestions on pack-troop relationships and improved graduations into the troop.
- Encourage adult troop leaders to attend roundtables and go with them.
- Contact the pack committee chairman, sharing with him (her) the objectives in promoting Webelos graduations into the troop.

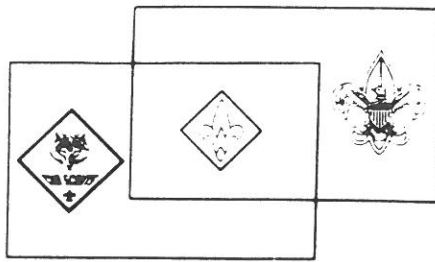
TROOP WEBELOS RESOURCE PERSON

- Visit the Webelos den at your earliest opportunity. Let your Scoutmaster and unit commissioner know before you go.
- If you do go alone, introduce yourself to the Webelos den leader. Explain your job as the new adult troop emissary.
- On your first visit to the Webelos den, ask the den leader (not during the meeting) how the troop can help the Webelos den to succeed.
- With the Scoutmaster, arrange for Webelos den assistance—troop visitations, joint activities, father/son overnights, graduation ceremonies, activity badge and den chief support.
- Attend at least one Webelos den meeting each month, if possible.
- Help to recruit activity badge counselors for the Webelos den from troop parents and leaders.
- Help to orient Webelos parents at the graduation ceremonies and to be sure the parents meet the Scoutmaster.
- Attend the monthly troop committee meeting and report on progress of pack-troop relationships and Webelos graduations.
- Check with the Webelos den chief at intervals to review with him his effectiveness with the Webelos Scouts.



ASSISTANT SCOUTMASTER

- In the absence of a Webelos den leader, an assistant Scoutmaster could volunteer to serve in this capacity while continuing to serve the troop.
- Serving as Webelos den leader, (there wouldn't be the same need for a troop Webelos resource person) he would report his progress to the Scoutmaster and at troop committee meetings.
- As a team, he and the den chief can be excellent resources for Webelos Scouts who graduate into the troop.
- His position in the troop gives him excellent rapport with the Leadership Corps and good control of camping equipment for father/son overnights.
- As the Webelos den leader, he is also registered with the pack, attending pack committee meetings and working closely with the pack calendar of events. Joint pack-troop activities are a natural!



Webelos-To-Scout Transition For Webelos and Pack Leaders

**A source of new boys is vital to the continuance
of the Boy Scout troop, and troop leaders
are looking to your Webelos den**

Troop Leaders Need Your Webelos Scouts

The troop is in constant need of new members. Your graduating Webelos Scouts are exactly the kind of prepared, active, and interested members they want. Moreover, troop leaders can appreciate your needs.

Troop Leaders Can Help

Ask troop leaders to assist on father/son overnights, Webelos badge and Arrow of Light Award advancement, and joint activities.

Cooperative Involvement

When the Webelos-to-Scout transition plan is used, Webelos Scouts want to join Boy Scout troops. As a part of this program, Boy Scout leaders give you help and support, participate in joint meetings and campouts, supply a den chief and a troop Webelos resource person, and establish a pack-troop relationship on a permanent basis.

Are You Interested?

What's In It For You?

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12. Invite the den to attend a troop skilloree.
13. When the troop hosts a district camporee, invite the Webelos den.
14. Invite the Webelos den to attend a performance of the Order of the Arrow dance team.

The First Things to Do

WEBELOS DEN LEADER AND CUBMASTER



- Get the name, address, and phone number of the leader of a Boy Scout troop in your neighborhood.
- Call the Scoutmaster and arrange for both to sit down together with him to share mutual needs and set up a plan for regular communication through the den chief, troop Webelos resource person, or assistant Scoutmaster regarding Webelos graduations.
- Secure assistance with equipment and/or leadership from the troop for your next Webelos father/son overnighter.
- Be sure to give the Scoutmaster the latest schedule and an invitation to attend the Webelos graduation ceremonies.
- Ask the Scoutmaster to recruit a Webelos den chief, if none exists.

Now That Things Are Moving

There are some other things that might be done by den and pack leaders:

WEBELOS DEN LEADER

- Use the Parent Talent Survey sheets to identify potential activity badge counselors.
- Train the Webelos den chief or help him to register for and attend a den chiefs' conference.
- Recognize the Webelos den chief in front of the pack or Webelos den.
- Complete Webelos den leader training as soon as possible.
- Work with the Webelos resource person and Cubmaster to conduct effective graduation ceremonies at the pack meeting.
- Attend joint Cub Scout and Boy Scout leaders' roundtables twice a year.

WEBELOS DEN CHIEF

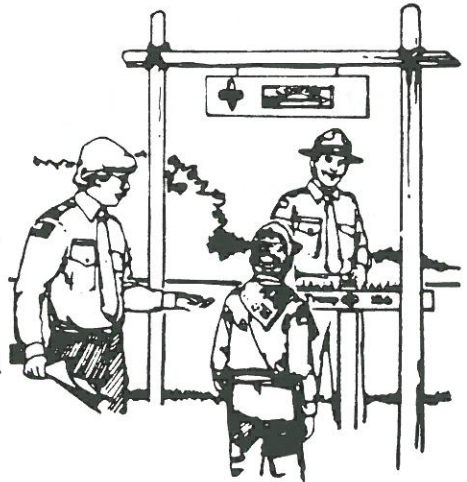
- Receive training from the Webelos den leader and attend a den chief conference. *Secure a Den Chief Handbook.*
- Participate in the yearly Webelos program planning meeting.
- Be familiar with the Webelos badge and Arrow of Light Award requirements in order to assist Webelos Scouts in their advancement.

- Attend all Webelos den meetings and participate in district or council "Webelos Woods" activities.
- Assist with all pack (or den)/troop activities and participate at pack meetings with Webelos Scouts in skits, stunts, songs, demonstrations, etc.
- Assist with Webelos father/son overnights, showing Webelos Scouts the proper use of troop equipment.
- Secure help from troop junior leaders.
- Assist activity badge counselors at Webelos den meetings as needed.
- Represent the Webelos den, the patrol leaders' council and the Scouts to the Webelos den. Explain the patrol method, enthusiastically.
- Participate with the pack, Webelos den, and troop in joint service and money-earning activities.



CUBMASTER

- Complete your basic Cub Scout leader training at your earliest opportunity.
- Sit down together with your unit commissioner, Scoutmaster, and Webelos den leader to determine what needs to be done to improve Webelos graduations.
- Assist in planning and conducting stimulating graduation ceremonies, involving the parents, Scoutmaster, den chief, Webelos den leader, and boy leaders of the troop.
- Conduct Webelos den induction ceremonies and Arrow of Light Award ceremonies.
- Support the Webelos den leader in pack-troop activities.
- Help establish and maintain strong pack-troop relationships.
- Encourage high advancement standards for the Webelos Scouts.
- Include Webelos den participation in pack meeting activities.
- Attend joint roundtable twice a year with the Webelos den leader.
- Recognize the den chiefs at the pack meeting.
- Support the year-round Webelos den program.
- Help to recruit activity badge counselors.



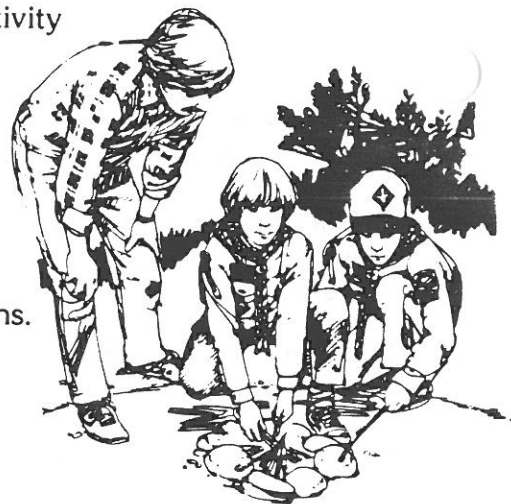
PACK COMMITTEE

- Help recruit and support the Webelos den leader(s) and provide resources for the Webelos dens.
- Promote Webelos-to-Scout transition through the chartered organization.
- At each monthly meeting, keep informed of Webelos den progress and needs.
- Invite families to joint pack (or den)/troop activities.
- Promote and support strong pack/troop relationships, sharing with the troop committee people the need for graduations into the troop.
- Work closely with the unit commissioner in effecting a smooth flow of boys into the troop.



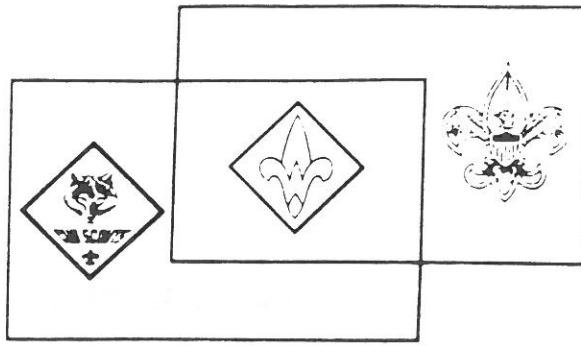
ACTIVITY BADGE COUNSELOR

- Provide activity badge instruction at the Webelos den meeting.
- Be familiar with the *Webelos Scout Book* in presenting activity badge information and certifying advancement.
- Provide resources and instruction on model building.
- Help recruit other activity badge counselors.
- Lead field trips related to activity badges.
- Provide help and encouragement on collections and specimens.
- Hold to the time schedule for activity badge instruction.



WEBELOS DEN LEADER COACH

- Coordinate activities between Webelos dens in the pack.
- Coordinate father/son overnights and campouts between Webelos dens in the pack.
- Work closely with the troop Webelos resource person.
- Involve Webelos dens in pack meetings.
- Help recruit activity badge counselors.
- Aid in the training of Webelos den leaders and den chiefs.
- Assist with parent orientation in Webelos den operation.



Webelos-To-Scout Transition The Commissioner's Role

**A source of new boys is vital to the continuance
of the Boy Scout Troop, and
troop leaders are looking for help!**

You're the Unit's Best Friend

Although the unit leader can get help from many places, it's special when it comes from you. Being there in person, you're the first one to offer personal support.

Troops Need Boys

Many troops have eight boys or less. Even the larger troops may find recruiting difficult. Though many Webelos Scouts leave their den when reaching Scouting age, they're not sure about going into the troop.

You Have the Answer

With little effort, you can be the key person helping both the Boy Scout troop and the Cub Scout pack to fulfill their needs.

More than 84% of graduating Webelos Scouts join troops when the Webelos-to-Scout transition program is used. Leaders can do it themselves when someone gets them started . . . and you're that someone.

Do you want to know how it's done?

What's In It For You?

HOW THE TRANSITION PLAN HELPS THE BOY

Many Webelos Scouts will go on into Scouting with no help at all. But at least half of them need to know more about their opportunities for fun and adventure in the Scout troop.

That's really the purpose of the Webelos-to-Scout transition plan: to give the Webelos Scout a sampling of the troop program, troop leadership, personal advancement, a training and learning experience and an appreciation of troop organization and relationships.

It will be the boy's (and his family's) decision so we owe it to them to demonstrate some of the fun experiences and to let him know that he is wanted. Certain key Scouters are better able to show the Webelos Scouts the various elements of Scouting. So we need to include everyone, starting with the Webelos Scouts themselves. That makes the transition plan an unlimited opportunity.

The boy's Webelos badge and Arrow of Light Award reach into the requirements bordering on Scouting, giving him a view of Scouting advancement. He sees boy leadership at work and senses his own potential as a junior leader. He becomes more confident and enthusiastic about the patrol method, a district camporee, about summer camp, and maybe even a national jamboree.

In short, the boy's desire for troop membership is the result of this gradual change in appetite for troop-oriented activities.

HOW THE TRANSITION PLAN HELPS LEADERS

For the troop leader, it means *more boys* — boys already versed in Boy Scout and Tenderfoot requirements and boys whose families have been supporting them in pack activities.

For the Webelos den leader, it means fulfillment. It means direct help with advancement requirements, father/son overnights, as well as a pleasant association with the troop. The time spent with a boy is productive as seen in the boy's desire to continue.

To the Cubmaster it means assurance of a stable Webelos den, more graduations and better ceremonies, the ready access to den chiefs and pack meetings that feature a lively Webelos den and Scout troop guests.

KEY LEADERS IN THE TRANSITION PLAN

For complete information on the qualifications and responsibilities of leaders, see chapter 4, *Cub Scout Leader Book*, No. 3220.

Webelos Den Chief

A registered Scout, active in the troop and selected by his Scoutmaster to serve with the Webelos den as a program assistant to the Webelos leader. He is trained either by the troop junior leaders or by the Webelos den leader. He should be at least a Second Class Scout and skilled in conducting ceremonies, leading songs, teaching skills, giving demonstrations, leading games and helping to prepare the Webelos Scouts in advancement for the troop experience up ahead.

Troop Webelos Resource Person

A registered male on the troop committee (or an assistant Scoutmaster). He is appointed to be liaison between the troop and the Webelos den. He helps the Webelos den leader to plan joint pack and troop activities, including exciting graduation ceremonies. His principal job is to ensure smooth transition of Webelos Scouts into the troop by working closely with the den chief, Webelos den leader and Scoutmaster.

Webelos Den Leader Coach

In packs having more than one Webelos den, he is the coordinator between dens. He plans activities, selects resources, contacts Scoutmasters, participates with Webelos dens at pack meetings, and keeps the Cubmaster informed.

Activity Badge Counselor

This adult is usually a family member of a Webelos Scout and has knowledge in one of the activity badge areas. Recruited by the Webelos den leader or the Webelos den leader coach, this person serves as a den helper at various times of the year. Not to be confused with merit badge counselors in Boy Scouting, activity badge counselors help Webelos Scouts gain self-confidence in dealing with new subjects and adults.

In A Nutshell . . .

The transition plan utilizes key people in specific roles designed to attract Webelos Scouts into the Boy Scout troop.

It creates a team spirit for the Webelos den leader, the Cubmaster and the Scoutmaster, and it enhances the "Scouting family" concept both in and out of the chartered organization.

HAVE YOU HEARD ABOUT THE JOINT LEADERS' ROUNDTABLES?

The Webelos-to-Scout transition plan calls for a joint roundtable for Webelos den leaders and Boy Scout troop leaders to be held twice a year — one in October and one in March or April.

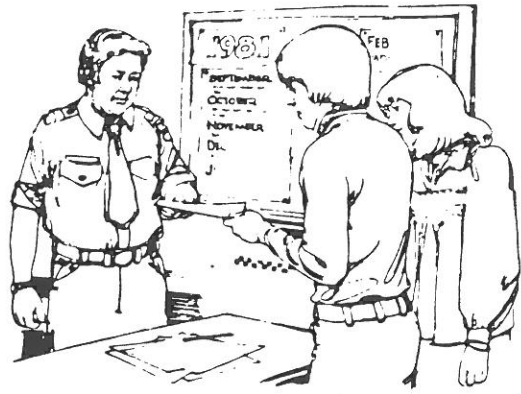
With the Boy Scout leaders' roundtable staff serving as the host and with the knowledge of the Cub Scout leaders' roundtable staff, Webelos den leaders are invited to attend and cover major subjects related to pack-troop demonstrations.

This serves as a primary opportunity for Webelos den leaders and Scoutmasters to meet and to share mutual program ideas affecting Webelos graduations. The agenda is designed to promote good pack/troop or Webelos den/troop happenings and thereby hold the Webelos Scouts in the program until they reach Scouting age.

The participants get an opportunity to share with the group any successes in joint activities and graduation ceremonies.

SUGGESTED JOINT PACK-TROOP HAPPENINGS

1. Invite the Webelos den to attend a troop court of honor.
2. Invite the Scoutmaster and junior leaders to attend a Webelos den meeting.
3. Share an evening campfire.
4. Jointly, attend religious services on Scout Sunday or Scout Sabbath.
5. Participate in a joint community pack/troop Good Turn.
6. Jointly, do a Good Turn for the chartered organization.
7. Invite the Webelos den to go on a day hike with the Boy Scout troop.
8. Plan joint field-trip activities.
9. Together, plan parties for the den and troop.
10. Ask troop leaders to help with father/son overnights for Webelos den.
11. Plan joint den/troop activities — roller skating, bowling, miniature golf, swim parties, etc.
12. Invite the den to attend a troop skilloree.
13. When the troop hosts a district camporee, invite the Webelos den.
14. Invite the Webelos den to attend a performance of the Order of the Arrow dance team.



The First Things To Do

- In your commissioner's notebook, list names, addresses, phone numbers, etc., of leaders in the Webelos den, pack, and troop.
- Contact the Webelos den leader, Cubmaster, and Scoutmaster to set up a time and place for a common meeting of all three. Let each describe his (her) needs in the program.
- At this meeting, establish a plan for regular communication through specific key people (den chief, troop resource person, assistant Scoutmaster, etc.) regarding advancement, graduations, joint events and training opportunities.
- Encourage the troop leaders to assist with Webelos father/son overnights in equipment and troop leaders.
- Maintain an up-to-date schedule of Webelos graduations that the Webelos den leader shares with the troop representative.

(CHECK OFF EACH ITEM AS YOU COMPLETE IT.)

Now That Things Are Rolling . . .

Since you're feeling successful, there are some other things you might do:

- Mark on your Scouting calendar the dates of the troop, pack, and den meetings, the committee meetings, leaders' roundtables, training sessions and district commissioner meetings.
- Share with the commissioner (if there is one) the progress of the pack(s) or troop(s).
- Attend Webelos graduations with the Scoutmaster(s). See that the Webelos families are introduced to the Scoutmaster.
- Encourage the Scoutmaster to have a heart-to-heart talk with his Boy Scouts about personal relationships with the Webelos Scouts. Rumored threats of initiations or harassment, even in jest, can halt Webelos graduations into the troop.
- Accompany the troop Webelos resource person on the first visit to the Webelos den and introduce him (her) to the Webelos den leader. Let each discover what the other does in the transition plan.
- Report progress on pack/troop relationships to the district commissioner. Include details of how many Webelos Scouts were graduated.
- When speaking with pack or troop committee chairmen, explain the benefits of the pack, Webelos den and troop joint activities.

PROGRAM

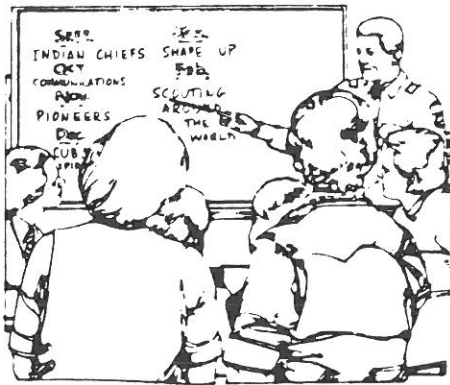
- Encourage the Scoutmaster to visit the Webelos den and get to know the boys personally.
- Encourage the Webelos den leader, Cubmaster, and Scoutmaster to attend leaders' roundtables. Discuss your progress with the transition plan.
- At the earliest opportunity, get information on "Webelos Woods" or Webelos Day (if held in your council) and promote it in the Webelos den.
- With the approval of the Webelos den leader, show a training filmstrip, such as "Troop Meeting Tonight" or "The Patrol Method," borrowed from the local council service center.
- Have adequate information on the Cub Scout day camp. Emphasize the Webelos program at day camp.

LEADERSHIP

- When there is no Webelos den leader, visit the pack committee meeting as soon as possible and assist in recruiting a new leader.
- Explain and implement the selection of a Webelos den chief when visiting the troop. If one is not needed now, he soon will be.
- On visiting the troop committee, encourage the selection of a troop Webelos resource person (if not yet selected) to visit and represent the troop at Webelos den meetings.
- Encourage the Scoutmaster to give regular recognition to the Webelos den chief for his efforts in bringing new boys into the troop.
- Explain and suggest to the Webelos den leader the recruitment of activity badge counselors for help in leadership and activity badge work.
- Encourage attendance by the Webelos den leader, Cubmaster, and Scoutmaster at the twice-a-year joint roundtables (if held).

ADVANCEMENT

- Attend Webelos graduations and ask the Cubmaster to take part in the Arrow of Light recognition ceremony.
- Encourage the Webelos den chief to help the Webelos Scouts in their work on the Webelos badge and Arrow of Light Award.
- Maintain a written schedule of Arrow of Light presentations and encourage Scoutmasters to attend.
- Tell the Scoutmaster about the leadership and service of the Webelos den chief.
- Make the Webelos den chief aware of his personal responsibility in teaching advancement requirements.



TRAINING

- Assist the Webelos den chief in attending the earliest den chief conference in the district or council.
- Encourage and assist the Webelos den leader, Cubmaster, and Scoutmaster in earning their appropriate training award or key. Check their personal accomplishments, and training progress records. Let them know that you're interested in seeing them receive this recognition.
- Assist the Webelos den leader in the training and recognition of the Webelos den chief.
- Remind the Cubmaster and the Webelos den leader about completing their basic training.

ORGANIZATION AND RELATIONSHIPS

- After talking with your district executive, contact the Scouting coordinator and chartered organization head. Explain the Webelos-to-Scout transition plan and their roles in making it happen.
- Personally assist the Webelos den leader, Cubmaster, or Scoutmaster with transportation to an outdoor event or activity.
- Encourage the district commissioner to use his (or her) influence in setting up two Cub Scout-Boy Scout roundtables a year.
- Offer your personal help and resources to the Webelos den leader, Cubmaster, and Scoutmaster for use in meetings, training, and advancement.
- See that the Webelos den leader is recognized at pack meetings for his help in graduating Webelos Scouts into troops.
- Talk to the Boy Scout leaders' roundtable commissioner about the joint roundtable plan for Webelos den leaders, Cubmasters, and Scoutmasters.
- Attend the annual pack program planning conference and Webelos planning conference. Be sure the den chiefs and Scouting coordinator are invited.
- Contact the district training chairman for information or get help in getting key people in the transition plan trained.
- Give the district commissioner, in writing, any pertinent membership information regarding the Webelos-to-Scout transition effort for his report to the district committee and the council commissioner.

If It's To Be . . . It's Up To Me!

BOY SCOUTS OF AMERICA

MR. GOODSAW

Mr. Goodsaw puts wood working projects into den meetings. He works with Wolf, Bear, and especially Webelos dens. He gives the boys a chance to make things, see the accomplishment of completing fun projects, and to "take home" their accomplishments. Below are some hints and ideas for wood working projects.

Projects:

To gain the benefit from the projects, the boys need to complete the projects. Small projects can be completed in one den meeting. More advanced projects will take 2 or 3 meetings to complete. Large projects may take many meetings to complete. With boys Cub Scout and Webelos age, typically 20 to 30 minutes is about the maximum for work on a project at one setting. Sending an incomplete project home frequently means that it will never get finished.

Material:

Work out a material list for your project ahead of time. You will need a list of construction materials: wood, nails, sand paper, paint, etc. You will also need to make a list of tools: saws, drills, hammers, pliers, screw drivers, sanding blocks, etc. Often inexpensive scrap or used material can be sawed to construct projects.

Resources:

If you have not filled out a Parent Talent Survey form for your families, now is a good time to do so. Many times dad's will have power tools and the skills to saw out projects for the boys to construct. You may find a dad that will loan you hand tools for the boys to use. You may also find families that have material that they will donate for your use.

Other Hints:

Sample: It is a good idea to make a sample of the project ahead of time to be sure of the material needed, the methods to construct the project, and to have a sample for the boys to look at.

Give the Project "Steps": If you can, it often works best to have everyone saw the project, then sand the project, assemble the project, etc. In some cases a lack of tools such as saws makes this difficult, but as best you can, steps work good.

Painting and Finishing: Painting can be a mess. We have found that using water soluble paints is best. If the project is to be used outdoors, you the leader can seal it later with lacquer or other finish.

Quality of the Finished Project: Some boys will do a better job than others. It is important that each boy complete the project on his own. You should balance the urge to help a scout do the work versus having him do a really lousy project. This, dear leader, may take a bit of patience and experience on your part. Some boys will finish faster than others. For the really slow boys, it may be well to suggest that they come early or stay late to finish the project and not hold up the rest of the den (and suffer adverse peer pressure).

Whittling Blanket: Whittling is fun. A whittling blanket is an old sheet, blanket, or similar material, that is at least 3 feet square. It is placed on the floor. Each whittler sits in a corner and whittles into the center of the blanket. It provides a safe distance for each whittler, and makes for easy cleanup. The basic rule is that the knife is put down if a whittler moves, gets up, etc. You can use wood, bars of soap, etc. to whittle.

On the following pages are suggestions to help you with your projects. As well, we have included sketches for several projects. Try them in your den. Your boys will enjoy them and so will you. Remember, "know your resources" if you feel the need for assistance in doing these projects.

KNOW YOUR TOOLS

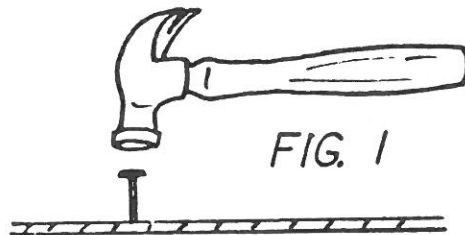


FIG. 1

HAMMER - Striking a nail at an angle will bend it - Fig. 1. Strike the head of the nail straight to drive it in - Fig. 2. Long nails may be removed by placing a wood block under the hammer head - Fig. 3.

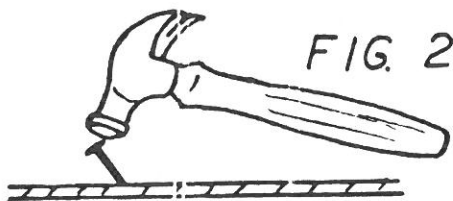


FIG. 2

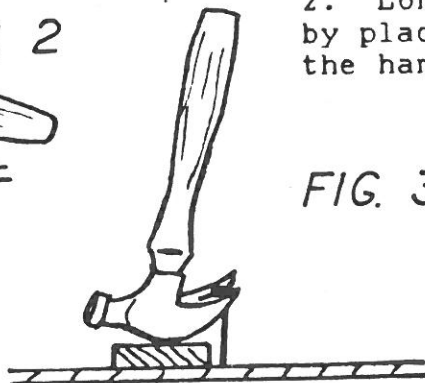
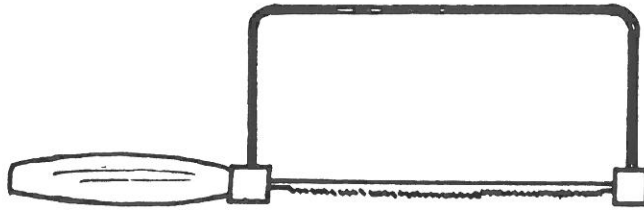
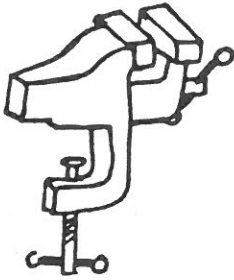


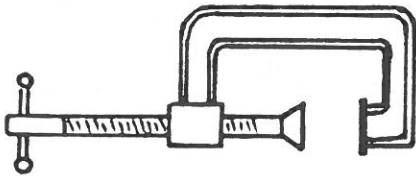
FIG. 3



SAW - For cutting out wood projects. This is a scroll saw that works best with thin wood. For heavier wood, use a hand saw, or have an adult cut out the wood on a power saw.



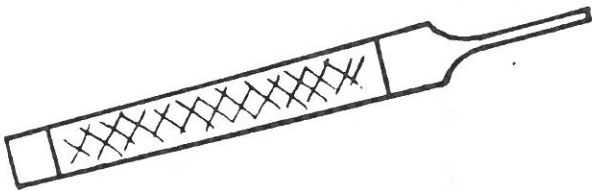
VICE - A vice may be fastened to a desk, table, or any other projecting edge. A small machinist's vice is shown. It is for metal and other hard objects. It may be used for wood if the jaws are padded with felt or by placing scraps of wood between the jaw and the project (to prevent marring).



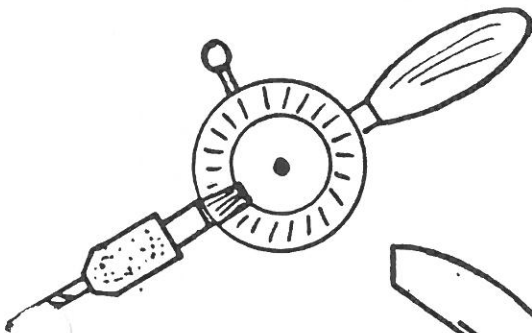
"C" CLAMP - Used for holding flat objects together such as two pieces of wood.



PLIERS - For general holding purposes, bending metal or wire, etc. To cut wire, place between the jaws as far as possible and close pliers.

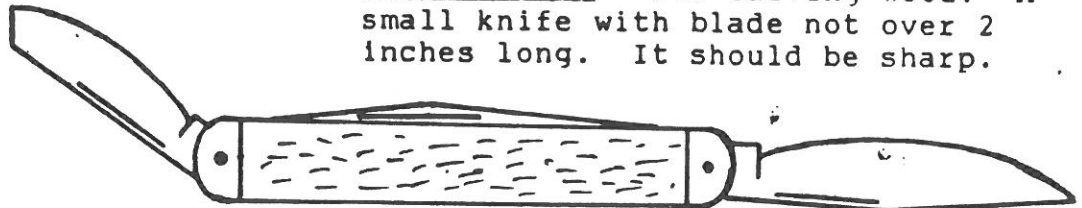


FILE - For smoothing wood or metal. Hold file flat, with point or handle toward you. Stroke forward with light pressure.



HAND DRILL - For drilling holes in wood or metal. Twist drills are available in a variety of sizes. Turn the drill chuck to remove the twist drill.

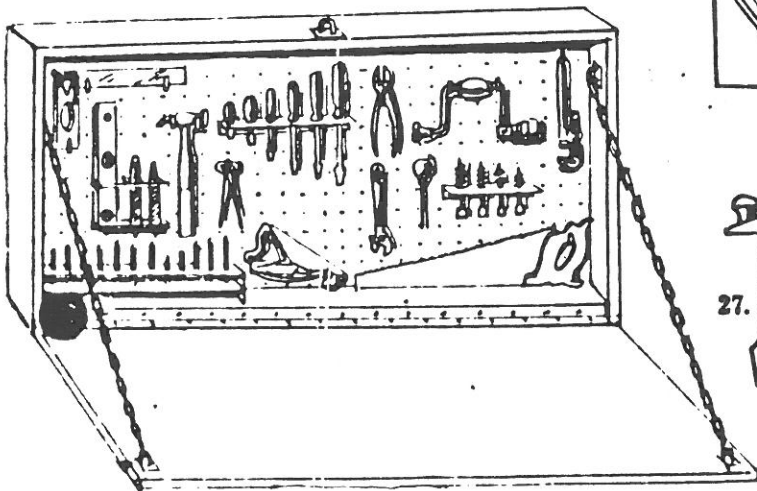
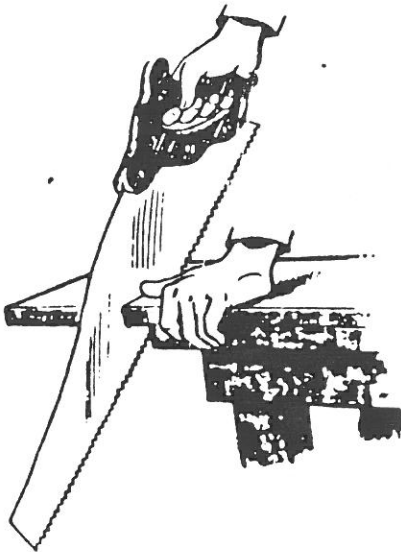
POCKET KNIFE - For carving wood. A small knife with blade not over 2 inches long. It should be sharp.



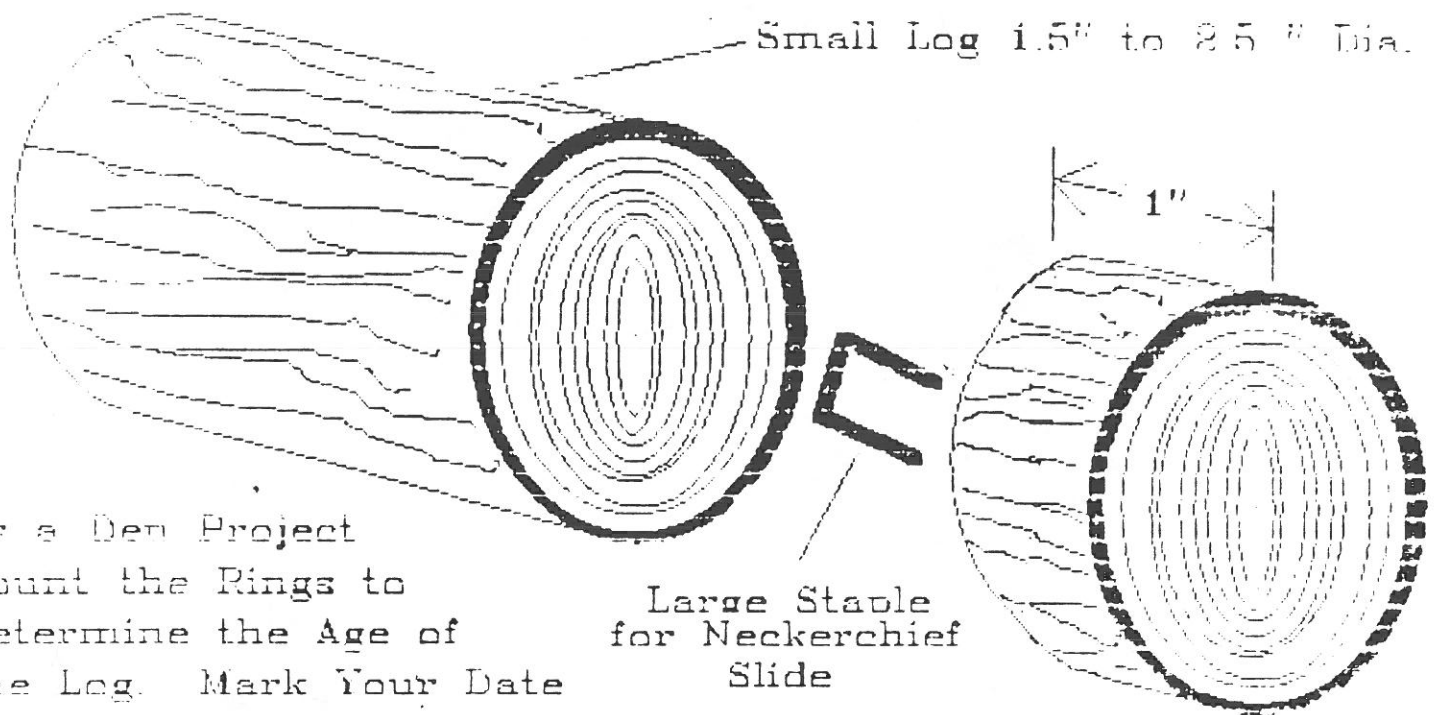
MORE TOOLS

Below is a picture that shows many hand tools that may be useful in crafting projects. In making the project work, use of the right tool is important. Also important is the care of these tools. Keep them clean, well organized, and sharp.

- | | | | |
|---------------------|--------------------------|---------------------|---------------------|
| BASIC TOOLS: | 9. Hand drill | 17. Awl | 24. Scroll saw |
| 1. Hand saw | 10. Tin snips | 18. Leather punch | 25. Plane |
| 2. Draw knife | 11. Common screwdriver | 19. Scissors | 26. Hack saw |
| 3. Spoke shave | 12. Phillips screwdriver | 20. Open end wrench | 27. Nail set |
| 4. Brace | 13. Pliers | 21. Box wrench | 28. Pipe wrench |
| 5. Bit | 14. Chisel | 22. Crescent wrench | 29. Center punch |
| 6. Hand ax | 15. File | 23. Wire cutters | 30. Automatic drill |
| 7. Drill bits | 16. Rasp | | 31. Square |
| 8. Claw hammer | | | |



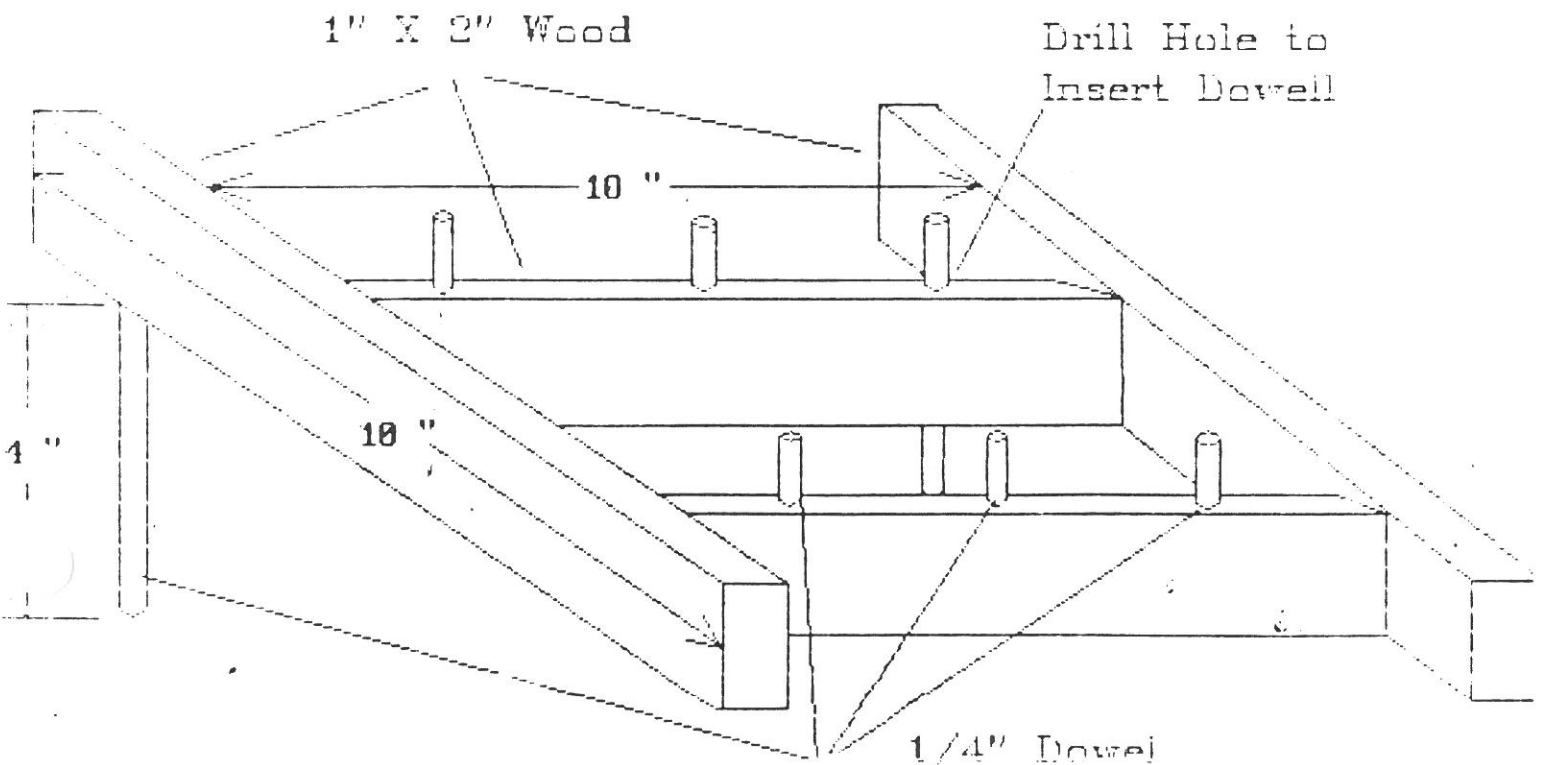
Wood Cookie Fun



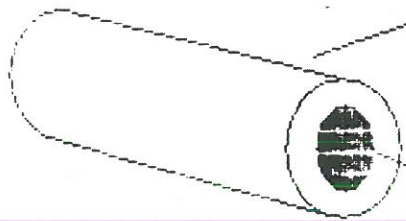
As a Den Project
Count the Rings to
Determine the Age of
the Log. Mark Your Date
of Birth. Make Slide.

Paint Picture, Den Number on Wood

Neckerchief Slide Holder



Neckerchief Slide Idea

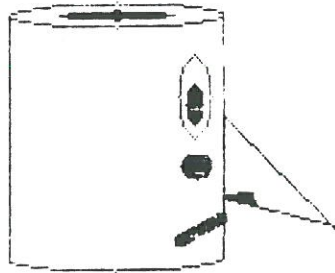


Dowell or Old Broom Stick
Approximately 1" Dia
Approximately 1.5" Long

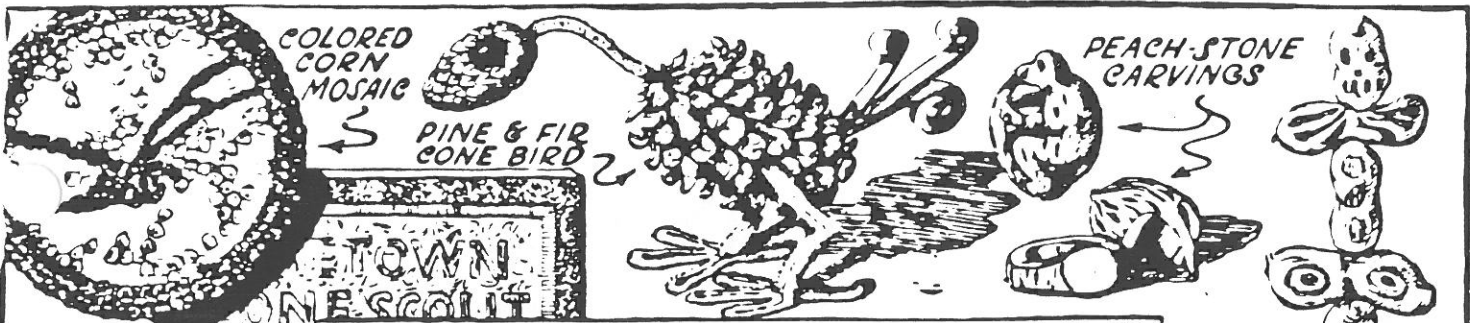
Drill a Hole Through the Dowel
Approximately 0.5" Dia

Glue Small Pieces of Wood
Onto Dowel to Make Slide
Paint and Decorate with to
Form Finished Slide

Make a Drawing on Light
Cardboard, Color, and
Glue onto the Dowel



Cardboard
Cutout



RUBBER STAMPS

Supplies:

1" Dowell or 2x2 lumber cut into 2" long pieces

Innertube

Rubber Cement

Sharp Scissors

Pens

Draw simple design on a piece of the innertube that is the same size as the end of the dowell or lumber. Cut around design carefully. Glue design to the end of the dowell, let dry and stamp away!!

A GOOD IDEA FOR PARENTS AND KIDS

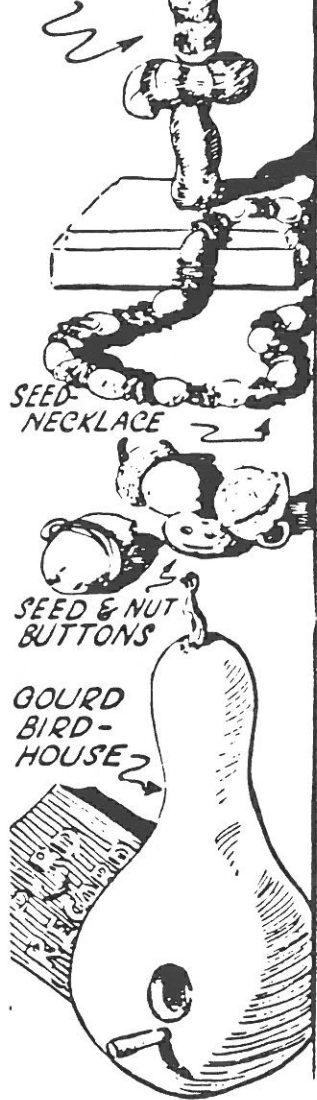
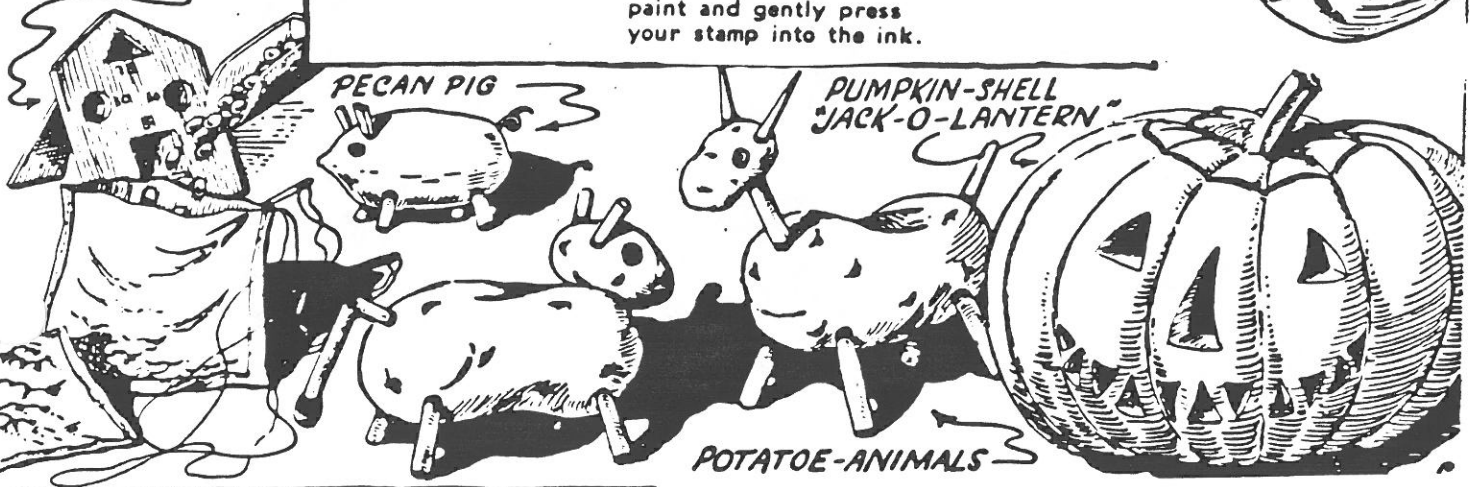
Make your own stamps from foam meat trays by tracing your design on with a dull pencil - making an indentation as you draw. Glue the foam shape to a wood block. You can make cards, gift paper, fancy lunch sacks, or whatever! If you don't have a stamp pad for the ink, layer paper towels on a sponge and pour on watercolor paint and gently press your stamp into the ink.

PEANUT TOTEM-POLE

SEED-NECKLACE

SEED & NUT BUTTONS

GOURD BIRD-HOUSE



fantastic

PLASTIC BAG SLED KITE

flies indoors
and out!

1. CUT KITE pattern
bigger or smaller
but use these
proportions.

use plastic storage
bag for greater
strength (paper bag will do).

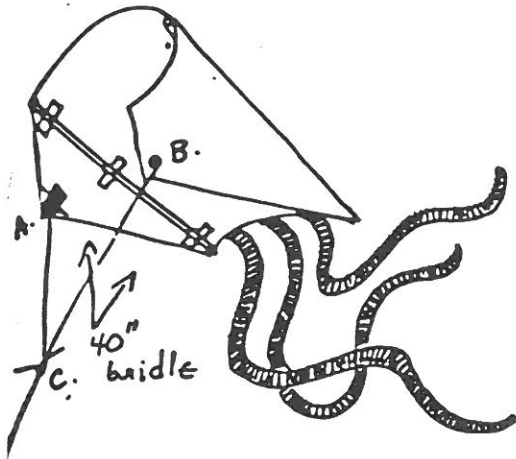
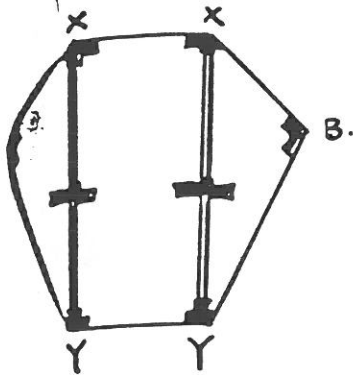
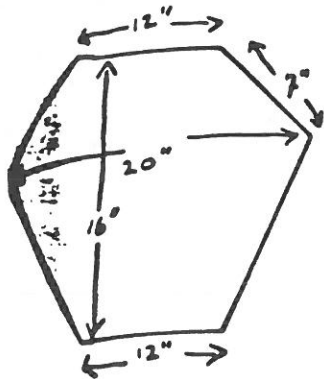
2. Tape 2 sticks
from X to Y.

3. Attach bridle at A and B.
(bridle should be twice
the width of the kite).

4. make loop at center
of bridle string c.
and tie on flying string.

5. Tape on 3 or 5 rag tails.

6. Find a wind or run fast!



HOW TO MAKE A RUBBER MOLD

MATERIALS:

MOLD TEX - Rubber Mold Casting (Pure liquid latex) or other similar product available at hobby or craft stores.

Inexpensive, small paint brush.
Gauze for reinforcing mold.

PROCEDURE:

To make your own rubber neckerchief slide mold, use a piece of heavy cardboard at least 2 inches larger each way than the plaster model to be copied. Cover cardboard with aluminum foil. Lay the model flat on the foil covered cardboard. To keep the model from sliding, put a dab of the Mold-Tex on the center back of model and lay it onto the cardboard.

Brush Mold-Tex over surface of model, being careful to brush out all air bubbles (any air bubbles in this coat will result in air bubbles in the finished mold). Brush from center of model out over backing cardboard about 1-1/2" in all directions. Allow first coat to dry at least 15 minutes, but while tacky, apply second coat. Apply more coats, allowing each to dry to the touch. After 3 or 4 coats, apply narrow strips of gauze to fresh coat.

After this dries, brush 3 or 4 coats over gauze. After model is coated to desired thickness, allow entire mold to dry for 24 hours. Then peel mold off model. It should now be ready for use. If it seems a little sticky, wash the mold in warm soapy water. In between applying the layers of rubber be sure to keep your paint brush soaking in warm soapy water in a small jar.

When you are ready to use your mold, mix up a small amount of plaster in a small paper cup, putting the water in first and then slowly adding the plaster to water, letting it absorb until you have nice creamy mixture that pours easily. The less stirring you do of the plaster when mixing the better results you'll get as stirring creates air bubbles which will make cavities in your finished neckerchief slide. Before plaster hardens in the mold, insert a pop can ring in back, making sure it does not sink in too far so that it will not fit on the boys neckerchief. Neckerchief slides pertaining to the themes each month, make a big hit with the boys and can be used in various ways as participation awards within the packs and the dens.

The molds will last for years if taken care of properly. Always keep a plaster model in your molds for they will shrink and bend out of shape if you don't.

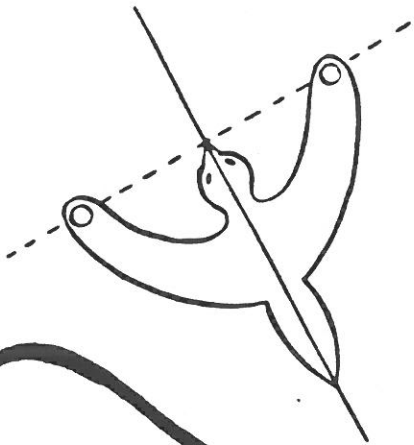
LEAF GLITTER PRINTS

Materials:

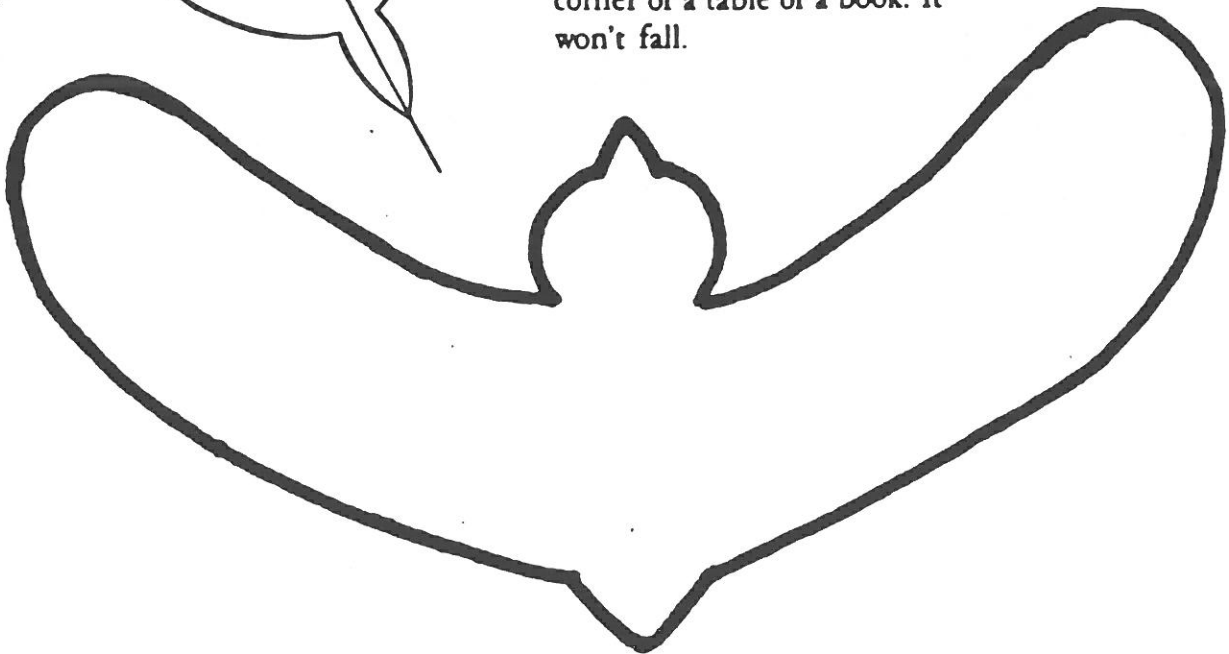
Assorted leaves
Glitter - several colors
White glue
Construction paper

Pour glue into shallow containers (saucers or small meat trays work well). Leave glitter in shaker containers. Have boys dip leaves into glue to cover just the bottom of the leaf and then press leaf onto paper to leave an impression. Shake glitter onto glue. Let set a few minutes and the shake off excess glitter. Be sure to collect excess glitter and re-use!

The boys can lay out a pattern before beginning or just design a free style design. Den leaders can also prepare a pattern before hand to fit a particular theme (wreaths work very well for Christmas decorations). Use a variety of leaf shapes.



Cut a bird out of a 6-by-3-inch piece of light cardboard. Glue or tape a penny at the front end of each wing. The middle of each penny should be just in front of the bird's beak. Set the beak on the end of your finger. Or put it on the corner of a table or a book. It won't fall.



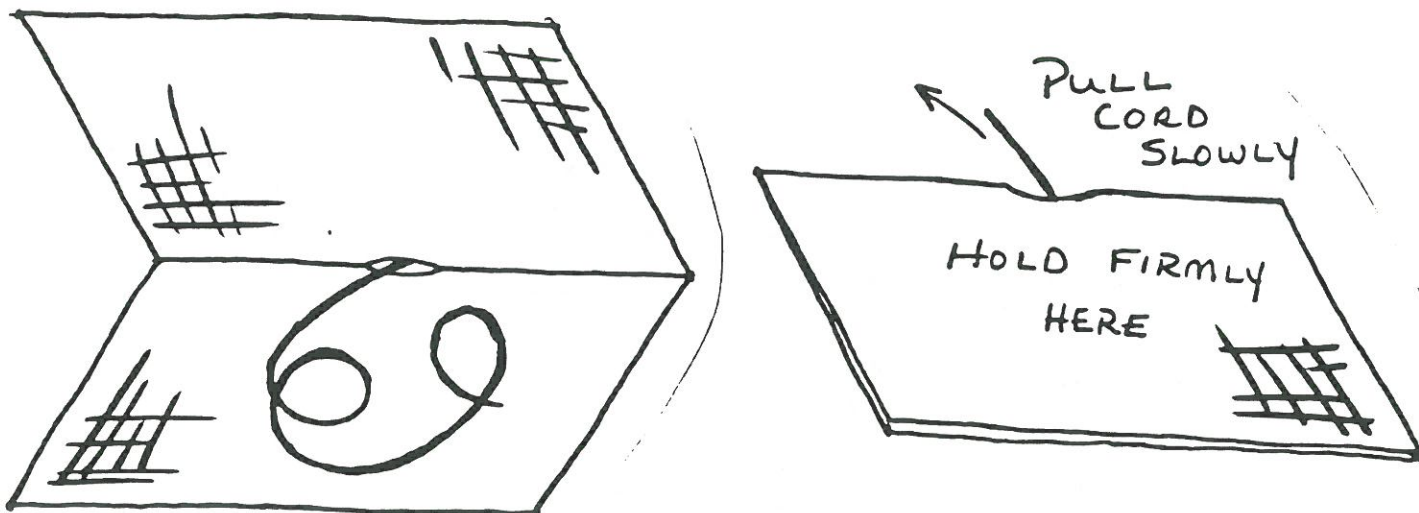
STRING PAINTING

Materials:

Large Sheets of Construction Paper
Tempera Paint
1/4" cotton cord (from fabric store)

Fold construction paper in half and cut small slit in center of fold. Soak cord in small dish of paint. Open paper flat. Squeeze excess paint from cord (don't squeeze to dry). Lay cord in loops on half of paper and feed loose end through slit. Fold paper back in half. Have one boy place both hands over folded paper and hold firmly, but not too tight, while second boy slowly pulls cord out through slit. Finished painting will resemble butterflies and other great bugs!

Variations: Cut slit off-center in fold.
Don't cut slit in fold but run cord out any open side of fold.
Laminate finished painting with clear plastic shelf lining for Blue & Gold placemats!



POSTAGE STAMP TIE SLIDE

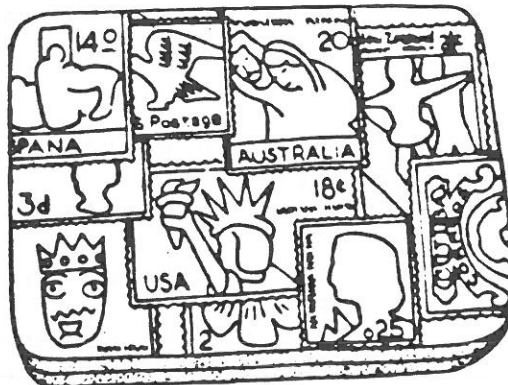
Materials:

Used Postage Stamps (approx. 8-10 per slide)
Cover from small box of wooden kitchen matches (or make your own "boxes" from medium weight cardboard, cereal boxes work well)
White Glue
Scissors

Have boys choose one really nice stamp for front of tie slide - sides and back can be covered with less appealing stamps. Trim excess paper around stamps and glue to matchbox cover. Overlap stamps for a close fit and make sure corners are sharp and well glued. Slide onto tie!

CRAFT: Decorative Boxes

Materials: Any size tin container
Acrylic paint
Small brush
Clear nail polish
Glue
Sponge
Stamps



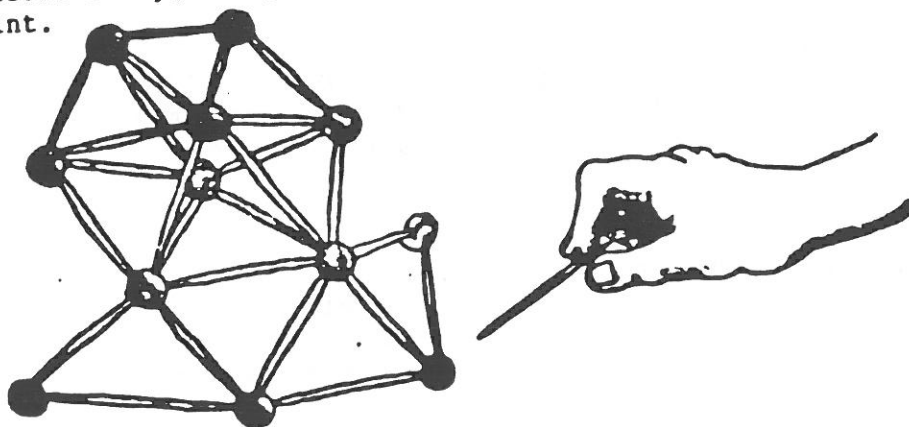
Directions: Paint the outside of the box, including the hinges and bottom. Let the paint dry, then apply a second coat. Glue each stamp, star, label, seal or sticker in place. Pat away excess glue with a damp sponge. Coat the entire box with nail polish and dry with the lid propped open slightly. Apply 2 or 3 more coats allowing each to dry between applications. The inside can be left as is, or painted or lined with paper.

CRAFT: Pea and Toothpick Building

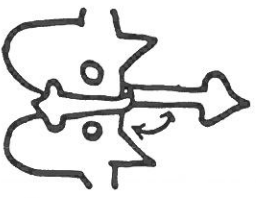
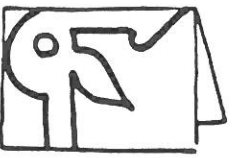
Toothpick rods and pea connectors let you build the most incredible structures and abstract versions of anything--flat patterns, domes, geometric forms, or the Empire State Building. It's very inexpensive and the structures you build are permanent. They stay attached, to be used as ornaments, mobiles, toys, or whatever.

Materials: Dried whole peas
Toothpicks

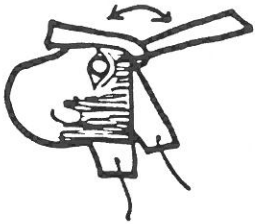
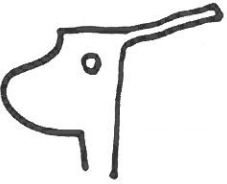
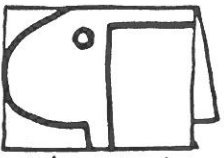
Directions: Prepare peas ahead of time. Pour dried peas into bowl of water, making sure the water completely covers the peas by an inch. Let peas soak at least six to nine hours. Building is done by using the peas as connectors and sticking the toothpicks into them. The smaller peas hold best. When construction is completed, set aside to dry. In about a day, the peas will dry out and shrink, making a strong joint.



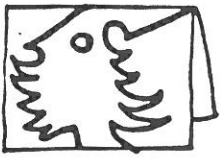
PAPER FACES



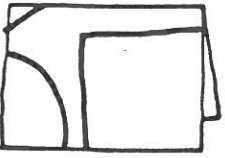
cat family



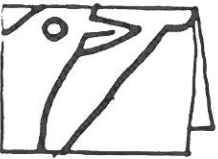
man family



bird family

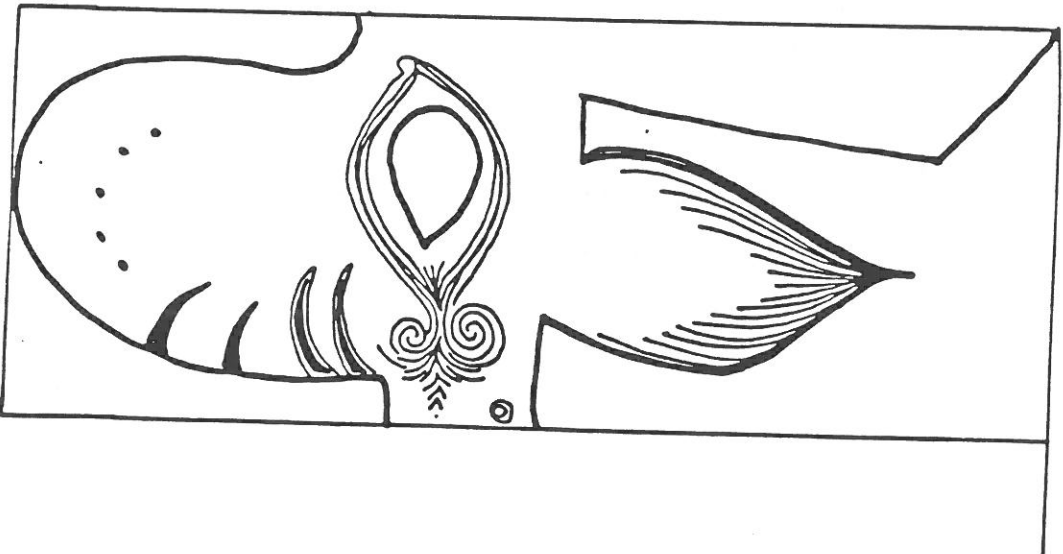


basic head cap



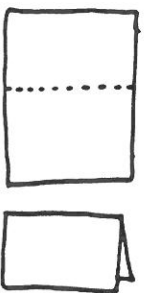
mouse dog & fox family

color nose on back of paper & fold forward.



Basic mask
actual size eye & nose placement good for adult or child.

Experiment with typewriter sheets until you develop some good designs



fold lengthwise

choose ear shape



choose nose shape

SLIDE IDEAS



CROSSED SWORD SLIDE

$\frac{1}{4}$ " slice of $\frac{5}{8}$ " PVC pipe, colorful thread for handles, 2 pop rivets, hammered flat and ends snipped, strip of felt to be glued over pipe with craft glue after the swords have been stabbed through.



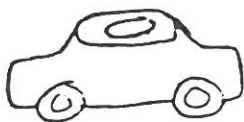
MATCH SLIDE

Thin dowel 2-3" long, salt and flour dough shaped on the end. Dry, then paint red with a white tip, and slip through a loop of leather or vinyl.



KNOT SLIDE

Whip the ends of a 10" piece of white clothesline rope. Tie in square knot or double half-hitch around a $\frac{1}{2}$ " dowel. Slide off the dowel, suspend from a thread and dip in urethane for 30 sec., then hang to dry.



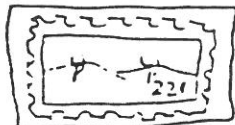
CAR SLIDE

Start with $3\frac{1}{2}$ "x1"x1" block of soft wood. Drill $\frac{1}{4}$ " hole through the middle for neckerkeif. Carve to desired shape, sand and paint. Wheels are faucet washers and tacks.



CLIPBOARD SLIDE

A formica sample is the back of this clipboard. A clip from a stationary store holds down a few sheets of paper cut small. Messages on clipboard can be changed. Hot glue a vinyl loop on back.



POSTAGE STAMP SLIDE

Formica sample or thin board is base. Attach any colorful or theme related postage stamp, and paint with water and glue or plastic finish to protect it. Glue vinyl loop to back.



OSCAR THE GROUCH SLIDE

Hot nail or drill two holes through the back of a gray plastic film can for pipe cleaner loop. Glue a large green pom pom into top, and large eyes to this head. Glue lid on at an angle.



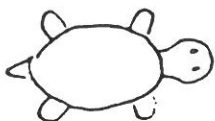
LIVE INSECT SLIDE

Use a clear plastic container, hot nail or drill two holes in back for pipe cleaner loop, and in one end for air holes. Put a small stick and a live bug inside and replace lid. Release bug after each wearing.



SALT SLIDE

Use a lunch box size container of salt, empty it, and put a hole through top and bottom for neckerkeif.



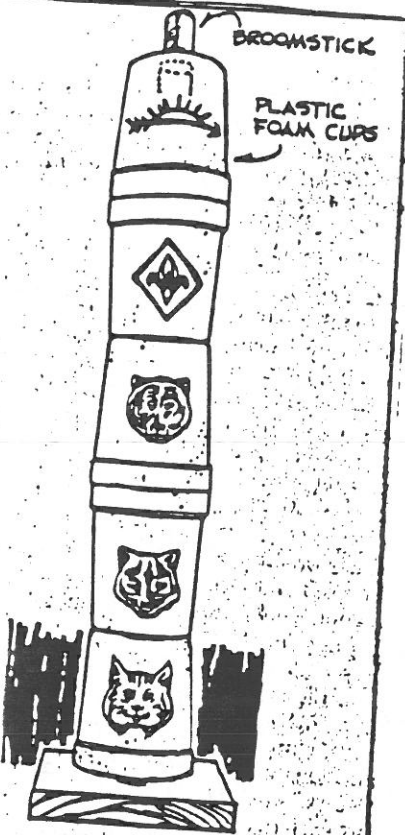
WALNUT SHELL SLIDES

Fill hollow with plaster and insert pop-top ring or pipe cleaner ring. Decorate the top as desired using markers, paint and felt.

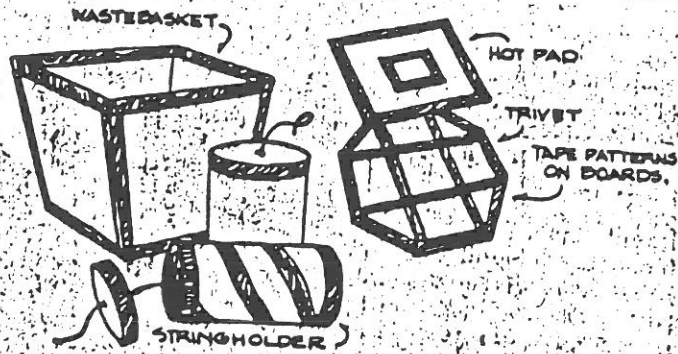


WOODEN SLICE SLIDES

Slice a branch, with bark, and affix small leaf, pressed flower or such with water and glue mix or draw with fine tipped markers. Staple leather loop to back



INDIVIDUAL ADVANCEMENT TOTEM.
Whittle from very soft wood or plastic
bam or use plastic foam or paper cups.
As boy earns new rank, he carves or
paints its symbol on totem. Start from
bottom with Bobcat to Arrow of Light
top.



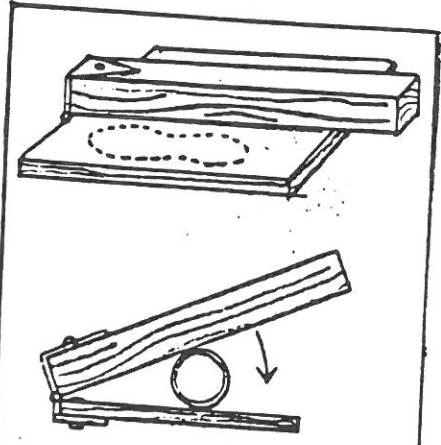
TAPE GIFTS. Help Cub Scouts who aren't good at crafts try these. Use colored plastic adhesive tapes to decorate scrap materials. Shown are a cardboard box transformed into a waste-

basket; round ice cream container for a string holder, and decorated pressed wood which becomes hot pads and coasters.

ACHIEVEMENT

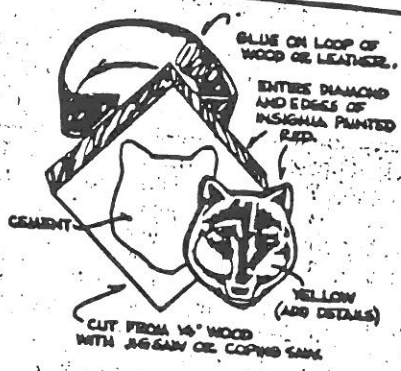
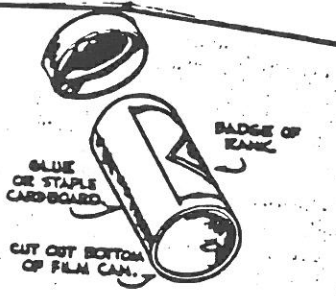
DO YOUR BEST
Tune: Do-Re-Mi

Do - To us means "Do Your Best,"
Re - Are cheers for all the fun;
Mi - Is what I do myself
Fa - Means father, mom, and son.
So - What happens to our Pack?
La - With lots of this and that?
Ti - Together, to the top!
Then that brings us back to Do.



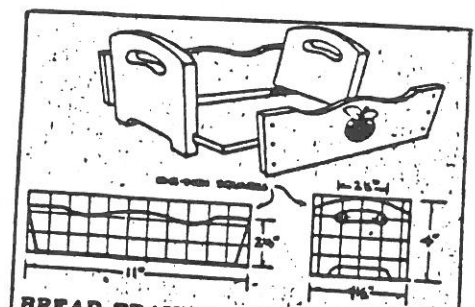
Another type of can crusher:
It uses a 16-inch 2x4 and a
four-inch-long strap hinge.
Bolts and nuts are best for
fastening the hinge to wood.

PARADE



ADVANCEMENT NECKERCHIEF
IDES. Some boys enjoy wearing
ir badge of rank as a neckerchief
is. Makes slides as shown here but
attach badge to slide.
Wooden Slide—Cut from 1/4-inch
sc wood with jigsaw or coping saw
Gl. loop of wood or leather.
Decal Slide—Cut bottom from 35mm
film cannister or use two-inch section

of paper-towel core. For emblem, use
badge of rank from small Cub Scout
Insignia Stickers sheet, Supply No.
4849, or pictures cut from a Scout cat-
alog.
Arrow Point Slide—Use grid to enlarge
pattern to 2 x 2 inches. Draw on soft
wood and whittle. Paint gold or silver.
Glue on loop of leather or heavy card-
board.



BREAD TRAY. For Mom. Use 1/2-inch-
thick scrap wood (or wood from a fruit
crate). Sand wood smooth. Use pat-
terns for end and side pieces. Bottom
piece is 4 1/2 by 9 1/2 inches. Handles
are made by boring two 1/2-inch holes
and cutting out with coping saw. Cut
1/2-inch-deep grooves 1/2-inch-wide into
ends to fit bottom board. Nail together
and paint as desired and decorate
with decals.

ACHIEVEMENT PARADE

BASICS FOR DEN AND PACK FLAG CEREMONIES

The color guard consists of a caller, flag bearers, and honor guards. The honor guard's function is to protect the flag. They make sure that it does not touch the floor and is carried properly. Whenever the flag is posted with ceremony it MUST be retired.

Opening Commands

1. Will the audience please rise?
2. Color guard, advance OR
Present the colors.
(As American flag bearer takes first step caller says...)
3. Hand salute.
4. Pledge allegiance (Caller leads and rest of color guard is at attention. Pack flag slightly dipped to focus attention on American flag.)
5. Color guard post the colors.
(American flag posted first - color guard salutes in unison and steps back. Same with Pack)
6. TWO. (All salutes dropped.)
7. Color guard dismissed.

Closing Commands

1. Will the audience please rise?
2. Color guard, advance.
3. Retire the colors. (Color guard face the American flag. Bearer gives the quiet command "salute". Color guard salute the flag in unison. American flag is removed first, then other flags are removed in unison.)
4. Color guard dismissed.

ON TO SCOUTING

(Tune: Shell Be Comin' Round the Mountain)

He'll become a little Bobcat when he's eight,
He'll become a little Bobcat when he's eight,
He will come to all our meetings, and he'll smile at all our
greetings,
He'll be quite a handsome Bobcat when he's eight.

He'll become a fearsome Wolf before he's nine,
He'll become a fearsome Wolf before he's nine.
He will snarl and bark and growl, and he probably will howl,
He will make us very proud before he's nine.

He'll become a great big Bear before he's ten,
He'll become a great big Bear before he's ten,
He will have a fascination for each item in creation,
He will have a million questions when he's ten.

He'll become a Webelos when he is ten,
He'll become a Webelos when he is ten,
He will learn to give to others and he'll have a den of brothers,
He's a strong and happy Cub Scout when he's ten.

We will send him on to Scouting at eleven,
We will send him on to Scouting at eleven,
We will wish him happy Scouting at a special Cub Scout outing,
This is pretty close to heaven at eleven.

ACHIEVEMENT PARADE

Here is a good simple puppet show. The Cub Scout puppets are made from Jello boxes covered with blue and gold paper. One puppet is made to look like a Boy Scout. As each puppet says his part, a Cub Scout holds up one of the large cardboard insignia posters for the appropriate rank.

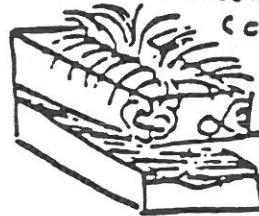
1st CS:

I'm a little Bobcat
As you can plainly see,
I've learned my Law and Promise
So a full-fledged Cub I'd be.



2nd CS:

Now I am a Wolf Cub
With a gold arrow too,
Soon I'll have a silver one
To sew on my shirt of blue.



3rd CS:

I'm in my second year now,
And a Bear Cub I've become
I've even earned some denner stripes
When you work, they'll give you one.

4th CS:

Webelos is the name for me,
And now it is the time,
They teach us to be Boy Scouts,
And the dads keep us in line.

5th CS:

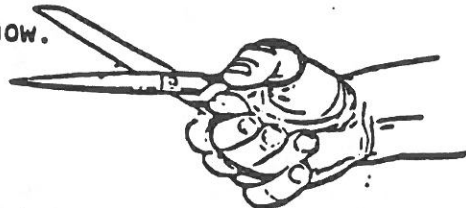
At last I am a Boy Scout
And my Cubbing days are done,
When I think back the last 3 years,
It really has been fun.



6th CS:

Once I was a box of Jello
Sitting in a store,
When a lady came and bought me
And took me out the door.
She used me in a salad,
And I thought my life was doomed,
When she thre me in a basket
Where the other trash loomed.

Then this little Cub Scout
Came and rescued me,
And told me that a puppet I was going to be.
He gave me a face and a brand-new name,
Then started teaching me a puppet game.
Now it's time for us to go,
And we really hope you liked our show.



OLD MA NATURE
(Tune: Auld Lang Syne)

From East to West
From North to South
Ma Nature's back yard lies.
Discover things you've
read about;
Just use your ears and eyes.

VOLCANO CENTER SKIT

(Boys are in a rather straggly line, eagerly waiting for the Volcano Center to open. Add or delete lines as needed)

- Cub 1: I can't wait to get in and see all the exhibits!
Cub 2: Me neither. This is going to be the best field trip of the whole year.
Cub 3: When are they going to open up? We've been here for ages!
Cub 4: I don't know. It better be soon.

(As they talk, a man walks up to the front of the line)

- Cub 1: Hey! You need to go to the back!
Cub 5: Yeah, we were here first.

(They push the man back to the end, but he starts to work his way forward again)

- Cub 6: Hey, mister. You can't go ahead of us. Get in back!

(Again they shove the man back)

- Cub 7: When are they going to open? I can't wait to see that movie. It shows the mountain erupting!

(One last time the man pushes to the front of the line)

- Cub 1: C'mon, Mister! We've been here all morning waiting for this place to open. You've got no right to move ahead of us.

Man: (Shrugs his shoulders and walks away) I give up! Somebody else will have to unlock the doors and open the Center today.

- CURTAIN -

MOUNTAIN TRAILS of AMERICA

DEN GAMES. WHAT'S THE DIRECTION?

Divide den into two equal teams. Den leader stands in front of one team with a compass; den chief in front of the other, also with a compass.
On signal, first player on each team runs to the leader and is told to find a direction (North, South, East, West). Using the compass, he finds the direction, points to it, and runs back to touch off the next player. If he was correct, score one point for his team; if wrong, score no points. Team with the highest score wins. If there is a tie, fastest time wins.

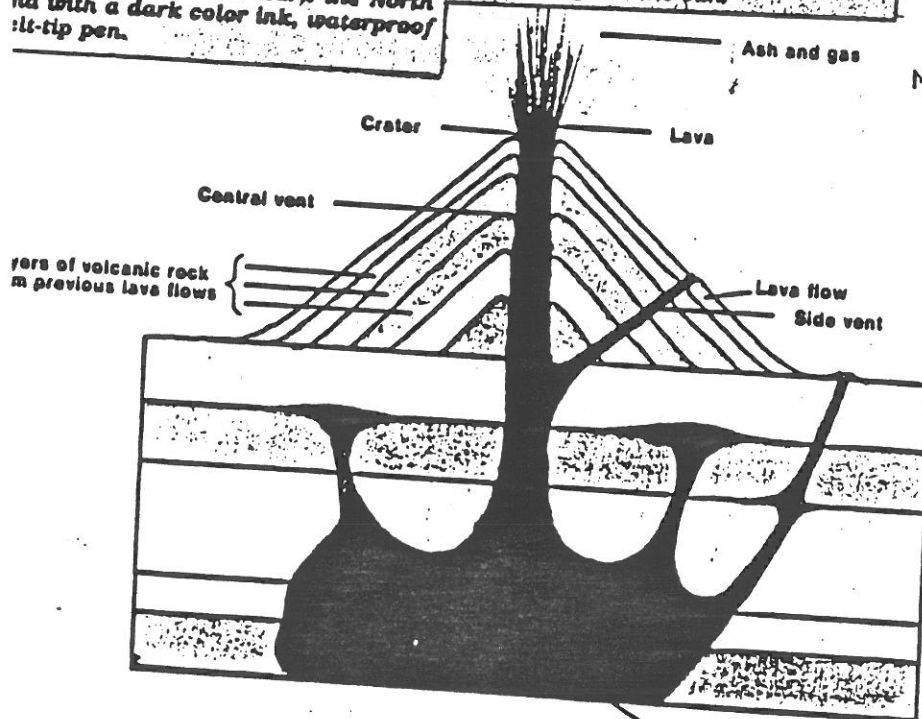


All compasses work on the principle that magnetic bodies are pulled by a certain force in the world. If a magnet is pivoted on its center, it will swing so one end points toward near the North Pole where this force is centered. Get your Scout den chief to help explain compass use and how to find directions from the sun.

Homemade Compasses



HOMEMADE COMPASS. Stroke a sewing needle against one pole of a magnet. The needle may then be balanced at the end of thread, or attached to a cork with chewing gum or wax and floated in a saucer of water. In either case, the needle will swing to a North-South position. Mark the North end with a dark color ink, waterproof felt-tip pen.



VOLCANIC ACTION	EROSION	UPLIFT

MOUNTAIN TRAILS of AMERICA

SAMPLE NATURE TRAIL

(Cards are prepared and placed in appropriate locations in advance.)

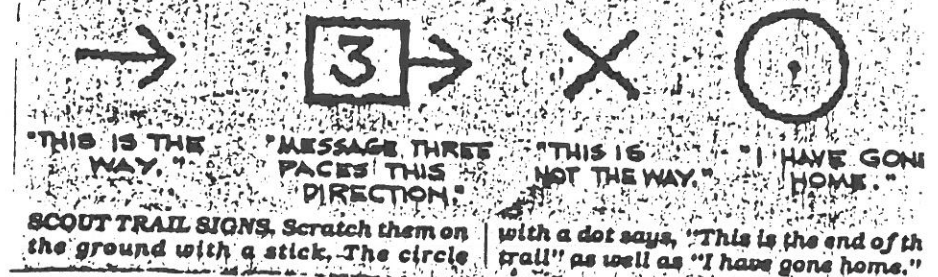
1. "What mountain?" at spot that provides good viewpoint.
2. "What insect?" lying in front of ant nest.
3. "Does this belong here?" next to broken chicken eggshells.
4. "Look up in tree. What do you see?" Object is bird's nest. (Extra credit for identifying bird or type of tree.)
5. "?" next to next to clump of fern, nettles or Oregon Grape
6. "?" at cage holding common insect--grasshopper, beetle.
7. "?" taped to fir tree.
8. "Does this belong here?" by pile of pine cones under a maple tree.
9. "What living things do you see on this log?" lying up against decaying log. (May include moss, lichens, ants or ant larvae, beetles, fungi, salamanders, new seedlings)
10. "What animal?" at small cage holding frog or garter snake.
11. "?" taped to cedar tree.
12. "Edible or poison?" in front of foxglove. (Poison!)

SIT DOWN HIKE

(LEADER begins and group repeats each line as well as mimicking actions)

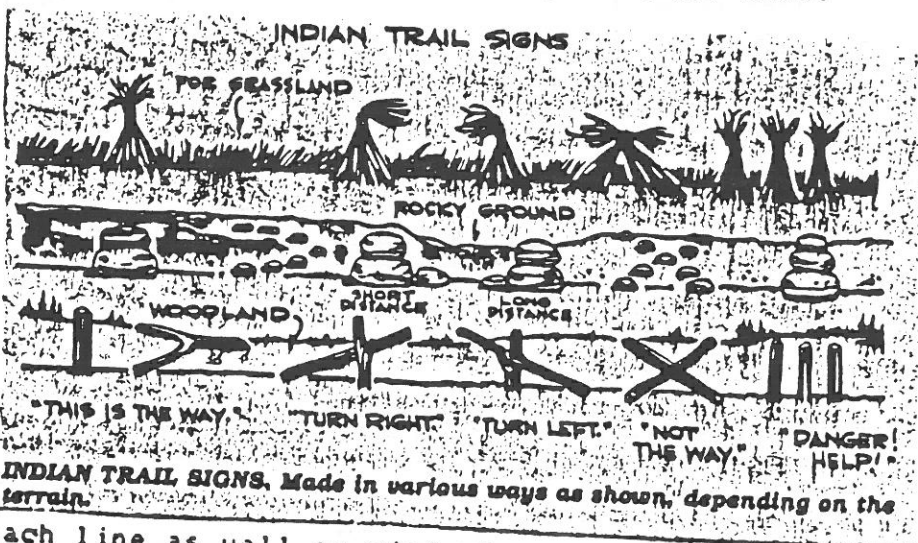
- Do you want to go for a hike in the mountains?
 All right, let's go!
 Let's start walking. (Walking sounds with feet on floor)
 We'll have to cross a bridge. (Palms on thighs to sound like a bridge.)
 Here we are across the bridge and horses are waiting to take us up the steepest part of the mountain. (Hold reins with hands. Bounce up and down on chair while making clucking sounds with tongue against roof of mouth to sound like horses' hooves on hard trail)
 This is the end of the horse trail. We'll hike from here to the glacier. (Walking sounds with feet on floor)
 Oh, dear. We've run into a swarm of mosquitos (Start scratching at face and neck, slapping here and there.)
 t's walk faster and get away from those mosquitos. (Walking sounds speed up)
 See over there; it's our glacier! (Shade eyes and point)
 Let's run. (Running rhythm, slapping palms on thighs)
 And now for the fun...sit down on the glacier, and away we go! (Give a whooshing sound, ending with a "Whee-ee!")
 We came down a lot faster than we went up. Keep on tramping and we'll soon be back home. (Walking sounds gradually fade then stop)

SCOUT TRAIL SIGNS



LAYING TRAILS

Cub Scouts can learn to make a trail in several ways. They can scratch the Scout Trail Signs in the dirt with a stick. A third way that boys will enjoy is to drop "blood" (corn kernels sprayed with red paint) or distinctive seeds along the way. A sign might be placed every 50 feet in untracked country, but existing trails may only require signs at intersections, forks, or trail ends.



MOUNTAIN TRAILS OF -AMERICA

CUBMASTER'S HYMN

Tune: On Top of Old Smoky

On top of Old Smoky,
All covered with snow.
We learned a great lesson
All people should know.

I met a Cubmaster,
A helper of youth,
He was roaming God's mountains,
In search of the truth.

He told me he found it
In the red sunset glow,
In the voice of the thunder,
In the touch of the snow.

His truth was quite simple,
As plain as could be.
I'll never forget what
That leader told me.

Do your duty to God,
To the red, white, and blue;
To all others be helpful,
To your ownself be true.

BEAR IN TENNIS SHOES

The other day...I met a bear
In tennis shoes...A dandy pair. (Repeat together)

I looked at him...He looked at me
I sized up him...He sized up me. (Repeat together)

He said to me...Why don't you run?
Cuz I see you ain't...Got any gun. (Repeat together)

And so I ran...Away from there
But tight behind...Me came that bear. (Repeat together)

Ahead of me...I saw a tree
A great big tree...Oh dearie me! (Repeat together)

The nearest branch...Was ten feet up
I'd have to jump...And trust my luck. (Repeat together)

And so I jumped...Into the air
But I missed that branch...Away up there. (Repeat together)

Now don't you fret...Now don't you frown
Cuz I caught that branch...On the way back down. (Repeat together)

The moral of...This story is
Don't talk to bears...In tennis shoes. (Repeat together)

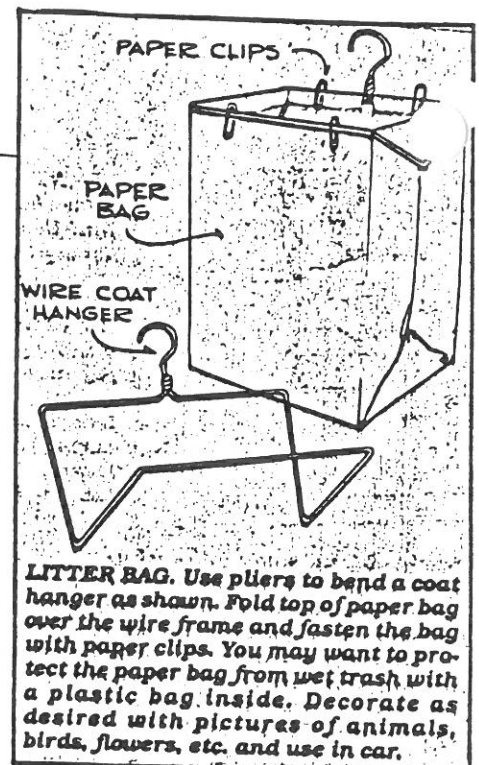
The end, the end...the end, the end
The end, the end...the end, the end. (Repeat together)

LITTERBUG SKIT

Players: Dirty Bugs and Tidy Bugs

(D-Bugs read by line or in unison)
My name is Litterbug Lou
And, OH, what we litterbugs do.
We clutter the country with papers and trash,
At making a mess we are really a smash.
The roadsides and parks are scenes of our folly
We really enjoy it and think it quite jolly
To leave behind garbage, bottles, and paper
As little mementos of our daily labor.

(T-Bugs read by line or in unison)
I'm TidyBug Ted of the TidyBug clan.
We work to keep things spic and span.
We pick up litter wherever we are
And always carry litter bags in our car.
We'll K.O. Lou and all of his band,
And make America a beautiful land;
Free of litter, trash, and clutter.
Won't you help us, dear Fadder and Mutter?



LITTER BAG. Use pliers to bend a coat hanger as shown. Fold top of paper bag over the wire frame and fasten the bag with paper clips. You may want to protect the paper bag from wet trash with a plastic bag inside. Decorate as desired with pictures of animals, birds, flowers, etc. and use in car.

LITTERBUGS BEWARE! Tune: "Auld Lang Syne"

We are the folks who hunt the bugs
That litter up our streets
With papers, bottles, old tin cans
An wrappers off their sweet!

We want to keep our playgrounds clean
Without a lot of fuss.
Let's start today to do our share
No litterbugs for us!

No litterbugs, no litterbugs,
No litterbugs for us.
Let's start today to do our share
No litterbugs for us!

What Can YOU Do?

Man has found it difficult to tame the mountains. Because they are high and have long, tough winters man has been slow to build roads and to establish homes there. This has made it easier for mountain wildlife to survive. But even in the rugged peaks many kinds of wildlife are under pressure. Man is finding more ways to develop mountain lands. Highways are expanding. Ski slopes, villages, timber and mining operations are moving into the mountains.

What is the solution?

1. Congress is considering expansion of wilderness areas. Most of these are in the mountains. Natural areas will be preserved, and that will help wildlife. There will be no roads or public campgrounds in these areas. Write your Congressman telling him you want the wilderness preserved.

2. Learn all you can about the wildlife that lives in the mountains. Find out how it is suited for living in remote and rugged areas. Write to the mountain states to find out what their conservation departments are doing to help wildlife. Write to the Secretary of the Interior and the Chief of the United States Forest Service in Washington, D.C. 20240, and find out what they are doing to assure that mountain wildlife will have enough living space to remain healthy.

3. We have heard much about the energy crisis. We also know that energy resources are abundant in the mountains of North America. There is coal in the Appalachians; there is coal and shale oil in the Rockies. The problem is learning how to get the oil out of the rocks. Study the valuable minerals found in both mountain ranges, and try to figure what effect the development of these minerals will have on wildlife. We must help the wildlife while we are mining the energy.

4. Be informed about mountain wildlife and habitat. Write: American Alpine Club, 113 East 90th Street, New York, NY 10028; Appalachian Mountain Club, 5 Joy Street, Boston, MA 02108; Appalachian Trail Conference, Inc., P.O. Box 236, Harpers Ferry, WV 25425; Rocky Mountain Center on Environment, 1115 Grant Street, Denver, CO 80203; Bureau of Outdoor Recreation, Washington, D.C. 20240.

Projects you can do

Plant an alpine garden
Learn what kinds of flowers grow in the alpine meadows above the tree line. Send for seeds or plants and grow an alpine garden in your school yard or in a big box in your classroom.

Make a relief map of mountains
Study the two major mountain ranges in North America (Rockies and Appalachians). Then build a papier-mache map of North America showing the relative height of each range of mountains compared to the prairies, desert and Arctic.

Mountain wildlife scrapbook
Cut out photographs and paintings of mountain wildlife from magazines and other publications and

make a class scrapbook. Write student comments or captions under the pictures telling how each creature is able to live in the mountains.

Trip across trail ridge

If you do not live close to Rocky Mountain National Park, take an imaginary trip across Trail Ridge Road. This road through the park is one of the highest and most dramatic roads in the world. Write to park headquarters in Estes Park, Colorado 80517, for literature on the road. Then, pretend you are in a bus driving across the road. How does the forest change as you climb higher? What does it look like above the tree line? What kind of wildlife do you see in each region as you get higher and higher? Why is it called Trail Ridge? Why does the highest point look like the Arctic?

While you're in the mountains...

There are many things each of us can do to help preserve America's beautiful mountains. The first is to know what to do and what not to do.

Stay on mountain trails
Mountain plants and grasses are very fragile. A single footprint on alpine tundra may be enough to start erosion. Don't take shortcuts. Stay on marked trails.

Weather can change rapidly
Mountains have sudden, violent storms. Weather can change from sun to rain, hail or even snow in minutes. Carry warm clothing and be prepared.

Be careful with fires
Scrape away the layer of dead leaves, called "duff," and build your fire on bare mineral soil. Burn only

dead wood you find on the ground. Better yet, carry a small backpacker's stove that uses its own fuel.

Don't be a litterbug
Don't leave garbage and other trash in mountains—carry it out. A can left on a mountain slope will be there years later.

Protect wintering wildlife
Do not disturb animals during the winter. Winter is a time of great stress for all mountain wildlife.

Leave baby wildlife alone
If you come across a baby animal leave it alone. Chances are the mother is hiding nearby. Besides, there's little chance that the creature will survive if you attempt to care for it at home.

MOUNTAIN TRAILS of AMERICA

Nature Alphabet. Divide the group into teams of three or four. On signal, each team is to make a list of nature objects, one for each letter of the alphabet. Examples: "A" for "A", "B" for "B", "C" for "C", "D" for "D", etc. Set a time limit of 3 to 4 minutes. Have each team read its list.

Outdoor Code

As an American, I will do my best to—

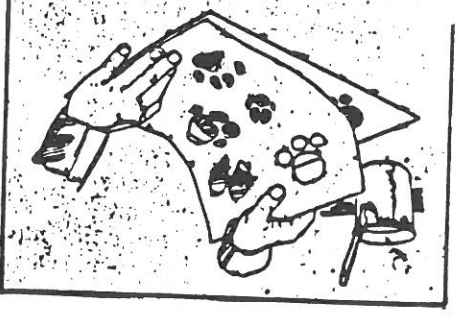
BE CLEAN IN MY OUTDOOR MANNERS—I will treat the outdoors as a heritage to be improved for our greater enjoyment. I will keep my trash and garbage out of America's waters, fields, woods, and meadows.

BE CAREFUL WITH FIRE—I will prevent wildfires. I will build my fire in a safe place and be sure it is out before I leave.

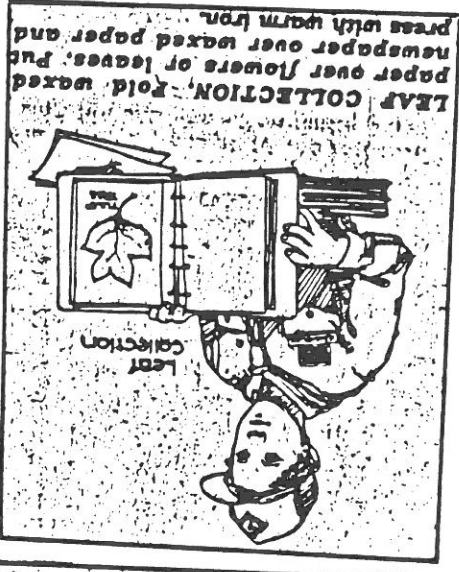
BE CONSIDERATE IN THE OUTDOORS—I will treat public and private property with respect. I will remember that the outdoors is a privilege I can lose by abuse.

BE CONSERVATION MINDERS—I will learn how to practice good conservation of soil, water, forest, minerals, plants, and wildlife and I will urge others to do the same. I will use sportsmanlike methods in all my outdoor activities.

Opening—Have a den perform the "Outdoor Code-Responsive Reading" Ceremony from Staging Den and Pack Ceremonies.



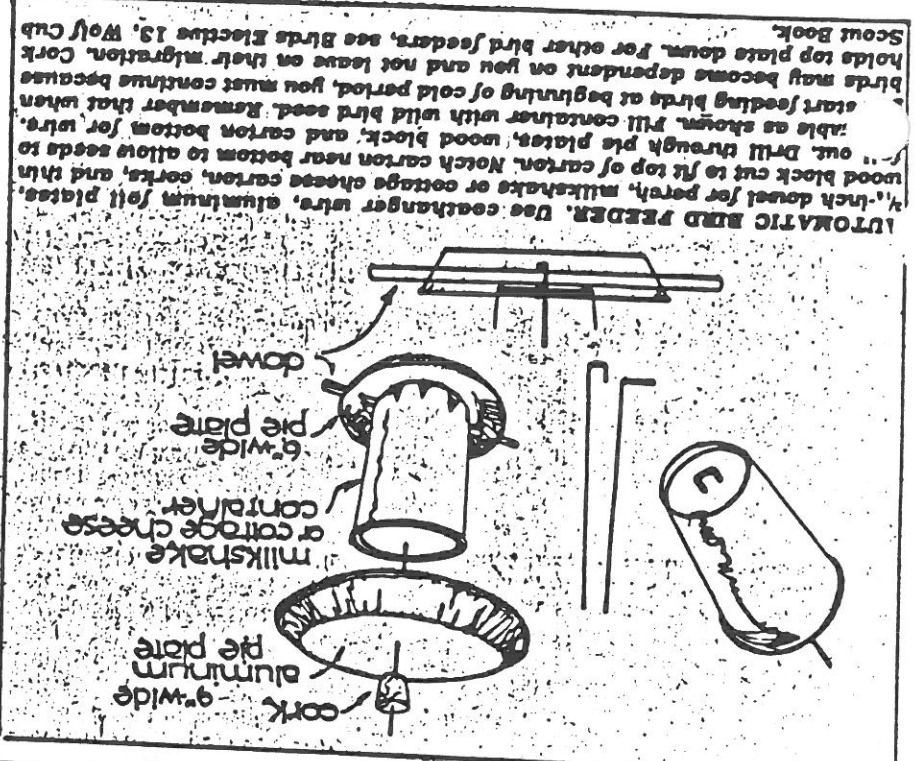
ANIMAL TRACKS PLACEMAT. Use potato block printing method, page 67. Create for Cub Scouts. Or use stencil method shown in Drawing, Etc. 12, Wolf Cub Scout Book.



LEAF COLLECTION. Fold waxed paper over flowers or leaves. Put newspaper over waxed paper and press with warm iron.



SMALL FLOWER PLAQUE. Paint or stain a wooden curtain ring. Cut circle of burlap to fit and glue to back side of ring. Arrange bouquet of straw flowers and glue onto burlap. Make small bow from ribbon and glue to flower stems. Add eggscrow for hanging.



AUTOMATIC BIRD FEEDER. Use coathanger wire, aluminum foil plates, wood block cut to fit top of carton. Notch carton near bottom to allow seeds to fall out. Drill through pie plates, wood block, and carton bottom for wire. Start feeding birds at beginning of cold period, you must continue because birds may become dependent on you and not leave on their migration. Cork holds top plate down. For other bird feeders, see Birds Etc. 13, Wolf Cub Scout Book.



SOIL EXPERIMENT. To see what lives in the soil build a Berlese funnel. Moisten several strips of paper towel and put in bottom of wide-mouth jar. Put a funnel in with a strip of hard-ware cloth over its mouth. On top set a tin can, with both ends open, and filled with dirt. Get it in full sunlight or under an electric light. The heat will drive moisture-loving soil insects downward and they will fall onto the paper. Try different soils from lawn, garden, woods, stream bank.

WEBELOS - OVERVIEW

I. TWO YEAR PROGRAM

A. 1st YEAR - 4th GRADERS

B. 2nd YEAR - 5th GRADERS

C. 20 ACTIVITY BADGES

1. PHYSICAL SKILLS

a. AQUANAUT

b. ATHLETE

c. FITNESS

d. SPORTSMAN

2. MENTAL SKILLS

a. ARTIST

b. SCHOLAR

c. SHOWMAN

d. TRAVELER

3. COMMUNITY

a. CITIZEN

b. COMMUNICATOR

c. FAMILY MEMBER

d. READYMAN

4. TECHNOLOGY

a. CRAFTSMAN

b. ENGINEER

c. HANDYMAN

d. SCIENTIST

5. OUTDOOR
 - a. FORESTER
 - b. GEOLOGIST
 - c. NATURALIST
 - d. OUTDOORSMAN
-

II. STEPS TO CONDUCT ACTIVITY BADGES

- A. BECOME FAMILIAR WITH REQUIREMENTS
- B. DEFINE LEARNING OBJECTIVE
- C. DEFINE TASK

1. WHO WILL TEACH ACTIVITY BADGE

- a. PARENT
- b. REGISTERED LEADER
- c. PROFESSIONAL

2. WHAT INFORMATION IS AVAILABLE

- a. HANDOUTS
- b. BOOKS
- c. OTHER RESOURCES

3. WHERE CAN RESOURCE BE FOUND

- a. BUSINESSES
- b. PEOPLE
- c. PUBLICATIONS
 1. PERIODICALS
 2. BOOKS
 3. PAMPHETS

4. HOW WILL INFORMATION BE PRESENTED

- a. LECTURE
- b. BUZZ GROUPS
- c. EXAMPLES
- d. DEMONSTRATION

5. WHY ARE THERE FIVE CATEGORIES

a. TO FORM WELL ROUNDED PROGRAM

6. EVALUATE OUTCOME

a. PRESENTATION

b. CHANGES NECESSARY

c. DIFFERENCE IN DELIVERY

SAMPLE OUTLINE

TRAVELER

- I. DEFINE REQUIREMENTS
 - A. GET A MAP OR TIME TABLE - LOOK UP PLACES TO GO
 - B. USE TIMETABLES TO PLAN TRIP
 - C. FIND COST TO TRAVEL
 - D. TAKE A TRIP WITH PARENTS OR GUARDIAN
 - E. LIST FOUR NEARBY TRIPS YOU WOULD LIKE TO TAKE
 - F. PACK SUITCASE
 - G. CHECK FIRST AID KIT FOR FAMILY CAR
- II. DEFINE LEARNING OBJECTIVE
 - A. TO UNDERSTAND THE METHODS AND MEANS OF TRAVEL
- III. INTRODUCE INSTRUCTOR
- IV. CONDUCT ACTIVITY BADGE
 - A. INTRODUCE SUBJECT AND POINTS TO BE COVERED
 - B. DISCUSS REASONS FOR KNOWING HOW TO TRAVEL
 - 1. PLANNING
 - a. TIME TABLES
 - b. COST
 - c. PACKING
 - 2. DURING TRAVEL
 - a. TIME TABLE
 - b. LOCATIONS - STOPS
 - 3. ARRIVAL
 - 4. RETURN TRIP
 - C. DEMONSTRATION
 - 1. USING TIME TABLES - PLAN ROUTE
 - 2. FIGURE COST
 - 3. PACK SUITCASE

D. CONDUCT EXERCISE

E. EVALUATE

F. QUESTIONS & ANSWERS

UNDERSTAND BOYS

In a disciplined den or pack, a great deal can be accomplished. A rowdy den or pack, on the other hand, can accomplish little in the way of program and certainly offers few chances for helping boys develop character. One of the attributes of a good citizen is his ability to live comfortably within the restrictions of the law. To train boys for citizenship, we must teach them the importance of discipline within each individual. Baden-Powell said: "You can only get discipline in the mass by discipline in the individual".

It has been glibly stated that a good active program will eliminate discipline problems in the den or pack. This is true to a degree, but even a top-notch program won't solve the problem of the individual boy who wants to cause trouble, 'just for the heck of it'. Boys cause trouble when they are uninterested, and certainly a good program will help keep them interested and active, but it isn't the whole answer. Here are a few other ideas which will help maintain discipline.

-Insist on attention when talking. Boys who want to get on with the activity will help quiet the noisy ones.
-Don't shout or yell. Use the Cub Scout sign to get attention.
-Have a good pre-opening activity. Trouble starts when a few Cubs arrive early and don't have anything to do. Once you've lost control, it's hard to regain it.
-Praise in public - criticize in private. Public criticism arouses resentment.
-Make full use of the advancement program. Boys advancing usually don't cause much trouble.
-Keep den meetings going at a fast pace with lots of activity and interesting things to do. Prevention is better than cure.
-Give boys responsibility and expect them to meet it. When they have responsibility, they don't have to cut up to get attention.
-Get the boys into uniform. A uniformed group has better discipline than one that is not. Set a good example.
-Get to know each boy. Find out what makes him 'tick'.
-Be impartial. Don't let any one boy get away with something that you would not tolerate from another.
-Let a new Cub know what you and the den expect of him, such as regular attendance, advancement, proper behavior, Cub Scout spirit.
-Always mean what you say. Never threaten unless you intend to carry it out.
-Be firm in a friendly manner.

BOY BEHAVIOR

Understanding boys can be the key to keeping your sanity at den meetings. With this in mind, here are some helpful hints about discipline, preventive measures, and needs of boys.

WHAT IS DISCIPLINE?

- Discipline is:
 - setting limits
 - enforcing limits
 - letting consequences fit the problem
 - caring enough about the child to help him shape his character
- Discipline is NOT:
 - punishment
 - controlling behavior temporarily
 - a power struggle you win
- Discipline builds pride, teamwork, loyalty, and gives boys more time for fun.
- Discipline helps the boy understand that he needs to be responsible for correcting the problem, and not the leader.

NEEDS OF BOYS

- Recognition
- Friends
- Belonging
- Adventure
- Fun
- Achieving
- Freedom to experiment
- To be heard

PREVENTIVE MEASURES

- Well-planned den and pack meetings
- Have den rules, and be sure each boy knows them and the consequences
- Good conduct candle
- Use the Cub Scout sign
- Insist on attention when you're talking
- Have a pre-opening activity
- Praise in public, criticize in private
- Make full use of advancement
- Give potential troublemakers a specific job or responsibility
- Wear uniforms! Boys and leaders
- Get to know each boy and what makes him tick; families, too
- Follow through on consequences
- Be FIRM, FRIENDLY, AND FAIR

SEPTEMBER 1990 THEME

THIS TOWN IS YOUR TOWN

(Tune: This Land is Your Land)
(Words by Mary Shiffer, Pioneer District)

This town is your town.
This town is my town.
From the shopping centers,
To the wooded playgrounds.
From the fire station,
To the church we pray in.
This town is made for you and me.

As I walked downtown,
I looked around me.
I saw my neighbors
And they waved to me.
I thought about it
I'm glad I live here.
This town is made for you and me.

(Repeat first verse)

Den Activities.

This is a good month to explore your community with field trips. The local fire station, police station, hospital, McDonald's or grocery store provide good places to visit. In town hikes are a great idea. For new Wolves, a neighborhood hike that goes by each boy's house is a nice idea to help them all get acquainted. If your pack is church sponsored, you might contact your pastor or congregation board of directors and visit with them and get a tour of the church and talk about duty to God.

Make a special board game that centers around your neighborhood. Fashion it after Monopoly or Life or be creative and do your own thing as a den.

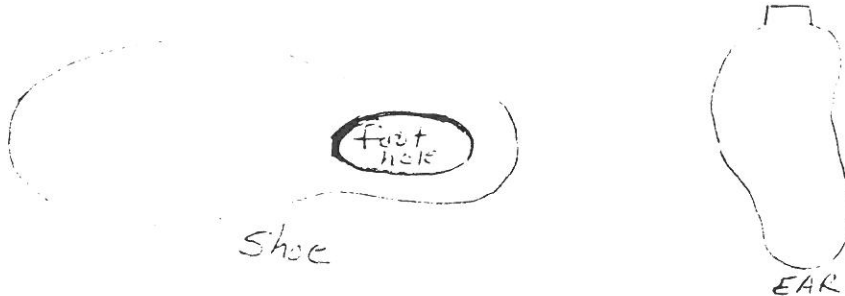
Bobcat ceremony.

Layout streets on the meeting room floor. Use butcher paper or shelf paper. make street signs that say Bobcat Ave., Wolf Drive, Bear Lane, Webelos Blvd. Call up boys who are getting their Bobcat badge along with parents, line them up on Bobcat Street, and say: "Boys you are beginning your journey as a Cub Scout. You have learned about Akela, the Cub Scout motto, the Cub Scout promise, the law of the pack and what it means to be a Webelos Scout. This is just the Beginning. Give Out Badges to parents.

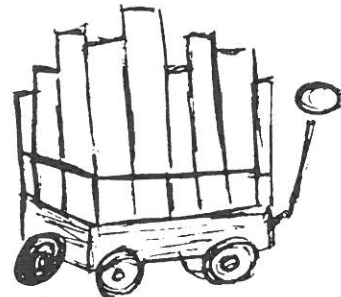
Parents will you help your sons reach the next street on their journey in Scouting? Pack 000, Will you help these boys grow so that they can reach Webelos? New Bobcats, Will you help the pack go? Congratulations, Pack 000 Welcomes you and is proud of you. We want you to keep this plaque to remind you of your journey along the scouting trail."

PROPS AND COSTUME IDEAS.

Clown: Use rubber balls or tennis balls for clown noses. Use a plastic foam ball with a depression scooped out to fit the nose. Attach with invisible tape or a rubber band. Large foam balls can be carved into any shape. Ears can be made from construction paper. They should be 6 or more inches in length. Make tabs at top of ear so that they can be folded over and taped to the real ear. Shoes can be made out of old inner tube, vinyl or heavy cardboard. They should be four to five inches longer than the clown's real shoes. He slips them over ankles before putting on real shoes.



Calliope: Put various sizes of cardboard tubes in a wagon. Tape them together and place a tape recorder with a tape of calliope music in the center of wagon. Use "calliope" in the pack circus parade.



Strong man bar bells: Use a broom stick and two equal sized cardboard boxes painted black. Use white cut out numbers on front and back of each box to indicate the weight of the bar bells.



Strong man's Costume. Dye old long underwear a flesh pink color. Stuff arms and legs with cotton or polyester fiberfill to resemble huge muscles.

Animal Costumes: Donated old long underwear, pajamas or sweats (may also be purchased at thrift stores. Paint or glue tiger stripes, zebra stripes, giraffe dots etc. Horse manes can be made of rug yarn glued on. Animal masks can be made from a variety of media. Refer to the Cub Scout How to Book for mask ideas.

UNDER THE BIG TOP
MAY 1990

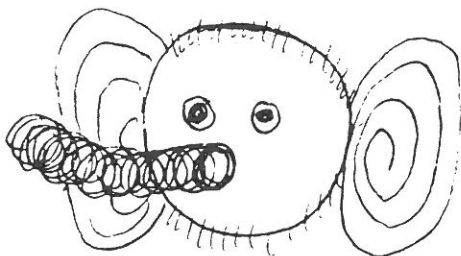
Circus Tie Slides

Elephant: Grey 1 1/2" pom poms, grey thick chenille pipe cleaners, thick tacky glue, 4mm wiggle eyes.

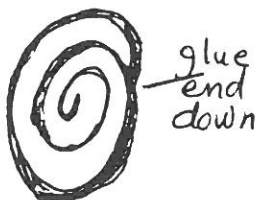
Wrap one chenille pipe cleaner tightly around a pencil. Remove and slightly bend to the shape of a trunk. Glue onto pom pom. Glue eyes onto pom pom. Make ears by coiling pipe cleaners into a solid oval shape. Glue end down and glue to head. Cut a 5" piece of pipe cleaner and make into a small ring. Slightly flatten the ring and glue to the back of the elephant head. Allow to thoroughly dry.

Lion: Brown Loopy or Curly Chenille, 1" , 3/8", 1/2" beige pom poms. 1/4" black, white and red pom poms, brown chenille pipe cleaners, thick tacky glue, 4 mm wiggle eyes.

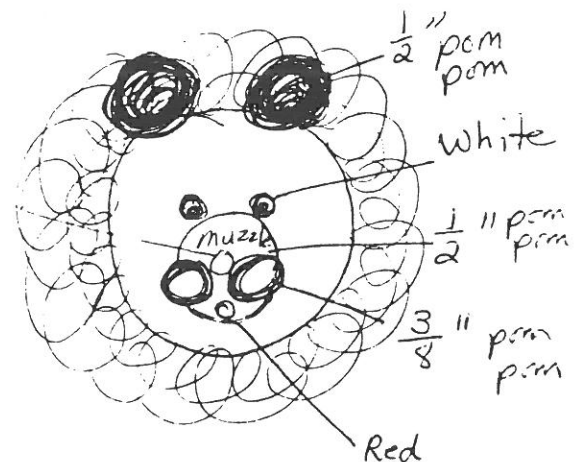
Cut loopy chenille to go around the 1" pom pom for the mane. glue to pom pom. Glue 1/2" pom poms for ears. Glue 1/2" and 2 3/8" pom poms for muzzle. Glue black pom pom for nose and red pom pom for mouth. Glue white pom poms for eyes and glue wiggle eyes on top of white pom poms. Cut 5" piece of brown chenille and form ring. Slightly flatten ring and glue to back. Allow to dry thoroughly.



make disc
with chenille



Black



GAMES AND STUNTS:

Purchase a circus print fabric panel. These are available in clowns and animals for about \$2.50 to \$4.00 a panel. Use heavy cardboard or purchase plain white mat board from a framing shop. Affix the panel to the cardboard using fabric glue or double sticky carpet tape. Cut out Eyes, nose, mouth of panels using an exacto knife. Use board for target games such as catapulting cotton balls through opening or using Q-Tip darts blown through large diameter straws. Velcro dart games can be made by affixing hook portion of velcro on parts of the panel and using small stuffed balls made out of soft material such as velour or felt.

Bean Bag toss games can be made by decorating large cardboard boxes as circus animals or clowns and having a large opening for the mouth. The boys can make and design these.

THE FAR SIGHTED TIGHT-ROPE WALKER. Set a ten foot long piece of rope or heavy string on the ground or carpet. Challenge the boys to walk the tight-rope. When they say, "That's easy", hand them a set of binoculars and instruct them to look through the wrong end. This will make everything seem far away and changes the visual perception field.

A FINE BALANCING ACT. Any boy can be an expert juggler. Attach plastic plates and cups loosely to a dowel with a thin nail. They will wobble a little and astound the pack as long as the boys don't get too daring and try to do the impossible.

MOM AND POP RELAY. Parents of each den make up a team. You may wish to pre-select 4 or 5 parents who are good sports to participate. For each team you need an umbrella, bucket, folding chair, old hat, and kazoo. Place the chair and bucket on the ground in front of each team, with umbrella, hat a kazoo in the bucket. Establish a turning line about 20 feet away. On signal, first player on each team picks up the chair and bucket and runs to the turning line. He unfolds chair, sits on it, opens the umbrella, puts on the hat and blows the kazoo. Then he puts hat, kazoo and refurled umbrella in the bucket, refolds the chair, and carries the bucket and chair back to the start. Next player repeats the action, and son on until all have run. First team finished wins. Award winning den with a "clowning around" ribbon for their den doodle. (Program helps 1984-85)

CLOWNING AROUND The object is to make the other players laugh by making faces, doing tricks, and making funny noises. No words may be spoken, but the clowns may bark, grunt, whistle hum, etc. A boy is eliminated when the leader spots him smiling. Last boy in the field wins.

THE CIRCUS BAND One den or perhaps all the pack parents or all the den leaders may be the circus band. Each person has a kazoo and is instructed to play any number of common cub scout songs during circus acts.

MORE PACK MEETING IDEAS:

The pack circus is a time for family fun. Since May weather is often fairly good, you may wish to have an outdoor circus with a hot dog barbecue. Set up your circus ring. The Cubmaster dresses up as the ringmaster. Set up side show activities and/ midway with games of skill. Each den can contribute one display for the side show or a game for the midway. Games should require little or no instruction so that they do not have to be manned. Popcorn, pop, candy and peanuts are just a few of the items that can be sold for fundraising. (Of course the circus can be done indoors as well, but the size and use restrictions of the room need to be considered when planning is done.)

The pack meeting can begin with the circus parade led by the Ringmaster. The ring master should introduce den acts with flowery circus language such as "death-defying", "stupendous", "first appearance in this country", "Brought to you at staggering expense."

Den acts may include magic, clowning around and even Bike Rodeo events of skill done in the center ring.

Advancement Ceremony: Ringmaster or animal trainer announces the following:

Ladies and Gentlemen, Boys and Girls. This circus is concerned about the endangered animals of the world. Because of this, I have let my wild lions, tigers and bears go back to the wild. I have found though that tonight, right here in Pack 000, we have a group of well trained Bears and Wolves who may be able to help me out. These Wolves and Bears have proved that they are brave, strong and worthy to perform in this famous Circus. Will the following Wolves and Bears come into the ring with their trainers (parents).

Have parents line up single file on one side of the ring, boys single file on the other. Have a large hula hoop ring decorated with crepe paper streamers. Call each boy's name individually, wave animal trainer's whip and have boy jump through the hoop while their trainer offers encouragement. Present badge to parent. Repeat for each boy.

If you have Tiger Cubs graduating this month, you may wish to bring them up and have them jump through the hoop too as part of their graduation and welcome to the pack.

CUB SCOUT

**PUPPETS
AND
SKITS**

**Columbia Pacific Council
Mid-Columbia District**

For more information or questions:

Florance Ryan	296-5129
Dale Buckles	298-8441
Kathleen Thompson	298-8350
Charles Thompson	298-8350

WELCOME TO THE WONDERFUL WORLD OF PUPPETS!

CAUTION!

Puppets are contagious! They are to all ages, children and adults alike, probably more to boys of Cub Scout age than others. Puppetry is used effectively in education, entertainment, speech development, drama, therapy, music and advertising. It helps develop self-confidence, 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.

Puppeteers 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

Puppets can be used specifically as an art or craft project to tell or dramatize a story to teach facts or concepts to play musical instruments or sing songs to recite poems, facts to ask or answer questions to impart information to make announcements to distribute prizes

to give directions and/or instructions for role playing

And, puppets can be made and used at
home
school
church
social functions
recreation programs

KINDS OF PUPPETS

There are many kinds and varieties of hand puppets and each one possesses a character and personality of its own. The complexity of the hand puppet is gauged by the methods and techniques used to construct the head. There is no right or wrong way to make puppets, but rather there may be a best way for each individual. The following ways are those presented in this paper.

Finger puppets- bare painted features on or use glove and make several like mice or one single to fit one finger.

Hand Puppets- bare hand or mitten same idea. Other hand puppets to fit over hands: envelop, sock, pieces of felt, box, paper plate, paper cup, paper sack, folded paper, moving mouth-hand.

Rod puppets or stick, shadow puppets cylinder or tube paper mache simple marionettes, wooden spoon, forks, shadow with hands, puppet partners-bib puppets, stuffed animals, egg carton, animated alligator-scissors, coat hand, chatterbox, purchased ones.

Collectibles to make puppet heads:

Old gloves, paper plates, paper bags old mittens, cardboard tubes, paper cups, match boxes, wash clothes, Styrofoam balls, small cereal boxes, men's handkerchiefs, men's/boy's socks

Fabric: scraps of fabric of various weights and textures, plain, printed, new or from used garments, felt.

Bits and pieces: Part of the charm and individual character of each puppet is created with this and that. Keep a box on hand always sort items as they are related:

Buttons, beads, toothpicks, egg cartons, old jewelry, clothespins, ribbon, scraps of yarn, pipe cleaners, glitter, string, cord, rickrack, braids, feathers, sequins, lace, wire coat hangers, straws, waxed paper, upholstery fringes, sponges, popsicle sticks, corks, small boxes, coffee cans, seashells. There are many more items to collect- use your imagination, before you throw it away think can I use this?

Also needed: pencils, stapler, paint, glue, felt pens, brushes, tape, crayons, patience, scissors, rubberbands, pin-straight, safety, paper clips, rulers, hole punch.

Make all kinds of puppets from all sorts of materials. You can make splendid puppets from inexpensive materials and a very fine theater, exciting puppets and theater quickly.

Make Puppets--Have Fun!

LIGHTING FOR PUPPETS

1. Darkening the room and illuminating the puppets or stage with spot lights helps an audience see the show, it also builds an atmosphere by providing a focal point for the viewers attention.
 2. Caution: too much light wipes out puppets features. Experiment with lighting in all different ways and from various angles, check for unwanted shadows.
 3. Use beam of light from a slide, filmstrip or overhead projector directly onto stage.
 4. Gooseneck lamps, light sockets with clamps or light bars, also are good sources.
 5. Special effects can be obtained by using black lights, colored cellophane over lights, dimmer switches, flickering Christmas lights.
 6. Make sure lights are placed so they do not shine in audience eyes. Housing for lights can be made from tin cans, such as coffee cans, which can be sprayed black. Caution: Make sure all light cords are set where no one will trip over them. Best to attach overhead or if on floor- tape cords down.
 7. Color, too, plays an important part in creating mood. Note the following: Blue light on which scenes--ice and cold; Red light on white scenes-- suggests warmth, mystery; Yellow or Green light-- spring or growing things; Pink light-- fun and comedy.
 8. Lights should support story and action.
-

SPECIAL EFFECTS

Musical Sounds and sound effects make a puppet or Cub Scout production more lively and vivid. Unusual and comical sounds can result from the use of bells, drums, gongs, cymbals, castanets, triangles, whistles, horns, rattles, natural objects such as gourds or coconut shells, and even pots and pans.

Thunder- Grasp a tin or aluminum cookie sheet at one end, placing your thumb on underside of tin. Shake so it vibrates. Bang it against knee for occasional loud clap of thunder. Or a piece of tin 3/4" long and 1" wide is suspended. Shake it to produce thunder. For single crashes, strike the tin in the center with a rubber hammer or rubber heeled shoe. Bend a heavy sheet of cardboard violently back and forth so that it moves in waves.

Rain- Fill a tin biscuit or cookie jar 1/3 full of dry peas or beans, rotate slowly. Or plastic pill bottle or nail container with BBs inside-rotate slowly or sprinkle dried peas or rice onto a metal baking dish, or roll marbles around in a cardboard carton.

Hail- pour rice on pane of glass, tin or wood-- into microphone.

Wind-Hail-Rain-- Shake a large sheet of brown wrapping paper like a rug. The size and weight of the paper makes the difference in sound. Grasp a sheet of waxed paper with a hand on each side. With an accordion- playing movement, alternately crush and smooth out paper. Cut a narrow slit in a sheet of paper, hold it 1/2" from lips and blow into microphone.

Wind- or pull a smooth stick across the tightly stretched piece of silky material. Or cut a narrow slit in a piece of paper, then holding it about 1/2" from lips, blow to make sound.

Storm-Combine wind, rain, and thunder sounds, then turn stage lights off and on to produce flash of lightning.

Lightning-Use a flash attachment from a camera, or flicker stage lights back and forth (on and off) quickly.

Snow or Magic Dust-Throw up soap flakes or paper confetti. Small pieces of white paper fanned off a flat box top will give a snow effect. Moth flakes or Christmas snow can be dropped from above.

Mist,Fog, or Smoke- Blow corn starch or baking soda through a narrow tube by squeezing a container filled with this which is attached to one end. Dry ice can be sprinkled with water just prior to the time for the special effect.

Running Water- A wooden box 1' x 2' x 2" is fitted with tin on the bottom and ends. Finishing nails are driven into the bottom and ends in a 1" diamond pattern. Place a small amount of lead into the box, tilt, and the sound of running water is produced.

Gurgling Stream or Boiling Liquid- Put a straw into a cup of water and blow hard.

Fire- Create dancing shadows in front of a red light by placing something that moves in front. Streamers can be placed on the front side of a fan at low speed. For sound, crumble cellophane into ball. When released, it will crackle like flame.

Campfire- (lightning effect)- Wood piled over a light or flashlight with red cellophane or tissue paper covering the light for a red glow. Or use red light bulbs.

Spotlight- Flashlight with different size funnels (which can be made of construction paper). For different color effects, use color effects, use colored cellophane or tissue paper over the end of the funnel.

Animal Roar- Any closed box will do- cocoa can, coffee can, or two foil pans taped together. Tie a string in center of a pencil. Punch hole in container, place pencil inside box, and pull string out through hole. Rub string with resin or a green leaf. Drag fingernails along string to produce noise.

Horses Clipping- Two half coconut shells clapped on a wooden board (walking or galloping on a hard road), clapped on wallboard (soft road or turf). Hold a block of wood in each hand. Strike ends together, alternating ends. Vary rhythm for trotting or galloping. Strike upside down cups on a wooden board.

Puppy Dog- Blow up a balloon, With two fingers of both hands, stretch neck of balloon, slowly releasing air.

Crashes-Fill a wooden box with broken glass and a few stones, then nail on a top. By dropping or tipping the end of the box, various kinds of crashes can be produced.

Trains- Place a small wire nails or shot inside a flat small box or popcorn inside a tine band-aid box. Move back and forth, it sounds like a train chugging along. Rhythm of movement is important. CHUG-CHUG chug-chug CHUG chug chug chug.

Train Whistle- For an ear-splitting sound that can be heard all through the house place a sheet of paper over top of an 8" foil pan. Place partly-open mouth against paper and utter a shriek without moving lips. If train is far away, make it a small shriek!

Boat Whistle- A wooden or plastic spool, 3/4" strip of balloon and a rubber band. Fasten the balloon over the hole end of the spool. Wrap rubber band around

spool over the ends of the balloon and pull balloon tight. Blow into open end of spool. This makes a shrill whistle.

Gong and chimes- Chinese gong suspended by a rope, 4' or 5' length of water pipe, suspended. Tubes or water pipes can be cut in various lengths for chimes. Cut off 1/2" at a time and test for tone. Strike with rubber hammer.

Creaking Door- same as animal roar.

Sword and Shield Fight- Holding aluminum cookie sheet in one hand, hit with metal spoon.

Knock at the Door- Hit to rap sharply a 1/2 gallon bleach bottle on the end with a rubber spatula.

Pistol shot- a rubber bank stretched around the center of a small foil pie pan. Pull out the band from bottom of pan and release. Snap a yardstick or a thin board on a hard surface. Fire a cap pistol.

ALL THE WORLD'S A STAGE

And puppets will perform anywhere and anyplace at any time

1. Dad's easy chair
2. A doorway-crepe paper, an old sheet or bedspread, etc. stretched across door way and taped to door frame.
3. Over turned cardtable- cover with cloth or paper - for Scouts too.
4. Two straight chairs facing each other draped with cloth
5. Large suit case- instant stage and also doubles for storage of puppets.
6. Magic box- cardboard box- with back opened and several holes in top decorate for theme.
7. Large apron- cook's worn by puppeteer and corners lifted up by two fellow puppeteers.
8. Tray stage- cardboard bend up at right angles and held by strap around neck.
9. Folding screen- large for scouts, small for puppets.
10. Lamp shade.
11. All kinds of boxes, round, square, rectangle.
12. Ladders and sheets to make screens
13. Your arm or hand.
14. Banner on a dowel or clothes hanger.
15. Ice cream bucket, oatmeal box, etc.
16. Book opened and stood up.
17. Large purse.
18. Bib- puppet stage.

CUB SCOUT SCRIPT WRITING

Skits help channel a boy's imagination. He doesn't PLAY that he's a pirate, he is a buccaneer sailing under the Jolly Rogers! He is a brave knight riding forth to slay the dragon. He is the first man on Mars. He is! He is!

Props and costumes for skits should be few and simple. Just a suggestion is all that is necessary. Imagination fills in the details. If you don't believe this try to remember those radio dramas some of us listened to when we were kids. Remember how our imaginations made those stories come to life?

Skits can come from almost anywhere. The only limit to skits is your own imagination.

Things to avoid:

1. Dramatization of undesirable characters.
2. Allowing a Cub to attempt a characterization which is difficult for him.
3. Criticism which makes no attempt to suggest a better way out.
4. The tendency of the more capable Cubs to do all the work.

HOW TO WRITE A SKIT:

Follow this outline:

1. Boy wants Something--friendship, a gold mine, a trophy, to find a lost planet, ect.
2. Boy starts to get it--by canoe, plane, horseback, foot, or some other way.
3. Obstacles Stop boy--crocodile, native headhunters, a secret enemy, false friend, etc.
4. Boy achieves goal-- through an act of kindness, bravery, wisdom, magic, unexpected help or some other way.

PLANNING YOUR SKIT:

Knowing your facilities, your subject, the number of boys who will participate and which parts they will play gets you off to a good start in planning a skit. Here are some ideas:

1. The subject of your skit.
2. The title, whether serious or funny.
3. The kind of actors you'll use--puppets or real boys.
4. The names and characters.
5. Time allowed for skit. Write a twenty minute skit, then reduce it down to five minutes, saving only the best lines.
6. Will you be performing on a stage, an open floor, a platform, or something else?
7. Consider lighting and special effects. Check for electrical outlets.
8. Let the Cubs help plan and write the skit.

Brainstorming is listed as a place to get ideas. It's simply a time set aside for a

group of people, maybe your den, to set down together and throw out ideas. The catch is - no idea is ever discarded or labeled as a "dumb" idea, suggestions will jog your imagination. Before you realize it, you may have the foundation for a good skit. Maybe several. Also, your boys feel as though they helped. Keep a list of all suggestions, or perhaps use a recorder so as not to miss anything.

When preparing a skit there are a few things to remember:

1. Keep it simple and short (3 to 5 Minutes)
2. Avoid a lot of dialogue
3. Decide on one subject
4. In some way- use every boy in the den.

Use simple props, scenery, and costumes. Usually the boys can help make what they need. Props can be made from cardboard and sign can be put up to indicate scenery. Costumes can be made by

adding appropriate accessories to everyday clothes. Most costumes which are intended to be cut from fabric and can be sewn can just as easily be cut from crepe paper and glued or stapled by the cubs.

Let every boy participate, even if it is backstage. Be sure, however, that the boy who works backstage one time, is ON-STAGE for the next skit.

Make your audience hear. Boys should speak slowly, clearly, and loud. Use a narrator, if necessary. Pantomime is great, too.

A. Actors should never turn their backs on the audience while they speak.

B. Actors should move around as much as possible and use sweeping gestures and exaggerated actions.

c. Actors should pause a moment before going on with their lines if and when the audience laughs or applauds.

Let's write a skit and present it. Have Fun!

WHY 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 man from outer space, a pirate, an astronaut, a clown, an Indian, an exotic animal, or anything else his imagination suggests!

Costumes can be as simple or as elaborate as you and the boys would like for them to be. Cloth costumes are quite durable, but the cost is more and also you (or Mom) spend more time making them, rather than letting the boys have the fun.

It is important to find the right costumes, and this isn't as hard as you think. There are enough everyday things around your house to clothe any number of actors. A nimble imagination helps even more than nimble fingers. You can find some real costuming treasures if you know what to look for.

Old clothing- add extra material or crepe paper added to change appearance. Men's pajamas, long underwear provides tights, T-shirts, Dad's old robe, hats. Save feathers and sparkly trim for Knights costumes.

Scraps of bright material or crepe paper can be cut into capes, scarves, sashes, etc.

Vinyl upholstery can be used for "leather" trimmings, vests for cowboy themes

Long, heavy stockings for knee high pants.

Small pillows are just right for that extra padding.

Cardboard boxes make excellent costumes for clowns, animals, vegetables, robots. Cut holes for head and arms in

advance, then let boys paint them with latex and trim with tempera paint.

Paper sacks can be used for costumes and masks- paint same as boxes. Latex paint will add strength to the paper sacks.

Brown wrapping paper and sacks use for leather-like appearance, crush and re-crush in your hands until it is soft and wrinkled, then spread out and iron with a lukewarm iron. This lends itself to easy decoration with crayons, felt markers or tempera paints, and work well for Indian and western costumes.

Don't forget that a simple sign to identify your characters can be as effective as a costume. Props such as a cardboard moustache, eye patch, bandana, cardboard sword for a pirate, can do a great deal to costume your characters and set the mood for your skit.

Also cardboard boxes are great for cars, trains, insects, etc. Use your imagination. Cast-off toy guns, foil for deputy badges.

Use your imagination before you use your trash can!

Remember to keep your costumes and props at the Cub-age. The boys will give their best performance if they are made to feel that the skit is theirs including the costume-making!

Den Leaders should not try to make all the costumes. Involve the parents. They will enjoy the involvement. And they will probably have some good ideas to supplement yours. Take a look around the house, use your imagination, and you'll find lots of everyday materials which can be used for costumes.

SCENERY FOR CUB SCOUT SKITS

Simple scenery is fun for Cub Scouts to make. It is a good den project. It adds to the mood of the skit and makes the skit more believable. Keep these things in mind:

1. Scenery should be simple. It should provide an idea or suggestion of what is to come.

2. It can be made from large pieces of corrugated cardboard. Check with furniture stores, appliance stores, grocery stores, or warehouses for large furniture and appliance cartons. Take care in cutting cardboard.

3. Wooden lathes can be nailed to the back of the scenery to make it more sturdy or to help it stand up, and keep painted cardboard from curling.

4. Let the boys do the painting. Guidelines can be drawn with heavy pencil to show what colors go where. Latex or tempera paint are best on cardboard, and it washes off the boys as well. It is best to paint on the blank side of the cardboard rather than on the printed side, so printing will not bleed through.

5. Felt tip markers can be used on cardboard that has been painted a light color, to put in detail work or the whole design, if you wish.

6. When using latex to cover large areas, apply it with a roller. Latex paint is inexpensive. Sometimes the boys can bring left-over latex paint from home. It washes off hands and clothes with soap and water.

7. Tempera can also be used to tint latex when the desired shade is not available. Use tempera or wide-line marking pens for trim and detail work on top of latex.

8. Always keep in mind that audiences will see the scenery from a distance. Be sure it is distinctive enough.

9. Boys should use old clothes or Dad's old shirt for paint smocks. Den leaders should stand back and let the boys do the work.

10. Create a good mood with scenery. Paint in grays if skit is spooky or sad; bright colors if skit is happy or funny.

The following are suggestions for scenery which can be cut from cardboard:

Mountain range, Bushes, trees, Lamp-post, Skyline of city, Forest outline, Picket fence, Houses, tents, cabins, Archways, columns, Sun, moon, stars (suspended overhead). When creating a skyline, cut the pieces low - waist or shoulder height - to give the effect of distance. Children's coloring books are good sources for backdrops.

Old sheets can be used for many costumes and backdrops. To decorate use markers or paint or draw and color with crayons, when design is finished, lay sheet out flat on cardboard or heavy paper. Cover design with a layer of paper towels and using a hot iron, press carefully. The iron will melt the wax and set the colors permanently. The end result is a design that looks like it was oil painted.

Pieces of cardboard will give you endless backdrops, furniture, rocks, logs, trees and much much more. Boats, cars, airplanes, trains covered wagons, even horses and cows.

MAKE-UP FOR CUBS

You have written your skit, selected your cast, and the boys have been busily making costumes. Now, what's left? Make-up, of course! Here are a few simple tricks to help you use make-up to its best advantage with the boys.

First, why use make-up?

1. It helps to tell the audience what the character is like.

2. It makes the character seem more real to the other actors...and as a result, everyone plays his part better.

3. It hides an actor's own features, changes his form, and makes him appear larger or smaller, older or younger, and can alter his character completely.

Theatrical make-up can be expensive, and since most Cub leaders work on a limited budget, we're going to concentrate on inexpensive make-up and substitutions.

MAKE-UP BASE

A simple recipe for a make-up base is equal parts of liquid cleansing cream and powdered sugar. Combine the two, first sifting the sugar to remove lumps, mix well, and you have a simple white base which can be used for Clown White. Tint with a few drops of green food coloring for Monster make-up. Add red, yellow or blue...or make all three, and you have Indian war paint. This make-up is non-toxic and wipes off easily leaving little trace of color behind.

Halloween make-up, ordinary lipstick

makes both lip color and rouge and can be used to draw new wounds. Eyebrow pencil can be used to darken or change shape of eyebrows, to line the eyes, to make freckles, moustaches and sideburns.

Eye shadow of different colors can be used not only on eye lids, but under the eyes to give a "hollow" look, or on either side of bridge of nose to change shape of nose, or to make eyes appear sunken.

To age a character, have him frown and wrinkle forehead; use grey eyebrow pencil to mark in creases. More lines add more years.

These easily assembled wigs are just the thing for Cubs, masquerades or Halloween. As a base for the wig, use the top of a nylon stocking, gathered along the cut edge to form a skullcap. Or, cut and use the crown from an old felt hat. For hair use cotton yarn, untwisted rope or strips of crepe paper 1/2" wide.

Curly Locks-For short or long curly hair, curl narrow gift wrapping ribbon and sew to stocking base.

Bald Headed Man- Use old bathing cap (white or flesh colored) for base. Paint for glue a fringe of yarn hair.

Colonial- Wrap and sew cotton batting around skullcap to form a puffed hairdo. Batting rolls for curls added to sides make wig for Lady. Long batting curl, tied in back with black ribbon, for Colonial man.

Cornstarch powdered into the hair helps make older characters. Remember, hair begins to grey at temples first and in streaks.

Black crayon can be used to simulate missing teeth.

TIPS... The more light used, the more make-up necessary. Apply make-up after character is in costume. Use make-up cape or towel to protect costume. Keep plenty of tissue and cleansing cream on hand for make-up removal. Remember...boys like to pretend, but they don't want to be sissies!

QUICK WIGS

Scarecrow- Sew uneven lengths of heavy cotton rug yarn to cap base, or to a band which can be sewed inside old hat.

Indian- Arrange black yarn or crepe paper strips across entire base and stitch through center to make "part". Bring strands down to ears, braid, wrap and tie with bright cloth.

Princess- Follow directions for Indian wig, using yellow yarn. Do not braid. Add conical paper hat, with small attached veil.

Old Man- Use white cotton stocking cut and sewed to form skullcap. Glue white cotton balls all over skullcap.

Braids- Stretch about three strips of crepe paper, 3/4" wide. Twist each strip around and around. Now braid the three strips together.

SKIT WORK SHEET

Give a copy of this to each boy in the den....work from it when writing a skit.

LET'S MAKE-UP A SKIT.

MONTH: _____

THEME: _____

- I. PLOT:

- II. TITLE:

- III. TYPES OF CHARACTERS (Boys or Puppets):

- IV. LENGTH OF TIME:

- V. STAGING (Lighting, Special Effects, Costumes):

- VI. CHARACTERS (Enough for everyone):

- VII. LOCATION OR SETTING OF SKIT:

- VIII. PROBLEMS TO OVERCOME:

- IX. OBSTACLES:

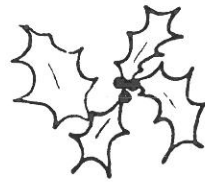
- X. CRISIS:

- XI. ENDING:

- XII. DOES THE SKIT FIT YOUR AUDIENCE?

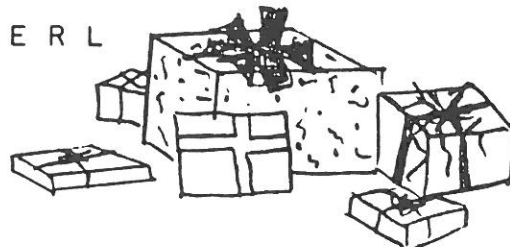
HOLIDAY PUZZLE

REINDEER
SHOPPING
MONEY
HOLLY
PRESENTS
DREIDEL
ELVES
MANGER
CANDLE
RIBBONS
HUMBUG
JOY
NEW YEAR
STOCKING
SCROOGE
CHRISTMAS
ERRY
REE
TOYS



M S T
X T A I P N R
B Z N W R I E F P
L A Q O X E W O Z S A
I Y D R T S I E H B V N U
V C X Z A S D N F H G H G J M
Q W E R T Y U D I U O P E J O
K L I G H T S E C M T N L O N
F R U I T C A K E R B D O S Y B Z
R G N E W Y E A R Y U X E B H T Z
G F T R I B B O N S G C L A P Y D I
L K C A C R T X S T A R Y Z Q W E C X
S C I A V C E L E B R A T E T R U E S
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K O J Y V E R W I U Y M N B V C S X Z U
D L R L X P R E S E N T S B S Y P F S P T
S A L W P G N C R S I P O M B H I P O E Q
M O U X N E P O Y Z C S R E I Y O L H F Y
H A R I G N B O W S P E T W Q S I P N H L I
S N V K Y L M T I X R T Y E S D V E A P A T R
B M C H R I S T M A S C X L Z A Q G N W I E Y
W O I N R T E I R B A D R V T Q W O P A N N B T
T N C L E J G H O T V X W E B Z N O B L C Y G D
S Y E T R M P B C N M E X F S A S Z R T Y R Y N P
L U Y I B C I W A M E N O R A H Y P C N C B E D K Y
C B C S A X U S O R T P W E H T I N S E L N Z G N D
L B M V C R U G H T T I O P Q N P B X C V U O W K L N A J
G I F T S D R E I D E L L U B H O L I D A Y B K E L D N A C R
B V J A N U A R Y O J K W E K M B O J H G H A N U K K A H M B
X L C M O T W Q I P M J K L T G H D Q E B A U I T M N B J F D
K C A U P
C S E R L

TINSEL
SNOW
MENORAH
FRUITCAKE
MISTLETOE
RUDOLPH
STAR
ANGELS
CAROLS
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JANUARY
BOWS
GIFTS
SANTA
HANUKKAH
HOLIDAY



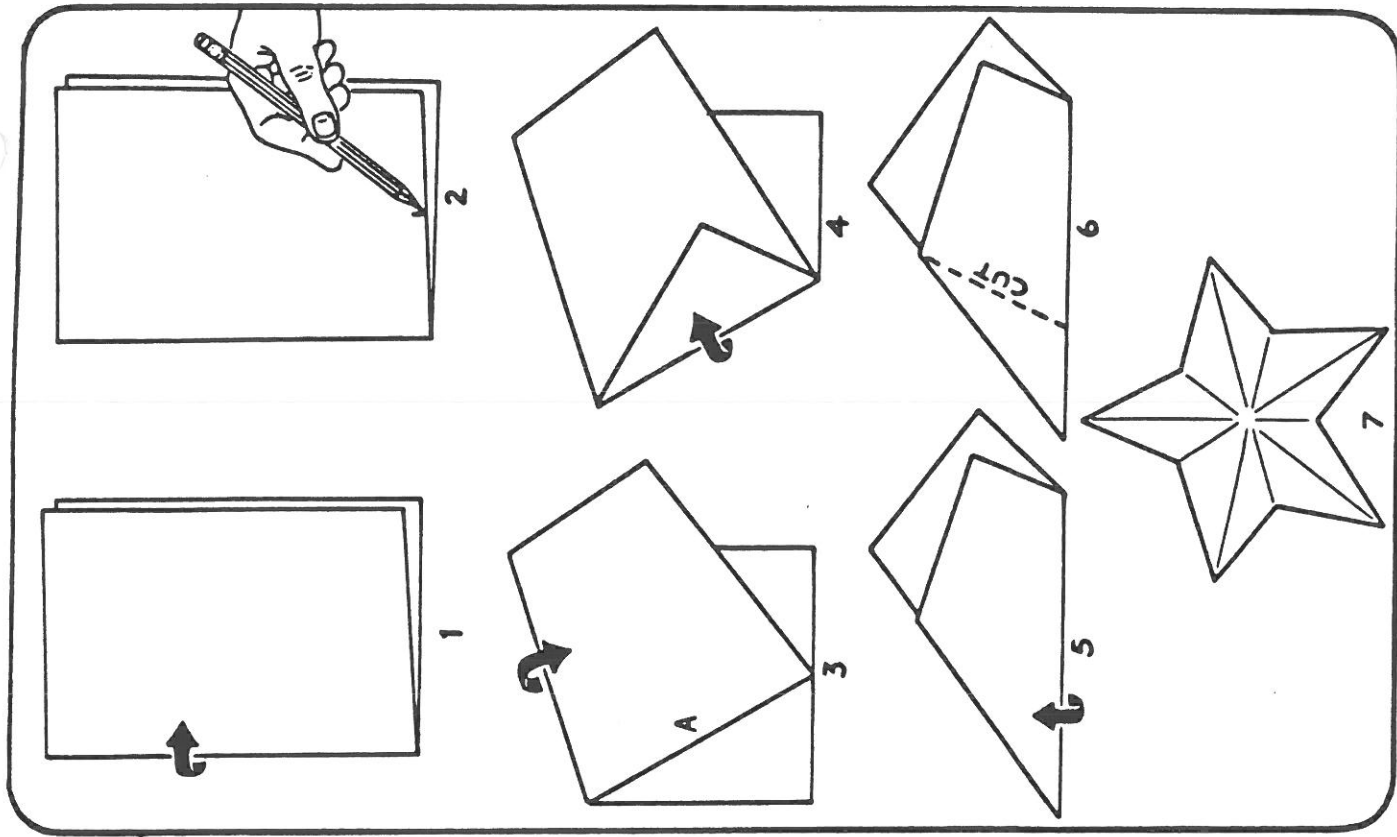
PAPER STARS

Stars have had an important place in Christmas decorations everywhere. If we know an easy way to construct stars of various types, it can make decorating the Christmas tree quite simple.

The five-pointed star is widely known as the Epiphany Star and represents the star that shone over the stable where the Christ Child lay, leading the Wise Men to Bethlehem. The Epiphany Star usually accompanies Nativity scenes and is the most widely used of the different types of stars. The opinions about the use of this star vary. In some places the Epiphany Star is not used until January 6. Some authorities feel that the only suitable star for use before that time is the six-pointed Creator's Star, often called the Star of David.

Five-Pointed Star—Rectangular Folded Method

- 1-Use a piece of paper $8\frac{1}{2}$ inches by 11 inches to make a 6-inch star. You can vary the size paper in any way you like to get smaller or larger stars. Just be sure to keep the proportions the same. Fold the paper in half with the short sides together and the fold on the left-hand side.
- 2-Make a mark at the center of the lower edge of the folded sheet.
- 3-Bring the upper left-hand corner of the paper down to the mark. Crease the fold. Mark the center of the left-hand edge A as shown.
- 4-Fold the lower left-hand corner over the top sheet, making the fold meet A.
- 5-Fold the lower left-hand edge over the upper right-hand side (this will fold the paper in half).
- 6-Cut sharply on the diagonal across the fold.
- 7-Open the finished star.



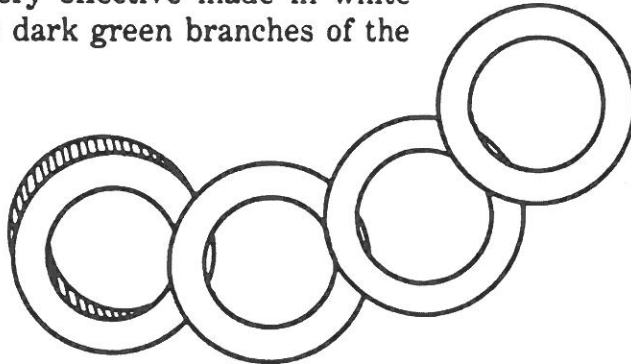
Paper Decorations from Many Lands

PAPER CHAINS

Paper chains are one of the oldest types of Christmas tree decorations. They can be made from any kind of paper stiff enough to hold its shape though usually construction paper is used. To make a simple chain, cut the paper into strips the width you want your links to be. Glue ends of strip together to form a link, interlocking each new link as it is glued with the preceding one. Chains are popular in many countries. They are very effective made in white paper and set off against the dark green branches of the Christmas tree.

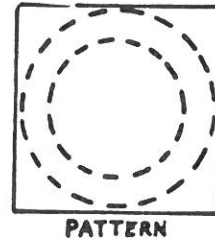
Materials

Construction paper



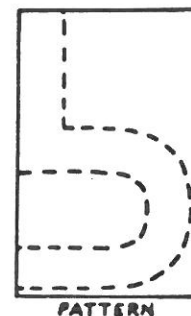
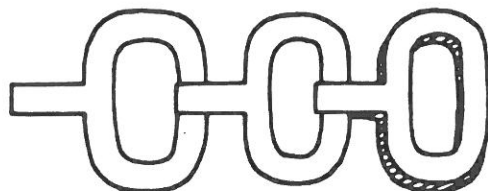
Polish Chain (Basic Rule)

- 1-Trace a pattern for the double circle.
- 2-Fold the paper in half lengthwise.
- 3-Place the edge of the pattern on the fold and cut out.
- 4-Cut out the center of each circle. Make as many double circles as you will need.
- 5-Leave the first circle folded in half. Open the second and fold it loosely in half lengthwise.
- 6-Slip through the opening in the first circle. Fold the second circle in half again, and smooth out.
- 7-Repeat until the chain is as long as you want it to be.

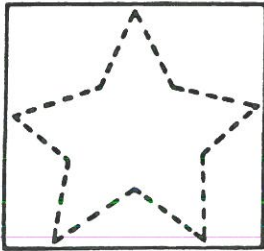


Keyhole Chain

- 1-Trace the pattern.
- 2-Fold strips of paper, $3\frac{1}{4}$ inches by $7\frac{1}{4}$ inches, in half lengthwise, then in half crosswise.
- 3-Place the stem of the keyhole against the lengthwise fold. Have the short end at the crosswise fold.
- 4-Cut as many keyholes as you need.
- 5-To make chain, link one keyhole through another. Repeat until chain is desired length.



Polish Stars and Straws Chain

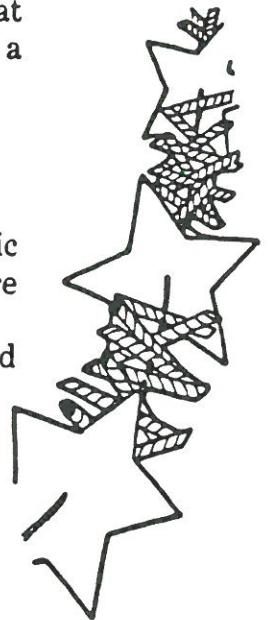


PATTERN

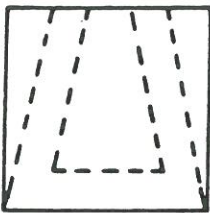
- 1-Cut out stars using the pattern illustrated on page 127 or 128 in as many colors as possible. You will need a great many stars.
- 2-Cut thin paper drinking straws into 1½-inch lengths, cutting the ends slightly on the diagonal. You will need twelve lengths of straws for each star so plan on cutting a large quantity.
- 3-Thread the needle with crochet cotton but do not break it off.
- 4-To make the chain, follow a star with twelve segments of straws, putting the needle through the center of each one on a slight diagonal. Add another star. Repeat until the chain is as long as you want it. This chain is a bit bulky but it is very lightweight.

Variations

- 1-Cut a simple paper chain from the pages of the comic section in the newspaper, from a department store catalog, or from wallpaper samples.
- 2-Make chain links from self-stick ribbon. Moisten one end slightly and join. Repeat for the entire chain.
- 3-Use pinking shears (not good ones!) to cut the links.

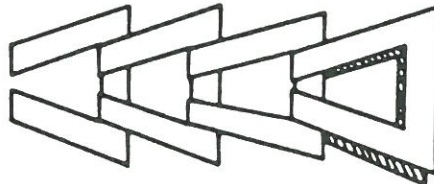


Triangle Chain

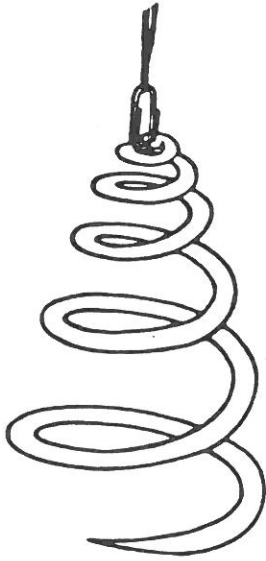


PATTERN

- 1-Trace the pattern.
- 2-Fold strips of paper, 2¼ inches by 4¼ inches, in half crosswise.
- 3-Place the open end of the triangle on the fold.
- 4-Cut out as many triangles as you need. Construct chain as in Basic Rule.



CORKSCREWS OR CURLS



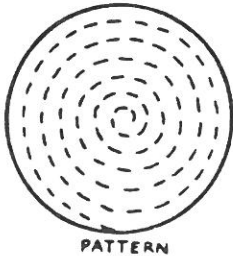
These simple ornaments are popular with children in many parts of the world. They may be made in a variety of sizes and from different materials. Though corkscrews are usually made from circles, they may be effectively made from squares or diamonds following the same basic directions.

Materials

Any stiff paper or decorator foil (do not attempt to use kitchen foil; it is too light to work well)

Method

- 1—Draw a pattern on the paper as shown.
- 2—Start at the outer edge and cut in a continuous line working in towards the center. Make the coil at least $\frac{1}{4}$ inch wide—wider if you are making one from a large shape. Leave a solid bit at least $\frac{1}{4}$ inch wide in the middle.
- 3—Fasten an ornament hanger made from a paper clip, piece of string, or a bent pipe cleaner to the solid bit in the center.

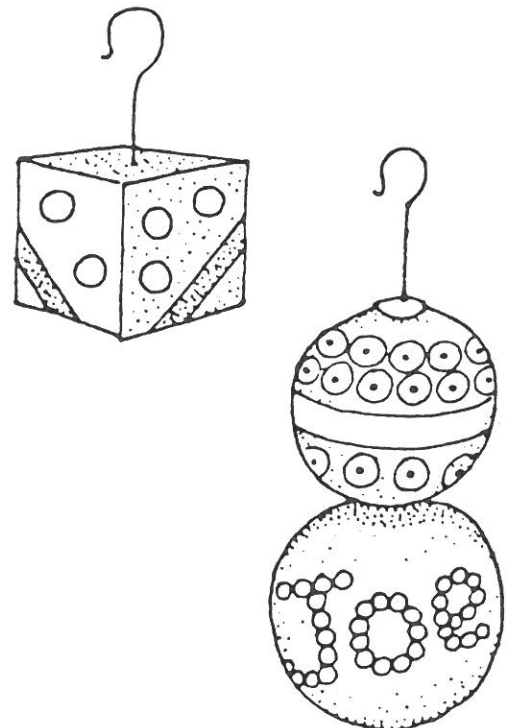


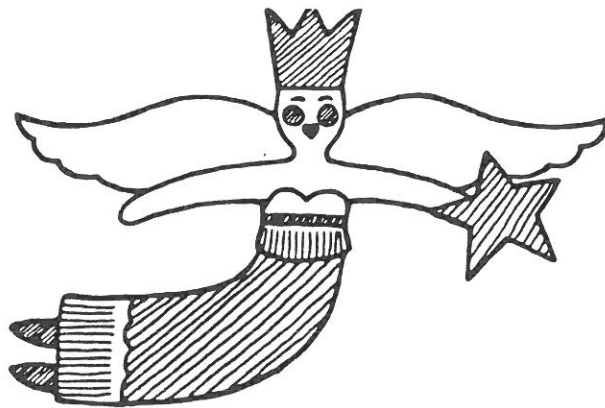
STYROFOAM® BALL ORNAMENTS

The next time you visit a craft or artists' supply store, check their supply of Styrofoam®. It comes in sheets or squares that can be trimmed to various shapes. It also comes in preshaped forms. Two or more Styrofoam® pieces can be glued together with common white household glue (like Elmer's®). Push two or more straight pins through the pieces being joined to hold them tightly while the glue dries.

Once you have found the shape you want, or have made the figure of your choice, use white household glue to attach ribbons, sequins, buttons, and bows. Finish the ornament with a hook stuck into the top of the decoration and held firmly with a small dab of glue.

You can personalize your Styrofoam® ornaments by spelling out the names of various family members with buttons or sequins (available at fabric, department, and dime stores). Or you can glue small photographs on the ornaments. They make great Christmas gifts, too!





POLISH TREETOP ANGEL

There are many types of angels used on Polish Christmas trees. This one is a particular favorite; she is characteristically Polish. The angel may be used as either a tree or treetop ornament. You may decorate the angel as you like.

Materials

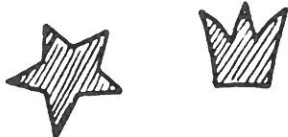
White cardboard, 9 inches by 12 inches

Red and blue felt-tipped pens

Gold paper

Deep yellow paper

Scraps of colored paper, beads, sequins, fringe, etc. for decorating the angel



Method

1-Cut the body and wings from cardboard.

2-Cut the wing covering from yellow paper.

3-Cut the crown, skirt, bodice, and star from gold paper.

4-Cut the belt, skirt trim, and shoes from whatever you like. Glue cut-outs to the cardboard body.

5-Draw the angel's face with pens.

6-If you are making a treetop angel, fold a $\frac{3}{4}$ -inch by 2-inch piece of cardboard in thirds lengthwise. Glue the middle section to the center back of the angel. Cut a piece of fairly stiff wire at least 6 inches long. Bend the other thirds together and pass the wire through them. Leave just enough wire to twist together to secure. Wrap the long end of the wire around the treetop.

7-To hang the angel, cut a hanging loop from fine wire. Pierce a small hole close to the upper center edge of the crown. Run the wire through and twist the ends together to form a loop.

AUSTRIAN FOIL ORNAMENTS

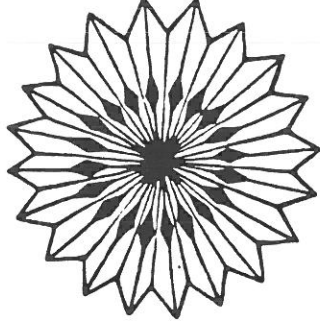
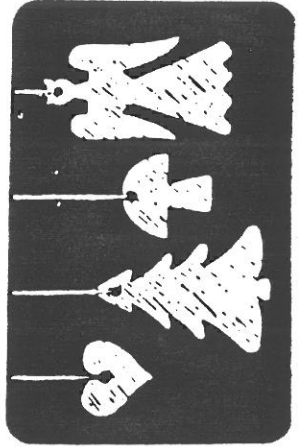
One of the favorite types of handmade Christmas tree ornaments in Austria are these simple foil decorations. They require no special equipment and may be made from easily obtained materials. The result is similar to the more difficult tin ornaments often seen in Mexico.

Materials

Heavy gold craft or decorator foil (available in craft shops)
Patterns (cookie cutters are ideal)
Knitting needle or dry ball-point pen
Paper punch

Method

- 1-Trace a pattern on the foil.
- 2-Cut out with old scissors.
- 3-Make a hanging hole with a paper punch.
- 4-Put the ornament face down on several thicknesses of newspaper.
- 5-Emboss whatever designs you want by drawing them quite firmly on the back of the shape with a knitting needle or a dry ball-point pen.
- 6-Using a table knife, carefully smooth out any slight roughness or "curl" around the edges of the ornament.
- 7-To hang, use a partially unbent paper clip or a length of nylon line run through the hole.



DANISH PLEATED STAR

These stars are common Christmas decorations in many areas. This is a Danish way of making them.

Materials

Gold paper, preferably double-sided, 8 inches by 20 inches
Gold or deep yellow thread
Stapler

Method

- 1-Fold the paper, crosswise, into one-inch pleats.
- 2-Keeping the pleats folded, sew through the center of all the pleats.
- 3-Cut as shown to form a star.
- 4-Open out the star and staple the edges together.

DANISH WOVEN HEARTS

The nineteenth-century author Hans Christian Andersen was also skilled in paper artistry. One of his favorite shapes was the heart, and he may have been the inventor of the famous Danish woven heart. It is traditionally done in red and white, the colors of the Danish national flag. This indicates that the heart had its beginnings in the southern part of Jutland, where during wartime, the border people have frequently resorted to silent symbols in the Danish national colors to show where their hearts lay.

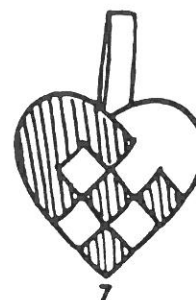
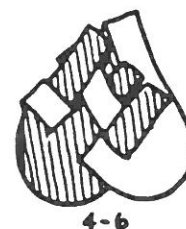
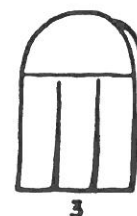
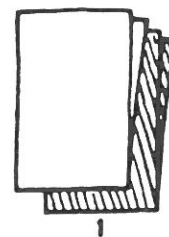
This method of making a Danish woven heart will produce a basket. You may add a handle and hang it on the Christmas tree. If you wish, fill it with some lightweight candy or cookies or artificial flowers. Using two colors makes the weaving simpler—as well as typically Danish!

Materials

Red and white or other colors of paper (if possible, use European construction paper)

Method

- 1—Use two pieces of paper three times as long as they are wide. Fold each in half lengthwise.
- 2—Draw a square from the fold. Lightly mark the top edge of the square. Draw a semicircle in the area above the square which will be the top of one half of the heart. Cut out on the curve.
- 3—To make weaving loops, draw light lines from the fold to the top of the square to mark as many strips as you will use for weaving. Cut along the lines from the fold to the top edge of the square, forming the weaving loops. The number of strips determines the size and width of the rows of weaving.
- 4—Place the folded halves of the heart side by side with the curved edges up. To weave, start with the top loop of the white half of the heart. Insert the white loop into the first red loop. Now open the white loop to insert the second red loop, and so on to the end of the row.
- 5—For the second row, turn the heart over and working with the top red loop, insert into the first loop. Continue as with the first row.
- 6—Repeat in this manner until the whole heart has been interwoven. Be especially careful on the bottom row; you will have very little room for moving your fingers and it is easy to tear the heart at this point.
- 7—Attach a strip of paper 6 inches by 1 inch to form the handle.



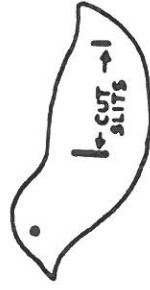
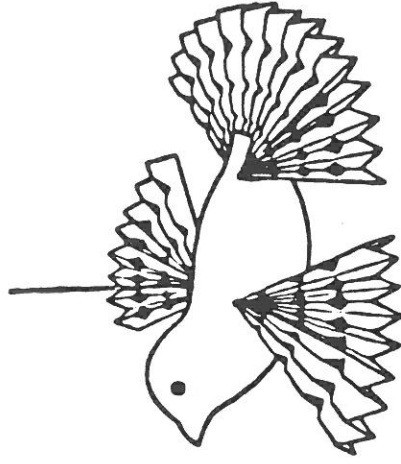
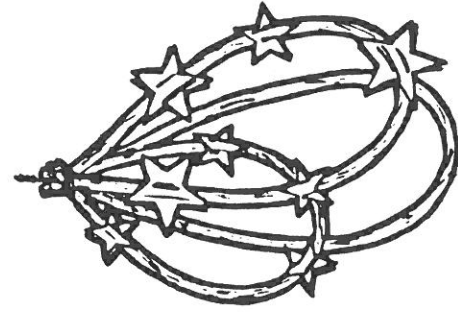
This Danish ornament combines fine, lightweight reed, which is available in craft shops, and gummed stars. You may vary the dimensions as you like.

Materials

Lightweight reed
Medium-sized gummed stars
Large-sized gummed stars

Method

- 1-Soak the reed in water for 10 minutes to make it pliable.
- 2-Cut the reed into three pieces 8 inches, 9 inches, and 10 inches long.
- 3-Form each piece of reed into a loop. Glue or wire the ends together. Let dry, then fasten all together at the joinings, forming a triple loop joined together at the top.
- 4-On the front and back of the smallest loop, glue three sets of medium-sized gummed stars back to back so the ornament looks alike on both sides.
- 5-Do not put any stars on the middle loop.
- 6-On the outer loop, alternate a large, a medium, a large, a medium, and a large star. All are backed up with other stars the same size.
- 7-Make a hanging loop at the top of the ornament.



SWEDISH BIRD

Birds of all sorts are popular Christmas decorations. This particular one is Swedish and is traditionally suspended over the Christmas dinner table to bring good luck. Birds are also charming on the tree.

Materials

Cardboard, 6 inches square
2 strips tissue paper, 5 inches by 9 inches

Method

- 1-Cut the body of the bird from cardboard. Slit the body on the guidelines given, widening to about 1/16 inch so that the wings and tail can be inserted.
- 2-Make the wings and tail by folding the tissue paper crosswise into 1/2-inch pleats. Staple in the middle. Notch edges of the folded strip as shown, and cut the ends into points.
- 3-Insert the wings and tail and secure with tiny pieces of cellophane tape.
- 4-Find the balance point on the back and run a hanging loop through the body, close to the edge.

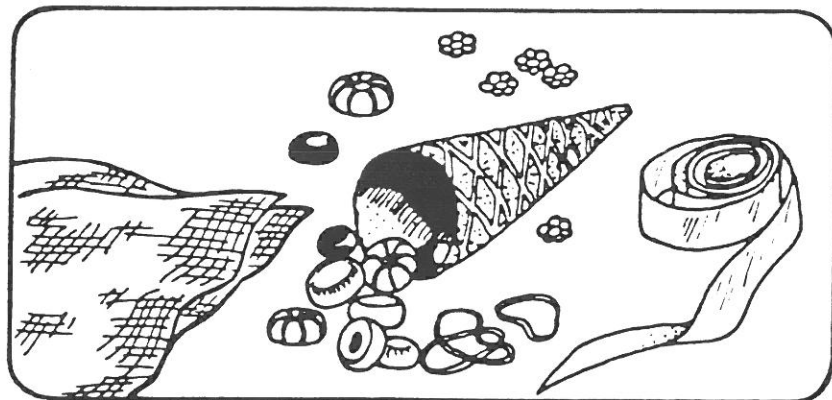


ICE-CREAM CONE HORNS OF PLENTY

Except for the nylon net covering, this horn of plenty is completely edible. They resemble the cornucopias often seen on English Christmas trees.

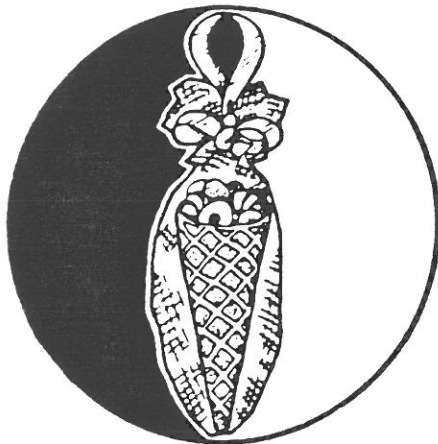
Materials

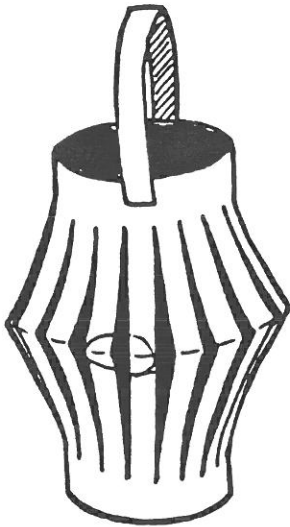
1 pointed ice-cream cone for each horn
Assortment of small, lightweight candies
Nylon net in bright colors
Rubber band
Gift wrap ribbon
Tiny artificial flowers, if desired



Method

- 1-Cut the net in squares large enough to cover the cone completely and to form a ruffle around the top when gathered. Allow one for each horn.
- 2-Fill the cone with candies.
- 3-Stand the cone, pointed end down, in the center of the square. Bring the net up around the cone, gathering the edges into a ruffle at the top.
- 4-Secure with the rubber band.
- 5-Cut the ribbon into lengths about 2 feet long.
- 6-Fold in half. About 3 inches from the folded end, make a knot to form a hanging loop. Tie the rest of the ribbon tightly around the rubber band. Finish with a bow.
- 7-If desired, place tiny artificial flowers under the ribbon.





MEXICAN LANTERNS

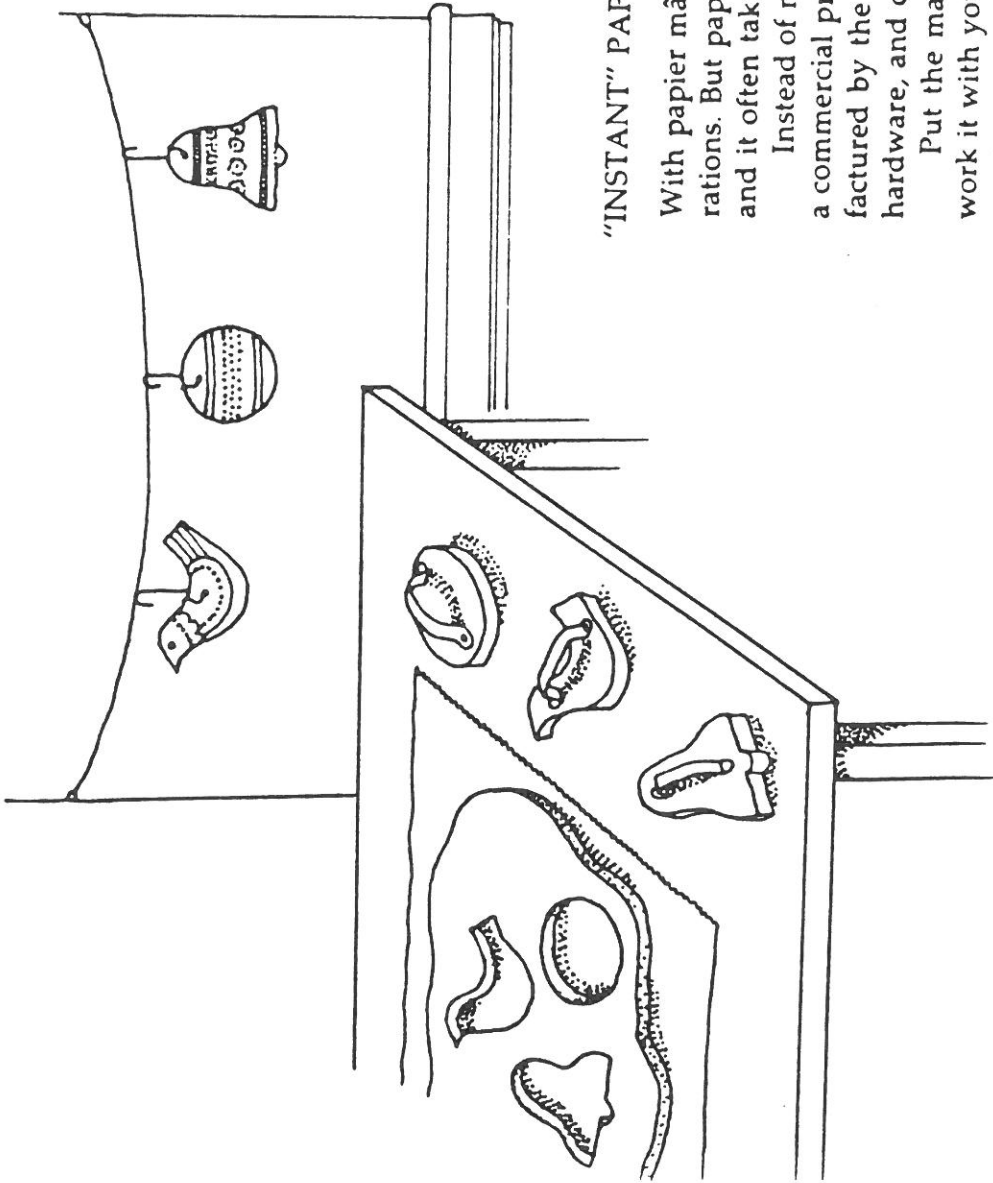
Lanterns are popular, simple-to-make Christmas tree ornaments which are made in many countries, but they are special favorites in Mexico where they are used throughout the house. They may be made from plain construction paper or decorator foil.

Materials

Colored construction paper or foil
Rubber cement or paste

Method

- 1-Draw a rectangle the size you want your lantern to be. Cut it out and fold in half lengthwise.
- 2-On the wrong side, draw a margin the width desired for the top and bottom edge of the lantern. Fold each side outward along the line to make a crease. Open out these folds but leave the one dividing the paper in half lengthwise.
- 3-Starting at the fold, cut slits about $\frac{1}{4}$ to $\frac{1}{2}$ inch apart, going to the second fold lines.
- 4-Decorate the upper and lower margins of the lantern, if desired.
- 5-Make a handle from a long, narrow strip of construction paper. Paste it in place.
- 6-Gently push the outer edges of the lantern toward the center.
- 7-Open out the rectangle. Fasten the short edges together with rubber cement or paste.



"INSTANT" PAPIER-MÂCHÉ ORNAMENTS

With papier mâché you can make all sorts of Christmas decorations. But papier mâché is sometimes difficult to work with, and it often takes a long time to harden.

Instead of making papier mâché from scratch, you can get a commercial product called *Instant Papier Mâché*®. It is manufactured by the Celluclay Company and is available at paint, hardware, and craft stores.

Put the material in a large mixing bowl, add water, and work it with your fingers until it is moldable. To make Christmas-tree ornaments, pack the sticky material into a mold (a cookie mold, an ice cube tray, or whatever is available) that has been moistened with a liquid detergent to prevent sticking.

Or roll the dough between two sheets of waxed paper and cut out forms with the wet edge of cookie cutters or molds. You can create some ornaments freehand, or without molds. Place screw eyes or ornament hooks into the ornaments while they are still wet. Set the ornaments aside to air dry. To speed up the drying process, you can place your ornaments in the oven, at 150°, for a short time. Check the directions on the material package.

CHRISTMAS CUSTOMS OF COUNTRIES

THE MEANING OF CHRISTMAS

Christmas is the Christian festival celebrating the birth of Christ. Particularly in recent years it has been overlaid with traditions such as Santa Claus coming, Christmas trees and the giving of elaborate gifts; but Cub Scouts of Christian faith should be encouraged to remember its real meaning as the birthday of their Savior.

This can be done by caroling, by telling the Christmas story, and by goodwill projects. If a den includes boys of non-Christian faiths, any Christmas observance must, of course, not violate their beliefs. This does not mean that no observance is possible. Many carols, for example celebrate the idea of goodwill toward all men without singing of the miracle of Christ's birth.

THE MEANING OF HANUKKAH

Cub Scouts of Jewish faith will be observing Hanukkah (the Feast of Lights) that represents religious liberty and celebrates the victory of the Maccabees over Antiochus of Syria 22 centuries ago. After 3 years of fighting, the Maccabees entered Jerusalem and cleaned up the city and the Holy temple. They lighted a jar of oil which they found in the Temple that burned miraculously for 8 days.

Each year, Jews celebrate the 8 days of Hanukkah. It is customary to exchange gifts.

WHO MAKES CUSTOMS ? ? ?

Sometimes children don't realize they are making customs in their families. Talk to the boys in your den about customs. Why not try having the boys come to the den meeting prepared to tell of one of the customs they have established in their families. (Don't be surprised if they have to think for a while.....)

A SPECIAL BIRTHDAY

(Den leader talking to the den)

Christmas is Baby Jesus' birthday. Wouldn't it be fun to surprise your family with a birthday cake for the Christ Child? Perhaps your grandmother or big sister can help you. Or you could save your money and buy a small angel food cake. Decorate your cake yourself. Red cinnamon candies and green spearmint leaves make nice "holly berries." Cupcakes are nice to decorate too. You might like to put a candle on each one. Can you think of a nicer way to celebrate a very special birthday?

CHRISTMAS AROUND THE WORLD

Each Cub Scout holds an article representing the country he has chosen, while he reads or recites the lines. Or instead, have each boy hold a cardboard cutout of the country he represents.

IRELAND:

The building of a grotto for the Nativity scene is a family project in Ireland. A Dublin fruitcake, covered with thick almond-flavored icing and decorated with green gumdrop shamrocks is the popular food.

SCANDINAVIA:

Children, parents and even grandparents all join in making interesting straw and balsa wood ornaments in shapes of stars, angels, reindeer and goats. They begin making these holiday decorations on Little Christmas, the last Sunday in November.

POLAND:

Here the Christmas tree is a symbol of friendship and peace and is heavily laden with pretty ornaments. Poppy-seed rolls filled with ground poppy seed and honey paste are prepared on the night before Christmas.

AUSTRIA:

Greens and apples signify hope for the coming spring and are used in the trillight tree with candles to celebrate the holidays. Linger cake and nut butter rounds are their Christmas delicacies.

ENGLAND:

Fur and Judy puppet shows are very much a part of the British Christmas. Plum pudding, spicy ginger cookies, shaped like cornucopias and filled with whipped cream are delightful foods.

ITALY:

Instead of a Christmas tree, Italy has the pyramid-shaped Ceppo. The manger scene of hand-carved figures is placed on the lower shelf and small gifts for the children on the next shelf. Golden bread of Verona and Sicilian torrone, a multi-colored candy loaf, are special pastries.

GREECE:

St. Basil, who distributes Christmas toys, makes his rounds in a boat instead of a sled. New Year's bread with a coin baked inside is served at the stroke of midnight on New Year's Eve. Father cuts a portion of bread for each member of the family in the order of their ages. Whoever gets the piece with the coin will enjoy a year of good luck.

MEXICO:

In Mexico, the pinata filled with candy is always a favorite at Christmastime. The children strike it until it cracks and the goodies spill out for all to enjoy.

CHRISTMAS CUSTOMS OF COUNTRIES

This section may appear confusing at first but bear with us please. We found that there are many similar customs and yet many different kinds of customs; therefore we have broken the custom section into three parts as follows:

1. The first section is broken down by similar customs under the following headings:
 - a. Christmas Stockings
 - b. Christmas Trees
 - c. Santa Claus(We indicate what each country uses or says)
2. This section is broken down by countries and a few sentences about each country's Christmas celebration.
3. Section 3 includes customs and a craft for each of five countries.

CHRISTMAS STOCKINGS

Holland Shoes or wooden shoes (klomp) are filled with hay and a carrot for the horse (sometimes sugar cubes too). After Sinterklaas and his horse have been at the house, the horse has eaten, Sinterklaas leaves candy in the shoe December 5th.

Spain Shoes filled with straw

France Shoes are left on doorstep or fireplace to be filled with gifts.

Italy Large jars called Inn of Fate are filled with gifts and goodies, not on Christmas but on Epiphany, January 6th.

CHRISTMAS TREES

Italy and Brazil No tree but a presepio (Nativity Scene)

Lithuania They hand circles, squares and triangles of straw.

Germany They decorate with cookies, apples and oranges. Lights are candles.

Ukraine They decorate with eggs and chains of paper.

Japan They hang tangerines and rice cookies with your fortune.

India Uses a banana tree with bananas.

France Decorates with candles, tinsel and many colored stars.

China Decorates with colored paper and evergreens

England Decorates with holly, mistletoe and gay paper chains and streamers.

Australia Has a Christmas Bush.

Spain Nacimiento (Nativity, Manger) Lighted with candles.

Greece No Christmas tree.

Iceland Tree made of snow decorated with candles.

Hawaii Trees painted like snow and decorated with leis of shells, nuts and flowers.

SANTA CLAUS

South Africa Father Christmas

Italy La Befana

Brazil Papa Noel

France Petite Noel or Christ Child (bring gifts)

Austria St. Nickolas or Santaklausen

Switzerland Christkindle or Christ Child brings gifts.

Germany Christkind or Kriss Kringle

Japan Hoteiosho

China Lan-Khoong-Khoong, Nice Old Father or Dun Che Lao Ren, Christmas Old Man

England Father Christmas

Australia Father Christmas or Santa

Pussia Grandfather Frost

Spain Three Wise Men

Hungary Angels bring gifts and tree

Poland Father Star or Mother Star

Holland Sinterklaas or Sint Nicolaas

SECTION 2

ECUADOR

Christmas and New Year's are celebrated as one festival. Children write letters to Christ-child. They place their shoes in the window to be filled. Noise making toys are common and are used on Christmas morning to help celebrate. Family dinner is enjoyed after Midnight Mass.

GREECE

Christmas is celebrated on January 6th. Fried cakes are a speciality. Children listen to stories and folk legends.

IRELAND

Houses and churches are lavishly decorated especially with holly. A large candle placed near the front window is lit by the youngest member of the family and can only be snuffed out by someone named Mary. Christmas is a time for prayer, gaily and happiness.

POLAND

Focal point is Christmas Eve supper served as soon as first star appears in the sky. There must always be an odd number of dishes and even numbered or paired number of persons at the supper. After supper, tree is lighted, and carols are sung. Gifts are distributed. The animals are fed with leftovers and must be treated as equals for according to legend, tonight they regain their speech. Christmas season is one of peace, love and friendship.

PORTUGAL

"O Come All Ye Faithful" music is called the Portugal Hymn.

CHRISTMAS CUSTOMS OF COUNTRIES

SECTION 2 (CONT.)

CZECHOSLOVAKIA

The nation fasts on Christmas Eve Day but that night there are seven courses on the supper table. All scraps are fed to the pigs and there must be scraps left. If children fast all day, they will see the Golden Pig when candles on the table are lit just before supper.

Christmas Day churches are decorated with evergreens and Christmas trees. A manger scene, Jeslicky, is found in every home. Celebration lasts three days with the first one consisting of feasting in homes and the second of children caroling. St. Nick visits on Christmas Eve.

AUSTRIA

Austria is famous for giving to the world "Silent Night, Holy Night." It was written because the organ in Church was broken and was sung to a soft guitar. Chopped and baked carp, beef, vegetables, beer and a fruit cake called Fruchtbrod are their Christmas foods. Candles decorate the trees. Presents are placed unwrapped under the tree and are believed to be reward for good behavior.

HOLLAND

The tulip is used as the Christmas flower. St. Nick comes on Dec. 5 to fill the children's shoes.

FRANCE

Turkey is favorite holiday meat. Children place shoes in front of their fireplaces. Christmas Eve is a time for social gatherings followed by Midnight Mass. After Mass a visit to Creche (Nativity scene) and family and friends retire to their homes for food and gifts, good wine and buche de Noel. The name of the meal being "Reveillon".

MEXICO

Home must be decorated and ready for guests by December 16. Decorations of white lilies, Spanish Moss, evergreens and colored paper lanterns. Every home has an altar with a pesebra, a Nativity scene. The poinsettia came from here and is called "Flower of the Holy Night".

ENGLAND

Goose and plum pudding are main Christmas dishes. Children go caroling on Christmas Eve til church bells call all to church. A piece of the Yule log is saved to start next year's Christmas log. Festivities are centered around the log. Day after Christmas is called Boxing Day and is set aside for presenting gifts to poor and visiting wreaths of holly or evergreen hung on doors symbolize wreath of thorns Christ wore at Crucifixion. Peace and good will is England's slogan. "God Rest Ye Merry Gentlemen", "Hark, the Herald Angels Sing", and "Good King Wenceslas" along with "here we come Awassailing" and "The First Noel" all came from here. The first Christmas cards originated from here in the 1800's.

ITALY

Christmas Eve is a day for fasting. At 2 p.m. the Yule Log is lit. Afterwards the Presepio (miniature Bethlehem or Place of Nativity) is brought out and the family gathers around. Flowers and bright holly berries fill the house while music is played from odd-looking bagpipes. Christmas season lasts 3 weeks, from 8 days before Christmas to the Twelfth Night.

RUMANIA

A special cake called Turta is eaten by everyone on Christmas Eve. This cake with its thin coats of rolled dough represents the swaddling clothes of the Christ Child. Christmas supper is usually sauerkraut and pork. On Christmas night the boys go caroling, reciting poetry and telling legends for a fortnight. They carry a Steana, a wooden star, which is covered with colored paper, a picture of the Holy Family printed or pasted inside with a candle.

SCOTLAND

On Christmas Eve, no one retires before midnight as it is "Open House" night. Fire should not be allowed to go out at night.

BOLIVIA

Preparations begin December 1. Children gather flowers to decorate Nativity scene in homes and churches. Christmas Eve people attend Midnight Mass or pray at home and place gifts around their sleeping children. By the natives (50% populos), Christmas is more a harvest festival but this is frowned upon by the authorities.

BRAZIL

Papa Noel enters the house through windows because of warm climate. Legend states that the animals have power of speech on Christmas Eve at Midnight to tell of Christ's birth. Have no Christmas tree. Instead they have the creche or presepio. (Nativity scene)

DENMARK

In Denmark Santa is called the "Yule Man", but he is far outranked by the "Nisser" in popularity. Once many centuries ago these elf-like creatures had dozens of spooky Viking relatives. But today they are thumb-sized gnomes who are responsible for harmless mischief as well as presents or at least they are blamed for everything of a mischievous nature, whether good or bad. The "nisser" live in the attic or barn and are good friends with the cat. They come in families but all wear the same type of bright red stocking cap. When the men get old they grow white beards and look like miniature Santas.

SECTION 3

DENMARK YULE MAN

A little pine cone elf can be made with various size pine cones. Cut his face from white paper and paste on a red nose. Make a mouth and eyes with a pen. Cut the hat from red paper and fold it around itself so that a cone is formed and paste. Run a needle and thread through a few scraps of paper and then through the top of the hat. Loop this thread for hanging. Paste a bit of cotton at the top of the hat. Put paste all around the inside of the hat. Press the top of the face against the front and put a cotton ball behind that. Pull the cotton down so that a beard shape is formed and trim with scissors, then slip over the cone and hold against the back of the hat so that a strong bond is formed.

DANISH PAPER HEARTS

Another Danish touch can be added in the form of paper hearts which can be hung on the tree and filled with candy or nuts. Make a circle out of white paper and a circle out of red paper. Fold each circle in half and slip together so that the red circle shows more on one side than the other and the white circle shows more on one side than the other. Paste the front and back flaps together. To hang, cut a strip of construction paper and paste it at the center of the heart between the two layers. Fill with candy and hang on the Christmas tree.

CHRISTMAS CUSTOMS OF COUNTRIES

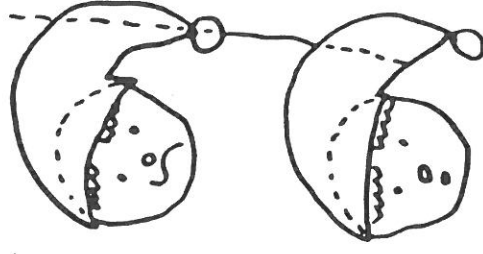
SECTIONS 3 (CON'T)

SWEDEN

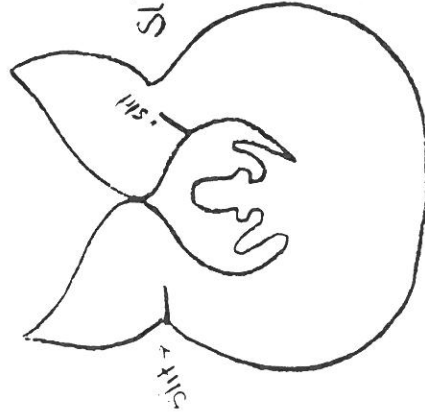
The Swedish version of a Norwegianian "nisse" is the tomte, a little elf that inhabits most every Swedish home and helps with the chores. He is seldom seen, but is always credited or blamed. And on those rare occasions when he is spotted, he always has on his bright red stocking hat.

At Christmas, a whimsical "mobile of tomte" can be hung most anywhere. To make cut 10 hat patterns from red paper. From white paper cut five faces and make 10 circles with a paper punch. Starting near the end of the string, begin to attach the hats. Put paste on first. Put string across it as shown on pattern. Put face in place. Put paste on second hat and match it exactly to the first one. Repeat this process with all hats and faces, putting the next hat about an inch above the hat below. Cut off end of string at bottom of 1st hat.

Paste white circles on each side of each hat as pom-poms. Make faces on both sides of white circles with black pen. Draw variety of expressions in mouth, eyes and hair.



slit at mark
fasten
in back



GERMANY

The Advent Wreath heralds the coming of Christmas. Yuletide cakes and cookies are a must with some communities having their own special Churches are not decorated for Christmas season but homes are filled with evergreens, fresh flowers and candles. Martin Luther trimmed the first Christmas tree for his family. He also sang "Away in a Manger" as a lullaby to his children.

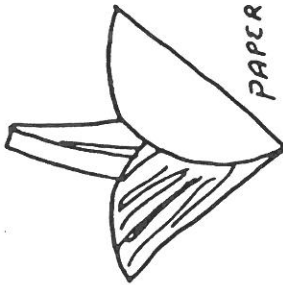
GERMAN ANGEL MOBILE. In Germany angels are a favorite for Christmas decorations. Since mobiles are a popular form of decoration in many European countries, an angel mobile is an ideal way to add a touch of Germany to your holiday decor.

Materials for the angel mobile consist of construction paper in 5 different colors, gummed stars, a small amount of gold paper, and two 12 inch thin strips of balsa wood or similar material.

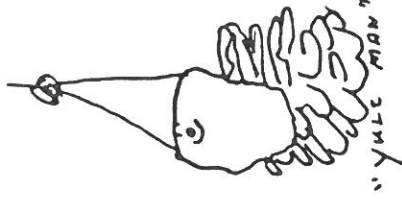
For each angel, cut the pattern from construction paper. Twist around and insert slits into each other. Cut thread and make large knot at the end. With needle, stitch from inside near top middle of wings. Stitch into to of head. Adjust head to desired position; put one star on each side of head back to back where thread comes out. Put stars on both sides of each wing and on skirt.

Cross pieces of balsa wood at exact middle; run thread around both ways and secure. Tie one angel at middle and the other four at ends of each balsa stick. Adjust so that the angels hang at different heights. Be sure the mobile balances. (A coat hanger may also be twisted into a shape to hold the mobile for a mobile).

SWEDEN



PAPER HEARTS



"YULE MAN"

NORWAY

The custom of burning the Yule log all Christmas Eve and all Christmas Day started here. Every Christmas the best sheave of grain from the reapers crop is tied atop a pole in the yard or atop the barn so that the birds can eat heartily too. Mistletoe was always hung up for good luck and peace. According to Norse mythology, the plant must never touch the ground. All Christmas night a light is left burning in the window as a sign that travelers are welcome for food and shelter.

YULE LOG (Materials) Half round of good birch wood cut to fire-place length - 12 to 24 inch boughs of fir, pine, holly or any pretty evergreen - pine cones - paraffin. (Method) Melt the paraffin, remove from heat and let set up slightly. Place the log, cut side down on a flat surface. Arrange boughs over the rounded surface, securing with spoonful of paraffin. Attach pine cones and holly berries in the same manner. The paraffin serves two purposes. It's attractive, and it helps the log to catch fire without the use of additional kindling.

MEXICO

Christmas in Mexico is full of merriment, color and noise. It is a time filled with gaiety but also reverence. Along with the festivities, the people always remember Christmas as the Birth of Christ. Many pageants are presented with this in mind. The journey of Mary and Joseph is often used as the theme for the small plays.

During the Christmas holidays there is the flests at which the traditional Pinata is used. In Mexico, the pinata is a curious, playful receptacle for presents. On Christmas Eve, children are blindfolded and given a stick or sticks. Each child attempts to strike and break open the pinata, which is a clay jar decorated to look like an animal, a doll or even an airplane. When the fortunate contestant smashes the jar, its contents - candy, fruits, sweetmeats, and nuts - come showering to the ground for everyone to grab.

Cubs could make a papier mache pinata and break open during the Pack Meeting. It takes 10 - 12 days for a pinata to dry, so start early.

SONGS

CUB SCOUT GENIUS

Tune: Whistle while you work

Cub Scouts whistle while they work
(whistle)
They pitch right in and laugh and grin
and they whistle while they work.

Cub Scouts hum a merry tune
(hum)
They hum all day at work and play
They hum a merry tune.

Now take these genius kits
A sack of scraps and gunk
With paint and glue and nails, a few,
Turn them into priceless junk.

Cub Scouts whistle while they work
(Whistle)
They do their best, they never quit
Cub Scouts whistle while they work.

THE INVENTION

Tune: The Farmer in the Dell

I had a genius kit
Thought lots about it
I laid the pieces side by side
and examined them a bit.

A cork, a bolt, a screw,
A piece of wood, too,
A leather scrap, some furry nap
And a little bottle of glue.

A needle and some thread
A nail without a head
A piece of tire, a bit of wire
and this is what I said;

"I don't see how this mess
Can really quite express
My urge for building something
grand.
But now I must confess;

I sewed and nailed and glued,
Until the thing I viewed
Was something grand, you understand
A mechanical dog that mooed."

BE A GENIUS

Tune: Are You Sleeping

Be a genius, be a genius
Do your best, do your best,
Give science your attention,
And make a Cub invention,
Genius does the rest,
Genius does the rest.

WHOOOPS, YOU'RE A GENIUS

Tune: All Around The Mulberry Bush

A block of wood, a piece of wire,
Or junk that seems the seediest,
Just put it all together now,
Whoops, you're a genius.

You never know the size or shape,
From biggest to the teeniest,
But put it all together now,
Whoops, your a genius

CUBBING TIME

Tune: Clementine

'round the table, while were able,
We discuss the things we've done,
Every feller in the cellar,
Is a second Edison.

We can hammer, we can hammer,
We can saw a board in two
We can put it back together,
So it looks like something new.

We like laughter, and the rafters,
Drip with merry Cub Scout yells,
Sounds as if all eight of us had,
Swallowed strings of jingle bells.

Our Den Leader, probably druther,
Teach a kangaroo to dance,
'stead of trying to teach Webelos,
Wolves and Bears like us in pants.

Chorus:

We like Cubbing,
We like Cubbing,
Oh, you bet your life we do.
And we're going to keep on plugging,
'till we're old and mustached, too.

EXPERIMENTS

SPAGHETTI DIVERS

Into a tall glass containing 2 cups of water stir 1 tablespoon of baking soda until it dissolves. Break uncooked spaghetti into 1" pieces and put them into the glass. They will sink to the bottom of the glass. Then stir in 3 tablespoons of vinegar.

A chemical reaction produces carbon dioxide gas which forms bubbles on the pieces of spaghetti at the bottom of the glass. The bubbles float the pieces to the top. There the bubbles break, sending the pieces back to the bottom. When the action starts to slow down, add a few more tablespoons of vinegar.

GELATIN GUMDROPS

Pour flavored gelatin dessert powder into a small dish until the gelatin is about an inch deep. Then with a medicine dropper put a drop of water in the center of the surface of the gelatin. The water is absorbed into the gelatin. Now add a second drip to the same spot. Again wait until the water disappears into the gelatin. Continue in this way until you've placed 6 drops of water on the same spot in the gelatin.

Now with a fork scoop under the spot and lift it upward. You'll find you've made a gumdrop!

The gelatin mixed with sugar and flavoring has the unusual property of swelling and holding water in a network of protein fibers. The gundrop you've made is actually a liquid suspended in a solid.

PEA JOINTS

When peas dry, they shrink. Soak them in water and they'll swell. This property makes them ideal for the joints of a child's construction set, all the parts of which are in the supermarket: dried peas and toothpicks.

Soak dried peas overnight. Using toothpicks as the structural members and the softened peas as the joints, you can build almost anything. When you're through, allow a day or two for the peas to dry out again. They'll shrink and hold the toothpicks firmly in place.

PIN PIANO

You can play delicate, charming music on a piano made of pins.

Draw a line on a piece of wood and pound the first pin into one end of the line. Stick another pin in the eraser end of a pencil and with it, pluck the pin in the board. It vibrates, sending out a feeble sound. Don't worry, you'll make it louder later.

The pitch of the sound is determined by the mass of the pin above the board. At regular intervals along the line, drive pins into the board. Tune them to the pitch of the notes of the scale by adjusting the height of the pins above the board. You'll probably have to cut off the pointed end of the pins for the higher notes with pliers because you'll bend the pins when you hammer them into the wood.

Make the feeble sound produced by the pins louder by mounting the board on a box. Shoe boxes or any other boxes made of relatively thin material will work. Glue the pin piano to the upside-down bottom of the box. The object is to transfer the vibration of the pins to the entire box and thus amplify the sounds.

SUGAR POWER

Can you use sugar to make a boat go? Here is what you will need: A dish filled with water; a few toothpicks to be used as boats; a sugar cube. Float the toothpicks in the middle of the dish. Then put the corner of the cube into the water just in front of the toothpicks. Hold the cube there for a minute or so. What happens? The toothpicks begin to move towards the sugar. Why? As the sugar touches the water, it begins to break up. This causes little ripples that move the toothpicks. What happens if you move the cube away slowly?

NEW MONEY

Can you make old money look like new money? Here is what you will need: An old penny; a tablespoon of salt; 2 tablespoons of lemon juice; a jar with a lid. Put the salt and lemon juice into the jar and drop the penny in. Put the lid on tightly, and shake the jar very hard 20 times. Now take out the penny and it will look new and clean. Why? The lemon juice loosens the dirt and the salt scrubs it away so the penny looks new.

THE BOUNCING EGG

Can you make an egg bounce? Here is what you will need: A hard-boiled egg; vinegar; a glass. Put an egg in a glass filled with vinegar. Take out the egg the next day. Now you can bounce it. Why? Vinegar is an acid. It makes the shell of the egg soft.

THE SUPER STRAW

Can you push a straw through a hard potato? Here is what you will need: A potato; a drinking straw. Hold the potato in one hand. With the other hand push the straw as fast as you can through the potato. It will go through easily. Why? When the straw is pushed fast it fills with air. It becomes so hard it can push right through the potato.

INSEPARABLE GLASSES

Can you glue two drinking glasses together without using any kind of glue or paste? Here is what you will need: 2 identical drinking glasses; scissors; a piece of blotting paper; a match; a small piece of paper. Cut a circle of blotting paper so that it is about $\frac{1}{2}$ " wider than the rim of a drinking glass. Now use your scissors to cut a circular hole in the blotter, leaving a "collar" that is about 1" wide. Wet this collar of blotting paper and set it on the rim of the empty drinking glass. The blotter will stick because it is wet. Now take a small piece of paper and light it with a match. Throw the burning paper into the glass. Immediately place the other glass rim downward over the first one, so that collar of blotting paper is between the two glasses. The glasses are now "glued" together. Lift the top glass, and it will pull the bottom glass up with it. Why? The burning match used up the air, creating a vacuum.

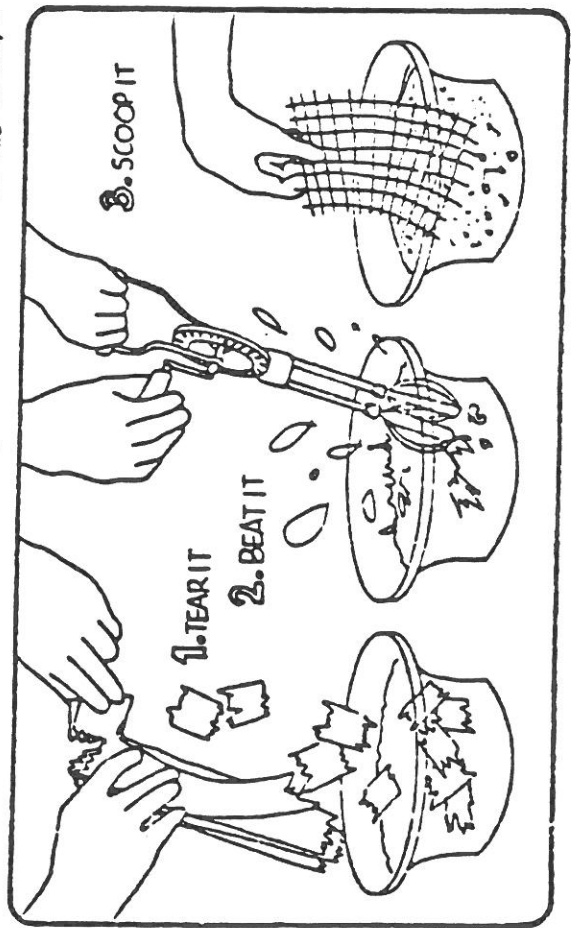
NEW Paper from NEWspaper

It's fascinating and fun to do—turning yesterday's newspaper into today's writing paper!

Idea as to how old newspapers are recycled. This would make an excellent school or group project.

To make writing paper out of newspapers, all you need are newspapers, water and a little powdered detergent plus a few tools — an egg beater, a

The kids will really enjoy this simple process, and it will give them a rough



sponge or paper towels, a piece of window screen, and an iron. The size of the paper you make will depend on the size of the container you use.

1. Fill a dishpan or similar container about $\frac{3}{4}$ full with lukewarm to hot water. Tear single sheets of newspaper into small pieces and add them to the water. Use one sheet of newspaper for every 12 cups of water. Add a pinch of detergent. This will help bleach the paper.

2. Using a rotary egg beater, beat the water and paper together for about three minutes. If you want your paper to be thinner and have a smoother texture, beat longer. The beaten mixture is called "slurry."

3. Cut a piece of window screen, being sure the width is no wider than the bottom of the pan. Holding one end of the screen in your hand, dip the screen on an angle from one side of the dishpan and then scoop it across the bottom. Using both hands, lift the screen carefully with "slurry" on top.

4. Spread paper towels or a blotter on your working surface. Turn the screen over onto the towels and rub across the back of the screen with a dry sponge or

another paper towel, forcing the "slurry" to the blotting surface. Lift off the screen. Continue making new sheets in this manner until there is not enough "slurry" to adhere to the screen.

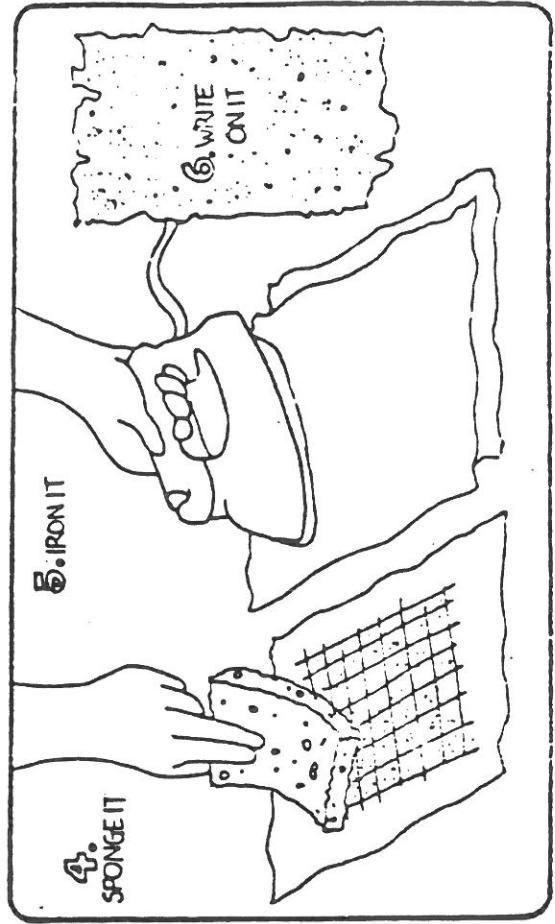
5. Place another blotter or paper towels on top of the "slurry" and iron, setting the iron on "low" to "medium." Or, use a rolling pin and roll over it. If you used an iron, you may peel off the top blotter immediately and then peel off your homemade paper and set it aside to dry. If you used a rolling pin, let it dry a bit before separating.

6. When the paper is thoroughly dry, you may write or draw on your homemade paper for stationery, gift wrapping or pictures.

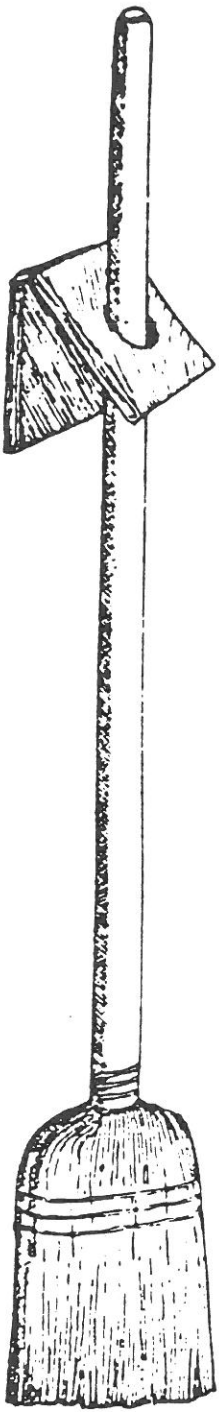
Added Suggestions

To make colored papers, stir powdered tempera paint into beaten "slurry."

To make even more decorative paper, you may add shredded dried leaves, spices like pepper or oregano, glitter, or even pieces of yarn, thread or string to the beaten "slurry." Stir them into the mixture, as they will get stuck in the beaters if you try to beat them.



The Magic Broom Holder



MATERIALS

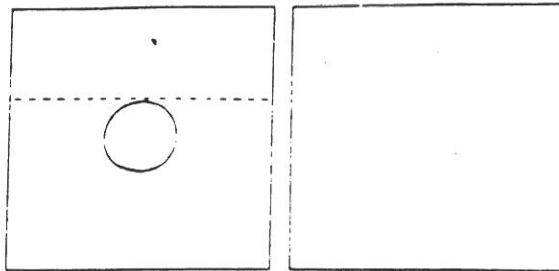
Two $\frac{1}{4}$ " plywood squares, 3" x 3". One of the squares has a 1" hole drilled in the center of it. Scrap cloth or leather (old blue jeans work well). One $\frac{5}{8}$ " screw. - Glue. Sandpaper - 120 grit. Waxed paper.

TOOLS

Scissors

INSTRUCTIONS

1. Cut out a small piece of fabric 3" x 4".
2. Put a piece of waxed paper on the work table to protect its surface and keep the project from becoming glued to it.
3. Put glue on one side of the square without the hole. Put glue on the top part of the square with the hole.

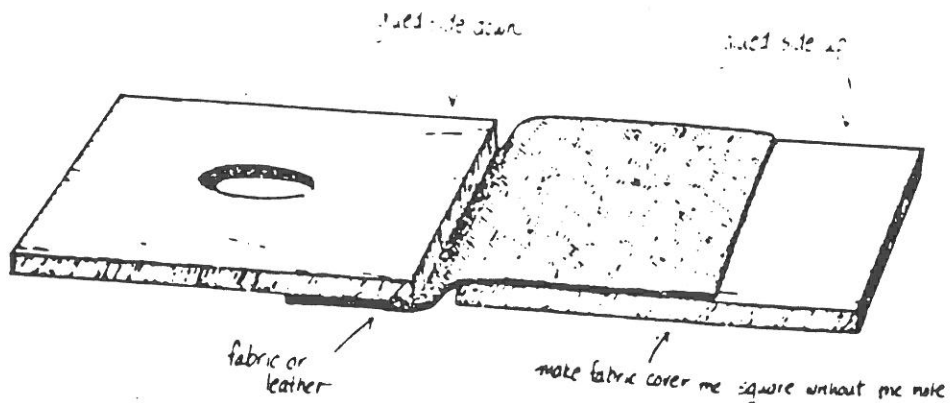


4. Lay the square without the hole on the waxed paper, glued side up. Now place the fabric over this square, and put the square with the hole next to it, glued side down. Push on the fabric and squared to make sure they bond well. Put something heavy over the project and let it dry for four hours.
5. After the broom holder has dried it is ready to be hung with the $\frac{5}{8}$ " screw.

COMMENTS

Although this is a simple project, it requires careful attention to line up the two squares so that they make a good hinge. Don't spare the glue.

The boys will love this after it is hung up.



HECTOGRAPH
A HOMEMADE DUPLICATOR

HERE IS WHAT YOU WILL NEED:

- 2 Boxes clear gelatin (2 oz)
- 1 Pint glycerine
- 1½ Cup cold water
- A shallow metal pan (9½ x 13½)

HERE IS WHAT YOU DO:

1. Heat glycerin in a double boiler.
2. Dissolve gelatin in cold water.
3. Pour hot glycerin into gelatin and dissolve gelatin.
4. Pour mixture into pan and let set for at least one hour.

Here is how to make copies:

Using a mimeograph stencil make your design to be copied.

Peel away the carbon and press the stencil onto the set gelatin.

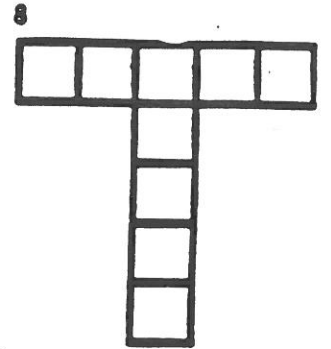
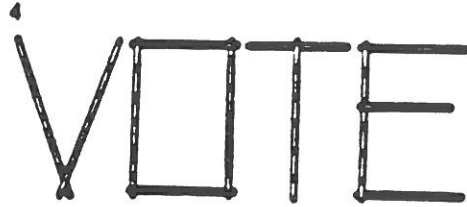
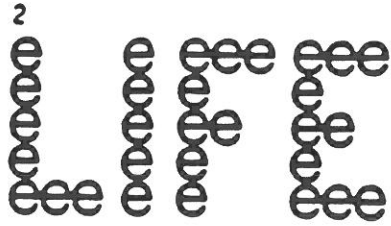
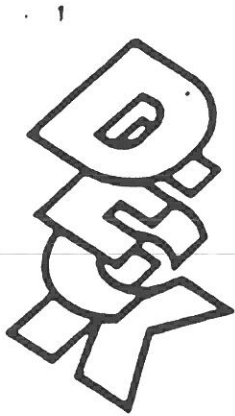
Rub gently and let set for at least 5 minutes.

Peel off stencil and it's ready to make copies!

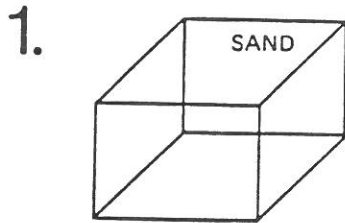
(To make copies lay a clean sheet of paper on hectograph and rub.)

Suggestions for Overcoming Fear of Speaking before a Group

1. Know the material well (be an expert).
2. Practice your presentation (pilot-test, and possibly video-tape yourself).
3. Use involvement techniques (participation).
4. Learn participants' names and use them.
5. Establish your credibility early.
6. Use eye contact to establish rapport.
7. Take a course in public speaking.
8. Exhibit your advance preparation (via handouts, etc.).
9. Anticipate potential problems (and prepare probable responses).
10. Check in advance the facilities and AV equipment.
11. Obtain information about the group in advance (through observation or questionnaire).
12. Convince yourself to relax (breathe deeply; meditate; talk to yourself).
13. Prepare an outline and follow it.
14. Manage your appearance (dress comfortably and appropriately).
15. Rest up so that you are physically and psychologically alert.
16. Use your own style (don't imitate someone else).
17. Use your own words (don't read).
18. Put yourself in your trainees' shoes (they're asking, "What's in it for me?").
19. Assume they are on your side (they aren't necessarily antagonistic or hostile).
20. Provide an overview of the presentation (state the end objectives).
21. Accept some fears as being good (energizing stress vs. destructive).
22. Introduce yourself to the group in advance (via a social context).
23. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
24. Give special emphasis to the first five minutes (super-preparation).
25. Image yourself as a good speaker (self-fulfilling prophecy).
26. Practice responses to tough questions or situations.
27. Create an informal setting (sit on a table).




BRAIN TEASERS



2. MAN BOARD 3. STAND
I

4. |R|E|A|D|I|N|G|

5. WEAR LONG 6. ROAD
R
A
D

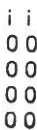
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8. CYCLE
CYCLE
CYCLE

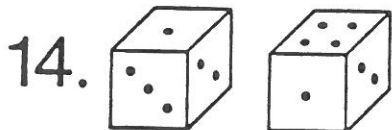
9. LE
VEL

10. $\frac{0}{M. D.}$
B. A.
PH. D

11. $\frac{KNEE}{LIGHT}$

12. 

13. CHAIR



15. 



17. MIND
MATTER

18. HE'S / HIMSELF

19. ECNALG

20. DEATH LIFE



Backpacking Equipment Recommendations:

Ten Essentials:

- Compass
- Clothing (enough to survive most probable adverse conditions)
- Extra food
- Flashlight
- Fire starter (candle, heat tab, etc.)
- First aid kit (including moleskin, tape)
- Sunglasses (goggles or clip-on)
- Pocket knife
- Map (USGS topographic)
- Waterproof matches (or matches in waterproof container)

Clothing to Wear:

- Socks (either pile or wool), two pair
- Boots
- Long pants (loose-fitting and preferably wool)
- Wool or pile gloves or mittens and hat
- Parka or jacket (wind and water resistant)
- Shirts and/or sweaters (have several, including a wool or pile one to utilize the layer system)
- Pile cap or sun visor

Additional Items for Day Trips:

- Pack
- Canteen or pop bottle (one quart minimum)
- Emergency shelter, tube tent, space blanket
- Insect repellent
- Ice axe or walking stick
- Sitting pad (cushion, etc.)
- Drinking cup
- Handkerchief
- Camera and film
- Plastic bags
- Tissue and/or toilet paper
- Litter bag
- Watch
- Poncho, rain chaps, gaiters, or other rain gear
- Hiking shorts
- Sun screen lotion
- Windbreaker (wind and water resistant)

Additional Equipment for Overnight Trips:

- Shelter (tent or tarp)
- Ground cloth
- Sleeping bag in waterproof stuff bag
- Sleeping pad
- Stove and fuel
- Cooking pot
- Water purifying kit
- Long underwear
- Extra flashlight battery and bulb
- Pot gripper
- Eating utensils
- Bag for hanging food
- Nylon cord
- Personal toilet items
- Biodegradable soap
- Rain cover for pack

Other Things that Are Nice to Have:

- Swimsuit
- Camp shoes
- Binoculars
- Towel
- Notebook and pencil



Quality Outdoor Gear and Clothing Since 1938

All Trips

In Pack

Ten Essentials

1. map of area (in a case)
2. compass
3. flashlight with extra cells and bulbs
4. extra food
5. extra clothing (socks, mitts, sweater, shirt, balaclava, down or synthetic fill garment, etc.)
6. sunglasses
7. first aid kit
8. pocket knife
9. matches in waterproof container
10. firestarter

Clothing

boots
socks, inner and outer
underwear
pants
warm sweater and shirt
parka, wind/rain
hats (wool, rain, sun)
down or synthetic garments

Other

ice axe
emergency shelter
metal cup
(insulating seat pad)
water bottle
lunch
sunburn preventive
(lip protection)
handkerchief
toilet paper
whistle
insect repellent
(nylon cord)
(altimeter)
(inexpensive watch)
(camera and film)
(binocular)

(gaiters)
(wind/rain pants)
(long underwear)
(raingear)
(shorts)
(hot weather shirt)
mittens, gloves

Additional for Overnight and Longer Trips

Frame pack/soft pack,
rucksack
sleeping bag and stuff sack
sleeping pad or mattress
*shelter-tent and
accessories, tarp,
groundsheet
*food
spoon
*stove, accessories and
fuel
*pots, accessories, scouring pads

*(water container)
(personal hygiene)
*repair kit - pliers, wire,
cord, needle, thread,
pins, clevis pin and
split ring
(spare clothing)
(spare underwear)
(camp footgear)
(down booties)
(pack cover)

LOADING A PACK

Once you've determined what to carry, the next step is to pack it for the trail. Small, frequently used items go in your pockets—your knife, compass, whistle, bandana, some matches, a few adhesive bandages, and perhaps paper and a pencil.

Equipment you won't need until you make camp can go deep in the pack, but rain gear, the first aid kit, a sweater, clean socks, and your lunch should ride just under the main flap. Carry your map, water bottle, sun and insect protection, and trail snacks in the pack's outside pockets, reserving one pocket for your fuel bottle or cylinders so they'll be isolated from the rest of your supplies. Always return each small item to a specific pocket of your pack so you can locate it quickly.

For trail hiking, arrange the contents of your pack so that its center of gravity is high and close to your back. For cross-country skiing, snowshoeing, and mountaineering treks, you can trade a little comfort for a lot of stability by placing heavy gear in the bottom of the pack and thus lowering the center of gravity. In either case, pad the front of the pack's interior with a layer of clothing to provide cushioning against your back.

UPPER LEFT POCKET

Water bottle or canteen
Rain gear

LOWER LEFT POCKET

Protection from sun
Protection from insects
Flashlight with spare bulb and batteries

UPPER COMPARTMENT

Cook kit and utensils
Stove
Water bag
Tent or tarp
Tent stakes
Ground cloth
Food and condiments in bag

LOWER COMPARTMENT

Hat or cap
Socks
Clothing appropriate for the season
Sweater or jacket
Parka or coat
Moccasins, running shoes, or booties
Bandana

STUFF BAG

Sleeping bag
Foam pad

FLAP POCKET

Camping permit
Maps
Pencil and paper
Compass

BACK POCKET

Cup
Bowl
Matches and fire starters
Whistle
Cord
Bear bag and rope
Emergency coins
Soap

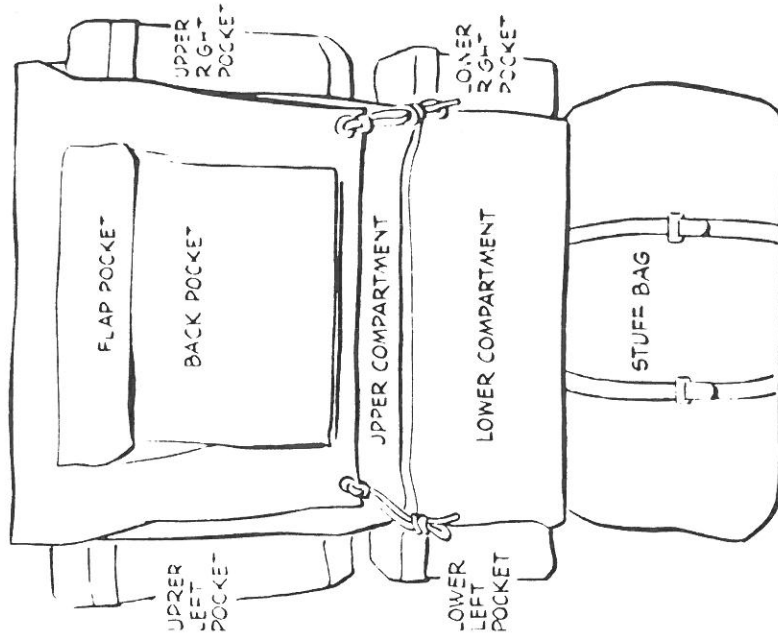
Toilet paper
Metal mirror
Comb
Toothbrush
Toothpaste
Small towel

UPPER RIGHT POCKET

Stove fuel
Stove wind screen

LOWER RIGHT POCKET

First aid kit





RECREATIONAL EQUIPMENT, INC.
 1798 Jantzen Beach Center
 Portland, Oregon 97217
 (503) 283-1300

RENTAL RATES

	<u>1-3 Days</u>	<u>Week</u>	<u>Additional Day</u>
Plastic Climbing Boots	9.00/10.00	15.00/16.50	2.50
Hiking Boots	4.50/5.00	7.00/7.75	1.25
Ice Axe	3.50/3.85	7.00/7.75	1.25
Crampons	3.50/3.85	7.00/7.75	1.25
Helmets	3.00/3.50	5.00/5.50	1.00
Summit Pack	4.50/5.00	7.00/7.75	1.25
Cruiser Pack	7.00/7.75	12.00/13.25	2.00
REI Lodestar	9.00/10.00	12.00 16.50	3.00
Junior Pack	4.00/4.50	7.00/7.75	1.50
Stove w/3 hrs. fuel	4.50/5.00	9.00/10.00	1.00
Timberline Tent-2 Person	14.00/15.50	22.00/24.00	4.50
Timberline Tent-4 Person	18.00/19.00	28.00/30.00	5.50
Flashlight Tent-2 Person	16.00/17.50	26.00/28.50	5.00
Great Western Tent	25.00/27.50	35.00/38.50	7.00
Sleeping Bag	5.00/5.50	11.00/12.00	2.00
Front Panniers	4.00/4.50	7.50/8.00	1.00
Rear Panniers	4.50/5.00	8.00/8.50	1.00

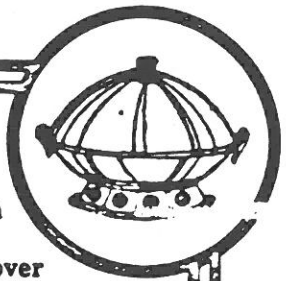
* Canoes and Kayaks rent for \$20.00 per day with a \$100.00 deposit.

** A deposit will be required of all non REI members and members of less than two months.

DEPOSIT SCHEDULE

Ice Axe, Crampons, Helmets, Junior Packs, Boots and Stoves	15.00
Cruiser Packs, Panniers and Sleeping Bags	25.00
All Tents	40.00

Camping with a wok



Have you considered taking your wok with you when you go camping? It may be the only major cooking utensil you'll need.

A wok works well cradled over an open fire between a few large rocks. It also cooks efficiently over a gas or propane-fueled camp stove, charcoal-heated hibachi, small portable barbecue, and standard park fireplace.

In your wok, you can scramble eggs, cook bacon, fry trout or hamburgers, or stir-fry any recipe from this book.

To cook over an open fire, arrange three or four large rocks in a ring to cradle the wok (wok bottom should be about 6 inches above ground). Start a little fire and wait until it's burning well—use small kindling wood for quick, hot cooking and larger pieces for slower cooking and steaming.

For wood-burning park fireplaces, set the wok directly on the grill or stove top. To compensate for the greater distance between the fire and the bottom of the wok, build as big a fire as necessary.

Use portable gas or propane-fueled camp stoves the same way you would use a gas range at home. For most cooking, set the wok directly on the burner; for steaming, set the wok on its ring stand over the burner. With a very small unit, you may need to drop back the stove lid and wind shields in order to center the wok over a burner.

With a hibachi or small portable barbecue, place a single layer of charcoal briquets in the bottom for fast cooking. With charcoal in place, position the wok for cooking. For high heat, set the wok directly on the hibachi (without grill)—the wok should be not more than ½ inch above the coals, but not touching. (If coals are too low, add briquets; if too high, replace grill and set the wok on top.)

For lower heat, set the wok ring stand on top of the grill and set the wok in the ring stand; the bottom of the wok should be about 1½ inches above the coals. After making these adjustments, start the fire and let it burn until the coals are covered with gray ash.

Hamburgers with Onion Rings

Mix 1 pound lean ground beef with 1 teaspoon garlic salt, 1 tablespoon instant

minced onion, and ¼ teaspoon pepper. Form 4 patties, each about ½ inch thick. Place wok over fire. When wok is hot, lay patties near bottom of wok. Also place 4 English muffin halves, cut sides down, in wok slightly above patties. Cook patties to desired doneness (about 5 minutes on each side for medium-rare). Place each on a muffin half. Top with canned fried onion rings. Makes 4 servings.

Ham and Zucchini Stir-fry

Stir together ¼ cup regular-strength chicken broth, 1 tablespoon soy sauce, 1 tablespoon dry sherry (optional), 1 clove garlic (minced or pressed), ½ teaspoon grated fresh ginger root or ¼ teaspoon ground ginger, 1 tablespoon sugar, ¼ teaspoon salt, and 1 teaspoon cornstarch.

Cut ½ pound cooked ham or leftover meat into ¼-inch-thick slices, then into 2-inch strips. Cut 1 large carrot and 1 large zucchini into ¼-inch-thick slices. Slice 1 large onion (optional).

Place wok over high heat. When wok is hot, add 3 tablespoons salad oil. When oil is hot, add ham and stir-fry until lightly browned (about 1 minute). Add carrot, zucchini, onion, and 1 tablespoon water. Stir-fry 1 minute. Cover and cook, stirring frequently, for 2 minutes. Pour in chicken broth mixture. Cook, stirring, until mixture boils and thickens. Makes 2 servings.

Steamed Trout and Vegetables

Slice as thinly as possible 1 large onion, 2 stalks celery, and 2 small carrots. Melt ¼ cup butter or margarine in an 8 or 9-inch foil pan; stir in ½ teaspoon each salt and Italian seasoning (or thyme leaves). Dip 2 cleaned trout into butter mixture to coat.

Stir vegetables into butter mixture and lay fish on top. Place pan on a rack or ring stand over simmering water in wok; lightly cover fish with foil. Cover wok and steam for about 15 minutes or until fish flakes easily when prodded in thickest portion with a fork. Makes 2 servings.

RECIPES

PLANNING

Meals at camp can be as interesting as they are at home if they are planned well. There are many factors to consider in planning for your group: tastes, amount of available money, methods of cooking. Other considerations are the duration of the camping trip, the mode of transportation, the number of people to cook for, and the sex and age of the campers. If marketing sources are unavailable for a week, fresh produce and meat are concerns; if the trip entails backpacking, heavy cans are impractical.

The key to planning good, practical meals for your camp is to choose your activities and plan your meals around those activities. For example, it is not good planning to have a breakfast which will take extra time to prepare if you want to start on an early hike.

Coals

A keyhole fire is excellent because you can move the coals in and out of the cooking area as needed (see chapter on fires). A trench fire is very good, especially for the indoor Dutch oven, because the trench can be dug deep enough to keep coals from reaching the bottom of the pan and narrow enough to fit the Dutch oven on the sides of the trench. This type of fire would be especially good for either shallow frying or deep frying because the kettle remains firm. A dug-out shallow pit, three to four inches deep, in which you make a bed of coals for the oven is safe and easy to make.

Charcoal briquets

If you are using charcoal briquets to make coals, place the correct number of briquets on both the top and the bottom of the Dutch oven, according to the following suggestions. A general rule is to leave about a two-inch square between briquets, forming a checkerboard pattern (figs. 94, 95).

Size of Oven	Top	Bottom
8"	6-8	4-6
10"	8-10	6-8
12"	10-12	8-10
14"	12-16	10-12
16"	16-18	12-16

Because charcoal briquets give off a great deal of heat, check the food periodically until you are sure how many briquets on both the top and the bottom will give you the right amount of heat for your Dutch oven. When you are using more than one Dutch oven, stack them in order to save briquets. Bake items in the lower ovens, and fry foods in the top one (p. 96).

Underground

The Dutch oven works well in pit cooking for variety meals, one-pot meals, or stewing. See the section on pit cooking for further details.

So rich and delicious. It takes time, but the results are worth it.

Bake at 350° for 40 minutes.
Makes 8 servings.

- 1 pound ground beef
- 1 medium-size onion, chopped (½ cup)
- 1 clove garlic, minced
- 1 can (about 2 pounds) Italian tomatoes
- 1 can (6 ounces) tomato paste
- ¼ cup water
- 2 tablespoons chopped parsley
- 2 teaspoons salt
- 1 teaspoon mixed Italian herbs, crumbled
- 1 bay leaf
- 1 package (1 pound) lasagna noodles
- 1 tablespoon olive or vegetable oil
- 1 container (1 pound) ricotta cheese or cottage cheese
- 2 packages (8 ounces each) sliced mozzarella cheese
- ½ cup grated Parmesan cheese

1. Press ground beef into a large patty in a medium-size skillet; brown 5 minutes on each side; break up into chunks; push to one side.
2. Add onion and garlic; sauté 2 minutes, or until soft; stir in tomatoes, tomato paste, water, parsley, salt, Italian mixed herbs and bay leaf.
3. Bring to boiling, lower heat; simmer, stirring often, 1 hour, or until thick; remove bay leaf.
4. Slide lasagna noodles, a few at a time, into a large kettle of boiling water; add oil and salt, following label directions. Cook, stirring often with a wooden spoon, 15 minutes, or just until tender. (Don't overcook them.) Drain; cover with cold water.
5. Line bottom of a large lasagna dish or 13x9x2-inch casserole with a single layer of drained noodles. (Lift each strip separately from water with a slotted spoon and hold over kettle to drain.) Cover with a third each of sauce, ricotta or cottage cheese, mozzarella cheese and Parmesan cheese. Repeat to make 3 layers, ending with Parmesan cheese.
6. Bake in moderate oven (350°) 40 minutes, or until bubbly hot. Let set

PINEAPPLE CITRUS GLAZED PORK ROAST

- 1 boneless pork loin roast (3 to 4 pounds)
- Garlic salt
- Pepper
- 1 can (20 ounces) Dole crushed pineapple
- 1 cup orange juice
- ½ cup lemon juice
- ¼ cup sugar
- 2 tablespoons cornstarch
- 1 tablespoon grated orange peel
- 1 tablespoon grated lemon peel
- 2 teaspoons dried mint, crushed

Preheat oven to 400°F. Place pork on rack in shallow roasting pan, fat side up. Sprinkle pork with garlic salt and pepper to taste. Insert meat thermometer. Roast in preheated oven, uncovered, 30 minutes. Reduce oven to 325°F and roast 30 minutes longer.

In saucepan, combine undrained pineapple, orange and lemon juices, sugar and cornstarch. Cook, stirring, until mixture boils and thickens. Stir orange peel, lemon peel and mint. Spread half of glaze over pork after hour of roasting. Continue roasting and baste with glaze every 30 minutes until thermometer reaches 170°F (about 2 hours total cooking time). Remove pork to serving platter. Let stand 15 minutes before slicing. Serve with remaining glaze.

Makes 8 servings

For DUTCH OVEN LASAGNA

*Cook meat sauce at Home + Boil noodles
Cook in cooking oil +
Bring to Camp in
Plastic Bag. Cook
in water to separate.*

Jerky (several kinds)	Fruit leather	Cheese (several kinds and forms)	(some complete, some need margarine and milk)
Sliced smoked meats	Condensed mincemeat	Cream cheese (plain and several fancy flavors)	Noodle dinners (Stroganoff, lasagna, chicken, almond flavors)
Dry salami	Nuts	Rolls	Retort main dishes (single-serving, precooked, boil-in-bag, several entrees)
Pepperoni	Sunflower seed kernels	Pocket bread	Fresh produce (heavy, but travels well):
Thuringer sausage	Pumpkin seeds	French bread	Apples, oranges, lemon (for fish), kiwi fruit, carrots, celery, cucumber, radishes, onions, potatoes, summer squash, avocado, turnips, cabbage, cauliflower, broccoli
Meat sticks	Coconut chips	Canned brown bread	Frozen vegetables (for early use on cool-weather trips)
Canned meat spreads	Corn nuts	Corn and flour tortillas	Dried vegetables:
Canned fish (sardines in several sauces, tuna, oysters, kippers)	Trail mixes	Basic baking mix	Mushrooms
Vienna sausage	Sturdy cookies	Muffin mix (several flavors)	Onions, chives
Canned dips (cheese, bean, enchilada)	Candy (bars, packaged and bulk hard candies, jelly beans, licorice, halvah, Life Savers)	Cornbread/muffin mix	Green and red peppers
Boxed jerky seasoning, salami seasoning (use with hamburger, bake ahead)	Chocolate bits	Quick rice (white, brown, wild, several flavors, boil-in-bag; choose those that cook in 15 minutes or less)	Soup blends
Powdered soup mixes (dozens of flavors, both standard and exotic; choose instant or ones with 15 minutes' or less cooking required)	Butterscotch bits	Pastas (choose the quickest-cooking forms):	Potatoes (mashed-potato flakes, shredded, sliced, cubed in boxed mixes with sauce; note: most dried potato mixes aren't practical for trail use because they require long baking times, but you can use the dried potatoes in stove-top dishes such as those in "Dinner Fare," chapter 9.)
Bouillon cubes or powder (beef, chicken, fish, vegetable flavors)	Granola bars	Noodles (several flavors and shapes)	
Fresh produce: apples, oranges, carrots, celery, summer squashes	Instant pudding mix (several flavors)	Macaroni (several flavors and shapes)	
Raisins	Canned individual pudding (several flavors)	Spaghetti (egg and whole wheat, several forms)	
Dried fruit	Instant dry milk	Ramen noodles (egg, whole wheat, brown rice, buckwheat)	
	Instant malted milk	Chow mein noodles	
	Fruit drink powders (with sugar or Nutrasweet)	Bulgur wheat	
	Fruit drink pouches (several flavors, packed with straws)	Bean threads	
	Fruit juice pouches (several flavors, packed with straws)	Boxed dinner mixes:	
		Hamburger Helper (several varieties)	
		Tuna Helper (several varieties)	
		Chicken Helper (several varieties)	
		Rice mixes (several varieties)	
		Macaroni and cheese	

Dinner

Powdered soup mixes (dozens of flavors, standard and exotic; choose instant or ones with 15 minutes' or less cooking time required)	Dips (clam, onion, nacho cheese, guacamole)
	Dip mix (several flavors, use with sour-cream sauce mix and instant dry milk)

RETOUR FOODS

There's an array of retort main dishes—precooked, pouch sealed “5-minute entrees”—sold in both outdoor and grocery stores. Vacuum-sealed, without preservatives, they keep for two years without refrigeration. Each single-serving portion heats right in its foil pouch, submerged in water.

For short trips when you want home-style Swiss steak or chicken cacciatore and don't care about price and weight, retort entrees may tempt you. Each serving costs between \$2.25 and \$3.25 and weighs 9 ounces. (Comparable freeze-dried servings bear similar price tags, but weigh between 1 1/2 and 4 ounces.)

Having urged you to be eclectic, here are some ideas about what different sources have to offer. You'll be adding to the lists yourself.

GROCERY STORE

In addition to the usual items, many large grocery stores and produce markets have expanded services and now stock a variety of edibles in bulk. Prices are much lower than for the same foods sold in prepackaged weights: grains, nuts, textured vegetable protein, dried fruit, pancake mix, cooked cereal blends and more.

Breakfast

Hearty cold cereals:	Cream of Rice
Granola	Malt-O-Meal
All-Bran	Quick-cooking cereals:
Bran Buds	Ralston
Grape-Nuts	Roman Meal
Familia	Zoom
Instant or one-minute cereals:	Wheat Hearts
Instant oatmeal (several flavors, individual packets)	Quick Grits
Quick oatmeal	Quick rice
Cream of Wheat	Toasted wheat germ
	Sesame seeds
	Sunflower seed kernels
	Breakfast bars

Granola bars	Cheese
Compact breads	Dried hash-brown potatoes
English muffins	Instant dry milk (low-fat more nutritious than nonfat)
Muffin mix (several flavors)	Nondairy creamer
Granola bar mix (bake ahead)	Powdered buttermilk
Pancake mix (buttermilk and whole wheat; choose an add-only-water kind)	Instant cocoa (some need milk, some just water)
Raisins	Instant strawberry drink (needs milk)
Dried fruit	Instant breakfast drink (several flavors, add milk)
Fruit leather	Instant malted milk
Coconut	Ovaltine
Nuts	Instant coffee
Melon (heavy, but travels well)	Powdered eggnog drink (individual packets)
Honey	Powdered spiced cider (individual packets)
Jam	Tea (bags and instant powdered)
Brown sugar	Powdered breakfast drinks (orange, grape, grapefruit)
Margarine (solid or liquid)	Fruit juice pouches (several flavors, packed with straws)
Meat sticks	
Canned sliced bacon	
Canadian bacon	
Smoked sausage links	
Jerky	
Soy bacon bits	
Eggs	

Lunch and Snacks

Cheese (several kinds in bulk, bars, slices, cold pack, squeeze-packs)	Pocket bread
Cream cheese (plain and several fancy flavors)	Bagels (several kinds)
Sturdy crackers (dozens of flavors and shapes)	English muffins
Rice cakes	Compact breads (rye, pumpernickel, etc.)
Rolls	Canned brown bread
	Peanut butter
	Jam
	Honey

EIGHT FLAVORS POT ROAST

- 1 can (20 ounces) Dole pineapple chunks
- 2½ pounds boneless beef chuck
- 1 tablespoon vegetable oil
- 1 small yellow onion, chopped
- 2 cloves garlic, pressed
- 1½ cups water
- ½ cup soy sauce
- ¼ cup dry sherry
- 2½ tablespoons brown sugar
- 2 cinnamon sticks
- 1 tablespoon minced fresh ginger root
- 1 teaspoon allspice
- 1 head Chinese cabbage, cut into quarters*
- 4 teaspoons cornstarch
- 2 tablespoons water

Drain pineapple; reserve juice. Trim excess fat from beef. Heat large pot until hot. Add oil, swirling to coat sides. Cook onion and garlic in hot oil, stirring, 1 minute. Add beef; brown 2 minutes on each side.

In medium bowl, combine reserved pineapple juice, 1½ cups water, soy sauce, sherry, sugar, cinnamon, ginger and allspice; pour over beef. Bring to boil; reduce heat and simmer, covered, turning meat occasionally, 1½ hours. Add cabbage; cook 30 minutes longer, adding pineapple last 5 minutes.

Remove meat, cabbage and pineapple from pot. Slice meat and arrange on serving platter with cabbage and pineapple. Strain remaining broth. Pour 1 cup into saucepan. Dissolve cornstarch in 2 tablespoons water; add to broth. Cook, stirring, until sauce boils and thickens. Pour over beef to serve.

Makes 6 servings

*Or use green cabbage (about 2 pounds).

Chicken In Dutch Oven

Method: Dutch oven.
Time: forty-five to sixty minutes.
Yield: 5 or 6 servings.

- Mix and place in bottom of Dutch oven (soup undiluted)
 - 1 can cream of mushroom soup
 - 1 can cream of celery soup
 - 1 can cream of chicken soup
 - 2 cups white rice.
 - 1 cut-up chicken.
 - ½ pkg. dried onion soup.
- Place on top
- Sprinkle
- Place Dutch oven in coals and cook.

PORKEE PASSION

- 1/2 lb bacon
- 8 carrots
- 8 potatoes
- 3lb meat
- 4 onions
- 1/2 cup taco sauce

brown bacon - add meat sliced thin - add carrots, potatoes and onions sliced thin, cook for 20 to 30 min.

Camp Chili

Method: Dutch oven or pan.
Time: twenty to thirty minutes.
Yield: 6 to 8 servings.

- Brown in skillet
 - 1 lb. hamburger
 - 1 diced onion.
- Drain off excess fat.
- Add
 - 1 large can kidney beans or red beans
 - 1 can cream of tomato soup
 - 2 teaspoons chili powder
 - salt and pepper to taste.

■ Simmer together. SPOON CORNBREAD MIX ON TOP
Variation: can be served over hamburger or hot dog buns.

Method: pit
Time: three to 3½ hours
Yield: 4 or 5 servings.

- Mix together
 - ½ loaf bread
 - 1 stalk celery, cut up
 - 1½ teaspoons sage
 - 1 teaspoon salt
 - 1 egg
 - 1 grated carrot
 - ½ cup milk
 - ½ teaspoon pepper.
- Stuff
- Spread well on outside of chicken
- Add
- Wrap chicken tightly in three or four layers of 24" x 24" heavy-duty foil, using drugstore wrap. Newspapers may be used instead of extra layer of foil
- Bury in pit. OR BAKE IN DUTCH OVEN 3HOURS
- 1 chicken.
- butter, salt and pepper.

Cub Scouts are not permitted to use any type of handgun or firearm.

Primary reference: *Shooting Sports*, chapter 1. Additional references: *Cub Scout Day Camp: Resident Camping for Cub Scouts*, *Webelos Scouts, and Families*; and *Cub Scout Leader Book*.

Boy Scout Standards

Boy Scouts are permitted to fire .22 caliber bolt-action, single-shot rifles, air rifles, shotguns, and muzzleloading long guns under the direction of a certified instructor, 21 years of age or older, within the standards outlined in current Scouting literature and bulletins. BSA policy does not permit the use of handguns in the Boy Scouting program.

References: *Camp Health and Safety* and *Shooting Sports*.

Handguns

The following guidelines relate to the use of handguns within the program of the Boy Scouts of America:

1. Handgun use is limited to the Explorer program only.
2. All training and shooting activities must be under the supervision of an NRA-certified instructor or the firearms instructor of a local, state, or federal agency.
3. All participants must complete a basic pistol marksmanship course prior to range firing. The NRA basic pistol marksmanship course (or equivalent training course) conducted by a law enforcement agency, a civilian gun club, or a U.S. military department, is acceptable.
4. Explorer handgun shooting "Range Operation Outline" must be used in conjunction with the basic pistol marksmanship training. This outline is available from the Exploring Division or Health and Safety Service (at the national office).
5. With the approval of the local council, handgun shooting may be conducted on BSA camp ranges provided the shooting is done under the auspices of an NRA certified instructor or firearms instructor of a local, state, or federal agency.
6. Care must be taken to comply with federal, state, and local laws.

H. Guns/Firearms

The Boy Scouts of America adheres to its longstanding policy of teaching its youth and adult members the safe, responsible, intelligent handling, care, and use of firearms, airguns, and BB guns, in planned, professionally managed, and supervised programs. In carrying out the mandate of the National Council to provide this vital training, the BSA will continue to welcome and encourage the participation, support, and direction of national associations and organizations that promote the safe and responsible use of firearms and airguns.

Cub Scout Standards

BB guns (defined as a smooth-bore, spring-action, or air rifle propelling shot known as "BBs" with a muzzle velocity of no more than 350 feet per second) have been approved for marksmanship safety programs in Cub Scout resident or day camps. The range officer must be certified by the local council as having completed training in BB-gun safety by a BSA-certified field sports director or a National Rifle Association-certified rifle instructor.

Rifles

The following standards are established for rifles to be used in Boy Scouting:

1. Breech-loading rifles will be single-shot, bolt-action of the .22 caliber rim-fire type only. They may be chambered for the .22 short or .22 long rifle, but not for the

.22 WRF (which is a more powerful cartridge). Air rifles are also permitted.

2. Semi-automatic rifles will not be permitted.
3. Repeating rifles having a tubular magazine will not be permitted.
4. Repeating rifles having a removable clip-type magazine will be permitted but must be used as a single-loader.
5. No rifle will be used that has less than a 3-pound trigger pull.
6. Shooting safety glasses and ear protectors are recommended.
7. All training and shooting activities must be supervised by a currently NRA-certified rifle instructor or coach who is 21 years of age or older.

Primary reference: *Shooting Sports*, chapter 1. Additional reference: *Rifle Shooting merit badge pamphlet*.

Shotguns

The following standards are established for shotguns to be used by Boy Scouts, Varsity Scouts or Explorers:

1. It is recommended that either 20-, 16-, or 12-gauge semi-automatic shotguns be used. Gas operated shotguns are recommended.
2. Ammunition containing No. 8 shot or smaller is recommended on ranges with a protected down range of 600 feet. Additional down range distance of 150 feet (total 750) is required for No. 6 shot size. Shot larger than No. 6 is not to be used.
3. Shooting safety glasses and ear protectors are required on shotgun ranges.
4. All training and shooting activities must be supervised by a currently certified NRA shotgun instructor or coach who is 21 years of age or older.

Primary reference: *Shooting Sports*, Chapter 2.

Muzzle Loaders

The following standards pertain to use of muzzle-loading long guns in training by members of the BSA:

1. Muzzle-loading rifles must be recently manufactured, percussion only. Recommend .45 or .50 caliber. Rifles made from kits must be checked by an expert gunsmith.
2. Recommended loads of .FFFg blackpowder are not to exceed 1 grain per caliber. One half of this amount is frequently sufficient for target shooting.
3. Shooting safety glasses and ear protectors are required.

4. All training and shooting activities must be supervised by a currently certified NRA or NMLRA muzzle-loading rifle instructor over 21 years of age.
5. Each pupil must have one instructor or adult coach under instructor supervision when loading or firing.

Primary reference: *Shooting Sports*, Chapter 3.

Qualified Leadership

The chief instructor must be at least 21 years of age. He must hold a current instructor certification in the specific firearm in which he is giving supervision or training (rifle, shotgun, pistol, muzzle-loading rifle, muzzle-loading shotgun or muzzle-loading pistol) issued by the National Rifle Association or its equivalent as defined in the *Shooting Sports* manual. The chief instructor or an assistant instructor 21 years of age or older and holding an instructor certificate, will be in charge of the firing line and will not leave while anyone is on the firing line or the range flag is flying.

It is recommended that no more than five Scouts be permitted to fire breech-loader rifles at any one time under any one instructor or assistant instructor.

Assistant instructors may be as young as 18 years of age and must hold at least an assistant instructor's certificate issued by the National Rifle Association.

NRA/BSA Camp Postal Matches

A camp postal rifle match program is available with instant recognition for participants in long-term summer camps. Immediate recognition is provided weekly to winners in each participating council camp. National recognition is provided to top scorers in each division (Junior—first year camper; Senior—seasoned camper) in each participating camp and overall top scorers. For additional information, contact the director, Health and Safety Service.

BOY SCOUTS OF AMERICA

COLUMBIA PACIFIC COUNCIL - MAIN EVENT

POSSIBLE AGENDA FOR TROOP JUNIOR LEADER TRAINING

Nov. 4, 1989

This training session is a chance for a Scoutmaster and the troop junior leaders to meet together and plan the details of a good troop program and pledge to carry out what they planned. A special place like a summer cabin or hunting lodge would be a good site for this work session. The importance of this session is being together and working together putting into practice the things learned in previous training such as the one day Junior Leader Orientation. The subject for this session is the troop's year plan. This format could be used for any troop planning need such as, camporee, summer camp, high adventure activity.

NOTE: A more detailed agenda will be found in "The Official Scoutmaster Handbook", chapter 13, "Training Junior Leaders," pgs. 253-269.

=====

Friday p.m. Troop junior leaders gather at agreed meeting place to travel to the overnight site.

Set up living quarters.
Set up meeting room.

1st Work Session. Share your ideas. The senior patrol leader presides.

- * Opening ceremony.
- * Review last years activities.
- * Scoutmaster comments on past activities and reviews the planning process to be used.
- * Place large sheets of paper and program planning chart on wall to list troop's suggestions.
- * Distribute notebooks and calendars, pencils, marking pens.
- * List suggestions for program from group list on sheets of paper along with suggested dates and places.
- * Feasibility review -- Scoutmaster reviews the suggestions.

Evening snack Make it somthing special.

Taps

Saturday a.m.

Reveille and breakfast. (use adults for food prep and clean up)

2nd Work Session. Your Troop Program.

- * Agree on program and activities.
- * Move approved items from large sheets of paper to program planning chart.
- * Enter approved items in program notebooks.

Game -- try an outdoor game.

3rd Work Session. Training.

- * Discuss training needs of troop and patrols.
- * Discuss training for adult leaders.
- * Look'n'Do -- select a couple of subjects from the Look'n'Do series.
- * Show the group how to use this valuable series as a way of preparing the patrols for the program and activities planned.

Look'n'Do -- Camping
Look'n'Do -- First Aid
Look'n'Do -- Cooking
Look'n'Do -- Hiking

Lunch

Adult food prep and cleanup.

Activity

Nature scavenger hunt.

4th Work Session. Making it happen.

- * Review all programs planned.
- * Select adult advisers and boy project leaders.
- * Develop material lists and supplies needed.
- * Decide who will get permits and proper approval.
- * Develop list of consultants for programs i.e. first specialist, swimming instructors, etc.

Scoutmaster Conference - individual visits with boys

Dinner

Make it something special like a barbecue.

Clean up

Summary and review

Head for Home

BOY SCOUTS OF AMERICA

COLUMBIA PACIFIC COUNCIL - MAIN EVENT

TRAINING AVAILABLE FOR Jr. LEADERS

Nov. 4, 1989

In 1987-88 a committee of volunteers began to map the strategy for the next five years in the Columbia Pacific Council. One of the recommendations from the program sub-committee was to begin use of the National Junior Leader Training (JLT) Conference and reinforce the three steps of JLT that culminate in this week-long experience. Partially because of declining enrollment in the "1976 vintage Brownsea 22" program, the decision was made by the Council Training Committee (made up of representatives from all districts) to replace the Brownsea 22 program with Polaris (a local name for the National JLT Conference). With small differences, this is the course our council has called "Polaris" for the last several years. Polaris relies heavily on leadership skills training and not as much on Scoutcraft skills training as Brownsea. Although older scouts tend to gain more from the experience, the conference will be open to any scout holding a leadership position or likely to assume one soon.

NAME

TRAINER'S

WHO

Intro. to Leadership

Scoutmaster

Any troop
Jr. Leader

PERSONAL COACHING This personal coaching session is conducted by the Scoutmaster with newly selected troop junior leaders. It is fully outlined in "The Official Scoutmaster Handbook", pgs. 246-49.

Jr. Leader Orientation

District

Scoutmasters
& Jr. Leaders
as a group.

ONE-DAY EVENT This one day event is for the Scoutmaster & his troop's junior leaders attending as a group. The workshop, usually conducted on a district basis or by several troops, explores some of the functions of leadership that junior leaders will learn and put into practice. It features small group discussions by troop jobs and time is scheduled for the Scoutmaster and his boy leaders to meet and plan their troop junior leaders training program.

Troop Junior Leader
Training (Troop
operations workshop)

Scoutmaster &
Senior Patrol
Leader

Patrol Ldrs.
& selected
jr. leaders.

WEEKEND PROGRAM This weekend program is designed to guide the Scoutmaster & senior patrol leader through the training of their patrol leaders & other selected junior leaders. It is a get-together of the Scoutmaster & his leadership team in a location away from the troop's normal area of activity. The Scoutmaster & senior patrol leader preside over these sessions and there are opportunities to involve consultants from the parents, committee members, & chartered organization. A complete outline for Troop JLT is found in "The Official Scoutmaster Handbook", (1986 or later printing) pgs. 250-69.

Junior Leader Training Council
Conference (Polaris)

Sr. Patrol
leaders,
patrol ldrs,
& other trp.
leaders

SEVEN DAY COURSE The seven day course is intended for senior patrol leaders, patrol leaders, & other youth leaders. It is conducted in a camping situation. The course is an intensive experience in Scoutcraft & leadership skills provided by the council. JLT conference directors are experienced trainers with a recent record of service as a Boy Scout troop adult leader.

WHY TRAIN JUNIOR LEADERS

1. Gives importance to the job of being a leader in a Boy Scout troop as well as being a leader in other activities.
2. Builds morale and a spirit of cooperation.
3. Gives junior leaders something other scouts cannot have until they are junior leaders.
4. Gives the Scoutmaster and his junior leaders the benefit of sharing ideas with each other.
5. The only successful way towards a boy-run troop.

FUNDAMENTALS

1. MAKE IT FUN!
2. Primary emphasis is placed upon training key boy and boy troop officers. This supports the patrol method.
3. Scoutmasters have the primary responsibility to oversee the training of their troop leaders.
4. The skills of everyone should be used & the Scoutmaster should participate in the training of his troop leaders where possible.
5. Vary the activities & locations during training as much as possible to keep the interest up.
6. ALL attending training (including adults) should be in complete uniform.
7. MAKE IT FUN!
8. Training should be well planned in advance (The boys can tell).
9. Is the training producing results? If not, why not?
10. MAKE IT FUN.



BOY SCOUTS OF AMERICA

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P.O. Box 152079, Irving, Texas 75015-2079
Telephone 214-580-2000

FACT SHEET

TROOP OPERATIONS PLAN

PURPOSE OF THE PLAN

The new Troop Operations Plan is designed to increase the tenure of Scouts. It will consist of:

- New advancement requirements to First Class
- A different patrol structure for new Scouts
- Enhanced program features for experienced Scouts
- New activities for older Scouts based on high adventure and sports.

NEW ADVANCEMENT REQUIREMENTS

The new advancement requirements are easily incorporated into troop meetings. They are action-oriented rather than classroom-oriented.

The new Tenderfoot through First Class requirements will:

- Provide Scouts with hands-on experience
- Utilize a progressive learning process, whereby each previous skill will be expanded on as a Scout moves up in rank
- Permit a Scout to work on requirements for these ranks simultaneously, although they still must be earned in order
- Not require earning a merit badge
- Require participation in 10 troop or patrol activities, excluding regular meetings, three of which must include overnight camping
- Be more than 80 percent outdoor-related
- Require participation in a service project for Second Class

NEW SCOUT PROGRAM

A patrol for new Scouts (sixth graders) has been developed to assist them in adjusting to troop operation. Under the supervision of an assistant Scoutmaster and troop guide, the new Scout patrol works on skills needed to attain the First Class rank.

A troop guide is appointed by the Scoutmaster to work with new Scouts. The troop guide is responsible for:

- Acting as adviser to the patrol leader and attending patrol leaders' council meetings with patrol leader
- Preventing harassment from older Scouts (big brother)
- Working closely with Scouts to acquaint them with troop procedures
- Serving as an instructor for basic Scouting skills

The assistant Scoutmaster who works with the patrol for new Scouts is responsible for:

- Training the troop guide
- Working with Webelos dens to recruit new members
- Conducting an orientation for parents of new Scouts
- Acting as a skills instructor if needed

OLDER SCOUT PROGRAMS

Optional programs for older Scouts in troops will be provided through Venture and Varsity activities. These programs have the following similarities:

- Recommended for boys 13 and older.
- A Venture crew or Varsity team may be organized if there are at least 3 or more Scouts interested.
- An assistant Scoutmaster is assigned to advise the program.
- Scouts may earn a letter to wear on their merit badge sash or jacket. After meeting the necessary requirements, special pins may be worn on the "V" letter, which represent completion of an ultimate adventure or sports activity.
- Troops can have more than one team or crew.

VENTURE PROGRAM

The Venture program emphasizes high-adventure activities. Scouts are organized into crews. Crews are responsible for selecting and implementing their Venture activity. Each Venture activity consists of 11 sessions, although a session may take more than one meeting to complete, depending on the skill level of the crew members. Each session brings the crew closer to their "ultimate adventure," which tests the skills they have developed.

Venture activities for 1989 are:

- Fishing
- Survival
- Snow Camping
- Cycling
- Orienteering

A Venture crew chief is elected by the crew for the duration of the Venture activity. The crew chief serves on the patrol leaders' council.

VARSITY PROGRAM

The Varsity program emphasizes sports. Scouts are organized into teams. Teams are responsible for selecting and implementing a particular sports activity. Competition can take place between teams, or they can join existing community sports leagues.

Varsity activities to be released in 1989 include:

- Basketball
- Softball
- Volleyball
- Soccer

A Varsity team captain is elected by the team for the duration of that Varsity sport. The team captain serves on the patrol leaders' council.

Young men in Varsity or Venture programs are encouraged to serve in troop leadership roles, participate in troop activities, and work on advancement. Coeducational activities are encouraged in both programs, but girls *cannot* be registered in the troop or work on advancement. They can, however, participate in some of the Venture/Varsity activities as guests.

ACTIVITIES UNIFORM

An optional activities uniform has been designed for troop use. Warm weather attire includes khaki shorts, short white socks and a knit shirt representing the particular part of the troop with which the Scouts are associated. The knit shirt can be worn with the Scout trousers in cool weather. Knit shirt colors are:

- Red—standard troop wear for all Scouts
- Burgundy—for Scouts and leaders in the Venture program
- Tan—for Scouts and leaders in the Varsity program

UNIFORM MODIFICATIONS

All rank emblems, patrol medallions, and troop leadership recognitions will gradually be replaced by insignia with a khaki background to blend with the uniform shirt color.

A Venture or Varsity identification strip will be worn above the Boy Scouts of America strip, above the right shirt pocket of the uniform.

1989

- May** Orientation of council Key 3 at regional meetings
- June** Orientation of district Key 3 and roundtable staffs
- August** Orientation of unit Scouters at district/council program conferences
- September** Implementation of new advancement requirements and Troop Operations Plan

1990

- January** New advancement requirements become mandatory

First Class—First Year Tracking Sheet

Name _____ Date joined _____ Class Goal (date) _____

Requirements by Skill	Goal Attainment			Date	Date
Rank No./Description (summary)	Troop	Outing	Own	Scheduled	Completed

Outdoor

Joining Requirements/Scout

5 Demonstrate tying the square knot.

x

Tenderfoot

1 Pre-outing camp pack and gear presentation.

x

x

2 Overnighter in self prepared ground bed and tent.

x

3a Demonstrate how to whip and fuse rope ends.

x

x

3b Pitch a tent using two half hitches and tautline hitch.

x

x

4 Explain rules of safe hiking. Explain what to do if lost.

x

x

10 Identify local poisonous plants and explain how to treat.

x

x

Second Class

1a Demonstrate how to use a compass and orient a map.
Explain map symbols.

x

1b Obtain approvals and take a 5-mile hike using compass and self drawn map.

x

2a Since joining, participate in 5 separate, non-meeting, troop/patrol activities including two overnight campouts.

x

x

2b On one campout, demonstrate knife, saw, and ax care, sharpening, and use.

x

2c Use the tools in preparing a cooking fire for a meal.

x

2d Light cooking fire—assist in meal preparation and cleanup.

x

2e On campout, select campsite and sleep in pitched tent.

x

5 Identify or show evidence of 10 wild animals found in community.

x

x

First Class

1 Demonstrate how to find directions without a compass.

x

x

2 Using a compass, complete orienteering course of at least 1 mile and requires measuring heights and/or widths.

x

3 Since joining, participate in 10 separate, non-meeting, troop/patrol activities, including three overnight campouts.

x

4 On one campout, secure ingredients, supervise fire building, prepare meals and supervise cleanup for breakfast, lunch and dinner. Lead patrol in saying grace.

x

6 Identify or show evidence of 10 kinds of native plants found in community.

x

x

7a Demonstrate 3 basic lashings and related knots.

x

x

7b Use lashing to make a useful camp gadget.

x

x

Physical Fitness

Joining Requirements/Scout

8 With parents or guardian, complete exercise in "How to Protect Your Children from Child Abuse and Drug Abuse."

x

Tenderfoot

9a Record best effort in physical fitness tests.

x

x

x

9b Show improvement after practicing for 30 days.

x

x

x

Second Class

7 Tell precautions for a safe swim. Demonstrate ability to swim 50 yards using two strokes.

x

x

8 Participate in program on dangers of drugs and other harmful health practices. Discuss participation in the program with family.

x

x

First Class

9 Demonstrate ability to swim 100 yards using resting and two other strokes and how to float for 1 minute.

x

x

Requirements by Skill	Goal Attainment			Date	Date
Rank No./Description (summary)	Troop	Outing	Own	Scheduled	Completed

Citizenship

Joining Requirements/Scout

3 Repeat the Pledge of Allegiance.

x

Tenderfoot

5 Demonstrate how to display, raise, lower, and fold the American flag.

x x

11a Demonstrate and explain use of the Heimlich maneuver.

x x

11b Show first aid for specified cases.

x x

Second Class

3 Participate in a flag ceremony.

x x x

4 Participate in an approved service project.

x x x

6a Show what to do for "hurry" first aid cases.

x x

6b Prepare a personal first aid kit and take on a hike.

x x

6c Show first aid for specified cases.

x x

First Class

5 Visit and discuss constitutional rights and obligations with an approved individual.

x x x

8a Demonstrate tying a bowline and how it's used in rescues.

x x

8b Demonstrate bandages for specified injuries.

x x

8c Show transportation of an individual with specific injuries.

x x

8d Explain signs of a heart attack. Explain steps in CPR.

x x

Patrol/Troop Participation

Joining Requirements/Scout

2 Submit Boy Scout application and health history.

x

Tenderfoot

7 Know patrol name, give yell, and describe patrol flag.

x

Second Class

9 Show Scout spirit.

First Class

10 Show Scout spirit.

Personal Development

Joining Requirements/Scout

4 Demonstrate Scout sign, salute, and handclasp.

x

6 Understand and agree to live by the Scout Oath, Law, motto, slogan, and the Outdoor Code.

x

7 Describe the Scout badge.

x

9 Participate in a Scoutmaster conference.

x

Tenderfoot

6 Repeat and explain Scout Oath, Law, motto, and slogan.

x x

8 Explain why we use the buddy system in Scouting.

x x

12 Participate in a Scoutmaster conference.

x

Second Class

10 Participate in a Scoutmaster conference.

x

First Class

11 Participate in a Scoutmaster conference.

x

Completion

Joining Requirements/Scout

Tenderfoot

Second Class

First Class*

*First Class Recognition Ceremony is held each quarter at Scouter's Mountain, 7:00 p.m.
1989 Date: September 13th. 1990 Dates: January 17th, May 9th, September 12th.

Rank Requirements

Joining Requirements

- 1. Complete the fifth grade, or be 11 years old, or have earned the Arrow of Light Award, but be younger than 18 years old.
- 2. Submit a completed Boy Scout application and health history signed by your parent or guardian.
- 3. Repeat the Pledge of Allegiance.
- 4. Demonstrate the Scout sign, salute, and handclasp.
- 5. Demonstrate tying the square knot (joining knot).
- 6. Understand and agree to live by the Scout Oath or promise, Law, motto, and slogan, and the Outdoor Code.
- 7. Describe the Scout badge.
- 8. With your parent or guardian, complete the exercises in the pamphlet "How to Protect Your Children from Child Abuse and Drug Abuse."
- 9. Participate in a Scoutmaster conference.



Tenderfoot

- 1. Present yourself to your leader, properly dressed, before going on an overnight camping trip. Show the camping gear you will use. Show the right way to pack and carry it.
- 2. Spend at least 1 night on a patrol or troop camp-out. Sleep in a tent you have helped pitch on a ground bed you have prepared.
- 3a. Demonstrate how to whip and fuse the ends of a rope.
- 3b. Demonstrate tying two half hitches and a tautline hitch by using these knots to pitch a tent.

(Continued on next page)



Second Class

- 1a. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.
- 1b. Using a compass and a map you've drawn, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.
- 2a. Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.
- 2b. On one campout, demonstrate proper care, sharpening, and use of knife, saw, and ax.
- 2c. Use the tools listed above to prepare tinder, kindling, and fuel for a cooking fire.
- 2d. Light the cooking fire. Assist with the meal preparation and cleanup.
- 2e. On one of these campouts, select your patrol site and sleep in a tent that you pitched.
- 3. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.
- 4. Participate in an approved (minimum of 1 hour) service project.
- 5. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.
- 6a. Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning.
- 6b. Prepare a personal first aid kit to take with you on a hike.

(Continued on next page)



First Class

- 1. Demonstrate how to find directions during the day and at night without using a compass.
- 2. Using a compass, complete an orienteering course that covers at least 1 mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).
- 3. Since joining, have participated in ten separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.
- 4. On one campout, serve as your patrol's cook. Prepare a breakfast, lunch, and dinner menu that requires cooking; secure ingredients; supervise your assistants in fire building; and prepare the meals. Lead your patrol in saying grace at the meals, and supervise cleanup.
- 5. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.
- 6. Identify or show evidence of at least 10 kinds of native plants found in your community.
- 7a. Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.
- 7b. Use lashing to make a useful camp gadget.
- 8a. Demonstrate tying the bowline (rescue) knot and how it's used in rescues.
- 8b. Demonstrate bandages for injuries on the head, the upper arm, and collarbone, and for a sprained ankle.

(Continued on next page)



Tenderfoot

4. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. Explain what to do if you are lost.
5. Demonstrate how to display, raise, lower, and fold the American flag.
6. Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.
7. Know your patrol name, give the patrol yell, and describe your patrol flag.
8. Explain why we use the buddy system in Scouting.
- 9a. Record your best in the following tests:
 Pushups _____ Pullups _____ Situps _____
 Standing long jump _____ ft. _____ in.
 Run/walk 500 yards _____
- 9b. Show improvement in the activities listed above after practicing for 30 days.
10. Identify local poisonous plants; tell how to treat for exposure to them.
- 11a. Demonstrate the Heimlich maneuver and tell when it is used.
- 11b. Show first aid for the following:
 - Simple cuts and scratches
 - Blisters on the hand and foot
 - Minor burns or scalds (first degree)
 - Bites or stings of insects and ticks
 - Poisonous snakebite
 - Nosebleed
12. Participate in a Scoutmaster conference.
13. Board of review completed _____ (date)



Second Class

- 6c. Demonstrate first aid for the following:
 - Object in the eye
 - Bite of a suspected rabid animal
 - Puncture wounds from a splinter, nail, and fish hook
 - Serious burns (second degree)
 - Heat exhaustion
 - Shock
7. Tell what precautions must be taken for a safe swim. Demonstrate your ability to swim 50 yards using two different strokes.*
8. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco, and other practices that could be harmful to your health. Discuss your participation in the program with your family.
9. Show Scout spirit.
10. Participate in a Scoutmaster conference.
11. Board of review completed _____ (date)

*This requirement may be waived by the troop committee for medical or safety reasons.



First Class

- 8c. Show how to transport by yourself, and with one other person, a person:
 - from a smoke-filled room
 - with a broken leg, for at least 25 yards
- 8d. Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
9. Demonstrate your ability to swim 100 yards using one resting stroke and two other strokes, and to float (rest) as motionless as possible for 1 minute.*
10. Show Scout spirit.
11. Participate in a Scoutmaster conference.
12. Board of review completed _____ (date)

*This requirement may be waived by the troop committee for medical or safety reasons.

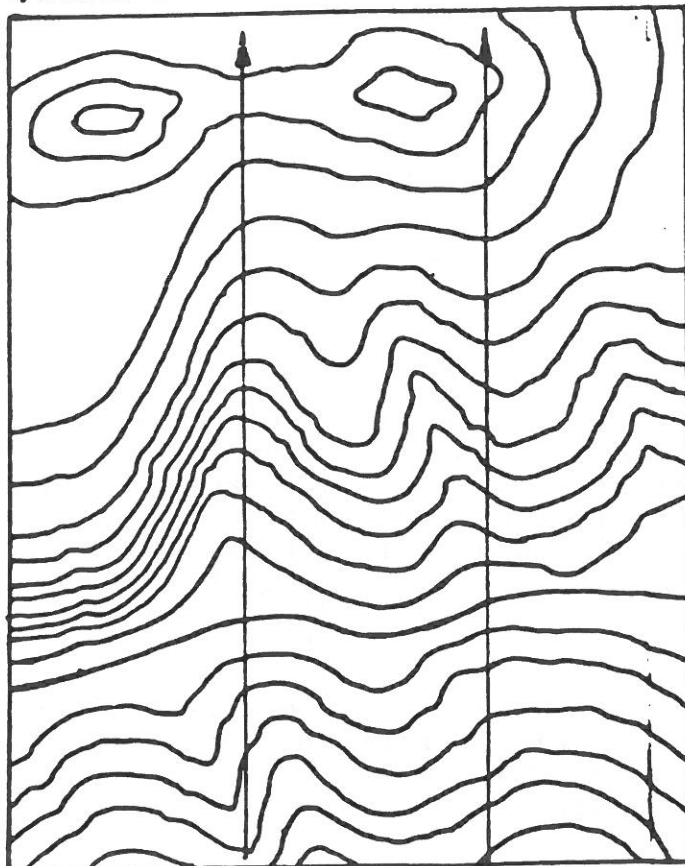


ORIENTEERING

Recommended Program Feature for June 1990

MAP QUIZ

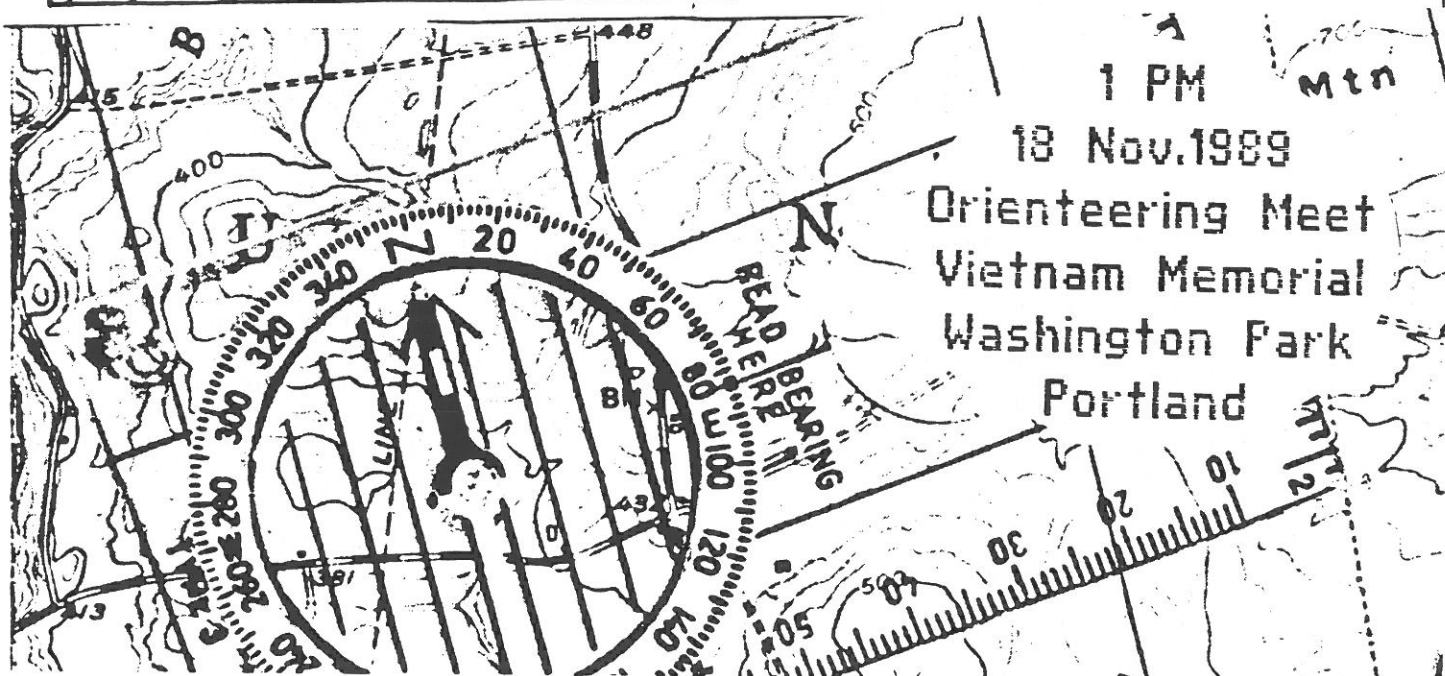
by John Hanna



1. How many hilltops do you see?
 2. Which hill is the higher and how can you tell?
 3. How many re-entrants can you count?
 4. Do the V or U patterns always point up-hill or down-hill to show re-entrants?
 5. How many spurs do you see? Which way do the U or V pattern showing the spurs always point?
 6. One of the lines on the map denotes a major stream. When you decide which one it is, trace over it with a blue pencil.
 7. Which re-entrants look as though they might have a minor stream? draw a blue line down the middle of these re-entrants to show a stream.
 8. Where do you see a very steep slope?
 9. What do you always have between two re-entrants?
 10. Where do the contour lines show an area which has a gentle slope?
 11. Do you see a saddle? Where is it shown?
- (answers on page 2)

Now pretend that the time is early forenoon, so some of the areas on the map would be in the shade. with a soft lead pencil, see if you can darken these areas. This may help you to visualize the picture of the earth as shown by the contour lines.

John Hanna competes for San Diego OC in the M60 class—there isn't one for M79.



On 10 Oct I sent letters requesting additional information to the addresses listed in the Orienteering Merit Badge and Venture series pamphlets; 5 of the 8 letters were returned by the Post Office.

Runners Shop Nordic Traders The Ski Hut
(forwarding order (out of business) (moved, left no address)
expired)

A call to the Boy Scout Division at the national office produced the following corrected addresses:

Silva, Inc Orienteering Services/ USA
1 Marine Plaza P.O. Box 1004
P.O. Box 966 Binghamton, NY 13902
Binghamton, NY 13902

Eastern Mountain Sports, Inc responded but none of their material dealt with Orienteering.

On 11/03 REJ had still not responded.

The United States Orienteering Federation response included a 5-day lesson plan for the BSA Orienteering Merit Badge at Summer Camp (adaptable to a theme-of-the month presentation), a packet on staging a successful Scout (council level) Orienteering Event, a catalog from and a flyer from

Orienteering Unlimited, Inc. A and E Enterprises
Jan Ridge Road 74 Decorah Drive
Somers, New York 10589 St. Louis, Mo 63146

At the Orienteering meet on 23 September at Tryon Creek State Park, I learned about A & E Enterprises and wrote them at the same time as the rest. Their response was rapid with good material and my first order was speedily and correctly filled.

Good local sources of maps are:
Oregon

Pittman Map Co.
732 SE Hawthorne Blvd
Portland, Or

Washington

Arnold's Map Service
119 W 24th
Vancouver, Wa

ANSWERS TO THE MAP QUIZ

- (from pag. 8)
1. Two hilltops
 2. West hilltop, it has one more contour line.
 3. Five re-entrants
 4. Patterns point uphill
 5. Four well defined, plus one very broad one.
Patterns point downhill.
 6. The re-entrants open into the streambed.
 7. Steep or "pointed" re-entrants may have streams.
 8. Where the contour lines are much closer together than the other lines, you have a very steep slope.
 9. There is always a spur between two re-entrants. It may be either steep and narrow or quite broad and rounded.
 10. Where the contour lines are quite far apart.
 11. Between the hilltops

The City of Portland has an office on the 3rd floor of The Portland Building where Topo maps (1:1200) of most city parks and some other properties may be purchased. County offices and other municipalities also frequently have such maps.

Glen Cafferty
503-281-5139

The Following Books are available at the Scout Shop:

ORIENTEERING merit badge
BSA no. 3385

VENTURE ORIENTEERING
BSA no. 3439

The Basic Essentials of
MAP & COMPASS
by Cliff Jacobson

Be expert with Map and Compass
The Orienteering Handbook
by Bjorn Kjellstrom

Two compass games are also available:

Official Scout Beginner's COMPASS GAME BSA no. 1132

This game requires 9 stakes or other markers and a 100ft diameter clear circle in addition to compasses. Only compass skills are tested (no pacing).

SILVA Compass Game no. 1133

This game requires 21 stakes or other markers on a 100ft E-W line with a 100 ft open Square to the North in addition to compasses. It tests compass skills with pace counting.

In addition to Kjellstroms book the following are available at the Multnomah County Library:

ORIENTEERING for Sport and Pleasure
by Hans Bengtsson & George Atkinson
796.52

ORIENTEERING
by John Disley
796

The Challenge of ORIENTEERING
by Gordon Pirie
796.5

This is Orienteering
by Jim Rand & Tony Walker
796.42

The following are the rank advancement requirements that relate to Orienteering:

Cub Scouts:

- Bear achievement 12 Family outdoor adventures
b. Go on a hike with your family.
14 Ride right
f. Ride a bike for 1 mile.
g. Plan and take a family bike hike.
Elective 23 Maps

Webelos Outdoorsman Hiking 2-3 miles
Traveler Lay out 4 trips on a highway map
Navigate one trip at least 25 miles with 6 or more turns.

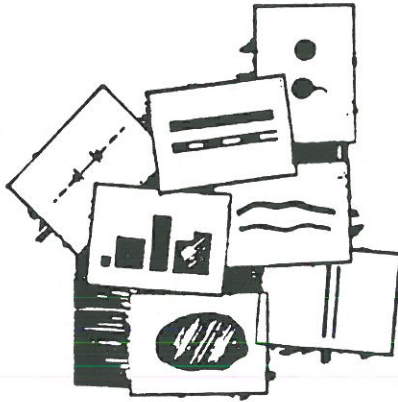
Boy Scouts:

- Tenderfoot 4. Explain the rules of safe hiking on the highway and cross-country, during the day and at night.
Explain what to do if you are lost.
- Second Class 1a. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.
1b. Using a compass and a map you've drawn, take a five-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.

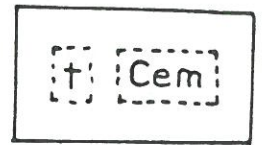
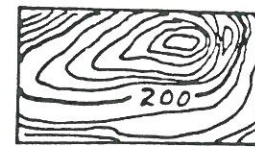
- First Class 1 Demonstrate how to find directions during the day and at night without using a compass.
2 Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc).

MAP SYMBOL KIM'S GAME

Observation **Patrol Teams** **Quiet**
Equipment: Nine flash cards, each with one map symbol; blanket; pencils and paper.
Method: Arrange the symbols in any fashion you wish. (Keep a record of how they are arranged.)
 Cover the display with a blanket.
 Scouts gather by patrols around the display.
 Uncover the display for exactly one minute. Then cover it again and tell the patrol to huddle. Give patrol leaders pencil and paper and tell them their patrols have two minutes to write the names of all map symbols they remember and place them in the proper position in the display and write the meaning.
Scoring: Score one point for each badge listed by a patrol, one extra point for the correct meaning. If there is a tie, the winning patrol is the one with the most accurate positioning.
Variations: Use Scout badges or any objects you wish.

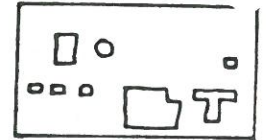
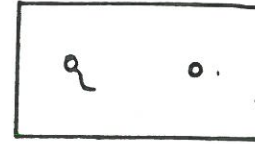


MAP SYMBOL QUIZ



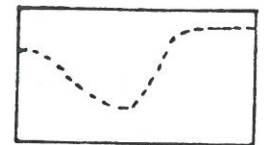
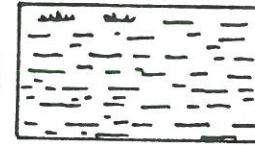
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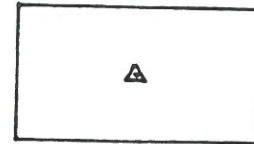
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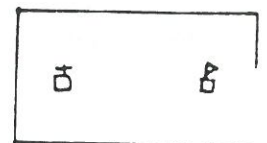
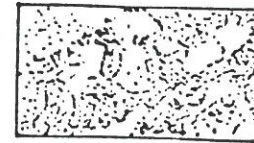
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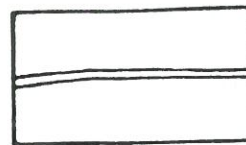


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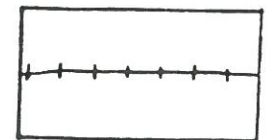
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DIRECTION-FINDING RELAY

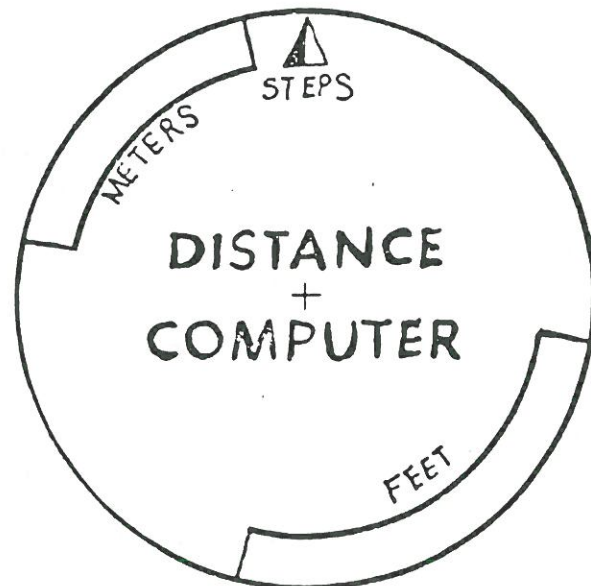
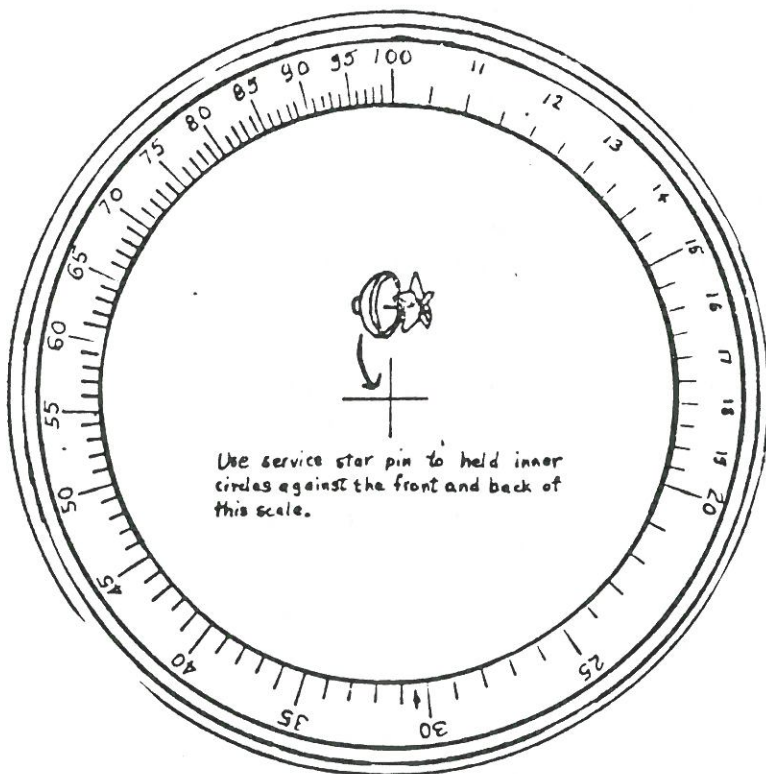
Compass **Patrol Teams** **Active**
Equipment: For each patrol, one map with magnetic north-south lines drawn on it, one orienteering compass, eight cards naming two towns or clearly identifiable map features.
Method: Patrols line up near their map and compass. On signal, the first Scout runs up, selects a card, determines the bearing from first point on card to second. Scout writes the bearing on the card and hands to judge. He then runs back to touch off the next Scout. Continue until all have raced.
Scoring: Ten points for each bearing within five degrees of being correct; five points within 10 degrees.



1



4





DEN CHIEF

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.)



BOY SCOUTS of AMERICA



Duties of Den Chiefs

The duties of all den chiefs are:

- Know the purposes of Cub Scouting.
- Help Cub Scouts achieve the purposes of Cub Scouting.
- Be the activities assistant in den meetings.
- Set a good example by attitude and uniforming.
- Be a friend to the boys 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.

THE CUB SCOUT DEN CHIEF



Duties of Cub Scout Den Chiefs

- Help at den meetings
- Help Cub Scouts with the advancement plan
- Assist the denner and the assistant denner to be leaders
- Encourage Cub Scouts to become Webelos Scouts

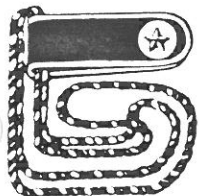
THE WEBELOS SCOUT DEN CHIEF



- Assist Webelos leaders as requested.
- Help Webelos Scouts earn activity badges, the Webelos badge, and the Arrow of Light Award.
- Know the Webelos activity badges that meet skill award requirements.
- Help the Webelos denner and assistant denner to be leaders.
- Help with Webelos overnights and other outdoor experiences.
- Help with joint Webelos Scout/Boy Scout activities.
- Keep in contact with the assistant Scoutmaster who is the Webelos resource person in your troop.
- Keep your troop leaders informed about pack activities and keep your den leaders informed about troop activities.
- Encourage Webelos Scouts to become Boy Scouts.
- Serve as recruiting officer for your troop, informing troop leaders about Webelos Scouts who are about to graduate. Introduce Webelos Scouts into your troop.

DAYS OF THE WEEK AVAILABLE: _____

TIME OF THE DAY AVAILABLE: _____



APPLICATION
TO BECOME A

Den Chief

I want to be a den chief. I would like to serve with Pack No. _____ and will do my best to attend weekly den meetings, monthly pack meetings, and other activities. I will do my best to be a good den chief.

Name _____ Phone _____

Address _____ City _____

School _____ Grade _____

Religious preference _____ Date _____

Troop No. _____ Patrol _____

I was a Cub Scout: Yes _____ No _____ (If yes, give pack number _____ and rank _____ .)

APPROVAL OF PARENTS OR GUARDIANS

We understand that our son's service as a den chief, although an important responsibility, will not be so demanding as to interfere with his troop activities. We are aware of the importance of his meeting with a neighborhood den once a week and with his pack one night a month. In view of the opportunities for leadership development and service that our son will have, we will encourage him to serve faithfully as a den chief.

_____ Date _____ Signature of parent or guardian

RECOMMENDATION OF SCOUTMASTER

I gladly recommend _____ to serve as a den chief. I have talked with him about the responsibility of this office and have pointed out that serving as a den chief is a privilege and a challenge and an opportunity to be a recruiter for Scouting. As a Scout, he will become a troop leader when accepted.

_____ Date _____ Signature of Scoutmaster _____ Phone _____

PACK ACCEPTANCE

Scout _____ has been accepted by Pack _____ to serve as den chief and is

assigned to Den _____, which meets _____
Day _____ Time _____ Place _____

_____ Signature of den mother, den leader, or Webelos den leader _____ Signature of Cubmaster

RECOGNITION RECORD

Den chief certificate and den chief's shoulder cord presented at troop meeting on _____

Den chief recognized at pack meeting on _____

HOW TO USE THIS FORM

A Scout wishing to be a den chief secures an application from his senior patrol leader who reviews the proper requirements with him. He takes the application home, studies it, secures his parents' approval, and returns it to his senior patrol leader. When the application is approved, the Scoutmaster turns it over to the Cubmaster. The Cubmaster reviews the application with the boy, assigns him to a den, and gives him a *Den Chief's Denbook*, No. 3211. Applications are filed by the Cubmaster.



WHAT IS A DEN CHIEF?

A den chief is a Scout who is carefully selected by his senior patrol leader in cooperation with the Scoutmaster and Cubmaster. He may be of any age or hold any progress award. As a selected leader of younger boys, he has the opportunity to help them complete their Cub Scout or Webelos Scout advancement requirements and live up to Cub Scouting ideals in their everyday life.

THE DEN CHIEF'S RESPONSIBILITIES

Den leadership is a teamwork job. The responsibility for the den's operation rests with the den mother, den leader, or Webelos den leader, and the den chief; each provides leadership, enthusiasm, and special abilities. As a den chief you will:

1. Meet with your den leader to plan your part of the program for the den meetings. These meetings are held regularly at least once each month, or more often, if needed.
2. **Help lead the weekly den meeting. You should arrive on time in proper uniform.**
3. Share responsibility with the leaders of the den in all den activities. You look to them for adult leadership and inspiration.
4. Assist with assigned den activities at the monthly pack meetings.
5. Recognize the denner (a member of a den chosen by his fellow den members) as your right-hand man by giving him opportunities to serve.
6. See that your den program does not include Scout activities. Such activities are saved for Scouts.
7. Take part in all training opportunities so you may become a better leader.

As den chief, you will have a fine opportunity to develop leadership and build a good reputation for your Scout troop. In working with your Cub Scouts, you will prepare them and give them the desire to become better Scouts. They will judge all Scouting by what they see in you. You are your troop's ambassador to the pack.

DEN CHIEF'S SHOULDER TAB AND CORD

As a badge of his office, the den chief wears a den chief shoulder tab and cord. It is worn on the right shoulder of his uniform with the cord passing under the armpit. One Cub Scout service star may be worn on the shoulder tab for each year of service as a den chief. The shoulder tab without the cord may be worn with service stars to indicate past service as a den chief. The cord is presented at a den chief installation ceremony in his troop (blue and gold for regular Cub Scout den; red, blue, and gold for the Webelos den). The den chief is also recognized at a pack meeting.

THE DEN CHIEF'S PLEDGE

If accepted, I will agree to the following 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 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 approaches 10 years of age or completes the fourth grade, I will encourage him to join a Webelos den. As he approaches 11 or completes the fifth grade, I will do all in my power to interest him in becoming a Scout."

Your Service Record

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 of 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 this book

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

Date/Leader's Initials*

_____ Know the purposes of Cub Scouting. The den chief understands the purposes of Cub Scouting.

_____ Help Cub Scouts achieve the purposes of Cub Scouting. The den chief knows and uses the following within the den:

- 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.

_____ **Be the activities assistant in den meetings.**
The den chief has led the following activities:

- 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:

A cheerful Scouting attitude within the den

Proper uniforming at meetings of the den

_____ **Be a friend to the boys in the den.** The den chief understands the following:

The meaning of friendship
What Cub Scout-age boys are like
The need to praise and build up the boys

_____ **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.

_____ **Know the importance of the monthly theme.**
The den chief has discussed the monthly theme and he understands its importance.

_____ **Meet as needed with the adult members of the den, pack, or troop.** The den chief 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.

COMPLETE FOUR OF THESE PROJECTS

____ Serve as a staff member of a Cub Scout special event, such as a Scouting show, bicycle rodeo, etc.

____ Serve as a staff member of a Cub Scout day camp.

____ Advance one Boy Scout rank.

____ Assist in recruiting three new Cub Scouts:

Names: _____

____ Assist three Webelos Scouts to join a troop.

Names: _____

____ Help to plan and carry out a joint pack-troop activity.

____ Recommend another Boy Scout to be a den chief to your Scoutmaster.

DEN CHIEF SERVICE AWARD APPROVAL

Den Chief _____
of Troop _____
has completed the preparation, service period, training, service requirements, and projects. He is, therefore, entitled to receive and wear the Den Chief Service Award.

Cubmaster _____
Signature _____ Date _____

Den Leader _____
Signature _____ Date _____

Show this to your Scoutmaster for presentation at appropriate ceremony.

Scoutmaster _____

Date Awarded _____ Pack _____



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"/> |

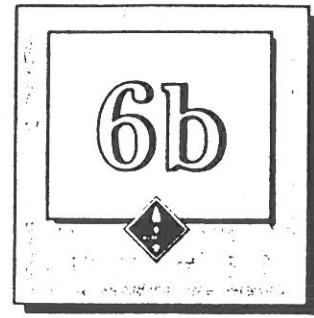
- | | YES | NO |
|--|--------------------------|--------------------------|
| 16. Do I conduct myself with my Cub Scouts in such a way that they like me and will want to become Scouts? | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Do I find opportunities to tell the Cub Scouts in the 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!'"

HOW AM I DOING?



20 MINUTES
(FOR WEBELOS DEN CHIEFS)

HOW AM I DOING? AS WEBELOS DEN CHIEF:

- | | 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"/> |
| 2. Do I always arrive on time for Webelos 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 find ways to make the denner feel important? | <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"/> |
| 6. Do I help my Webelos den at pack meetings? | <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"/> |
| 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"/> |

- | | YES | NO |
|--|--------------------------|--------------------------|
| 14. Do I carry my share of the responsibilities for Webelos den activities? | <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"/> |
| 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"/> |
| 17. Do I realize that the Webelos den leader is the person most responsible for the den? | <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"/> |
| 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"/> |
| 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"/> |

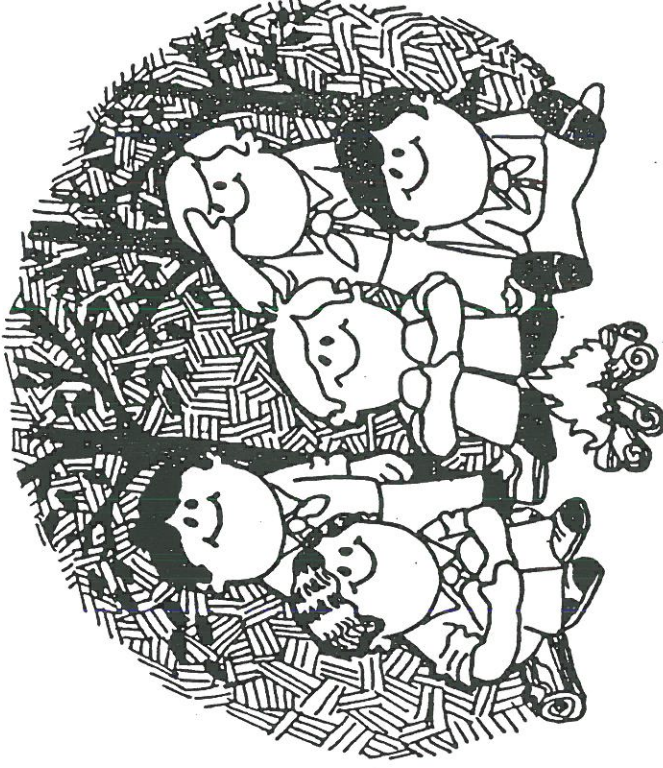
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Procedure. Duplicate copies of this page without these directions and the closing statement. Distribute for den chiefs to mark. Have extra pencils. Before you collect these sheets, have each den chief look at his sheet and count the yeses and nos. Close exercise by giving this statement: "Congratulations on all those 'yeses.' Let's go to work now to make each 'no' a 'yes!'"

FORT CLATSOP DAY CAMP

DEN CHIEF



FUN BOOK

HELPFUL HINTS:

1. WHILE HIKING HAVE SING ALONGS, IT KEEPS THE CUBS OUT OF TROUBLE.
2. IF YOU FINISH A PROJECT EARLY HAVE SOME QUICK GAMES READY TO FILL THE TIME.
3. DON'T TRY TO BOSS THE KIDS AROUND, LET THE DEN LEADER TAKE CARE OF DISCIPLINE.
4. DON'T WRESTLE WITH THE CUBS EXPECT THEM TO TREAT YOU AS THEY DO THE ADULTS IN CAMP.
5. HELP THE CUBS WITH THEIR PROJECTS, BUT DO NOT DO THE PROJECT FOR THEM. THE CUBS NEED TO TRY NEW SKILLS.
6. TRY TO KEEP A CHEERFUL ATTITUDE AND SET THE EXAMPLE THAT THE CUBS SHOULD FOLLOW.

WE ARE REALLY GREATFUL FOR YOUR PARTICIPATION IN CAMP. WE WANT YOU TO HAVE FUN, WHILE HELPING THE YOUNGER SCOUTS. IF YOU HAVE ANY PROBLEMS OR QUESTIONS, ASK A STAFF MEMBER, THAT'S WHY WE'RE HERE.



BETCHA CAN'T GAMES

THE BEAR

THE OTHER DAY (group repeats)
I MET A BEAR (group repeats)
UP IN THE WOODS (group repeats)
AWAY UP THERE (group repeats)

continue in same manner

HE SAID TO ME
WHY DON'T YOU RUN
FOR I CAN SEE
YOU'VE GOT NO GUN

AND SO I RAN
AWAY FROM THERE
BUT RIGHT BEHIND
ME WAS THAT BEAR

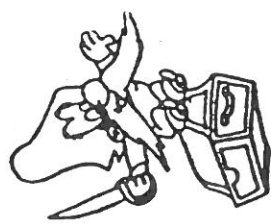
AHEAD OF ME
I SAW A TREE
A GREAT BIG TREE
OH GLORY BE

THE NEAREST BRANCH
WAS TEN FEET UP
I'D HAVE TO JUMP
AND TRUST TO LUCK

AND SO I JUMPED
INTO THE AIR
AND MISSED THAT BRANCH
OH WAY UP THERE

NOW DON'T YOU FRET
NOW DON'T YOU FROWN
CAUSE I CAUGHT THAT BRANCH
ON THE WAY BACK DOWN

THAT'S ALL THERE IS
THERE AIN'T NO MORE
SO WHAT THE HECK
ARE YOU SINGING FOR.



1. TELL THE CUBS TO PUT THEIR RIGHT HAND WHERE THE LEFT HAND CAN'T GET IT. (the right hand goes on the left elbow)
2. TELL THE CUB HE CAN'T TOUCH HIS TOES BY HIMSELF. (each time he tries, stand behind him and touch your toes at the same time)
3. ASK HOW MANY OF THEM CAN STICK OUT THEIR TONGUES AND TOUCH THEIR NOSES. (stick out your tongue and touch your nose with your finger)
4. TELL THE CUBS YOU CAN JUMP FARTHER BACKWARDS THAN THEY CAN JUMP FORWARD. (make them bend over and grab their toes. You can only jump backwards in this position)



USE YOUR IMAGINATION, I'LL BET YOU KNOW SONGS AND GAMES I HAVEN'T THOUGHT OF, LET THE DEN LEADER KNOW YOU CAN HELP.

THANKS AGAIN FOR BEING AN IMPORTANT PART OF OUR DAY CAMP. HAPPY SCOUTING!!!

TARZAN THE APES

I LIKE BANANAS, COCONUTS, AND GRAPES
I LIKE BANANAS, COCONUTS, AND GRAPES
I LIKE BANANAS, COCONUTS, AND GRAPES
THAT'S WHY THEY CALL ME
TARZAN OF THE APES.

REPEAT THE SONG 3 TIMES, EACH TIME SOFTER
THAN THE LAST, BUT ALWAYS YELLING
TARZAN OF THE APES!!!

WE'RE FROM NAIROBI

OH WE'RE FROM NAIROBI, OUR TEAM IS A GOOD ONE
WE DO THE WATUSIE, WE'RE SEVEN FEET TALL
THE CANNIBALS MAY EAT US, BUT THEY'LL NEVER BEAT
CAUSE WE'RE FROM NAIROBI AND WE'RE ON THE BALL

UM-GOW-WA, UM-GOW-WA, UM-GOW-WA
UM-GOW-WA, UM-GOW-WA, UM-GOW-WA
UM-GOW-WA-WA
SINGING
UM-GOW-WA, UM-GOW-WA, UM-GOW-WA
UM-GOW-WA, UM-GOW-WA, UM-GOW-WA
UM-GOW-WA-WA

WE TOOK SIXTEEN MEN OUT FROM KILIMANJARO
BUT THEY DIDN'T HAVE WHAT IT TAKES. (clap-clap)
WE TOOK ALL THE LOSERS OUT INTO THE JUNGLE
AND LEFT THEM TIED UP FOR THE SNAKES.
SINGING

REPEAT UM-GOW-WAS

SLEEPY CAMPER

WHAT DO YOU DO WITH A SLEEPY CAMPER?
WHAT DO YOU DO WITH A SLEEPY CAMPER?
WHAT DO YOU DO WITH A SLEEPY CAMPER?
EARLY IN THE MORNING.

SLEEPY CAMPER (cont)

chorus:

WAY HEY LATE, YE RISERS
WAY HEY DATE, YE RISERS
WAY HEY LATE, YE RISERS
EARLY IN THE MORNING

2. THROW HIM IN THE LAKE WITH HIS PANTS ON
BACKWARDS

3. PUT HIM TO BED AN HOUR SOONER
EARLY IN THE EVENING.

HANKY PANKY

DOWN ON THE BANKS OF THE HANKY PANKY
WHERE THE BULLFROGS JUMP FROM BANK TO BANKY
WITH AN EEP, AIYP, URP, OP
DEEP PSYHEDELY AND A KER-PLOP

ANNOUNCEMENTS

ANNOUNCEMENTS, ANNOUNCEMENTS, ANNOUNCEMENTS
ITS A TERRIBLE DEATH TO DIE
ITS A TERRIBLE DEATH TO DIE
ITS A TERRIBLE DEATH TO BE TALKED TO DEATH
ITS A TERRIBLE DEATH TO DIE.

PINK PAJAMAS

I WEAR MY PINK PAJAMAS IN THE SUMMER WHEN ITS HOT
I WEAR MY FLANNEL NIGHTIE IN THE WINTER WHEN ITS
NOT
AND SOMETIMES IN THE SPRINGTIME, AND SOMETIMES IN
THE FALL
I JUMP BETWEEN THE SHEETS WITH NOTHING ON AT ALL.
GLORY, GLORY HOW PECULIAR
GLORY, GLORY WHAT'S IT TO YOU
SOMETIMES IN THE SPRINGTIME AND SOMETIMES IN THE
I JUMP BETWEEN THE SHEETS WITH NOTHING ON
AT ALL

GAMES

BINGO

THERE WAS A FARMER HAD A DOG AND BING-O WAS HIS NAME-O
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
AND BINGO WAS HIS NAME-O

REPEAT THE SONG OVER AND OVER, DELETING A LETTER AND REPLACING IT WITH A CLAP, UNTIL ALL THE LETTERS AND BEEN DELETED.

VISTAY

CUMMALA, CUMMALA, CUMMALA VISTAY
OH, NO, NO, NO, NOT THE VISTAY
VISTAY
VISTAY
EENIE, MEENIE, DECIMEENIE
OOO-AH, OOO-AH, AMEENIE
DECIMEENIE, SOLAMMEENIE
OOO-ah, OOO-AH
BEE BILLY OH DOE, OH BOE BE DEE DOT
SHHHHHH

SARASPONDA

SARASPONDA, SARASPONDA, SARASPONDA, RET SET SET
SARASPONDA, SARASPONDA, SARASPONDA, RET SET SET
AH-DO--RAY-OH
AH-DO--RAY--BOOM--DAY--OH
AH-DO--RAY--BOOM--DAYRET--SET--SET
AW-SAY--PAW--SAY--OH

PUFFER BILLIES

DOWN BY THE STATION,
EARLY IN THE MORNING
SEE THE LITTLE PUFFER BILLIES
ALL IN A ROW
SEE THE ENGINE DRIVER
TURN THE LITTLE HANDLE
PUFF, PUFF, WHOO, WHOO
OFF WE GO

SLEEPING PIRATE

A BLINDFOLDED PIRATE SITS IN THE CENTER OF A CIRCLE. IN FRONT OF HIM LIES A TREASURE. THE PLAYERS TRY TO CREEP UP AND STEAL THE TREASURE. THE PIRATE POINTS IN THE DIRECTION OF THE THIEF. IF A THIEF IS POINTED AT, HE MUST RETURN TO HIS STARTING PLACE. THE FIRST PERSON TO STEAL THE TREASURE, BECOMES THE SLEEPING PIRATE.

TAILS

THE CUBS TUCK THEIR SCARVES IN THERE BELT, SO THAT MOST OF THE SCARF HANGS OUT. AT A SIGNAL ALL PLAYERS TRY TO PULL THE TAILS OFF OF THE OTHER PLAYERS. THE LAST ONE LEFT WITH A TAIL WINS.

PIRATE MEMORY

LINE UP THE CUBS. HAVE THE FIRST ONE DO A SIMPLE ACTION (clap hands once, or nod head, etc.). THE NEXT CUB DOES THIS ACTION AND ADDS ONE OF HIS OWN. THE THIRD CUB DOES THE FIRST TWO ACTIONS AND ADDS ONE OF HIS OWN, AND SO ON. CONTINUE AROUND UNTIL SOMEONE MISSES.

BALLOON STOMP

EACH CUB GETS A BALLOON AND A STRING. ONE END OF THE STRING IS TIES TO THE BALLOON, AND THE OTHER END IS TIED TO HIS ANKLE. ON SIGNAL THE PLAYERS TRY TO POP THE OTHER GUYS BALLOON. THE LAST PLAYER WITH A BALLOON IS THE WINNER.

SITTING ON EGGS

EACH CUB IS GIVEN A BALLOON, THE FIRST TO BLOW UP THE BALLOON, SIT ON IT, AND POP IT, WINS THE GAME.

AMERICA

AMERICA, AMERICA
HOW CAN I TELL YOU HOW I FEEL
YOU HAVE GIVEN ME ALL YOUR TREASURES
I LOVE YOU SO

This may be sung in a round.

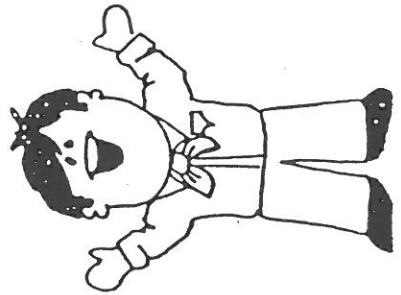
TAPS

DAY IS DONE, GONE THE SUN
FROM THE LAKE, FROM THE HILLS, FROM THE SKY
ALL IS WELL, SAFELY REST---GOD IS NIGH

THANKS AND PRAISE, FOR OUR DAYS
NEATH THE SUN, NEATH THE STARS, NEATH THE SKY
AS WE GO, THIS WE KNOW---GOD IS NIGH

SCOUT VESPER SONG.

SOFTLY FALLS THE LIGHT OF DAY
WHILE OUR CAMPFIRE FADS AWAY
SILENTLY EACH SCOUT SHOULD ASK
HAVE I DONE MY DAILY TASK?
HAVE I KEPT MY HONOR BRIGHT?
CAN I GUILTYLESS REST TONIGHT?
HAVE I DONE AND HAVE I DARED
EVERYTHING TO BE PREPARED?



THE LITTLE WORM

THE LITTLE WORM (repeat)
I EVER SAW (repeat)
WAS STUCK INSIDE (repeat)
MY SODA STRAW (repeat)

REPEAT THE ENTIRE VERSE TOGETHER

HE SAID TO ME-----NOW DON'T YOU SIP
FOR IF YOU DO---YOU'LL SURELY FLIP

I TOOK A SIP-----AND HE WENT DOWN
ALL, THROUGH MY PIPES---HE MUST HAVE DROWN

HE WAS MY PAL-----HE WAS MY FRIEND
NOW HE'S NO MORE---SO THAT'S THE END

MY HAT

MY HAT HAS THREE CORNERS
THREE CORNERS HAS MY HAT
AND IF IT DOESN'T HAVE THREE CORNERS
THEN IT ISN'T MY HAT

The song is repeated leaving out words and using
hand motions instead.

HAT---point to your head
MY---slap your chest
THREE---Hold up three fingers
CORNERS---Put your elbow out

THE GRAND OL DUKE OF YORK

THE GRAND OL DUKE OF YORK
HE HAD TEN THOUSAND MEN
HE MARCHED THEM UP THE HILL AND HE
MARCHED THEM DOWN AGAIN
CAUSE WHEN YOUR 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

CEREMONIES

MAIN EVENT 1989

COLUMBIA PACIFIC

Pack Ceremonies

- Dramatic and Flamboyant
- Short and Effective
- Use Music and Songs

Used to:

- Open and Close Meetings
- Start and End Special Events
- Recognize Achievement

Typical Times:

- | | |
|--------------------------------|----------------------------|
| • Announcements | • Announcing New Leaders |
| • Introduce Guests | • Recognize New Denner |
| • Introduce New Families | • Time for Refreshments |
| • Advancement Recognition | • Attendance Awards |
| • Boy Joins the Pack | • New Den Chief |
| • Entire Blue and Gold Banquet | • Parent Attendance Award |
| • Roll Call & Inspection | • Graduation to Boy Scouts |
| • Welcome Tiger Cubs | • Just for Fun |
| • Pinewood Derby Weigh-in | • Charter Presentation |
| • Someone is Moving Away | • New Webelos |
| • Leaders' Training Awards | • Religious Awards |
| • Summertime Pack Award | • Quality Unit Award |
| • Service Star Awards | |

Do you have ceremonies at your picnics,
summer ball games or other outdoor events?

CEREMONIES

MAIN EVENT 1989

COLUMBIA PACIFIC

Den Ceremonies

Frequent	Spontaneous
Short	Informal
Personal	Individualized
Varied	Fun

Used to:

- Signal a Change of Action
- Start and End Meetings
- Make Someone Feel Better
- Change the Mood

Typical Times:

- Check Advancement
- Introduce a Theme
- Add to the Den Doodle
- A Prize for a Contest
- Everyone Completes Wolf
- Introduce a Guest
- Lighting a Campfire
- Uniform Inspection
- Den Meeting Opening
- Den Closing
- Thanks to a Host
- A Birthday
- Instant Recognition
- Welcome a New Member
- Install the Denner
- A New Den Chief
- Someone's Moving Away
- Time for Refreshments
- After a Den Service Project
- Welcome a New Activity Badge Counselor
- Light the Good Conduct Candle

Does your Den have a Ceremony to honor a member who gets a badge at the Pack Meeting? Den yell, high-5's or whatever.

CEREMONIES

COLUMBIA PACIFIC

MAIN EVENT 1989

Symbols:

Symbols help say the words. These are examples.
Develop your own Den and Pack Traditions

Symbol	Suggested Meaning
Blue	Loyalty, Truth, Spirituality, Sky
Gold	Warmth, Sunlight, Happiness, Good Cheer.
Cub Scout Sign	Alert ears of the Wolf.
Candle Flame	The Spirit of Scouting.
Campfire	Friendship, Fellowship, the Outdoors.
American Flag	The United States, Citizenship, Liberty.
Scout Handshake	Friendship, Fellowship, Trust.
Uniform	Democracy, World Brotherhood, Good Will.
Badges	Accomplishment, Growing, Learning.
Den Flag	Membership, Friendship, Belonging.
Pack Flag	Pack Members, Blue and Gold, Spirit.
Flag Ribbons	Accomplishment, Pack History.
Akela	Good Leader, Respect, Law of the Pack.
Wolf/Bear Books	Accomplishment, Goals, Literacy.
Neckerchief	Outdoor Program, Pioneering, Adventure.
Denner's Cord	Leadership, Responsibility.
Den Chief	A Friend in the Troop.
Arrows	Direction, Leading, Communication.
Compass	Direction, Goals.
Salute	Respect, Honor.
Arrow of Light	Do Your Best Every Day.
Bridge	Growing, Changing, Communication.
Webelos	We'll be Loyal Scouts.
Pledge of Allegiance	Responsibility, Dedication.
Outdoor Code	Responsibility, Love of the Outdoors.

CEREMONIES

MAIN EVENT

COLUMBIA PACIFIC CNCL

Props and Equipment

It Adds Pizazz.

Introduce symbolism, dramatic effects, and participation by using props such as advancement ladders, den doodles and artificial campfires (or real ones on a camp-out.)

Look in *Staging Den and Pack Ceremonies* and the *Cub Scout Leader Book* for ideas.

Use your Imagination.

Be imaginative; adapt and improvise materials you have on hand. Almost anything looks impressive when sprayed with gold or silver paint. For example, medals can be made by spraying the plastic lids used on take-out drinks.

Get Help.

Making props and equipment may be a good job to delegate to parents who otherwise would not "get involved." Invite talented parents to Den Meetings to help the boys make their own Den Ceremony gear.

Be Practical.

Before you start, think of how will you carry it, and where you will store it. Will it have to fit in a closet or be loaded into a van between meetings? What will it look like in the lighting (candles, campfire etc.) used during the ceremony. Make it safe - be careful of electrical and fire hazards.

KISMIF: Keep it simple enough for boys to understand and have a hand in making.

BLUE & GOLD



Mardi

Gras

Steps To Planning A Blue & Gold

I. Planning Committee

- A. Select, date, time, place and theme
 - 1. Banquet often takes the place of the February pack meeting; although it is not necessarily held on the regular meeting night.
 - 2. In selecting place consider the following:
 - a. Adequate space for seating and displays.
 - b. Availability of parking space, restrooms, coat racks.
 - c. Program needs, such as microphone, stage, etc.
 - d. Convenience for food preparation and/or serving.
 - e. Reserve meeting place well in advance.

II. Dinner Committee

- A. Select meal plan - catered or pot luck.
- B. Determine serving needs - kitchen and utensils.
- C. Select menu and estimate cost.
- D. Assign serving and cleanup jobs.

III. Program Committee

- A. Entertainment
 - 1. Dens may perform skits or stunts. These should be short.
 - 2. From within the Pack is better than outside entertainment.
 - 3. Include "Happy Birthday to Cub Scouting".
- B. Props for skits and ceremonies.
- C. Recognition of boys and leaders.
 - 1. Present certificates of appreciation to pack & den leaders and parents who have helped the pack.
- D. Make assignments for various parts of the program.
 - 1. Invocation
 - 2. Welcome and introduction of guests
 - 3. Ceremonies
 - 4. Recognitions
 - 5. Entertainment
 - 6. Program handouts
 - 7. Thank you

IV. Decorations Committee

- A. Room decorations
- B. Table decorations
- C. Displays
- D. Arrangement of tables, head table

V. Publicity Committee

- A. Inform all pack families of date, time, place and cost.
- B. Invitations
 - 1. Consider inviting guests such as Head of sponsoring institution; School Principal; Institutional Representative; Scoutmaster; District Commissioner, Church Minister, Former Cubmaster, Pack Alumni, and District Executive.

Blue & Gold Banquet

Suggested Agenda

1. Gathering Period - Have displays and exhibits. Also have games or something to keep the younger children busy until the meal is served.
2. Opening Ceremony - This need not be lengthy or elaborate. Remember to involve the boys.
3. Invocation - This may be given by a pack leader, a Cub Scout, or a minister.
4. Dinner - If possible, use two serving lines. Serving plan should be quick and efficient.
5. Group Singing - The whole group should join in singing. It's usually best to provide copies of the words of songs.
6. Welcome and Introduction of Guest - The master of ceremonies will want to recognize pack leaders, guests, head of chartered organization, etc. at this time. Keep the comments short, with plenty of applause.
7. Greeting from Institutional Representative.
8. Songs or Entertainment - Dens may perform skits or stunts. These should be short. The whole group should join in singing. It's usually best to provide copies of the words of songs. Entertainment from within the pack is better than outside entertainment. You'll want to include "happy Birthday to Cub Scouting". Be sure that all dens have a part on the program.
9. Review of past year.
10. Awards Ceremony - Make this memorable. It should be impressive and well executed. This is the part most boys and parents have been waiting for.
11. Recognition of Leaders - Present certificates of appreciation to pack and den leaders and parents who have helped the pack.
12. Announcements and Thanks.
13. Closing Ceremony - At this point in the program, the 'tone' of the meeting should become more serious. Close with something inspirational or patriotic.

The agenda can be adjusted to fit your own pack's needs. Try to limit the total program time (not including meal) to 1 to 1 1/2 hours. Keep the program moving and interesting.

The Blue and Gold Banquet is a good time to call all your registered adults to the front of the room and offer a public thank you and perhaps a certificate of appreciation. Don't forget to include your Den Chiefs.

Thank you notes are thoughtful and appreciated by merchants that have contributed in any way to your banquet. Also the organization loaning their facility should be remembered in this way.

OPENING

The flags are brought forward by the honor guard, the Pledge is repeated and the audience is asked to be seated.

SCOUT 1: WE REPRESENT DEN _____ OF PACK _____.

SCOUT 2: PACK _____ BELONGS TO _____ DISTRICT.

SCOUT 3: _____ DISTRICT BELONGS TO THE COLUMBIA PACIFIC COUNCIL.

SCOUT 4: COLUMBIA PACIFIC COUNCIL BELONGS TO THE WESTERN REGION OF THE BOY SCOUTS OF AMERICA. WE ARE GATHERED HERE TO CELEBRATE THE BSA'S BIRTHDAY.

SCOUT 5: THE BOY SCOUTS OF AMERICA IS A VERY IMPORTANT PART OF THE WORLD BROTHERHOOD OF SCOUTING.

LEADER: THE WORLD BROTHERHOOD OF SCOUTING IS A WORLDWIDE ORGANIZATION THAT AIDS SCOUTS IN THE POORER NATIONS OF THE WORLD. IF ANYONE WOULD LIKE TO MAKE A BIRTHDAY DONATION TO SCOUTING, PLEASE USE THE CONTAINERS DEN _____ HAS PROVIDED ON EACH TABLE. THANK YOU FOR YOUR SUPPORT.

Each table should also have World Brotherhood of Scouting brochures available for reading.

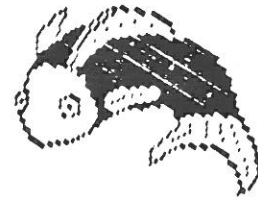
CLOSING

SCOUT 1: OUR THANKS FOR AN EVENING OF FUN

SCOUT 2: ONE THAT SCOUTING HAS BEGUN

SCOUT 3: WITH MEMBERS GATHERING FROM COAST TO COAST

SCOUT 4: ALTHOUGH WE LOVE OUR PACK THE MOST!



The colors can be retired and the announcer thank everyone for attending.

MARDI GRAS
BLUE & GOLD
ADVANCEMENT



SCENE: KING NEPTUNE'S COURT

NEEDED: KING NEPTUNE
PITCH FORK
SEAWEED CROWNS

4 CANDLES
MATCHES
AWARDS

ANNOUNCER: HEAR YE HEAR YE ALL RISE FOR KING NEPTUNE
RULER OF THE OCEANS AND HOST OF THE MARDI GRAS.

KING NEPTUNE: WELCOME TO OUR MARDI GRAS BLUE & GOLD BANQUET
PLEASE BE SEATED AND ENJOY THE FESTIVITIES.
AS YOU KNOW THE OCEAN HOLDS MANY TREASURES.
EACH YEAR I SEND SILVER INTO THE RIVERS OF THE
WORLD. THESE SALMON FEED THE BOBCAT, WOLF AND
BEAR. FROM THIS THEY CAN GROW STRONG IN THEIR
PACKS.

(Candles can be lit to signify the ranks mentioned)

KING NEPTUNE: I HAVE HEARD TALES OF THE WEBELOS, THE OLDEST
AND STRONGEST OF THE PACK. THE STORIES OF
THEIR ACHIEVEMENTS ECHO THROUGHOUT THE FOUR
OCEANS AND THE SEVEN SEAS.

(A candle is lit to signify the Webelos)

KING NEPTUNE: TONIGHT MY COURT WOULD LIKE TO HONOR THE
_____, THEIR JOURNEY DOWN THE
_____ TRAIL HAS BEEN DIFFICULT, THEY
WORKED HARD AND WITH THE HELP OF AKELA, THEY
HAVE SUCCEEDED IN EARNING THEIR _____
BADGE.

ANNOUNCER: The announcer calls the names of the scouts
and their parents, badges are handed out and
the parents are asked to return to their seats

KING NEPTUNE: BECAUSE OF THEIR ACHIEVEMENTS MY COURT WILL
NOW HONOR THESE _____ WITH A TOKEN
OF OUR PRIDE IN THEM. YOU ARE NOW HONORED
MEMBERS OF KING NEPTUNE'S DOMAIN.

(The tokens given can be seaweed wreaths or shell tie slides)

Blue & Gold Banquet

BLUE AND GOLD SKIT

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..... the Cub Scouts of America!

(1st Cub enters carrying a Bible. Stands to left of narrator)

1st CUB: We take turns praying in our dens. I like to wear my uniform to church on Scout Sunday. Nearly half of all Cub Scout Packs in America are sponsored by churches.

(2nd Cub enters carrying a blue and a gold piece of paper)

2nd CUB: The two colors of the Cub Scout uniform have a meaning. Blue stands for truth and loyalty; gold for good cheer and happiness.

(3rd Cub enters carrying a Wolf book and Kipling's The Jungle Book)

3rd CUB: Early Cub Scout ceremonies were based on Kipling's Jungle Book. When Cub Scouting was organized in America in 1929, Indian themes were used.

(4th Cub enters carrying a craft project of wood)

4th CUB: Cubbing is fun. We have lots of fun, but I like making things - especially wood projects and things we can use to follow our themes.

(5th Cub enters carrying a nature collection)

5th CUB: I like to go on hikes and collect things for nature projects.

(6th Cub enters carrying a buddy burner)

6th CUB: I like to go on picnics. We Cubs sure like to eat! This is a small burner I made.

(7th Cub, smallest in the den, enters with American flag)

7th CUB: I am proud of our country and proud of our flag. We learn how to show respect for our flag in our den meetings.

NARRATOR: Yes I represent the past and the present of Scouting. These boys, Cub Scouts now, are the future. They will be the preservers both of our Scouting traditions and our American heritage.

Adapted from original - Scouting magazine

Blue & Gold Banquet

THE STORY OF THE BLUE & GOLD

Personnel: Eight Cub Scouts

Equipment: Blue Flannel Board; cards for flannel board (TRUTH, SPIRITUALITY, STEADFAST LOYALTY, WARM SUNLIGHT, GOOD CHEER, HAPPINESS); yellow sun for flannel board.

1st Cub: Back in the good old days, the waving of school colors gave people a feeling of school pride and loyalty. Today, the blue and gold of Cub Scouting helps to build this spirit among Cub Scouts.

2nd Cub: (Pointing to blue fannel) The blue reminds us of the sky above. It stands for truth, spirituality, and steadfast loyalty.

3rd Cub: (Placing "TRUTH" card in upper left corner of board) Truth means we must always be honest.

4th Cub: (Placing "SPIRITUALITY" card in upper right corner) Spirituality means a belief and faith in God.

5th Cub: (Placing "STEADFAST LOYALTY" card across bottom) Steadfast loyalty means being faithful and loyal to God, Country, and your fellow man.

6th Cub: (Placing sun in center of board) The gold stands for the warm sunlight. (Places "WARM SUNLIGHT" Card across top of sun.)

7th Cub: Gold also stands for good cheer and happiness. We always feel better when the sun is shining and so will those to whom we give good will. (He places "GOOD CHEER" and "HAPPINESS" cards on each side of sun).

8th Cub: As we wear our Cub Scout uniforms, may the meaning of the blue and gold colors make us remember our Cub Scout ideals, the Cub Scout Promise, and the Law of the Pack.

Each boys "speech" may be written on back of card and read before placing on board.

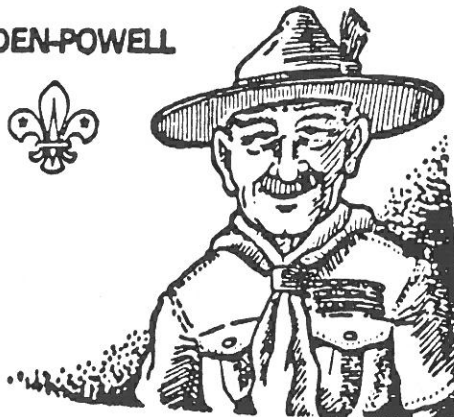


YOUR CUB SCOUT I.Q.

Have a copy available for each person. Good gathering-time activity.

1. Lord Baden Powell, founder of world Scouting, modeled a program for younger boys based on:
 - a. Lord of the Flies by Golding
 - b. Treasure Island, by Stephenson
 - c. The Jungle Book, by Kipling
 - d. Siege of Mafeking, By Baden-Powell
2. In the above book, a wise old _____ befriended and raised small boy who strayed from his parents. (a) owl, (b) lion, (c) wolf, (d) bobcat
3. Akela is a Cub Scout term for: (a) only the Cubmaster, (b) only a den chief, (c) only the den leader, (d) all good leaders and parents.
4. A Cub Scout den chief must be at least: (a) 13 and never have been a Cub Scout, (b) 11 and have been a Cub Scout, (c) 11 and needs no prior Cub Scout experience, (d) 14 and have been a Cub Scout.
5. The two raised fingers of the Cub Scout sign resemble the alert ears of: (a) jackal, (b) bobcat, (c) wolf, (d) bear.
6. How is the Webelos uniform different from the Cub Scout uniform?
(a) cap, neckerchief, slide and colors, (b) cap, neckerchief, colors and lanyard, (c) neckerchief, colors, belt, and cap, (d) neckerchief, colors, and cord.
7. Which rank was dropped from the Cub Scout program in 1968?
(a) fox, (b) lion, (c) bobcat, (d) buffalo.
8. A bobcat Scout has to complete how many achievements to earn the Wolf Cub Scout rank? (a) 4, (b) 8, (c) 12, (d) 16.
9. When a 10-year-old joins Cub Scouting, what is the first badge he earns?
(a) Wolf, (b) Bobcat, (c) Bear, (d) Webelos
10. The Webelos Colors are: (a) red, white and blue, (b) red, green and brown, (c) Red, gold and blue, (d) red, gold and green.
11. What is the highest rank a Cub Scout can earn?
 - (a) Webelos Badge,
 - (b) Arrow of Light
 - (c) Lion
 - (d) Certificate of Appreciation

BADEN-POWELL



BADEN POWELL GAME - How many words of three or more letters can be made from BADEN-POWELL? Set time limit of 3-5 minutes.

Answers: 1-c, 2-c, 3-d, 4-c, 5-c, 6-a, 7-b,
8-c, 9-b, 10-d, 11-b)

T'WERN'T ME

CAST: 6 Cub Scouts

PROPS: Lawnchair, sunglasses, glass of lemonade, beach towels

SETTING: Cub #2 seated in lawnchair with lemonade and sunglasses on; other cubs are sunning themselves on beach; one cub comes running onstage..

Cub #1: Hey George.

Cub #2: Yea, John?

Cub #1: I just saw a man get run over by a train - and I thought it was you.

Cub #2: How tall was he?

Cub #1: Oh, about your height.

Cub #3: What color of hair did he have?

Cub #1: Same as George.

Cub #4: Did he have on a red shirt?

Cub #1: Yeah.

Cub #5: Did he have on a ball cap?

Cub #1: Yeah.

Cub #6: Did he have on blue levis?

Cub #1: Nope, tan.

Cub #2: Whew, it wasn't me then.

(all cubs wipe forehead and walk off stage congratulating him)

PICNIC

CAST: 2 Cub Scouts

PROPS: Picnic basket

SETTING: One cub onstage the other comes onstage carrying a picnic basket

Cub #1: Hey, where are you going with that picnic basket?

Cub #2: Oh, I'm going on a picnic.

Cub #1: But it's night time!

Cub #2: I know, but it's a moonlight picnic.

Cub #1: What have you got in the basket?

Cub #2: Guess.

Cub #1: Now let me see. Is it a big cake?

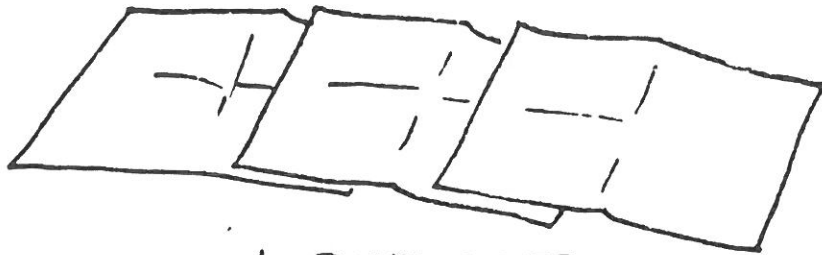
Cub #2: Nope.

Cub #1: Now let me think. (looks down and notices basket is leaking) Aha! It's leaking (reaches in and tastes fingers). Is it pickles?

Cub #2: No! Puppies.

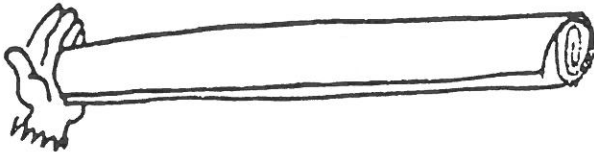
(Cub #1 looks sick and chases Cub #2 offstage)

make a Bamboozle



Have you ever made a BAMBOOZLE?

➡ on the floor overlap three pieces of old newspaper.



➡ Roll them into a tube, patting them even on the end.

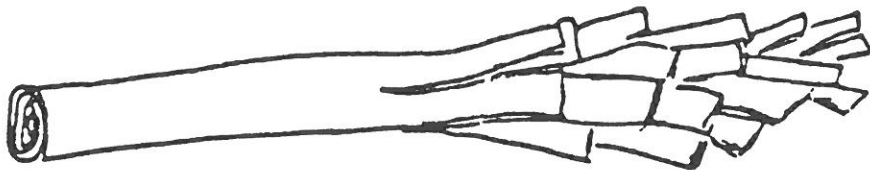


➡ Now tear or cut in half about a third of a way down like this:

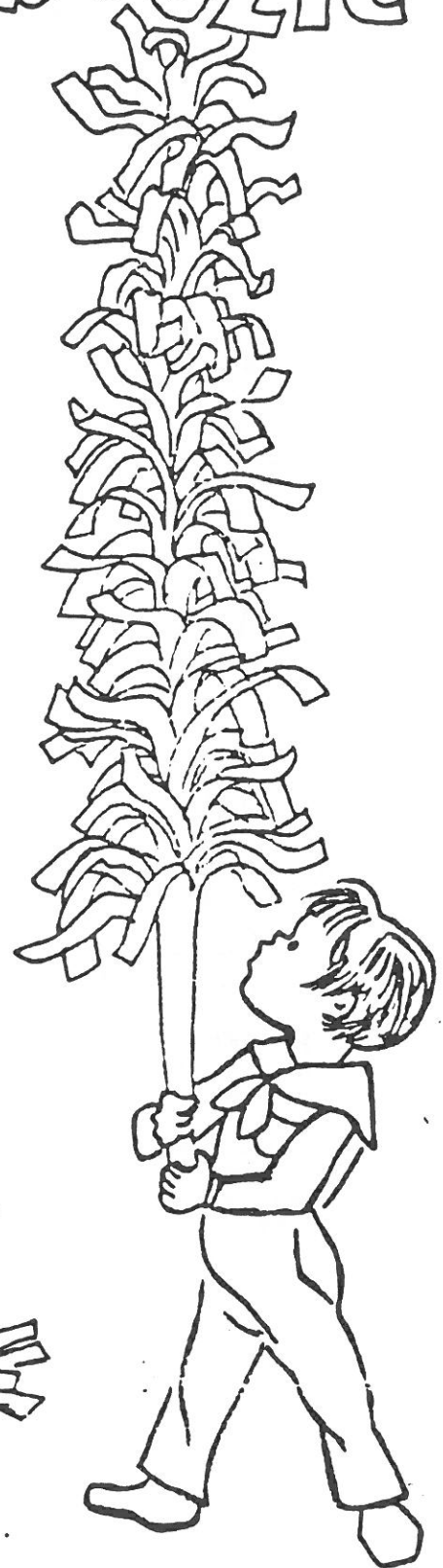
➡ And then this way in half again:



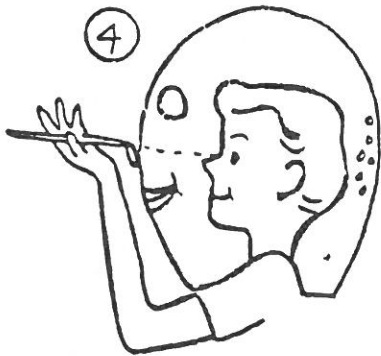
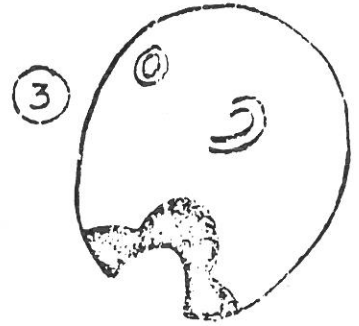
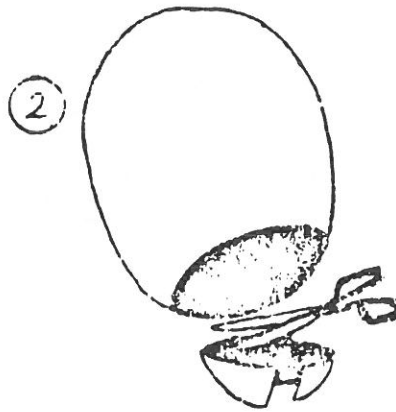
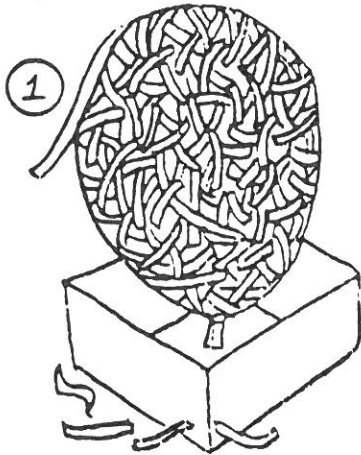
➡ With your finger take hold of an inside piece... and pull...



➡ Until you have a Bamboozle.
IT'S GREAT FOR PARADES!



Giant Masks --



1. Cover a large blown-up balloon with newspaper strip paper mache. Four or five coats are needed. Let dry in box between coats.

2. Deflate balloon by cutting off air tube. Cut hole in bottom of paper mache ball, large enough for head to fit through.

3. Rough in features. Cut two shallow curves...one immediately below each ear, which will let the mask sit snugly on shoulders.

4. Try on mask. Make any adjustments to curves that are needed to fit.

Mark out side of mask with paint brush, where line of vision will be. Remove mask and cut thin slit for eye holes. Make several small holes in back of mask for ventilation.

5. Decorate mask as desired, adding features, hair, hat, etc. Construction paper or paint can be used.

6. Add a suitable costume to go with your mask, and you're all ready for the Mardi Gras parade.

HANDY HINTS FOR DEN LEADERS. • Lint from automatic dryers makes good, clean stuffing for puppets. (Ask your commercial laundries, diaper service, or your neighbors to save their lint.) Another good stuffing for puppets is thin plastic laundry bags.

• *Cracked marbles* — Heat in pan in fairly hot oven. Remove and pour into bowl of ice water and watch them crack.

• *Costume make-up* — In a jar mix some liquid deep skin cleaner and powdered sugar for thickness, then tint with food coloring. Wipe right off after use.



THERE'S A HOLE IN THE BOTTOM OF THE SEA

There's a hole in the bottom of the sea.
There's a hole in the bottom of the sea.
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.
There's a log in the hole in the bottom of the sea.
there's a log
there's a log
There's a log in the bottom of the sea.

Add a frog, a wart, a fly, a wing, and finally. . .

There's a hole in the wing, of the fly, on the wart,
on the frog, on the log, in the hole in the bottom of the
sea. (repeat)
there's a hole
there's a hole
There's a hole in the bottom of the sea.



SONS OF THE SEA



Sons of the sea
Bobbin up and down like this
Sailing the ocean
Bobbin up and down like this
Oh you can sail a ship my boys
Bobbin up and down like this
But you can't beat the boys
in the bull dog pit
Bobbin up and down like this

Add: Hitchin up your pants
Pullin on your boots
Swabbin the deck
Rowin the boat

MARDI GRAS--GAMES

BLINDFOLDED MOTION GAME--

Form 6-8 persons in a line with hands on shoulders. Lead person is blindfolded. Last person in line signals left or right around objects by tapping person in front of him with left or right hand..Taps are passed along the line to blindfolded person. You have to be pretty quick to keep the line from running into the obstacles.

GIVE ME A HAND--

EQUIPMENT: 12" x 6" plastic bag for each team.

Divide the players into teams and arrange in line formation with the teams facing each other. Give the first player of each team a plastic bag which he slips over his right hand. At signal the first player shakes hands with the second player. The second player while shaking hands with his teammate, transfers the bag to his own right hand using his left. In effect, he turns the bag inside out as he slips it off his teammate's hand and on to his own. Player #2 turns and shakes hands with player #3, who does the same thing with the plastic bag. When the bag reaches the last player, the game is over and the first team to finish wins.

KNOCK OFF HIS BLOCK--

EQUIPMENT: 1 pop bottle, 1 small table, 1 ping pong ball.

Paint the ping pong ball with magic markers to look like a face. Place the pop bottle on the table and the ping pong ball on the small opening of the pop bottle. Contestants stand 15 feet away from the table and walk rapidly towards it. The object of the game is to flick the ping pong ball off the pop bottle with the thumb and forefinger. This is much more difficult to do than it first appears.

CONCENTRATION--

This is a rhythmic game done in 4/4 time. Each player has a spoon in each hand. This game is played around a table or in a circle on the floor.

1st beat - Hit the ground with both spoons.

2nd beat - Hit the ground with both spoons.

3rd beat - Hit the spoons together.

4th beat - Hit the spoons together.

COCK - CEN - TRA - TICN....

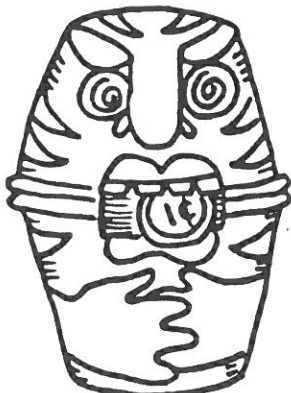
CONCEN - TRATION - AGRI - VATION....

KEEP - THE - RHY - THM....

KEEP THE - RHYTHM - GO - ING....

DON'T STOP!!! (Pass spoons to the person to your right and pick up spoons that have been passed to you.)

A player leaves the circle when he breaks the rhythm. Keep the rhythm going faster and faster until all but two boys are out of the circle.



MONSTER FACE BANK

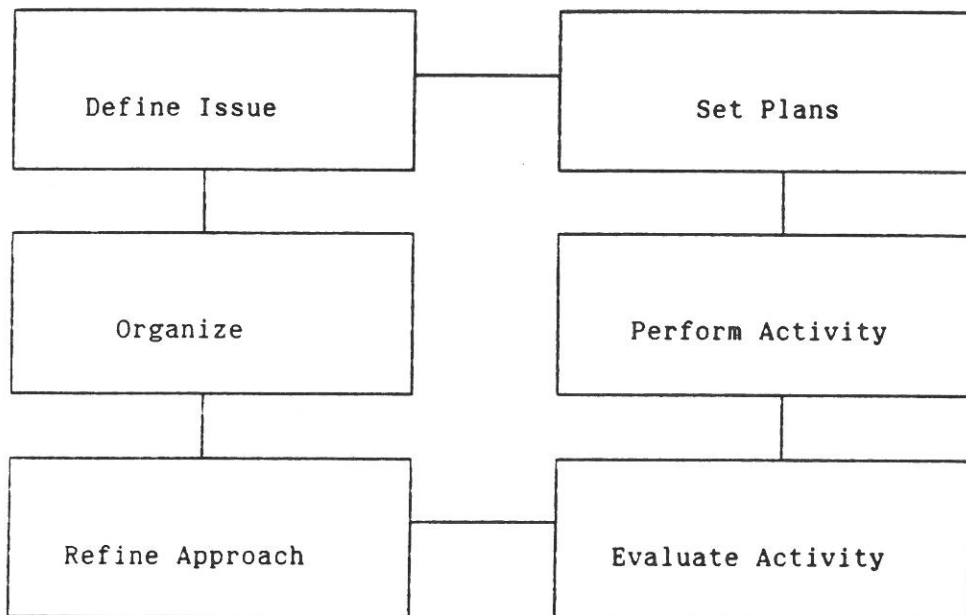
MATERIALS: 2 paper cups, scissors, tape, crayons, or markers.

Carefully notch about 1½" long from rim of each cup. Fit cups together, top to top so notches form slit. Tape cups together around, leaving slit open to form the monster's mouth. Draw a horrid face, and feed him pennies when he's hungry!

PACK ADMINISTRATION

The pack planning process is never completed. It is a circular process of organizing, determining issues, setting plans, performing activities, evaluating activities, refining approaches and starting again.

Planning Circle



Chapter Six in the Cub Scout Leaders Book provides a very useful reference in putting together an annual plan. The next few pages give a methods that can be used in whole or in part to define and deal with critical issues in your pack administration.

Group Involvement Processes

In any group presentation and/or planning session there is a requirement to have free flow of ideas. Four methods of dealing with this need are described below are: brainstorming, small groups, individual documentation, and structured analysis.

Brainstorming:

This method works well to present ideas, options and prevent arguments. Large pieces of paper on a flip chart or wall where all can see are used to write down ideas. Ideas come from an open group discussion where they are presented by individuals. Discussion of any idea is restricted to only enough to define it for the group. A moderator writes the idea down and keeps the group from critiquing the idea. When the listing is complete, group consensus is used to determine what ideas will receive additional discussion.

Small Groups:

This method works well in getting individual group members to interact with other individual's ideas. Small groups of people gather at different sites (tables, under a tree, etc.). One group member keeps notes in order to report back to the larger group. Try to keep the group membership different than the natural groups that form in a pack; this allows more variety of ideas to come forth. The small group consensus can be used to select what ideas are to be reported back to the large group.

Individual documentation:

This method works well in getting fuller participation from individuals. Each person is to think through a topic and write their ideas down on a piece of paper. Then a rotation is taken through the group in which each member of the group is given the opportunity to tell of one idea from their list. The rotation is performed several times until all ideas are exhausted and all have an opportunity to finish their lists.

Structured analysis:

In an open forum use a group discussion to present the Strengths (those things your pack does well), Weaknesses (those things that your pack need improvement doing), Opportunities (those things that because of special timing, resources or circumstances your pack has the ability to do) and Threats (those people, circumstances, or events that could have an adverse impact on your pack) that are part of your pack environment. These ideas should be placed on large pieces of paper around the room so that all can see. This provides a specific approach to get ideas flowing. Starting with Strengths provides a positive and rewarding approach to open discussions.

PLANNING WORKSHEET

Think for a moment about the Cub Scout program in the Pack - the activities, the outdoor program, advancement, recognition, the boys, the leaders, the parents, training, etc.

1. List the Pack's greatest successes in Cub Scouting.

2. List the Pack's needs, problems, hangups, obstacles which affect the Scout program.

3. Study the list under No. 2 and underline the items which you:
 - see as important and perhaps urgent
 - think you can probably do something about
 - really want to do something about

Since it is better to solve one problem at a time, select the one item which best meets those three standards.

4. Now, define the problem more fully.
 - a. Who has the problem? What groups or persons are involved? _____

 - b. When and where is it a problem? _____

c. How does this problem affect the boys? _____

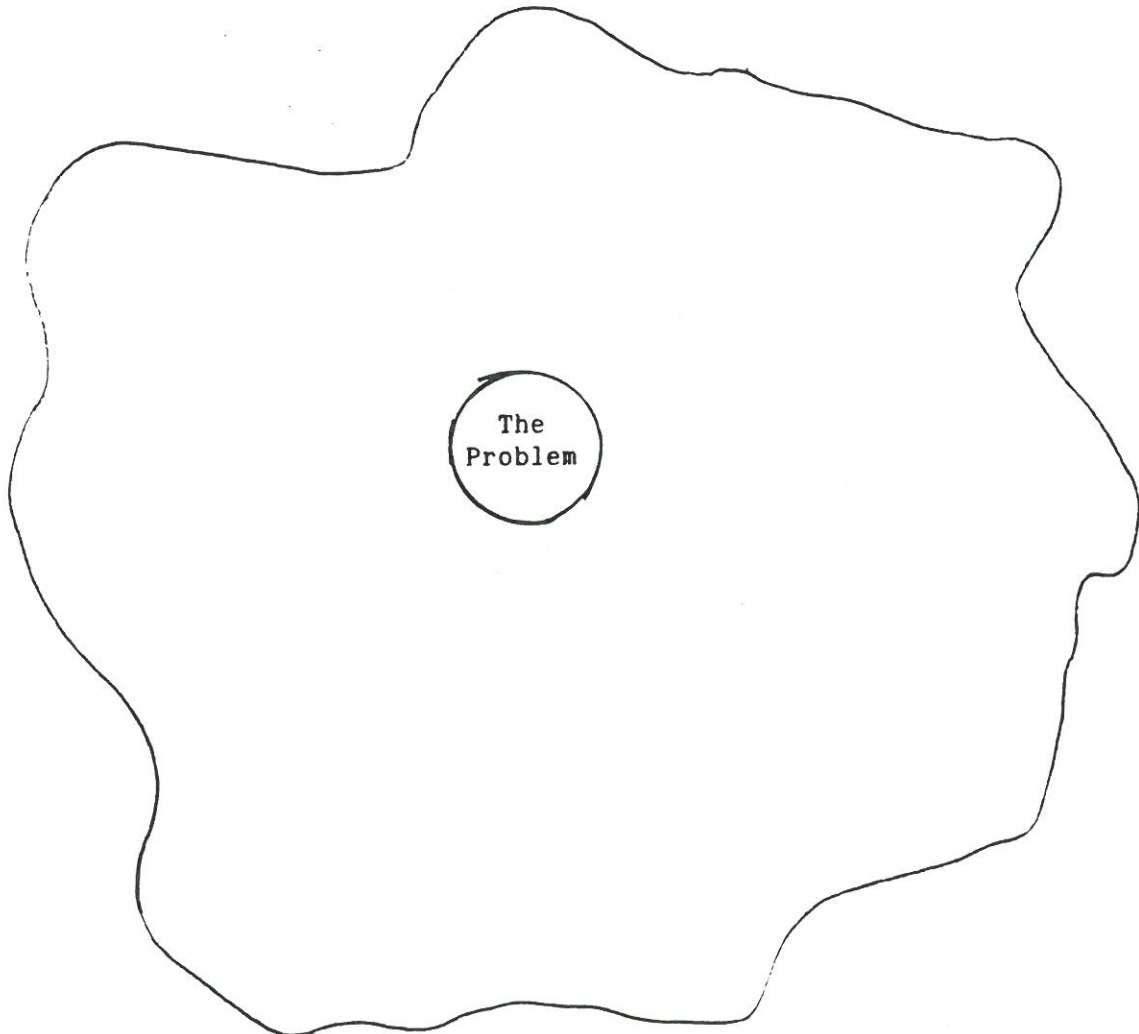
d. What do you hope to accomplish by solving this problem? _____

5. Describe the things you are doing, which seem to be influencing this problem:

6. Locate the problem. Sometimes it helps to actually map it out. Let the large circle represent the entire Cub Scout program.

With a pencil, write the persons and groups that are affected by the problem. Put those most affected near the center; those least affected towards the outside.

Then with a pen, write the persons or groups with the power to influence the problem. Put those with the most power near the center; those with the least power near the outside.



7. List those people or groups who can be counted on for support in solving the problem.

8. List those people or groups you think are blocking the solving of the problem

9. Rate the people and groups in No. 7 8.

- Which of each side are most powerful and influential? Put a big "P" by each of these.

- Which people or groups on each side are most likely to change? Put a big "C" by each of these.

10. Check the items below which will help you in solving the problem. Then identify the person or group who can provide this help.

<input type="checkbox"/> Training_____	<input type="checkbox"/> Better promotion_____
<input type="checkbox"/> Different Approach_____	<input type="checkbox"/> Material Resources_____
<input type="checkbox"/> Better Communication_____	<input type="checkbox"/> People Resources_____
<input type="checkbox"/> More Information_____	<input type="checkbox"/> Financial Resources_____
<input type="checkbox"/> Different Organization_____	<input type="checkbox"/> Other_____

11. You have done the following:

- Identified the problem.
- Described your connection with the problem.
- Indicated the people affected by the problem.
- Identified the people with power to influence the problem.
- Identified the people who are blocking solving the problem.
- Indicated what and who will help solve the problem.

Now ask yourself - Is there anything you can do to help solve the problem? Yes ___ No ___

If yes, what? _____

12. Show below your plan of action:

Goal: _____

For this reason: _____

I hope to accomplish this: _____

By this date: _____

I plan to take these steps:

1.

2.

3.

4.

5.

I will need the help of these people:

It will cost this amount:



CUB SCOUT BICYCLE SAFETY PROGRAM

YOUR CUB SCOUTS AND BICYCLE SAFETY

National Emphasis

The summer, packs all over the nation join in the Cub Scout Bicycle Safety Program, a month long Cub Scout activity involving cooperation with the National Safety Council and other agencies and companies.

Why the big emphasis on bicycle safety? The death toll in bicycle accidents is about 1,000 a year. Boys between the ages of 5 and 14 are involved in the majority of serious bicycle accidents - and those of Cub Scout age most of all.

Over 100 million people in America now drive bicycles. Most of them are children. (A person on a bicycle is not merely a rider; he is a driver in the same sense that you are an auto driver.) We want Cub Scouts to learn this month that when they are on bicycles, they are drivers and must obey the same traffic rules as other drivers.

Cub Scouts are most vulnerable to accidents on bicycles. It is important that they are trained in how to keep their bicycles in good working order, how to drive them safely, and in the "rules of the road". Experience has shown that where good training is given in bicycle safety, the accident rate drops by 50 percent. The main purpose of the Cub Scout Bicycle Safety Program is to give this training to all Cub Scouts.

Some elementary schools are using the National Safety Council "All About Bikes", bicycle safety course. It is a classroom experience and will not conflict with the Cub Scout program, which is action-oriented. It may affect your den meeting plans because boys who have taken the "All About Bikes" course will know the rules of the road and other things recommended for learning in the activity periods of your den meetings this month. Find out what the schools are doing and adjust your activity accordingly.

OBJECTIVES OF THE PROGRAM

At the end of the month, your Cub Scouts should:

- + Know how to keep their bicycles in safe condition
- + Drive their bicycles safely
- + Know traffic signs and rules of the road

Your den and pack activity this month will include bicycle maintenance and safe driving. As with any other Cub Scout activity, the bicycle safety program calls for plenty of fun and games, as well as educational activities. You should provide the action.

The activity period of each den meeting includes instruction and practice in skills aimed at these objectives. During the month, have a bike clinic to inspect your Cubs' bicycles - and those owned by other children and adults in your community. The program will be climaxed by a bike rodeo at the pack meeting where Cub Scouts show their skills and compete in bicycle-driving contests and safety tests.

ACTIVITY RESOURCES

You will find den meeting outlines covering the Cub Scout Bicycle Safety Program plus a number of supporting ideas, games and contests in Cub Scout Program Helps from year to year.

Secure from a local bike dealer or repair store copies of bicycle maintenance manuals for use in each den by den leaders, den chiefs, parents of Cub Scouts or other adults who will be invited to check minor servicing problems and show simple bicycle maintenance.

The National Safety Council, Youth Dept., 425 North Michigan Ave., Chicago, Ill. 60611, also has available a "Bicycle Safety Maintenance Manual No. 450-20.

Other resources are "The Bicycle Trail", page 18 in the new Cub Scout Fun Book, which include games and contests that can be used by a den.

Boys' Life has some special helps designed to support this program. Put this in a bike folder for reference:

December '73 "Make it Safe to Ride."
April '74 "Long Life for Your Bike", "Rodeo on a String", and the "Pedro Patrol".

The March-April '74 Scouting magazine included an article on conducting a bike clinic.

This month's den activity should include practice in safe driving skills. It is not necessary that every Cub Scout have a bicycle. Many boys will have their own bikes, but if you arrange to have at least two at your practice sessions you will have no trouble.

SAFE BICYCLE DRIVING PRACTICE

The first consideration is safety. Don't use a street that carries through traffic. A large yard or long private driveway will be satisfactory. A school play area, a church parking lot, a city playground, or a vacant lot are other possibilities. Bikeways are marked routes, paths, and trails that can be used only for bicycling. To find out whether there is one near enough for your den to use, call the police department or parks department.

Wherever you hold driving practice, be sure that there is no danger to your boys - and that they are not a hazard for others.

Begin by checking your Cub Scouts' present driving skills. If you find that one or two boys have not learned to drive a bicycle, ask the others to help them during the preopening periods of the first two or three den meetings. Unless they have other opportunities for practice, they may not be skilled drivers by the end of the month, but they will be able to compete in the bike rodeo.

BICYCLE MAINTENANCE

For the activity period of your first or second den meeting, there should be instruction and practice in minor maintenance problems and the servicing of a bicycle. Here is where you refer to the activity resources previously listed.

If you are not familiar with bicycles or handy with an adjustable wrench, turn this instruction over to your den chief, father of a Cub Scout, or a neighborhood handyman. This is minor maintenance and servicing, not a full course in bicycle overhaul.

Begin by discussing with your Cub Scouts the importance of keeping a bicycle in good condition. Ask what can happen if - brakes fail? handlebars are loose? a wheel is wobbly? a tire is cut or bruised? the pedals feel floppy?

Have the boys explain what they would do to correct these conditions. Their answers will tell you what they know about maintenance. Let your discussion and maintenance exploration prepare boys to respond to the quiz to follow which you can make into a challenging game.

Using the maintenance materials you have, show and let the boys practice checking:

- + Saddle adjustment
- + Handlebar adjustment
- + Spoke tightness
- + Wheel trueness
- + Brake operation
- + Tire condition
- + Frame straightness
- + Chain tension
- + Bearing adjustment
- + Lights, reflectors, and bell or horn operation
- + Gear operation



If possible, have two or more types of bicycles (middleweight, lightweight, and high-riser) for instruction and practice.

Give the date, time, and place for the bike clinic and explain what will be checked and how the clinic will be run. Urge the boys to make any necessary adjustments or have repairs made by a bicycle serviceman before the clinic, if they can. Show the illustration of the sticker that will be put on bicycles that pass the clinic safety tests.

To find out how much your Cub Scouts have learned from the instruction, you may want to give the following quiz. You can read the questions and have the boys write their answers, or you can make a copy for each boy.

MAINTENANCE QUIZ

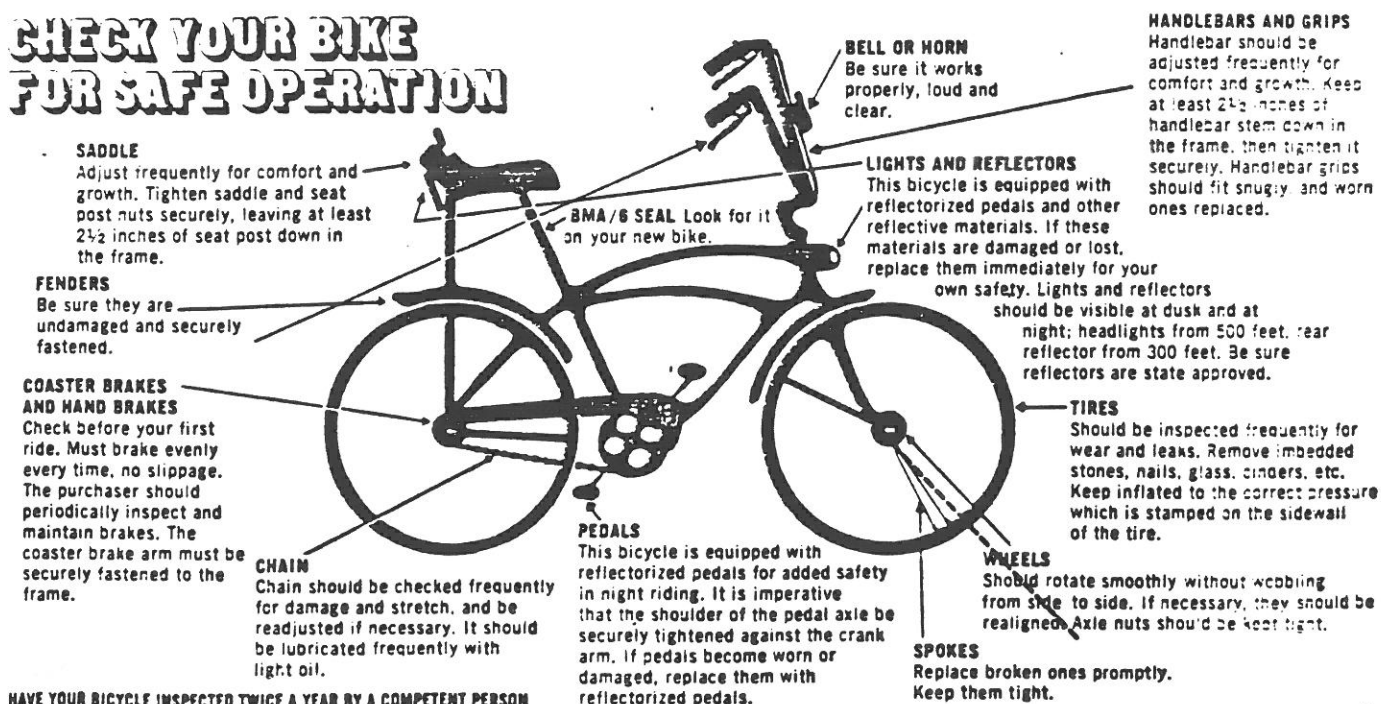
1. True or False: Your saddle should be low enough so that you can put both feet flat on the ground while in the saddle. (False. To check saddle adjustment, set the pedal crank so that one of the pedals is in its lowest position. With one foot on the ground, sit in the saddle and place the ball of the foot on the low pedal. The leg should be almost straight. It is true that you should be able to stand with both feet flat on the ground while straddling the bar - off the saddle. Have a Cub Scout show how to adjust a saddle to the proper height.)
2. True or False: Your bike chain should have about a half-inch of play and should be oiled to keep it from rusting. (True. If you own a coaster or 3-speed bike, does not apply to 5 or 10-speed bikes. Have a Cub Scout show how to adjust chain tension).
3. True or False: Spokes help keep the bicycle wheel straight and true. (True. Ask a Cub Scout to show how to tell when a spoke is loose.)

4. True or False: On bicycles with hand brakes, the wheel rims must be kept clean. (True)
5. True or False: Your handlebars can be a little loose without danger. (False. Handlebars should always be tight. Have a Cub Scout show how to tighten them.)
6. True or False: You can make brake repairs yourself. (False. An experienced bicyclist may be able to make some cable adjustments on hand brakes, but for safety's sake it's best to leave brake repairs in the hands of a bicycle serviceman.)
7. True or False: A bicycle must have a front light, eight (8) reflectors, and a bell or horn. (May be either true or false. Check with your local police department.)
8. True or False: As long as there is some air in your tires, it doesn't matter how much. (False. They should be inflated to the correct pressure for safety and longer wear. Ask a Cub Scout to show where to find what the correct tire pressure should be.)

MAINTENANCE QUIZ

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CHECK YOUR BIKE FOR SAFE OPERATION



SAFE-DRIVING INSTRUCTION

Your last two den meetings this month will concern safety in driving - traffic signs, rules of the road, and driving skills.

The bike rodeo which will be the pack highlight activity this month will be a test of driving knowledge and skill. Games and contests are found in various program books. You may want to use some of them in den meetings to check and improve the driving skills of your Cub Scouts.

BIKE CLINIC

The bike clinic is one of two highlight events during your month on the Cub Scout Bicycle Safety Program. The other is the bike rodeo, which climaxes the month with fun and competition in bicycle driving.

The bike clinic is a safety inspection of all Cub Scout bicycles and everyone else in your community - children and adults. Announcements should invite all bicycle owners.

Hold the clinic in the middle of the month during an evening or on a weekend, by your pack alone, by two packs working together, or even by a single den. Adapt the program to local conditions.

The pack chairman should appoint an assistant Cubmaster, pack activities chairman, or parent to serve as coordinator. He is in charge.

The coordinator should appoint chairmen for the three committees - facilities, manpower, and publicity. He informs the local police of plans for the clinic. This is particularly important if you expect to have a large number of bicycles to inspect and is desirable even for a small clinic. Your police chief may offer useful suggestions and perhaps volunteer assistance.

If your community licenses bicycles, the police may want to have a separate registration area at the clinic.

ORGANIZATION

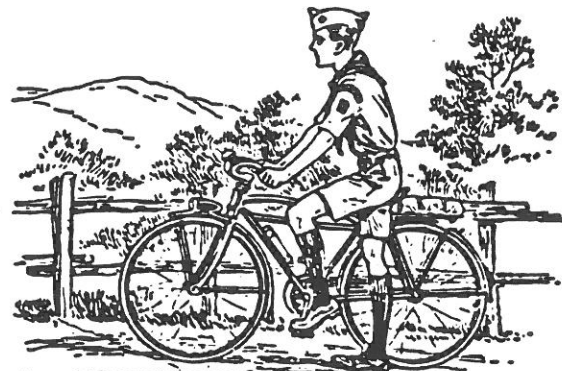
Line up sufficient helpers to man the clinic, seek support from other organizations as the Jaycees, Optimists, service clubs, in addition to pack fathers, and see that the inspection team is trained.

Inspectors need not be bicycle experts since inspection covers only basic safety. Parents of Cub Scouts can do the job with a little advance coaching.

Have a bicycle serviceman on hand to make minor on-site adjustments beyond the skill of your inspection team, and to recommend shop repairs when needed.

The number of inspectors and other workers depends on the number of bicycles you expect at the clinic. For a one-pack clinic, you probably will need two persons per station, plus two or three for the repair stations, two at the clinic registration table, and one or two at the recognition table where the inspection forms are checked and the "safety-inspected" decals are applied to bicycles that have passed. Several workers should be assigned to arrange and conduct bicycle games for children waiting to go through the line.

You will need 8+ adults running the clinic. Most may be parents of your Cub Scouts. Troops and Explorer posts may provide assistance as a service project. They can be helpful in many ways as orderlies, recorders, games leaders, etc.



Another adult may arrange for a site for the clinic, prepare the inspection forms, and see that tools and other necessary equipment are on hand.

Provide adjustable wrenches, spoke wrenches, other hand tools, and lubricating oil for use by the service team at each check station or at the end of the inspection line if the group is small.

A large area is desirable because bicycle games and contests are recommended to keep children occupied while they are not going through the inspection line. A large school yard, playground, or public park would be suitable.

Plan a rain date or secure use of a large gym in case of bad weather.

TRAINING FOR INSPECTION TEAM

The coordinator should arrange a brief training session for the inspection team. Hold a night or two before the clinic, or an hour or two before the clinic. Cover:

Techniques of bicycle inspection. What to look for. How to tell a youngster what repairs are needed.

+Practice in inspection. Set up stations as shown on the checklist, and run a few bicycles through. As some stations require more time than others, you may want to have two stations which take more time feeding into one which takes less. It will take about 5 minutes for a bicycle to go through station 1; 3 minutes for station 2; 5 to 7 minutes for station 3; 3 minutes for station 4; and 3 minutes for station 5.

+Using the checklist. Show how to mark the safety checklist, both at the inspection stations and at the "service repair stations".



PROCEDURE FOR BIKE CLINIC INSPECTION

The bicycle owner goes first to the registration table to sign up for the inspection. A registrar takes his name, address, age, and phone number, and notes if he is a Cub Scout. This information may be useful for recruiting. He is given a number to be called when it is his turn to start the inspection of his bike.

Meanwhile, a second registrar fills out the top of the Bike Clinic Safety Inspection Checklist in duplicate, and gives it to the bicycle owner.

The owner then goes to station 1. One inspector takes his checklist and checks off the items while another does the actual inspection and calls out his approval or disapproval. A Scout, Explorer or parent could serve as the recorder.

The bike clinic committee must decide when a "NO" is checked whether to let the bicycle owner proceed through the other stations with repairs at the end or to report for minor adjustments to the nearby repair service team for that station and then proceed. Immediate repair may avoid a bottleneck at the final station. At the end of the inspection line, a bicycle serviceman might tend to more major adjustments and recommend shop work, if necessary.

After the final station, the owner takes his bicycle to the recognition table where officials look over his checklist and decide if it has passed all tests, and keeps a copy of the checklist for pack leaders reference.

Recommend that the owner have repairs made as needed. Plan a "makeup check" during your Bike Rodeo later this month.

While the inspection is going on, bike games and contests should be held to amuse waiting children. The play area should be apart from the inspection line but near enough so that they can be called easily when it's their turn to go through the line.

GAMES

BL S-EYE NEWSBOY

You need a canvas newspaper bag and six to eight newspapers, rolled or folded. The course should be about 150 feet long. At 15-foot intervals, place large baskets or cans. The "newsboys" drive their bicycles along a parallel line about 8 feet from the containers and try to toss a newspaper into each one as they pass. Winner is the Cub Scout who scores the most hits.

COASTING RACE

Object of this race is to see who can coast the longest distance. Cub Scouts compete in turn. Each pedals as hard as he can for a distance of 15 feet to the starting line. Then he must stop pedaling and coast. Mark the spot where his foot touches the ground. Longest distance wins.

BIKE SLALOM

Set out three to five cans or paper cups to make a winding course of any distance. The cans or cups should be at least 10 feet apart. The driver must go around each object and return to the starting line. If he hits an object or fails to go around it, he is disqualified. Fastest time wins.

HELP NEEDED?

The International Association of Chiefs of Police, Inc., has agreed to assist in the Cub Scout Bicycle Safety program. Their monthly bulletin carries a recommendation to Chiefs of Police to participate and assist in this Bike Safety project. Contact your Chief of Police for assistance in your Cub Scout Bicycle Safety program.



Safe-Driving True/False Quiz

1. Bicycle should be driven on the right-hand side of a street or highway. (True)
2. Bicycle drivers should obey all traffic signs and signals. (True)
3. Stop signs are round in shape. (False. They have eight sides. Railroad crossing signs are round.)
4. Pedestrians have the right-of-way on sidewalks and crosswalks. (True)
5. Bicycles should be "walked" across busy streets. (True)
6. The signal for a right turn is stretching the right arm straight out. (False. It's extending the left arm, with forearm raised and the palm of the hand facing forward.)
7. Driving a bicycle at night without a front light or rear reflector is unsafe. (True)
8. It's safe for a bicycle driver to carry a passenger. (False)
9. You don't have to stop at an intersection if there is no traffic. (False)
10. Hitching a ride on another vehicle is safe if the driver is careful. (False)
11. Bicycle drivers should give a hand signal before making a turn or stopping on the street. (True)
12. It's safe to drive a bicycle that is in poor condition if you're a good driver. (False)
13. If you're driving bicycles with friends, you should go single file. (True)
14. Your chain should be loose enough to slip off easily. (False)
15. It's OK to drive a bicycle in either direction on a one-way street. (False)
16. If you live in the country, it's OK to drive on either side of the road. (False)
17. Even a good driver should "walk" his bicycle through heavy traffic. (True)
18. The faster you drive, the safer it is. (False)
19. Bicycle drivers should stay at least 3 feet away from parked cars. (True)
20. If you don't ride on busy streets, you don't need a horn or bell. (False)



BIKE CLINIC

SAFETY INSPECTION CHECKLIST

Owner's Name _____ Age _____

Address _____ State _____ ZIP _____

Phone Number _____

Bicycle Make and Model _____ Color _____ Frame Size _____ Wheel Size _____

License Number (if any) _____ Serial Number _____

	Inspection Check	OK	NO	Service Check	OK	NO*
--	------------------	----	----	---------------	----	-----

STATION 1

Size - Fit of bike to driver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can driver straddle frame with both feet on ground?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check height of seat post (2" minimum in frame).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handlebars - Tight and in line with wheel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Height below driver's shoulder level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check height of stem (2" minimum in frame).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grips tight and ends in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frame - All tubes in line, not bent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Front fork straight, in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedals - Tight, intact, no binding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATION 2

Wheels - Both run true side to side and round?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spokes - good tension, none missing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rims - no dents or kinks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tires - good tread, no sidewall damage, valve stem straight and properly inflated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATION 3

Bearings - No looseness or binding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Front wheel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Front fork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATION 3 (Contd.)

Rear wheel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedal crank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chain - 1/2-inch play, no excessive looseness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chainguard - unbent, free of chain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chain clean and free of rust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATION 4

Brakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaster brakes - operate within 20 degrees of horizontal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand brakes - sufficient reserve when lever is engaged, and brake lever tight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caliper brakes centered and tight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuts tight on brake shoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least 3/16-inch rubber on shoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable taut, no frayed ends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shift control operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-speed mechanism operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATION 5

*NOTE: Follow local laws in approving or disapproving bikes at this station.

Rear reflector - conforms to local laws?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional reflectors, if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Front light - battery or generator and bulb satisfactory? (*If applicable under local laws or ordinances.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This bicycle <input type="checkbox"/> approved for night riding. <input type="checkbox"/> not approved for night riding.				
Bell or horn - working and audible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessories, other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illegal or unsafe accessories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsafe modification of bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This bicycle has passed this safety inspection	<input type="checkbox"/>			
This bicycle <u>has not</u> passed this safety inspection	<input type="checkbox"/>			

Final Inspector's Name _____

10 Date _____

BIKE RODEO

In a bike rodeo, winners are selected for their skill in avoiding path lines and obstacles, making proper signals, and for staying in full control of the bike. Scouts can be trained as scorers and instruc-

tors, and adult leaders can be recruited from fire departments, bike dealers, school industrial arts departments, service clubs, police departments and other groups.



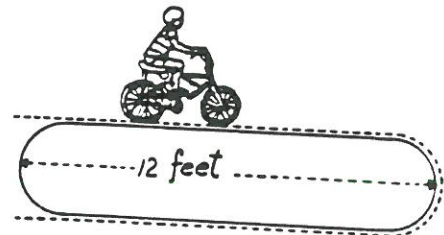
Right Turn



Left Turn



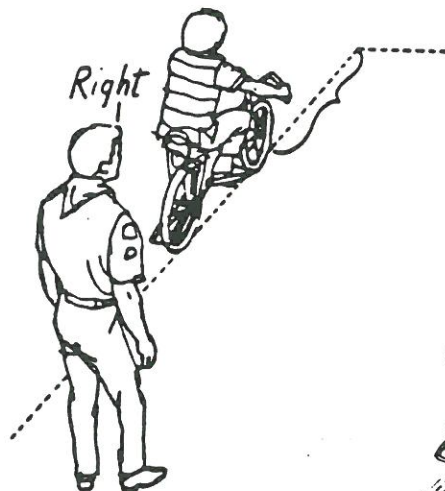
Stopping Accuracy. Drive in the street parallel to the curb and stop within 3 inches of a line running out from a mark on the curb.



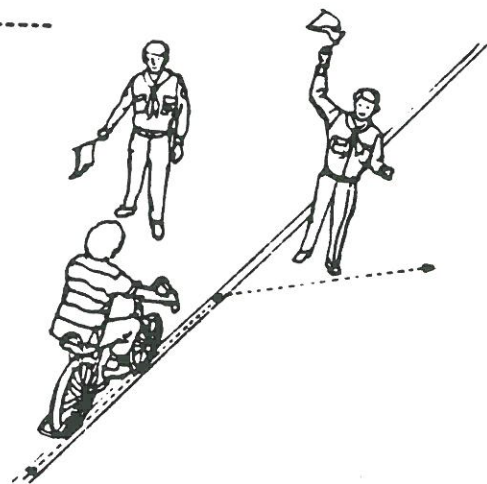
Reversing Direction. Go to the left side of a 12-foot wide lane, turn around clockwise, drive in the opposite direction and turn around counterclockwise.



Stop or Slow

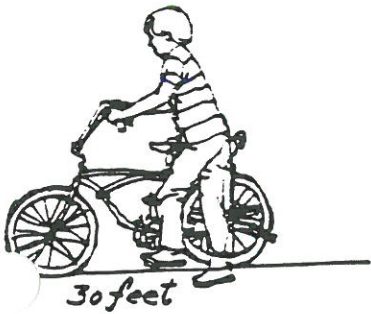


Change Direction by Sound. Advance in a straight path and change direction on command.

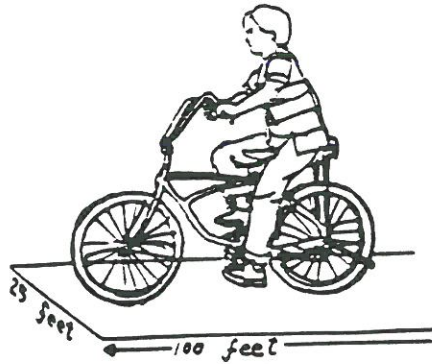


Quick Direction Changes. Change direction quickly on signal from the tester, giving proper signals.

Signaling. Demonstrate all hand signals while driving and properly execute all the signaled stops and turns.



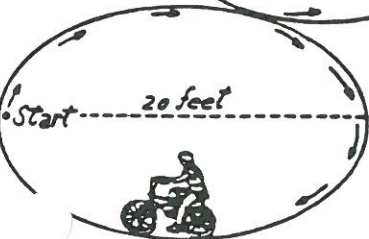
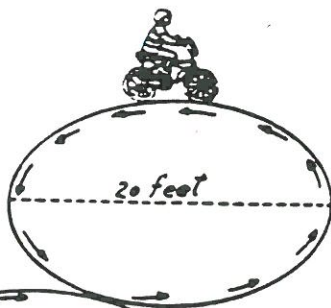
Balance Test. Coast for 30 feet following a straight line not more than 1/2 inches wide, with the body entirely on the left side of the bike. The left foot is on the left pedal, and the right foot pushes off the ground to provide momentum.



Pedaling and Braking—Mount and drive 100 feet at average speed, pedaling and braking correctly, and then dismount and park the bike.



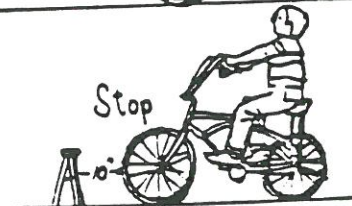
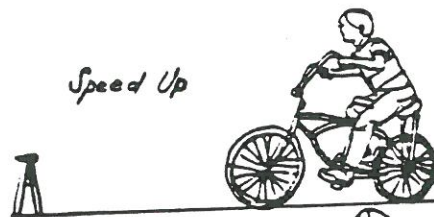
Drive a Straight Path—Drive 30 feet on a straight path 8 inches wide



Changes in Balance. Drive three times around a Figure 8 formed by two touching circles each 20 feet in diameter.



Maneuvering. Mount and coast 12 feet before turning the pedals more than a half turn.



Emergency Stop. Drive directly toward an obstacle and stop 10 to 14 inches from it.

SAFE BIKE DRIVING RULES

1. *Obey all applicable traffic regulations, signs, signals and markings.*

Bicycles should be driven as safely as any road vehicle, and they are subject to the same rules of vehicular traffic, wherever they apply. A good 'rule of thumb' is to avoid congested streets and use bikeways, lanes or paths where possible.

2. *Observe all local ordinances pertaining to bicycles.*

Registration and licensing, inspections, driving on sidewalks, etc. may all be covered by local laws. It is your responsibility to know them and abide by them.

3. *Keep right: drive with traffic, not against it. Drive single file.*

Keep as close to the curb as practical. Most states require you to drive single file. When driving two abreast, a minor swerve could force you into traffic.

4. *Watch out for drain grates, soft shoulders and other road surface hazards.*

Be careful of loose sand or gravel, particularly at corners. Watch out for potholes.

5. *Watch out for car doors opening, or for cars pulling into traffic.*

6. *Don't carry passengers or packages that interfere with your vision or control.*

A good rule is "one person, one bike," unless it's a tandem. Use baskets or luggage carriers for packages.

7. *Never hitch a ride on a truck or other vehicle.*

8. *Be extremely careful at intersections, especially when making a left turn.*

Most accidents happen at intersections. If traffic is heavy, get off and walk your bike with pedestrian traffic.

9. *Use hand signals to indicate turning or stopping.*

Let the motorist know what you plan to do by giving the appropriate hand signals for turning left or right, or for stopping.

10. *Protect yourself at night with the required red reflectors and lights.*

Again, state laws vary. Most require a headlight, tail light or red rear reflectors for night cycling. Others require reflective pedals, additional side reflectors or other reflective material. If you are going to drive at night, use maximum protection.

11. *Drive a safe bike. Have it inspected to insure good mechanical condition.*

Make sure your bike fits you. See to it that brakes, pedals, lights, reflectors, shifting mechanisms, sounding devices, tires, spokes, saddle, handlebars, and all nuts and bolts are checked regularly.

Drive your bike defensively; watch out for the other guy.

Observe the car in front of you, and the one in front of him. Leave yourself room and time to take defensive action.



SPARKY'S OFFICIAL HOME FIRE INSPECTION BLANK

Junior Fire Inspector -- NAME _____

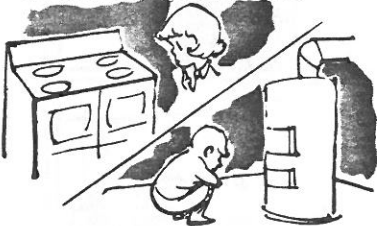
Name of School _____

Teacher _____

ASSIGNMENT: You are assigned to help your local fire department by stopping fire before it starts. Use this Official Sparky Inspection Blank to check your home for fire dangers. Then help correct any dangers you find.

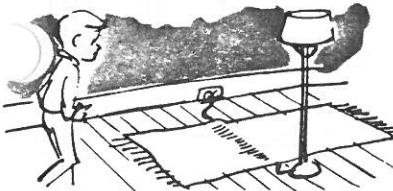
Check closely!
Each "NO" answer means a FIRE DANGER!

STOVES -- HEATERS



1. Do you make sure clothes or curtains or furniture are kept away from stove or heater in your house? YES NO
2. If you have electric baseboard heaters, are they kept free and clear of papers, furniture, toys, curtains, etc.?
 YES NO
3. If you have an oil stove or oil heater, is it kept level and clean and does a regular stove man inspect it for leaks and trouble at least once every year?
 YES NO
4. If you have a gas stove or gas heater, and you smell escaping gas, are you ready to call the gas company right away?
 YES NO
5. If you have a fireplace, do you keep a screen in front of fire?
 YES NO
6. If you have a wood-burning heater, is it clear of the wall, furniture, curtains, etc.?
 YES NO

ELECTRICITY



7. Worn out electric cords can start fires. Are all electric cords in your house in safe condition? YES NO
8. Have you checked around your house and removed extension cords from under rugs or hanging over nails?
 YES NO
9. Ask dad to go with you and inspect the fuse box if you have one. A 15-ampere fuse is right for most lighting circuits. Is the right size fuse in every fuse socket?
 YES NO

SMOKING -- MATCHES



10. Are matches and lighters kept out of reach of small children?
 YES NO
11. You know playing with matches is very dangerous. Have you promised your parents never to use matches unless they say so?
 YES NO
12. Are plenty of ashtrays kept where people smoke in your house?
 YES NO

HOUSEKEEPING



13. Have old papers, boxes, clothes, paints cans and other old things been cleaned out of your basement, attic, closets, and garage?
 YES NO
14. Is rubbish thrown out regularly at your house?
 YES NO
15. Has everyone been warned never to use gasoline or similar flammable liquids for cleaning clothes and other things?
 YES NO
16. Are oily mops hung up, and are oily rags kept in a tightly closed can or thrown away safely after use?
 YES NO

GENERAL FIRE SAFETY



17. Be sure to ask your dad and mother what you should do in case of fire. If your home caught fire when you were asleep, do you know what you would do to save yourself?
 YES NO
18. Does your family have fire escape drills from bedrooms, so you will remember two ways to the outside from your room?
 YES NO
19. In case of fire, do you know how to call the fire department?
 YES NO
20. Clothing can catch fire easily. Do you keep a safe distance from bonfires, heaters, stoves, fireplaces, and anything hot enough to start your clothes burning?
 YES NO
21. If your clothes ever catch fire, you must never run. Do you know how to smother a clothes fire by rolling on the floor or ground, or covering fire with a coat or blanket?
 YES NO
22. Do you have smoke detectors installed at or near ceiling level next to all sleeping areas of your house?
 YES NO

My son/daughter has carefully inspected our residence for the above hazards.

Parent Signature _____

