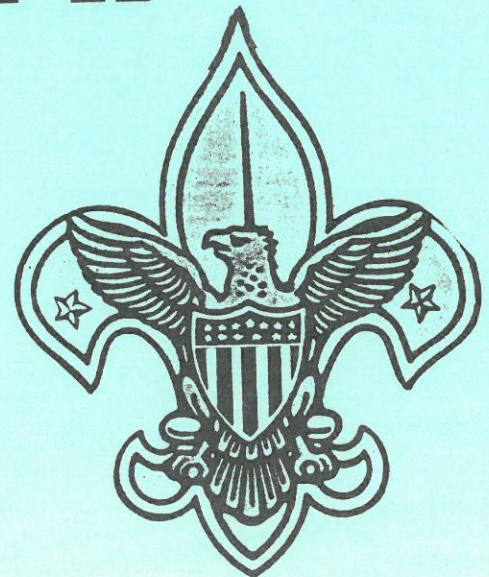


1991

CUB SCOUT

POW WOW

PIKES PEAK COUNCIL  
BOY SCOUTS OF AMERICA



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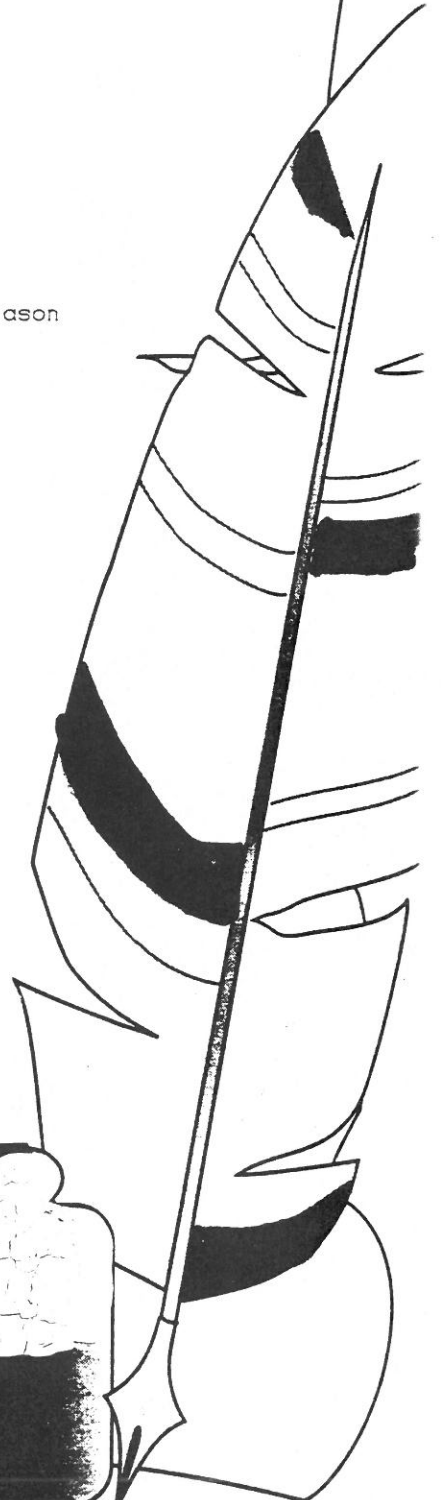
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# STAFF

Director.....Pam Devereux  
Blue & Gold Planning.....Mary Kay Smith & Kay Landon  
Cub Scout Outdoor Program.....Jeanie & Larry Smith  
Scouters & Spouses.....Dana Briggs  
Religious Emblems.....Dana Briggs  
Hyperactive Kids.....Dr. Steve Stockdale  
Songs & Games.....Catfish Mayes & Tony South  
Pack & Den Administration.....Nancy Oswell  
Crafts.....Kay Kozak & Chris Miles  
Skits & Puppets.....Elizabeth Nord & Shirley Davidson  
Famous Americans.....Dave & Debbie Hague  
American Flags.....Jim Coakley "The Eider"  
Pack & Den Ceremonies.....Cindy York, Phil Sanders  
Indians.....Mike Smith, Dean Sigman  
Cub Scout Sports.....Barbara Briggs  
Tiger Cubs.....Connie Johnson  
Webelos.....Rick Johnson  
Webelos to Scout Transition.....Robert Russell  
Trading Post.....Donita Nelson  
Kay Hampton  
Craft Midway.....Sally Riley, Chris Taylor  
Bard Houthoofd  
Registration & Check In.....Ginger Wright  
Background Workers.....Red Beitler  
Judy Weaver



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WEBELOS

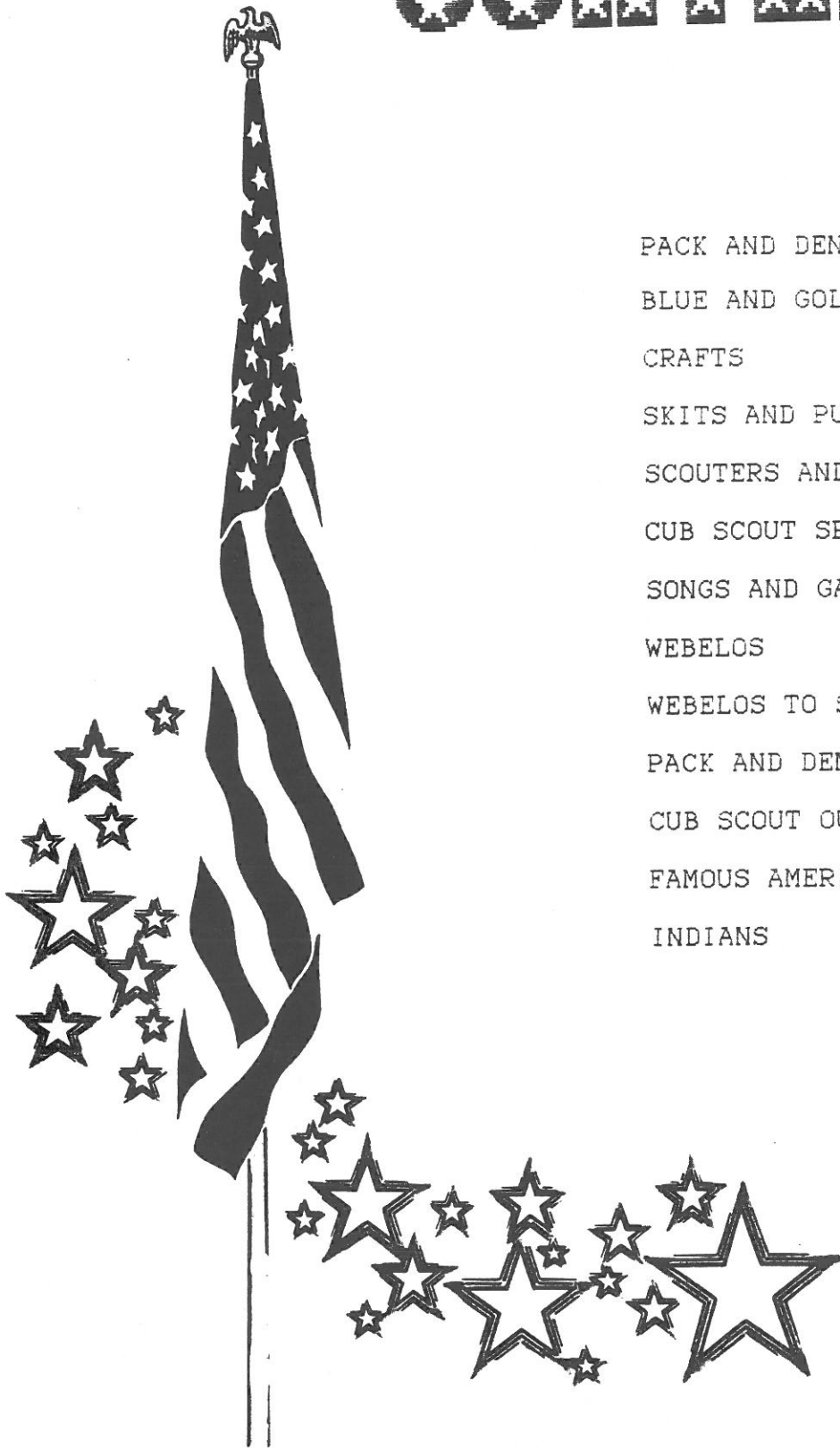
WEBELOS TO SCOUT TRANSITION

PACK AND DEN CEREMONIES

CUB SCOUT OUTDOOR PROGRAM

FAMOUS AMERICANS & THE FLAG

INDIANS



# TIGER CUBS



## TIGER CUB RECOGNITION

1. Tiger and parents go to ALL Pack meetings.
2. When the Tiger Cub learns motto and the promise, he is presented with the black leather and one orange bead at the Pack meeting.
3. After completion of 2 each of the Family Activities and 2 of the Group Activities for each Big Idea, he is presented with 1 orange bead at the Pack meeting.
4. After earning 5 beads, he is presented a Black Tiger Claw at the Pack meeting.
5. There are 17 Big Ideas = 17 orange beads.  
5 orange beads = 3 black Tiger Claws.  
If he earns all 17, he earns the fourth Tiger Claw.
6. Poster and Tiger stickers are kept at home and awarded when earned. Parents award stickers.



### Your Role as a Tiger Cub Organizer

Groups are intended to run by themselves, with a minimum amount of help and support from you. Your task is to help identify and recruit participants, organize them into groups of four to eight boys, help them get started, and offer your support on a regular basis.

Before you begin organizing a Tiger Cub group, you should participate in Tiger Cub organizer training conference by your district or council. Your district can also provide you with specific ideas and guidance as to identification and recruiting methods. If you need help, contact your district Tiger Cub coordinator or council service center.

Your next task is to organize that all-important first gathering and to use the phone and mailbox to invite the prospective Tiger Cubs and adults to the meeting.

Once you have organized the group and taken part in its first two gatherings, you should be able to step back and let the group run itself. Don't forget, though, to check with each adult host sometime during the month, to offer support. (Try not to get so involved that you become the leader.) Group members should know that you are available to the but they should not look upon you as their decisionmaker. It is up to them to make their own choices as to group and family activities, schedules, and the like.

After a Tiger Cub group has been formed and conducted Big Idea 1, it is usually closed to new members. A small group may decide to add one or two additional boy/adult teams to grow to a more workable size, or a group may decide to accept a team that wishes to transfer from another Tiger Cub group because of a family move. Normally, if other people want to join Tiger Cubs after a group has been formed, you should try hard to organize a group around those individuals, rather than asking the existing group to accept additional members. Ideally, the same boys and adults will be members of the group from the time it is organized until the group graduates into Cub Scouting and becomes a den.



### Tiger Cub Organizer

The Tiger Cub Organizer may be a member of the pack committee or one of the pack or den leaders. This functional position:

- Organize Tiger Cub groups for the pack.
- Encourages Tiger Cub families to keep in touch with one another.
- Helps with Tiger Cub activities, when asked.
- Invites Tiger Cub families to participate in the Blue and Gold Banquet.
- Reports Tiger Cub doings to the chartered organization.

**FORMAT FOR EACH TIGER MEETING:**

- OPENING - Song, Part of the Bobcat Trail, Tiger Cub Motto or Promise, Pledge of Allegiance, etc.
- SHARE - What you did as individuals for the Family Activities for this month's Big Idea.
- DISCOVER - This month's Big Idea activity.
- SEARCH - Discuss next month's Big Idea.
- CLOSING - Song, Part of the Bobcat Trail, thought for the month, prayer, Tiger Cub Motto or Promise, etc.

**REFRESHMENTS**

Make sure to include the boys in each step of planning and carry through, including the making of the refreshments and set up. Partners should participate in all parts of the program. Don't separate into grown-up and kids groups. Meetings should last approximately 1 hour.

Keep It Simple Make It Fun

**TIGER CUB MOTTO**

Search, Discover, Share

**TIGER CUB PROMISE**

I promise to love God, my family and my country and to learn about the world.





### Pack's Responsibility To Tiger Cubs:

- Leadership Development
- Sponsoring Organization
- Communication with Pack Leaders
- Invitation to Blue And Gold Banquet
- Help with registration
- Recognition and encouragement

### Tiger Cub's Benefit To The Pack:

- Membership
- Educate parents/boys about Cub Scouts.
- Continued growth and stability of the pack.
- Future pack leadership involved and trained.
- Increased Scout visibility.
- Boys and adults identify with Scouts.
- Longer bridge of age groups.
- Helps to become Quality Unit.

### Tiger Cub Success Recipe:

#### Ingredients:

4-8 small boys in first grade  
4-8 caring adults, at least 18 years old  
1 strong, supportive pack  
1 enthusiastic Tiger Organizer

Mix all ingredients well, adding a large measure of **FUN**. Pour into small friendly molds. Allow time to set (about a year, or until firm). Turn out of mold onto the Bobcat Trail. Sit back and enjoy.

SAMPLE Tiger Cub Organizer's Calendar

- AUG.** - Attend School Night For Scouting Orientation, Tiger Cub Organizer Orientation, & Cub Scout Leader Basic Training. Check with your council as to the specific dates for each of these trainings.  
- Prepare for School Night For Scouting.
- SEP.** - School Night For Scouting.  
- Take Tiger Cubs to a separate area on School Night, and present program to boys and parents. Verify applications and collect registration & Boy's Life fees. Each Tiger Cub Group should consist of about 8 boy/adult partners.  
- Conduct first gathering meeting. Hand out packets & sign up host for at least the first meeting or two.  
- Follow up with groups on first meeting Big Idea #1.  
- Attend first meeting and help plan calendar.
- OCT.** - Contact host team to make sure they are planning to have a meeting and know what to do. Offer your support.  
- At Pack Committee meeting determine what pack activities the Tiger Cub groups will be invited to visit. Follow up on activities the Tiger Cub groups will be invited to. Follow up on invitations.  
- Visit second group meeting.
- NOV.** - Follow up with host team about month's meeting & visit meeting.  
- Tiger Cubs visit pack activity.
- DEC.** - Follow up with host team about month's meeting.  
- Complete reregistration form and collect fees for Tiger Cub group to turn in at Pack Committee meeting. (Do this in whatever month your Pack recharter in).
- JAN.** - Follow up with host team about month's meeting.
- FEB.** - Follow up with host team about month's meeting. Be sure Blue and Gold table decorations are done.  
- Tiger Cubs Groups attend Pack's Blue and Gold Banquet.
- MAR.** - Follow up with host team about month's meeting. Encourage Tiger Cubs to be working on learning the Bobcat requirements.
- APR.** - Follow up with host team about month's meeting.  
- Distribute Cub Scout Applications to Tiger Cubs.  
- Encourage Tiger Cub adults to become Cub Scout leaders and to attend training.
- MAY** - Register Tiger Cubs, and any adults, with Pack.  
- Assist in testing Tiger Cubs on Bobcat requirements.  
- Help conduct graduation of Tiger Cubs into Pack.

Encourage new Cub Scouts to take part in pack summer activities and to attend Cub Scout Day Camp.

Extra Tiger Cub Meetings: Obtain information from Cubmaster or Pack Committee about dates of scheduled pack activities Tiger Cubs can participate in.



## TIGER CUB GRADUATION #1

## SUPPLIES:

FAKE COUNCIL FIRE  
 1/4 DOWEL ROD CUT IN TWO  
 ONE PER BOY PLUS ONE  
 1 BOBCAT STAMP  
 BLUE CLOTH OR PAPER  
 FOR FAKE WATER  
 CERTIFICATE, PIN, PATCH

TIGER MAKE-UP OR MASK  
 1 ARROW HEAD PER BOY  
 3 FEATHERS PER BOY  
 RED, YELLOW, & BLUE  
 FAKE STEPPING STONES  
 FOR STEPS IN WATER

## ARRANGEMENTS:

LIGHTS OFF. COUNCIL FIRE ON. SEMI-CIRCLE SETTING WITH CUBS ON THE FLOOR AND PARENTS SEATED BEHIND THEM. COUNCIL FIRE IN CENTER. AT THE OPEN END, PLACE FAKE WATER ON FLOOR AND STEPS ON TOP. BE SURE TO PLACE STEPS SO SOME DIFFICULTY IS ENCOUNTERED WHILE CROSSING WATER SO IT'S A REAL CHALLENGE. PUT STAMP AND ROD TAPED TOGETHER AND IN FIRE. ARROW HEADS, REMAINING RODS, AND FEATHERS AT WATER'S END. CERTIFICATE, PIN, AND TIGER PATCH AT SHERE KAHN POSITION.

## CHARACTERS:

CUB MASTER OR TRIBAL CHIEF  
 DEN CHIEF OR CEREMONIAL BRAVE

TIGER OR SHERE KAHN

## CEREMONY:

**\*\*TRIBAL CHIEF IS SETTING AT FIRE WHEN ALL IS QUIET HE STANDS\*\***  
 TONIGHT, WE HAVE GATHERED TO HONOR OUR YOUNG BRAVES. LET US CALL FORTH-----

**\*\*\*SHERE KAHN INTERRUPTS LOUDLY\*\*\***

I S H E R E K A H N WISH TO TEST THESE BRAVES BEFORE HONOR IS GIVEN THEM! I CALL FORTH THE MAN CUBS CALLED TIGERS!

**\*\*\* TIGER CUBS AND ADULTS GO TO SHERE KAHN AND STAND BEFORE HIM\*\*\***  
 WHAT IS THE MOTTO OF THE TIGER CUB? HAVE YOU OBEYED THE PROMISE OF THE TIGER CUB? TIGERS, THIS IS THE EMBLEM OF YOUR FIRST RANK IN CUBS, WEAR IT PROUDLY. ADULT TIGER, THIS IS THE SYMBOL OF YOUR DEEDS IN PREPARING THESE TIGERS FOR THEIR NEXT ADVENTURE IN CUBING. SO ALL MAY KNOW THAT YOU HAVE DONE WELL, HERE IS THE WRITING TO PROVE YOUR EFFORTS. GO NOW, I WISH NO MORE TO SEE. YOU MUST WALK THE WATER OF EVIL. BE WEARY IF ITS QUICKNESS AND SMOOTH APPEARANCE FOR IT CAN FOOL YOU

**\*\*\*CEREMONIAL BRAVE IS AT THE END OF THE WATER. HE GREETES THEM. HE TAKES THEM TO A SPOT WHERE HE HAS THE MAKINGS OF THE ARROWS AND SAYS\*\*\***

THE ARROW HEAD BREAKS THE WIND. THE STICK, IF STRAIGHT, WILL GUIDE THE ARROWS PATH. THE FEATHERS GIVES BALANCE AND DISTANCE. TAKE THESE AND MAKE YOUR ARROW OF LIFE. LEARN OF ITS TRUE NATURE AND BE A GOOD SCOUT.

\*\*\*HE THEN TAKES THE TIGERS TO THE COUNCIL FIRE THE ADULTS ARE ASKED TO TAKE THEIR SEATS AND THE BOYS ARE ASKED TO SIT ON EITHER SIDE OF THE TRIBAL CHIEF\*\*\*

\*\*\* TRIBAL CHIEF SPEAKS\*\*\* TONIGHT, WE HONOR THESE CUBS, FOR THEY HAVE COMPLETED THE CHALLENGE OF THE TIGERS. SO ALL MAY KNOW THAT THEY ARE NOW OF THIS TRIBE WE WILL PLACE OUR MARK UPON THEIR FOREHEADS. THIS SYMBOL IS THE BOBCAT, YOUR FIRST RANK IN THIS TRIBE. \*\*\* CHIEF STAMPS EACH TIGER, AS EACH BOY IS BRANDED THE CUB PACK HISSES, THE CHIEF CALLS THEM BOCATS OF DEN #\_\_, AND INTRODUCES THEM TO THEIR DEN LEADER. CEREMONY IS OVER\*\*\*



Tiger Cubs,  
B.S.A.

Don't  
GROWL

... Until  
you've  
tried  
it!

## TIGER CUB GRADUATION #2

## SUPPLIES:

8 PIECES OF CONSTRUCTION PAPER  
 CERTIFICATE, PIN, PATCH  
 WOLF BOOK  
 SEVEN CANDLES 3 BLACK 3 ORANGE  
 1 WHITE

ROPE, STRING, OR CREPE PAPER  
 TO MAKE A BRIDGE OR USE  
 PACK BRIDGE  
 CANDLE HOLDERS



## ARRANGEMENTS:

THE WHITE CANDLE LITE ON CEREMONIAL TABLE & UNLITE. PLACE THE 8 PIECES OF PAPER ON FLOOR OF BRIDGE IN SUCH A WAY TO MAKE WALKING ON THEM DIFFICULT. ON EACH PIECE WRITE ONE OF THE FOLLOWING: SIGN, HANDSHAKE, MOTTO, SALUTE, PROMISE, LAW, (THE SYMBOL OF THE ARROW OF LIFE, AND WEBELOS.

## CHARACTERS:

CUB MASTER  
 DEN LEADER

TIGER CUB ORGANIZOR  
 DEN CHIEF OR WEBELOS DENER

## CEREMONY:

\*\*\*\*CUB MASTER SPEAKS\*\*\*\* TONIGHT WE HONOR OUR TIGER CUBS. WILL \_\_\_\_\_, OUR TIGER CUB ORGANIZOR, COME TO INTRODUCE THEM.  
 \*\*\*\* TIGERS AND ADULTS COME TO THE FRONT. ORGANIZOR HANDS EACH TIGER OR TIGER TEAM A CANDLE. AS EACH CANDLE IS LITE, THE ORGANIZOR SAYS\*\*\*\* WHITE IS FOR THE PURITY IN LIVING, BLACK IS FOR THE UNKNOWN, THE FEAR, AND DOUBTS. ORANGE IS FOR KNOWLEDGE, JOY, AND CONFIDENCE. THESE ARE THE COLORS OF THE TIGERS. YOU HAVE COMPLETED TWELVE MONTHS OF THE TIGER CUB PROGRAM. ADULTS, HERE IS THE PATCH FOR YOUR TIGER, PLACE IT ON HIS RIGHT POCKET. TIGERS, HERE IS THE PIN FOR YOUR ADULT WHO WORK WITH YOU THROUGH YOUR DEEDS AS TIGERS. PLACE THEIR PIN ON THEIR COLLAR. HERE TOO, IS THE CERTIFICATE FOR ALL TO SEE. AS YOUR ORGANIZOR I BID YOU FAIRWELL AND SHOW YOU THE PATH OF A NEW CHALLENGE. THE CHALLENGE OF CUB SCOUTS. EACH STEP YOU TAKE TELLS YOU WHAT YOU MUST LEARN, SO YOU CAN EARN YOUR NEXT RANK. WALK THE BRIDGE OF CUB SCOUTS AND MEET YOUR NEW LEADERS. \*\*\*\*AT THE BRIDGE END, STANDS THE CUB MASTER, DEN CHIEF, AND DEN LEADER.\*\*\*\*  
 \*\*\*\* CUB MASTER SAYS\*\*\*\* WELCOME TO PACK \_\_\_\_\_. THIS YOUR DEN LEADER \_\_\_\_\_ AND DEN CHIEF \_\_\_\_\_ OF DEN \_\_\_. YOUR MEETINGS ARE ON \_\_\_\_\_, AT \_\_\_\_\_ PM, AT THE LOCATION OF \_\_\_\_\_  
 \*\*\*\*THE DEN CHIEF WILL HAND EACH BOY THE WOLF BOOK AND SAYS\*\*\*\* THIS IS YOUR NEXT CHALLENGE. READ AND DO EACH REQUIREMENT OF THE BOBCAT. WHEN YOU ARE DONE YOU WILL EARN THE BOBCAT PATCH.\*\*\*\*  
 THE CUB MASTER ASKED EACH BOY/ADULT TEAM TO SIT WITH PACK.  
 CEREMONY ENDS.\*\*\*\*

## TIGER CUB GRADUATION #3

## SUPPLIES

FLORESCENT PAINTED  
ROCKS RED OR  
ORANGE

BLACK LIGHT

## ARRANGEMENTS

PLACE ROCKS TOGETHER IN ROWS TO REPRESENT A BED OF HOT ROCKS TO WALK ON. WHEN CUB MASTER HAS LIGHTS TURNED OFF THE ROCKS WILL GLOW LIKE HOT ROCKS IN A FIRE PIT.

## CHARACTER

TIGER CUB ORGANIZOR  
DEN LEADER

CUB MASTER  
SHERE KAHN

## CEREMONY

\*\*\*\*CUB MASTER SPEAKS\*\*\*\* I CALL UPON THE GREAT SHERE KAHN TO BRING FORTH THE TIGERS OF OUR PACK AND WITH THEM THEIR ORGANIZOR. \*\*\*\*THEN SHERE KAHN BRINGS THE TIGER/ADULT TEAMS AND THE ORGANIZOR TO THE BED OF ROCKS. \*\*\*\*SHERE KAHN SPEAKS \*\*\*\* THESE ADULTS AND BOYS HAVE COMPLETED THE REQUIREMENTS OF THE TIGERS? \*\*\*\* ORGANIZOR SAYS, YES. \*\*\*\* \*\*\*\* SHERE KAHN PRESENTS THE TIGER PATCHES TO THE ADULTS AND SAYS\*\*\*\* HERE IS THE SYMBOL, OF THE TIGER, WHO HAS COMPLETED THE CHALLENGE. PLACE IT ON THE RIGHT POCKET. THIS IS THE TOKEN FOR HAVING HELP YOUR TIGER TO COMPLETE THE CHALLENGE, TIGERS, PIN THEM ON THE COLLAR. ADULTS, I GIVE YOU CHARGE OF THE WRITTEN PROOF. BE PROUD OF YOUR TEAM EFFORTS MADE TO EARN THEM. BECAUSE EACH RANK IN CUBBING PROVIDES A GREATER CHALLENGE THAN THE LAST, \*\*\*\* LIGHTS ARE TURNED OFF AS SHERE KAHN SAYS \*\*\*\* THIS BED OF HOT ROCKS REPRESENTS THE GREATNESS OF THE CHALLENGES TO COME. THE ROCKS WILL NOT BURN YOU UNLESS YOU FEAR THEM. NO HARM WILL COME UNLESS YOU DOUBT YOUR ABILITY. ARE YOU READY TO CROSS THE BED OF HOT ROCKS INTO CUB SCOUTS? THEN GO AND MEET YOUR NEW LEADERS. \*\*\*\* CUB MASTER GREETES AND WELCOMES THE TIGERS AND ADULTS TO THE PACK. HE ANNOUNCES THE TIME, DAY, AND MEETING PLACE FOR EACH DEN. HE INTRODUCES THE DEN LEADER AND DEN CHEIF. CEREMONY IS OVER.\*\*\*\*

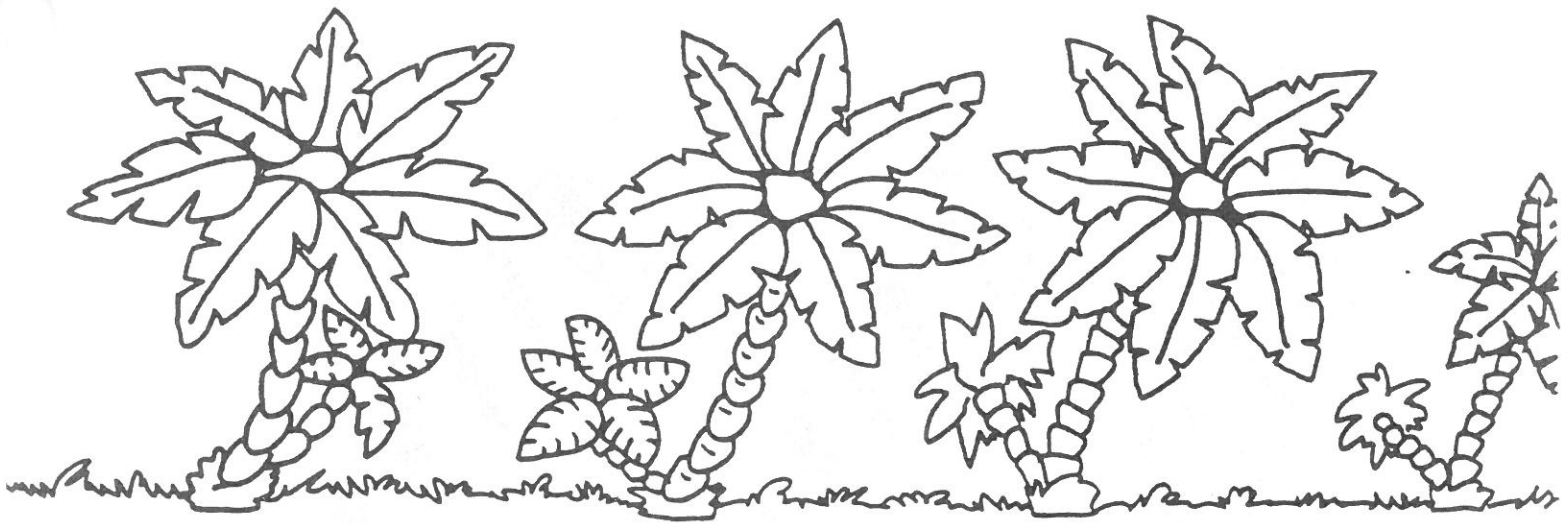


Boy Scouts of AMERICA



Tiger Cubs, BSA

13+14-Tan 20+21-Brown 9-Black



										20	20	20
												20
	14	13	13	13	13	13	14					20
14	13	13	●	13	●	13	13	14				20
13	13	13	9	9	9	13	13	13				20
13	13	13				13	13	13				20
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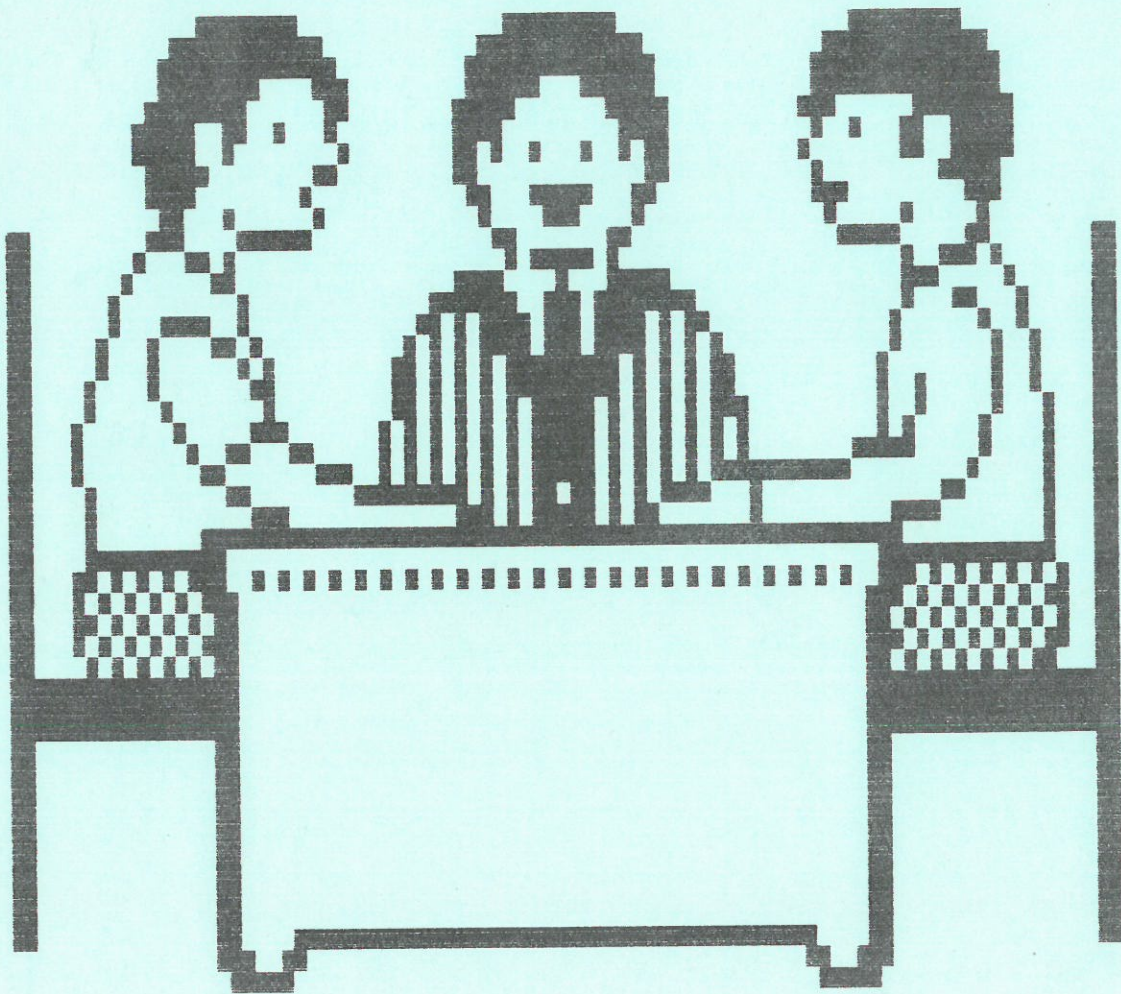
The Tiger Tail Game

Two or more Tiger Cubs can play this game. Cut out the Tiger tails, color them and put them in a basket. Without looking inside the basket take turns pulling out the tails one at a time. Add the numbers printed on each boys tails. The Tiger Cub with the highest score wins.



PACK

ADMINISTRATION





# Pack Administration

## Pack Committee

### A Organizing

- See that each pack leader understands his responsibility and authority.
- Understand how the pack fits into the total Cub Scouting picture.
- See that each pack leader understands how he fits into the total pack picture.
- See that the proper equipment and materials are available.
- See that boys and leaders are promptly registered. See that the pack budget plan is in operation.

### B Planning

- Design the total pack program at the Annual Planning Conference.
- Make effective use of resources -- people, places, things, time.
- Work from a written plan.
- Plan for manpower and materials needed.
- Schedule regular monthly meetings of the Cubmaster (or assistant) and Den Chiefs.
- Schedule regular monthly meetings of the pack committee.
- Schedule regular monthly Den Leader Coach/Den Leader meetings.
- Set realistic but challenging goals for the pack.
- Plan recruiting programs.
- Plan advancement and graduation programs with appropriate ceremonies.
- Conduct a goodwill project each year.

### C Initiating

- Recognize situations which need improvement and seek to correct them.
- Make the most of a promising plan or idea.
- Try something new.
- Use suggestions from boys, leaders and parents.

### D' Communicating

- Encourage leaders and parents to express their ideas and criticisms.
- Keep informed of what pack leaders think and how they feel about the pack.
- Listen with understanding and empathy.
- Keep pack leaders informed of changes in procedures and plans.
- Recognize a good job and express appreciation.
- Make effective use of meetings.
- Insure properly uniformed boys and adults.

### E Relationships with Others

- Encourage cooperation between leaders.
- Encourage cooperation with district and council Cub Scout personnel.
- Carry out programs enthusiastically.
- Support pack leaders.

### F Utilizing

- Be a role model that inspires pack leaders to work toward achieving the purposes of Cub Scouting.
- Make full use of resources.
- Deal objectively with problems.

### G Measuring Results

- Are the boys advancing?
- Evaluate programs and activities continually against predetermined goals.
- Use evaluations as a basis for future planning.
- Use variety, action, purpose and FUN as a yardstick for measuring success.
- Utilize the Ten Tests of Successful Packs.

### H Developing Pack Leaders

- Select the most qualified person available for the job to be done.
- Keep pack leaders informed of opportunities for learning experiences and continuing development. Encourage attendance at Roundtables and Pow Wows. Participate in district and council Cub Scout activities. Plan two-deep leadership. Train Den Chiefs for all dens.

## Sample Agenda

- 1 Below is a sample of a committee meeting agenda. Remember that each committee is different. Conduct meetings in the most comfortable and efficient manner for that group of adults. Ensure that everyone has the opportunity to have an input without feeling intimidated, and that one person is not running the whole show. One man or woman committees just don't work for any length of time.
- 2 While gathering, turn in advancement reports to advancement chairman, and dues to the treasurer. Minutes and treasurer's report.
- 3 Final planning for this month's pack meeting. Review agenda to make sure all details are covered.
- 4 Plan for next month's meeting. Review the theme and what the dens and pack are planning to do with it. Decide who will provide skits, what space will be necessary for displays, who will take care of refreshments, and who is responsible for the opening and closing ceremonies. Make sure any special requirements can be met and are assigned to someone.
- 5 Den Leader Coach and/or Den Leader reports. Find out what help the dens need for the next month, and for any long range projects under consideration.
- 6 Other reports, for example publicity, outings, special community projects, council or district events, membership, and training.
- 7 Announcements.
- 8 Poll each member individually for additional business to be brought before the committee.
- 9 Adjournment.
- 10 Keep the meetings as short as possible. Stick to business. If the members want to socialize, have a social period before or after the meeting, not during.

## Planning the Cub Scout Program

### I Cub Scout Program Planning

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

Program planning in Cub Scouting is not a complicated process. It is a simple, easy procedure that can be fun and rewarding. A program that will stand the test of Cub Scout demands, needs:

- A proven plan (planning procedure)
- Tools to work with (Cub Scout literature)
- Some materials (project materials and boys)
- Some helpers (leaders and helpful parents)

### A Basic Concepts

There are some basic concepts to understand before planning is started.

- Cub Scouting is a year 'round, 12 month program.
- Cub Scouting has enough variables to meet the needs and desires of any boy, any place.
- The Cub Scout program is built around a monthly theme for 8 and 9 year olds.
- Webelos dens use activity badge areas for each monthly program.
- The Cub Scout program should have Variety, Action, and Purpose.
- The program must be FUN for boys and their families.

## B Program Resources

Where does a Cub Leader turn for specific ideas to help plan the program?

- Scouting Magazine and Cub
- Scout Program Helps
- Boys' Life Magazine, Boys' Life Magazine Reprints
- Cub Scout Literature
- Leaders' Handbooks
- Boys' Handbooks
- Pow Wow Books
- Cub Roundtables
- Local libraries

## II Cub Scout Den Meeting

A well planned den meeting is divided into seven parts. The major elements of these are planned at the monthly pack leaders' meeting.

- 1 Before the meeting starts.
- 2 While the Cub Scouts gather.
- 3 The opening.
- 4 Business items
- 5 Activities.
- 6 The closing.
- 7 After the meeting.



## Communications

Building Parent Participation Through Communication!

Some methods are:

- Unit Calendar
- Unit Newsletter
- Den Newsletter
- Calling Committee
- Individual notes from den.

These are but a few suggestions. The important thing is to communicate in some manner.

## Training

The committee members should encourage all leaders to attend training as well as attend themselves.

Every Cub Scout deserves a trained leader. One who will provide him with the best program possible. A trained leader helps insure that the goals of Cub Scouting are met. Training helps us understand the aims and purposes of the Cub Scouting program, improves our ability to work with other leaders and the boys, teaches skills, and shows us how to plan an effective program.

The following training is available to leaders:

- 1 Orientation - A short training session which may be conducted at School Night for Cub Scouting or rallies, or at a pack parents' program. It introduces parents and new leaders to the total B.S.A. program, with emphasis on Cub Scouting. It is a foundation for further training.
- 2 Basic training - Job-oriented training. Each leader attends those sessions which relate to job. Personal coaching is available for leaders who cannot attend basic training before assuming responsibilities so they are qualified to conduct

- 3 Roundtable - A monthly district meeting of leaders, to provide program ideas on the next month's theme which can be used in den and pack meetings. It is also an informal sharing of leadership experiences and ideas.
- 4 Pow Wow - An annual, all-day, council-wide training event for Cub Scout leaders, offering training in a variety of different areas. All leaders are encouraged to attend this exciting, fun-filled, informative event.
- 5 Philmont Conferences - Week-long training courses under the direction of the National Volunteer Training Committee are offered during the summer at Philmont Scout Ranch, Cimarron, N. M. Special programs for family members make this a great family vacation with the added attraction of training, and an opportunity to get acquainted with Cub Scouters from all around the nation.
- 6 Workshops - Den leader workshops are conducted on a district basis, as needed, in the areas of crafts, themes, skits, and puppets, outdoor program, and Webelos activity badges.

The most successful leaders not only attend basic training, but take advantage of continuing training opportunities.



### Annual Planning Conference

- Held in the summer, usually in August.
- Attended by all den leaders, pack leaders, den chiefs, committee members, and interested parents.
- These items are covered:
  - Review likes and dislikes of past themes and Webelos badges.
  - Review national themes and activity badge areas recommended for the coming year.
  - Review National Summertime Pack Award requirements and agree to meet the qualifications.
  - Select 12 themes. List council and district activities which involve pack leaders. Add ideas for goodwill projects, special trips, holiday programs, etc. This becomes the program plan for the year.

### Pack Leader's Meeting

- Establish a regular monthly meeting date.
- Usually held about one week before the pack meeting.
- A home is the best place to hold this meeting.
- Includes pack business and planning for the next month's den and pack meetings and specific assignments and review for pack meeting the next week.
- Meeting agenda falls into three parts:
  - 1 Den plans.
    - General ideas for skits, stunts, games and projects.
    - Detailed planning is left up to the individual Den Leader and Den Chief.
    - Webelos Den Leader meets with committee and secures the help needed to run his meetings for the month.
  - 2 Pack Plans
    - Develop plans for next month's pack meeting.
    - Specific assignments of individual jobs.
    - Assign opening and closing ceremonies.
    - Final preparations for next week's pack meeting.
  - 3 Social
    - Refreshments.
    - Fellowship.

## Den Leader Coach/Den Leader's Meeting

The Den Leader Coach presents plans and suggestions developed at the monthly pack leaders' meeting and round-tables.

Helps den leaders plan their weekly programs.

Agree on songs, skits, ceremonies, etc., for pack meeting.

## Den Chief's Meeting

Cubmaster or Assistant Cubmaster meets with Den Chiefs for 8 and 9 year old dens. This is usually monthly.

Den and pack plans reviewed. Problems discussed.

Coaching session on leading songs, games, etc. with emphasis on action.

Webelos Den Chief meets with the Webelos Den Leader.

## Annual Planning Session

People attending, Cubmaster, assistant cubmasters, Scouting coordinator, committee chairman, treasurer, unit commissioner, den leader coach, den leaders, webelos den leaders, den chiefs, committee members, and pack secretary.

Materials needed: Yearly calendars, program helps, pack roster with complete addresses and phone numbers, and a written agenda. Have everything planned when the meeting begins. Start thinking of ideas before the meeting. Review the program helps until the monthly themes are familiar. Be open to helpful suggestions; make additions and changes as needed. Parents like organization and appreciate a Cubmaster that is prepared.

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

- Finances assessments, fund raisers, or dues that are necessary to operate the pack.
- School night: If the pack wants to recruit new boys, free forms can be obtained from the council with the proper time, place and phone number typed in. These may be passed out during school to second and third graders.
- Organizational meeting: Obtain den leaders and divide boys into dens at this meeting.
- Monthly themes: Use the Program Helps where applicable. Some months may be exchanged or combined to suit the needs of the pack. Choose the theme now, develop the details later. If speakers, special entertainment or materials are necessary, appoint someone to follow through on these.
- Webelos Activity Badges, There are 20 activities. Designate which will be worked on each month. Be sure that each boy is given the opportunity to complete them all.

PROGRAM HELPS

CALANDER

PROGRAM  
NOTEBOOK

PACK  
ROSTER

BOY'S LIFE

- List important events and dates: Find a chairman for each event. Three summer time den or pack activities should be included. Some suggestions are: Family picnic, bike rodeo nature hikes, indoor or backyard slumber parties, field trips, sports night, skating party, bowling party. Service or community projects should be included in the year. Suggestions: Clean up, planting trees, visiting the sick or shut-in with skits, songs, or small gifts, providing for a needy family, providing a service for an elderly person. District and council activities: Pow Wow, Scout Sunday, Scout week, SME, district recognition dinner, day camp, and others.
- Designate Committee Members to be responsible for the following areas: Song Leader - boys like to sing and a good song leader can add a lot of enthusiasm to a meeting. Communication and publicity - every pack needs a committee that can be depended upon for telephoning, typing, and reproduction of materials.
- General Ideas:
  - 1 Assign dens on a rotating basis for setting up, cleaning up, opening, ceremonies, refreshments, etc.
  - 2 Plan field trips.
  - 3 Offer to participate in flag ceremonies at local P.T.A. meetings.
  - 4 Plan for adequate leadership training.
  - 5 Expose Cubs to as many exciting, fun, and educational experiences as possible.
  - 6 Keep the program varied from month to month.
  - 7 Provide as much resource material as possible for den leaders.
  - 8 Give out awards every month. Use ceremonial boards, candles, props, etc., as much as possible. Boys like to feel important. Make their award memorable for them.
  - 9 Get as many parents as possible involved - the more involved, the more interested they become.
  - 10 Delegate responsibility, share the load.
  - 11 Call on your commissioner and staff for help.
  - 12 Be enthusiastic. Have fun.

### Danger Signs of Weak Pack Program Planning

- Excessive Den Mother turnover.
- Programs not related to a theme.
- Handicraft not related to a theme.
- Pack meetings built around outside entertainment.
- Small pack committee.
- Month to month planning.
- Pack leaders seeking program ideas.
- Pack meetings with delays, indecisions, and weak leadership.
- Poor parent attendance at pack meetings.
- Rapid turnover of Cub Scouts or transfers from den to den.

### Advancement

A well rounded program is one that encourages the boys to advance. The committee should support the den leaders by handling advancement recognition in such a manner that the boys will be eager to receive their awards.

How do we achieve advancement? There are no cut and dried solutions to this. Selecting the one best suited to the pack will get the job done. Most cubmasters have faced the problem of a boy who has been in the pack two years and is old enough to be inducted into the Webelos den, but is still a Bobcat. Why?



Where did the pack fail? Probably the pack did not fail. It could easily have been "parent failure." Parent failure - failure to have enough interest to find out why other boys are advancing when their son isn't. Failure to have enough interest to work with their son a short time each week to help him pass achievements. One solution to this problem is an up-to-date parent orientation program. Every new parent should be told their responsibilities as parents in the pack, with emphasis on working with their son at home on advancement. Most parents want their son to do well, and would help if they knew just what was expected of them.

### **On-Time Registration Award**

This award can be easily obtained. The pack must have the charter re-registration completed and in to the council office by the 15th of the month in which the charter is due. If this is completed, then the pack will receive a streamer for their pack flag with a number on the streamer signifying the number of years they have earned the award.

### **QUALITY UNIT AWARD**

The pack can earn the Quality Unit Award of the Boy Scouts of America if the pack program and leadership are up to the B.S.A. standards. The pack award is a large flag streamer with Quality Unit Award and the proper year printed on it. Leaders and boys may wear the Quality Unit Emblem (Available through the council service center) on the right sleeve, 4 inches down from the shoulder seam.

To earn the Award, the pack must achieve the three starred items plus a minimum of three of the remaining six items.

The criteria are:

- \* The Cubmaster, den leaders, Webelos den leaders, and Tiger Cub group coach will complete fast-start training and Cub Scout leader basic training.
- \* The pack will have one or more registered, trained, and active assistant Cubmasters.
- \* The pack will hold a minimum of nine pack meetings a year, including one summertime pack activity.
- The pack will have a Tiger Cub group.
- The pack will conduct an annual service project.
- 50% or more of the Cub Scouts will advance a rank, or there will be a 10% increase over a year ago.
- 50% or more of the Cub Scouts will subscribe to Boys' Life magazine, or show a 10% increase over a year ago.
- The pack rechartered with an increase in youth over a year ago.
- The pack participated in one or more of the following experiences: day camp, resident camp, Webelos den overnights, and/or other activities conducted and/or approved by the local council.

## National Summertime Pack Award

Boys are eager for fun and the adventure of Cub Scouting during the summer when they have the most free time and greatest need for Cub Scouting. Informal activities are needed for those boys and their families who remain at home for the summer.

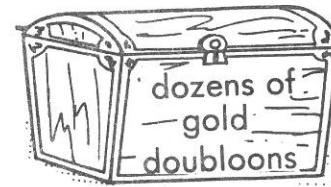
Insure a year-round pack program and qualify for the National Summertime Pack Award. All that's needed is to plan and conduct three pack activities, one each for the months of June, July, and August.

There will be plenty of boys and parents around to make the monthly pack outings successful. A quick check of the parents will show that all boys and families will not be on vacation or away at the same time. If only 50 per cent of the pack attends, a worthwhile pack activity can be held.

In order for the pack to remain active during the summer a schedule of formal weekly den meetings and monthly pack meetings is not necessary. Boys want to do things in the summer differently from what they have done the rest of the year. Use the good weather and the time available to boys to plan unusual type of outdoor den and pack activities.

Keep to the out-of-doors with the emphasis on action games, contests, and family events. Make a large calendar to show the pack schedule for the summer.

Use it in meetings with parents and let them know the pack functions 12 months a year, not just 9. Some suggestions for activities might include a field trip to a museum, a family cook-out, and game period, a carnival, pack meeting built around physical fitness activities, a bike trip with a picnic, or a swimming party.



The unit committee is responsible for the on going operation of the pack. Summer pack activities will keep parents involved, boys interested, leaders happy, and above all, the pack active and alive. Remember:

Packs that fold for the summer call for reorganization in the fall. This requires three or more extra meetings -- new leaders must be found and parent's interest redeveloped.

Many boys lose interest and drop out. Parents do not always encourage their boys to return. In some cases, new sponsors must be found. Use the tools available to provide the fun of summertime activities.

Requirements for this award are simple:

Packs - Can receive a certificate and flag streamer by conducting three pack activities, one each during June, July, and August.  
Dens -- Can receive a ribbon by averaging at least 50 per cent or more of their members at the three summertime pack activities.  
Boys - Can receive a National Summertime Award Pin (No. 464) by attending the three summertime pack activities. The pack should purchase the pins and present them to the boys.

There is a special sheet in the Pack Record Book (No. 3820) for recording and keeping accurate records of the pack summertime activities. The cubmaster or committee secretary should utilize this form.

Don't forget -- Applications for the award can be obtained at the council office.

## Recruiting

A continued flow of new members is the life line of all packs. The committee needs to be aware of this and see that an effective program is developed.

Cub Scouting must grow in order for every boy to have a place to join. As Cub Scouts graduate and adult leaders move on additional members and leaders must be recruited.

An excellent way to recruit boys and leaders is at School Night for Cub Scouting in fall or at spring rallies.

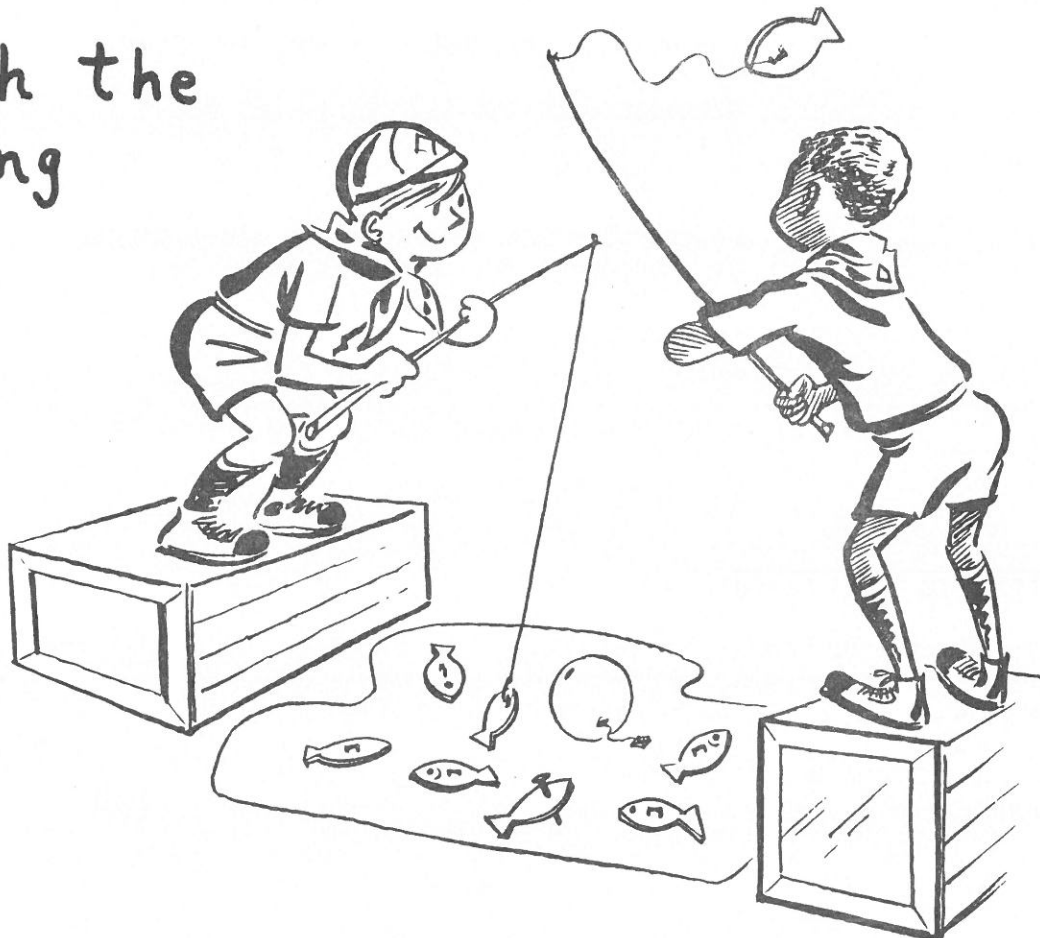
Some packs find year-round recruiting an effective way to maintain a stable membership. Having two deep leadership is a very effective method. An assistant receives on-the-job training and is ready to take over when a leader leaves.

At School Nights and rallies, parents are briefed on what they can expect from Cub Scouting and are told what is expected of them. Parents need to know what the Cub Scout program is all about.

The pack meeting is an excellent tool to recruit boys. Boys who enjoy pack meeting will spread the word to their buddies, who will want to join. Cub Scout families should have fun at pack meeting.

The Parent-Talent Survey ( No. 7362) is a useful tool in recruiting leaders. Each parent should complete a copy and turn it in at School Night, a rally, or at pack meeting. These survey sheets will point out which parents are best suited to the various leadership positions.

Catch the  
Scouting  
Spirit



# PACK MANAGEMENT

## PURPOSES OF CUB SCOUTING

A boy who joins the Boy Scouts of America as a Cub Scout should come out of his experience a different boy, or an important goal has not been achieved. When a boy learns the Cub Scout Promise, the Law of the Pack and the Cub Scout motto, it is the

start of character development and citizenship training.

It is important that all leaders realize the 'WHY' of the Cub Scout program ... the reason it is in business, so to speak. The reason is embodied in the purposes of Cub Scouting which can be found in every leader's handbook, and is printed here. Each leader, to do an effective job, needs to be thoroughly familiar with the points of these purposes and to include items in the program that will help the boys grow.

CUB SCOUTING IS A PROGRAM OF THE BOY SCOUTS OF AMERICA FOR PARENTS, LEADERS, AND INSTITUTIONS TO USE WITH BOYS 8, 9, AND 10 YEARS OF AGE FOR THE PURPOSE OF:

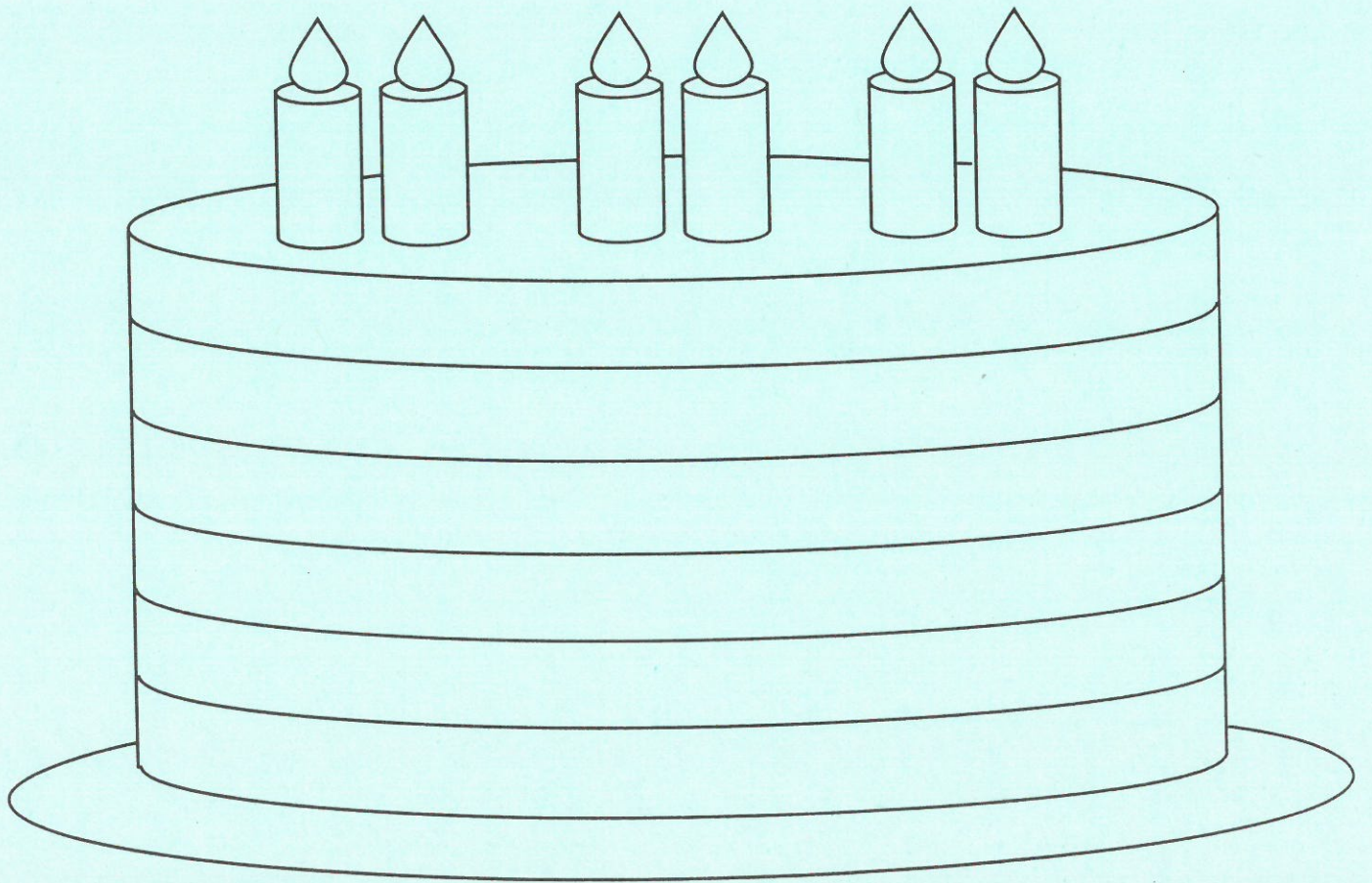
- . INFLUENCING THE DEVELOPMENT OF CHARACTER AND ENCOURAGING SPIRITUAL GROWTH.
- . DEVELOPING HABITS AND ATTITUDES OF GOOD CITIZENSHIP.
- . ENCOURAGING GOOD SPORTSMANSHIP AND PRIDE IN GROWING STRONG IN MIND AND BODY.
- . IMPROVING UNDERSTANDING WITHIN THE FAMILY.
- . STRENGTHENING THE ABILITY TO GET ALONG WITH OTHER BOYS AND TEACHING RESPECT FOR OTHER PEOPLE.
- . FOSTERING A SENSE OF PERSONAL ACHIEVEMENT BY DEVELOPING NEW INTERESTS AND SKILLS.
- . SHOWING HOW TO BE HELPFUL AND TO DO ONE'S BEST.
- . PROVIDING FUN AND EXCITING NEW THINGS TO DO.
- . PREPARING BOYS TO BECOME BOY SCOUTS.

## WHAT IS CUB SCOUTING

In 1930, the Boy Scouts of America designed a new program for boys younger than Scout age. It was called Cub Scouting. Since then, it has grown to be the largest of the B.S.A. programs. Cub Scouting is a year-round, home-centered

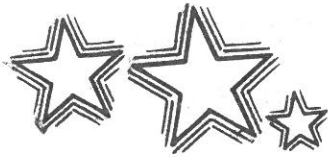
program emphasizing involvement between boys and their parents, boys and their leaders, boys and their friends. In the multi-dimensional program of the Boy Scouts of America, Cub Scouting is where it all begins.

BLUE & GOLD  
PLANNING





# BLUE AND GOLD



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

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

There are three important things to remember:

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

## PLANNING THE BANQUET

To be successful, the banquet must be planned well in advance. A banquet chairman is selected by the pack committee. That person recruits helpers to carry out the responsibilities listed below. The general outline will help make planning easier. Try to involve as many people as possible and avoid giving den leaders any additional responsibilities - they will be busy working with their dens.

## BANQUET COMMITTEE

### RESPONSIBILITIES

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



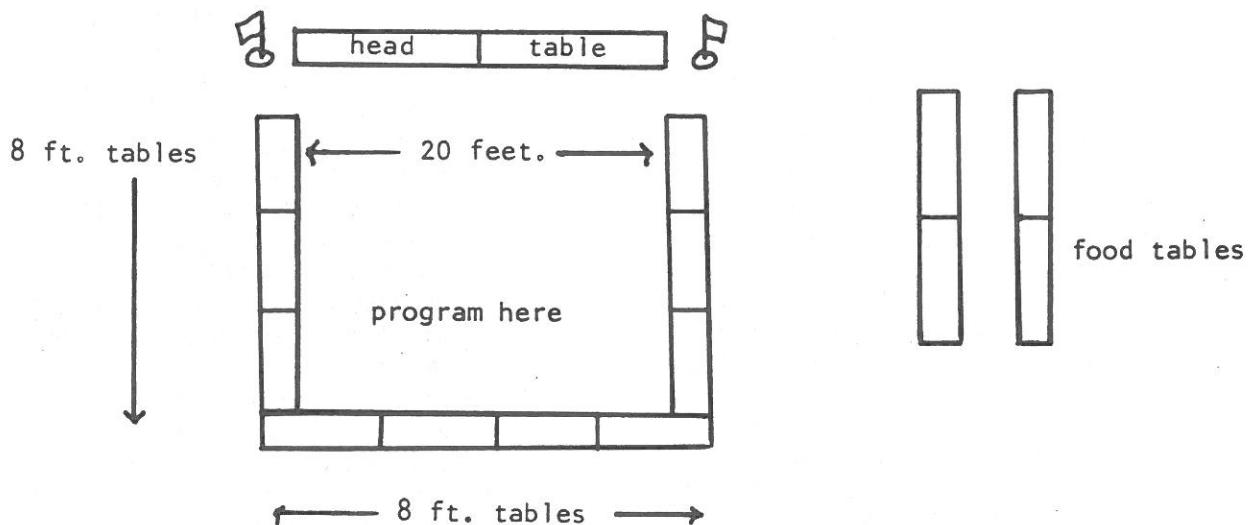
## PHYSICAL ARRANGEMENTS SUBCOMMITTEE RESPONSIBILITIES

- a Type of facility:
  - 1) School cafeteria
  - 2) Church meeting room
  - 3) Civic centers, town hall
  - 4) Restaurants
- b Check on rental fee, if any. This may determine which facility is used.
- c Check seating capacity and number of tables available.
- d Inquire about kitchen availability, if needed.
- e Secure permission to use special items - PA system, speaker's stand, etc.
- f Confirm reservations at least a month in advance.

- 1 Develop a seating plan so that den families can sit together.
  - a Head table?
  - b Arrangement of tables (determined by size and shape of room)
    - 1) Square
    - 2) U-shaped
    - 3) Parallel
    - 4) Fan shaped
  - c Be sure everyone will be able to see and hear.
- 2 Make arrangements to get into the building early on the day of the banquet to set up tables.
- 3 Inform dens what time they may arrive to decorate. Be sure to allow enough time for people to go home and dress for the banquet.
- 4 Check on restroom and coatroom facilities.
- 5 Check on need to work with custodian.
- 6 Be sure there is adequate parking space.
- 7 Arrange for adult clean-up committee. Have trash bags available.

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

### BANQUET SET-UP (SAMPLE)





## FOOD SUBCOMMITTEE RESPONSIBILITIES

### 1 Pot Luck Plan

- a Decide if dens will plan their own menus or if each family will bring food to contribute to an overall menu.
- b Let each den family know how much and what type of food to bring.
- c Ask each family to bring their own plates, utensils.
- d Decide if pack will furnish salt, pepper, sugar, napkins, etc. If so, make arrangements to buy them or have them donated.

### 2 Food Committee Plan

- a Decide how much food the pack will furnish (meat, drinks, paper goods or all the food).
- b Purchase food and other dinner items.
- c See that each den receives their share of purchased goods.
- d Obtain enough helpers to prepare the meal (or part of it). Be sure it is prepared well. Remember health rules.

### 3 Catered Plan

- a A caterer.
  - 1) Contact caterer, Agree on menu and cost.
  - 2) Check time of delivery and find out if caterer provides everything, including drinks and dessert.
  - 3) Accept reservations and estimate attendance well in advance.
  - 4) Collect money prior to banquet.
- b Restaurant
  - 1) Contact restaurant. Agree on menu and cost.
  - 2) Accept reservations and estimate attendance in advance.
  - 3) Collect money prior to banquet.

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

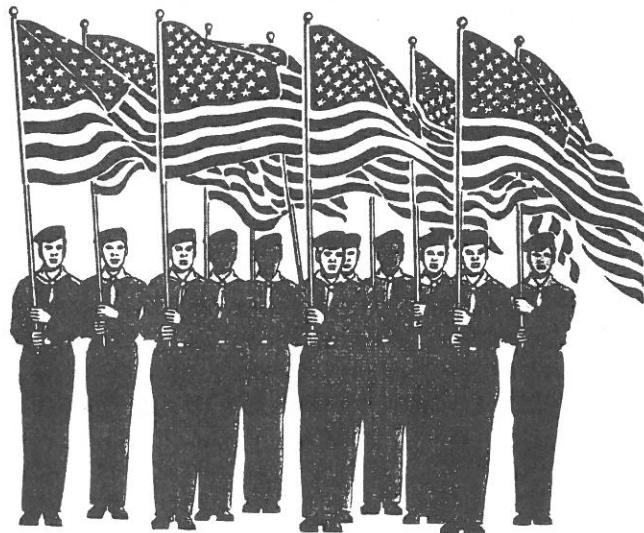
- 5 Determine serving time and needs.
  - a Plan two serving lines if more than 150 people are served.
  - b Arrange for kitchen utensils, serving dishes, large containers for hot and cold drinks as needed.

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

### THE BANQUET MEAL

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

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



Food committee: The table below will serve as a guide for the committee in buying food for the banquet. The quantities listed will serve 25 people.

#### QUANTITY BUYING TABLE

Baked beans - 4 qt. bowl  
 Butter - 1/2 lb. - 32 servings  
 Carrots, raw sticks 1-1 1/2 lb.  
 Coffee (regular) 1 lb. (40-50 cups)  
 Lettuce - 3 heads  
 Salad dressing - 1 pt. or 1/2 lb.  
 Potato salad - 1 qt. bowl.  
 Jello salad - 1-1 1/2 qt. mold or 9"x13" dish  
 Mashed potatoes - 4 qt. bowl  
 String beans - 3 - #2 cans  
 Peas - 5- #2 cans  
 Baked ham (boneless) 6-7 lb.  
 Swiss steak - 10 lb.  
 Meat loaf - 1 1/2 lb. pork & 3 1/2 lb. beef  
 Chicken - 40 pieces  
 Stuffing for poultry - 5 qts.  
 Turkey - 18-20 lb.  
 Pickles - 1 1/2 pt.  
 Jelly - 1 1/2 pt.  
 Rolls - 50  
 Cream for coffee 1 1/2 pt.  
 Ice Cream - 1 gal.  
 Punch or ice tea - 2 gal.  
 (makes 50 5 oz. servings)  
 Crackers - 3 lb.  
 Whipped topping cream - 1 pt.  
 Frankfurters - 7 lb. (2 each)  
 Juices - 3 - 46 oz. cans (5 oz.)  
 Catsup - 3-14 oz. bottles  
 Lemon (for tea) 4  
 Mints - 1 1/2 lbs.  
 Nuts, salted - 2 lbs.  
 Peanut butter - 3 cups to make 25 sandwiches.  
 Potato chips - 2 lbs.  
 Radishes - 4-5 bunches  
 Sugar (for tea and coffee) 3/4 lb.

Note: If the banquet is pot luck or prepared by a food committee, it is usually best to use paper plates and cups and plastic utensils to avoid dishwashing. If eating at a restaurant, cleanup will not be a concern.

#### FATHER-SON CAKE BAKE

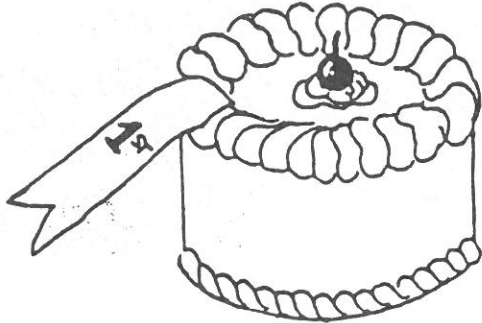
This is a popular and exciting father-son activity which can be used any time of year, but is especially suitable for February, since the cakes can be used for banquet dessert. Families are furnished with the rules below. Before the banquet, cakes are judged and prizes awarded.

#### Rules for Father-Son Cake Bake

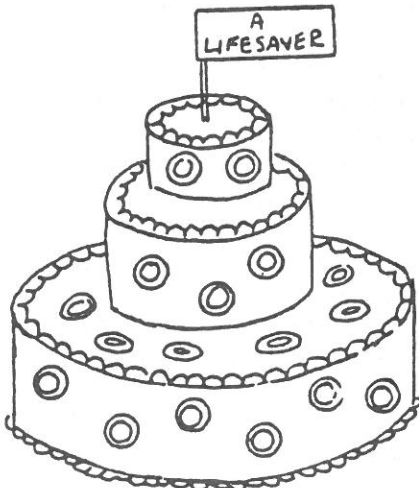
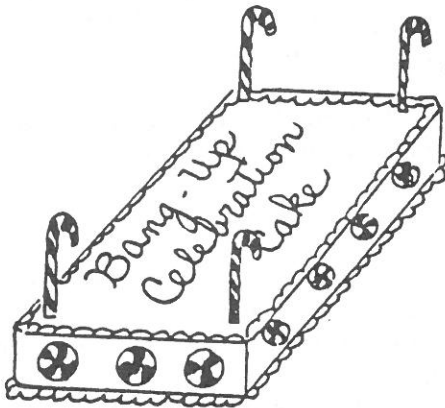
- 1 Cakes must be baked by a Cub Scout or Webelos Scout and other male.  
(If there is no father in the family, it can be an uncle, grandfather, older brother, or neighbor.)
- 2 Cake mixes and icing mixes may be used.
- 3 No female assistance is allowed in any respect.
- 4 Entire creation must be edible including all decorations.
- 5 All cakes should have a title or name, to be shown as part of the cake decoration, or on a card attached to the cake. Cakes will be numbered for judging purposes.
- 6 Cakes should be on a disposable plate or tray.
- 7 All cakes will be judged (by outside guests) and prizes awarded in the following categories:
  - a Judges' choice (grand prize winner)
  - b Most original creation - 1st, 2nd, 3rd place
  - c Most appropriately named cake - 1st, 2nd, and 3rd place
  - d Biggest cake
  - e Tallest cake
- 8 Cakes not used for banquet will be auctioned at the meeting with proceeds going to the World Friendship Fund.

Note: This is also a good pack fund-raising project. Done at another time of year, all cakes can be auctioned to the highest bidder, and proceeds donated to World Friendship Fund or to the pack treasury.

Or, rather than auction the cakes, charge an entry fee and let boys draw for the cakes they will take home.



Cherry Chocolate Crater



## PROGRAM SUBCOMMITTEE RESPONSIBILITIES

- 1 Cubmaster should be a member of this committee.
- 2 Select a theme for banquet.
- 3 Select a master of ceremonies.
- 4 Working with cubmaster, plan format of program and recruit a person to handle each item on the agenda.
- 5 In cooperation with den leader coach and den leaders, plan the general room decoration and head table decoration.
- 6 Decide on placement of room displays and exhibits.
- 7 Prepare a printed program for hand-out.
- 8 Arrange for props for ceremonies and skits. Work with advancement chairman on props.
- 9 Send written invitations to special guests.
- 10 Select a welcoming committee to greet people as they arrive. (Preferably a group of Cub Scouts in uniform).
- 11 Send thank you notes afterwards.

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

If special guests are invited to this dinner, include them in the head count and pay for their meal, or if pot luck have every den bring enough extra dishes to serve the guests. If there is a head table, guests will be seated there. If not, place the guests with each of the dens. A special guest list could include the district executive and spouse, unit commissioner, minister or rabbi, Scouting coordinator and spouse, former cubmaster, Scoutmaster and spouse, school principal, local newspaper editor and spouse. The list could be endless but hold the guest list down according to the pack capabilities. Invitations should be mailed or hand delivered at least a month in advance to give the guests time to make a commitment.

#### THE BANQUET PROGRAM

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

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



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

The following is a suggested agenda for the banquet program:

- Opening ceremony
- Invocation
- Dinner
- Songs (Use song leader and song sheets so all will join in)
- Welcome and introduction of special guests
- Greeting from head of chartered organization
- Bobcat induction ceremony
- Den skits and stunts
- Webelos demonstration
- Advancement awards ceremony
- Recognition of leaders
- Announcements and thanks
- Closing ceremony

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

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

# ... February

On Valentine's Day, let's provide a gay party touch for those who have to spend the day in bed.

### For Grown-ups

Make a *tea holder* from two paper hearts about 4" x 4". With yarn whipstitch the two together around the lower part. Leave scalloped top open. Staple on a paper or ribbon handle and print "Tea for Two" on the front. Insert a tea bag.

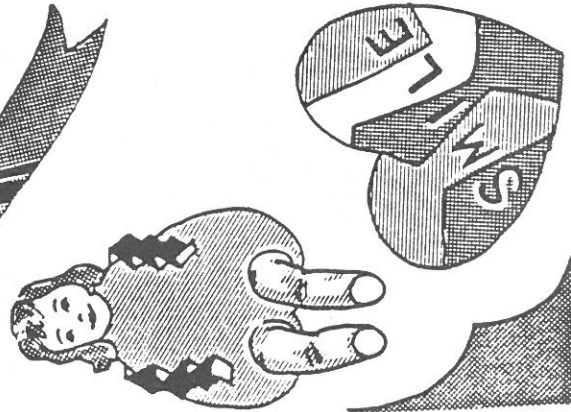
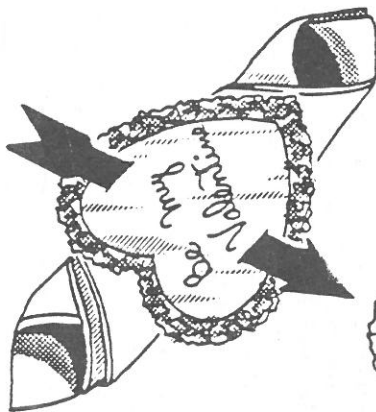
For a frilly *napkin holder*, cut a construction paper heart 3" to 4" wide. Glue on a lace edging, cut from a paper doily. About 3/4" from each edge, cut a slit, as pictured; insert an arrow cutout. Roll a paper napkin and insert between arrow and back of heart. Add message, "Be My Valentine."

For a useful *bookmark*, gather lace about 1/2" wide into a rosette. Glue or stitch to the end of a 6" ribbon. Glue tiny felt or paper hearts at center of rosette on both sides.

### For Children

Use a 4" paper heart to make an amusing *finger puppet*. Turn heart upside down and glue a cutout of a child's face at the tip. In each curve at the bottom of heart, cut an opening for inserting fingers to form puppet's legs. Fanfold 1/2" wide paper strips for arms, and attach.

A *jigsaw puzzle* is fun. Cut a large heart from stiff paper; in large letters, print "SMILE" across it. Cut the heart, as pictured, into jigsaw pieces, including one letter on each piece. Put all in an envelope addressed "To My Valentine." Add a heart seal "stamp."



# Favors . . .

These novel miniature "busts" make clever decorations for a party table, whether used singly as favors or in a group as a centerpiece.

### Flashbulb Characters

For the heads, we used fairly large flashbulbs, and inserted the necks into sections cut from pulp egg cartons. In addition, we used some crepe paper (white or flesh color preferably), plus finishing details.

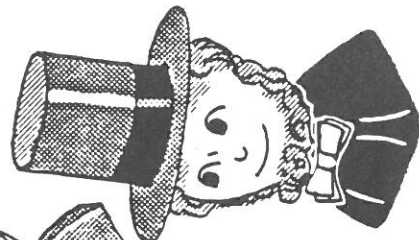
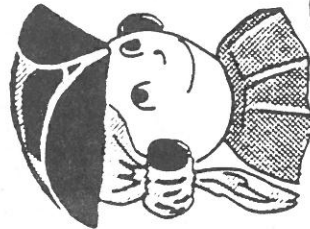
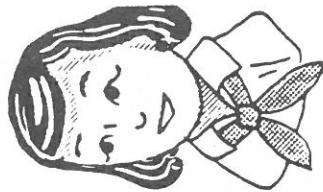
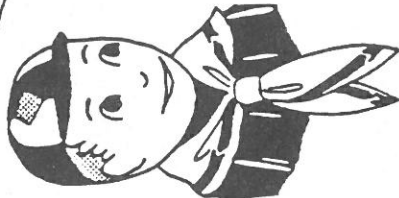
Cut strips of the crepe paper about 1" x 17", grain running crosswise. Tape or glue one end to the bulb; then stretch and wind the remainder around the head. Glue the end; gather and glue paper to head.

Facial features can be drawn with a pen or cut from paper and glued in place. For the hair and whiskers, glue on tiny snips of yarn.

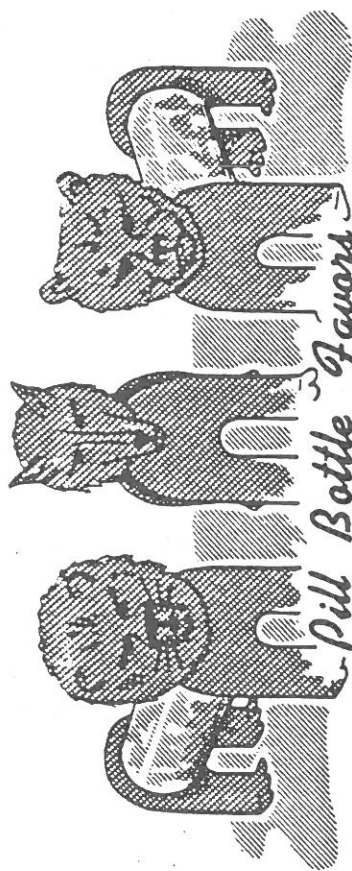
Cut out an egg cup from the pulp carton and invert for the base. Paint the base, as desired, or glue on paper. Necktie, scarf, buttons, and so on, can be cut from paper and glued in place, as desired.

We used toothpicks for Cupid's arrows. For our Cub Scout's cap, we used a little round section of egg shell from the end of the egg. Then we glued on visor and stripes cut from construction paper.

For Washington's hat, we used a plastic bottle cap for the crown and 3 1/2" paper circle for the brim. For the tricorn, fold the brim up and glue to the crown. For Lincoln's hat, roll paper into tube for the high crown; glue to a 2 1/2" paper circle brim. Cut head openings in the hat brims and glue hats in place.



# More Decorations



## Pill Bottle Favors

*These candy-filled animal favors are certain to appeal to young party guests!*

Impressive on a party table and perfect for little take-home favors, these animals are inexpensive and easy to make. Use round plastic pill bottles for the bodies and paper cutouts for the front and back. If you haven't enough of the little bottles available, you can buy empty bottles at your local drug store. The bottles we used measured about 2" high and 1" in diameter. The patterns shown are actual size heads to fit this size bottle. Legs in proportion should be added. Cut the fronts and backs from stiff paper or lightweight cardboard, as shown. Fold tiny tabs forward on the legs, so your animals stand alone. Fill the bottles with small candies, such as cinnamon hearts, chocolate-



GLUE TO EACH END OF PILL BOTTLE



### VALENTINE HEART DECORATION

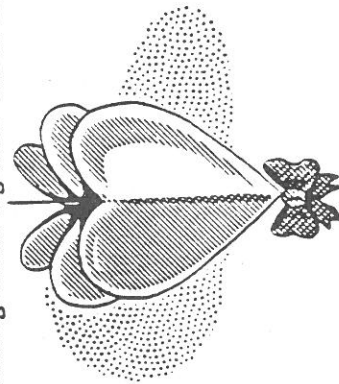
Cheryl Cederholm  
Caixa Postal 2221  
Brasilia, DF, Brazil

Twelve-year-old Cheryl, who loves to work with craft ideas, sent us this hanging Valentine decoration.

For your decoration, use any size hearts you like. Cheryl's were 5½" long and 6½" wide.

Cut six hearts from heavy paper or lightweight cardboard. Paint them red. To bend hearts in half, use a ruler, or lay the center of the heart on the edge of a table.

Keeping the creased edges at the center, attach all six hearts by gluing touching halves together. Leave cen-



ter creased edges unglued so you have an opening for string to go through for hanging.

When dry, thread string, ribbon or decorative cord through center of heart. Attach a bow, flower or butterfly to bottom of cord to keep it from pulling through.

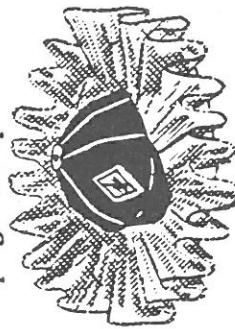
If you wish, decorate with paper doily cutouts. Hang from fixture over party table.

### BANQUET CORSAGE FOR MOTHER

Mrs. Verina R. Landry  
4541 Feliciana Drive  
New Orleans, Louisiana

Mrs. Landry and her Scouts made these corsages for the Blue and Gold banquet last year and received many compliments from the mothers.

Make a Cub Scout cap by cutting and shaping the cup section of an



egg liner as shown. Paint cap blue and add yellow stripes and details with crayon or paint.

Make a ruffle from strips of net or crepe paper, 1½" wide, and glue to circle of yellow construction paper 3" in diameter.

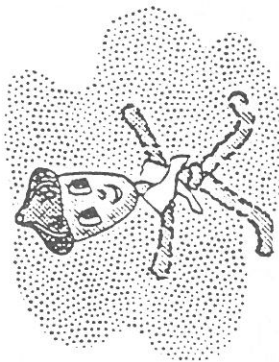
Glue Cub Scout cap to center of ruffle, and add a pin at back of circle.

### ACORN CUB SCOUT

Mrs. Thomas M. Creech  
3219 South Edgefield  
Dallas, Texas

Dress up your Blue and Gold banquet table with these cute little Cub Scouts made from acorns and pipe cleaners.

To make the Cub Scout head, paint an acorn with flesh colored paint; add features with a ball point pen. Paint the acorn cap blue and add yellow stripes.



Push a short piece of stiff wire up into bottom of acorn for the neck. Make the body, arms and legs by twisting a blue pipe cleaner into shape. Attach to neck wire by twisting wire and pipe cleaner together. Make a small scarf from a triangle of yellow crepe paper.

**TENT PARTY FAVOR**

This tent party favor can serve a dual purpose. Use it as a place card, and slip a small candy bar inside for that added party treat.

Use green construction paper for her tents, but suggests that



CUT CORNERS

even brown paper bags may be used. Use pieces of paper 6" x 6 1/2". Fold

in half so that you have a double piece of paper 3 x 6 1/2".

With the fold at the top, cut corners as shown in diagram. Fold points in; overlap and glue.

Print the Scout's name on the side of the tent and add a small flag sticker or other decoration.

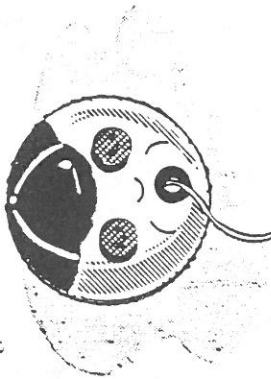
**CUB SCOUT STRING HOLDER**

This smiling Cub Scout string holder can be made from yellow and blue felt or other heavy material.

Using a saucer for a pattern, cut two yellow circles. Cut the blue material in the shape of a cap.

On one circle, sew on button eyes and draw or embroider nose and laugh lines. Cut a small red circle with a hole in the center for the mouth.

Sew or glue the edges of the two yellow circles together, leaving the top section open to insert a ball of string.



Draw or embroider stripes and emblem on the cap and sew in place. Sew a curtain ring on top of cap for hanging.

Insert ball of string and bring end of string out through Cub's mouth.

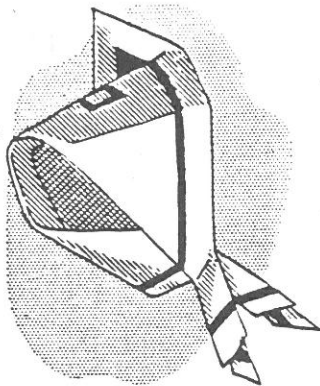
**NECKERCHIEF PLACE CARD**

These neckerchief place cards are simple to make, and will add color

to your Blue and Gold banquet table. Cut a triangle out of yellow construction paper, with base 8 1/2" across and sides 6" long.

With a felt tip pen, crayon or paint, add neckerchief detail. Add the Scout's name on the back.

Fold over 1/4" along long side; then fold two more times, as you roll a real

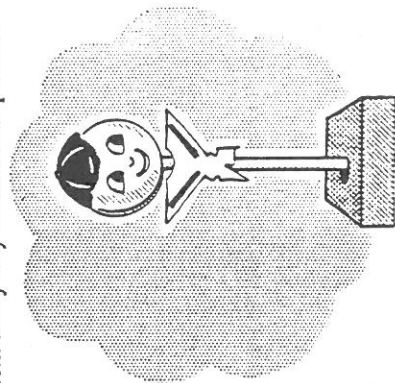


neckerchief. Bring two ends together and staple at the point where tie slide ordinarily goes.

Bend up the scarf ends and point at back to form tabs so neckerchief stands on table.

**CUB LOLLI-FAVORS**

Use yellow wrapped lollipops for the body and head of the Cub Scout. Trim away any excess cellophane.



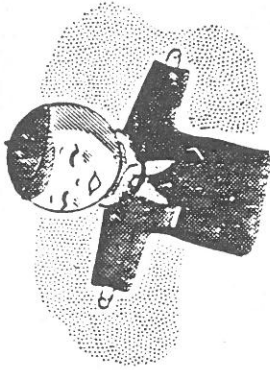
From blue construction paper, cut Cub's cap to fit the size of lollipop.

**NECKERCHIEF SLIDE**

Mrs. Joyce Newell  
San Diego, Calif.

This little Cub Scout neckerchief slide was made from a wooden bead with a face painted on it and a hole through the center.

For the body, fold a pipe cleaner in half and glue the folded end in the hole of the head. Next, wrap a



pink pipe cleaner around the first, where it joins the head, and shape into arms.

From blue felt or other blue material, cut out a shirt to fit the pipe cleaner body and arms.

For the neckerchief, wrap a bright yellow pipe cleaner around the neck and tie in front with blue yarn.

For the hat, cut a circle with a visor, out of blue material. Glue to head. For a button on the cap, push a pin with a plastic bead through cap into hole in head. Sew or glue a ring on the back, and your neckerchief slide is ready for use.

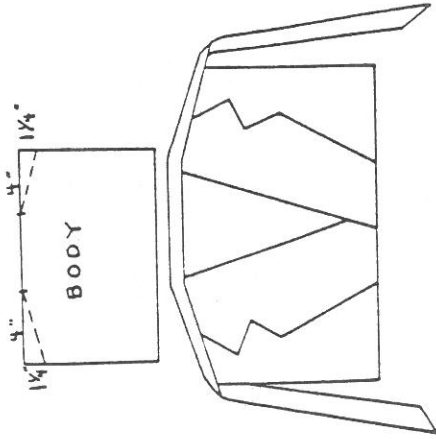
For a novelty neckerchief slide a la op-art, cut the top and bottom off a mini salt shaker. Slip the mini shaker on your neckerchief. What could be easier or more fun!

# Freedom Festival Centerpieces

Here are three centerpieces, suitable for Blue and Gold banquets or for any patriotic occasion. With minor changes, they can be adapted to fit many organizations and clubs.

## Uncle Sam

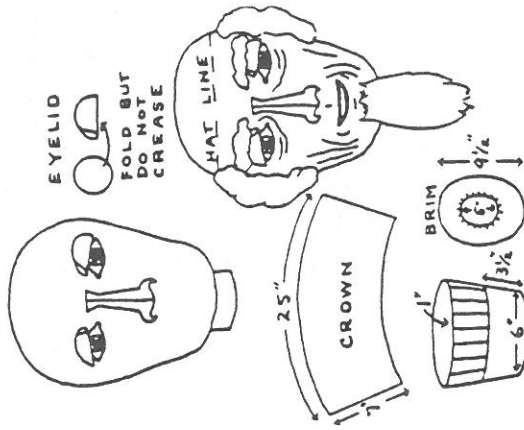
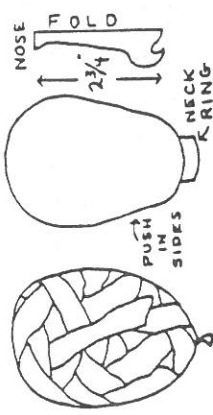
For a base, cover a suit box with crepe paper (preferably red). Use a large detergent box for the upper body. Cut the box, as shown, to resemble the slant of shoulders. Glue white paper at the center front



for a shirt. Cover the remainder of the box with blue construction paper for a coat. Cut and glue wide labels to the coat. For arms, glue a strip of blue construction paper 4 1/2 inches wide across the top. Bend it at each shoulder and let the strip hang down on the sides.

Cut and glue a large red paper bow tie at the top center, placing it so it extends a little above the top of the box. (Add tie details with a felt tip pen.) Glue the detergent box to the center of the base.

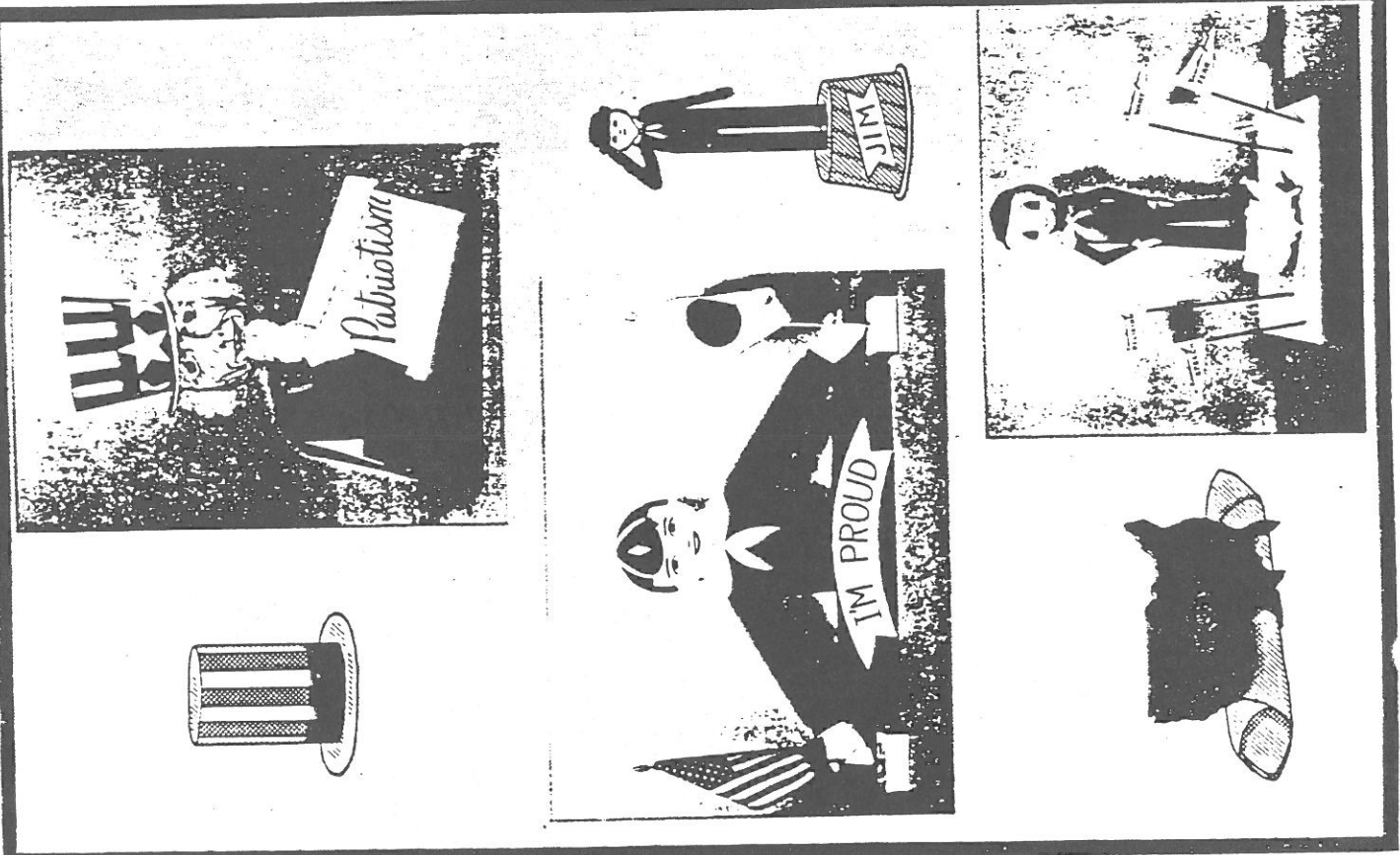
To make the head, inflate a balloon to actual head size. Cover with pa-



(Rest the balloon in a cardboard collar or the mouth of a jar while applying the strips and during the drying process.)

When it is nearly dry, puncture the balloon and press in the sides of the head in the ear area for a more natural head shape.

Cut a nose from folded paper, as shown, and glue to the head. Cut and glue on paper eyes; then cut two 2 inch paper circles. Fold in half without creasing and glue the edges





together. Glue one over each eye to resemble a drooping eyelid. For the neck, form a ring about 3" across from a strip of paper 1" wide. Glue in place.

Paint the entire head with skin tone tempera. To give the appearance of age, paint the natural creases around mouth, cheeks and eyes with tan and brown paint. Glue on cotton for puffy sideburns, bushy eyebrows and beard. Attach the head by gluing neck to top of detergent box.

For his top hat, cut the crown, as shown, from white construction paper. Glue into a tube about 6" across at the base. Be sure the tube will fit on the balloon head. For a brim, cut a 9½" paper oval with a 5" oval removed from the center. Slit around the inside edge to make tabs for gluing the brim inside the crown.

Trim the hat with red stripes 1" wide and blue band ¾" wide, as pictured. Glue white stars on the band. Cut paper to cover the open top of the crown and glue in place. Roll up the sides of the brim slightly.

For the scroll, use a strip of shelf paper 10" wide. Roll in opposite directions at each end; glue to hold, using paper clips until dry. Write or print "Patriotism" across the scroll with a felt tip pen. Glue to the front of your centerpiece.

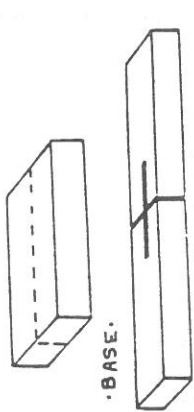
**Uncle Sam Hat Favor**

Glue a nut cup at the center of a 3" white paper circle. Glue a 3" x 7" strip of white paper around the cup for a high hat crown. Glue on red stripes and a blue band. Fill with small candies.

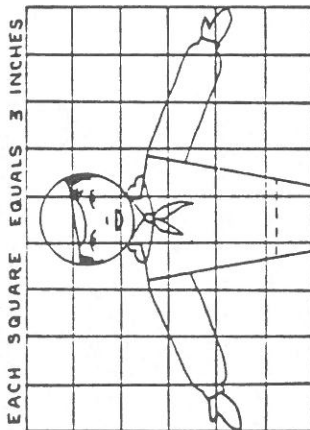
**Cub Scout Cutout**

For the narrow base of this centerpiece, cut the lid of a sturdy box in half, lengthwise, and glue end to end, as shown, making it about 22" long. Cover with paper.

Using the graph drawings, make a paper pattern of the Cub Scout cutout. Outline on heavy cardboard and cut out. Cut a paper circle for the face and draw on features and hair with a felt tip pen. Also cut hands from paper.



•BASE.



Use blue paper for the uniform and hat; yellow paper for scarf, hat trim and banner. Print "I'm Proud" on the banner. Glue parts in place.

Cut a slit across the center of the base, making it about 5¼" long or the size of cutout base. Insert the Scout cutout in the slit and glue the banner across the front of the base.

To make the two flag stands, cut a toothpaste box in half. Wrap each half with paper after filling with gravel for weight. Insert the flagstaffs in holes punched in the top center ends of the box. Place an American flag at his right side and a Scout flag at his left side. Wait to glue his hands around flagstaffs until you set up the centerpiece at the banquet.

**Scout Place Card**

Paint a clothespin blue except for the knob. Glue a 4" pipe cleaner

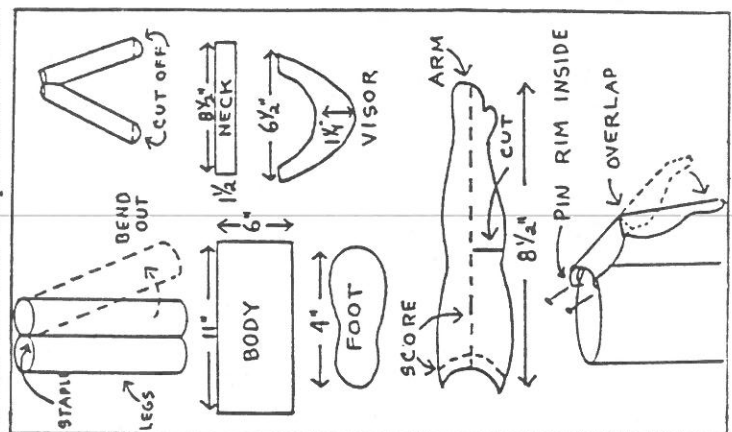
across the back for arms. Form an oval coil from pipe cleaner; push it up at the center to make a rounded cap. Glue to the knob. Draw the facial features with ink and add a tiny scarf. In the bottom of a nut cup, cut a hole in which the clothespin fits snugly. Invert the nut cup, insert the clothespin figure and attach a name tag to side of nut cup.

**Freedom Flags**

For the centerpiece base, cover a dress box with paper. Add a contrasting strip of paper around the sides with the word, "Freedom," printed on it.

To make the Cub Scout figure, cut 2 cardboard rolls 10½" long. Staple the tops together and bend the legs apart slightly. Trim the ends at the bottom so the legs stand squarely.

Cut the other parts from cardboard in the size and shape shown. Roll



the body and neck into tubes. Score the arms on dotted lines with a knife; then bend. Slit at the elbow, overlap and glue, as shown. Glue all the parts together. Use a plastic foam ball for a head, gluing on the features and painting the hair.

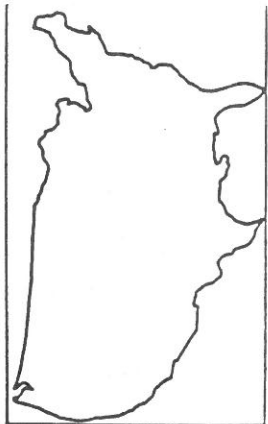
For his hat, cut crepe paper 3" x 10" and glue the 3" ends together. Stretch the lower edge to fit around the head; fold the other edge into pleats and staple at the top of hat. Paint the uniform; when dry, paint added details and glue on a crepe paper neckerchief. Glue the figure to the center rear of the base.

Cut four paper pennant type flags about 5" long and on each, print one of the "Four Freedoms" — Freedom of Speech, Freedom of Religion, Freedom from Want and Freedom from Fear. Glue each flag to a thin dowel or balloon stick and insert the flag sticks in holes punched in the base.

Trace the outline of a map of the United States onto construction paper. Glue to a cardboard backing; then cut out and glue an easel at the back of the cutout. Tape to the base in front of Scout figure.

**U.S.A. Favor**

Using the actual size pattern shown, make a cutout of the United States for each guest. Attach a cardboard ring to the back; then slip a napkin through the ring. Add a name tag, if desired.



# Patriotic Centerpieces

*"Old Glory's" stars and stripes unfurled  
Is the fairest sight in all the world!*

## Our Flag

This fluffy crepe paper flag is made on a background of hardware cloth with mesh 1/4" square. We used a piece 18" x 24". (To protect hands, tape edges while working.)

You will need one package each of red, white, and blue crepe paper. In addition, you will need a carton about 25" long for a base and a strip of wood about 1" wide and 18" long for a flagstaff.

To cut the needed 2" squares of crepe paper, leave the package of paper unopened and cut on heavy lines as indicated (Fig. 1).

Use a pipe cleaner bent in half for pushing paper squares into mesh; then with fingers, grasp paper on underside of mesh and pull about half-

To start your flag, place the stars first. Leave 3 squares of mesh open along the lefthand side for attaching the staff. Insert the first star in the sixth square from the left edge and the third square down from the top. Place 6 stars, 5 squares apart, in the top row.

Begin second row of stars in ninth square from left side. This row has 5 stars. Continue in this way until you have nine rows containing a total of 50 stars as shown in graph (Fig. 3). Then fill in blue.

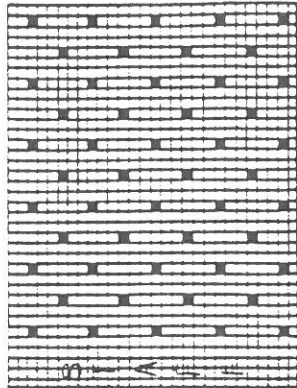


FIG. 3

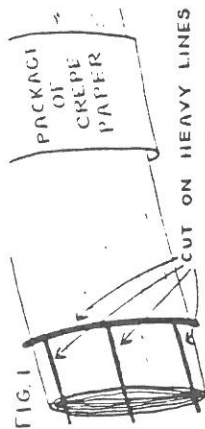


FIG. 1

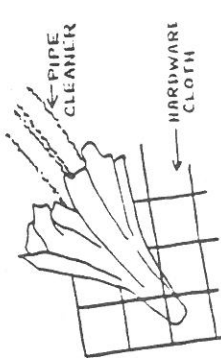
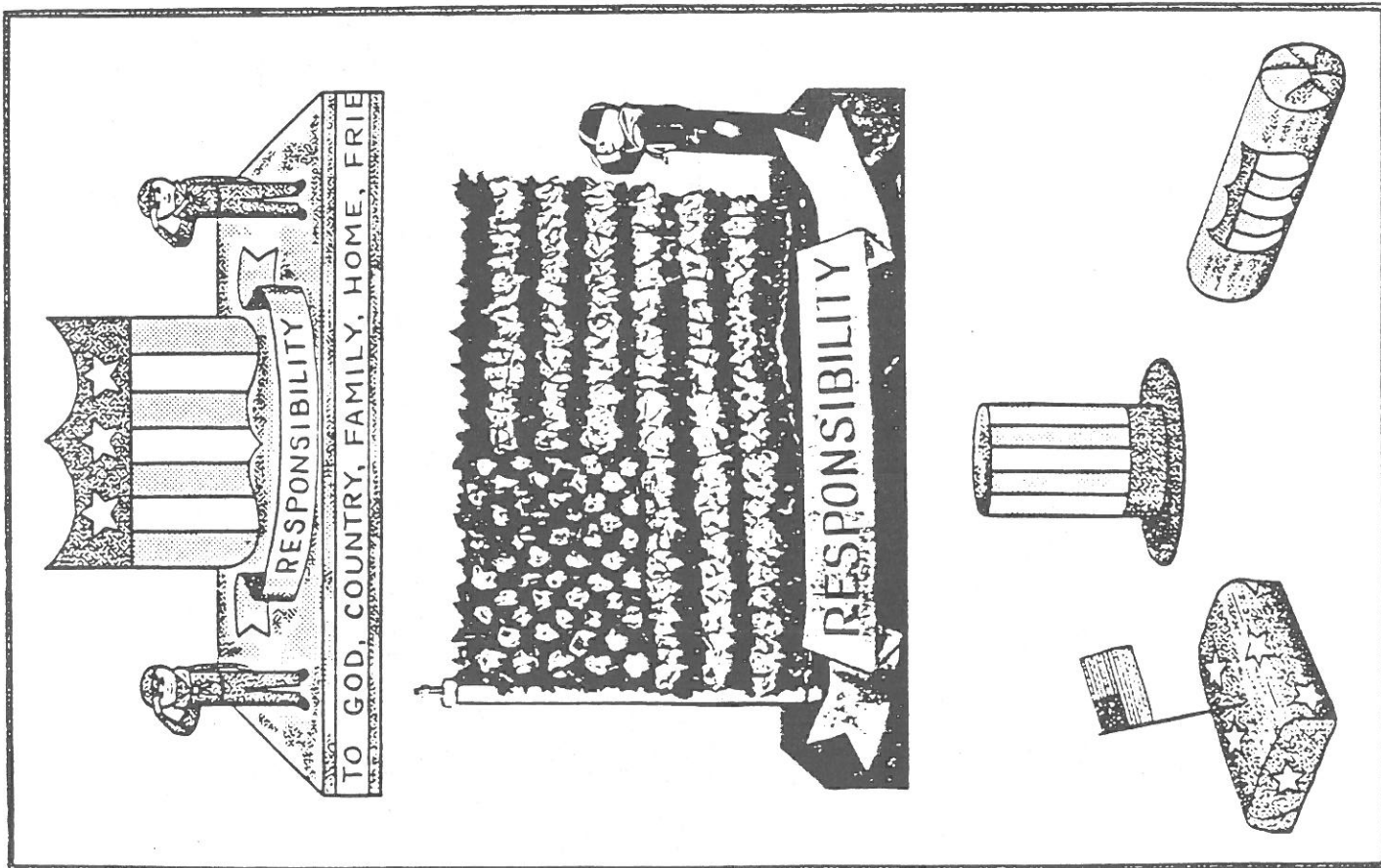


FIG. 2

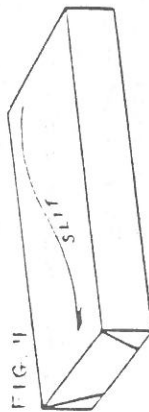
Allow three rows of squares for each stripe with a vacant row between each color. Let stripes extend to the right a little more than twice the length of the blue field. When the 13 stripes are complete, cut off excess hardware cloth on right-hand side. Leave an unfilled area across the bottom of the flag.

Glue an ornament to top of flag-staff (we used a glue bottle cap). Paint staff before stapling to the left side of flag.

way through opening (Fig. 2). It is not necessary to stuff every opening, but be sure none of the mesh is visible when flag is completed.

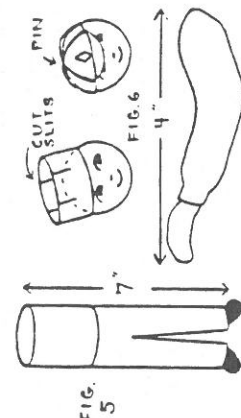


For the base, cut down your carton to 3 1/2" deep and invert. Cut a curved slit in base (Fig. 4) the length of your finished flag. Cover base with foil or other suitable paper, slitting to match base. Widen end of slit to accommodate flagstaff. Insert unfilled border of flag so bottom of flag rests on base.



On a paper streamer, print the word, "RESPONSIBILITY"; glue across the front of the base.

For the Cub Scout, use a cardboard roll 7" long. Cover with blue crepe paper; tuck in excess and glue at ends of roll. Cut a V about 3 1/2" long at front and back of roll for trousers. Glue on paper feet and a paper belt. Glue paper circle to the top of the roll (Fig. 5).



Use a 2" plastic foam ball for the head with paper features and painted hair. Glue a 1 1/2" wide strip of crepe paper around head for cap. Cut into six sections, fold over and pin at center to hold (Fig. 6). Add a visor, yellow strips and emblem.

Glue head in place. Glue on paper arms and hands cut about 4" long, placing left arm against side of body and right arm in saluting position,

at elbow with hand glued to cap visor. Add a paper neckerchief.

**United States Shield**

We took our shield design from the official seal of our country. Let the size of your shield be determined by the size box used for a base. Cover a dress box 16" to 18" long with suitable paper. With felt tip pen, print "To God, Country, Family, Home, Friends, Neighbors, Den, Community..." on a strip of paper; glue around the sides of the base. On a second paper strip, print the word, "Responsibility."

Cut a shield 10" to 12" across from heavy cardboard. Cut the stars, stripes and blue area from paper and glue in place. Glue an easel at the back. Duplicate shields may be made, attached back to back with tape at the tip, then spread at bottom to stand on the base.

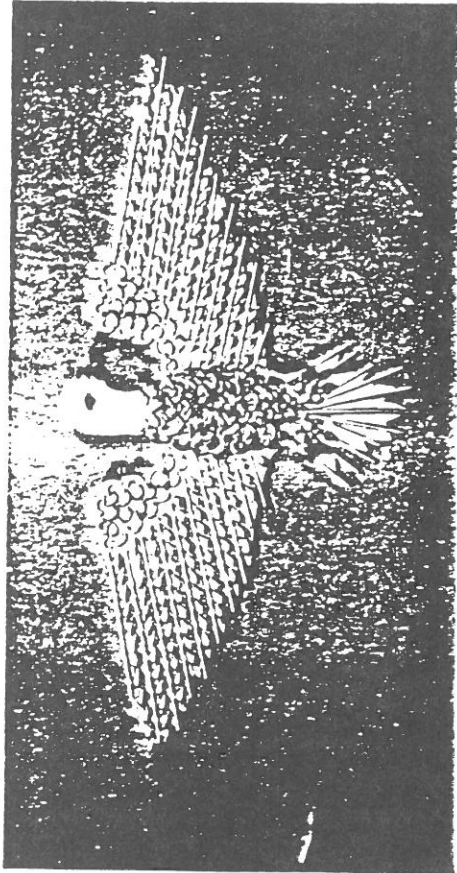
Attach the sign, "Responsibility," by applying a thin line of glue along lower edge; then hold in place until glue dries enough to hold it. Make two Cub Scouts as before to stand on each side of shield.

**Patriotic Candy Favors**

1. Wrap a fairly thick candy bar with blue paper and add several gold star stickers. Insert a miniature American flag.

2. Wrap rolls of mints in colored paper. Glue on flag stickers or add miniature shields.

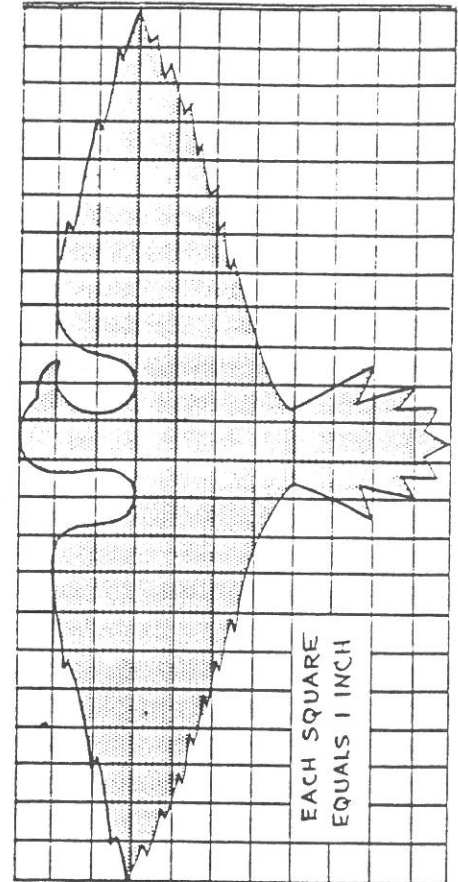
3. For Uncle Sam's hat, glue a nut cup at center of a 3" circle of blue construction paper. Glue a 3" x 7" strip of blue paper around the cup to form the high crown. Glue on red and white vertical stripes, leaving blue at the base for a hatband. Fill hat with small candies.



**Macaroni Eagle Plaque**

The popular eagle motif, worked out in macaroni, makes an impressive wall decoration. Use these plaques for beautiful gift or bazaar items. Using the scale drawing, make a paper pattern of the eagle; then trace around this pattern on a heavy cardboard backing. Cut out eagle with kitchen shears or other heavy shears. We used three of the many macaroni products available — elbo, shell, and straight spaghetti. Attach it with ordinary white glue.

Cover the tail with spaghetti, extending beyond the cardboard and add shell macaroni for talons. Spray paint as desired. (We used gold and added black accents.)



# Strong for America

Because February is the birthday month of several great Americans, it has become traditional to emphasize a patriotic theme at the many gatherings and parties that take place in February. For the many organizations and groups who will be planning banquets and get-togethers this month, we have prepared a patriotic skit, plus some suggestions for ways of presenting it.

If you like, each verse can be read by a group of youngsters, such as Cub Scout Dens or groups from a classroom. If you have just a few participating, then each verse can be read by an individual with the whole group joining in the "action" between the verses. You can even have the entire audience join in if you are presenting your skit at a dinner meeting.

Very little preparation is needed beforehand. You will need a piano player to signal when "action" is called for by striking a chord. In addition, at times, short periods of brisk march music will be needed. If a piano is not available, use a drum for the signals and to keep time for "marching."

If the audience is to be included, let the group leader or a narrator explain that one chord on the piano signals a salute; two chords a march; and three chords a cheer. (When they march, actually they only "mark time" while standing.) To cheer, shout "Hip, hip, hooray!" Audience then is reseated.

The introductory verse can be read by the leader or a narrator. The remaining verses will be read by groups or individuals, as desired.

Our land, America, is dear

To every person gathered here.

To keep our history ever bright,

Let's review it here tonight.

We'll stand and march and cheer again

As we recall great deeds and men!

The Pilgrims sailed an unknown sea

To seek religious liberty.

Their courage we'd do well to borrow

To give our land a bright tomorrow.

*(One chord sounds for a salute.)*

We thrill to think of Paul Revere,

Of Minute Men who showed no fear,

And men who fought at Bunker Hill —

America needs such fighters still.

*(Two chords sound for a march.)*

Betsy Ross, a patriot true,

Designed our flag — red, white, and blue.

Women today can do their share

To show the world Americans care.

*(Three chords sound for a cheer.)*

At Valley Forge when all seemed lost,  
Washington fought, whatever the cost.  
He never gave up when he was down  
And gained the victory at Yorktown.

*(Two chords sound for a march.)*

Wise men signed the "Declaration";  
Then helped to form our beloved nation.

Let men of honor write our laws

So justice strengthens freedom's cause.

*(Three chords sound for a cheer.)*

Freedom from slavery Lincoln planned  
And preserved the union of our land.

May our boys grow up to be

As noble, great and good as he.

*(One chord sounds for a salute.)*

Brave men and women — pioneers  
Pushed ever westward through the years.  
Hardship and toil they had to bear.

Now let us resolve to do our share.

*(Two chords sound for a march.)*

Remember Gettysburg and Manila,

Belleau Wood and Iwo Jima.

Names to make Americans proud.

Come, let our cheers ring clear and loud.

*(Three chords sound for a cheer.)*

To men of science, inventors, too,

To doctors, teachers, praise is due.

All helped to make the U.S.A.

The wonderful country it is today!

*(One chord sounds for a salute.)*

Courageous astronauts in space

An unknown universe will face.

Can we on earth do less than they

To assure the world a brighter day?

*(Three chords sound for a cheer.)*

Untold thousands fought our wars,

At home and on far, foreign shores.

Boys fight in Viet Nam tonight

To keep the lamp of freedom bright.

*(One chord sounds for a salute.)*

So let us stand, and from the heart,

Pledge that we will do our part

To keep America great and strong

As our voices join in song.

*(All rise and join in singing "America.")*

PEACE

Make peace pipes from brown railroad board. Glue a white strip of paper onto the center. Add the two colored feathers and laminate. Messages can be written on the white paper strip section. Write with felt tip pens and you can sponge off the message when you wish to change what it says. A Kleenex dampened with fingernail polish remover will also work quite well to clean the writing area.



PEACE

Talk about the peace pipe, how the Indians used it and for what occasions the Indians used it.

Messages on the peace pipes could include:

Have a happy Thanksgiving holiday.

We'll sail on the Mayflower.

What a feast I see on the table.

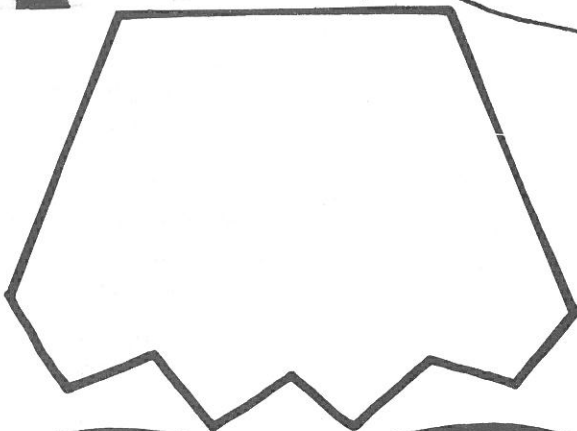
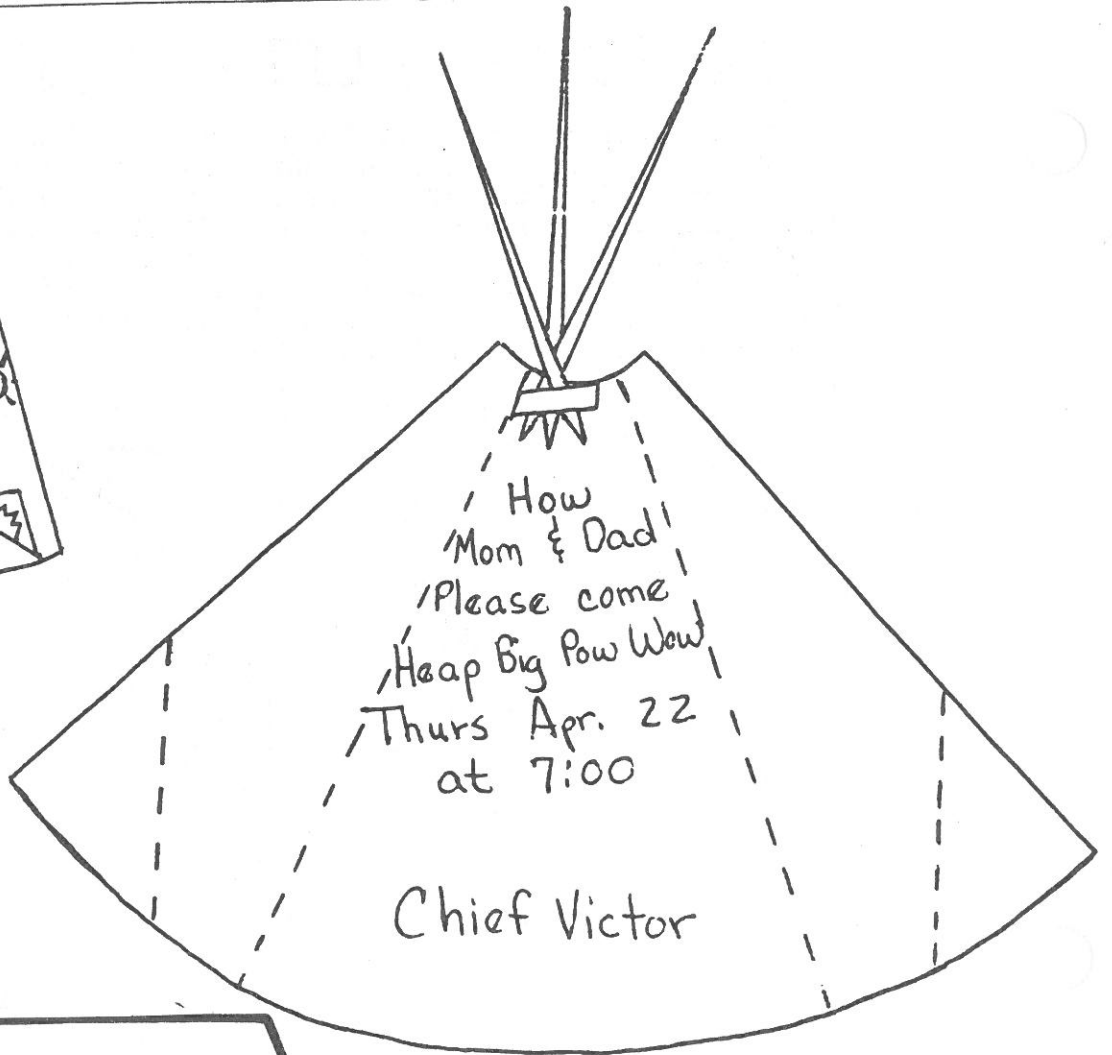
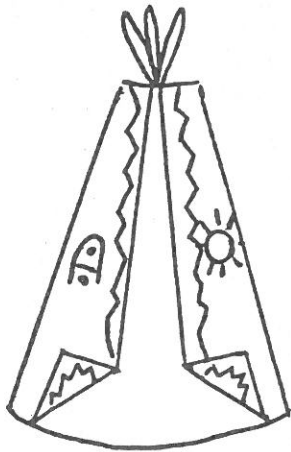
I planted twenty-four rows of corn.

Squanto helped the Pilgrims.

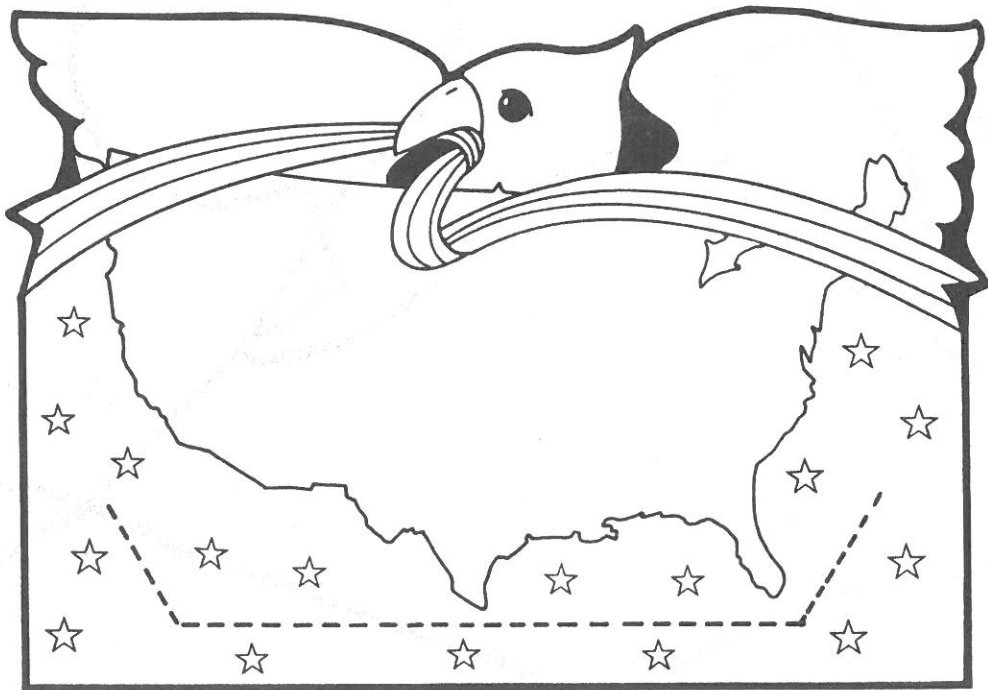
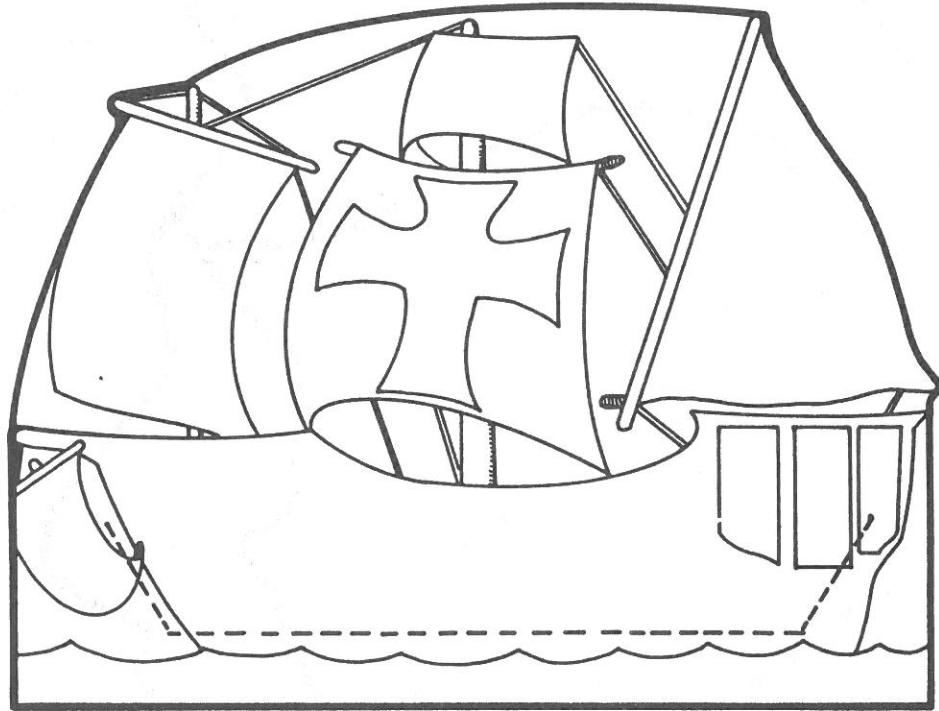
When in your reading group sit in a circle. Give each child a peace pipe. Pass

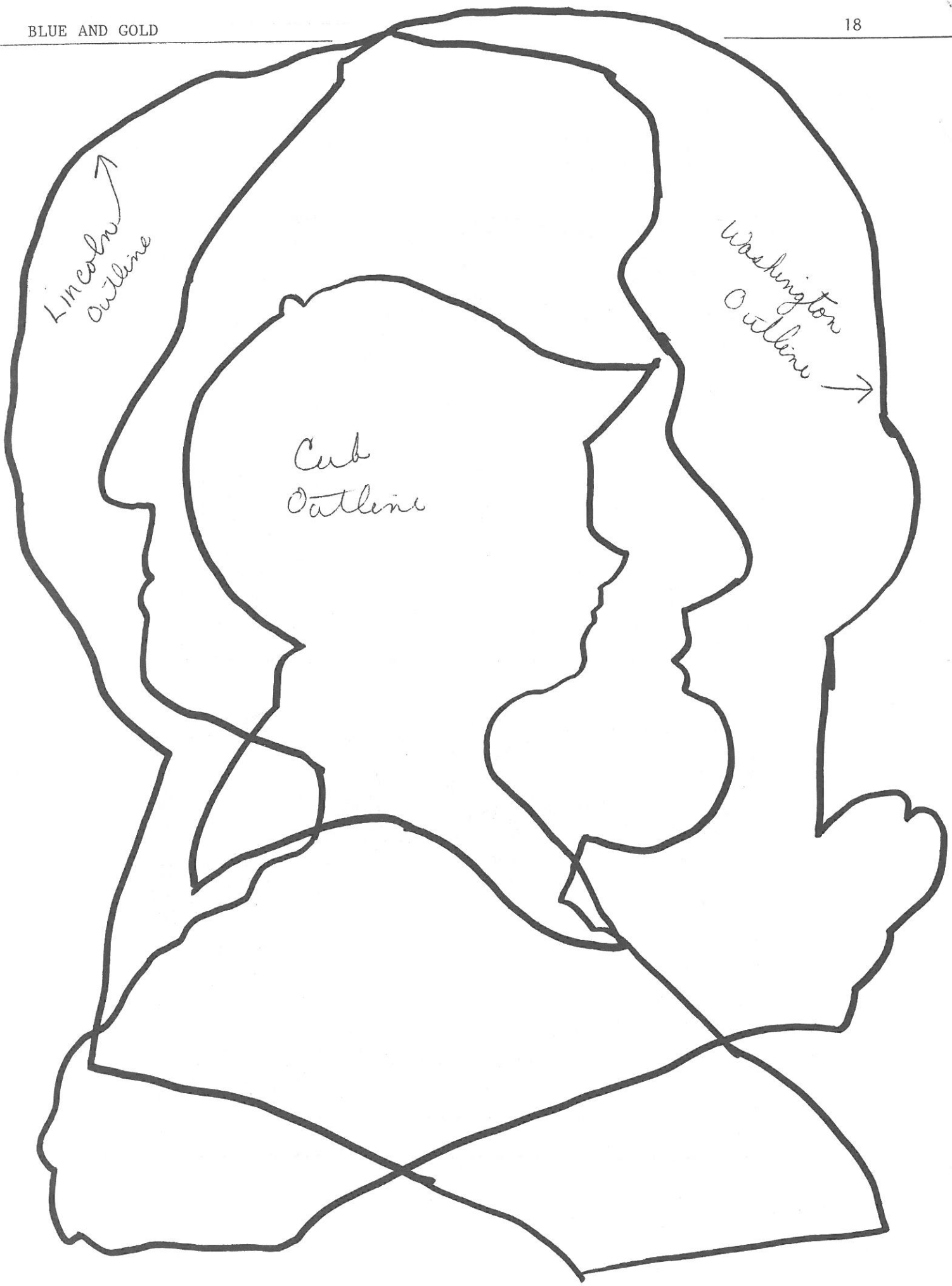
them around the circle until a leader says STOP. Each child reads the message on his pipe. Continue for several times.

# Invitations



Parrotails



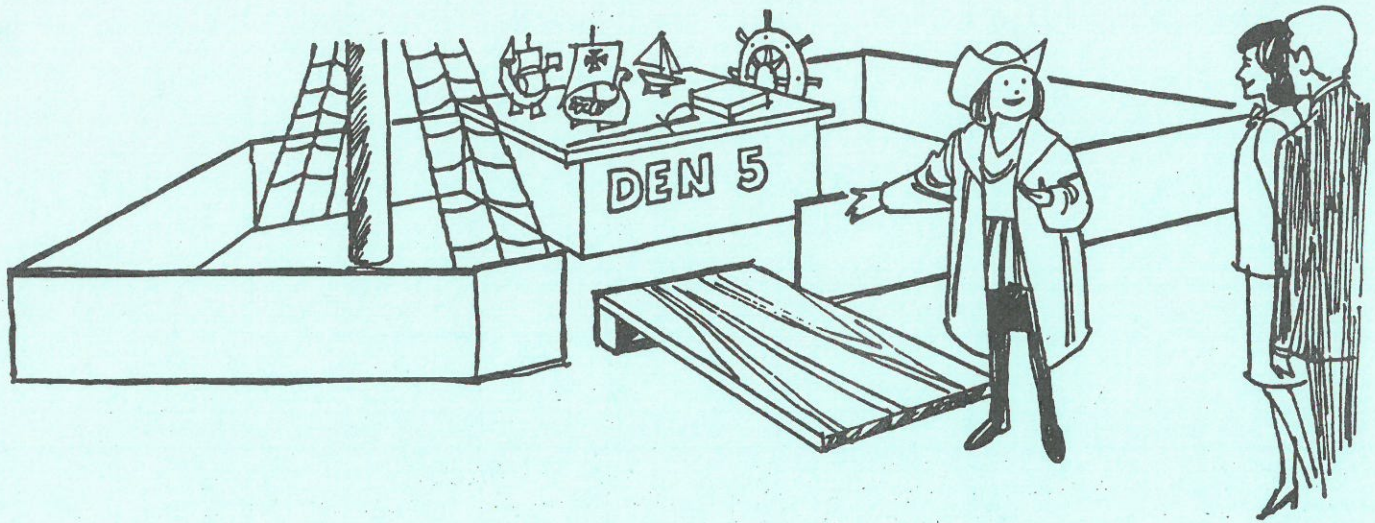


Lincoln  
Outline →

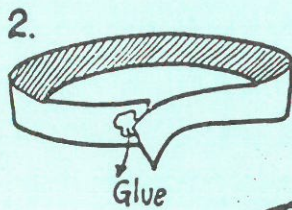
Curb  
Outline

Washington  
Outline →





## CRAPTS



### The Wampanoags' Wigwam

Eastern Woodland Indians lived in dome-shaped houses called wigwams. Wigwams were built by bending small, green tree trunks to form a frame. The frame was covered with overlapping squares of bark. A hole was cut in the center of the roof so that smoke from fires could escape. Indians heated and lighted their homes with the same fires that they cooked over. Mats covered with furs were used as seats and beds.

For an interesting display, pair these authentic looking wigwams with Indians made from pipe cleaners. Provide one  $1\frac{1}{2}$ " x 12" and four  $1\frac{1}{4}$ " x 8" strips of construction paper for each child. Also, supply glue, scissors, brown paper bags, and these directions.

1. Glue the 8" strips so that they intersect in the middle.
2. Make a circle with the 12" strip and glue the ends together.
3. To complete the frame of the wigwam, glue the ends of the 8" strips to the inside of the circle as shown.
4. Have children cut  $1\frac{1}{4}$ " squares from brown paper bags, and glue to the frame beginning at the bottom. Squares should overlap.
5. Overlap the first row with a second row of squares. Continue until completed.
6. Cut a door.



## CRAFT IDEAS, HINTS, AND RECIPES

SCRAPS AVAILABLE AT LITTLE OR NO COST

Blueprint Paper. Ask blueprint companies. Good for making leaf prints.  
 Bowling Pins. Some bowling alleys give discards away. Use for making figures.  
 Buttons and Beads. Good Will, Salvation Army.  
 Bolts (fabric). Any store selling yard goods.  
 Cans (gallon size). Restaurants and school cafeterias.  
 Canvas. Canvas product manufacturers.  
 Cardboard. Most grocery stores or filling stations.  
 Cardboard Cartons (large). Appliance stores.  
 Ceramic Tile. Check with tile dealers about broken pieces for mosaics.  
 Cigar Boxes. Tobacco stores, department stores, drug stores.  
 Concrete Blocks. Ask manufacturer for flat broken pieces. Use for book ends,  
 door stops, paper weights, etc.  
 Cork. Check with gasket manufacturers for scraps of sheet cork. Good for  
 coasters, placemats, etc.  
 Drapery Samples. Drapery shops.  
 Film Cans and Spools. Local photography shops.  
 Foil Papers. Florists often have scraps from pot wrappings.  
 Ice Cream Cartons (3-gallon round). Baskin-Robbins, Kay's. Good for making  
 knight's helmets, wastebaskets, etc.  
 Jars. Try Good Will, second hand stores or garage sales. Usually cheap.  
 Leather. Leather companies, upholsters.  
 Linoleum. Ask any linoleum company or flooring firm for scraps.  
 Lumber. Ask lumber yard or cabinet makers for scraps.  
 Plastics. Some boat manufacturers have windshield scraps.  
 Plastic tubes. Ask people with hospital connections.  
 Plastic bottles. Ask local druggist to save them.  
 Popsicle Sticks. Check with dairies.  
 Rope (1/4"). Check with venetian blind repair shops.  
 Sawdust. Lumber yard, cabinet makers.  
 Shade Rollers. Window specialty shops, venetian blind dealers.  
 Spools. Dressmakers, tailor shops, alterations departments of stores.  
 Tile. Check with dealers for broken pieces.  
 Upholstery sample. Upholstery dealers, also automobile upholstery.  
 Venetian blind slats. Venetian blind repair shops.  
 Wallpaper Sample Books. Wallpaper dealers for paint stores. These books are  
 replaced periodically and you can get the old ones.  
 Good for covering wastebaskets, scrapbooks, etc.  
 Wire. Electrical contractors, appliance repair shops...ask for used wire.

## ASK BOYS TO BEGIN SAVING:

Egg cartons	Material scraps
Margarine tubs	Popsicle sticks
Cardboard rolls	Cans
Spools	Bottles
Coat hangers	Plastic lids
Foil pans	Milk cartons...the list can go on...and on...and on.

NEED AN IDEA?

Airplanes	Doodles	Papercrafts
Ant House	Doorstops	Photography
Bean Bag Toss Game	Electric Games	Plaques
Benches	Feather Flowers	Plastic Casts
Birdbaths	Games	Party Favors
Bird Feeder Boxes	Games Chest	Puppets
Birdhouses	Garden Box	Puppet Theatre
Boats	Gliders	Ring-the-bottle game
Bounce the Ball Game	Indian Costumes	Roller-Skate Scooter
Butterfly Equipment	Indian Shields	Rubber Band Boat
Candlesticks	Insect Board	Sculpture
Canoes	Kites	Shadow Boxes
Book ends	Knickknack Shelf	Shields
Christmas Decorations	Leathercraft	Soap Carving
Clay Pottery	Masks	Spatter Painting
Clothes Hangers	Musical Instruments	Stencils
Coasters	Metal Tapping	Stilts
Coathanger Tie Rack	Neckerchief Slides	Terrariums
Den Furniture	Noisemakers	Tie Holder
Teepees	Tin Can Telephone	Ton-Tons
Towel Rack	Weather Vane	Windmill

Handicraft supplies also lend themselves to ideas: use leather, plastic lacin felt, plastic bleach bottles, cardboard, wood, popsicle sticks, tile, left-over linoleum or carpet pieces, pine cones and acorns, bark, marbles, marshmallows, gummed and regular crepe paper, styrofoam, foam shapes used for packaging, berry baskets, mesh from bags of potatoes, art foam, rope, pop bottle covers, cork, boxes of all sizes and shapes, etc.

- \* To give plaster of paris an antique finish, paint finished object with blue-green show-card color. Allow to dry. Coat dry object with dark brown shoe polishing wax, and polish with soft cloth. Results will be an old copper color.
- \* Q-tips make cheap throw-away paint brushes.
- \* When making plaster casts, first measure water, fill mold with water, dump into mixing container and add about twice as much plaster, then stir. To remove plaster casts from the large rubber molds easily, first rub the outside of the mold with wet soapy hands or hand lotion. Casts must harden completely, 30 minutes or more, before trying to remove.
- \* Another way of putting a finish on water-painted objects of a small size is to give a coat of Elmer's glue or similar white liquid glue. This dries quickly, giving a more natural finish.

- \* When painting objects made of plaster of paris, first spray with plastic spray or brush on Mod Podge (from hobby shop). This makes the plaster less absorbant, therefore, it uses less paint.
- \* Auto upholstery companies will often give you scrap plastic material which can be used for Indian costumes, bookmarks, sit-upons, etc. (Wallpaper stores for samples books.)
- \* Tempera water paints are best for Cubs to use. It is easier to wash off both Cubs and brushes.
- \* When painting large pieces of scenery, use a sponge dipped in paint.
- \* Paint messages on greeting cards with nail polish and sprinkle with salt.
- \* Baskins-Robbins and Ehrlers Ice Cream Stores are very cooperative about giving away the 3 gallon empty containers. (Call in advance.)
- \* Save the tops from tubes of toothpaste, etc. They make good knobs for the tops of gift boxes, etc.
- \* Play dough can be easily made this way:

1 cup flour

1/2 cup salt

1 cup water

1 tbsp. Wesson oil

2 tbsps. cream of tartar.

Cook everything 3 minutes. Knead till smooth on waxpaper.

- \* Have you ever used the product called MOD-PODGE or POP-PODGE? It can be used on metal, wood, glass, ceramics, plaster, cloth and paper. It goes on with a brush and cleans up with water.
- \* Lint from automatic dryers makes good stuffing for sock puppets. (Ask commercial laundry or neighbor to save this for you.)
- \* To make paste, dissolve two tablespoons of flour in a little lukewarm water. Pour two cups of boiling water over this and cook for three minutes in a double boiler. Strain through a wire strainer. Add 1/2 teaspoon of alum to keep mixture sweet. Pack in baby-food jars. A drop or two of oil or winter green will add a nice scent.

Q: What did the ocean say to the shore?

A: Nothing, it just waved.

Q: How did Jonah feel when he was swallowed by the whale?

A: Down in the mouth.

Finger Paint #1 - Mix 1/2 cup liquid laundry starch with 1/2 cup water. Add to one quart boiling water, stirring to a paste. Use 1/2 cup powdered tempera to add color.

Finger Paint #2 - Add 1/2 cup liquid starch to 1 quart boiling water. Stir over heat until thick. Add 1/2 cup liquid detergent. Stir well. Divide into small jars. Color with tempera or food coloring. Keeps in refrigerator indefinitely.

Gold Paint - For a brighter gold color, use brass rather than gold spray paint.

Spray Paint - A spray bottle (such as Windex) is a good container for doing mass painting with diluted tempera or poster paint. Spray objects inside a cardboard carton with newspaper underneath so paint dust will be confined.

Tempera Paint - Tempera water-based paint is best to use with Cub Scouts. Mix powdered tempera with water and add liquid starch. The paint goes further and it doesn't run.

Paper Mache - Liquid starch, right out of the bottle, can be used for paper mache instead of the wheat flour paste method.

Pulpy Mache - Tear enough newspaper into small pieces to pack a quart jar rather firmly. Cover with water and let soak overnight. Fill an electric blender 2 cups water, 1/2 cup flour, one tablespoon white glue, and one cup of the paper (with excess water squeezed out). Blend well.

Wheat Paste Paper Mache - Wheat paste (wallpaper paste) is good to use for paper mache as it doesn't mold.

Paste - Mix together 1 pint cold water and 1/2 pint sifted flour. Add 1 quart boiling water, continue boiling, stirring constantly until smooth. Cool to room temperature and add 2 1/2 oz. powdered alum, and 1 1/4 oz. glycerine, and 1 dram oil of wintergreen. Store in a wide mouth jar. Keep capped when not in use.

Sand Modeling - Using a cup, spoon or can to measure the ingredients, slowly mix 2 parts water with 1 part dry wall paper paste, stir in 2 1/2 parts sand and mix well. Add a little tempera for color and you're ready to begin modeling. The projects will harden after drying for a day or two.

Sand and Cornstarch Modeling Dough - Mix 1 cup sand, 1/2 cup cornstarch, and 1 teaspoon alum. Add 3/4 cup hot water and mix well. Add food coloring if desired, and blend. Cook over medium heat until thick, stirring constantly.

Sawdust Modeling Dough - Mix 4 cups sifted sawdust, 1/4 cup plaster and 1 1/2 cups wheat paste (wallpaper paste) together. Add water until it is the consistency of clay - moist enough to mold and stick together. Store in a plastic bag in the refrigerator.

Soapsuds Clay - Mix 3/4 cup powdered detergent and 1 Tablespoon warm water in a large mixing bowl. Beat with an electric mixer to a clay-like consistency. Mold into figures. Dries to a permanent hard finish.

Crayons to Color Candles - Use crayon stubs to color the candles you make. Just shave the stubs into the wax as it is melting and stir well.

Candle Molds - Before pouring hot wax into plastic containers, check to see if it will melt the container. Hot wax will melt styrofoam cups, but will not melt waxed cups.

Dyeing Rice, Beans, Macaroni - First rinse in cold water. Then soak in diluted food coloring until proper shade. Dry on paper towels or newspaper.

Egg Shells - To clean egg shells place them in a jar and cover with bleach. Leave for 48 hours. This dissolves all the membrane.

Egg Carton Fusing - If glue doesn't work on your plastic egg cartons, try fusing the sections together with a woodburning iron or a soldering gun. This technique is good for the "L'eggs" eggs projects, also.

Marbles - To crack marbles for craft projects, simply heat them in a 375 degree oven for about 5 minutes. Remove and pour into a bowl of ice water.

Mock Oil Paintings - Soak art chalk in a solution of 1 cup water and 3 tablespoons sugar for 5 minutes. Pictures drawn with this chalk will take on the appearance of oil paintings.

Potatoe Paint - A simple black paint can be made from every day potatoes. Bake several potatoes in a slow oven until they are cooked, then turn the oven to hot and let the potatoes continue cooking until they are completely black and dried out. Grind them up thoroughly in a mortar and pestle, and add enough linseed oil to give a runny consistency. For a durable green paint, add yellow ocher.

Paint Brush Substitutions - When painting large items use a sponge dipped in tempera paint. For small areas or objects a Q-tip may be best. For delicate lines and small features a toothpick is often best.

Poster Paint - Combine 1/2 cup cornstarch with 3/4 cup cold water. Soak 1 envelop unflavored gelatin in 1/4 cup cold water. Stir 2 cups hot water into cornstarch mixture. Cook over medium heat until mixture boils clear. Remove from heat and stir in gelatin mixture and 1/2 cup soap flakes or detergent. Put in jars for different colors. Add color by using either food coloring, tempera paint, or all purpose dye. This can be thinned with water later if necessary. Note: This paint is excellent for stenciling.

Paint Substitute, Water Color - Food coloring mixed with water or liquid starch makes a quick substitute for water paints.

Paint Substitute, Crayon - Shave crayon bits and dissolve them in turpentine - one part crayon to two parts turpentine. These paints will not run, look like oil paints, and work well on sheeting and muslin.



Mixing Plaster of Paris - Pour water, equal to desired amount of plaster, into a nonrusting pan. Pour dry plaster slowly into water; do not stir. The plaster will become saturated and spread under the water. Continue adding the powder until a mound forms just above the surface of the water. Stir carefully. Keep the spoon under the surface to avoid bubbles (they cause weak spots in plaster when it sets). Stir mixture constantly until it thickens enough for a spoon to leave a mark when pulled from it. Pour immediately into molds. Scrape extra plaster from pan, fill pan with water and let it stand until plaster is loosened. NEVER pour excess plaster down the drain.

Pouring Plaster - Pour plaster into mold. Tap or bounce the mold against the table so that air bubbles will rise to the surface. Allow the mixture to stand until it is hard. If water forms on the top, this means that too much water was used in the mixture. As casting hardens, pour off the excess.

Painting Plaster - When painting objects made of plaster, first seal with a clear plastic spray or clear lacquer. Plaster is absorbant and tempera will soak in unless sealed first.

Plaster, Types of - Plaster of Paris may be used for projects, but casting plaster or Hydrocal from a lumber yard is less expensive and stronger. Dental and orthopedic plaster is the best quality available, but rather costly.

Carving Plaster - Let plaster chunk soak for a little while in water before carving. Plaster is porous and the water which is absorbed by the hardened plaster will make it easier to work with.

Designing Plaster Molds - A rubber mold can be made by coating an object with 10 to 20 coats of liquid rubber or latex (available at hobby stores). Make a design from modeling dough, or carve a design from Ivory soap or soft wood. Be sure to coat the soap with a thin layer of vaseline before coating with liquid rubber.

Pine Cones - To open up pine cones all the way and remove the sap on them, simply place them on a foil covered cookie sheet and put in a 250 or 300 degree oven for a while.

Flour Clay - Mix 1 cup flour, 1/2 cup salt, 3 teaspoons powdered alum, food coloring and a few drops water. Add a little water at a time until mixture is stiff and holds its shape.

Homemade Modeling Clay - Mix 2 cups table salt and 2/3 cup water in a saucepan. Simmer over medium heat, stirring constantly until mixture is well heated (approximately 3 to 4 minutes). Remove from heat. Add a mixture of 1 cup cornstarch and 1/2 cup cold water. Mix hard. This will make a thick, stiff dough. Add food coloring if desired. Store in a plastic bag in the refrigerator.

Paper Pulp - Cut the edges of newspapers (no printing, please) into small pieces. Add as much boiling water as they will absorb. Let stand for several hours. Stir into a softened mass. Great for relief maps!

Pillsbury Modeling Mixture - Mix together in a saucepan, 2 cups salt, 1 cup flour, and 1 1/3 cups water. Cook over medium heat, stirring constantly until mixture is hot (3 to 5 minutes). Spread the mixture over a tin can, box or other item with a spoon or knife. Press macaroni into mixture with fingers. Place container in a 200 degree oven for 1 hour or until mixture is hard. After it has cooled, spray paint desired color.

Quick and Easy Modeling Dough - Mix 3/4 cup flour, 1/2 cup salt and 1 1/2 teaspoons powdered alum in a bowl. Add 1 1/2 teaspoons vegetable oil and 1/2 cup boiling water. Stir vigorously till well blended. Add food coloring and knead into dough. Dries to a hard finish overnight. Store in a covered jar.

Salt and Flour Modeling Dough - Combine 1/2 cup salt and 1 cup flour. With your hands, mix and knead in enough water to make a stiff dough. Tint with food coloring or tempera paint. Store in a plastic bag in the refrigerator.

Glue - Buy white glue in quart sizes for economy sake. Pour into small containers for the boy's to use.

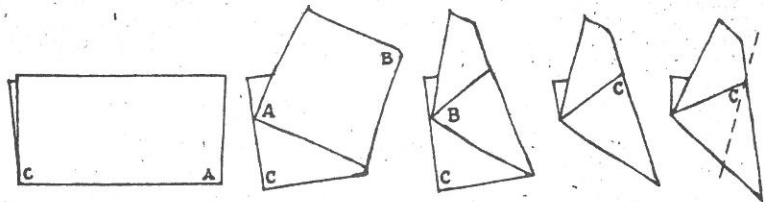
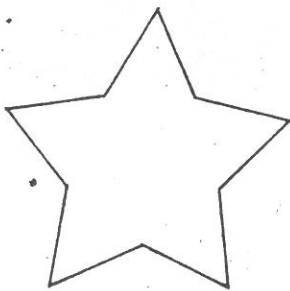
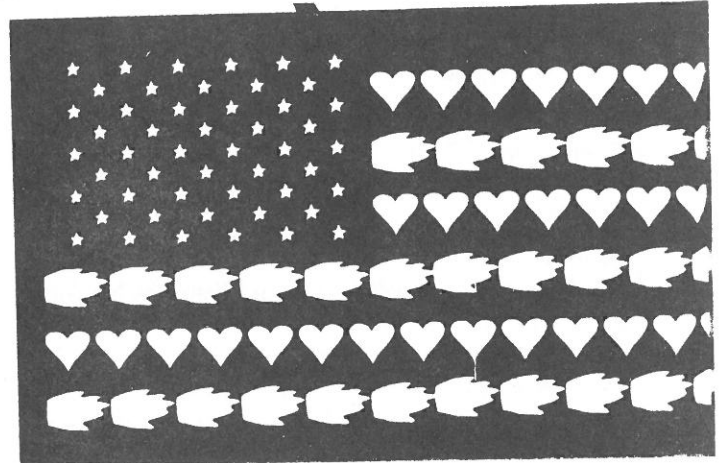
Heavy Duty Glue - Mix cornstarch with regular white glue until mixture is as thick as desired.

# Lots more Patriotic Crafts in Blue & Gold

## Hands And Hearts

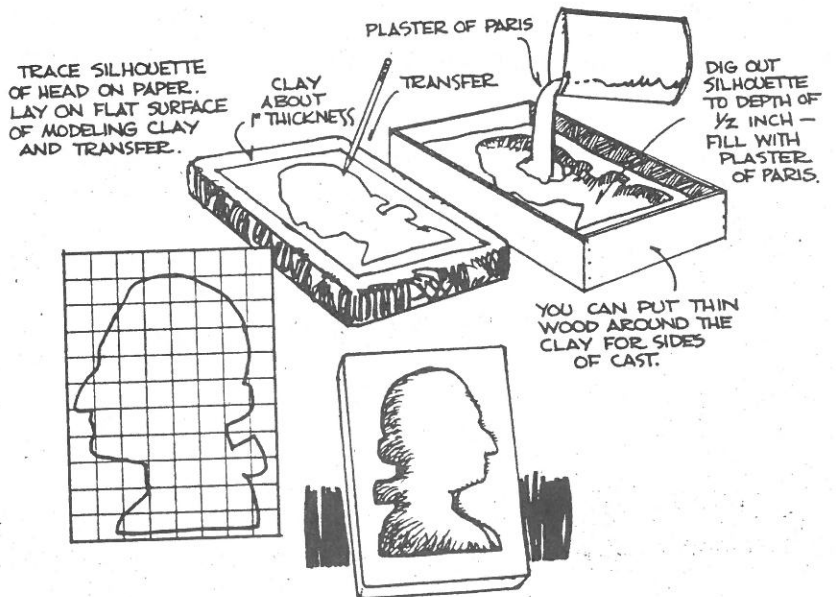
Showcase your students' patriotism with this all-American display. Mount red and blue bulletin board paper as shown. From tagboard, cut several heart and star shapes to be used as tracers. Have each student trace the outline of his hand, a heart shape, and one or more star shapes atop a sheet of 9" x 12" white construction paper, then cut out the resulting shapes. Create the six white stripes of the American flag by mounting the heart and hand cutouts as shown. Complete the flag by mounting 50 star cutouts. Invite students to share with their classmates what the American flag means to them.

*Cynthia M. Doermann—Learning Disabled: Grs. 2-5, Lauer's Park Elementary, Reading, PA*



### PAPER STAR BY FOLDING AND CUTTING

- STEP 1.** Fold four-inch square of very thin paper as shown.
- STEP 2.** Fold corner A and crease.
- STEP 3.** Fold corner B to touch A and crease.
- STEP 4.** Fold corner C over other folds and crease.
- STEP 5.** With scissors, snip across folds on dotted line.
- STEP 6.** Unfold small triangle and you have five-pointed star.



**PRESIDENT PLAQUE.** For tips on working with modeling clay and plaster, see Cub Scout Leader How-To Book.

# Hats Off To Uncle Sam!

## Hat—Day One

### Materials Needed:

construction paper: 9" x 12" sheet of red  
1 1/2" x 6" strip of blue  
five 1" x 9" strips of white  
two 2 1/2" squares of white

scissors  
glue



### Directions:

Fold the red paper in half lengthwise. Using the hat pattern on page 33, make a tagboard tracer. Trace the shape onto the folded paper. (Take care to position the pattern on the fold as indicated.) Cut out and unfold the shape. Position and glue the white strips on the cutout as shown; then position and attach the blue strip. Trim the strips as needed. Using the star pattern on page 33, make a tagboard tracer. Trace the shape onto each of the white construction paper squares; then cut out the shapes. Attach the cutouts to the hat.

## Jacket And Gloves—Day Three

### Materials Needed:

construction paper: 6" x 18" strip of blue  
two 4 1/2" x 6" rectangles of blue  
two 4" x 5" rectangles of red  
two 2 1/2" squares of white

glue  
scissors

Step 1

Step 2

### Directions:

Fold the strip of blue paper in half twice along the width (Step 1). After unfolding the paper, fold the two outermost rectangles inward. Make lapels by folding diagonally (Step 2). For the sleeves, glue the blue rectangles behind the jacket area. Turn up the sleeve bottoms for cuffs and glue. Using the glove and star patterns on page 33, make tagboard tracers. Trace the glove shape onto each of the red rectangles. Trace the star shape onto each of the white squares. Cut out the shapes. Attach the gloves to the sleeve bottoms; then glue a star cutout atop each.

## Pants—Day Four

### Materials Needed:

construction paper: 9" x 12" sheet of red  
four 1" x 12" strips of white

scissors  
glue

### Directions:

Fold the sheet of red paper in half lengthwise; then unfold. Cut on the lower portion of the fold line to make the pants. Next position and glue the four white strips atop the pants.

## Shoes—Day Five

### Materials Needed:

construction paper: two 4" x 6" rectangles of blue  
two 2 1/2" squares of white

glue  
scissors

### Directions:

Stack the blue rectangles; then, cutting through both thicknesses, trim the shapes to resemble shoes. Attach the cutouts to the pant bottoms. Using the star pattern on page 33, make a tagboard tracer. Trace the star shape onto each of the white squares; then cut out the shapes. Glue a star cutout atop each shoe.

## Face—Day Two

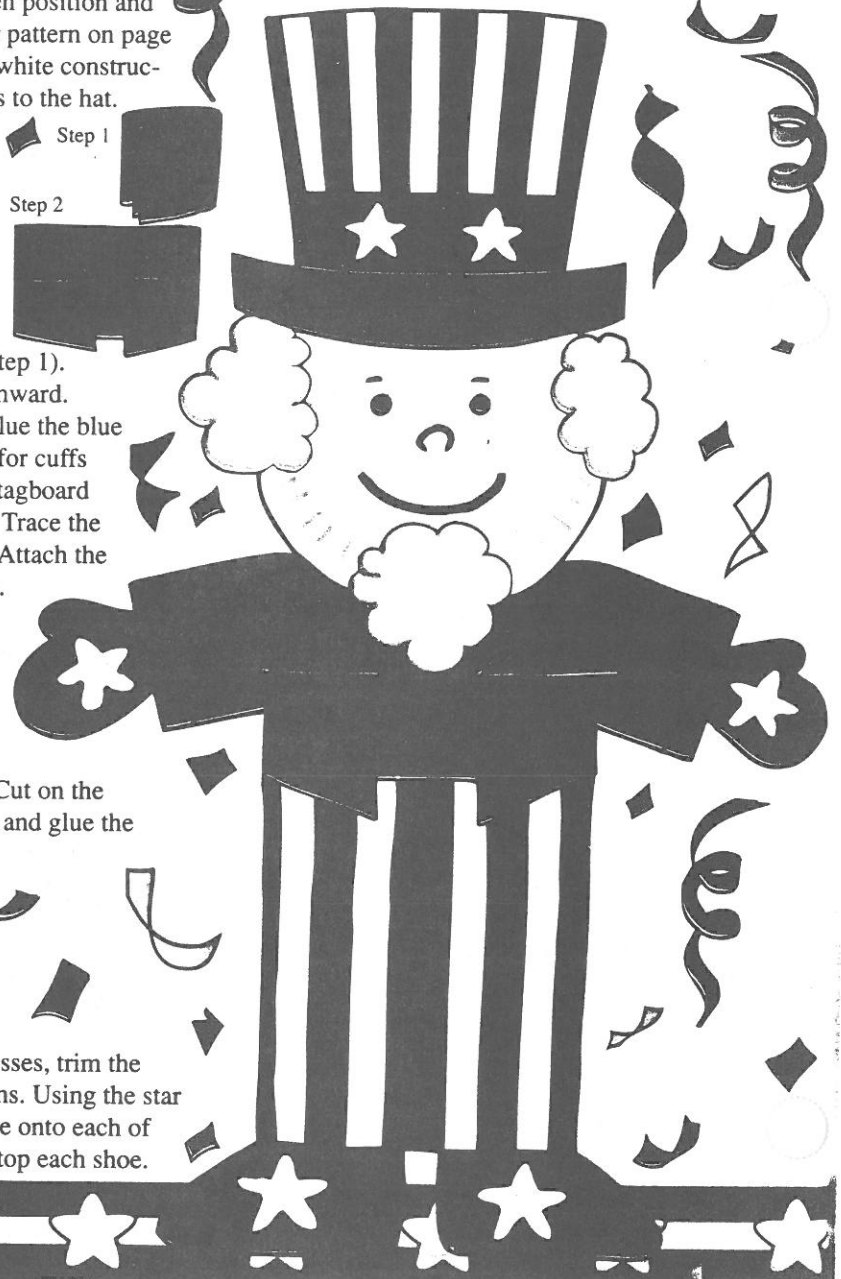
### Materials Needed:

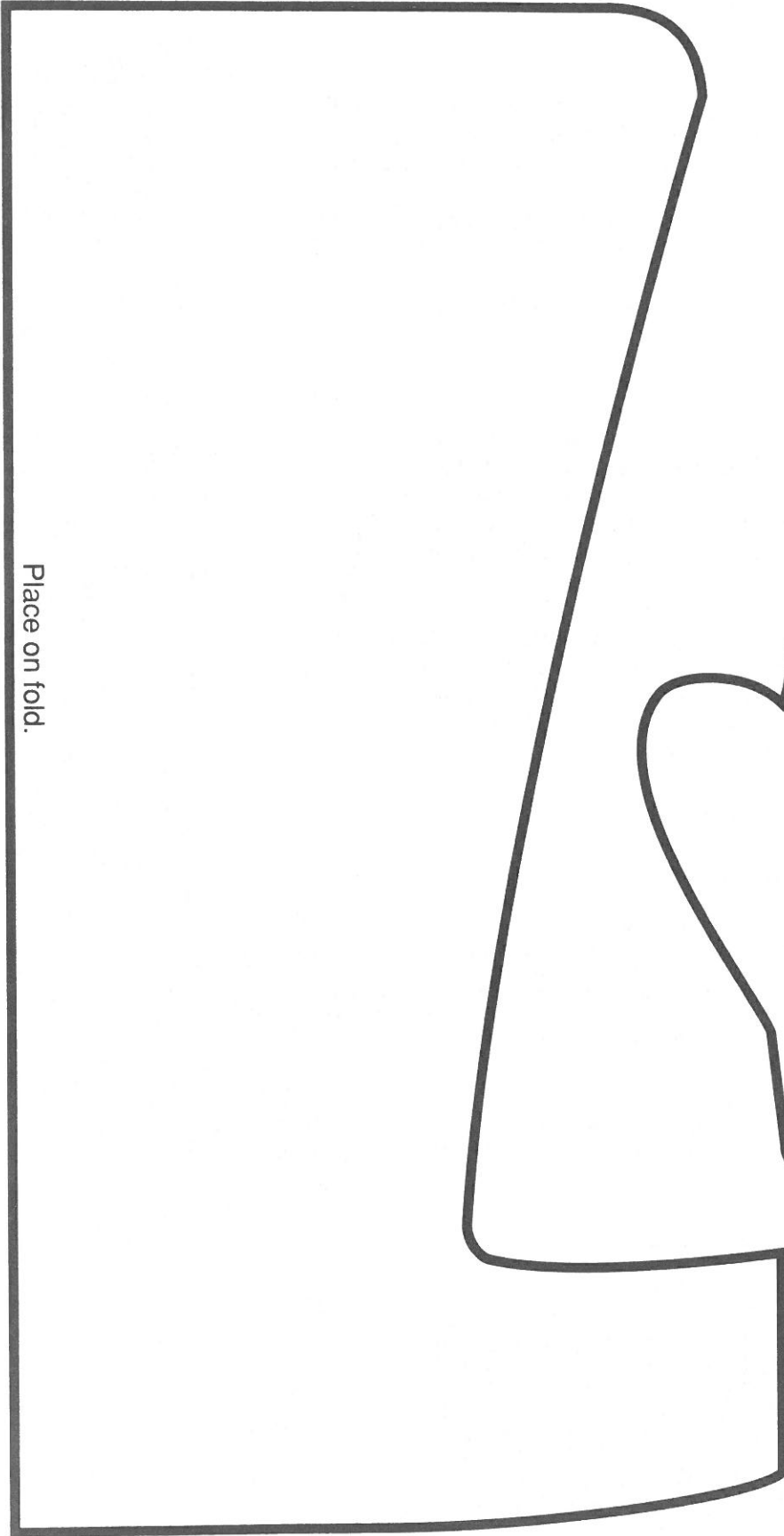
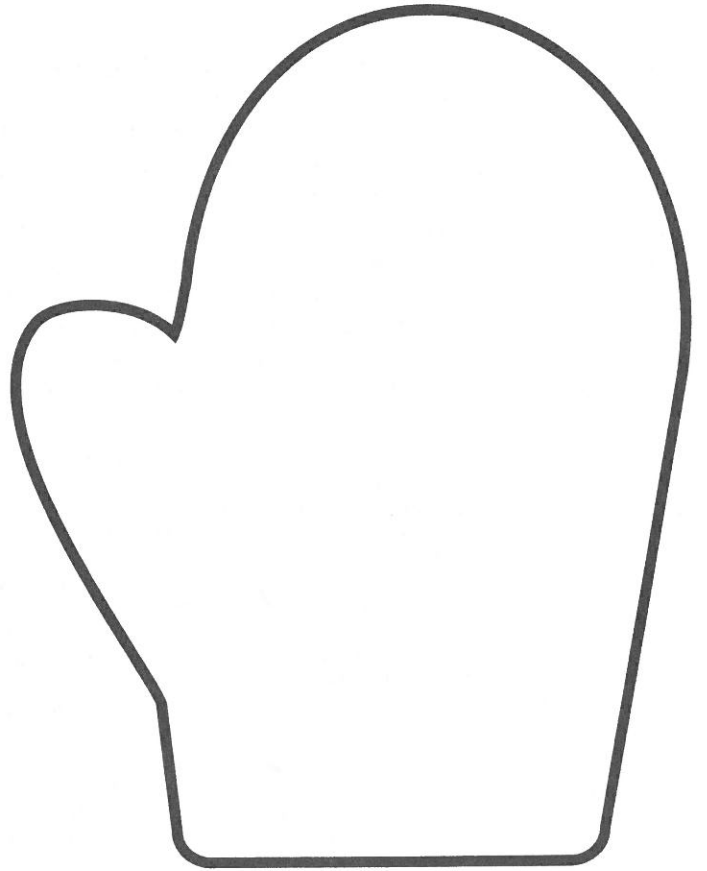
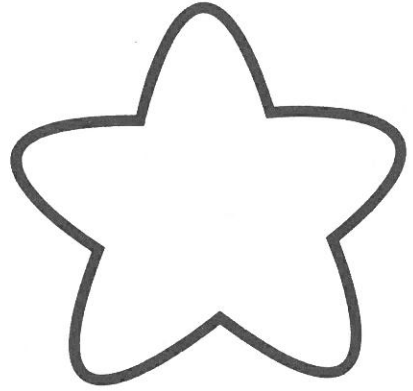
dinner-size paper plate  
construction paper scraps (optional)  
scissors (optional)

cotton  
crayons  
glue

### Directions:

On the paper plate, color (or glue construction paper) facial features; then glue cotton hair and a cotton beard in place.





Place on fold.

# AMERICAN INDIAN CULTURES

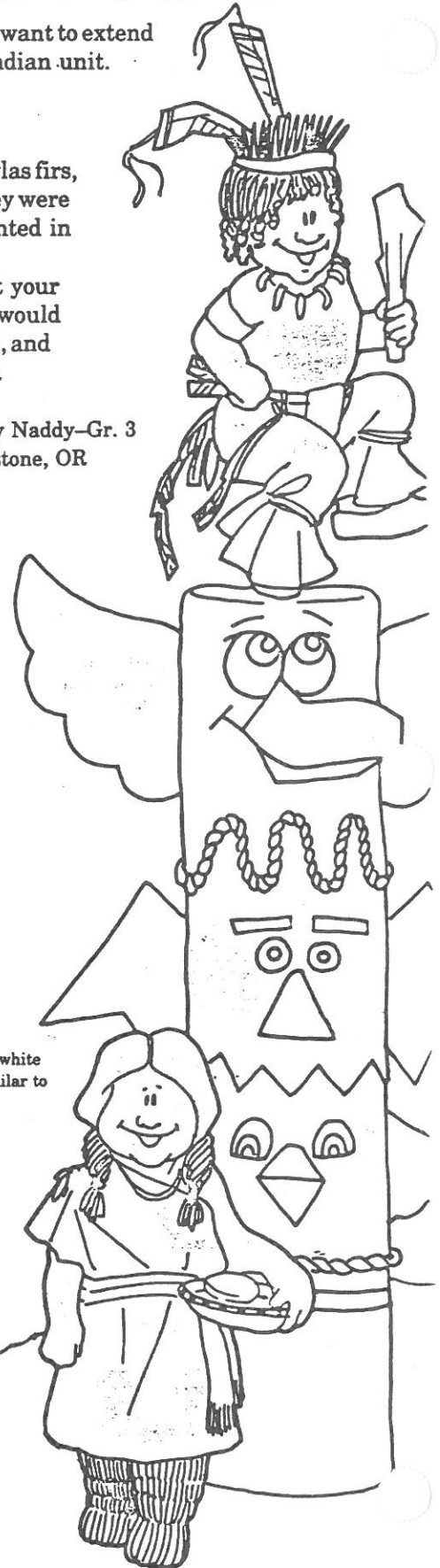
Your students may enjoy studying Eastern Woodland Indians so much that you'll want to extend the unit to include other Indian tribes. Use the activities below to broaden your Indian unit.

## Totem Poles

Indians of the Northwest Coast had an endless supply of wood from pines, Douglas firs, and the giant redwoods. Indians used logs from these trees to fashion totem poles. They were carved with designs which represented a particular family, and then they were planted in front of the home.

Empty fabric bolts can be converted into inexpensive totem poles to complement your study of the Northwest Indians. Ask your local fabric stores for fabric bolts they would otherwise discard. Children will love decorating them with tagboard scraps, markers, and yarn. Stack them and display outside your classroom door or in the media center.

Trudy Naddy—Gr. 3  
Gladstone, OR



## Hopi Indian Village

Hopi Indians lived along rivers of the Southwest United States. They were called "People of Peace" or "Peaceful Ones." Their homes were constructed of rocks or adobe, bricks made of dried earth and straw. Hopi homes housed several families and were usually stacked one on the other. Ladders were used to get to the upper-level homes. The ladders could be quickly removed in the event of an Apache or Navajo attack.

Hopi Indians created sand tapestries which were used in the healing ritual. The Hopi medicine man, with helpers, worked for hours creating a magic picture with crushed sandstone. Then the person who was ill seated himself on the tapestry. Indians believed that after the ritual the person would be healed.

Use the instructions below to help your students construct their own Hopi Indian Village, complete with sand tapestry and Indians.

### Adobe Houses

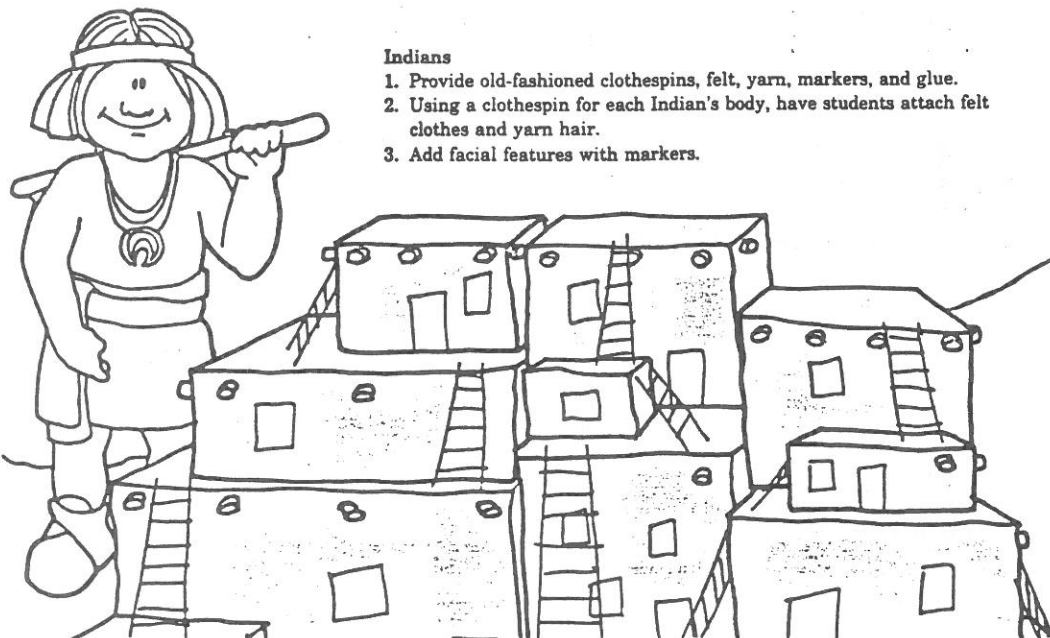
1. You will need a box for each child, two plastic lawn bags, black construction paper, bread sticks, Popsicle sticks, clay, brown paint, and salt.
2. Cut down the sides of two plastic lawn bags. Spread them on the floor so that they overlap, and tape them down. This will protect the floor.
3. Have each student paint his own box brown.
4. Add windows and a door made of black construction paper.
5. Cut bread sticks and glue them on for beams, as shown.
6. Make ladders using popsicle sticks.
7. Stack the boxes to create a village.
8. Sprinkle salt around the village for sand.
9. Use clay to make cacti, pottery, snakes, and animals.

### Sand Tapestry

1. Mix dry tempera paint and salt to make different colors of "sand."
2. By trickling this colored "sand" onto the white "sand," students create a sand design similar to those used in the healing ritual.

### Indians

1. Provide old-fashioned clothespins, felt, yarn, markers, and glue.
2. Using a clothespin for each Indian's body, have students attach felt clothes and yarn hair.
3. Add facial features with markers.



Ideas by Pauleen Edmonds—Gr. 2  
Washington Elementary Grade School  
Ellis, KS

# INDIANS OF THE NORTHWEST

## BUILD A TOTEM POLE

The Indians of the Northwest built totem poles in honor of someone. Build your own totem pole by following the directions printed on the totem pole below.

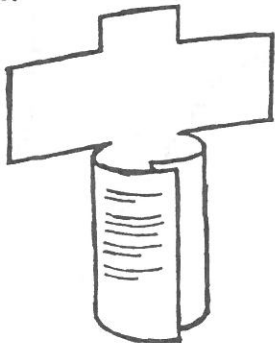
*Answers are provided for your convenience and will not duplicate.*



Cut to dot

### DIRECTIONS:

1. Read the story on the other edge of the totem pole.
2. Add your own design in the empty space at the bottom.
3. Cut out your totem pole along the heavy solid lines.
4. Make a tube by bending the side sections back so that the story covers the directions and paste in place.



Cut to dot

Totem poles were carved from cedar tree trunks.

A pole carver was hired to make carvings on the pole. His carvings told about the person who died.

Each family wanted his totem pole to be the best.

The totem pole was placed outside the family's home.

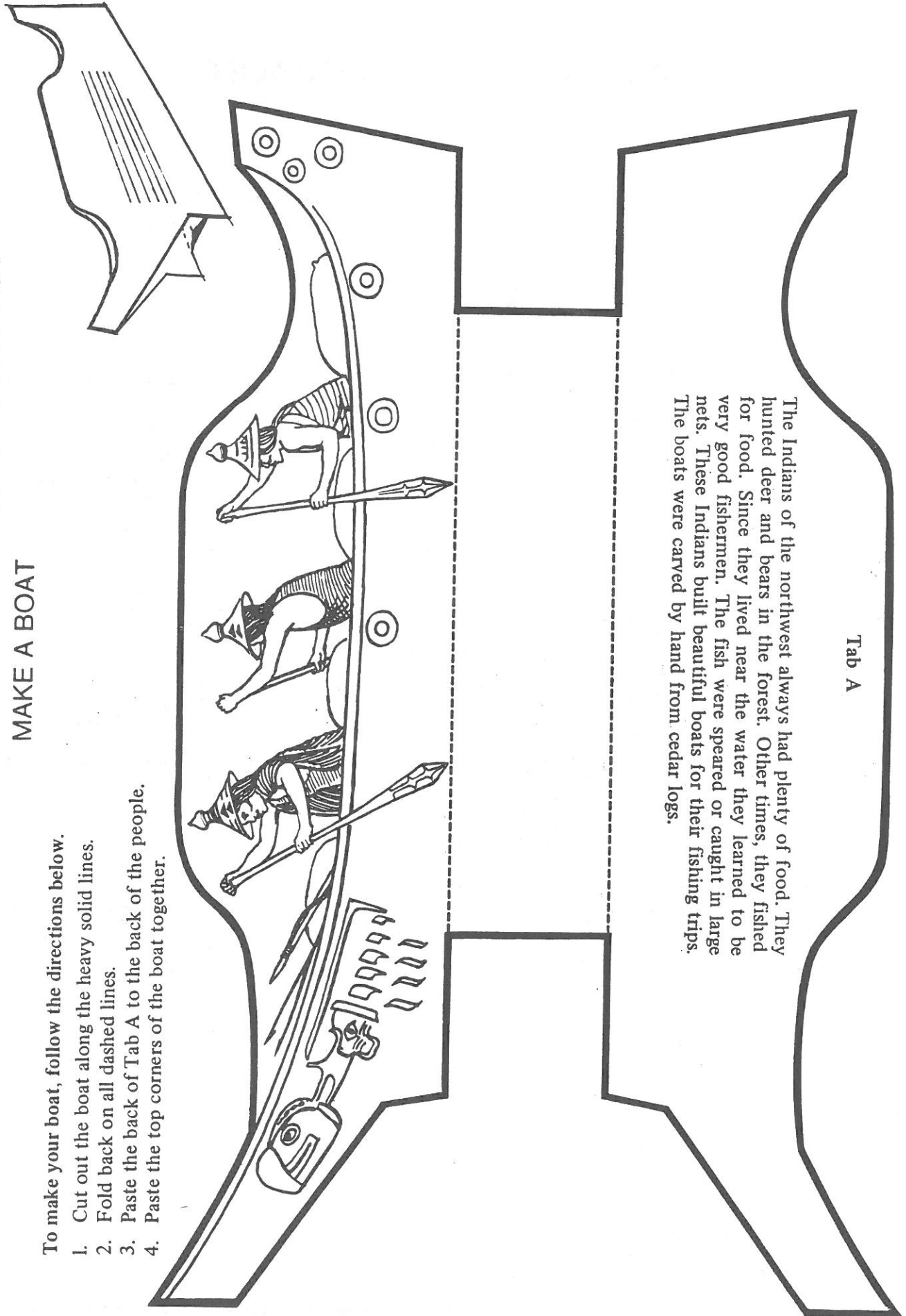
*Children can draw their own designs here.*

## FISHING WITH THE INDIANS OF THE NORTHWEST

### MAKE A BOAT

To make your boat, follow the directions below.

1. Cut out the boat along the heavy solid lines.
2. Fold back on the heavy solid lines.
3. Paste the back of Tab A to the back of the people.
4. Paste the top corners of the boat together.



Tab A

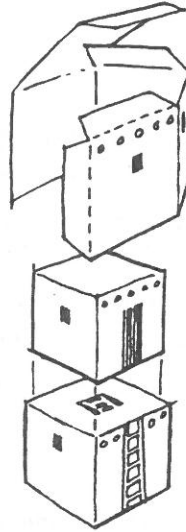
The Indians of the northwest always had plenty of food. They hunted deer and bears in the forest. Other times, they fished for food. Since they lived near the water they learned to be very good fishermen. The fish were speared or caught in large nets. These Indians built beautiful boats for their fishing trips. The boats were carved by hand from cedar logs.



# PUEBLO INDIANS OF THE SOUTHWEST

## MAKE A MODEL OF A PUEBLO

To make your model Pueblo follow the directions in the center of the page.



**DIRECTIONS:**

1. Color all model pieces.
2. Cut out the houses and the group of Indians along the heavy solid lines.
3. Fold back along the dashed lines.
4. Paste: Tab A to the back of Side A, Tab B to the back of Side B, Tab C to the back of Side C, Tab D to the back of Side D.
5. Place many houses on top of each other to make your Pueblo.
6. Stand the figures by folding back the tabs.

# PLAINS INDIANS

## MAKE A DIORAMA

### DIRECTIONS:

Read and complete this story to be used with your diorama. Use the words below the story to fill in the blanks.

The Plains Indians lived in tepees. These homes were made from sticks and buffalo skins.

The Plains Indians were great hunters. The men of the tribe hunted buffalo for meat and skins.

After the buffalo hunt the tribe had a great feast. Then the women of the tribe dried the skins and the meat that was left. The skins were used for their homes and clothing. The meat was kept to eat later.

tepees

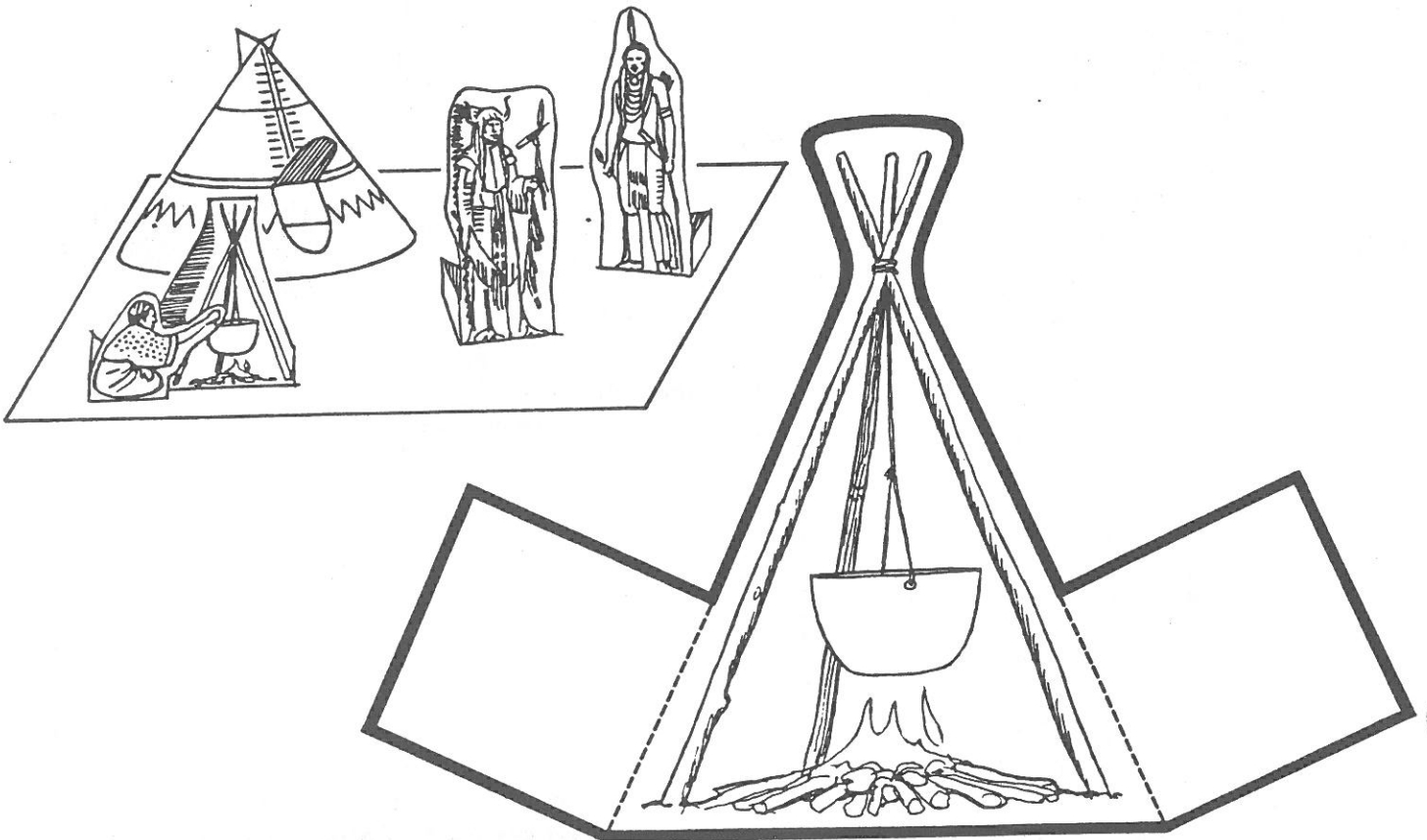
tribe

homes

buffalo

### DIRECTIONS: To make your diorama

1. Color the pictures
2. Cut out along the heavy solid lines.
3. Fold on the dotted lines as shown in the sample.

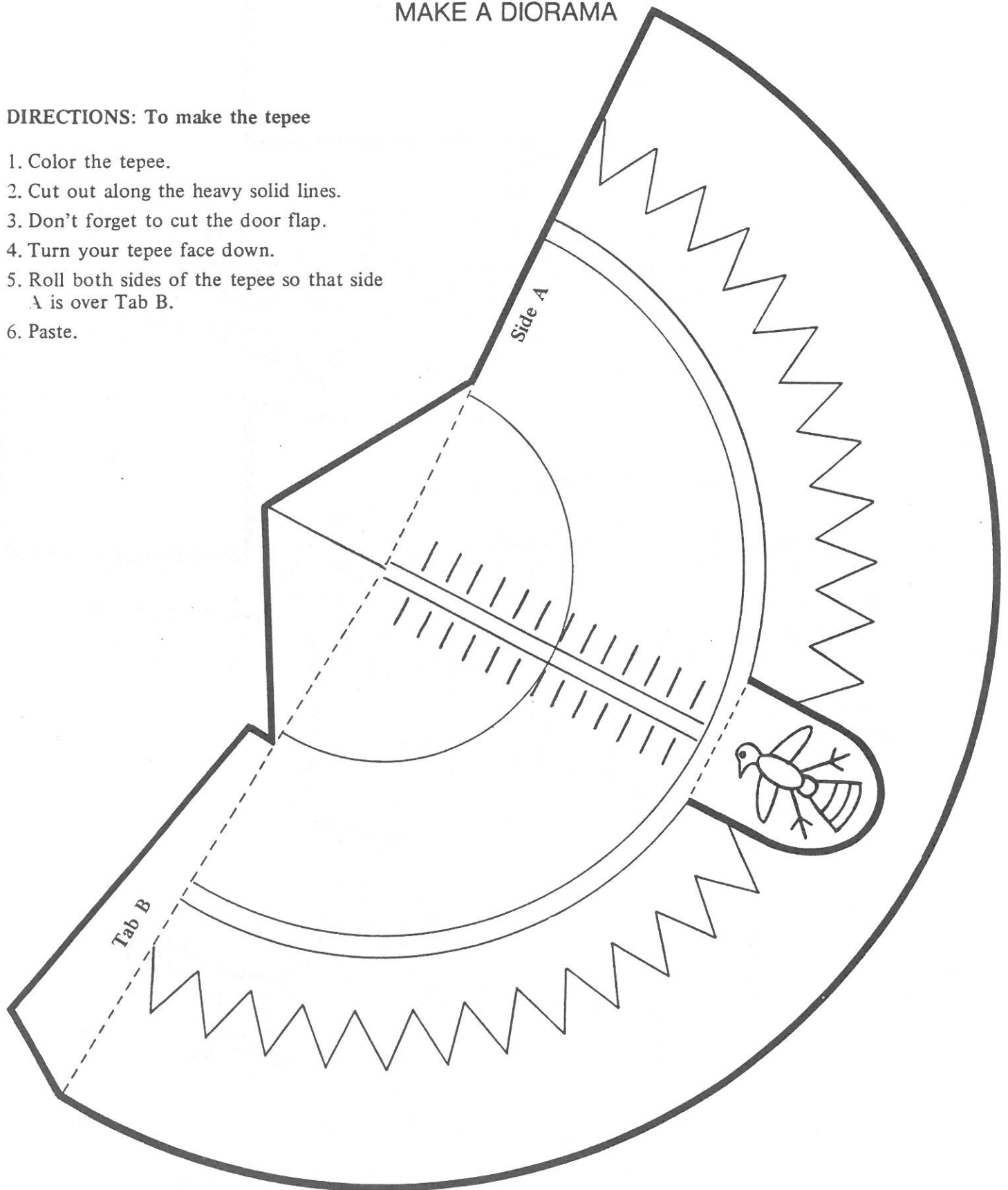


## PLAINS INDIANS

### MAKE A DIORAMA

**DIRECTIONS:** To make the tepee

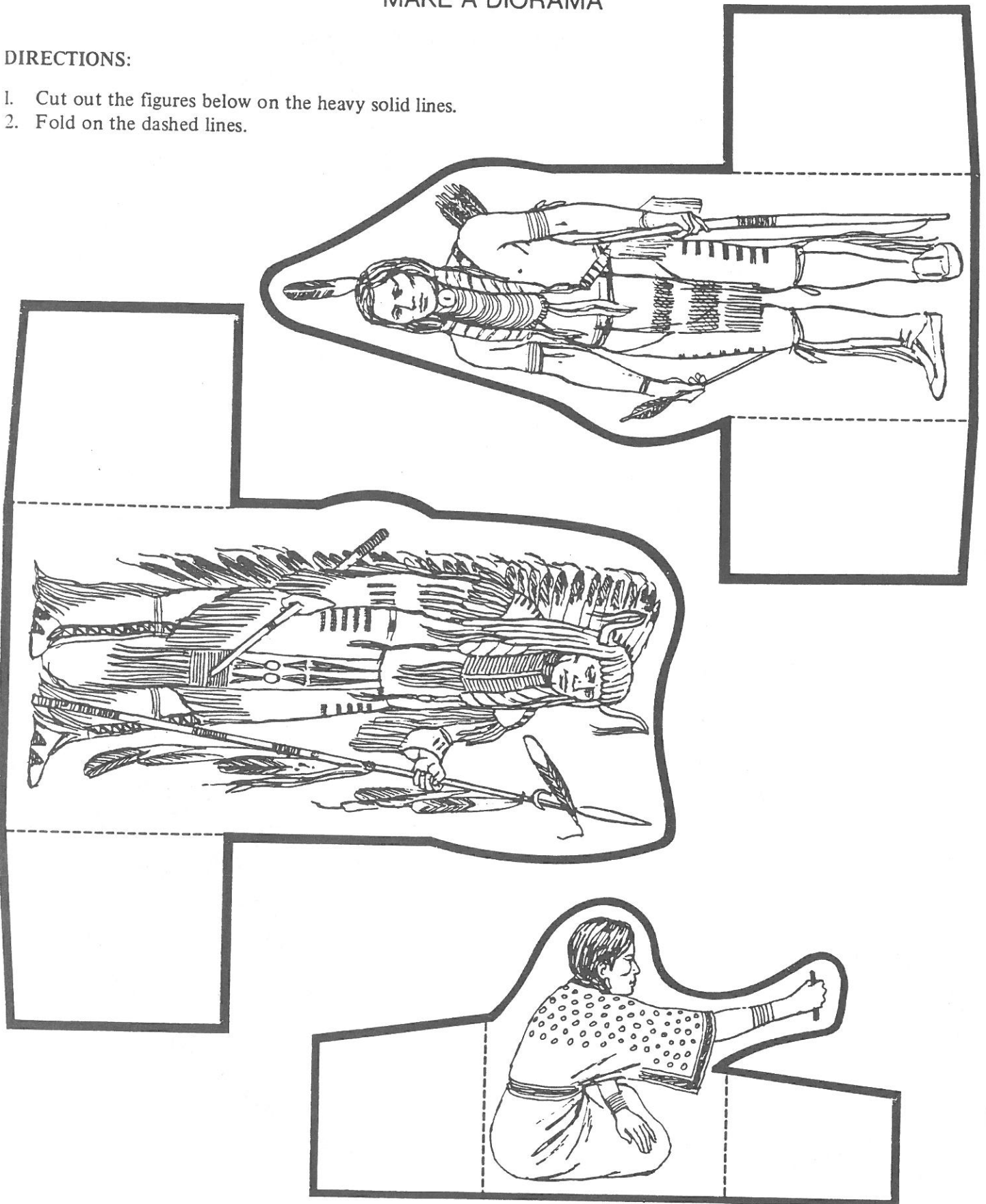
1. Color the tepee.
2. Cut out along the heavy solid lines.
3. Don't forget to cut the door flap.
4. Turn your tepee face down.
5. Roll both sides of the tepee so that side A is over Tab B.
6. Paste.

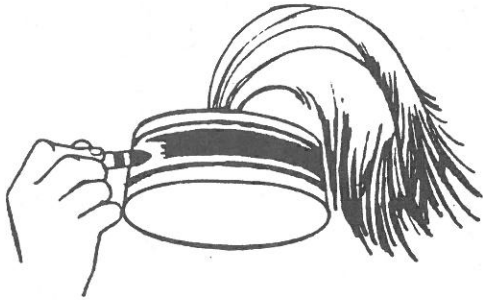


## PLAINS INDIANS MAKE A DIORAMA

### DIRECTIONS:

1. Cut out the figures below on the heavy solid lines.
2. Fold on the dashed lines.

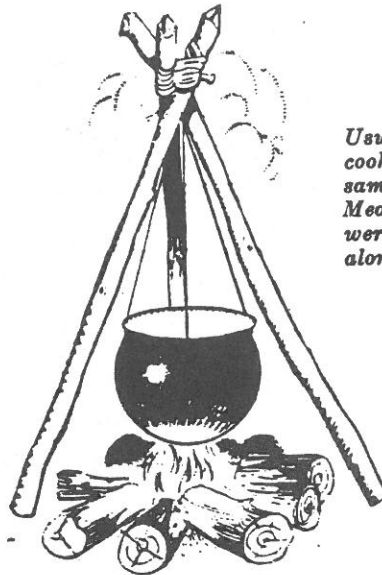




You can make a soft turban by folding a bright face towel to fit around your Cub Scout cap. Pin it in place.



For a "pillbox," cut the bottom 4" off a plastic gallon bottle. Color it with crayons or wrap with paper or cloth.



Usually the whole village cooked vegetables in the same large iron kettle. Meat and fish were broiled alongside the fire.



For your shirt, use an old one with a "busy" design. Add strips of 2½"-wide cloth or paper, long enough to go all round, spaced 1½" apart. Stitch them in place. If the shirt is a solid color, use 1½" "busy" strips, 2½" apart.

## Seminole Indians



Seminole turbans had many shapes. Most had feathers or plumes. Osceola wore a "pillbox" turban. A loose shirt came to just above the knees. A neckerchief covered the neck, and a second, below it, covered the bottom of the first. The pants were tucked into the buckskin boots.

# Pick a feather...

Make a Pilgrim puppet. Write: An Indian helped the Pilgrims. He was a friend. His name was Squanto.

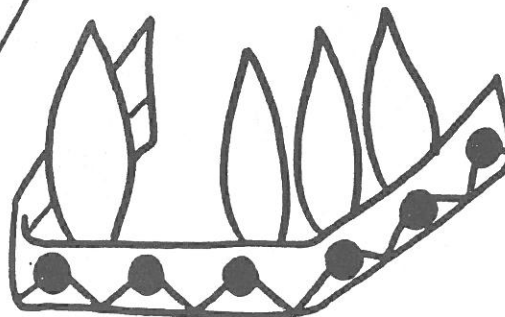
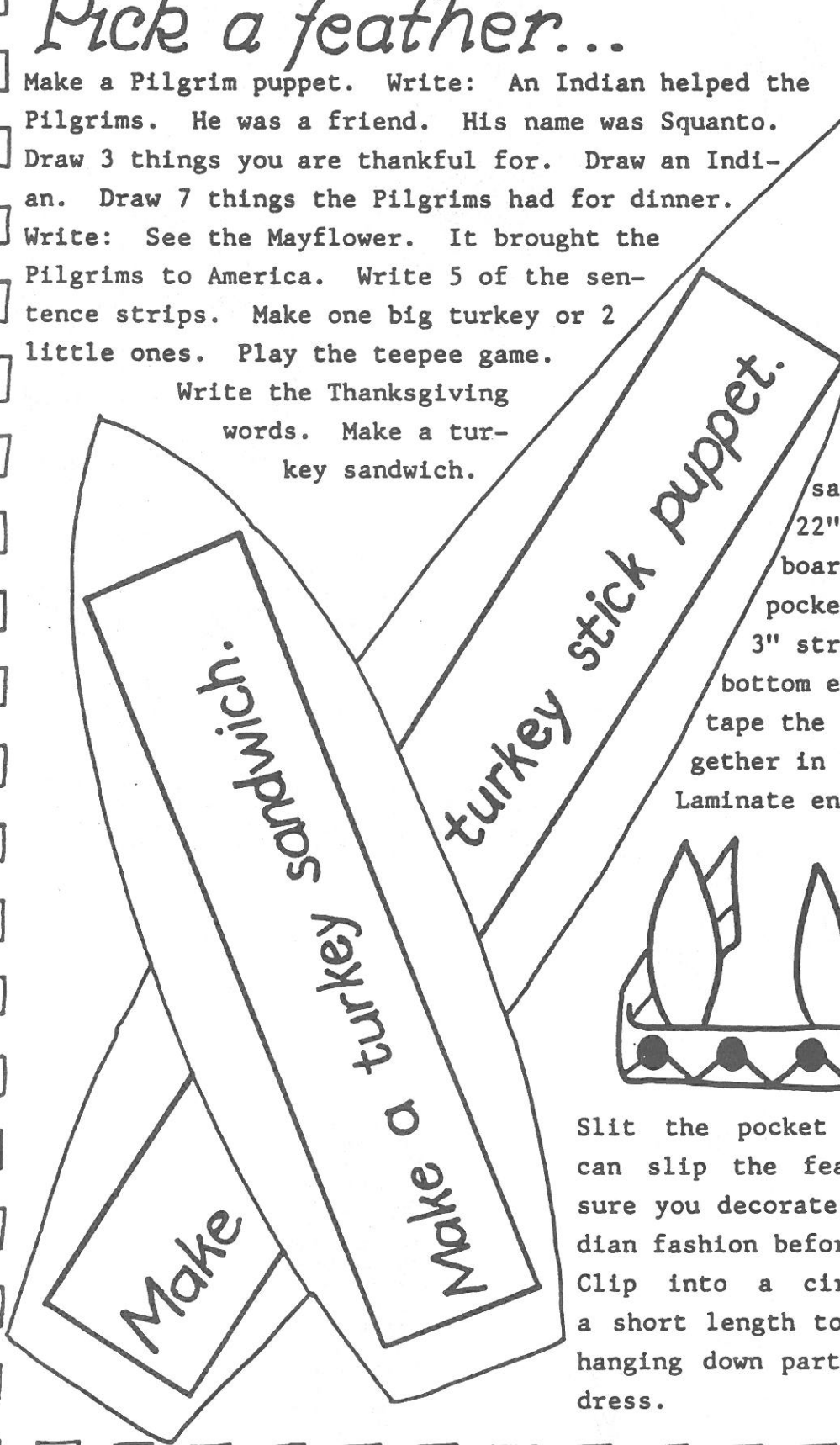
Draw 3 things you are thankful for. Draw an Indian. Draw 7 things the Pilgrims had for dinner.

Write: See the Mayflower. It brought the Pilgrims to America. Write 5 of the sentence strips. Make one big turkey or 2 little ones. Play the teepee game.

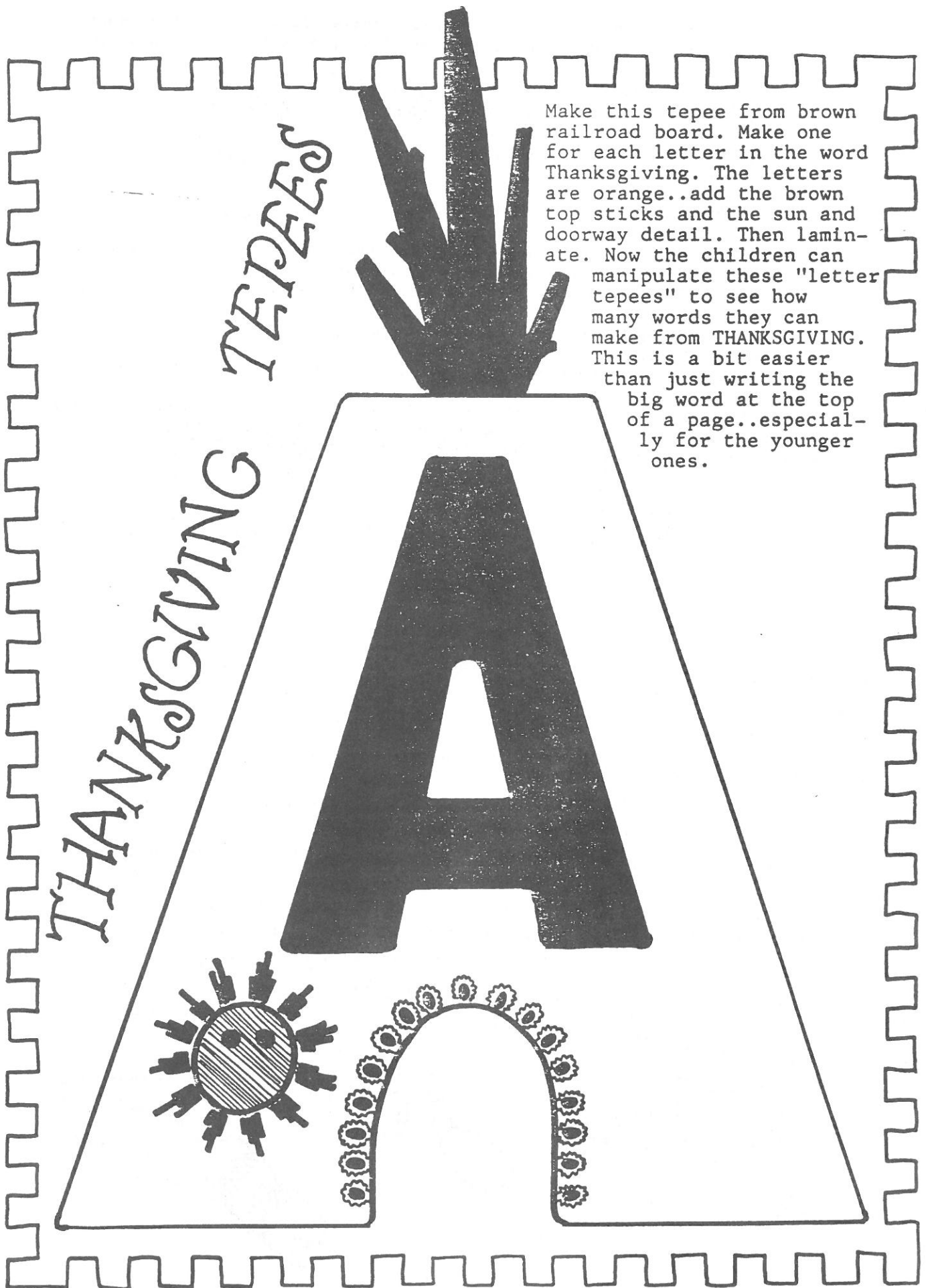
Write the Thanksgiving words. Make a turkey sandwich.

Cut 2 lengths of 3" x 22" RR board of orange, yellow, or brown for the headband.

Cut another strip of the same color 1½" x 22" from the RR board to form the pocket behind the 3" strip. Tape the bottom edges and then tape the two strips together in the middle. Laminate entire strip.



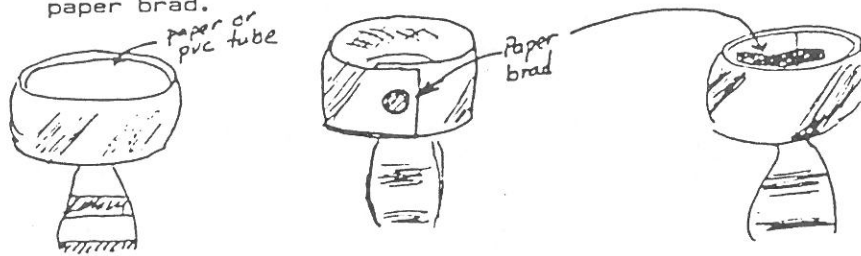
Slit the pocket so that you can slip the feathers in. Be sure you decorate it in an Indian fashion before laminating! Clip into a circle, leaving a short length to simulate the hanging down part of the head-dress.



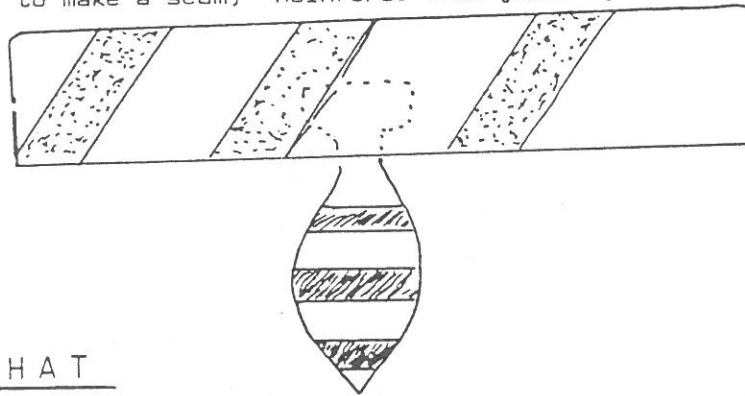
Make this tepee from brown railroad board. Make one for each letter in the word Thanksgiving. The letters are orange..add the brown top sticks and the sun and doorway detail. Then laminate. Now the children can manipulate these "letter tepees" to see how many words they can make from THANKSGIVING. This is a bit easier than just writing the big word at the top of a page..especially for the younger ones.

COON SKIN CAP TIE SLIDE

Materials: Scrap tan Fake Fur , Black Marker, white Glue, 3/4" x 4" cardboard strip - or 3/4" long piece of 1/2" P.V.C. pipe (or other tube) or a paper brad.



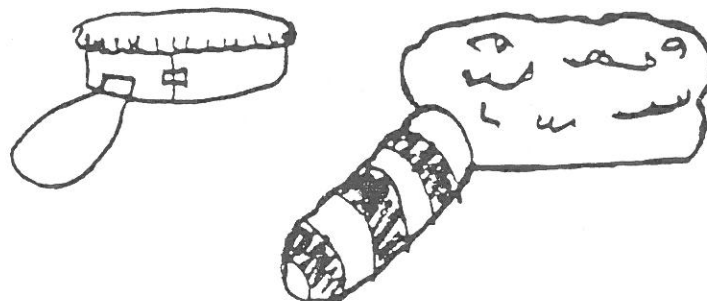
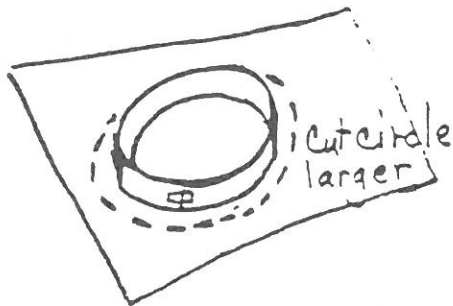
1. Cut fake fur into a 1" x 4" strip as shown. Tail may be cut from a separate piece (dotted lines), or may be cut one piece with the strip.
  2. Color ( with black marker) the fur as shown. Stripes on the "cap" should be lighter than on the tail.
  3. Glue card board strip into a tube, or use tubing
    - A. Glue tail to tube.
    - B. Glue strip around the tube with the seam to the back, trim any excess
- OR
3. Form a circle from the piece of fur (tail & strip must be one piece) and use the white glue to make a seam) Reinforce this joint by inserting the paper brad. (c)



COONSKIN HAT

MATERIALS: LIGHTWEIGHT CARDBOARD  
 CLOTH  
 COTTON  
 TAPE, GLUE, STAPLER  
 PAINT (WHEN PAINTING COTTON, THIN THE PAINT WITH WATER AND PAT THE PAINT ON WITH A BRUSH)

CUT A STRIP OF LIGHTWEIGHT CARDBOARD (ABOUT 2" OR MORE WIDE) LONG ENOUGH TO FIT AROUND YOUR HEAD AND OVERLAP ABOUT TWO INCHES. STAPLE OR TAPE IT.  
 PUT THE CARDBOARD BAND ON THE CLOTH. DRAW A CIRCLE AND CUT THE CLOTH BEING SURE TO LEAVE ENOUGH CLOTH TO GLUE OVER THE EDGES OF THE BAND.  
 CUT A TAIL FROM CLOTH AND GLUE IT AT THE LOWER EDGE OF THE BAND.  
 WHEN THE GLUE HAS DRIED, SPREAD GLUE OVER THE BAND, CLOTH AND TAIL AND COVER WITH COTTON. WHEN DRY, PAINT THE COTTON, PUTTING STRIPES ON THE TAIL.





## DAVEY CROCKETT'S POUCH (OR JOHNNY APPLESEED . . .)

MATERIALS: 1½ PAPER PLATES FOR EACH POUCH (SHARE THE CUT PLATES)  
TAPE, GLUE OR PASTE  
STRING OR YARN FOR SHOULDER STRAP  
BROWN PAPER BAG OR PAPER (OR USE PAINT, CRAYONS, ETC.)

FLATTEN THE PAPER BAG AND TRACE A CIRCLE USING ONE PAPER PLATE. CUT THROUGH BOTH THICKNESSES OF THE BAG SO YOU HAVE TWO CIRCLES.

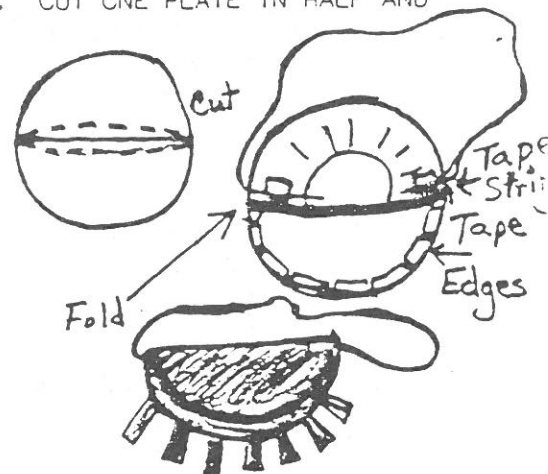
GLUE OR PASTE A CIRCLE TO THE BOTTOM OF EACH PLATE. CUT ONE PLATE IN HALF AND TRIM TO MAKE A SLIGHTLY CURVED LINE.

TAPE ONE HALF PLATE TO THE UN CUT PLATE WITH THE BROWN SIDES FACING OUT. CAREFULLY FOLD THE TOP OF THE UN CUT PLATE OVER THE FRONT OF THE POUCH, CREASING IT SO IT WILL LAY FLAT.

CUT A PIECE OF STRING, TWINE OR YARN LONG ENOUGH FOR THE SHOULDER STRAP AND TAPE THE ENDS INSIDE THE UN CUT PLATE ALONG THE CREASE.

TO MAKE A FRINGE, CUT STRIPS OF BROWN PAPER AND TAPE THEM ALONG THE BOTTOM BACK OF THE POUCH.

FILL WITH LUNCH, BIRD SEED, ETC. AND TAKE A HIKE THROUGH THE FOREST!



## POWDER HORN

(A MAN CARRIED HIS GUNPOWDER IN A POWDER HORN MADE FROM THE HORN OF A COW OR BUFFALO)

MATERIALS: NEWSPAPERS  
TAPE  
FLOUR PASTE (PUT FLOUR IN BOWL; ADD COOL WATER & MIX WITH SPOON--SHOULD BE RATHER THIN. ADD WATER IF THICK.)  
PAINT  
STRING OR YARN FOR STRAP

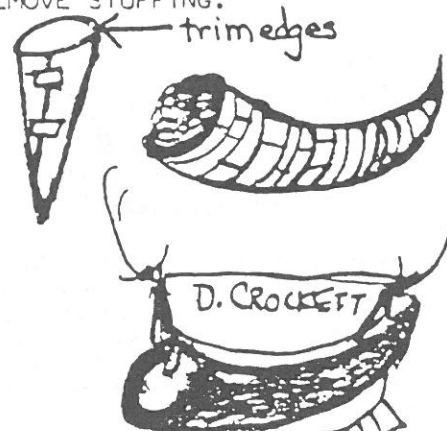
CUT A FULL SHEET OF NEWSPAPER IN HALF THE LONG WAY (ALONG THE CREASE); FOLD IT IN HALF THE SAME WAY AS THE CUT. STARTING WITH A CORNER OF THE FOLDED EDGE AND MAKING THE POINT ABOUT 1/3 OF THE DISTANCE ALONG THE FOLD LINE ROLL IT INTO A CONE SHAPE. TAPE THE EDGES AND TRIM THE TOP OPENING.

STUFF THE HORN WITH WADDLED NEWSPAPERS. USING STRIPS OF NEWSPAPER DIPPED IN FLOUR PASTE, SMOOTH THEM ONTO THE HORN, COVERING IT WITH SEVERAL LAYERS AND MAKING THE POINT OF THE HORN CURVED. LET DRY; REMOVE STUFFING.

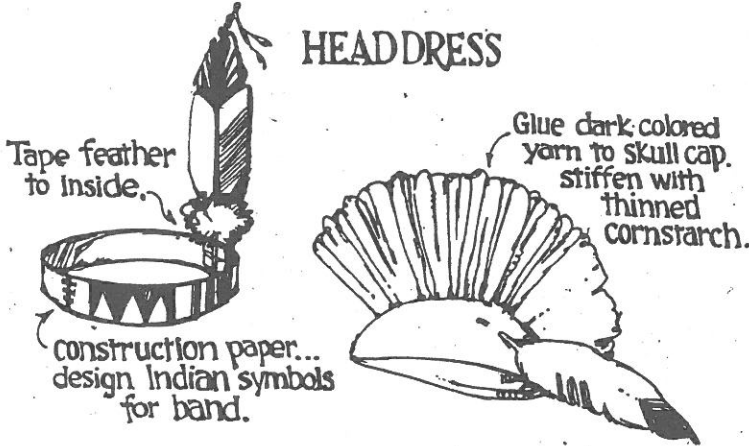
CUT A CIRCLE OF CARDBOARD TO COVER THE OPENING OF THE POWDER HORN. MAKE A "HINGE" USING TAPE AND ATTACH THE LID TO THE HORN SO IT CAN BE OPENED AND CLOSED.

GLUE STRING TO EACH END OF THE HORN TO MAKE A SHOULDER STRAP (OR USE TWO PIECES ABOUT 8" LONG AND TIE THE LOOSE ENDS TO THE SHOULDER STRAP OF YOUR POUCH). PAINT.

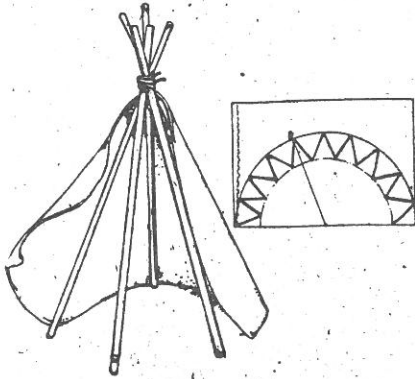
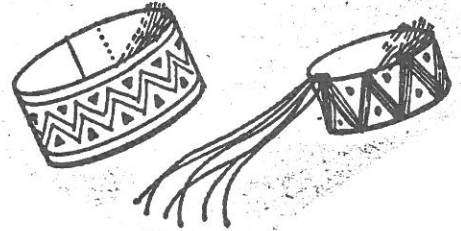
HINT: WHEN PAINTING A GLOSSY SURFACE OR OVER TAPE, ADD A LITTLE LIQUID SOAP TO THE PAINT.



### HEADDRESS



### Arm, Head or Leg Bands

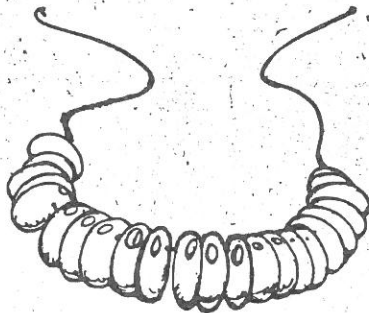
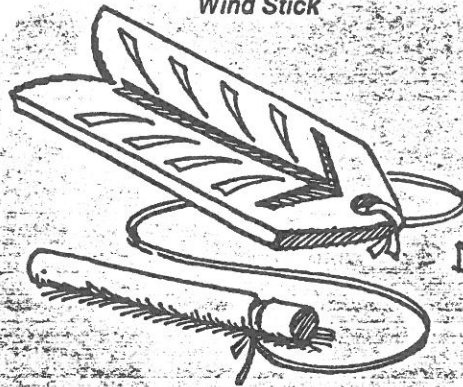


**TEEPEE.** Use five poles about five feet long. Tie them loosely about one foot from top and stand them. With string and marking pen, draw a semicircle on an old bedsheet and cut out as shown. Decorate with Indian designs. Drape over poles and fasten with safety pins.

### Indian Totem Pole

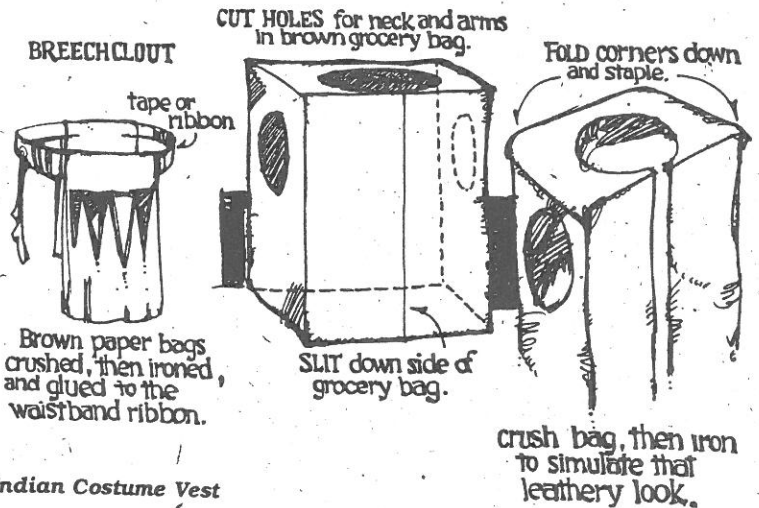


### Wind Stick

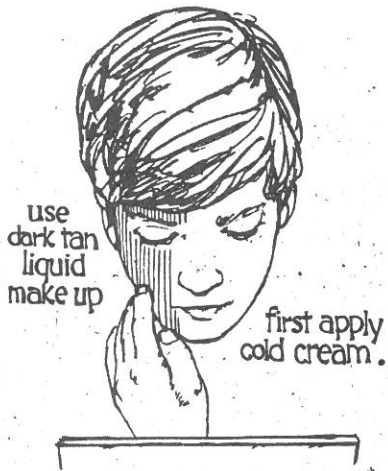


**BEADS.** Soak feed corn or fresh lima beans for several days in water colored with blue or red food coloring. When kernels are soft and the desired color, string with large needle and dental floss. Tie and wear as necklace.

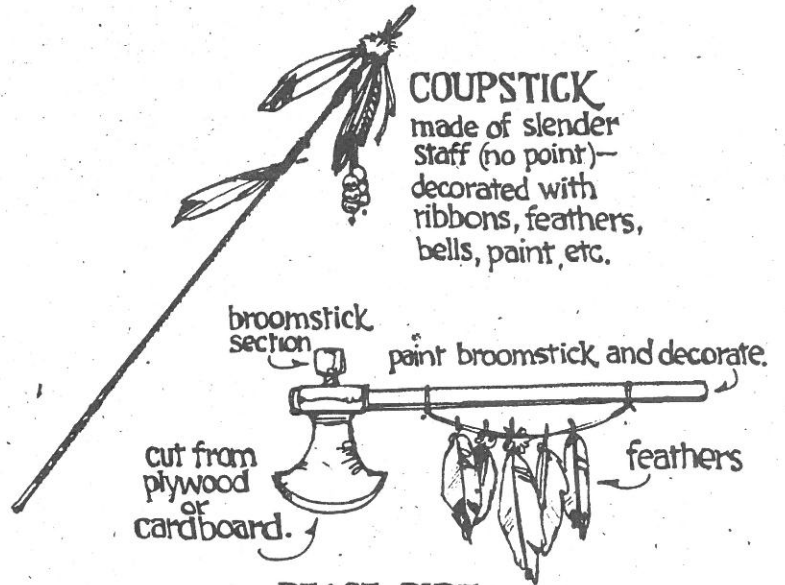
### BREECLOUT



Indian Costume Vest

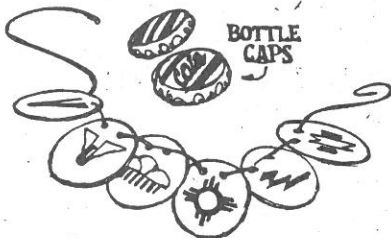


**INDIAN MAKEUP.** If you don't have theatrical makeup, use facial make-up, eyeshadow, and lipsticks.



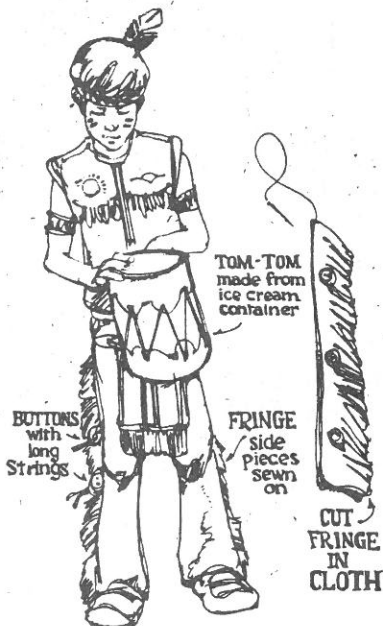
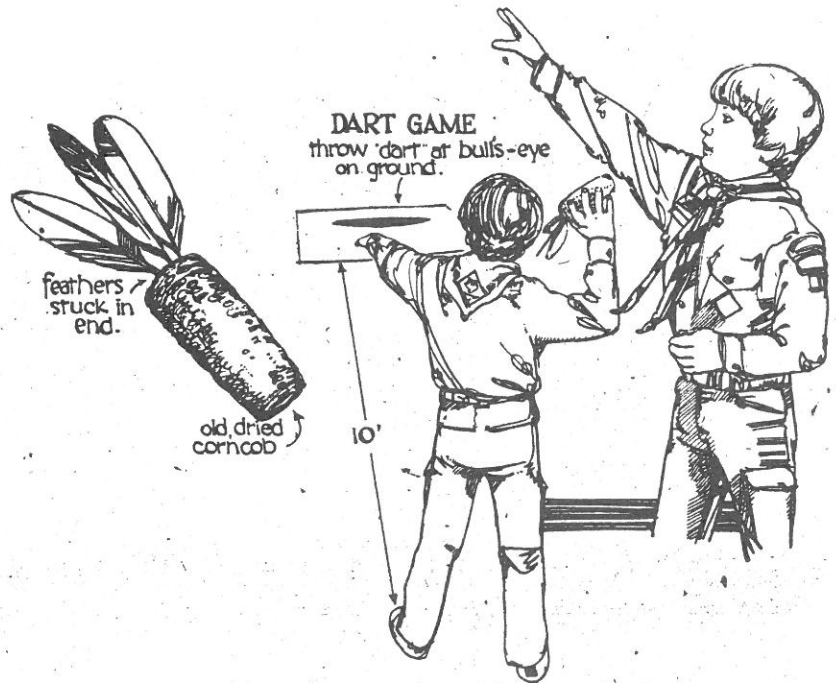
**COUPSTICK**  
made of slender Staff (no point)—decorated with ribbons, feathers, bells, paint, etc.

**NECKLACE**



Hammer the caps flat and paint designs in enamel.  
Cobred popcorn (strung) could be used also.

**PEACE PIPE**

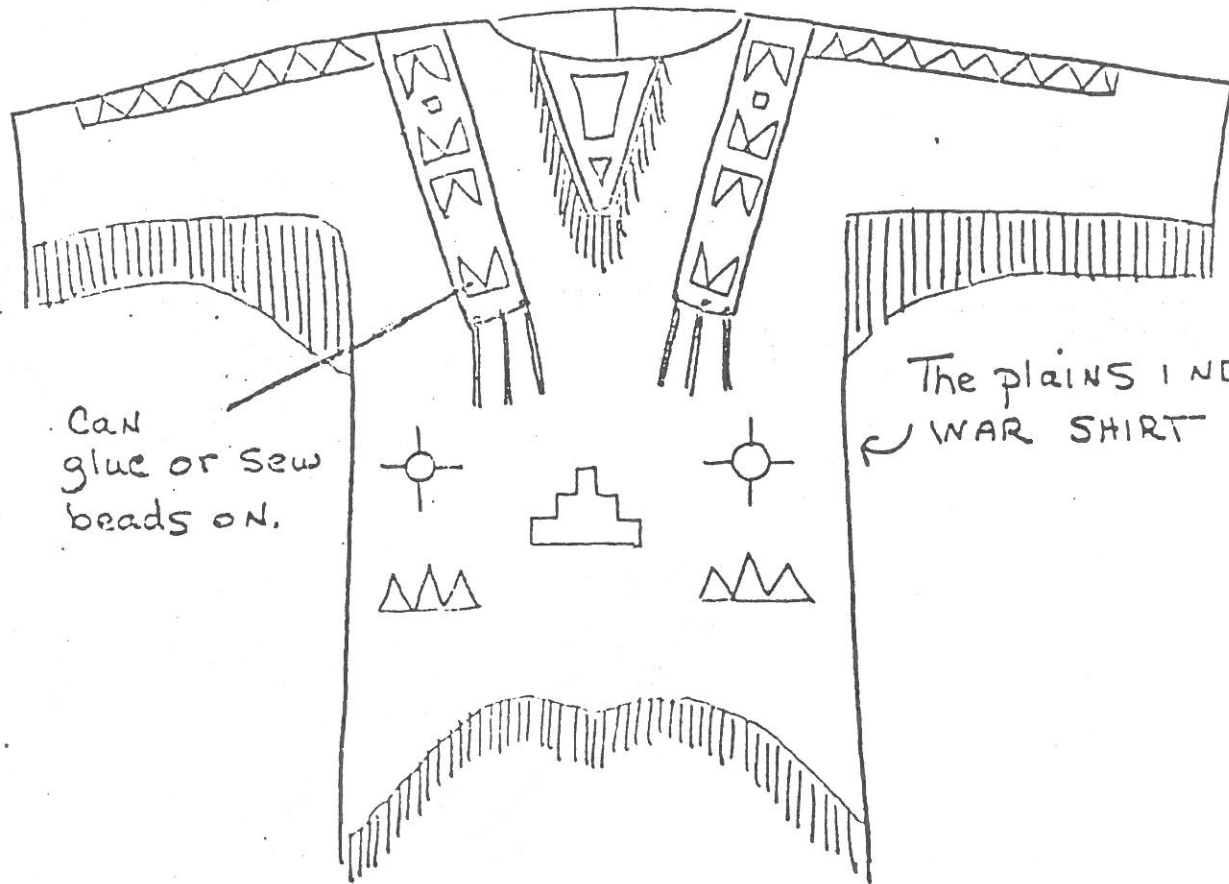
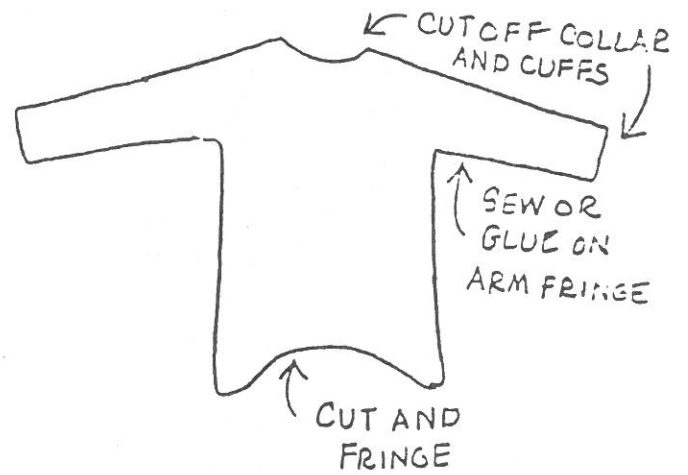


WAR SHIRTS

Most Indians wore some sort of shirt made from soft buckskin. You can use an old, man's shirt as the base for your Indian shirt, and add fringe and designs. Some of the Indians decorated with horsehair; others with beads or strips of animal skin. Wear the shirt backwards, so front can be decorated.

The shirt is worn with leggings and breechcloth.

MANS SHIRT

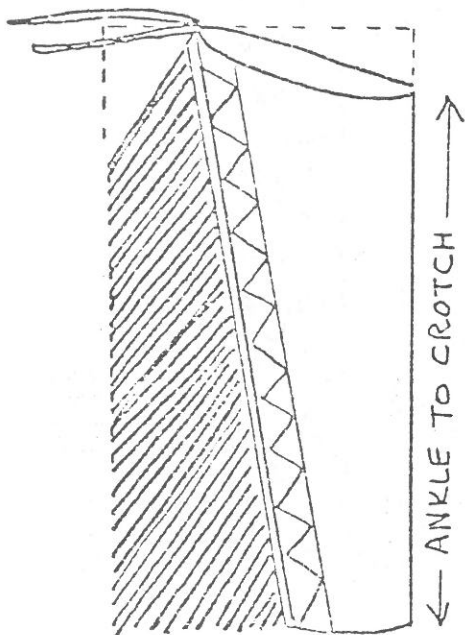
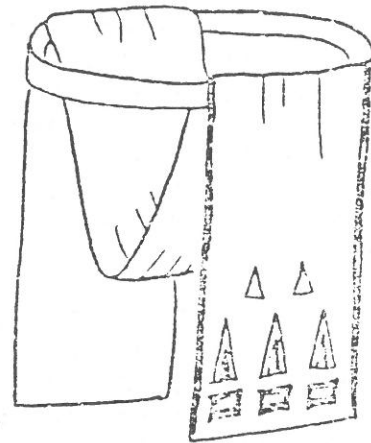


NOTE: Heavy outing flannel makes a good imitation buckskin - so if you can locate a man's old flannel shirt, you're in business.

Fringe can be cut from scrap flannel and glued on. Designs can be drawn on with magic marker or crayon.

BREECHCLOTHS

Indian clothing was made from the hides of various animals. Like most indian clothing, breechcloths were different in various parts of the country. Beige is the authentic color. This breechcloth can be made from any type fabric. Decorations were usually on the front only - these can be painted on with tempera or magic markers. This breechcloth is worn over a belt at the front and back (as illustrated). Cut approximately 1' X 5'. These were usually not fringed.

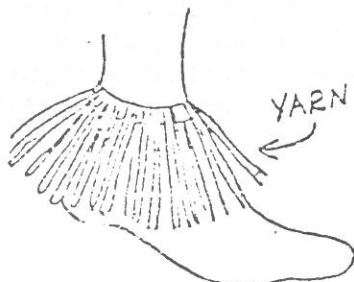
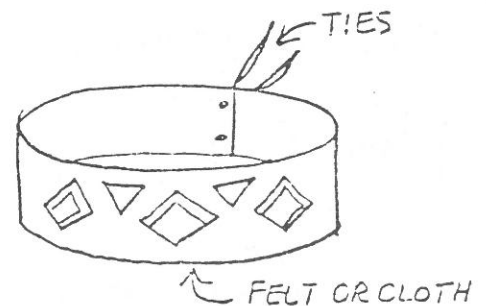


LEGGINGS

A popular type of leggings was made from buckskin or other leather, then fringed and beaded. Most all leggings were worn with breechcloths. They were convenient, saved time and looked well. These can be cut from heavy cotton cloth, canvas or other similar fabric. They can be beige to look like buckskin or black or dark blue. A finishing touch to the leggings is an ornamental strip down the side of each. These strips, which can be painted on, range from 1" to 2 1/2" wide.

ANKLETS

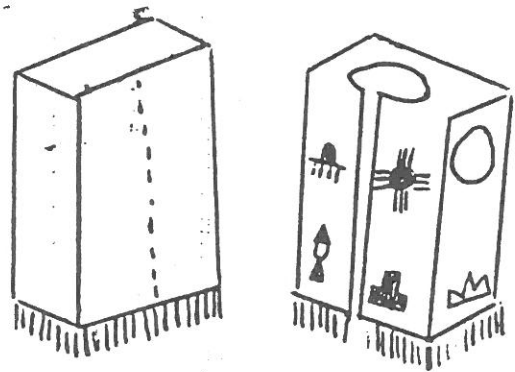
Anklets can be made from strips of imitation leather or brightly colored cloth - 2" to 3" wide and long enough to tie around the ankle. They may be decorated with paint and yarn. Fringed anklets can be made from colored yarn cut in 8" lengths and fastened to an anklet.



-Jimmie Ritz

**VEST**

Use a large grocery bag. Using the bottom of the bag for the shoulders, slit the bag up the front. Cut openings for neck and arms. Crush and iron the bag for leather look. If desired, cut fringe around the bottom of the vest. Add colorful designs with magic marker or crayons.

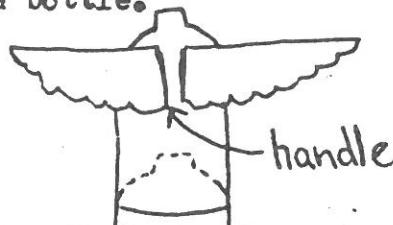
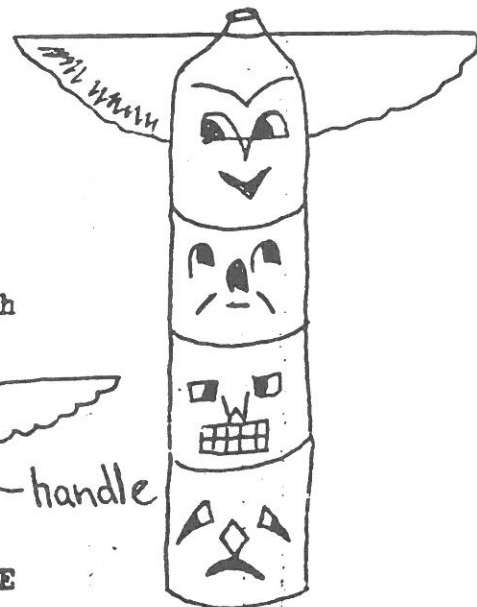


**PLASTIC BOTTLE TOTEM POLE**

Build this totem pole any height you want by varying the number of gallon plastic bottles you use.

For the base, leave a plastic bottle intact. Cut the bottoms off the other bottles.

Stack the bottles, one on top of the other, neatly taping bottles together. Decorate the handle of the top bottle by inserting construction paper wings through it. Paint and decorate each bottle.



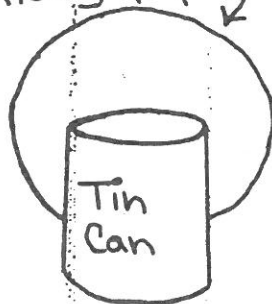
**NECKERCHIEF SLIDE**

Materials:

- dead tree branch at least 1" in diameter,
- knife
- drill
- paints and varnish

Drill a hole for the neckerchief to slide through. Carve and shape the nose. Cut circles through the bark for eyes. Shape ears if any. Paint and varnish. Add string or leather, etc. for weird effects.

inner tube or soaked heavy paper



**WATER DRUM**

A tin can water drum may be made from a tin can with a drumhead cut from an old inner tube. A little water is placed in the can and the circular drumhead of inner tube is bound tightly upon it with bands of the same. The drumhead is pulled as tight as possible. This makes an excellent water drum. Indian designs may be painted upon the can. A small wooden drumstick, a little larger than a pencil is used.

SKITS &

PUPPETS



### My Puppeteer

I have a very special friend  
And Johnny is his name,  
And everything that Johnny does  
I try to do the same.

He waves his hand and I wave mine,  
He nods his head - like that.  
Now Johnny's staring straight at me  
And I am staring back.

He's walking in a circle now,  
You'll notice I am, too.  
We're looking way up at the sky,  
Now down at Johnny's shoe.

And when I have a secret  
I want my friend to hear,  
I go up very close to him  
And whisper in his ear.

I may be just a puppet,  
But lucky, lucky me,  
When Johnny puts me on his hand  
I come to life, you see!!





## S K I T

A SKIT is a dramatized joke of a funny situation, usually with a snap-per line at the end. Skits are short, quick and to the point.

Skits are used to help the pack meeting the parents, the Cub Scouts and the den leaders.

Pack meetings need skits. Skits are ICE breakers. They get everyong smiling or laughing and set the mood for the pack meetings.

Parents need skits. When a den does a skit at the pack meeting parents see their sons participating in the program. Parents know what the boys are accomplishing. Skits help take the pack meeting out of the hands of the adults and put it back into the hands of the boys.

Cub Scouts need skits. Skits allow the boys time to have FUN and show off. The Cub Scouts can act out their own plots, use their imagination and gain a real sense of accomplishment.

Den Leaders need skits. Skits are a program help. They allow the den leader to observe and learn about their their Cub Scouts.

Skits can be the tool for learning, experiencing or imagining.

Boys love to use their imaginations, so let them. This is their chance to be somebody else, to pretend, to dress up and to give others pleasure at the same time.

Skits let the boy express a choice of characters and develop powers of observation by helping him recognize the desirable characteristics in the people he sees. They may also help a boy become less self conscience.

There are a few ideas in this section. But...do not be limited to the ideas found here. The Cub Scouts are the greatest resource for skit ideas. Let them make it up. One boy may have a

funny event to relate from school or home. Boys are great at knock-knock jokes. Use them. The boys will participate more readily if they feel the skit is theirs.

There are limitless resources available:

Roundtable	Libraries
Other Leaders	Pow Wow Books
Children's books and magazines	
Pack-O-Fun magazines	

## SUGGESTIONS FOR WRITING A SKIT

A theme stirs the imagination-make it real with a costume and some props. Let the boys play-act. A Cub likes to show off - to prove he can do things.

## Types of Skits:

- Pantomime - no words
- Pantomime - with narration
- Pantomime - set to music
- Playlet with short spoken lines
- Puppet show - Cubs can read lines
- Audience participation

The subject matter is usually related to the theme but may have many variations:

Current events

Historical episodes - the start of the Scouting program

Community history - story of some local legend related to the theme

Embarrassing moments (can be very humorous)

Demonstration of skills

## THINGS TO AVOID

- Dramatization of undersirable character
- Criticism which makes no attempt to suggest a better way out
- Skits that ridicule persoms or groups
- Characters which are too difficult to portray.

Whichever skit format is chosen, it should follow this simple outline:

BOY WANTS SOMETHING - Friendship, a gold mine, a trophy, to find a lost planet.

### SKITS

Skits can be fun for all. There are many different kinds of skits. In choosing a skit, use some simple rules.

1. Know how many people you have to work with.
2. Choose a skit the boys will enjoy putting on, and the audience will enjoy watching.
3. Check the type of stage you have.
4. Check for special effects (lighting, sound, etc.)
5. Make sure the skit isn't too long (should be about 5 min.)

Skits can be written to suit any subject or situation. Some ideas to use in writing a skit, are as follows:

1. Subject of your plot
2. Title (whether serious or funny)
3. Kind of actors you will use (Cub Scouts or puppets)
4. Names and characters
5. Time allowed for the skit. (For 5 min. skit, write about 20 min. skit and cut it down to 5 min.)
6. Kind of stage you have. (Open floor or regular stage)
7. Check facilities for lighting and sound.
8. Write the skit so audience will enjoy it.
9. Keep scene changing to a minimum.
10. Use stage directions liberally.
11. Stimulate interest and surprise.
12. If you have more boys than parts, use them between acts in musical numbers, dances, or magic.

BUC TUOCS

## 6 Characters

- Announcer: Boys have you been feeling sluggish lately? Do you have that "grey feeling"? Do you have the over seven feelings: I have an answer for your woes. The name is "Buc Tuocs". We have some guests with us tonight who have tried it and are wild about it. Here they are to tell us about it.
- Boy #1           When I reached 8 I needed something. I was out of touch. I tried Buc Tuocs and got the lift I needed.
- Boy #2           I couldn't adjust. My social life was falling apart. Buc Tuocs was the answer.
- Boy #3           I was plagued with the fear of growing old. Was life passing me by: Buc Tuocs gave my life a purpose.
- Boy #4           Buc Tuocs changed my life, new horizons opened for me.
- Boy #5           Girls were my problem. My kindergarten friends had gone in different directions. Buc Tuocs helped me find new acquaintances.
- Announcer: Thank you boys for your unsolicited testimonials. Remember, folks, try Buc Tuocs - it's Cub Scout spelled backwards.

QUICKIE SKITSHobo Humor

- BO:   H'lo Ho.
- HO:   H'lo Bo.
- BO:   Where are you headed for Ho?
- HO:   I'm looking for the president of this here railroad.
- BO:   Do you think you'll find him?
- HO:   I don't know but I'm on the right track!

THE FARMERS FARMER

Two boys dressed in overalls and straw hats meet in front of the barber shop.

- SI:   H'lo Zeke, been gettin' a haircut?
- ZEKE: Lo, Si. Yup, it was about time. My wife was calling me Daisy.
- SI:   Say Zeke, wonder if you could help me out. I need another hired hand.
- ZEKE: What'll you pay?
- SI:   I'll pay you what you're worth.
- ZEKE: I'll be hanged if I'll work for that!

## MUSICAL PANTOMINES

Musical pantomines can either be done on the spur of the moment or be part of a planned program. Choose a song or nursery rhyme. While one group sings it, another group pantomines the action in time to the music. "Take Me Out to the Ball Game" and "Comin' Through the Rye" are good songs.

## THE THREE-IN-ONE HAT STUNT

Directions:

When the Cub Scout speaks, put on the Cub Scout cap and speak in your natural voice.

When the den chief speaks, put on the Boy Scout cap & speak in a deep voice.

When the Den Mother speaks, put on the woman's hat & speak in a very high voice.

Memorize the story. It's funnier when you change hats quickly & 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 Cub 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 "Cub Scout Inspection." The characters are: a Den Mother, a Den Chief, and Johnny a Cub Scout. The scene is a den meeting:

Den Mother: Cubs, line up for inspection.  
 Den Chief: They all look fine except Johnny.  
 Johnny: Me?  
 Den Mother: Yes, Johnny.  
 Johnny: What's wrong with me?  
 Den Mother: What's wrong with him?  
 Den Chief: Look at his socks.  
 Johnny: My socks?  
 Den Mother: His socks?  
 Den Chief: Your socks?  
 Den Mother: 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?  
 Den Mother: What's funny?  
 Johnny: I have another pair at home just like them.

THE END.

## WALKS SLOW AND SAM

**DID YOU KNOW?** The pioneers and Indians who lived in Missouri did many things much differently than we do today. This story will help children to identify those differences.

**YOU'LL NEED:**

**WHAT TO DO:**

Down beside the river,  
underneath a tree,  
lived a young Indian boy  
in a big tepee.

His name was Walks Slow.  
And his skin was red.  
He wore pants of deerskin  
with a feather on his head.

One day Walks Slow  
heard a chopping sound.  
He crawled through the bushes  
to have a look around.

There was a white boy  
chopping down a tree.  
He wore a pair of overalls,  
a patch was on each knee.

The boy's name was Sammy,  
He was a pioneer.  
The tree would make a log house  
to keep him warm all year.

Sam worked real hard,  
while Walks Slow watched,  
Sam trimmed the trees to logs.  
He chopped and stacked and notched.

Sam built his log house.  
He invited Walks Slow in.  
Walks Slow ate bread Sam had made.  
He chewed it with a grin.

Sam showed Walks Slow  
how he grew the wheat  
and ground it into flour  
to make the bread to eat.

Sam gave Walks Slow  
some milk from his cow.  
Walks Slow tried to get some more  
and Sam showed him how.

Walks Slow asked Sam,  
"What do you do for light?"  
Sam gave him a candle,  
so he could see at night.

Sam went to see the tepee  
that belonged to Walks Slow.  
It's sides were made completely  
from the skin of buffalo.

Walks Slow cooked Sam  
some meat from buffalo.  
He showed Sam how he hunted  
with an arrow and a bow.

It had been a long hard day.  
Sam said with a laugh,  
"I am tired and dirty.  
Let's go and take a bath."

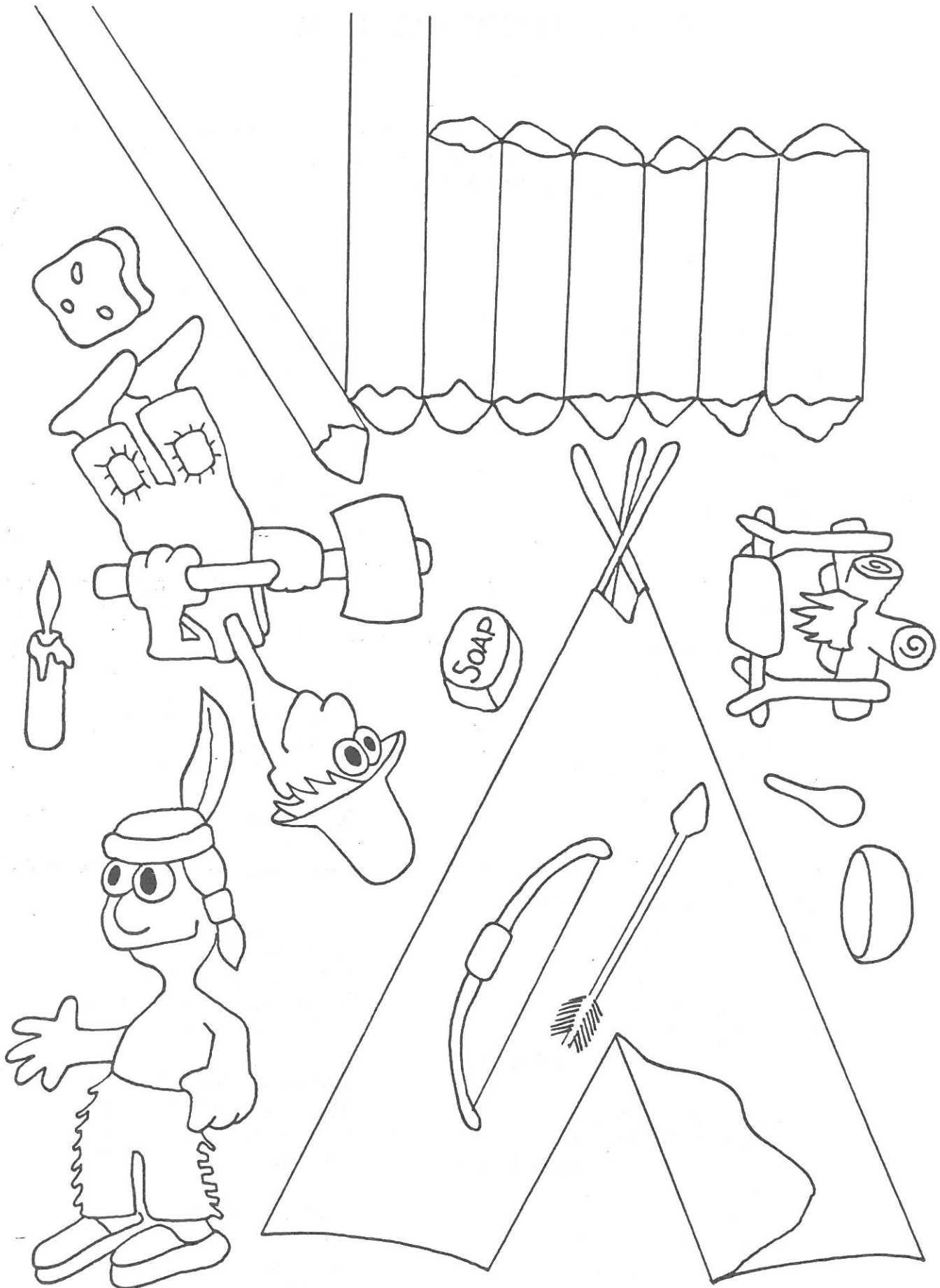
They both jumped in the river.  
Sam with soap in hand  
but Walks Slow scrubbed his red skin clean  
with a handful of sand.

The air and sun soon dried them off.  
They sat there on the ground.  
They listened to a whippoorwill  
and watched the sun go down.

High on a hill they sat.  
The sun was setting fast.  
No roads or towns for them to see,  
just hills of golden grass.

by John Griffin

# WALKS SLOW AND SAM



## An Indian Legend

## WHY THE SALMON RETURN EACH YEAR

To present this play, all parts are read rather than memorized. The readers can make simple stick masks to hold up as each part is read, but scenery and costumes are not needed.

Reading Parts: (1) Narrator (2) Raven (3) The Fog Princess  
(4) Gitsanuk, Raven's Friend

NARRATOR: Raven liked to eat fish. But in order to eat fish he must first catch them. On this day Raven is fishing in his canoe with his friend, Gitsanuk.

RAVEN: Look at this, Gitsanuk! Another Bullhead! More bones to choke on! With all the water in this stream one would hope for better fish.

GITSANUK: Look, Raven, the fog approaches quickly. We should head for shore.

RAVEN: It is too late. I cannot see to guide the canoe. The fog surrounds us.

FOG PRINCESS: Do not be afraid. I will see you safely to shore.

RAVEN: Who are you? How did you get in our canoe?

FOG PRINCESS: Give me your hat.

NARRATOR: Raven and Gitsanuk watched in amazement as the Fog Princess (for that is who she was) gathered all the fog in Raven's hat. When the fog was all contained the sun shone again and Raven beached the canoe safely.

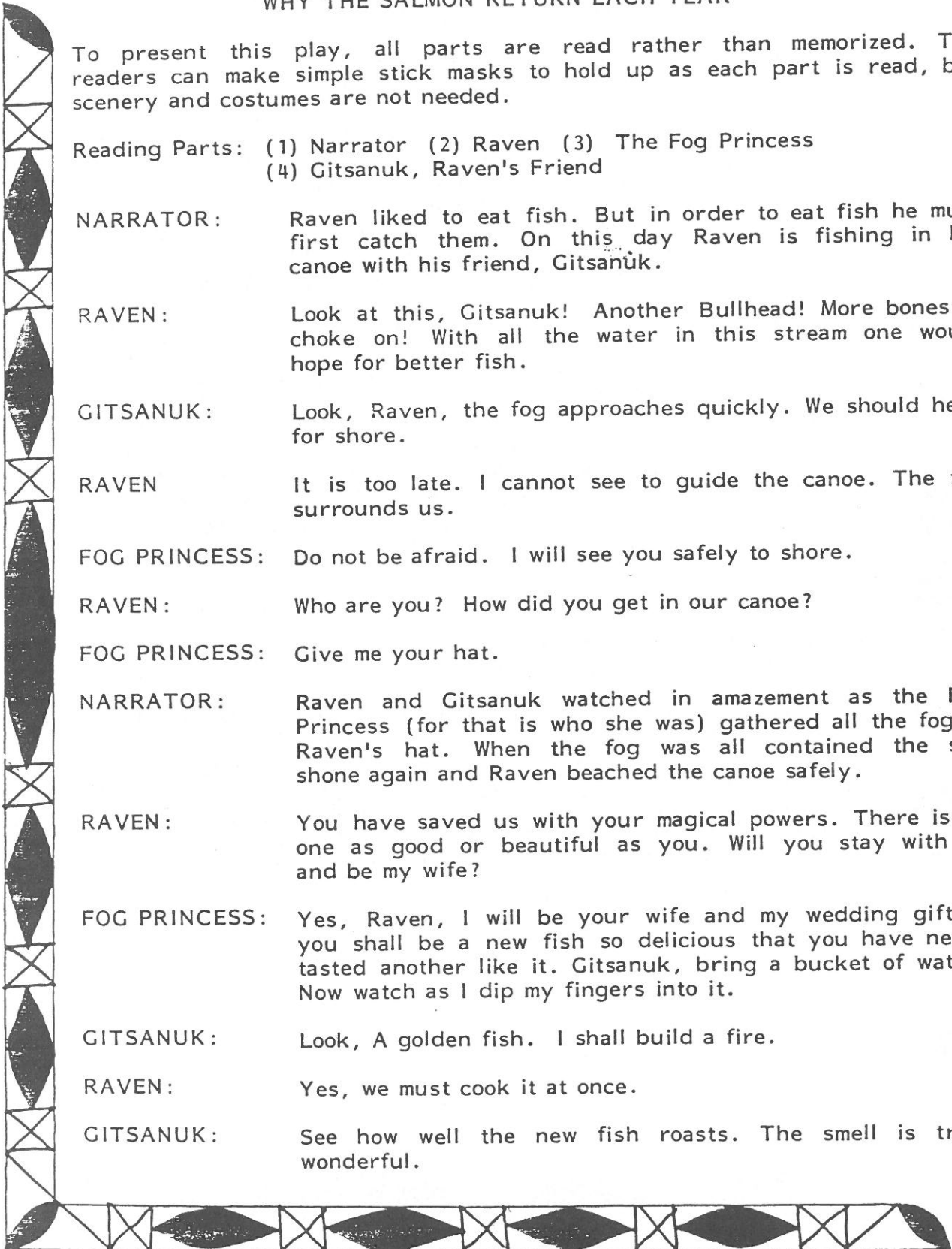
RAVEN: You have saved us with your magical powers. There is no one as good or beautiful as you. Will you stay with us and be my wife?

FOG PRINCESS: Yes, Raven, I will be your wife and my wedding gift to you shall be a new fish so delicious that you have never tasted another like it. Gitsanuk, bring a bucket of water. Now watch as I dip my fingers into it.

GITSANUK: Look, A golden fish. I shall build a fire.

RAVEN: Yes, we must cook it at once.

GITSANUK: See how well the new fish roasts. The smell is truly wonderful.



RAVEN: And the taste is more wonderful still. Wife, bring us more of these fish.

FOG PRINCESS: Your hunger is now cared for. I cannot produce that which is not needed.

RAVEN: I said I want more fish! Unless you produce them at once I shall beat you!

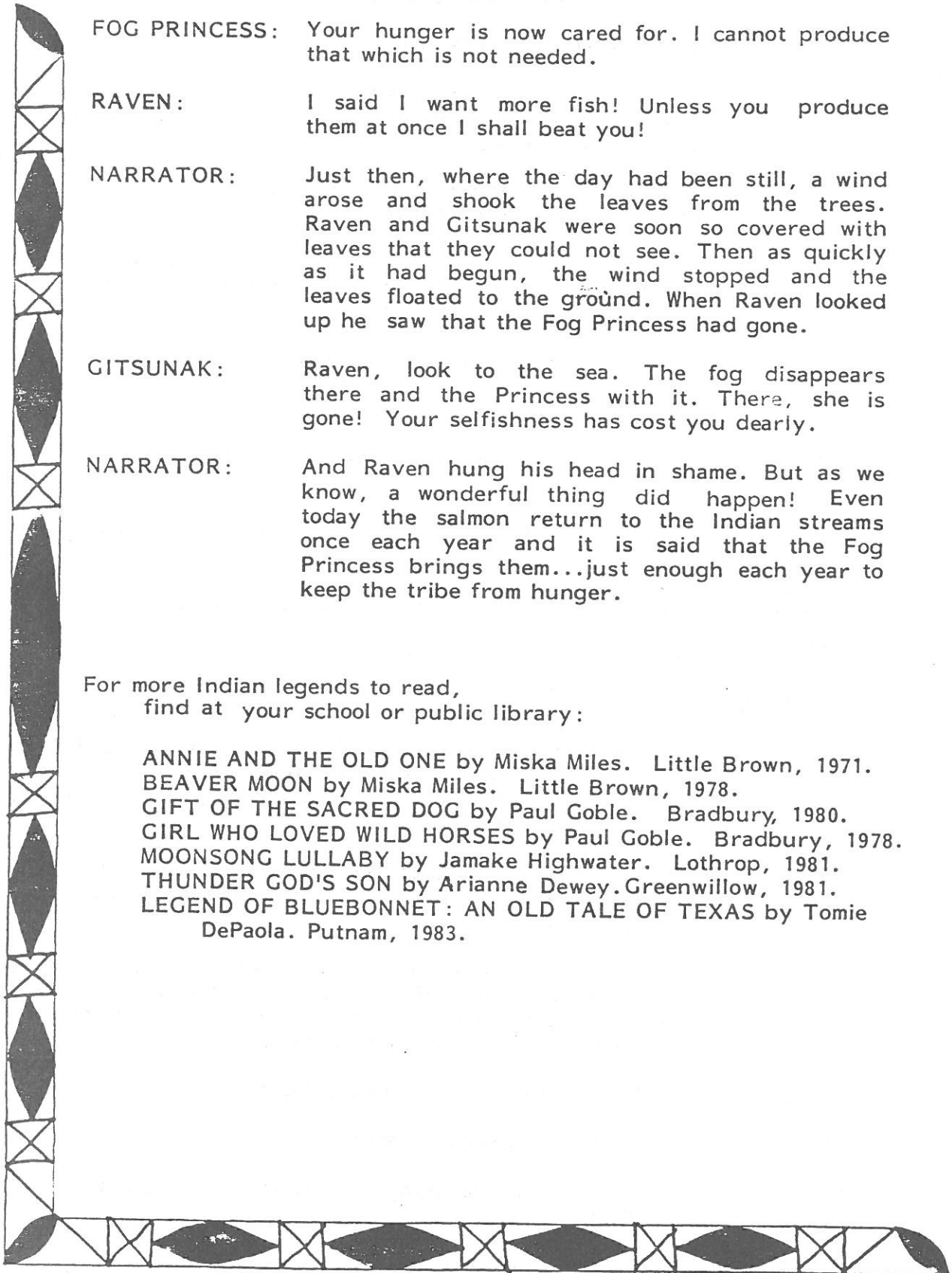
NARRATOR: Just then, where the day had been still, a wind arose and shook the leaves from the trees. Raven and Gitsunak were soon so covered with leaves that they could not see. Then as quickly as it had begun, the wind stopped and the leaves floated to the ground. When Raven looked up he saw that the Fog Princess had gone.

GITSUNAK: Raven, look to the sea. The fog disappears there and the Princess with it. There, she is gone! Your selfishness has cost you dearly.

NARRATOR: And Raven hung his head in shame. But as we know, a wonderful thing did happen! Even today the salmon return to the Indian streams once each year and it is said that the Fog Princess brings them...just enough each year to keep the tribe from hunger.

For more Indian legends to read,  
find at your school or public library:

- ANNIE AND THE OLD ONE by Miska Miles. Little Brown, 1971.
- BEAVER MOON by Miska Miles. Little Brown, 1978.
- GIFT OF THE SACRED DOG by Paul Goble. Bradbury, 1980.
- GIRL WHO LOVED WILD HORSES by Paul Goble. Bradbury, 1978.
- MOONSONG LULLABY by Jamake Highwater. Lothrop, 1981.
- THUNDER GOD'S SON by Arianne Dewey. Greenwillow, 1981.
- LEGEND OF BLUEBONNET: AN OLD TALE OF TEXAS by Tomie DePaola. Putnam, 1983.





## UGH--SURVIVAL. MIGHTY HARD

Indians--Hyi. yi. yi. yi  
Smoke--Cough. cough

Poison Ivy--Scratch. scratch  
Mosquitos--Swat. swat

Early in the morning before the break of day, two INDIANS creeping upon their hands and knees, approached the pioneer camp. They were here for the sole purpose of stealing horses. The INDIANS got within 10 yards of the camp and realized they had just crawled into POISON IVY. This caused the INDIANS to raise up and run and without looking where they were going, they ran into camp and through a campfire, eating and inhaling SMOKE as they ran.

During the excitement, the frightened INDIANS ran to a grove of trees and climbed to what seemed to be a safe spot. Little did the INDIANS know that just above them was a hive of BEES. As one of the INDIANS raised his head, he hit the BEE hive and swarms of BEES began stinging the two INDIANS. They jumped from the tree and ran to the swamp to get rid of the BEES, but at the swamp they ran into swarms of MOSQUITOS who loved biting INDIANS and quickly proved this.

The INDIANS immediately retreated to their village, itching where the POISON IVY had touched, hurting where the BEES had stung and scratching where the MOSQUITOS had bitten. Upon hearing their tale of woe, the INDIAN chief suggested they SMOKE the peace pipe with him.

As the night passed in peace and no further disturbance was heard, the INDIANS rubbing the POISON IVY spots, itching the MOSQUITO bites, complaining about BEE stings and continually clearing their throats from the SMOKE they had inhaled, the INDIANS were heard saying, "Ugh, survival mighty hard in this land"

## THE FIRST AMERICANS

YELLS

**TEEPEE APPLAUSE:** The first Teepees were a little bit "Teepee" in the wind - say, teepee-teepee-teepee-timber-r-r-r-r

**INDIAN APPLAUSE:** Ki ye ye ye, Ki ye ye ye, Ki ye ye ye, war whoop by placing hand on mouth and moving it away and back to mouth.

**INDIAN APPLAUSE:** Stomp feet three times, beat chest three times, give five Indian yells with hand over mouth.

**DRUM APPLAUSE:** On your legs, go "rat-atat-tat" three times and then twice on stomach with a "boom.boom".

**BOW AND ARROW APPLAUSE:** Pretend to draw bow and then let go of arrow three times, while saying, "Zing, zing, zing!"

**TONTO APPLAUSE:** Yell "Where does Tonto take his garbage?" Boys respond, "To de dump, to de dump, to de dump, dump, dump!" to the rhythm of a running horse while clapping hands on their thighs.

**THREE HOW'S AND AN UGH:** Yell-- How, How, How, Ugh!

**HEAP HOW:** Yell-- How, How, Heap How!

BOB CATS BIG CATCH

CHARACTERS: Grey Squirrel, Running Deer, Small Bear, Little Wolf, Bob Cat, and Chief Akela.

COSTUMES: Assorted Indian costumes - headbands, vests, breech cloths, etc.

PROPS: Drum for Grey Squirrel. Small bow and arrow for Bob Cat to carry.

SETTING: A clearing in the forest. As scene opens, all but Bob Cat and Chief Akela are seated in a semicircle facing audience. Grey Squirrel is slowly beating drum.

RUNNING DEER: (chants) This big day in Bob Cat's life;  
Make-um Brave, if good with knife.

SMALL BEAR: In our tribe he will belong-  
If nothing in forest go-um wrong.

LITTLE WOLF: Hope he catch-um heap big prey-  
Make Chief Akela happy today.

GREY SQUIRREL: (stops drum - cups hand to ear)  
Hark, my brothers, sound I hear-  
Think brother Bob Cat must be near!

(Off stage, continuous loud sneezing is heard. This goes on and off for rest of skit)

(Enter Bob Cat and Chief Akela. Chief holds Bob Cat by back of vest. Bob Cat continues to sneeze - in his hand he carries small bow and arrow.)

RUNNING DEER: Brother Bob Cat, what you fetch?  
We wait-um here to see big catch.

CHIEF AKELA: Bob Cat head for father's tepee  
Hunt has made him tired and sleepy.  
Have to hunt where buffalo play  
Another time - another day.

SMALL BEAR: But Chief Akela - where is catch?  
That brother Bob Cat went to fetch?

CHIEF AKELA: Brother Bob Cat plenty bold-  
Him wad-um creek and catch-um cold!

(Chief gently pushes Bob Cat offstage. All seated braves laugh, then quickly clap hands to mouths and refold arms. Grey Squirrel starts to beat drum as curtain closes)

NO DEAL!  
a skit

Characters: One well-padded Indian  
One bystander  
Three to five tourists

The scene opens with an Indian standing with a blanket over his arm with a "For Sale" sign on it. Tourists approach.

Tourist #1: Say, Chief, I'll give you \$5.00 for that blanket.

Chief: NO DEAL!

Tourist #2: I'll give you \$10.00 for it.

Chief: NO DEAL!

(Tourists gather around and bid---\$12.00,\$15.,\$18., \$20.,\$22., and finally...)

Tourist #1: Chief, I'll give you \$24.00 for that blanket.

Chief: NO DEAL! UGH! (Tourists leave, bystander approaches)

Bystander: Say, Chief, why wouldn't you sell that blanket to any of those tourists?

Chief: What do you expect---deals like Manhattan Island every day?

San Gabriel Valley  
1974 Pow Wow

The Death of Chief Shortcake -skit

Characters: Chief Shortcake ("volunteer" a dad with good sense of humor)  
Squaw  
4 braves

Announcer: At a great gathering of the tribes, Chief Shortcake has died. Four braves are discussing his funeral.

1st brave: In the custom of the Algonquin, we must build a log house, place the chief and his possessions inside, burn it and cover it with earth so his spirit will not be robbed.

2nd. brave: No, in the custom of the Seminole, we must place him in a canoe and send him on his journey to the Great Waters.

3rd brave: Oh, no, as with the Yakima, we must cover the chief's body with boulders and rocks so his ghost will not escape to harm us.

4th brave: We must build a funeral bier and burn the chief as the Cheyenne do. This way his spirit may join the Great Spirit.

(Enter Squaw)

Squaw: You all wrong. Squaw bury Shortcake!  
(As she speaks, she squirts whipped cream on face of chief and tops it with a cherry)  
(Have a wet towel ready for the chief)

# Presidential Puppet Party

## A puppet skit for banquet fun

Here's a special skit to use with the "Presidential Puppets" . . . . . To perform the skit, you need five actors (four Operators for the puppets and a Narrator). If you want, the Operators with the puppets can be in full view of the audience. Or, you can cover a long table with a tablecloth or sheet that drapes to the floor. The Operators can kneel or sit behind the table, out of view of the audience, and reach up to place the puppets on the table. In any event, make sure the Operators speak the lines loud and clear. No other props or scenery are necessary to put on the skit.

You could also have the audience participate in the skit and add to the fun. To do this, have the Narrator divide the audience into four sections — one for each President — before the skit begins. Each section will make a sound at the mention of its President's name. Have the Narrator rehearse the sounds with the audience beforehand. The Presidents' sounds are as follows:

George Washington — Clap  
Abraham Lincoln — Cheer

Theodore Roosevelt — Stamp feet  
Ulysses S. Grant — Whistle

Be sure the Operators pause after the mention of each name (underlined in the script) to give the audience time to respond.

As the skit opens, the Narrator stands to one side of the stage and the puppets (except for T. Roosevelt) are in the center.

**NARRATOR:** You all know that the United States will be celebrating its 200th birthday next year. Various groups are already planning celebrations for this special occasion. But I bet you didn't know that a group of former presidents — George Washington, Abraham Lincoln, Ulysses S. Grant, and Theodore Roosevelt — are also planning a celebration. Let's listen as they make their plans for a gigantic birthday party for all the presidents.

**LINCOLN:** Nine score and nineteen years ago, our fathers brought forth on this continent a new nation . . . . .  
**GRANT:** Cut the dramatics, Abe. We know about the 200th birthday of our country. We're here to do something about it.

**WASHINGTON:** Let's see if everyone on the planning committee is here. I'm in charge of refreshments. Abe, you're the chairman of the hall and decorations committee. Ulysses, you're supposed to take care of the music. The invitations will be handled by Teddy — say, where is he?

**ROOSEVELT (appears on stage, sounds tired and out of breath):** Here I am, George. Sorry I'm late.

**LINCOLN:** We're just starting. You look awfully worn out and tired, Teddy.

**ROOSEVELT:** I sure am. I had a rough ride here. Say, I haven't seen all of you for a long time. You know, Abe, with both you and Ulysses wearing beards, you look a lot alike.

**LINCOLN:** Yes, I know. Everyone is always taking me for Grant — Ted.

**GRANT:** That's enough visiting for now. We've got work to do. Teddy, there'll be

38 invitations. Abe, where should we have the celebration?

**LINCOLN:** We'll need a lot of room. A big hall . . . maybe I can find a jumbo log cabin that's available.

**WASHINGTON:** How about having it at the White House?

**LINCOLN:** You never did get to see it finished, did you, George?

**WASHINGTON:** That's right. The East Room should be a perfect place for our party, if I remember the plans correctly. After all, I have such a great memory!

**ROOSEVELT:** What makes you think so?

**WASHINGTON:** Well, wasn't a monument erected to my memory?

**ROOSEVELT:** Ahem, well, yes. I guess so.

**GRANT:** Now that we know where the party will be, what will we eat?

**WASHINGTON:** As chairman of refreshments, I would like to suggest my all-time favorite — cherry pie!

**GRANT:** Sure, George, and then we'd have to cut it with a hatchet!

**LINCOLN:** Well, Ulysses, we could have chocolate Lincoln Logs . . .

**ROOSEVELT:** Preposterous! Remember, gentlemen, that this is a birthday party. No birthday is complete without a birthday cake!

**WASHINGTON:** Yes, Teddy, I suppose you're right. We could ask the Poppin' Fresh Doughboy, Duncan Hines, and Betty Crocker to help us out with the cake and other refreshments. How does that sound, Ulysses?

**GRANT:** Delicious, George. Now if any of you are entertaining any ideas I'd like to hear about them, since I'm on the entertainment committee.

**LINCOLN:** We need some real all-American entertainment . . . . .

**ROOSEVELT:** Why not invite John Phillip Sousa and his band? You can't get any more patriotic than him — he's got "U-S-A" in his last name!

**WASHINGTON:** Personally, Teddy, I think it's an excellent idea. After all, he did write the "Washington Post March"!

**LINCOLN:** That settles about everything now. I'm checking on the place. Teddy will send out invitations. George is ordering the birthday cake. Ulysses will get Sousa and his band.

**GRANT:** What a party! Abe, we'll have the finest of everything!

**ROOSEVELT:** It'll be a grand celebration!

**WASHINGTON:** Hold it! (Pause.) How are we going to pay for all of this? The money's got to come from somewhere . . . . .

**LINCOLN:** We could ask for a donation at the door . . . . .

**GRANT:** Or sell raffle tickets and candy bars . . . . .

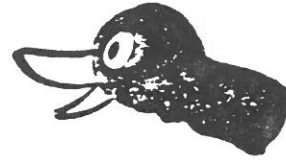
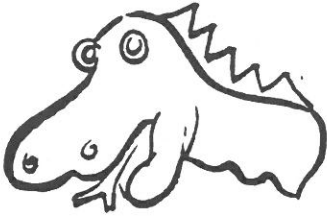
**ROOSEVELT:** Or sell cookies . . . . .

**WASHINGTON:** There must be a better way to pay for our party. Let's think a little harder.

(All the puppets huddle together and continue to mumble, as if in discussion, as the Narrator speaks.)

**NARRATOR:** And so, Abe, George, Ulysses and Teddy tried to think of a way to pay for the wonderful party they had planned. They thought and thought. How would they pay for it? How could they pay for it? Finally, Teddy Roosevelt came up with the perfect answer. What could be more American! He told the other Presidents how they could pay for their expensive birthday party when he uttered his immortal word . . . . .

**ROOSEVELT (opening his mouth wide and shouting):** CHARGE!



## PUPPETS

Puppets have played an important part in many civilizations throughout the world. The tombs of Egypt have produced puppet figures that are over 3000 years old. Small jointed figures that were believed to have been used in religious rituals have survived since the ancient times of Greece and Rome. In their writings, Aristotle and Plato refer to figures worked by strings. Puppets also existed in early India, China, Japan and Burma.

There are records of puppet shows being performed in New York in 1738, and in Philadelphia in 1742. European immigrants brought their puppet heritage with them to the New World and would usually give performances for audiences of their own national origin. The next generation had little interest in this art form and its popularity dwindled until, by 1900, puppet shows had almost disappeared.

In 1937, the Puppeteers of America was founded and puppetry was revived. Today there are many companies of puppeteers traveling, giving performances and television has brought puppets to millions of viewers.

A puppet is a figure of a person, animal or object that is made to move by the efforts of a human being - adult or child. It derives its "life" and "personality" from that person's efforts and imagination.

The word "puppet" causes many a den leader to blanch and change the subject. Puppetry, however, is much easier than one might think. It appeals to a boy of Cub Scout age because it allows him to be creative. It provides an outlet for the most vivid imagination. The boys write the play, construct the stage, paint the scenery, work out the lighting and make the puppets. Puppets can be an inexpensive venture in which paper bags, old socks, discarded boxes and left-over scraps can be used.

Puppets can be used in connection with some achievements as well as monthly themes, some of the electives and the Webelos Showman badge.

Puppets can help overcome stuttering, strengthen weak muscles, relieve tensions and develop coordination. They can help a shy boy overcome inhibitions, teach a noisy boy patience and encourage the less imaginative boy to let it go.

Puppets seem to have magical powers. They almost come alive and can do things bigger, faster and better than real people. Moods and actions are exaggerated.

Many Scouts, especially at the Wolf level, are inexperienced readers. Memorizing lines and taking cues are difficult tasks for them. Use an old, familiar story or let the boys make up one while the leader writes down a rough outline to be followed later. The boys will easily develop a story once the puppets are in or on their hands. It will take very little time for them to polish up a play and want to present it at a pack meeting.

## POINTERS FOR PUPPETEERS

- \* Puppets will be more appealing if given a definite personality. Let the boy give the puppet its own special character with mannerisms, a special costume, a particular walk and its own way of speaking.
- \* A puppet's features should be exaggerated. An extra big nose, crooked mouth, wild bushy hair, a long droopy mustache, a great big hairbow or huge eyes will make it easily recognizable.
- \* Practicing before a mirror will help hone skills necessary to presenting the desired idea to the audience. A tape recorder will help the boys hear how their puppets' voices will sound and give them an idea of what changes need to be made for the puppet to be heard and understood.
- \* The puppets should exaggerate both feelings and actions. A tired puppet should groan and sag so wearily the audience will know immediately how tired he is.
- \* In some instances it is a good idea for the puppet to talk aloud to himself to convey an action. For example, while looking, he might say: "I'll look under this rock for buried treasure."
- \* The puppet doing the talking should move - nod its head or jiggle a little. Fit the movements to the conversation. Other puppets in the scene should remain motionless until it is their time to speak. This makes it easier for the audience to know which puppet is doing the talking.
- \* Hold the puppets vertically.
- \* Do not hide one puppet behind another.
- \* Make sure there is plenty of room behind the stage for all puppeteers. Crowding can inhibit spontaneity.
- \* Puppets should make an entrance, not pop out of the air and they should exit, not just drop out of sight.

- \* Frequent entrances and exits hold audience attention and prevent having too many puppets on stage at one time.
- \* Keep actions clear and simple.
- \* Look for ways to have the puppets exchange repartee with the audience.
- \* Let the boys use their own words as much as possible. This adds to the realism and in most cases is much more entertaining than a rehearsed script.

## SPECIAL EFFECTS

Music and special effects can make a puppet production more lively and vivid. Background music can be played on a record player or tape recorder. Using a tape recorder allows several different types of music to be used with a minimum of equipment. Popular music of the day may be just what the boys want to supplement the show. Special effects can always reinforce actions or ideas being conveyed during the production. Musical instruments, kitchen utensils, or natural objects such as gourds or coconuts make good tools to make special sounds. The following are a few suggestions for special effects. The boys can probably devise many more.

Thunder - Bend a heavy sheet of cardboard or a piece of tin violently back and forth so that it moves in waves.

Rain - Sprinkle dried peas or rice onto a metal baking dish, or roll marbles around in a cardboard carton.

Galloping horses - Alternately and rhythmically tap two small wooden blocks or strike upside down cups on a wooden board.

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

Gurgling stream or boiling liquid-

Put a straw in a cup of water and blow hard.

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

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, crumple cellophane into a ball. When released, it will crackle like flame.

Lightning - Use a flash attachment from a camera, or flick stage lights on and off quickly.

Snow or magic dust - Throw up soap flakes or paper confetti.

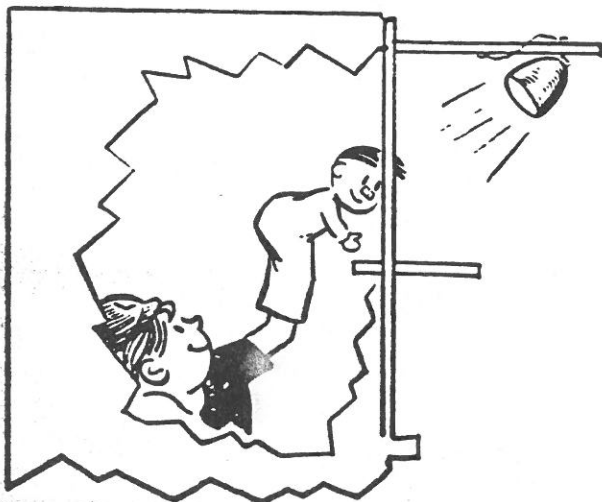
Auto brakes - Slide drinking glass across pane of glass.

Hail - Pour rice on a pane of glass, tin or wood.

Gunshot - Snap a yardstick or thin board on a hard, flat surface or fire a cap pistol.

Cricket chirp - Run a fingernail over the teeth in a fine-toothed comb.

Note: Many special effect depend on sound and should be done in front of a microphone hidden off stage to be heard.



## BRINGING THE PUPPET TO LIFE

Working the puppet is called manipulation and it is not as easy as it looks. Puppets come alive as the puppeteer slides his arm into the glove or sleeve...There are things to remember as you work with puppets...

A puppet can answer questions by nodding just a little. The puppet can answer questions by nodding or shaking its head, or it can whisper things in the actor's ear. It is important to move the puppet every time. Movements must be appropriate to what is being said. If you flop the puppet around too much the movement ceases to be effective. Small movements and pauses in between work very well because then you've got more in reserve when you want to express excitement. It is even alright for them to stand still now and then. Of course, the real answer is practice - face a mirror and go through the various movements that will put life into your puppet.

Following are some hints and how-to's about manipulating your hand puppets. Walking - Move the wrist back and forth. The puppet should not pop out of thin air, but enter at the side of the stage or enter as coming up stairs into view of the audience.

Talking - If the mouth is moveable, it is simple to indicate talking. If it is immovable, move the head up and down rhythmically on phrases or groups of words.

Listening - Puppets should have good listening manners. A puppet should not move while another is speaking, and he should face the one who is speaking.

Sitting - Lower the puppet gently and insert the index finger of the opposite hand under the garment to make a knee. Gradually remove the finger as the puppet sits.

Climbing - Lower the paper mache tree or beanstalk or fence or ladder, etc. slowly while the puppet remains at stage level. Its only movement is grasping the branches or stalk at intervals.

Piano Playing - Use a toy piano that has been muffled so that no sound is heard when the keys are struck. Puppet performs as a recording or tape of a short piano selection is played.

Dancing - Two puppets may dance together or indicate kicking movements by using the pointer finger of the opposite hand to make kicks underneath a full skirt.



#### SAWDUST PUPPET

Materials Needed: Sawdust, wheat paste, tube roll, drink bottle, tempera paint, yarn, material for clothing, and bowl for mixing.

1. Mix two parts of fine sawdust with one part of wheat paste. Add water to make the consistency of cookie dough. Roll into a ball.
2. Insert a tube roll into the base of the ball and place roll over the neck of a soft drink bottle.
3. Press in on the ball of sawdust to make the eyes and mouth. Pull out a little for the nose and ears. Work until the shape is satisfactory.
4. Let it dry thoroughly. Drying may take two or three days and longer if in a damp climate.
5. Paint features with tempera paint. Glue yarn for hair. Gather cloth around the tube roll to form dress.
6. Manipulate the puppet by holding the tube roll.

#### CHILD SIZE PUPPET

Materials Needed: Brown wrapping paper, stapler, newspaper, paints or crayons.

1. Child will lie down on a large sheet of brown paper. Another child or leader will sketch around the child with a pencil.
2. Cut two pieces exactly alike as the sketch outline is cut. Staple the edges together, leaving room to stuff with newspaper.
3. Paint or draw features on the figure. Stuff with crumpled newspaper.
4. To manipulate, the child will hold the figure in front of himself as he moves about.

#### FINGERTIP PUPPET

Materials Needed: Construction paper, glue, shoe box

1. Draw a small figure approximately 3 inches tall, or cut a small picture from old literature.
2. For each puppet cut a strip of paper about 1 inch wide and 2½ inches long. Glue the ends of the paper strip together to make a tube. Glue side of the tube to back of the puppet. Put forefinger into the tube and move finger to move puppet.
3. These could be used with a shoe box stage. To make the shoe box stage, remove the lid from the box. Cut a stage opening in the side of the box. Cover or paint the box.



## NEWSPAPER PUPPET

Material Needed: Newspaper, wire, tape, construction paper, yarn, nylon stocking, material for clothing.

1. Crumple a double sheet of newspaper to form a ball.
2. Place the ball in the center of an unfolded sheet of newspaper. Gather the paper around the ball to form the neck and body. Holding the paper securely around the head, tape beneath the head to form the neck. Leave the remainder of the paper hanging down to form the body.
3. Roll a sheet of newspaper lengthwise for the legs. Roll another sheet crosswise to form the arms. Tape the arms and legs as needed to hold in shape. Insert a medium weight piece of wire in the arms and legs before attaching to the body.
4. Lay the legs across the body about 3 inches from the bottom of the body. Bring the paper back over the legs and tape securely. Fold the legs down.
5. Secure the arms in place by taping in a crisscross fashion around the body.
6. Cover the head with a piece of white cloth. Stretch a flesh-colored nylon stocking over the cloth and secure at the neck. To finish the head, add eyes, mouth, and nose cut from construction paper. Use yarn for the hair.
7. Dress the puppet as desired.

## SOAP BOX PUPPET

Materials Needed: Soap box, scrap cloth, cardboard tube from a coat hanger, tape, glue, tempera paint or crayons.

1. Create facial features with tempera paint or crayons.
2. Construct costume from scrap cloth and glue to box.
3. Tape cardboard tube to box as means of manipulating the puppet.

## COAT HANGER PUPPET

Materials Needed: Coat hanger, nylon hose, tape, construction paper, yarn for hair, scraps of material, and paste.

1. Shape the coat hanger to form an oval or a profile for the face.
2. Cut the foot and top off a nylon hose. Tie a knot at the one end and pull over the coat hanger with knot at the top and open end at the handle. Tape securely.
3. Cut features for the face from construction paper or felt, and paste on. Hair may be made from yarn or cut from construction paper.
4. Gather a piece of material over the handle to hide puppeteer's hand.
5. Manipulate as a puppet or hold over the face as a mask to help portray a character in a story.

## STYROFOAM BALL PUPPETS

Materials needed: Styrofoam ball, latex paint, women's liquid make-up, glue, water, paper, lacquer, poster paint, and yarn, wig, crepe hair or fur for hair.

Styrofoam balls suitable for hand puppets come in 3", 4", and 5" sizes. The 3" size is large enough to be seen in a fairly large assembly room. There are two types of these balls on the market: porous and slick. Buy porous. Shape the head, not by cutting away, but by pushing and squeezing in little by little. To start the features, mark off with a pencil the general area of the eye sockets and nose, marking the nose wider than will be needed (to allow for shaping later). Push in eye sockets and along the sides of the wide nose and shaping as needed for the character. If you wish ears to show, mark off ears larger than needed. Push in the head and cheeks.

Lightly indent for the mouth and chin. If you make a mistake, don't despair. Turn the ball over and begin again.

The next step is to make a hole in the bottom of the head where the neck should be. With a pencil, poke a hole to start and enlarge it until it will contain the index finger plus the neck of the costume. This hole should be deep enough to reach almost the second joint of the index finger to give the puppeteer control.

At this point the head is ready for painting. Use any good latex wall paint. The dealer will mix a good skin color for you. Or, use women's liquid makeup and mix it with water and glue. For durability, use three layers, letting each dry completely before adding the next. The surface of the ball will still look rough, but is not noticeable a few feet away.

Next, paint on the eyes, lips, and other features. Use poster paint. Instead of painting on eyes, you may draw them on paper and paste to the head. At this point you may spray the head lightly and quickly with lacquer. It gives a bit of durability, but also adds a shine. This step is optional. The head is ready for hair, eyebrows, beard, mustache or anything else you want. Hair may be made from yarn, old wigs, theatrical crepe hair or fur. In attaching anything to these balls, an all-purpose glue is best. The final step is to glue into the hole. Push costume up into the hole as far as it will go. Gently remove the hand. Carefully lay the puppet aside until the glue in the hole has dried, even a day or two.

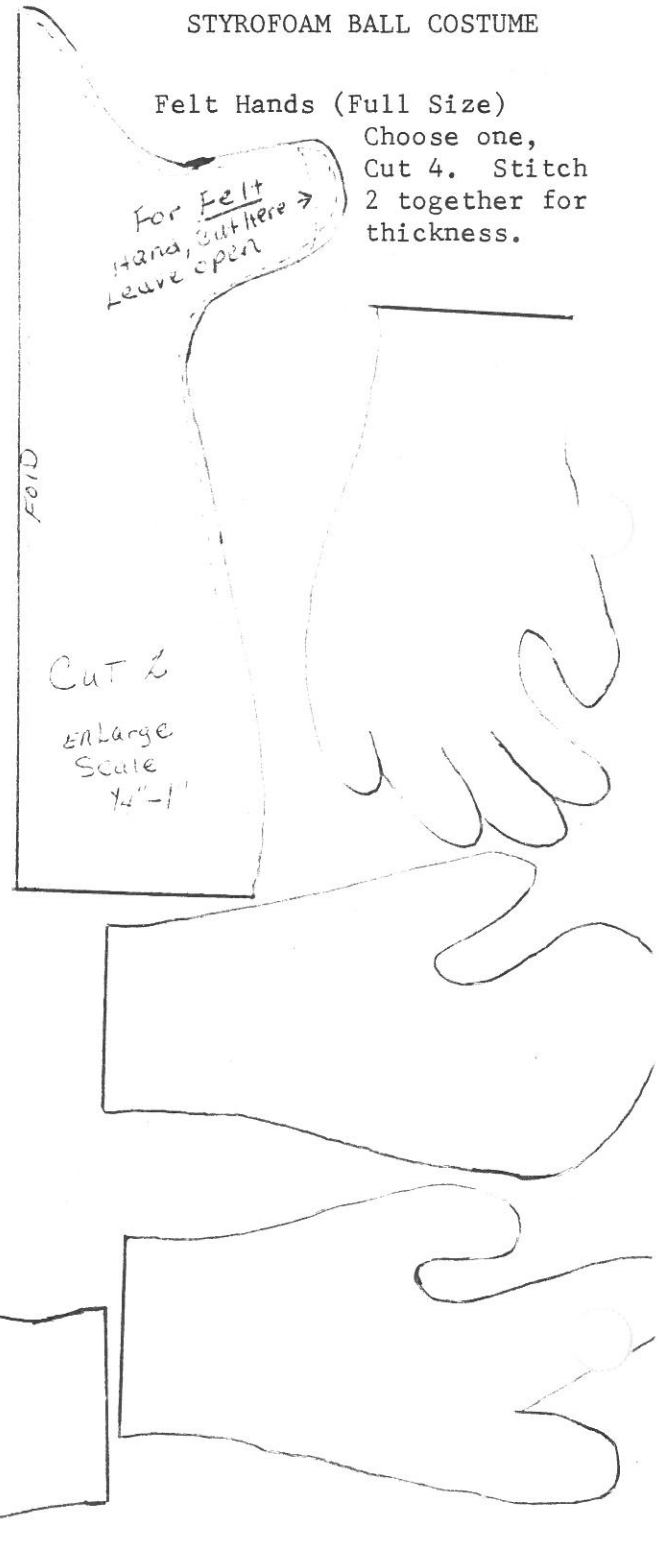
#### ANOTHER STYROFOAM PUPPET

Materials Needed: 6" styrofoam ball, 1 ft. 3/16 inch dowel, Duco cement, straight pins crepe paper, cloth, pipecleaners, tinsel and crepe paper or yarn for hair.

Use a 6" styrofoam ball for the puppet's head. Shrpnen one end of a one foot 3/16 in

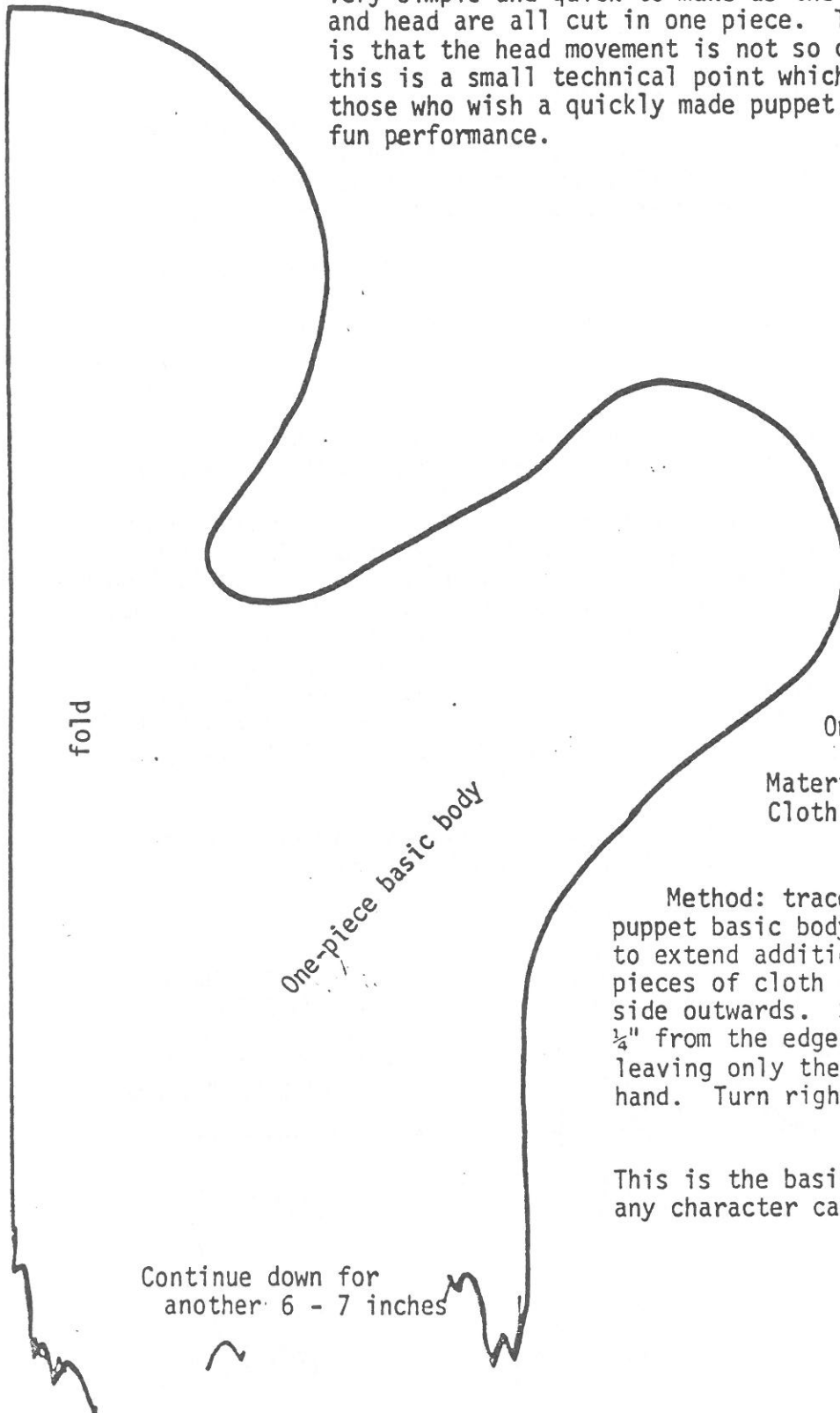
inch dowel. Stick the shrpned end (coasted with Duco cement) into the styrofoam ball. The stick will serve as the handle to control the puppet's movements. With straight pins or Duco cement, fasten facial features onto the styrofoam ball. Fashion the hair from crepe paper or yarn. Make the halo from pipe cleaners and tinsel. The costume can be made from crepe paper or cloth. Of course, other characters can be created with the basic styrofoam ball.

#### STYROFOAM BALL COSTUME



## ONE-PIECE PUPPETS

One piece puppets are made of cloth and are more durable. Their advantages are that they are very simple and quick to make as the glove, arms and head are all cut in one piece. The disadvantage is that the head movement is not so controlled - but this is a small technical point which need not deter those who wish a quickly made puppet for a just-for-fun performance.



Basic Method  
for Making  
One-Piece Puppets

Materials Needed:  
Cloth - 2 pieces, 14½" x 10"  
thread

Method: trace the one-piece puppet basic body diagram - be sure to extend additional inches. Cut 2 pieces of cloth - lay together, wrong side outwards. Stitch together about ¼" from the edge. Sew right around leaving only the bottom open for hand. Turn right side out.

This is the basic method from which any character can be evolved.

Continue down for  
another 6 - 7 inches

## BOY SCOUTS OF AMERICA

## NATIONAL COUNCIL

NEW BRUNSWICK, N. J.

## PUPPETEERS OF AMERICA WORK SHEET

## INEXPENSIVE PUPPET SCENERY

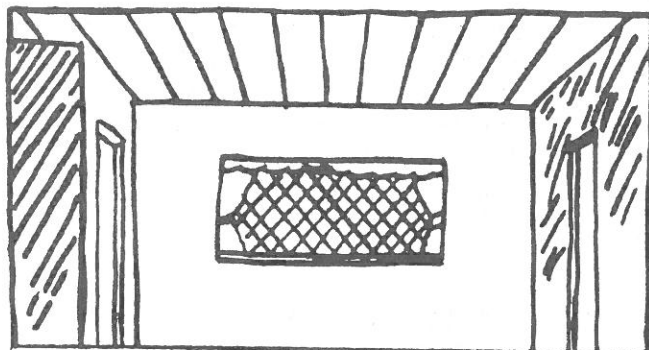
MATERIALS

1. Brushes, pencils and charcoal sticks.
2. Color: Dry "Art Colors" (solid colors, used to tint calcimine Show card paints are excellent but more expensive.)
3. Smooth surfaced, corrugated board (as used in paper cartons) can be purchased from Paper and Box Companies in large sheets
4. Knife or razor blade for cutting board.
5. Muslin and wall paper paste for joining boards together or for making hinges.
6. Wood strips to support the board when, and if, necessary.

METHOD:

Make miniature sketches until you know exactly how you wish your set to look. Enlarge your sketch on the corrugated board, drawing it in with charcoal. To mix paint: Place sufficient dry paint in clean jar or tin can; stir in water until paint is creamy consistency. Now paints can be mixed together to make other colors - for instance, bright blue and yellow make green. In applying the paint, it is usually preferable to start on the most distant objects. For instance, it is better to paint the sky first, then a tree, than to paint the tree and try to put the sky around it. Use the largest brush that you can (don't "fuss" with a tiny brush) and put the colors on as quickly and directly as possible. Walk fifteen or twenty feet from the painting occasionally, so you will see the effect the scenery will have to the audience. Opaque water paint dries rapidly and the scenery is ready to use as soon as the paint is dry.

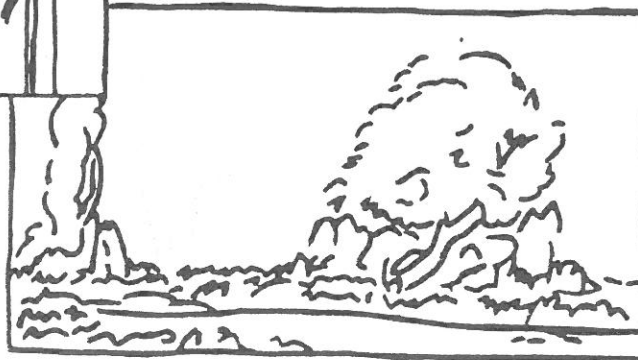
BACK DROPS. Use Corrugated Board as it comes from the manufacturers. Sketch in design with charcoal and paint directly on board.



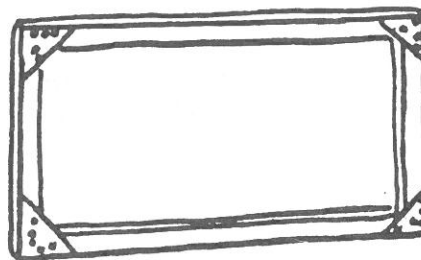
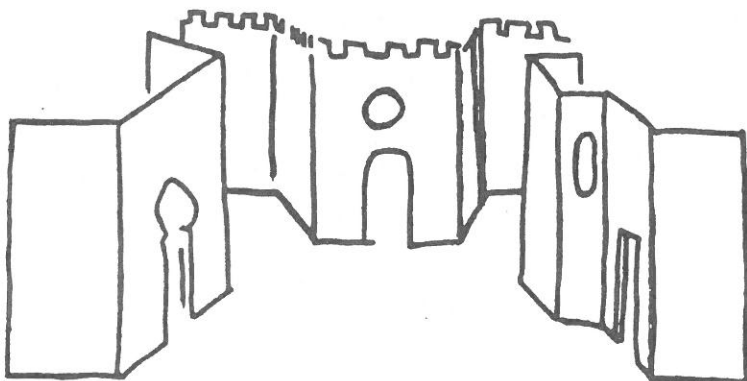
Third dimension  
suggested by  
perspective.

Get in interesting  
composition.

SIMPLE INTERIOR  
AND EXTERIOR  
DROP. ONE COULD  
BE ON FRONT, THE OTHER  
ON BACK OF THE BOARD.

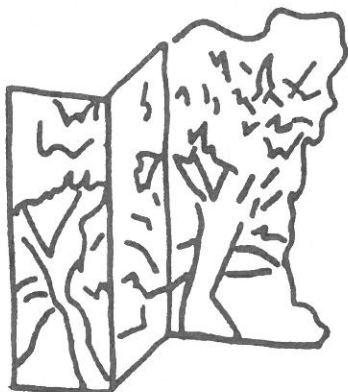


THREE DIMENSIONAL SETTINGS can be made by hinging board with muslin hinges before painting. This scenery has the advantage of creating a solid, realistic effect - stands by itself and, if properly hinged, can be packed flat.



A wooden frame may be necessary to support a large piece.

WINGS AND SET PIECES. Odd shaped pieces are easily made, as the board cuts easily with a sharp knife or razor blade.



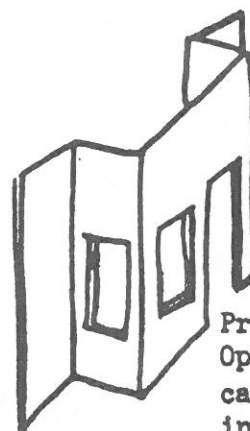
Wood Wing



Ground Row

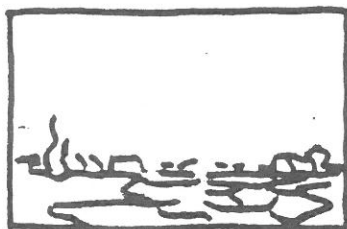


Back of Ground Row

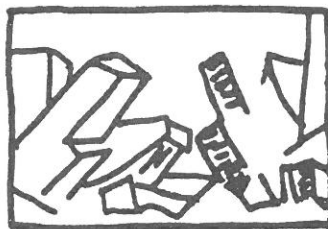


Practical Openings can be cut in scenery

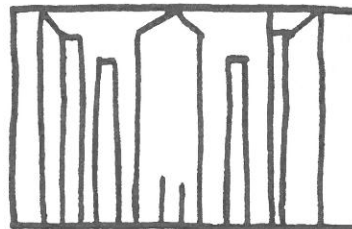
SUGGESTIONS - In designing sets, keep in mind the mood of the play, the characters, the colors of the puppets costumes and the lights. Remember the scenery should be a background for the puppets. Use lines to express moods.



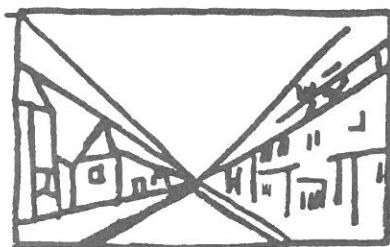
Peace



Violence

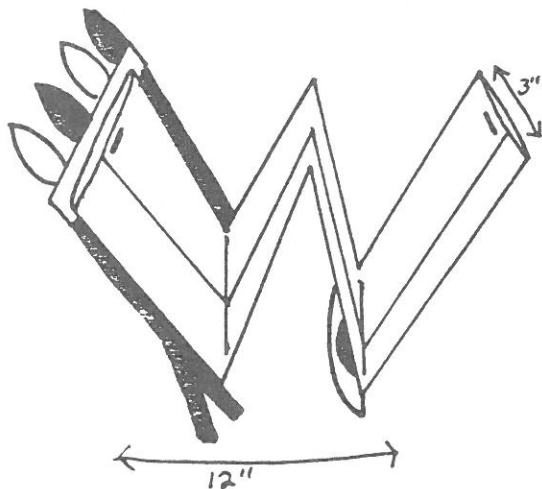
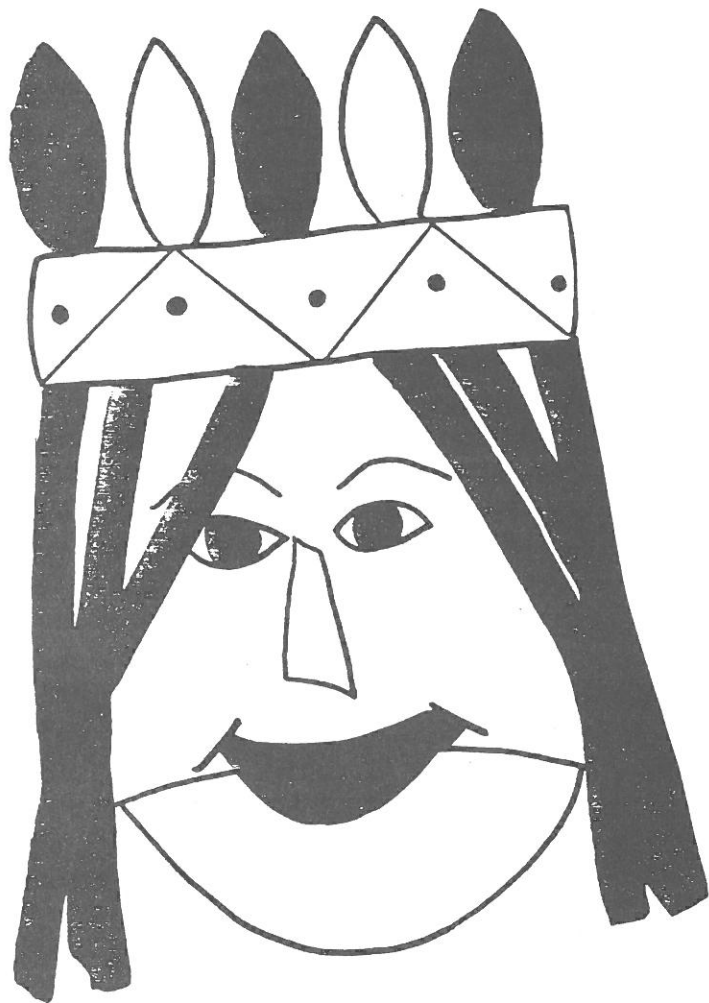


Height



Use perspective in realistic settings.

# PUPPETS



Also make this into a Pilgrim man or lady.

Fold a white piece of 9" x 12" construction paper into thirds. Cut a flesh-colored piece (for a Pilgrim) or a light brown-colored piece (for an Indian) in a circle, with a 5" diameter for the head. Cut it into  $\frac{2}{3}$  and  $\frac{1}{3}$ . The larger piece will be glued to the top fold and the smaller one to the inside of the mouth opening. Fingers go into the top opening and the thumb in the bottom one. Hold puppet upright so it faces the front, then open and shut to TALK. We suggest the following poetry book for some very delightful poems. . .

THE GOLDEN FLUTE, an anthology of poetry for young children. Hubbard and Babbit. John Day Co., New York.

"Thanksgiving" by Margaret Munsterberg.

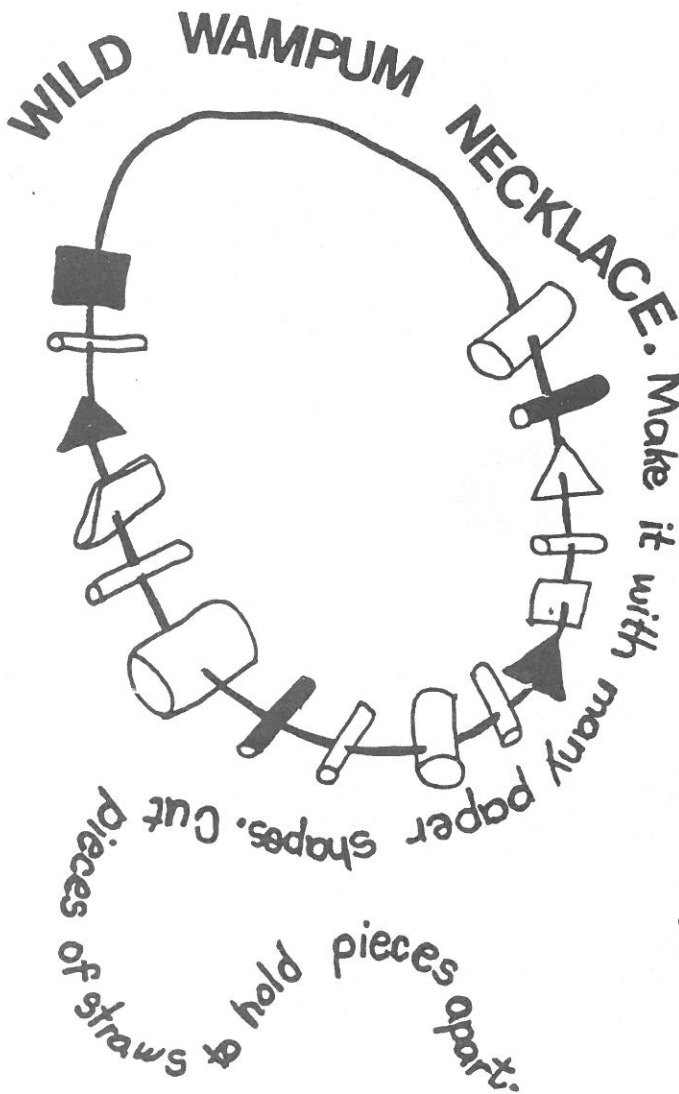
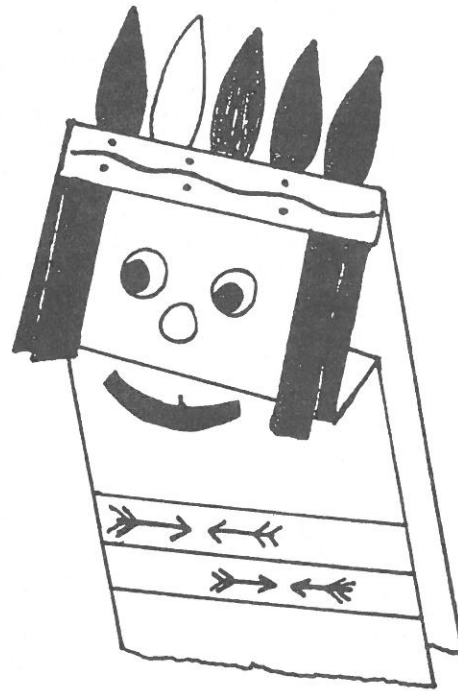
"Thanksgiving Day" by Lydia Maria Child.

"The Pilgrims Came" by Annette Wynne.

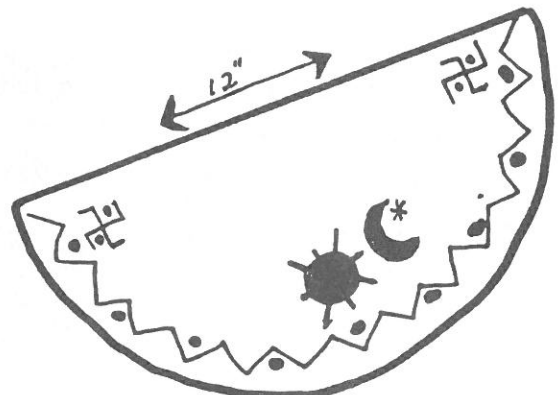
"There's a Big Fat Turkey" by unknown.

A PAPER BAG PUPPET

Here is a simple kind of puppet that any age child can make..even 4 and 5 year olds. Begin with a small brown paper bag. Add details with construction paper cut-outs and felt tip pens. The teacher will need to do the cutting for the smaller children.



Cut a 12" brown circle in half. Form the  $\frac{1}{2}$  circle into a cone shape and a simple tepee is made. It is easier to decorate before shaping. Bits of toothpicks will provide the poles. Collect the complete ones and create a village on a large flat table.

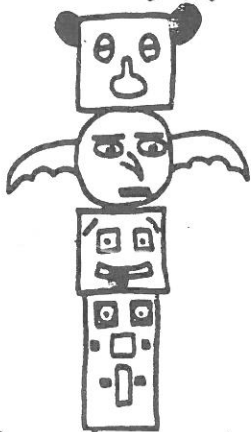


Totem poles are found only in the northwestern part of North America. Indians did not have a printed language so the animal and human figures told or showed the history of the family...its unusual things, victories in battles, etc. It had nothing to do with a ceremony of worship or witchcraft. It was truly an art indulged in by certain members of a tribe. They carved skillfully and very artistically. Each carver took great pride in his work. Many poles rotted because they were exposed to the elements so new ones were constantly appearing every generation of the tribe. Have the kids as they make their poles create a story about that pole in mind. A pole was really a story about a tribe or family member.

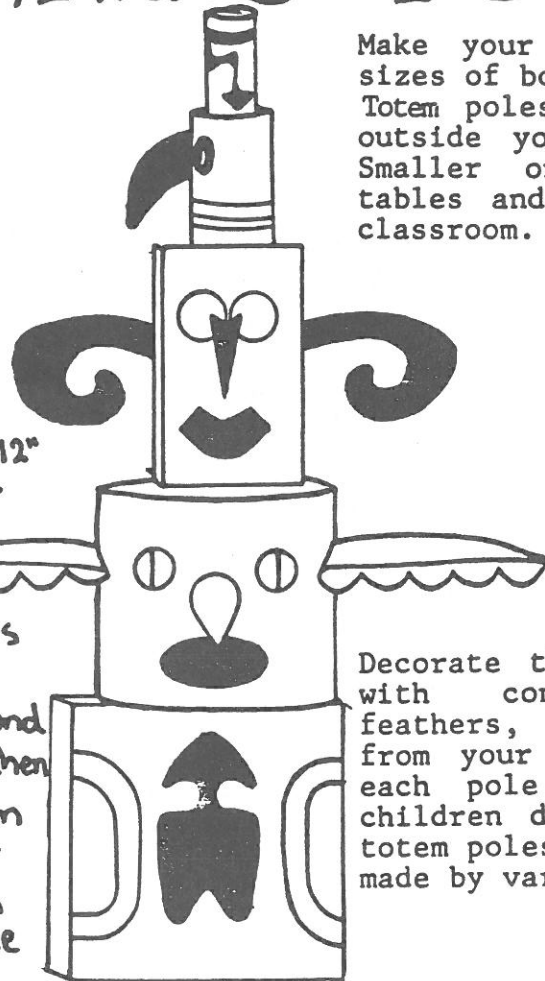


## TALKING TOTEMS

Make your pole from various sizes of boxes and tubes. Tall Totem poles will be impressive outside your classroom door. Smaller ones look nice on tables and in corners of the classroom.



From (approx.) 12" x 12" construction paper have the children cut circles or remain as squares... decorate with characters found on a totem pole... then place in pole position from floor to about 7 feet in halls or in room. Good for the young children!!

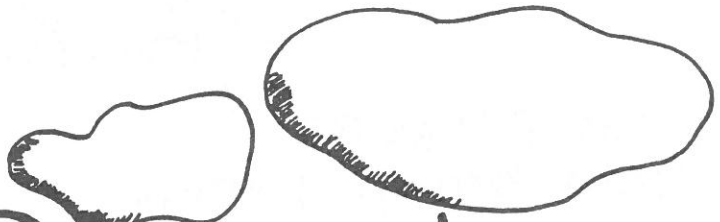


Decorate the boxes and tubes with construction paper, feathers, and odds and ends from your scrap box to make each pole distinctive. Have children do some research on totem poles and other carvings made by various Indian tribes.



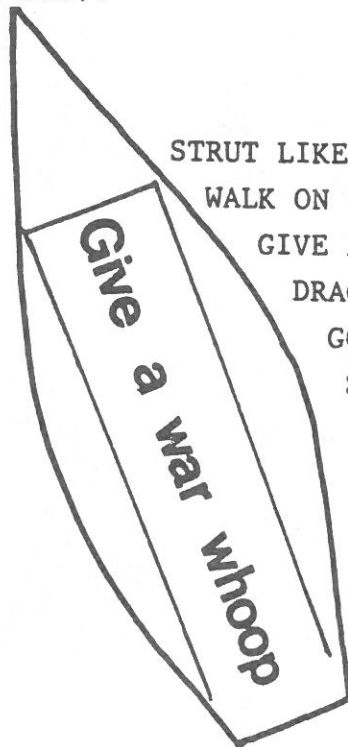
# RAIN DANCE

a fun relay...



Make another headdress like the one with the Indian tasks on it, or simply lay the feathers on two chairs at the head of each team.

Feathers are exactly like the task ones, of different sizes and colors. Here are the things to print on the feathers (glue a white strip in the middle of each feather to make the task stand out):



STRUT LIKE A TURKEY. SPELL YOUR NAME BACKWARDS.

WALK ON TIP TOES IN YOUR MOCCASINS.

GIVE A WAR WHOOP.

DRAG A DEER BACK TO YOUR TEAM.

GOBBLE LIKE A TURKEY.

SAY "RUN TURKEY" 3 TIMES.

HOLD YOUR KNEE AND RUN.

WALK IN MUD.

THROW A SPEAR.

PECK AT THE GROUND LIKE A TURKEY.

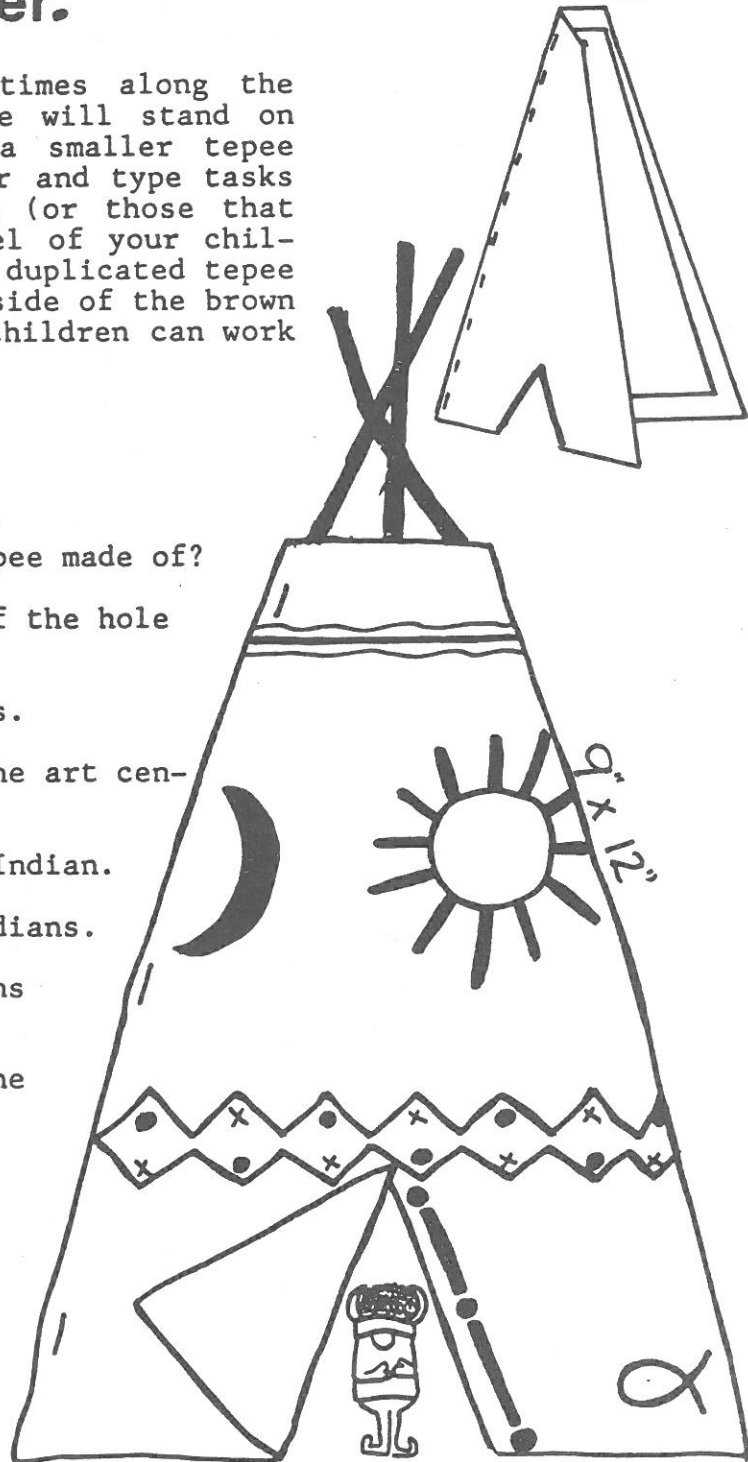
## TALKING

cut 2 tepees  
from brown paper.

## TEPEES

....and then staple 3 times along the left edge. Now the tepee will stand on the child's desk. Make a smaller tepee drawing on a ditto master and type tasks similar to the following (or those that meet the age/ability level of your children) on it. Cut out the duplicated tepee and glue it to the right side of the brown paper tepee so that the children can work on the tasks.

1. What was the Indian tepee made of?
2. What was the purpose of the hole in the top?
3. Name five Indian tribes.
4. Use the materials at the art center to make a tepee.
5. Learn a poem about an Indian.
6. Read one book about Indians.
7. What weapons did Indians use for hunting?
8. Use the materials at the art table to make an Indian.
9. Make an Indian head-dress from material at the art center.
10. Draw an Indian village.
11. Learn an Indian song and sing, hum or play it.





SCOUTERS &  
SPOUSES



CONSIDER YOUR SPOUSE

- A. Preopening
- B. Opening
- C. Marriage and Scouting
- D. Let's Talk About It
- E. Song
- F. Golden Nuggets
- G. Summary

OUR GROWING MARRIAGE

Parts of Our Marriage	Needs Growth					Growing Area	Comments
	Low					High	
1. Communication	1	2	3	4	5		_____
2. Commitment to the marriage	1	2	3	4	5		_____
3. Consideration of each other	1	2	3	4	5		_____
4. Parenthood	1	2	3	4	5		_____
5. Time for each other	1	2	3	4	5		_____
6. Expressing appreciation	1	2	3	4	5		_____
7. Showing interest in each other	1	2	3	4	5		_____
8. Finances	1	2	3	4	5		_____
9. Supporting each other in:							
Community activities	1	2	3	4	5		_____
Place of worship	1	2	3	4	5		_____
Business	1	2	3	4	5		_____
Family	1	2	3	4	5		_____
Scouting	1	2	3	4	5		_____
10. Service to others	1	2	3	4	5		_____
11. Sense of humor	1	2	3	4	5		_____
12. Common values and goals	1	2	3	4	5		_____
13. Stress and management	1	2	3	4	5		_____
14. Expressing anger	1	2	3	4	5		_____
15. Getting along with in-laws	1	2	3	4	5		_____

Others:

## THE CUB SCOUTING SPOUSE

Women: Since Cub Scouting's taken my husband  
My worries are shocking to see!  
Oh, what do they do in Cub Scouting  
To turn his attention from me?

Chorus: Bring back, bring back,  
(Women) Oh bring back my husband to me, to me!  
Bring back, bring back,  
Oh, bring back my husband to me!

Men: My darling, I see that you're worried.  
The hair on your head's turning gray.  
Don't worry about my affections,  
I love you the same sweet old way!

Chorus: I'm here, wife dear,  
(Men) And never will leave you - at least not long!  
I'm here, wife dear,  
And never will leave you for long!

Women: Now that he has joined the Cub Scouters  
He's happier now than before!  
He used to stay home and watch football,  
But he'll be a-loafing no more!

Chorus: Cub Scouting, Cub Scouting...  
(Women) I love what you've done for him, to him!  
Cub Scouting, Cub Scouting...  
He's now full of vigor and vim!

Men: This weekend the Webelos go camping,  
There's a meeting 'most every night.  
With pow wows, roundtables, and training,  
I'm serving with all of my might!

Chorus: I'm here, wife dear,  
(Men) And never will leave you - at least not long!  
I'm here, wife dear,  
And never will leave you for long!

Women: My neighbor's husband joined Scouting,  
And Sue thinks that she will join too.  
I even went to the Scout office --  
I'm joining Cub Scouting with you!

Chorus: Cub Scouting, Cub Scouting,  
(Women) I love what you've done for us - its GREAT!  
Cub Scouting, Cub Scouting,  
Together again we are MATES!

Men: My darling, please know how I love you.  
I'm proud that our goals are set high!  
Cub Scouting is GREAT for our family!  
Together in all that we try!

Chorus: Cub Scouting, Cub Scouting,  
(All) I love what you've done for us - its GREAT!  
Cub Scouting, Cub Scouting,  
Together again WE ARE MATES!

(Tune My Bonnie lies over the ocean)

## GOLDEN NUGGETS

1. Use a spouse appreciation certificate (wallet size), the Scouter's Wife Award, No. 3766, the Scouter's Husband Award, No. 3765, or a "thanks" pin.
2. At unit, district, and council functions, select one spouse to represent all and present flowers, candy, plaque, poem, or song.
3. At recognition dinners, place a card, poem, or flower near each plate.
4. Ask the Scout Executive or Committee Chairperson to send a thank-you letter to each spouse.
5. Recognize spouses at all events and activities.
6. Have a Scouter testimonial for the spouses.
7. Conduct an annual spouse recognition day - barbecue, picnic, or other appropriate activity.
8. Schedule a spouse's day at camp.
9. Plan a special spouse's program.
10. Have unit provide household services for spouses and Scouters.

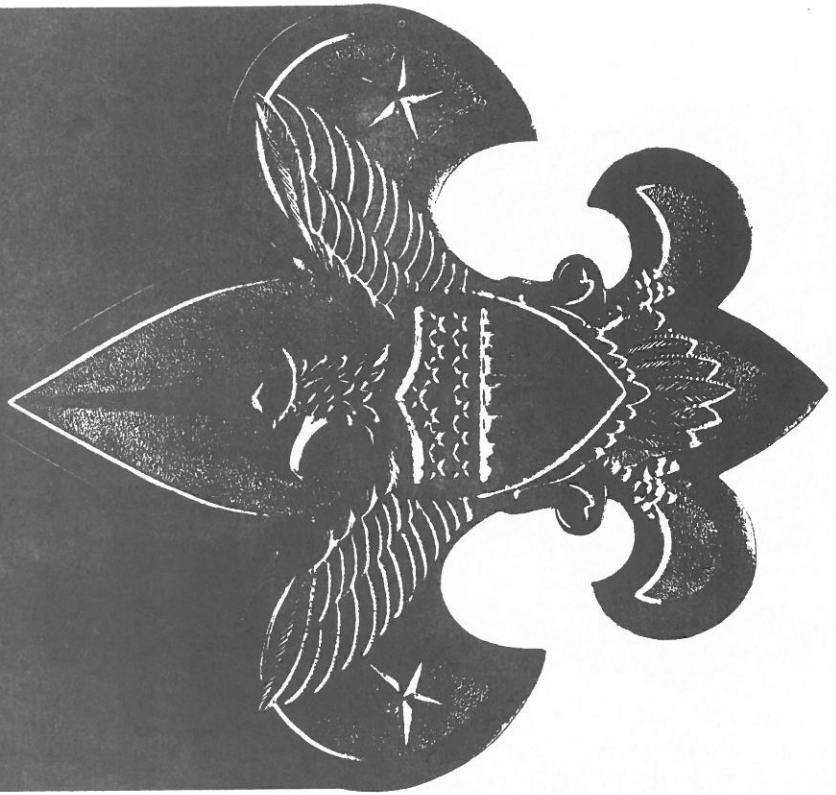
Units could: sing, give a gift, wash the car, mow the lawn, paint the house, tend the children, tell the spouse how much he/she is appreciated.

Pack Committee/district committee/council committee could provide a night out - a dinner, movie, party, babysitting service, free tickets to the Scout Expo or district dinner.

11. Feature stories in the council newsletter and local newspaper about the services of Scouters and support of spouses. Another possible story is the spouses' role in fulfilling the purpose and mission of the BSA.
12. Recognize Scouters in front of their spouses and send letters or notes of appreciation.



# SCOUTER'S WIFE AWARD



\_\_\_\_\_

*whose devoted support  
of her husband's Scouting  
has made possible his  
service to youth.*

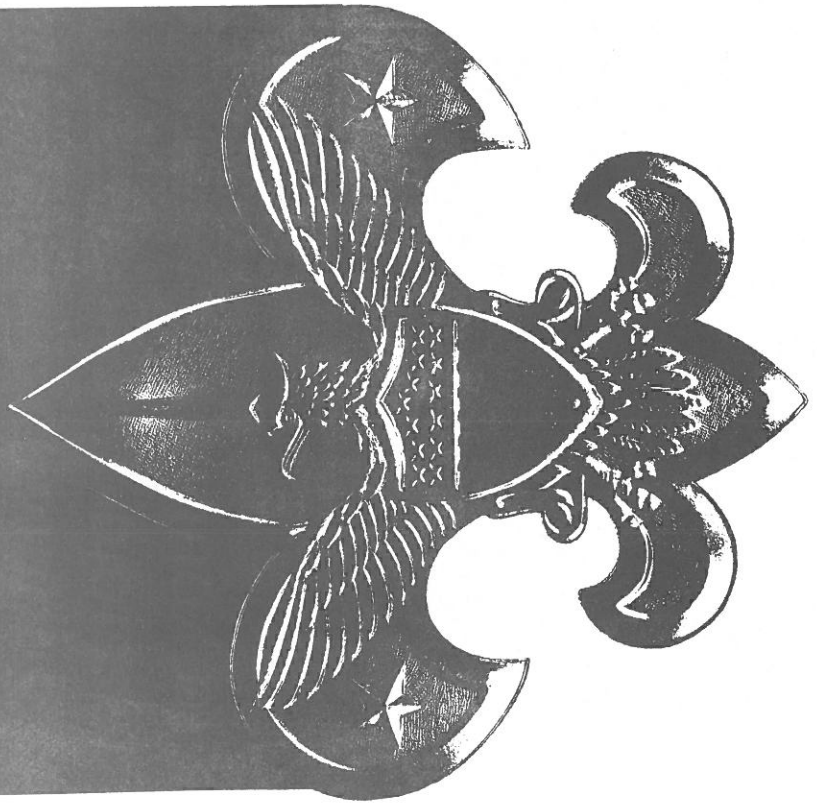
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# SCOUTER'S HUSBAND AWARD

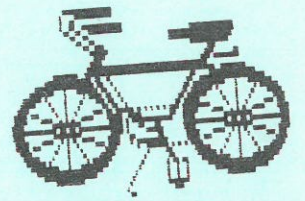
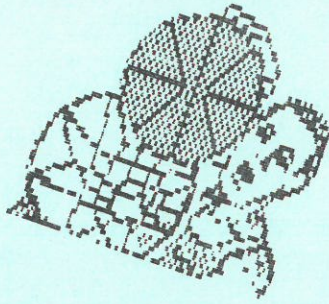
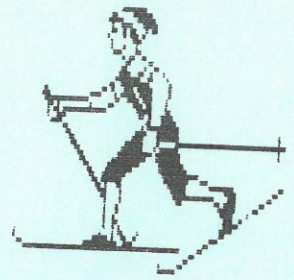
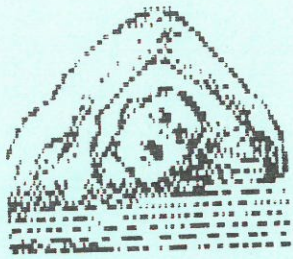


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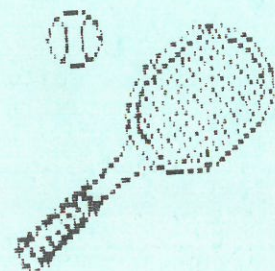
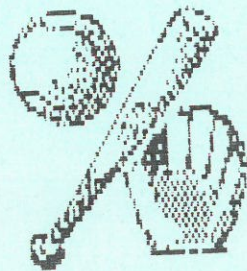
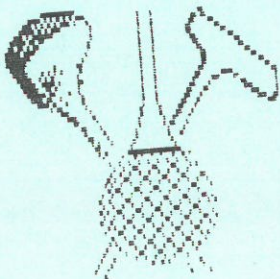
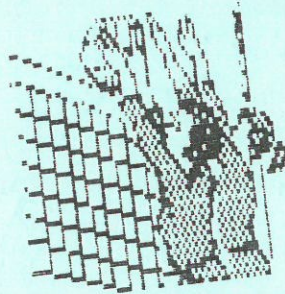
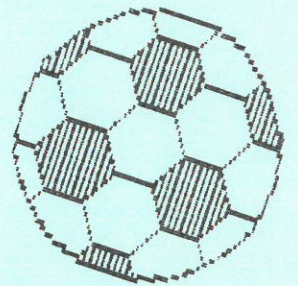
*whose devoted support  
of his wife's Scouting  
has made possible  
her service to youth.*

DATE

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SPORTS





## CUB SCOUT SPORTS PROGRAM

Today, the number of cub scout age boys interested and involved in sports is on the increase. Often, they admire and aspire to be like famous athletic stars. The Cub Scout Sports Program was created to meet these interests and allow boys to participate in both sports and scouting in the same program framework.

### PURPOSE AND AIMS

The Cub Scout Sports Program provides an opportunity for every cub scout to earn recognition for learning about and participating in all kinds of sports. The program currently includes 20 sports that cover all interests: Summer, winter, indoors, outdoors, team, individual, active and less active. In addition to sports, this program also emphasizes the physical fitness a boy must develop to learn and play these sports. The specific aims and purposes of this program are to:

1. Encourage physical fitness through sports.
2. Emphasize sportsmanship and getting along with others.
3. Provide recognition for learning a sport, participating in it and "doing your best". Winning is not the main emphasis.
4. Supplement the existing cub scout program.
5. Encourage and recognize participation by adults, preferably family members.
6. Be flexible and simple to manage with a minimum number of requirements.

The Cub Scout Sports Program recognizes that cub scouts are likely to play sports under a variety of circumstances. Therefore, it provides recognition for participation at three levels:

1. As a lone scout working with an adult.
2. In the den or pack.
3. In an organized program in the community. Some examples include park and recreation department programs, bowling leagues, sports clubs, school programs, etc.

Each level involves learning how to get along with others and includes adult family members who will be influencing their son's sportsmanship values.

## RECOGNITION

Listed below are the various recognition items which boys and adults participating in the sports program can receive.

### SPORTS PATCH

This patch is awarded to boys or adults who are participating in the sports program at any level. It can be worn as a temporary patch on the right pocket of the uniform shirt or on a patch vest, warmup jacket, athletic cap or other non-uniform apparel.

### SPORTS BELT LOOP

There is one belt loop for each sport in the Cub Scout Sports Program. They are earned only by boys who show some understanding of the history of a sport, the equipment used, the rules, safety, sportsmanship and who participate in the sport. The information needed to meet all these requirements is in each of the special handbooks available for each sport. The unit leader determines when these requirements have been met. The amount of participation should involve several games and be enough to show some mastery of the sport's techniques. However, it does not require the completion of an entire season. When a boy is participating in a sport away from his den or pack, be sure the adult working with him is aware of what is expected of the boy. Belt loops are worn on the uniform belt.

### SPORTS PIN

There is one sports pin for each sport in the Cub Scout Sports Program. They are earned by boys and adults for prolonged physical involvement in a particular sport. They must accumulate 60 points for participation (competition, practice, training) in a 90 day period. One point is earned for every 30 minutes of physical involvement (not lecture or idle time) with a maximum of 5 points earned in any one day. This amounts to 30 hours in 90 days. Recording these points should be the responsibility of the boy and his adult partner since it is unlikely that a den leader will spend 30 hours on a sport in den meetings. They can use a record sheet like those in the back of the sports handbooks.

CAUTION: Some early printings of the sports handbooks refer to 15 minutes/point and requiring 75 points in 90 days. These requirements have been changed to those listed above.

The pins can be worn on the uniform only when worn on the sports patch. Otherwise, they can be worn on the sports letter (after it is earned) or on non-uniform apparel.

### SPORTS LETTER

When a boy has received any one belt loop, and any one sports pin and has an adult teammate who receives any one sports pin, the boy should receive a sports letter. The sports letter can not be worn on the uniform, but can be worn on a patch vest or other non-uniform apparel. Note also that sports pins can be worn on the sports letter.

## RIBBONS AND TROPHIES

At the discretion of unit leaders, you can also award ribbons and/or trophies for den or pack competitions. You can obtain these items from local scout shops, local trophy shops or by ordering them through the official scout catalog.

## MULTIPLE AWARDS

Belt loops may be awarded more than once if the boy still meets all the initial requirements AND shows a significant increase in mastering the sport's skills. This increase can be shown by playing in a higher more difficult division, by playing a new position or by showing a significant increase in average/scoring capability. Sports pins can also be earned again if the boy again meets the 30 hours in 90 days criteria.

## ADULT INVOLVEMENT

Adult involvement in the sports program can be as a coach or an adult teammate. A coach works with a group of boys in the same fashion a coach normally would. An adult teammate is any adult, preferably a parent, who works one-on-one with a boy on a particular sport. This adult can earn the sports pin by meeting the same requirements as the boy.

## SPORTSMANSHIP

Sportsmanship is a basic part of scouting activities. As a leader you should become familiar with the short articles in the front of each sports handbook and the Leaders Guide. Then teach by example. Ranting, raving and ridiculing by players or coaches have no place in cub scout sports. A good way to emphasize this is to include penalties for unsportsmanlike conduct during a game or event. Remember, in cub scout sports it isn't whether you win or lose, but if you do your best!

## HOW TO START

Starting a sports program is easy. Just pick a sport included in the program, learn about it from the appropriate handbook, practice it and then do it! Be sure to plan ahead to insure you have enough people to help run it, an area to use and the necessary equipment. Also ensure your equipment and play area are safe. Once you get started everyone will have fun.

To help keep track of the awards the boys in your dens earn, use the Cub Scout Sports Den Recognition Report form. Each den leader should keep one as a permanent record of all their boys' names and when each has received a belt loop, sports pin or the sports letter. Put a B-date for each belt loop earned and a P-date for each sports pin earned in the block under the applicable sport (e.g. B-10/89 and P-10/89 for awards earned in October). The form is especially useful for Webelos den leaders to keep track of those sports awards necessary for the Sportsman activity badge. Note that a Webelos scout can not use sports awards earned as a Wolf or Bear to earn Webelos activity badges.

## 1990 SUMMER PROGRAM

This year cub scouts can earn special recognition from their council by working on the Physical Fitness portion of the sports program. To earn this as well as the physical fitness belt loop, the pack should schedule a pack physical fitness tournament as a summertime pack activity for June. The tournament would test all the boys on the various physical fitness events shown in the Physical Fitness handbook. Leaders need to keep an individual record on each boy as to how well he does in each event. Then tell the boys to practice the events over the summer for a re-test in August. If they keep a record of this, they may qualify for the physical fitness sports pin.

Then in August during either a den or pack activity, re-test the boys on the same fitness events they did in June. Record their results on their individual scorecards and take all the cards to the local council service center for the council's special physical fitness seal. Additional details on running the tournament are in the Physical Fitness handbook and the June section of the 1989-1990 Program Helps.

## APPLICATION TO ADVANCEMENT

The sports program aids cubs at all levels to advance. Listed below are the achievements, electives and activity badges the sports program helps the boys to earn.

### WOLF:

- Feats of Skill - Achievements 1a, f, h, i, k
- Play a Game - Electives 4b, e
- Fishing - Electives 19a, b, c, d, e, f
- Sports - Electives 20a, c, d, e, f, g, h, j, k, l

### BEAR:

- Games, games, games - Achievements 15a, b, c
- Building muscles - Achievements 16a, c
- Sports, sports, sports - Achievements 23a, b, c
- Swimming - Electives 19a, b, c, d, e
- Sports - Electives 20a, b, c, d, e

### WEBELOS:

- Aquanaut - Requirements 1, 2  
- Electives 3, 7
- Athlete - Requirement 2  
- Electives 3, 4, 5, 6, 7, 8, 9
- Fitness - Requirement 5
- Sportsman - Requirements 1, 2, 3, 4

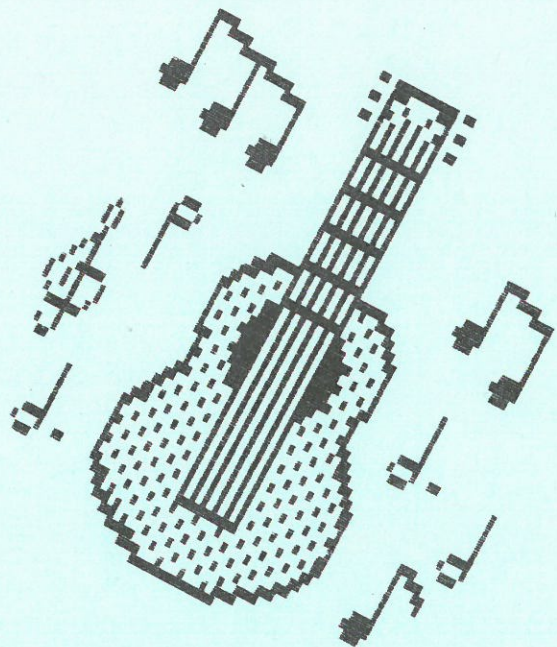
## RESOURCES/REFERENCES

- Cub Scout Sports Leader Guide
- Cub Scout Sports individual handbooks
- Cub Scout Sports Den Recognition Report form
- Your Introduction to Cub Scouts Sports pamphlet
- "Sports Arena" theme in June 1990 Program Helps









# SONGS & GAMES





# Balloon Games

## BALLOON RELAY

Arrange the teams in parallel files. Give the first player in each line a toy balloon. On signal, have the first player bat the balloon with his hand while running to the other end of the room and back to the second player who repeats the action. Continue until all have had a turn. The team finishing first wins.

## BALLOON-KICKING RELAY

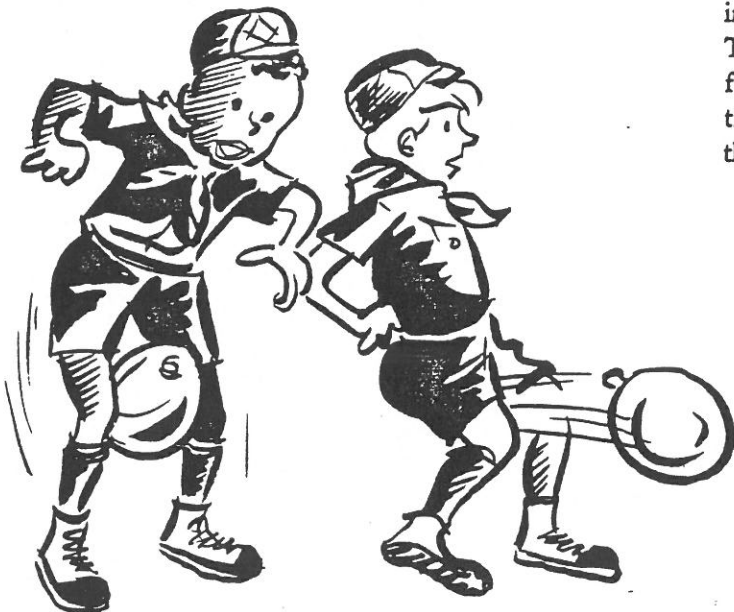
Arrange the teams in parallel files at one end of the room. Give the first player in each line a toy balloon. On signal, have the first player kick it across the room and back to the second player who repeats the action. The balloon may be touched only with feet and legs. Continue until all have had a turn.

## BALLOON-BUTTING RELAY

Arrange the teams in files and place a balloon on the floor in front of the first player in each line. On signal, have the first player bat the balloon with his head across the room and back. Continue until all have had a turn.

## BALLOON KANGAROO JUMPING

Have two contestants stand side by side, each with a balloon between his knees. On signal, have them hop to the other side of the room and return to the starting line. The one finishing first wins. If any one breaks his balloon, he is eliminated. If a balloon is dropped, it must be replaced before further progress can be made.



## BALLOON BATTLE ROYAL

Arrange all players in a large circle, each with a balloon hanging from a string tied to his waist. On signal, have each player try to break all of the other balloons. When a balloon is broken, its owner leaves the circle, and the game continues until only one player is left.

## BALLOON BASKETBALL

Use a balloon for the ball and boxes or wastepaper baskets for the goals. Score as in basketball, except that a broken balloon counts 5 points off for the offending side.

## BALLOON CRAB BALL

Establish two goal lines, 40 ft. apart. Divide the players into two teams and have them sit on the goal lines facing each other with their arms extended backward to support their bodies from the floor. Place a balloon on the floor midway between the goals.

On signal, have both teams move toward the ball, keeping the crab position described, and attempt to kick the ball over the opposing goal. They may kick it with one foot or drop to a sitting position and use both feet. Players must not stand up and run or move in any other position than the one described. They are not to touch the ball with their hands. Teams should keep some players back to defend their goal and send others forward to drive the ball over their opponent's goal. When the ball goes out of bounds, it is put in play by the referee at the point it went out. Touching the ball with the hand, leaving the crab position, and unnecessary roughness in kicking, striking, or shoving an opponent are fouls. The penalty is a free kick for the other side where the foul occurred. Have all opposing players 6 ft. away at the time of the free kick. Score 1 point each time a team kicks the ball over the goal. The first to score 10 points wins.

# Fun and Observation Games

## ADVERTISEMENT HUNT

Give each Cub Scout seated at a table a popular magazine, containing a large number of advertisements. Have in mind several products that are advertised in these magazines such as toothpaste, automobiles, hair tonic, soap, motor oil, etc. Start the game by calling out the name of some product such as "toothpaste." The Cub Scout who first finds the proper ad tears it out of the magazine and holds it over his head for inspection. If it is the right one, have him sit on it, and continue the game by calling for another. After a dozen or so calls find out who is sitting on the most advertisements.

## AN ALPHABET GAME

Give each player seated at a table a sheet of colored paper, a toothpick, and 2 tablespoons of macaroni letters. The toothpicks are used to push the white letters quickly in place on the colored paper. On signal, the players are to begin making three-letter words. The one who makes the most words in a given time is the winner. (Sort the letters in advance so that the word possibilities are the same for all.)

## BARNYARD DIN

Hide small objects, cutouts, or wrapped pieces of candy around the room. Form two teams—the "cats" and the "dogs"—each with a leader. On signal, individual players begin hunting for the hidden objects. But only the leader may do the retrieving. When a cat discovers an object, he "meows" loudly to attract the attention of his leader. If the group is large, form additional teams of "chickens," "sheep," or "donkeys." The team that recovers the most objects in 5 minutes wins.

## WHAT'S IN THE BAG?

On eight paper sacks (Nos. 4 or 5) print one letter of *Boys' Life*. Place an object that begins with the letter on the bag in the bag. String up the sacks so that they

spell out *Boys' Life*. Give each person a card with the letters *Boys' Life* printed vertically so that he can write what he thinks is in each bag after feeling the objects. Give prizes to those who get correct answers or to the one who gets the most correct.

## BUZZ-FIZZ

Start the game by having the first player say "one," the next player to him say "two," and then, "three," and so on. But when a player comes to five or a number with five in it, he says, "buzz." And when a player comes to seven or a number with seven in it, he says, "fizz." For instance, 57 would be "buzz-fizz." When a player misses, he drops out and the next one starts over with "one." When older boys are playing, the multiples of five and seven should be included.

## CELEBRITIES

Cut out of papers and magazines pictures of noted athletes, statesmen, preachers, soldiers, and authors and paste them on numbered cards for the boys to guess their names. The boy who makes out the largest correct list wins a prize. This game can be varied by using pictures of wildlife or any category.



# Nature Games

## BIRD HUNT

While everyone stands in a circle, have several assistants pin on everyone's back a paper with the name of a bird. Give each Cub Scout a pencil and a card. The object is to find out the names of as many birds as possible.

Each player avoids showing his own back while he tries to read the other names. No one may stand still with his back against a wall or tree.

## HUNTER, GUN, RABBIT

Divide the players into two teams. Ask them to select their leader and then secretly decide to portray—in any way they please—a hunter, a gun, a rabbit. When both teams are ready, have them line up facing each other for a practice round. On signal, both teams should immediately act out their charades. For example, the hunters may freeze in a stalking position. The "guns" may shout, "bang!" Or the "rabbits" may put their hands to their ears. Then explain that guns defeat rabbits, because a gun can kill a rabbit; rabbits defeat hunters, because an unarmed hunter cannot catch a rabbit; and hunters defeat guns, because of the superiority of man over objects.

After practicing the parts and after this explanation, begin the game. See that each team huddles around its captain, decides which part to play, and faces its opponent for a showdown. Score 1 point for each victory. The first team to score 5 points wins.

## KNOW YOUR ANIMALS

This makes a good gathering-time activity for Cub Scouts. As each arrives, hand him a sheet with the following instructions and questions:

If you can correctly fill out the blanks below in 30 seconds, you're excellent. If it takes you 2 minutes, you're still pretty good. But if it takes you longer—well, better brush up on your animal lore.

What is the natural home of each of the following?

Lion . . . (*den*); pig . . . (*pen*); beaver . . . (*hut*); robin . . . (*nest*); bee . . . (*bive*).

What animals or birds do the following?

Chew cud . . . (*cow*); caw . . . (*crow*); bay . . . (*bound*); canter . . . (*horse*); honk . . . (*goose*).



## MATCH IT OR KNOW IT

Divide the group into two teams. Allow each team 15 minutes to collect nature objects (leaves, twigs, seeds, nuts, etc.) and to take them back to their side. Then have one Cub Scout from each team go to the opposite side with an article. If the opposing team can name it, award 1 point; if they can match it from their collection, award 2 points. The team with the highest score wins.

## NATURE SCAVENGER HUNT

Divide the group into teams. Give each a list of nature objects to find within a given period of time. The winning team is one that finds the greatest number within the allotted time.

## 1-FOOT SQUARE

Divide the group into teams. Place a box or object over a piece of ground approximately 1 ft. square. Give each group 5 minutes to collect as many living things as possible in that square.

## PASS AND TOUCH

Form a circle with hands in back. Pass a series of nature objects (leaf, stone, twig, shell, thorn, cone, feather, etc.) from hand to hand around the circle. Have each boy identify the object by feel. After several items have been passed, see who can repeat (or write) the most items correctly.

## WHO AM I?

Have one player pretend to be some figure in nature—a plant or animal. He tells brief facts about himself such as "I live along the seashore and am an animal." The one guessing correctly becomes the new leader.

# Hiding, Chasing, Hunting Games

## AIRLIFT

Divide the group into two equal teams. In a yard or park, mark out a large rectangular area. One end of the area is home base, the other end is the outpost, and in between is enemy territory. The job of the airlift team is to carry supplies (apples) from home base to the outpost without getting "shot down" (tagged three times) by the enemy team. The airlift team may carry one apple each or may let one or two boys carry several while the others protect them as they race from home base to the outpost. Boys who are tagged three times while carrying apples are out, and the enemy gets their apples. Those of the airlift team who are not carrying apples may run freely without fear of being tagged. The team that has the most apples at end of game wins.

## CAT'S-TAIL

To get your Cub Scouts in the Halloween mood, try this game. Hide several pieces of cloth or yarn—a different color for each of the two teams. One Cub Scout on each team is a "cat without a tail." At the signal, all Cub Scouts search for tails of their color. As a piece is found, it should be tied to the belt of the cat who ties

others to it as they are found. The winner is the side whose cat has the longest tail at the end of 5 minutes.

## CROWS AND CRANES

For any number of players. Line up two teams, facing each other about a yard apart. Name one team the "crows" and the other the "cranes." Mark off a baseline about 30 to 50 ft. behind each team or line them up in the center of the room and use the walls for bases. When the leader calls "crows!" the crows must get to their base without being tagged by the cranes. Any that are tagged go over to the side of the cranes. When the leader calls "cranes!" they try to get back safely. The leader can add suspense by prolonging the commands "cr-r-r-rows!" or "cr-r-r-ranes!" or "cr-r-r-rash!"

## EAT THE FISHTAIL

Have the Cub Scouts line up in single file, holding each other around the waist. The first boy is the fish head; the last boy, the tail. On signal, the head tries to catch the tail while the tail tries to avoid being caught. All must continue to hold on to each other. The longer the fish, the better.





## FALLING STARS

Color a dozen peanuts with ink or paint, place them in a large paper bag filled with peanuts, and suspend the bag over the boys' heads. Then choose two captains and give each a stout stick. Have them shinny off, just as in a shinny game, and then strike the bag; which, of course, breaks and sends the peanuts flying. All the Cub Scouts scramble for them. Each unpainted nut counts 1 point, and each painted one is worth 10.

## FOLLOW THE LEADER

Choose a den chief or Cub Scout who is especially resourceful to be the leader. Have the others form single file behind him and imitate anything that he does. The leader keeps the line moving and performs stunts for the others to copy. He gradually does more difficult tasks such as climbing or vaulting over obstacles; jumping certain distances; taking a hop, skip, and jump; walking backward; turning around while walking; and walking or running with a book on his head. Anyone failing to perform the required feat drops out of the game. The last one to follow the leader is the winner.

## KICK, HIDE, AND SEEK

Mark a goal 3 ft. in circumference and place a soccer ball in it. Have one of the players kick the ball as far as possible. While the others run and hide, "it" runs to recover it and replaces the ball in the circle before going in search of the players. When he sees one he calls, "I spy ....." and both run for the ball. The one who reaches it first kicks it and runs for a hiding place. The other player is "it" and must return the ball and search.

## RED LIGHT

Play this game in the outdoors or a large room. "It" turns his back on the rest of the players, who are lined up 30 to 50 ft. away from him. The object is for the Cub Scouts to walk or run toward him while his back is turned as he counts to 10. At "10," he shouts "Red light!" and turns quickly. Any boy moving when he turns must go back to the starting line. The first to get to "it" and touch him wins the game.

## SNATCHING THE CAP

Divide the area into two equal parts and mark off a small goal at the rear of each. Then divide the group into two teams and have them take sides after placing their caps in their respective goals.

Each Cub Scout who reaches the other team's goal

safely may carry one cap back to his own goal and may not be caught while carrying it back. If caught in the other team's territory before reaching his goal, a Cub Scout must remain a prisoner at the goal until touched by one of his own side; neither may be caught while returning. Any Cub Scout may catch any opponent, except under the rule just stated. No cap may be taken by either side while any of its men are being held prisoner. The game is won by the side that gains all of the caps.

## TAILS

Divide the Cub Scouts into two teams. Have them tuck their neckerchiefs loosely in their belts in back as tails. On signal, each side rushes toward the other trying to get the tails. Once one is taken, the player who loses it is "dead." The side that captures the most tails wins. This game may be played in the open, but it is better as a stalking game in a place where brush affords cover. The captured tails should be tied around the waists of the captives and those who have lost their tails must leave the battlefield.

## PIONEERS AND INDIANS

Here is an ideal game for a pack picnic or outing. Divide the Cub Scouts into two groups—the "pioneers" and the "Indians." Give each pioneer a slip of paper with the name of a food and its allotted playing value: flour, 25; baking powder, 20; dried beef, 15; hardtack, 10; jam, 10; fruit, 5; sugar, 5; and tea, 5.

The "chief," chosen by the Indians, distributes his braves in the Indian territory around the pioneers' blockhouse while the pioneers surround the Indians and seek vantage points to break through and save their "starving captain" who holds the blockhouse. The Indians try to capture the pioneers by tagging them. They search their captives and confiscate any "food" found on them. Allow 15 minutes or more for play. Then assemble the Cub Scouts and tally the score. The Indians add the value of the supplies that they capture, and the starving captain figures the value of the supplies that have been delivered to him. The side with the most supplies wins.

NOTE: The Cub Scouts get more fun out of the game if the pioneers are permitted to hide their treasures about their person. Then the Indian who captures one searches while the pioneer counts slowly to 100. If the Indian does not find the paper before the end of the count, he escorts his captive beyond the Indian territory and the pioneer is free to try again. If the Indian finds the paper, he takes it and has the pioneer hold up both hands to show he has been captured. He returns for another supply of food and reenters the game.

# Line Games

## GET THERE FIRST

Divide the players into teams and form parallel lines in a row. Then call for specific items to be placed at a designated spot. For example, when you call for a black shoe, the team that can place the black shoe in the designated spot first gets a point. Be sure to select items that the boys will have in their possession.

## GRAND CENTRAL STATION

Line up two rows of chairs or benches, facing each other, about 30 in. apart. Have Cub Scouts sit on benches and several stand between them. When you shout "change for (insert the name of a city)," everyone must change seats. Those standing try to get a seat. When you shout "Grand Central Station—everybody transfer!" the Cub Scouts must go out the front end of the benches, run around to the back, and then hurry to find a seat.

## HILL DILL

Form two lines facing each other. Have "it" stand between the lines in the center and point out one player from each line who must try to change places. The one tagged in the attempt to get to the other side is "it."

## THIRD SLAP AND RUN

Form two lines facing each other about 50 ft. apart. Have one player from either line advance to the opposite side where the players hold their hands out, palms upward. A player who receives three slaps chases the slapper. If the slapper is tagged before getting back to his place in line, he becomes a member of the other side.

## TOUCH

Divide the group into two teams and line them up, facing each other, about 6 ft. apart. The leader, standing at one end, calls the name of some object near at hand, and instantly all players run to that object, touch it, and return to their position in line. The first team with all its members back in line and at attention wins. Often the leader calls "me!" and runs.



## BATTLE BALL

Form two lines of Cub Scouts, facing each other, about 50 ft. apart. Draw a line for each side to stand behind and then draw a center line between the two sides. Have each player place a tenpin or Indian club directly behind him on his line. Send a player to the center line to throw a volleyball, trying to hit a pin or to get the ball past his opponent's line. When they recover the ball, one of their team tries to do the same. Score 2 points if a pin is knocked down, and 1 point if the ball goes over the end line. The thrower may not step over the center line and keeps the ball below the waist. 20 points is the game.

## BEANBAG SNATCH

Line the boys up in two equal lines facing each other, about 25 ft. apart. Number the players in each line from opposite directions. Put a beanbag in the center. Call out a number and that boy from each team races for the bag. The one grabbing the bag scores 5 points for his team. 25 points is the game.

## BREAKING THROUGH THE SOUND BARRIER

Divide the Cub Scouts into two teams. Team A joins hands and forms a line across the middle of the room or outdoor area. This line is the "sound barrier." Team B sends one boy at a time hurtling toward the barrier in an attempt to break through. He may change direction at the last moment in an effort to get through at an unexpected point. If he makes it, score a point for his team. If not, score a point for the sound barrier team. When all boys of Team B have tried, the team having the most points wins. For the second game, let Team B be the sound barrier.

the hole. Score 10 points for balls in the hole, 5 points for those within 10 ft., 3 points for those between 10 and 20 ft., and 1 point for the ones between 20 to 30 ft.

### CLOCK GOLF

Draw a circle of 20 to 24 ft. in diameter on a level, closely mowed area of yard. Place markers around the circle representing the 12 hours of the clock. Sink a can for a putting hole somewhere within the circle but not in the center. Using a putter, each player putts from the one o'clock marker, then the two o'clock, and so on around the clock. The object is to "hole out" from all the markers in the fewest number of total putts.

### CROQUET GOLF

Lay out a course on a section of lawn with tin cans sunk at ground level. The holes may vary from 30 to 90 ft., and hazards should be added or the course laid out to include natural hazards such as trees, shrubs, etc. Use croquet mallets and balls and follow the general rules of golf. Set par for each hole approximately as follows: par 2 for 35 ft. and under, par 3 for 35 to 70 ft., and par 4 for 70 to 100 ft.

### LADDER BALL

Rest one end of a long ladder on a chair with the other end on the ground. Each player in turn stands against the lowest rung and throws a volleyball or basketball through the holes in succession. He is allowed three tries for each, and, if he misses on any hole, he must start all over again. The first Cub Scout to go up the ladder without missing any hole is declared the winner.

### CALL SOCCER

Divide the players into two teams and line them up, facing each other, about 30 ft. apart. Number the players of each team from opposite ends of the line. Midway between the two lines, place a soccer ball or volleyball. The leader calls a number, and the two players holding that number run up to the ball, each attempting to dribble it or kick it back to his line. The player who kicks it to his line scores 1 point for his team. Then the leader calls another number. The first team with 10 points wins.

### ROLL BALL

Drive a stick in the ground and establish a throwing line 60 ft. away. Each player takes three turns rolling a ball at the target stick. The one whose ball comes to rest closest to the stick is the winner.

### SKIDDLES

Draw a 30-in. square and set a pin on end at each corner and one in the center. (Use blocks that are 6 in. long and 2 in. thick.) Then about 60 ft. from the point of one corner of the square, draw a line from which the players take turns throwing three sticks (14 in. long and 2 in. thick) at the pins.

If a Cub Scout knocks over the pin nearest the line, score 1 point; the one to the right, 2 points; the one to the left, 3 points; the farthest one, 4 points; and the center pin, 10 points.

The game is won by the first player who reaches 100 points.

### STICK BALL

Play a baseball game with a stick in place of a bat and a small rubber ball instead of a hard ball. Follow softball rules or play the game as one o'cat or catch-a-fly-you're-up, etc. The teams may consist of 5 to 10 players.

### SOCCER BOWLING

Set up 10 Indian clubs, bowling pins, or blocks of wood in bowling pin order. Kick a soccer ball or basketball at them from a line 25 to 35 ft. away. Keep score as in bowling.

### ONE O'CAT

Use this variation of baseball when only a few players are available. When a hit is made, the batter must run to first base and return home before the ball is returned to the catcher, who must touch home plate to put him out. When the batter is put out, he moves to right field and the players move up in rotation. But if a player catches a fly, he replaces the batter.

### CHAIN SOCCER

Divide the group into two teams and line them up in the center of the playing field, facing each other, about 2 feet apart. Have the players hook elbows with those on either side of them to form a chain. Establish a goal line for each team on opposite ends of the playing area. Start the game by rolling a soccer ball between the two teams. By using their feet, the teams try to advance the ball toward their goal line without breaking the chain. The first team to kick the ball over the goal line wins the game or earns 1 point, depending on the time allotted for play.

# Physical Fitness Activities

## ANKLE WALK

Have everyone bend until he can grasp his ankles, then walk in a straight line keeping his knees stiff.

## ARM BEHIND LEG

Tell the boys to stand with their feet about 6 in. apart, bend their knees, swing their right forearm behind the right leg and then forward between their legs, then across in front of the right leg and touch the floor outside of their right foot.

## BALANCE WITH CLOSED EYES

Instruct the group to stand upright, placing their right foot in front of the left foot and raise their arms side-ward. With their eyes closed, they should see how long they can maintain their balance in this position. Alternate the left and right foot forward.

## CHINESE GETUP

Two players sit on the floor back to back with their arms locked. Without letting go, they are to stand erect. This is done by bringing the feet close to the body and pushing back against back.

## DEEP BOW

Have the Cub Scouts place both hands on the floor in front of their left foot and extend their right leg backward. They touch their head to the floor and then stand erect without losing balance. They reverse their feet and repeat the deep bow.

## DIZZY

Instruct the Cub Scouts to hold their left ankle in back of their right leg with their right hand. Then have them hop, making three turns in place without losing their balance. Tell them to try it by hopping on the left leg.



## CROSSING THE CHASM

You will need a pipe or rope about 10 ft. long, fastened high enough so that when boys hang by their hands, their feet will not touch the ground. Divide the players into two teams and station them at opposite ends of the pipe or rope. On signal, first player of each team starts "walking" across the pipe, hand over hand, passing each other en route. When a player drops off at the other end, the next boy starts across. The first side to cross the chasm is the winning team.

## CUT THE CANE

The player holds one end of a cane in his right hand with the other end resting on the floor. He releases the cane, swings his right leg over the top of the cane, and grasps it again with his right hand without allowing the cane to fall. Repeat the stunt with the left hand or left leg or with the leg swinging in a different direction.

## FITNESS CIRCLE GAME

Form a circle as large as the room permits, all facing the same direction. Give instructions for various activities as follows:

1. Start walking in the circle—and keep walking between the following exercises.
2. Start hopping.
3. Make yourself as small as possible and continue walking.
4. Make yourself as tall as possible and continue walking. Now, reach your hands high over your heads.



5. Bend your knees slightly, grasp your ankles, and continue walking.
6. Walk as if the heel of one foot and the toes of the other were sore.
7. Walk stiff-legged.
8. Squat down and jump forward from that position.
9. Walk on hands and one foot with the other leg held high, imitating a dog with a lame foot.
10. Walk forward at a rapid pace (don't run) while swinging your arms vigorously.
11. Take giant steps.
12. Walk forward, raising your knee as high as possible on each step.
13. Run, lifting your knees high.
14. Walk on your hands and feet.

## ANKLE HOP

Tell everyone to stand erect, and then take a squat position, grasp his ankles, and hop forward four times without breaking the ankle grip. Then have them turn around and repeat, hopping back to their original places.

## FROG HANDSTAND

Tell the Cub Scouts to squat and place their hands flat on the ground between their legs. They lean forward slowly, shifting the weight of their bodies onto their hands and elbows until their feet swing free of the ground. They should keep their heads up and point their toes backward. (This is also the first step in learning the handstand.)

## FROG HOP

Line up the Cub Scouts and have them take a squat position, feet pointing slightly outward. Then tell them to place their hands on the floor with their elbows slightly bent, their arms between their knees. They should then take short hops by putting their hands just ahead of their feet and then bringing their feet up to their hands.

## GREET THE TOE

See if the Cub Scouts can touch their forehead with their right toe while standing on their left foot.

## HAND WRESTLE

Have the group pair off, and have the contestants toe opposite sides of a line. On signal, they shake hands, then each tries to pull his opponent over the line. The first to pull his opponent off balance is the winner.

# Quiet Den Games

## ALPHABET TEST

The first boy is to start by saying a word that begins with A. Each boy in turn is to say a word beginning with A. If he can't, after a given time, he drops out of the game. The next time the letter B is used, and so on.

## ART CONSEQUENCES

Give each boy a pencil and paper and have him draw the head of a man, woman, or child. After he draws the head, he folds the paper so that only the neck shows. Each paper is then passed on to the next person, who draws the shoulders, folds the paper, and passes it on. The others follow; adding the waist, hips, legs, and feet. All of which is, of course, preliminary to opening the completed drawings and passing them around.

## BEANBAG PICK

Arrange the players around a table or kneeling in a circle on the floor. Give each a saucer with 2 toothpicks and 12 beans. On signal, the contest is on to see who can be the first to lift out five beans.

## BLOWBALL

Seat the Cub Scouts at a table that is small enough to place them close together. Put a Ping-pong ball in the center of the table. On signal, the Cub Scouts, with their chins on the table and their hands behind them, attempt to blow the ball away from their side of the table. If the ball falls on the floor, return it to the center of the table and continue the game.



## CHANGE CARS

Prepare for the game by fastening a picture of different types of railroad cars (such as a refrigerator, stock, gondola, or tank car; caboose; tender; or locomotive) to the back of each chair. Have each Cub Scout check the name of the car on his chair and sit down. Choose one boy to be "it" and have him stand in the center of the circle of chairs. When the names of two cars are called, the boys in these chairs must exchange seats while "it" tries to gain possession of one for himself. The boy left without a chair becomes "it."

## BEANSHOOTER

From a distance of about 4 ft. have the players try to blow wooden safety matches into a small pan set on a table. They place them one at a time in the end of a soda straw, take careful aim, and blow. Score 10 points for each match in the pan.

## BOTTLE CLOTHESPIN

Place a milk bottle upright on the floor. Give each participant in turn 10 clothespins and have him stand over the bottle. By holding the pins at eye level, he tries to drop them one at a time into the bottle. Keep score on the number of pins each Cub Scout drops into the bottle.

## CARD TOSS

Place a man's hat on the floor about 6 ft. away from a chair. Have each player in turn sit in the chair, take a pack of playing cards, and toss them one at a time at the hat. It looks easy, but if a beginner gets more than five cards into the hat on the first try, he is doing well.

## ELECTRIC SQUEEZE

Have all the players hold hands in a circle and designate one to start the "shock" going by squeezing the hand of the player to either the right or left of him. That player passes it on. The shock may move in either direction; at any time a player may send it back the other way. "It" watches the faces and hands of the players closely trying to detect the location of the shock. When he guesses correctly, the player caught becomes "it."

Try your Cub Scouts in walking on bricks, stones, or blocks of wood while balancing a staff horizontally on the head. Add a simple act of dexterity such as throwing a ball into the air and catching it.

### THE SQUAT JUMP

Have everyone do a full squat with his weight on his toes and, from this position, jump forward a number of times. Then tell everyone to stand up and walk. Alternate these squatting, jumping, and walking actions.

### TUG-OF-WAR

Stretch a rope out on the lawn. Mark its center with a ribbon. Draw lines on the ground 4 yds. apart at right angles to the rope. Divide the group into two equal teams. On signal, have the teams pull from either end of the rope. The first team that pulls the ribbon past its line is the winner.

### SEAL WALK

Have your Cub Scouts hold their weight on their hands and toes, keeping their backs flat, and then move forward by walking with their hands.

### THROWING AND CATCHING

Pair the group off and have the partners hold staffs horizontally with both hands and both toss their staffs to each other simultaneously, one overhand and one underhand. Have them do the same thing with a ball.

### STICK TWIST

Have everyone grasp a broom handle or stick in both hands, palms down, and hold it horizontally in front of him. Then he lowers the stick and steps over it. Without letting go, he moves the stick up his back, over his head, and back to where he started. He'll have to twist his arms a little to complete the circuit.

### MEASURING WORM

Tell everyone to support his body on his hands and feet with his legs extended backward. Keeping his hands in place and his knees stiff, he should walk on his toes with short steps until his feet are near his hands. Then, without moving his feet, he walks forward on his hands with short steps until his original position is attained. Have him continue walking alternately with his feet and hands.

### HEEL CLICK

Line the group up and have them stand with their feet apart. They should jump upward, strike their heels together, and land lightly with their feet apart.

### STICK WRESTLE

Have two Cub Scouts, facing each other, grasp a staff horizontally above their heads. They alternate their hands on the staff and place their feet wide apart. They tighten their grip and slowly twist the staff between them. The boy whose hands slip off the staff is the loser.

### BACKWARD BEND

See who can grasp a broomstick with both hands and place his hands in front of his face with the broomstick projecting vertically above his head, and then bend backward far enough to touch the floor with the end of the broomstick.

### THREAD THE NEEDLE

Tell everyone to make a loop with his arms by clasping his hands in front of him and then to step through this loop, first with one foot and then the other. Now reverse the action.

### BALANCING

Have each boy balance a staff on his head. Then kneel. Stand up. Walk forward, backward, to the right and to the left. Then have him balance the staff vertically on one foot and kick it into the air and catch it in one hand.

### TIRE OBSTACLE RACE

Make an obstacle course by placing automobile tires in alternate rows, just touching each other. Have the contestants start a few yards in front of the first tire, run through the course stepping in each tire, then race to a finish line a few yards away from the last tire. Use about a dozen tires.

### TIRE OBSTACLE RELAY

Place five automobile tires on their sides in a row, all touching. Divide the players into two teams and station the teams in relay formation about 20 ft. from each end of the row of tires. On signal, the leadoff players for each team run over the tires, stepping in each one. When they get back over the last tire, they turn right and run back and touch the next player on their team. The first team finishing is winner.

# Tag Games

There are as many tag games as all other games combined. Tagging or capturing usually means being touched by the hand, but it can mean being hit with a thrown object. In simple tag "it" chases the other players, and when he tags one of them, that player becomes "it." Other tag games can have objects, timing, or goals in the rules to add interest to the games.

## ANIMAL TAG

Have the Cub Scouts in a scattered formation. Select an "it" (Noah). "It" names an animal and all the Cub Scouts assume the identity of the animal as they move about. "It" also assumes a like identity and tries to tag one of the animals, who becomes "it."

*Example:* "It" calls, "Kangaroo!" and all must hop like kangaroos until a tag is made.

## BACK TO BACK

Arrange all Cub Scouts except one in pairs, standing back to back with their elbows locked. They are scattered at random over the playing area. When "it" calls, "All change!" each player must seek a new partner and hook elbows with him. The one failing to secure a partner is "it" for the next round.

## 100-YD. DASH

Tie a lump of sugar or a marshmallow on the end of a 100-in. string. The contestants gather the string and marshmallows into their mouths without using their hands. The first one to eat the marshmallow wins the race.

## OBSTACLE RACE

Place nickels in pans of white flour to see who, with his hands behind him, can be the first to dig them out with his teeth.

## SHARPSHOOTERS

Hold a contest to see who can throw the most pebbles into the mouth of a jug.

## ENDURANCE RACE

See who can eat four soda crackers and be the first to whistle a tune

## BALANCE TAG

Have two players start, one is "it" and the other the runner. Give each a book which he must balance on his head during the chase. This game results in some funny postures.

## BINGO

Divide the players into two groups. Have each group behind one of the two goal lines marked across opposite ends of the playing area. One player is "it" and stands in the middle of the area. When he calls, "Bingo!" the players try to change goals without being tagged. Anyone tagged before reaching the opposite goal becomes "it," and the game is repeated. The players must remember that the signal to run is "Bingo." Any player running at any other signal becomes "it." The player who is "it" may trick the other players by calling, "Bango" or "Bongo" or the like.

## BOOGEYMAN (POM-POM-PULLAWAY)

One player is "it" or the "boogeyman." All others line up against the wall. The boogeyman usually stands in the center of the space. The object of the game is to cross from wall to wall (or base to base) without being tagged. To start the game the boogeyman says, "What do you do when the boogeyman comes?" The answer is "We run right through like we always do." All must start to run at the same time. All who are caught must help the boogeyman on the next trip across.

## 20-FT. DASH

Have the relay runners roll lemons or hard-boiled eggs with a stick down the course and back and touch off the next player in each line.

## BAWL GAME

See who can make the most noise for a given period of time.

## WIDE STRETCH

Line up the dens with arms extended so that the players are touching, fingers to fingers. See which den has the longest line.

## BEANS RELAY

Have the relay runners carry beans, one at a time, between matchsticks or toothpicks or on a knife.





**The Match Square** Lay four matches in the form of a cross. The problem is to form the sides of a square by moving one match.

Solution: Set your four matches so that by moving one about one-sixteenth of an inch the tiny opening at the junction of the four matches is a square.

**Music Magic** Group selects an "It" to leave the room. The group then hides an object and chooses a song to sing. "It" is then called back and told what is hidden. While he searches, the group sings louder when he goes near it, softly when away from it.

**Name the Tune** Divide the den into two teams. First team huddles, decides on a song, and hums it. If the other team can guess the title, score two points; if they guess wrong, subtract one. Other team then huddles, chooses a tune, and hums. Any legitimate song is acceptable. First team to reach 10 points wins.

**Number Call** Cubs sit in a circle facing a blindfolded Cub Scout in the center. Number the players from one through the total playing. The boy in the center calls out two numbers. The boys with those numbers must exchange places without being tagged by the blindfolded boy. If he tags one, that boy takes his place. If not, he calls out two more numbers.

**Physical Fitness Games** See "Fitness Games" section of the *Den Chief's Denbook*, Pages 86 to 97, and *Games for Cub Scouts*, pages 57 to 61.

**Severed Thumb** This is a trick in which a person's thumb appears to come off. Hold left hand flat, as shown, with palm facing you and thumb bent.

The right hand is held with palm facing audience and thumb bent. Knuckles of the two thumbs are together. Now slowly slide your right hand along the left.

**Shoe Scramble** Each boy removes one shoe and places it on a pile at the end of the room. Boys then assemble behind a starting line. On signal they hobble to the shoe pile, find their shoes, put them on, and race to the starting point. First one back wins.

**Storks and Hunters** Three rubber balls are needed. The group is divided into two teams, the Storks and the Hunters. The Storks line up near one wall but without touching it. They must stand on one foot. The Hunters, who are on the other side of the playing area, roll the balls at the Storks' feet. The object is not just to hit their feet but to make them put both feet down. Each Hunter rolls three balls before the teams change sides and the Hunters become Storks. Storks may change the foot they are standing on for rest but they must not stand on both feet. The winning team is the one which, as Storks, puts the fewest feet down.

**Stretch a Bit** Throw five or six toothpicks on the table. Now try picking them up as follows:

- First toothpick between your two thumbs.
- Second between your first two fingers.
- Third between your second two fingers.
- Fourth between your third two fingers.
- Fifth between your little fingers.

**Toothpick Castle Building** Give each boy 10 flat toothpicks. Boys take turns placing one toothpick each on top of an open soda bottle. The boy whose toothpick causes the "castle" to fall gives his remaining toothpicks to the boy behind him. The one with the most toothpicks at the end wins.

**Which Way Matches Are Facing** Have a small box of safety matches. Ask Cub Scouts if they can tell which end of the box the heads are in without opening the box.

Solution: Center the box crosswise on the edge of a knife as illustrated. The heavier head end will fall.

**Who Chopped Down the Cherry Tree?** Fasten a bell to the top of an empty milk carton and let it be your "cherry tree." Place it upright on the floor and have the den stand 5 feet away in a semi-circle. One boy is George Washington's father; he stands on the opposite side with his back to the others. When someone knocks over the carton (chops down the tree), the father turns to see who did it before the culprit can get back to his place. If he is seen, he becomes the father. If not, the game continues.

**Zoo** Divide the group into two teams. Have a blackboard, cardboard, or sheet of wrapping paper for each team. Teams line up in relay fashion. On signal, the first boy on each team runs to a leader who gives him the name of an animal. That boy goes to the board and draws his subject. When his team recognizes what he has drawn, the next boy tells the leader. If correct, he is told what to draw. If not, the first continues the drawing until his team guesses it. The game continues until all have drawn. First team through wins.

**Zooming In** Use a stick 3½ feet high. One boy at a time tries this one. He places the stick in a perpendicular position with one end on the ground and his hands clasped over the other end. He places his forehead on his hands and, with his eyes closed, walks around the stick five times in this position. He then stands erect and tries to touch a target about 5 feet high and 25 feet away with the end of the stick.

**Double Ball Game** This game was popular with a number of Indian tribes. It is similar to hockey and lacrosse. Each side has a goal toward which the other side plays. To start the game, players form a circle. When the double ball (see illustration) is thrown into the air, players try to catch it with their 3-foot-long sticks and throw it toward their opponent's goal. The ball can be thrown from player to player with the stick. It cannot be touched with the hands.

**Dutch Band** Each boy is assigned an "instrument" in the Dutch band. The leader, who might be the den chief or denner, assigns one to himself also. He then names a tune that all know. On his signal they all start playing, making appropriate gestures and sounds for their make-believe instruments. The leader may change to another player's instrument at any time, and when he does, that player must switch at once to the leader's former instrument. If he fails, he drops out. The leader should make fast switches.

# PICTURE WRITING

Meanings :

1. Man
2. Tepee
3. River
4. Hunt
5. Woman
6. Lake
7. Hungry
8. Noon
9. Indian Camp
10. Morning
11. Make Peace
12. Evening



A. \_\_\_\_\_



B. \_\_\_\_\_



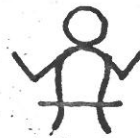
C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



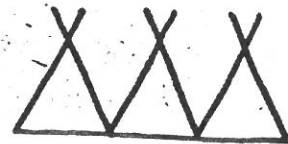
G. \_\_\_\_\_



H. \_\_\_\_\_



I. \_\_\_\_\_



J. \_\_\_\_\_



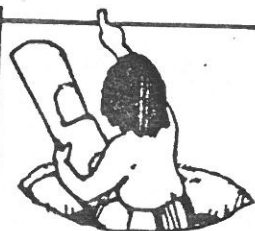
K. \_\_\_\_\_



L. \_\_\_\_\_



ON THE LINE BENEATH THE PICTOGRAPH, WRITE A NUMBER IN THE SPACE PROVIDED. A SCORE OF 10 CORRECT IS EXCELLENT 8 IS GOOD, AND 6 IS AVERAGE.



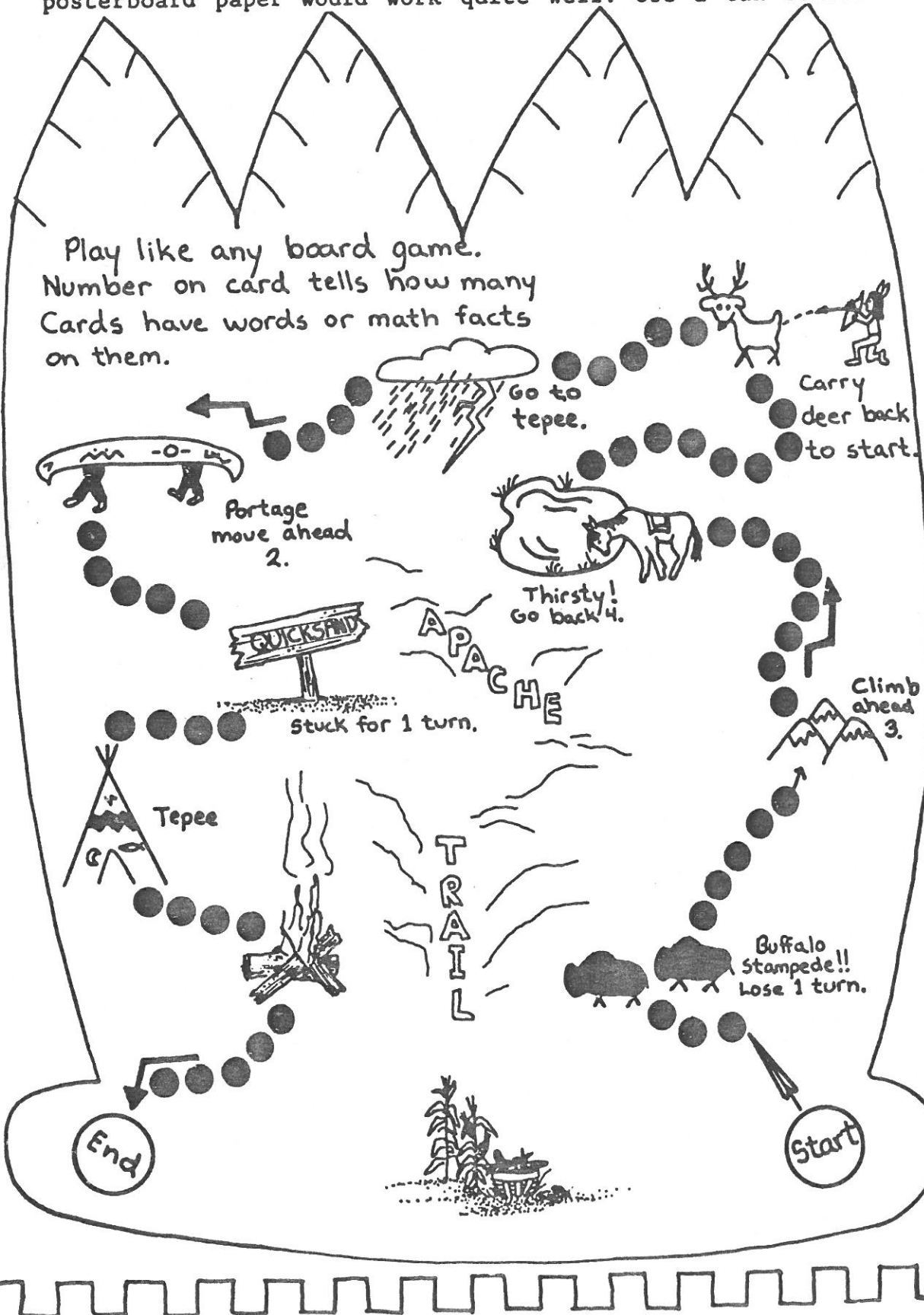
**PICTOGRAPH ANSWERS**

A. 2. TEPEE  
 B. 3. RIVER  
 C. 11. MAKE PEACE  
 D. 6. LAKE  
 E. 1. MAN  
 F. 5. WOMAN  
 G. 7. HUNGRY  
 H. 9. INDIAN CAMP  
 I. 8. NOON  
 J. 12. EVENING  
 K. 4. HUNT  
 L. 10. MORNING

WANT TO LEARN MORE SYMBOLS? SEE THE DRAWINGS IN ELECTIVE 10 (INDIANS) IN WOLF CUB SCOUT BOOK.

Enlarge this gameboard to a 22" x 28" size. Tagboard or posterboard paper would work quite well. Use a tan color.

Play like any board game.  
Number on card tells how many  
Cards have words or math facts  
on them.



DISCOVER AMERICA

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

Can you find these words?

SANTAMARIA	DISCOVERY	ISABELLA
COLUMBUS	INDIANS	AMERICA
SEARCH	EUROPE	WORLD
SPAIN	SHIPS	PINTA
ITALY	INDIA	FLEET
BEADS	SAIL	NINA
MAPS	LAND	CREW

Answer Key for: DISCOVER AMER

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. . . . . A . .
. . . . . H . . . L . .
. . . . . C . . . L . .
. . . T . . . R . . E N . .
. . C R E W N I N A . B I . .
. . W E P O R U E A A . .
. . C O L U M B U S P I N T A . . B
. . R F . . D I S C O V E R Y E .
. . L . . N . A N . S . A . A .
. . D . A . N . . D A C . D . .
. . I L . T . . S P I H S . .
. . . N A . . . . R L A . P . .
. . . M D . . . E . . . N . A .
. . A . . I . M . . . . S . M .
. . R . . I T A L Y . . . . .
. I . . . . .
A . . . . .
    
```

AMERICA THE BEAUTIFUL By Katherine Lee Bates

<sup>A</sup> Oh beautiful for spacious skies,  
<sup>E</sup>  
<sup>C7</sup> For amber waves of grain,  
<sup>A</sup>  
<sup>A</sup> For purple mountains majesties,  
<sup>E7</sup>  
<sup>E</sup> Above the fruited plain,  
<sup>B7</sup> <sup>E</sup>  
<sup>A</sup> America! <sup>E</sup> America! <sup>C7</sup> God shed His grace on thee, <sup>A</sup>  
<sup>D</sup> And crown thy good with brotherhood <sup>A</sup>  
<sup>D</sup> From sea to shining sea. <sup>E</sup> <sup>A</sup>

Oh beautiful for pilgrim feet,  
 Whose stern, impassioned stress,  
 A thoroughfare for freedom beat,  
 Across the wilderness!  
 America! America! God mend thine every flaw,  
 Confirm thy soul in self-control,  
 Thy liberty in law!

Oh beautiful for heroes proved,  
 In liverating strife,  
 Who more than self their country loved,  
 And mercy more than life!  
 America! America! May God thy gold refine,  
 Till all success be nobleness,  
 And every gain divine!

Oh beautiful for patriot dream,  
 That sees, beyond the years,  
 Thine alabaster cities gleam,  
 Undimmed by human tears,  
 America! America! God shed His grace on thee,  
 And crown thy good with brotherhood  
 From sea to shining sea.

GOD BLESS AMERICA

<sup>F</sup> <sup>F</sup> <sup>C</sup> <sup>C</sup>  
 God bless America  
<sup>C7</sup> <sup>C</sup> <sup>F</sup>  
 Land that I love  
<sup>B<sup>b</sup></sup>  
 Stand beside her  
<sup>F</sup> <sup>F</sup>  
 And guide her  
 Thru the night with  
<sup>C</sup> <sup>F</sup>  
 a light from above.

<sup>C</sup> <sup>C</sup> <sup>F</sup> <sup>F</sup>  
 From the mountains, to the prairie.  
<sup>C7</sup> <sup>C</sup> <sup>F</sup> <sup>F</sup>  
 To the oceans white with foam.  
<sup>B<sup>b</sup></sup> <sup>F</sup> <sup>Dm</sup>  
 God Bless America  
<sup>F</sup> <sup>C</sup> <sup>F-F7</sup>  
 My home sweet home.  
<sup>B<sup>b</sup></sup> <sup>F</sup> <sup>Dm</sup>  
 God bless America  
<sup>F</sup> <sup>C</sup> <sup>F</sup>  
 My home sweet home.

YANKEE DOODLE

<sup>G</sup> <sup>D</sup> <sup>G</sup> <sup>D</sup>  
 Father and I went down to camp  
<sup>G</sup> <sup>D</sup> <sup>G</sup>  
 Along with Captain Good'in  
<sup>G</sup> <sup>C</sup>  
 And there we saw the men and boys  
<sup>D</sup> <sup>G</sup>  
 As thick as hasty puddin'.

Chorus

<sup>C</sup>  
 Yankee Doodle, Keep it up,  
<sup>G</sup>  
 Yankee Doodle dandy  
<sup>C</sup>  
 Mind the music and the step,  
<sup>G</sup> <sup>D</sup> <sup>G</sup>  
 And with the girls be handy.

Yankee Doodle went to town  
 Riding on his pony  
 Stuck a feather in his cap  
 And called it macaroni.

Chorus

By Richard Schuckburgh

By Irving Berlin

THE STAR-SPANGLED BANNER

By Francis Scott Key

Oh, say can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars, thro' the perilous  
fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there.  
Oh, say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave!

On the shore dimly seen thro' the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream:  
"Tis the star-spangled banner; oh, long may it wave  
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion  
A home and a country shall leave us no more?  
Their blood has washed out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terrors of flight or the gloom of the grave:  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave.

Oh, thus be it ever when freemen shall stand,  
Between their loved home and wild war's desolation,  
Blest with victr'y and peace, may the heav'n-rescued land  
Praise the Pow'r that hath made and preserved us a nation.  
Then conquer we must when our cause it is just,  
And this be our motto: "In God is our trust!"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave!

BATTLE HYMN OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord;  
He is trampling out the vintage where the grapes of  
wrath are stored;  
He hath loosed the fateful lightning of His terrible  
swift sword;  
His truth is marching on.

Chorus

Glory, glory! Hallelujah!  
Glory, glory! Hallelujah!  
Glory, glory! Hallelujah!  
His truth is marching on.

I have seen Him in the watchfires of a hundred circling  
camps;  
They have building Him an altar in the evening dews and  
damps;  
I can read His righteous sentence by the dim and flaring  
lamps;  
Our God is marching on.

Chorus

I have read a fiery gospel, writ in burnished rows of steel;  
"As ye deal with my contemners, so with you my grace shall  
deal;  
Let the hero, born of woman, crush the serpent with his heel,  
Since God is marching on."

Chorus

He has sounded forth the trumpet that shall never call  
retreat;  
He is sifting out the hearts of men before His judgment  
seat;  
Oh, be swift, my soul, to answer Him! be jubilant,  
my feet!  
Our God is marching on.

Chorus

In the beauty of the lilies, Christ was born across the  
sea,  
With a glory in His bosom that transfigures you and me;  
As He died to make men holy, let us die to make men free,  
While God is marching on.

Chorus



ON MY HONOR By Harry Bartelt

G D7  
 On my honor I'll do my best  
 G  
 To do my duty to God.  
 D  
 On my honor I'll do my best  
 A D7  
 To serve my country as I may.  
 G D  
 On my honor I'll do my best  
 G  
 To do my good turn each day,  
 E A  
 To keep my body strengthened,  
 D G  
 To keep my mind awakened,  
 C G C  
 To follow paths of righteousness,  
 D7 G  
 On my honor I'll do my best.

I'VE GOT THAT SCOUTING SPIRIT

I've got that Scouting Spirit,  
 Up in my head,  
 Up in my head,  
 Up in my head,  
 I've got that Scouting Spirit,  
 Up in my head,  
 Up in my head to stay.

I've got that Scouting Spirit,  
 Deep in my heart, etc.

I've got that Scouting Spirit,  
 Down in my feet, etc.

I've got that Scouting Spirit,  
 Up in my head,  
 Deep in my heart,  
 Down in my feet.  
 I've got that Scouting Spirit,  
 All over me.  
 All over me to stay.

SCOUT VESPERS

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

TAPS

Day is done, gone the sun;  
 From the lake, from the hills,  
 From the sky;  
 All is well, safely rest,  
 God is nigh.

Fading light dims the sight;  
 And a star gems the sky,  
 Gleaming bright;  
 From afar, drawing nigh,  
 Falls the night.

PHILMONT GRACE Clarence E. Dunn

For food,

For raiment,

For life,

For opportunity,

For friendship and fellowship,

We thank thee O Lord.



TEN




LITTLE

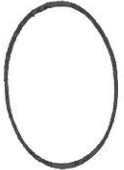




INDIANS




Learn the song TEN LITTLE INDIANS or the poem if your musical talents are limited. Each child is then given a sheet of paper with ten ovals on it. Each oval should be turned into an Indian face.


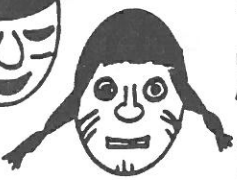


Large soft brown sheets of construction paper can be cut in ovals. Glue and scraps of paper of many colors will aid your students in creating a colorful bulletin board of Indian faces. Before beginning this project acquaint the children with the faces of various Indian tribes through pictures.

Give each face an appropriate name. This is a great time to discuss what the variety of Indian names are.



This is also an excellent time to talk about the various meanings of all American names. Where do they come from? What do they mean? Someone whose name is Hunter probably had hunters for ancestors.

## AN INDIAN STORY

(Tune: HI HO, Nobody Home)

That is the wind, I hear it howling,  
It's like a gray coyote; it's trying'  
To get inside of my tepee--  
Where the fire glows.

I will lie beneath my buffalo robe;  
And the gray coyote cannot find me;  
He will run away down the river  
And lose himself in the cedars.

-Adapted from an actual Indian song.

## OUR PILGRIM FOREFATHERS •

(Tune: "Battle Hymn of the Republic")

They came as strangers to a wild land, brave and unafraid,  
In spite of many hardships, they still bowed their heads and prayed.  
"We're thankful for the growing crop, the beauty of our land,  
And freedom to live as we planned."

Chorus: Our Pilgrim fathers make us proud,  
They accomplished what they vowed,  
We will sing their praises loud,  
And freedom marches on.

Squanto was an Indian and helped the Pilgrims out,  
He taught them how to plant their corn, and how to fish for trout.  
They hunted in the woods for deer and caught wild turkeys too,  
He was a friend so true.

Bradford was the Governor, he was just and fair,  
He thought it important that each man receive his share,  
He planned the first Thanksgiving holiday to celebrate  
A harvest good and great.

\_Indian Nation's Council

THE BEAR

The other day I met a bear (repeat each line.)  
Out in the woods away out there

He looked at me; I looked at him  
He sized up me; I sized up him

He said to me why don't you run  
I see, you ain't got any gun

And so I ran right out of there  
But right behind me was the bear

Ahead of me I spied a tree  
A great big tree, oh lucky me

The lowest branch was ten feet up  
I'd have to jump and trust my luck

And so I jumped into the air  
But right behind me was that bear

Now don't you fret and don't you frown  
Cause I caught that branch on the way back down

This is the end there ain't no more  
Unless I meet that bear once more.

## SONG OF THE RAIN CHANT--(Navajo Indian Chant)

INDIAN CHIEF SPEAKS: Far as man can see,ALL SING: Comes the rain, comes the rain with me.CHIEF SPEAKS: From the Rain-Mount,  
Rain-Mount far away,ALL SING: Comes the rain, etc.CHIEF SPEAKS: O'er the corn,  
O'er the tall, tall corn,ALL SING: Comes the rain, etc.CHIEF SPEAKS: 'Mid the lightning,  
'Mid the lightning zigzag,  
'Mid the lightning flashing,ALL SING: Comes the rain,.....CHIEF SPEAKS: 'Mid the swallows,  
'Mid the swallows blue,  
Chirping glad together,ALL SING: Comes the rain,.....CHIEF SPEAKS: Through the pollen,  
Through the pollen blest,  
All in pollen hidden,ALL SING: Comes the rain,.....CHIEF SPEAKS: Far as man can see,ALL SING: Comes the rain,.....GAMESINDIAN GIVEAWAY

This Comanche game starts with the leader, or chief, drawing a circle on the ground. The players stand inside the circle and the leader outside. He throws small sticks (Popsicle sticks are the right size) one at a time into the ring. The players try to get as many sticks as they can. This game teaches young warriors to be alert and quick.

BLIND TRIBE

Put all the cubs except "IT", into circle. Blindfold with their neckerchiefs. Put hands out to sides so each boys' hands just touch. Drop hands to sides. On signal blind tribe may wave arms, but not move feet. "IT" tries to escape without being touches. If he escapes he picks one of the two he slipped between as the next "IT".

HAPPY WANDERER

I love to go a-wandering along the mountain tracks  
 And as I go I love to sing, my knapsack on my back.

Chorus

Val-de-ri, val-de-ra  
 Val-de-ri, val-de-ra-ha-ha-ha-ha  
 Val-de-ri, val-de-ra  
 My knapsack on my back.

I love to wander by the stream that dances in the sun  
 So joyously it calls to me, "Come join my happy song."

Chorus

I wave my hat to all I see and they wave back to me  
 And blackbirds call so loud and free from every greenwood tree.

Chorus

High overhead the blackbird wings, they never rest at home  
 But just like me they love to sing as o'er the world we roam.

Chorus

Oh, may I go a-wandering until the day I die  
 Oh, may I always laugh and sing beneath God's clear blue sky.

Chorus

David Westfall - 1947

PHILMONT HYMN

Silver on the sage, starlit skies above  
 Aspen covered hills, country that I love  
 Philmont here's to thee, scouting paradise  
 Out in God's country, tonight.

Wind in whispering pines, eagles soaring high  
 Purple Mountains rise, against an azure sky  
 Philmont here's to thee, scouting paradise  
 Out in God's country, tonight.

PUT YOUR HAND IN THE HANDCHORUS

Put your <sup>G</sup> hand in the hand of the man that stilled the <sup>D7</sup> water  
 Put your hand in the <sup>Am7</sup> hand of the <sup>D7</sup> man who calmed the <sup>G</sup> sea  
 Take a <sup>Dm</sup> look at yourself and you can look at others differently <sup>G7</sup> <sup>C</sup>  
 By putting your <sup>G</sup> hand in the <sup>Em</sup> hand of the <sup>A7</sup> man from <sup>D7</sup> Galilee. <sup>G C G</sup>

<sup>G</sup> Everytime I look into that Holy Book I want to <sup>D7</sup> tremble  
 When I <sup>Am7</sup> read about the part where the <sup>D7</sup> carpenter cleaned out the <sup>G</sup> temple  
 For the <sup>Dm</sup> buyers and the sellers were no different <sup>G7</sup> fellas than what I <sup>C</sup>  
 profess to be  
 And it causes me <sup>G</sup> shame to know we're not the <sup>Em</sup> people we should be. <sup>A7</sup> <sup>D7</sup> <sup>G C G</sup>

CHORUS

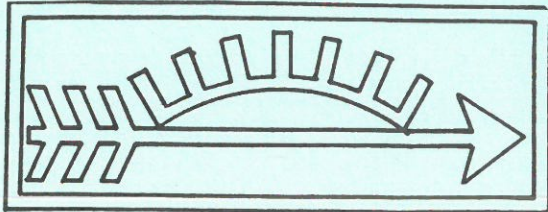
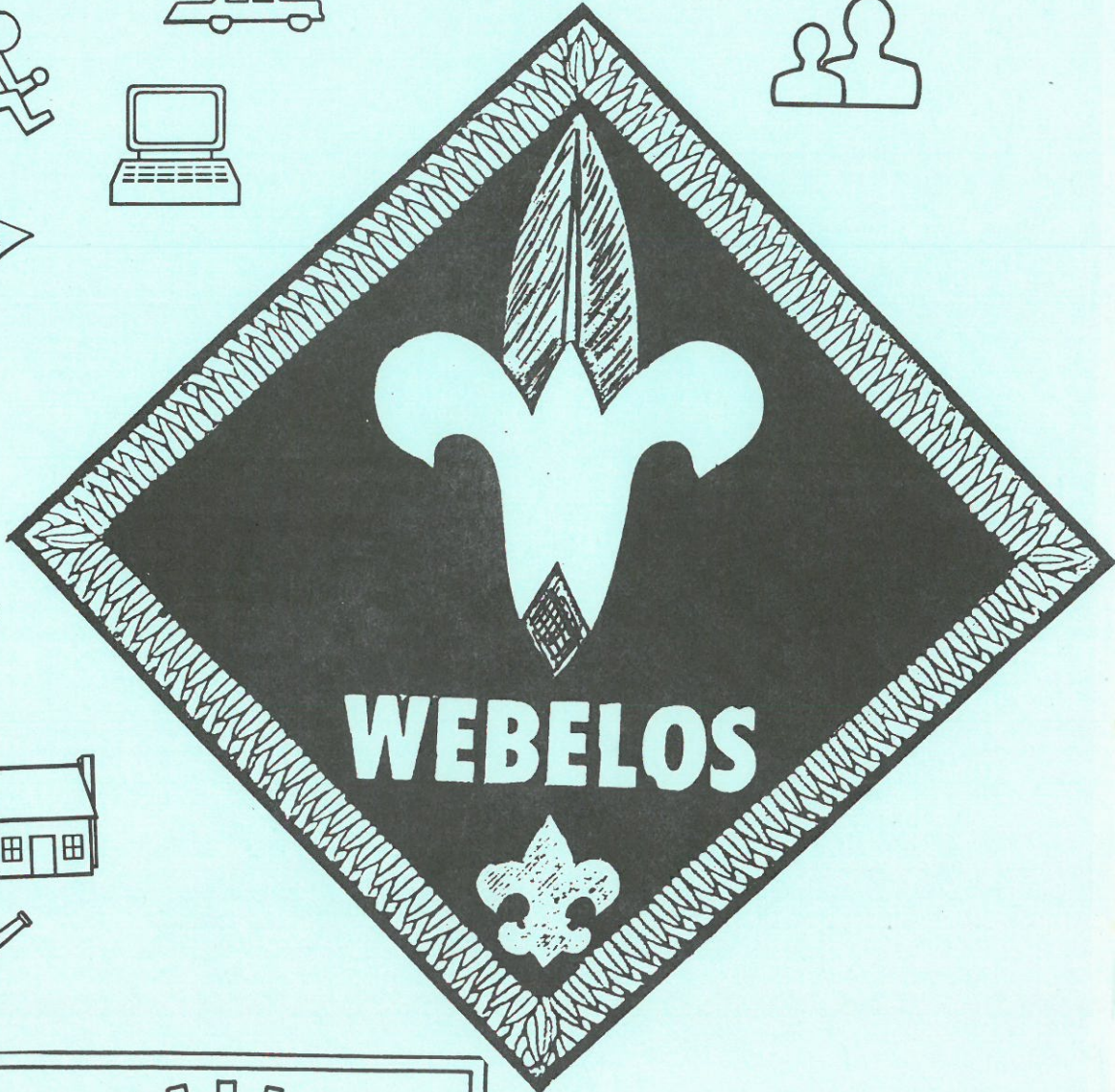
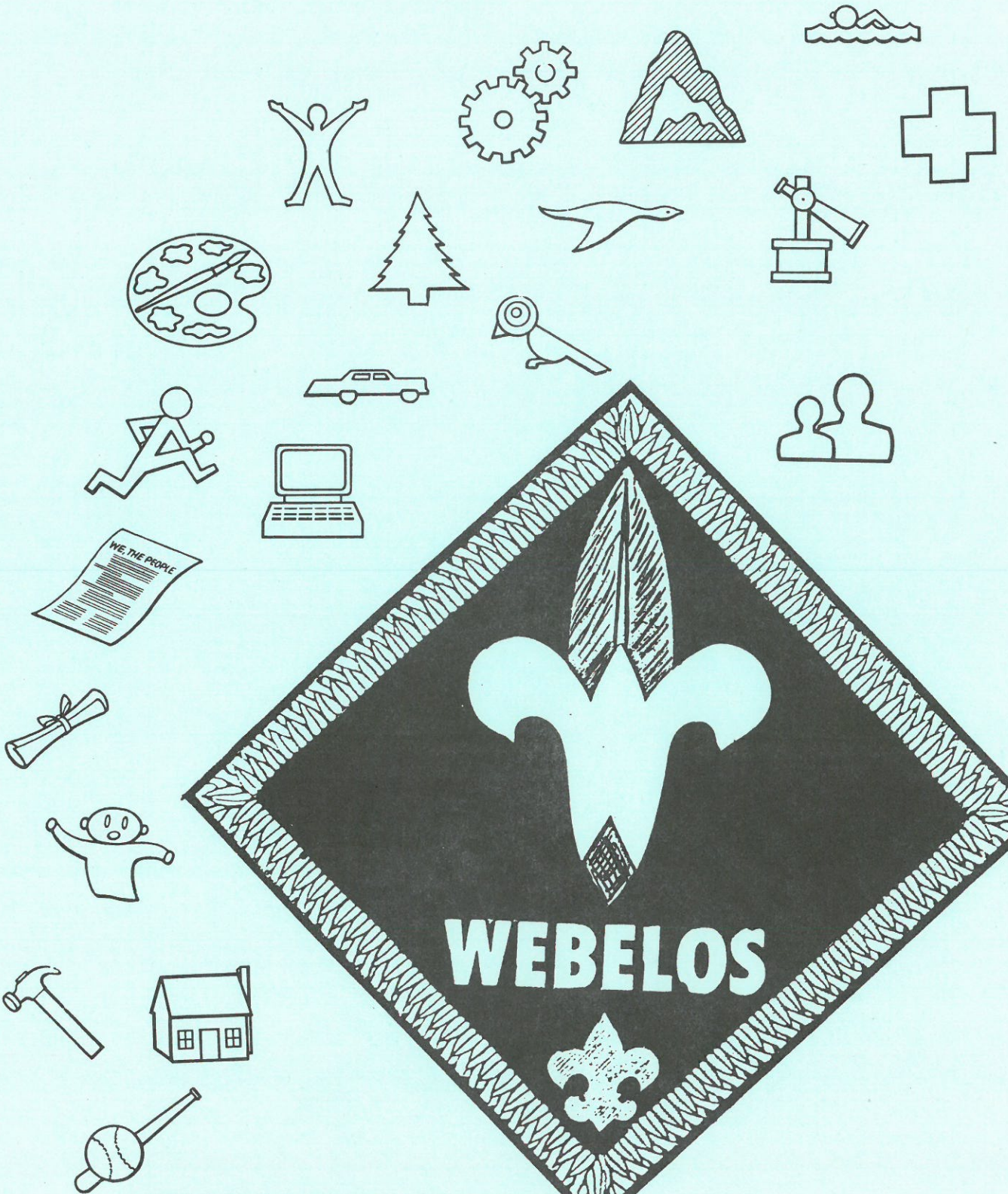
Well my mama taught me how to pray before I reached the age of seven  
 She said, "There ll come a time there'll probably be room in heaven  
 And I'm feelin' kinda guilty about the number of times we do what  
 we do  
 But we forge' that He loves us and forgives us, yes even you.

CHORUS

Well I'm glad I learned to pray before I reached the age of seven  
 For when I'm down on my knees that's - a when I'm close to heaven  
 Daddy lived his life with two kids and a wife, you do what you  
 must do  
 But he showed me enough of what it takes to get you thru

CHORUS

# WEBELOS







PURPOSE OF THIS SECTION:

Sources of help for activities.  
 Techniques to present activities.  
 List field trips available.  
 Demonstrate some activities.  
 Motivation.

GENERAL REFERENCES:

Webelos Den Leader's Handbook  
 Webelos Book  
 Cub Scout Program Helps  
 Boy Scout Handbook  
 Boy Scout Fieldbook  
 Boy Scout Merit Badge  
 Boys' Life Magazine  
 Scouter Magazine  
 Souter Newspaper  
 Roundtable Handouts  
 Pow Wow Books  
 Boys' Life Reprints

MOTIVATION:

Make it fun  
 Make it stimulate curiosity  
 Fill as much time as possible  
 Make it fun  
 Provide instructions for home  
 Make it fun  
 Assign "homework"  
 Provide options when possible  
 Make it fun  
 Think Big  
 Make it fun

CHALLENGES TO A LEADER

Leading the Webelos Den is not "just another" job, it's a challenge and an opportunity to make a positive contribution to a boy's total Scouting experience. You can't dilly dally; his Den leader probably kept him very busy, so you'll have to make your projects and games fun as you teach him the Scout skills that will help him pass his Webelos requirements. Make the projects challenging; let him know when these are special things the Cubmaster and leaders wouldn't ask the younger boys to handle. Go places and do things so you build a reputation for being a "live-wire" den the young fellows will look forward to joining. Once a month plan some activity or trip requiring participation of the dads.



### THE WEBELOS LEGEND

Hear now the Webelos legend; the tale of the Webelos tribe and Akela, the chieftain.

"Whooo" called the owl in the darkness. The small Indian boy lay in his tepee and listened to the rustle of the trees in the night. "Boom!" went the deep, muffled beat of the great ceremonial drum. The braves of the tribe were convening. The boy wished that he, too, could answer that call.

Quick like the flight of an arrow; quiet in the hush of the night; before a great fire they gathered, awaiting Akela, their chief. Here in the great council fire ring, on top of the cliff, they met. Here they often came to make decisions. Here too, they sought the Great Spirit and asked His help on hunts and war and peace. Here they met Chief Akela, and awaited his final decree.

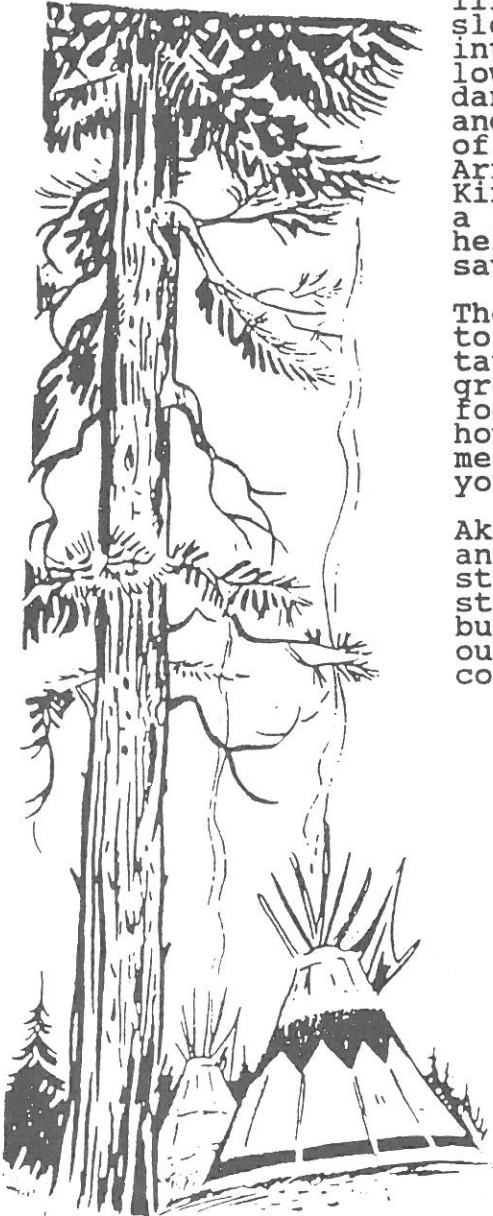
Now with the 'boom' of the great drum, all was quiet. The night was still. The great ceremonial fire, when it was lit, illuminated the hillside. The tom-toms began slowly and set the rhythm. Akela stepped into the ring as the tom-toms beat, first low and slow and then like thunder. Akela danced near the fire. He danced with grace, and his gestures told of his life. He told of the strength of his father, the powerful Arrow of Light. He told how his mother, Kind Eyes, taught him those things that only a mother can know. He told how his father helped him make his bow, and how he once saved his mother's life with his arrow.

The tom-toms beat on while Akela's dance told of trips to the forest, where Wolf taught him the ways of the wild life, of the ground, of the tracks, and ways to find food. Through dance and gesture, he told how he next faced Bear and learned the meaning of courage. And then he became a young scout of the trail.

Akela, the wise, closed his dance. By sign and gesture, he told how the tribe can be strong only when the boys of the tribe are strong. He said this: "The future is hid, but if we are strong and brave; if we teach our boys to be fair, our great tribe will continue to be strong."

And so Akela ended his dance. The beat of the tom-tom was stilled. In silence the warriors stood, and then gave a loud guttural "How". The fire burned low. All was still. No sound broke the hush on the hill, save the crackle of the dying embers and all the mysterious half-noises of the night. The braves raised their right hands toward heaven. Living Circle was formed with their left. The Webelos tribe pledge was given .... "To live and help live" .... was their pledge.

This, then, is the Webelos legend. This, then, is the reason they are strong. They honor the pledge which they make. "To live and help live" is their goal.



### THE WEBELOS LEADERS CHECKLIST

First things first -- I've said "Yes, I want to be a Webelos Den Leader. What do I do?"

1. Register as a Webelos Den Leader.
2. Learn the Webelos Den Leader job description.
3. Learn what a Webelos Scout is.
4. Learn what the Webelos program is and what it requires.
5. Learn what the Cub Scout program is and how it differs from the Webelos program.
6. Become trained as a Webelos Den Leader.
  - A. Overnight Webelos Leader (OWL) training
  - B. Pow Wow
  - C. District Cub Roundtables
  - D. Former Webelos Den Leader(s)
  - E. Former Cub Scout (Bear) Den Leader
7. Recruit assistant Webelos Den Leader(s).
8. Obtain a complete official Webelos Den Leader uniform.

### PLANNING IS ESSENTIAL

Schedule and conduct a Webelos Den organizational meeting for parents.

1. Explain the Webelos program to the parents.
  - A. Father/son participation (discuss alternatives for single parent situations)
  - B. Webelos to Boy Scout transition
2. Decide on meeting day.
3. Decide on meeting starting time and length.
4. Decide on meeting location(s).
5. Decide on dues structure, if any.
6. Decide on uniform to be worn.
7. Plan program for a year.
  - A. Den meeting structure
  - B. Campouts
  - C. Field trips
  - D. Pack meeting participation
  - E. Other den activities
8. Prepare parent talent survey.
9. Secure parent participation in activity badge program presentations.
10. Be flexible -- always have plan 'B' and plan 'C' ready.



To my dad, the Webelos leader:

Dad, before you start on your year as Webelos leader, there are a few things you may want to know about us Webelos Scouts. The two years I spend in your Webelos den will do much to determine my future in the Scouting program. This is a period of changes....change from working on a short-range project to a longer range one; change from a home-oriented handicraft program to one which points me towards the outdoors. The Webelos program is not just more Cub Scouting. It is a bridge to the Scouting program, and dad, you are the bridge builder.

We Webelos Scouts are older, bigger in stature, and more advanced in knowledge and experience than the other boys in the pack. I don't want to do things which the 7 or 8 year old boys are doing.

Some people say we are real testers. We size up our leaders, our teachers, and even our parents to see what we can get away with. We want a line drawn telling us how far we can go; but we may try hard to bend or move that line once it's set. You will have to stand firm once the line is drawn. Your discipline will have to be consistent, impartial, and fair. We may even need reminders on responsibility for personal property

We Webelos Scouts thrive on praise and sulk at criticism. We are eager to please those we like. One problem is our attention span....it's rather short, so don't stick to any one thing too long in den meetings. An ideal program is quite flexible, with short periods of seriousness, games, instruction, and contests. If any part of our meeting lasts over 10 minutes, we might start a little horseplay.

Remember, Dad, FUN is the most important part of any meeting.

And by the way, Dad....thank you.

Your son

## Wilderness Policy of the Boy Scouts of America

All private or publicly owned backcountry land and designated wilderness are included in the term "wilderness areas" in this policy. The Outdoor Code of the Boy Scouts of America applies to outdoor behavior generally, but for treks into wilderness areas minimum impact camping methods must be used. Within the outdoor program of the Boy Scouts of America, there are many different camping skill levels. Camping practices that are appropriate for day outings, long-term Scout camp, or short-term unit camping do not apply to wilderness areas. Scouts and Explorers need to adopt attitudes and patterns of behavior, wherever they go, that respect the rights of others, including future generations, to enjoy the outdoors.

In wilderness areas, it is crucial to minimize our impact on particularly fragile ecosystems such as mountains, lakes, streams, deserts, and seashores. Since our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions as well, to avoid damaging the environment.

The Boy Scouts of America emphasizes these practices for all troops, teams, and posts planning to use wilderness areas:

- Contact the landowner of land managing agency (Forest Service, National Park Service, Bureau of Land Management, U.S. Fish & Wildlife Service, State, private, etc.) well in advance of the outing to learn the regulations for that area and to obtain required permits and current maps.
- Always obtain a tour permit, available through council Scout service centers, meet all conditions specified, and carry it on the trip.
- Limit the size of groups generally to no more than 8 or 11 persons, including at least one adult leader (maximum: 10 persons per leader). Two leaders per group are best. Do not exceed the group size if one has been established for the wilderness area. Organize each group (patrol, team, or crew) to function independently by planning their own trips on different dates, serving their own food, providing their own transportation to trailhead, securing individual permits, and camping in a separate and distinct group. When necessary to combine transportation and planning or buying, small groups should still camp and travel on the trail separately from other groups of the same unit.
- Match the ruggedness of high adventure experiences to the skills, physical ability and maturity of those taking part. Save more rugged treks for older youth members who are more proficient and experienced in outdoor skills.

- Participate in training for adult leaders in low impact camping or be proficient and experienced in the leadership and skills required for treks into wilderness areas.
- Conduct pre-trip training for the group that stresses proper wilderness behavior, rules, and skills for all of the potential conditions that may be encountered.
- Use backpacking stoves, particularly where the fuel supply is limited or open fires are restricted. Supervision by an adult knowledgeable in the use of the stoves must be provided. If a fire is necessary, keep it as small as possible and use established fire lays where available if in a safe area. After use, erase all signs.
- Emphasize the need for minimizing impact on the land through proper camping practices and preserving the solitude and quietness of remote areas. Camp at low use areas -- avoid popular sites that show signs of heavy use.
- Leave dogs, radios, and tape players at home.
- Use biodegradable (not metal or glass) or plastic food containers. Carry out unburnable trash of your own and any left by others.
- Dig shallow holes for latrines and locate them at least 200 feet from the nearest water source. Cover the latrines completely before leaving.
- Wash clothes, dishes, and bodies at least 200 feet from any source of natural water.
- Where a choice is available, select equipment of muted colors which blend with natural surroundings.
- Look at and photograph; never pick or collect.
- Follow trail switchbacks and stay on established trails.
- Treat wildlife with respect and take precautions to avoid dangerous encounters with wildlife. Leave snakes, bears, ground squirrels, and other wildlife alone.



Robert S.S. Baden-Powell started Scouting.

### OUTDOOR CODE

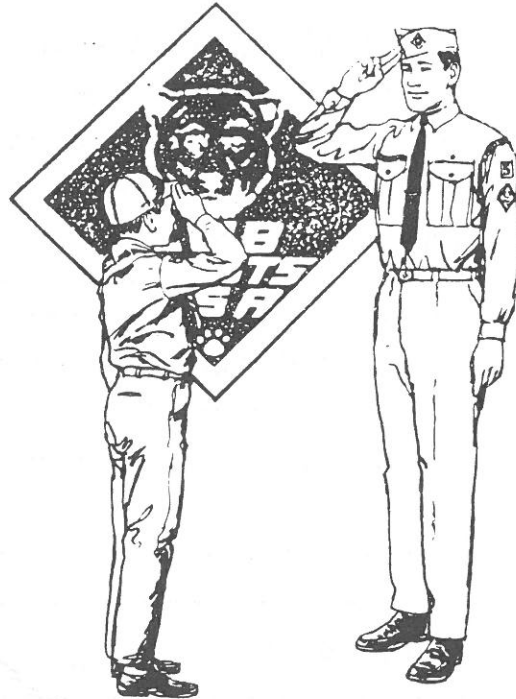
As an American, I will do my best to --

**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 roadways.

**BE CAREFUL WITH FIRE** -- I will prevent wildfire. I will build 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 use of the outdoors is a privilege I can lose by abuse.

**BE CONSERVATION-MINDED** -- I will learn how to practice good conservation of soil, waters, forests, minerals, energy, grasslands, and wildlife; and I will urge others to do the same. I will use sportsmanlike methods in all my outdoor activities.



**GOOD GOING**

You've Earned Your Bear Badge

**WEBELOS OVERNIGHT CAMPOUT WORK SHEET**

PLANNING:

ACTIVITIES:

HOW TO PREPARE THE BOYS:

HOW TO PREPARE THE ADULTS:

**THINGS I SHOULD KNOW**

1. Who is responsible for planning and leading the campout?  
\_\_\_\_\_
2. Who can help in the planning and leading? \_\_\_\_\_  
\_\_\_\_\_
3. Who is responsible for the Webelos Scouts on the campout?  
\_\_\_\_\_
4. What do I do if some boys don't have an adult to accompany them on the campout? \_\_\_\_\_  
\_\_\_\_\_
5. Where do I get tentage and other equipment? \_\_\_\_\_  
\_\_\_\_\_
6. What approval is necessary for an overnight campout? \_\_\_\_\_  
\_\_\_\_\_
7. What is the most important thing to remember about overnight campouts? \_\_\_\_\_
8. What are some good places to camp? \_\_\_\_\_  
\_\_\_\_\_



## PREPARING FOR THE WEBELOS OVERNIGHT

The den meetings leading up to your first Webelos overnight campout should provide instruction in the activities for the campout. Hold the meetings outdoors and invite the other adults who will accompany the boys. You can incorporate the activities below in your den meeting plans.

### ACTIVITY 1 - Equipment and Tents

1. Explain the plans for the overnight campout and distribute personal equipment checklist to each boy-adult team. Review the checklist and discuss plans for obtaining tentage.
2. Have instruction and practice in pitching the tents you will use. Also have practice in making a ground bed.
3. Ask the den chief to lead practice in tying knots needed for the campout.
4. Review the Outdoor Code.

### ACTIVITY 2 - Fire Building

1. Practice firelays for cooking and council fires. Stress safety in preparing the fire site, lighting, and putting out fires. Use the same type fuel (wood or charcoal) that you will use for cooking fires on the campout.
2. Discuss the menu for the campout and show how to prepare the food.
3. When fires are ready, end with a marshmallow roast.

### SUGGESTED AGENDA FOR A 1-NIGHT CAMPOUT

Saturday a.m.

- \* Arrive at campsite. Set up tents and bedding. Gather fuel supply if needed and permitted.
- \* Raise U.S. flag with ceremony.
- \* Have nature hike. Do activity badge work.
- \* Go fishing.
- \* Boy-adult teams prepare and eat sack lunch. Clean up.
- \* Free time.
- \* Have activity badge work or swimming/boating.
- \* Boy-adult teams build cooking fires and prepare dinner. Den eats as a group.
- \* Wash dishes and clean up.
- \* Free time.
- \* Lower U.S. Flag with ceremony.
- \* Have Campfire program.
- \* Lights out.

Sunday a.m.

- \* Reveille.
- \* Air Bedding. Clean up campsite.

- \* Boy-adult teams prepare and eat breakfast.
- \* Wash dishes and clean up.
- \* Hold religious service. Boy-adult teams may go to a nearby church or a nondenominational service may be held at the campsite.
- \* Strike camp. Leave site in better condition than you found it.

### CAMPOUT CHECKLIST

Departure and Arrival

- \* From what point do we leave? When?
- \* How long will it take to travel to campsite?
- \* When will we return?

### CAMPSITE

- \* Have you filed a Local Tour Permit?
- \* Are reservations or other permits required?
- \* Does the campsite lend itself to conservation projects?
- \* Is firewood available or do we need to bring it from home?
- \* Is the water supply safe or do we need to bring our own?

### TRANSPORTATION

- \* Do we have enough cars and qualified drivers to carry boys, adults and equipment?
- \* What about car pooling?
- \* What about public transportation?

### PARTICIPATION

- \* Is there an adult to accompany every boy?
- \* Are any substitute adults needed?
- \* Is the den chief coming? Was he involved in the planning?
- \* Will anyone from the troop be there?

### EQUIPMENT

- \* Do the boys and adults know what to bring?
- \* Who will bring bow saws for cutting wood?
- \* Who will bring the first aid kit?

### MEAL PREPARATION

- \* Have we planned simple fare? Hearty ingredients?
- \* How many meals? Which ones? Snacks?
- \* Are there utensils to match the menus?
- \* What about eating utensils? Paper plates and cups for easy disposal?

### ACTIVITIES

- \* Games? What kind? Who will lead them?
- \* Campfire? Who is responsible for what?
- \* Hikes? Boating? Fishing? Swimming? Who?



### BOY SCOUTS OF AMERICA POSITION REGARDING TENTS

The programs of the Boy Scouts of America are built on safety training and preparedness. It has been a long standing rule that only flashlights and electric lanterns should be used in tents. **NO FLAMES IN TENTS** is a rule which must be enforced.

In addition, the following safety precautions have long been emphasized at outdoor training sessions for leaders:

- \* Never use an open flame, such as a candle or a match in or near a tent.
- \* Build campfires several yards away from your tent; be sure the fire is downwind from the tent.
- \* Keep cooking fires small enough to do the job.
- \* Always extinguish campfires and other flame sources before you go to sleep. **DEAD OUT** with water.
- \* Clear all burnable material 4 to 6 feet away from the fires or as required by local law.
- \* Place two fire buckets, filled with water, at each tent.
- \* All BSA tents presently meet all federal and state regulations although not all BSA tents are flame retardant.
- \* The BSA recognizes the fact that there are no tents that are flameproof; that a flame retardant tent is a tent that has been treated with a chemical that makes the tent material go out when the source flame is removed. Flame resistant and flame retardant are the same.
- \* The BSA has been actively working with its tent manufacturers to develop chemicals to make all of its tents flame retardant. Until 1974, this technical knowledge has not been available for the treatment of all types of tent materials.
- \* The BSA produces tents made of three different cloths.
- \* No BSA tent has a wax finish.

## SPECIAL DEN ACTIVITIES

Part of the excitement of den meetings is the variety of different things that can happen. Below are some suggestions for special activities which the boys will enjoy:

- \* Take a hike.
- \* Shovel snow.
- \* Have a picnic.
- \* Plant a tree.
- \* Clean out flower beds.
- \* Plant seeds or bulbs.
- \* Have a marble tournament.
- \* Have a den swap day.
- \* Have a glider contest.
- \* Pick up litter.
- \* Go swimming, skating, bowling.
- \* Collect paper and cans for recycling.
- \* Have a hayride.
- \* Go on a wiener roast.
- \* Cook breakfast outdoors.
- \* Make and fly kites.
- \* Have a backyard night meeting to look at stars.
- \* Go on a scavenger hunt.
- \* Go on a treasure hunt.
- \* Eat watermelon, then have a seed spitting contest.
- \* Go on a big game hunt (with cameras)
- \* Have a bike safety inspection.
- \* Go fishing.
- \* Play table tennis.



## RAINY DAY ACTIVITIES

Den leaders should always have a backup plan in case of bad weather. These are some suggestions of things the den might do on a rainy day:

- \* Make homemade games.
- \* Make a den doodle.
- \* Write a skit.
- \* Make masks or costumes.
- \* Build den stools.
- \* Learn basic first aid.
- \* Take a rain hike.
- \* Make beanbags for den games.
- \* Have a uniform inspection.
- \* Carve soap.
- \* Make clay models.
- \* Make games or gifts for shut-ins.
- \* Make paper-bag puppets.
- \* Make litter bags.
- \* Make neckerchief slides.
- \* Have a songfest.
- \* Have a rainy-day Olympics.



**BOY SCOUT METHODS****IDEALS**

Oath - Law - Motto - Slogan - Goals - Standards

**PATROLS**

Peer groups - elected representation - activities

**OUTDOORS**

Hiking - camping - conservation - sports

**ADVANCEMENT**

Self-reliance - ability to help others - challenge

**ADULT MALE ASSOCIATION**

Masculine image - role model - example

**PERSONAL GROWTH**

Good Turn - service projects - religious emblems

**LEADERSHIP DEVELOPMENT**

Leadership skills and practice - citizenship

**UNIFORM**

Commitment to aims - identity - practical attire

**SCOUT OATH OR PROMISE**

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law,  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

**SCOUT MOTTO**

Be Prepared

**SCOUT SLOGAN**

Do a Good Turn Daily

NAME THAT WEBELOS BADGE

Here are a number of WEBELOS Activity Badges and emblems. See if you can match the badges with their correct names.



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



17



18



19



20



21



22



23

- \_\_\_ Outdoorsman
- \_\_\_ Scientist
- \_\_\_ Readyman
- \_\_\_ Traveler
- \_\_\_ Sportsman
- \_\_\_ Naturalist
- \_\_\_ Handyman
- \_\_\_ Aquanaut

- \_\_\_ Family Member
- \_\_\_ Showman
- \_\_\_ Fitness
- \_\_\_ Geologist
- \_\_\_ Engineer
- \_\_\_ Communicator
- \_\_\_ Webelos Badge

- \_\_\_ Scholar
- \_\_\_ Arrow of Light
- \_\_\_ Athlete
- \_\_\_ Forester
- \_\_\_ Craftsman
- \_\_\_ Webelos Colors
- \_\_\_ Citizen
- \_\_\_ Artist

Check your own results in your WEBELOS book, 20-23 correct, you're pretty smart; 15-19 correct, very good! 11-14 correct, not bad. 9-13 correct, you must be a brand new leader! 8 or under, you didn't really try, did you!!!

MAKE A SCOUT  
OUT OF DAD?



**BADGE:**

AQUANAUT (physical skills)

**PURPOSE:**

Develop basic water skills

**PROBLEMS:**

Non-swimmers, fear of water, fear of failure, over estimators (remember the safety rules!)

**SOLUTIONS:**

Not all Webelos may complete this badge, especially on the first attempt. An approach that may minimize embarrassment is to work with small groups in a shallow pool where the Cub can easily touch bottom. Check with the parents about the swimming ability of the Cubs before the meeting and quietly separate the Cubs into small groups of similar ability. A good group size is two or three Cubs and two adults are needed. The other groups may do dry land work in a separate area (out of sight) on life saving drills and boat safety.

If the pool is at a park, combine the time for Aquanaut with Athlete and Fitness. In this way, a Cub that doesn't complete the requirements will still make progress on the other badges. Rotate the groups, but remember the most interest will be on getting in the pool. Because some Cubs may just be learning to swim, they may do their best with no audience of parents. Plan a leisure splash afterwards. Use the buddy system.

**RESOURCES:**

Use your parent volunteers on this one. You'll need recorders, counters, and timers for other activities plus another adult to work with the other Cubs in the group while you test skills. Recruit a fisherman dad to cover boat safety rules. Does anyone have a canoe or small row boat that you can use as a dry land demonstration?

**PLANNING:**

This is strictly a warm weather even unless you have access to a heated pool. It makes a great summer Den meeting.

**MORE?**

How about a Den cook-out in the park afterwards? Cubs that want to go further can work on the Cub Scouts Sports Pin for Swimming. For the Second year Webelos, some of the requirements also satisfy the Boy Scout Swimming requirements.



**BADGE:**

ARTIST (mental skills)



**PURPOSE:**

Present art techniques

**PROBLEMS:**

Discouragement after first effort, lack of initial enthusiam

**SOLUTIONS:**

This badge can fit in well with other badges such as the Showman and the Craftsman. If you know someone who can teach the basics of sketching, get them to put on a short demonstration before the Cubs try their hand. Also, try to define a project that is simple enough to do on the first attempt. A small success will encourage the Cub to try harder projects.

Some of the artists requirements can be met while painting simple backdrops for plays or puppet shows. The sculpture requirement can be to make the clay head of a puppet that will later be used in the Showman badge. Den Doodles are also a project for the artist badge.

**RESOURCES:**

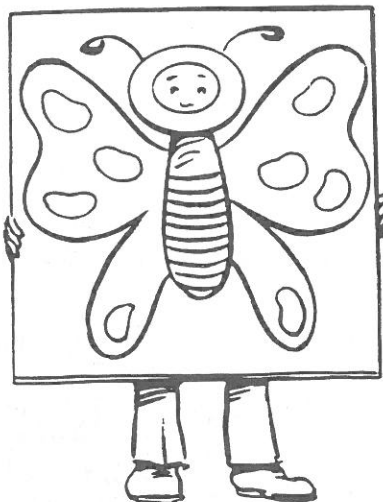
A few helpers will do here. Artistic talent is not essential. Remember, art is in the eye of the beholder. The effort is what counts.

**PLANNING:**

This is a good project any time. These requirements can be integrated so well with other badges that it rarely requires more than one or two dedicated meetings.

**MORE?**

Enter your sketches and paintings in an art contest.





**BADGE:**ATHLETE (physical skills)**PURPOSE:**

Increase physical abilities and skills

**SOLUTIONS:**

This may be the absolute favorite of the more athletic Cubs and may be earned in a single meeting. For others, the dash option may be impossible to achieve for some. The object of the badge is to increase physical skills so project this as a starting place to **get in shape** for hiking and summer activities. To work up to the running or strength requirements may take a regular exercise program as detailed in the Fitness badge. If done in the summer, it may also be tied in with the Aquanaut.

Special requirements can be set for Cubs that are handicapped. Look for something at which the Cub could excell.

This is a good badge to work on during game period or when the day is too nice to stay inside. Many parks have workout areas that can be used for these requirements. Set up stations at the pull-up bar, the sit-up bench, the long jump pad, and the sprint course. A stop watch is required for the running requirements.

**RESOURCES:**

An extra adult or two to record times is helpful.

**PLANNING:**

This can be a spur of the moment activity. All it really takes is a school play ground and some good weather.

**MORE?**

Organize a Pack or Den Olympics. Put in enough non-athlete games such as ring and horse shoe toss to give everyone a chance.

Cubs that want to go further should look at the Cub Scout Sports Programs of Baseball, Swimming, Bicycling, Personal Fitness, Ultimate, and others.



**BADGE:**

CITIZEN (community group)

**PURPOSE:**

Learn about citizenship

**PROBLEMS:**

Lack of interest, poor attention

**SOLUTIONS:**

Save this badge for the second year of Webelos unless an unusual opportunity is presented. Some of the requirements can be achieved at school or camp where there is an opportunity to hoist the colors. A visit to the court house is often interesting. See if you can schedule an appointment with a judge to let the Cubs see a court in session (caution - they won't sit still for long). A citizenship "swearing in" is often informative.

Although museums may seem a natural place to take Cubs, remember that interest level with this type of event is short. A guided tour by a knowledgeable person may hold their attention longer than a self-guided tour.

**RESOURCES:**

Call the government offices and ask about tours. Be specific about what you want to accomplish. Tours always need several extra parents.

**PLANNING:**

Schedule your tour a month or more in advance. Spend parts of several meetings leading up to the trip on key points of the requirements.

**MORE?**

Can you use what they are learning at school to work into the lesson?



**BADGE:**

COMMUNICATOR (community skills)

**PURPOSE:**

Improve awareness of how we communicate

**PROBLEMS:**

Lack of interest, poor attention

**SOLUTIONS:**

This is a very interesting badge that should be very easy to present. Several of the requirements, such as use of the telephone or CB radios can be demonstrated in a few minutes when another project finishes early. The code and secret message games can be used in news letters and in competitions between Cubs or with Cubs working in a group. The Body Language game and the Story Telling requirement can be used as short games.

Some Cubs may want to learn how to "sign" as a way to pass messages. Obtain a Braille alphabet and see if the Cubs can feel the difference in the dots.

The library tour and the Newsroom tours are good outings. Have each Cub look up and find a book from the master file. Use the library time to gather information needed for Citizen, Engineer, Geologist, Forester, and Scientist.

**RESOURCES:**

The braille charts can be obtained from schools and other community education sources.

**PLANNING:**

This is an anytime event that takes only a limited time to schedule tours and obtain alphabets. Several of the requirements can be made into games for winter meetings.

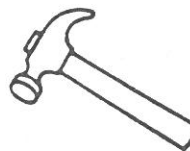
**MORE?**

Send messages the length of the hall, the gym, or down the block. Use homemade flags, a simple buzzer, or a flashlight.



**BADGE:**

CRAFTSMAN (technology group)

**PURPOSE:**

Learn how to work with tools

**PROBLEMS:**

Wide range of abilities, problems obtaining inexpensive materials, too little supervision, making a mess

**SOLUTIONS:**

This badge will be a favorite, but requires a lot of preparation. Some projects, like leather work and cardboard, can be held in your regular meeting place, but woodwork that involves cutting and nailing should be held in the shop or garage where the saw dust can be handled easier. Because every Cub wants to do something, you'll need a large supply of hammers or set up cutting, gluing, nailing, and sanding stations. Have small groups rotate around as the work progresses. If everybody is starting fresh on the same project, you may need to get the other groups to do another task for a few minutes. An adult helper to guide each group or an adult at each work station is a good method.

At the end of a meeting when there are a few minutes left, let the Cubs select a simple project from the list in the Webelos book or add your own ideas. This will build enthusiasm for the next meeting.

**RESOURCES:**

Collection of the materials will be the tough part. Check with local companies about wood scraps. Plywood is usable for most projects, but solid lumber such as white pine is better for some cutouts. Hardwoods like oak, ash, and walnut are too hard for most Cubs to cut or shape; they may get frustrated. When the hardwoods are needed for cutting boards, precut them first and do the rough sanding, leaving the finish work to the Cub.

For leather crafts, check with Tandy and get prices on scrap that the boys can cut and tool. 6" square or round pieces of masonite make good work surfaces for the cutting and stamping operations. Some veteran Scouters can give leather craft lessons, and Tandy has free classes. First projects as simple as key chain tabs make good gifts. Clay projects are good for gifts and puppet heads. Try a ceramic shop for some advice and maybe help on firing.

Use one adult for every two or three Cubs. The Cubs need a lot of supervision and help on almost all these projects.

**PLANNING:**

The Craftsman is a multi-meeting project, and the Cubs may also do a lot of work at home. Have him bring his home-built items and tell how he made them.

**BADGE:**

ENGINEER (technology group)

**PURPOSE:**

An introduction to engineering skills

**PROBLEMS:**

Leader apprehension

**SOLUTIONS:**

This badge can be one of the most informative in the Webelos program. If your background is not in science and you would like to highlight this program, check with a local business for an engineer to talk with the Cubs or the location of a safe construction site to visit. The Boy Scout Engineering Merit Badge counselor may be able to help.

The catapult requirement will probably be the favorite. The units can be constructed of wood scrap, cardboard and rubber bands. The block and tackle demonstration makes a good game. After the bridges are drawn, make some models from scrap. The bridges are more involved but can be a great source of pride and a good exhibit at Pack meetings or the Scout-O-Rama.

**RESOURCES:**

Get a wood working parent (or grandparent) to cut and do the rough shaping for the bridge supports. The bridges will require some patience and help, plus a little time in several Den meetings.

A good encyclopedia (on your trip to the library for the Communicator) can give a list of engineers and what they do.

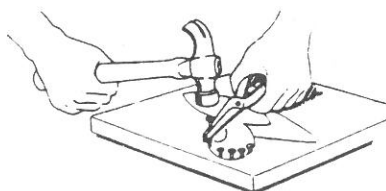
New home construction sights can usually be visited most easily, but get the builders permission first.

**PLANNING:**

Schedule your visits early and get all the bridge or catapult parts cut out before you start unless you want the Cubs to cut out the pieces as part of the Craftsman badge.

**MORE?**

Put on an "Engineering" demonstration for your Pack as part of the Pack meeting.



**BADGE:**

FAMILY MEMBER (community group)

**PURPOSE:**

Teach responsibility and cooperation in the family

**PROBLEMS:**

Lack of family support

**SOLUTIONS:**

This badge is a good first badge as the Cub comes into the Webelos Den from the Cub Scout Den or as a new member. It also can be used to win parents to the Webelos. The badge may be completed almost entirely at home, but you can highlight it at meetings by having the Cub tell about what on completion of the requirements.

If there is no support from the family, the leader can review the requirements with the Cub and help him make out the lists.

This badge makes a very good project to bring up at a Den family get together. Some plans can be made right there.

**RESOURCES:**

Use this badge to establish contact with your parents. These contacts can be turned to your advantage later when you need help with projects, trips, or activities.

**PLANNING:**

Little planning is needed, but a regular check with the Cub and his parents can keep this one moving.

**MORE?**

Have the Cub bring cookies that he has made to the Den meeting.



**BADGE:****FITNESS** (physical skills)**PURPOSE:**

Increase physical abilities and skills, learn about health and your body

**PROBLEMS:**

Non-physical Cubs, parents who smoke, alcoholic family member

**SOLUTIONS:**

There will be few problems on the requirements for this badge. If the Cub has a parent who is sensitive about reviewing the dangers of alcohol, tobacco, and drugs, review these with the whole Den as a group. Don't preach, stick to the positive benefits of good health.

The exercise requirement can be satisfied in gym class, in the summer, maybe in conjunction with the Athlete and Aquanaut. Have someone demonstrate several exercises that the Cub can do at home or at school.

Special requirements can be set for Cubs that are handi-capped. Look for something at which the Cub could excell.

**RESOURCES:**

Check with local clinics or doctors offices for healthy nutrition information.

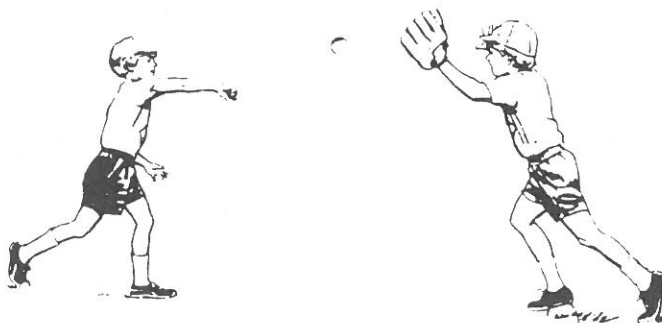
**PLANNING:**

This badge can be done almost anytime with very little preparation. The Webelos book is a good source of information.

**MORE?**

Visit a health fair.

Cubs that want to go further should look at the Cub Scout Sports Program of Baseball, Swimming, Bicycling, Personal Fitness, Ultimate, and others.



**BADGE:**

FORESTER (outdoor group)

**PURPOSE:**

Improve awareness of trees, plants, wildlife, and the forest.

**PROBLEMS:**

Finding and identifying trees

**SOLUTIONS:**

Finding a person who can identify and tell about the different trees will make this badge a lot easier. Ask some of the veteran scouters of the Scout office for names. Also, books are available at the library (during the Communicator visit for example) that can help in identification. The Boy Scout Forestry Merit badge counselor may be able to help.

The poster requirements can be worked in with Artist requirements, and the wood can be collected during the Craftsman. This badge is a good one to work on during hikes and Webelos Woods campouts.

Use a piece of unsplit firewood to count rings. If possible, saw off disks of unsplit logs and the Cubs count rings to see when they were born.

Leaf collections can be made that will aid in identifying the trees and shrubs. Point out poison ivy.

**RESOURCES:**

Most wooded parks are excellent places for this badge since several native trees are usually close together and are often labeled. The Boy Scout Handbook has some good information and illustrations; and the Audubon Field Guides (about \$13 each) on trees are excellent.

**PLANNING:**

This is a project that is best done in summer while the leaves and nuts make the tree easier to identify. Work the requirements around a hike or campout and combine it with the Naturalist, Geologist, and Outdoorsman.

**MORE?**

Plan activities such as conservation and tree planting that can qualify Cubs for the World Conservation Award. Details at the Scout office.



**BADGE:**

GEOLOGIST (outdoor group)

**PURPOSE:**

Learn about rocks and minerals

**PROBLEMS:**

Knowledge of the rocks and minerals

**SOLUTIONS:**

Unless you are a Geologist, this badge is one that is made a lot easier with the help of a geologist or someone whose hobby is rocks or minerals. Check with local geologic societies or oil companies for names of persons that can talk to your Cubs. Several local people have done this for years for the Scouting organization. Show the geologist the requirements for the badge before he or she visits so they will have an idea of what is needed, but don't limit them to it. There is a lot of very interesting information on geology that will hold a Cub's attention.

This is a hands on activity badge and should not be just book work. Take the Cubs to a site and hunt for fossils or minerals. Visit a rock shop and talk to the owner about the rocks. The scale of mineral hardness is easy to make and requires only a few rocks to demonstrate.

The sketches of the volcano and the birth of the mountains can be combined with the Artist. While you are collecting rocks, also look for trees and wild animals that will be of interest on Forester, Naturalist, and Outdoorsman.

**RESOURCES:**

The geologist can usually identify places for a field trip to collect rocks and fossils. Inexpensive field guides are the Golden Books, Minerals and Fossils books.

**PLANNING:**

This is a project that is best done when the weather turns warm but before foliage such as grass and shrubs cover rocks. Be careful around rocks: insects, snakes, slipping hazards, and rock throwing come with the territory.

**MORE?**

Have the Cubs start a rock collection and have them tell about their favorite specimens.

**BADGE:**

HANDYMAN (technology group)

**PURPOSE:**

Learn how to perform simple repairs

**PROBLEMS:**

Unhandy parents, lack of a chance to try repairs

**SOLUTIONS:**

The requirements for this badge are among the easiest of all the badges. Most kids grow up doing these simple tasks. This badge can be earned with parents help and is a good one to introduce at a family Den meeting.

The requirements involving bicycle maintenance and repair can be worked into a meeting that features a bicycle rodeo. The automotive requirements can be addressed during a Den or Pack car wash fund raiser. Some of the requirements will blend in with those of Craftsman or can be done during a trip to a car show or a brief talk by a mechanic. Since this badge will be mostly completed at home, have the parents send a note on completion or initial beside the requirements.

**RESOURCES:**

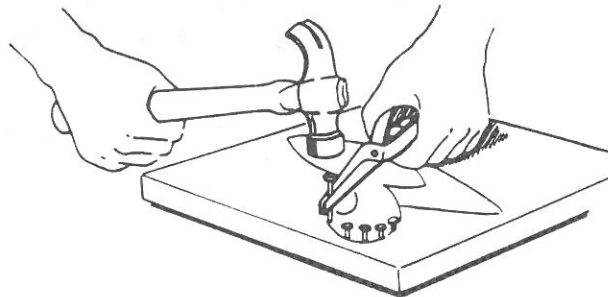
Ask one of the non-involved Den dads to show the boys the way to change the light bulbs and check the oil.

**PLANNING:**

A spur of the moment badge that requires little or no preparation.

**MORE?**

How about a visit to a free car show or organizing a Den or Pack Bicycle Rodeo.



**BADGE:**

NATURALIST (outdoor group)

**PURPOSE:**

Increase knowledge about the outdoors and nature

**PROBLEMS:**

Identification of wildlife, areas to watch birds and wildlife

**SOLUTIONS:**

This may be one of the more difficult for Dens that do not get out; however, it is very important for teaching some early lessons of behavior in the wilderness.

Insect zoos, terrariums, bird feeders, and bird houses can be made as part of the Craftsman Badge. The bird feeders and houses are particularly good since they can attract birds into a viewing area. Bird houses vary in style and complexity. Often the most crudely made houses attract birds better than the most finely made ones (better air circulation in a crudely fitted house!).

Identification of the wildlife is made much easier with field guides, help from a veteran scouter, or other experienced wildlife watcher.

The illustrated field guides from Audubon (\$13) are very good references on wildlife, plants, trees, mushrooms, and insects.

Other Badges with similar character that can be worked on at the same time are Geologist, Outdoorsman, and Forester.

**RESOURCES:**

Information is available from the State Department of Wildlife and other Wildlife organizations. The Boy Scout Handbook is good, and the illustrated field guides are sold at bookstores.

**PLANNING:**

Tours of the Department of Wildlife, zoos and natural history must be arranged in advance. Use the zoo as an outing with a cookout in the park later.

**MORE?**

The World Wildlife Conservation Badge has some similar requirements to all of the outdoor groups.

Combine it with the Outdoorsman and hold a tracking contest (See the Boy Scout Handbook for details.)

**BADGE:**

OUTDOORSMAN (outdoor group)

**PURPOSE:**

Learn basic camping skills

**PROBLEMS:**

Non-camping families, poorly equipped Cubs, no place to camp

**SOLUTIONS:**

This is one of the transition areas of the Cub into a Boy Scout. This badge needs to be earned.

If the opportunity exists for a campout at a Camporee as the guests of a Boy Scout Troop, most of the requirements can be met. If a Den campout is done in the backyard, try to cook supper over a grill or enclosed fire pit. Simple envelope beds can take the place of bed rolls. Canteens are made from clean 2-liter pop bottles.

The fire safety rules and campfire requirements can also be met at a family Den meeting after a Sports badge get together. Remember to take some dry kindling and some split wood. Let the boys build the fire with adult supervision.

The requirements for knowledge of knots should be a mandatory requirement since the Cubs will be using these simple knots repeatedly. Don't be surprised or upset if the Cubs must relearn these knots nearly every time they must be used; it takes practice. A game centered around knot tying ability gives good practice and appeals to their keen sense of competition.

Other Badges with similar character that can be worked on at the same time are Geologist, Outdoorsman, and Forester.

**RESOURCES:**

The positive examples of Boy Scouts in camping make a good, organized troop one of the best resources. Check the camp books available at the Scout office:

1. Boy Scout Field Book
2. Boy Scout Handbook
3. Camp Cookery for Small Groups
4. Dutch Oven Cooking

**PLANNING:**

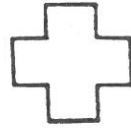
Keep track of District and Council camping activities that allow Cubs to participate -- Don't miss one.

**MORE:**

Hold a meeting on camping drills -- set up tents, build safe fires, do a Den family evening cookout.

**BADGE:**

READYMAN (community group)

**PURPOSE:**

Learn basic first aid skills and general safety

**PROBLEMS:**

Health concerns with wound contact, un-co-operative families or lack of concern for home safety

**SOLUTIONS:**

The requirements for this badge may seem simple, but the skills learned here can pay off later even in the treatment of small injuries. To get the maximum out of badge, coordinate a visit to a Boy Scout Troop when they are working on first aid requirements. Split the Webelos into small groups and let them learn from and with the Boy Scouts.

The swim safety requirement can be discussed as part of the Aquanaut program during a break or while one group is swimming. The buddy system is the heart of safe Scout swimming, so stress is heavy.

Requirements 7-12 can be addressed in the closing minutes of a meeting or at a Den family meeting.

**RESOURCES:**

A few parent volunteers are helpful, especially if one or more are trained in health care.

**PLANNING:**

Plan this one carefully since it takes cooperation of several people and may require supplies.

**MORE:**

Make simple first aid kits as craft projects. How about a visit to the medical tech or nursing program of a Vo-Tech?

First-aid demonstrations make great presentations in place of skits in Den meetings.

Work the bicycling requirements into a bike rodeo.



**BADGE:**

SCHOLAR (mental skills group)

**PURPOSE:**

Promote the concept of a good education and citizenship in the classroom.

**PROBLEMS:**

Bored kids or school "turn-off", lack of teacher time, poor study habits

**SOLUTIONS:**

Most boys that have the interest to be Cubs will earn this badge easily. It does not require straight "A's" only honest effort and interest.

If your group meets at a school, ask the principle or a teacher to discuss the value of a good education and what it takes to be a good student. If the group is large, separate the Cubs into smaller groups to reduce the need to show off for their friends. If the boys don't get along well with the principal, visit another school and make some new friends with teachers or administrators.

The research on the school operation can be done at the library with the Communicator or other mental skills badge.

**RESOURCES:**

Teachers and principals are the best source of help, but have a parent or two along for supervision. If you have trouble makers, invite their parents to that meeting.

**PLANNING:**

Plan this one carefully since it takes cooperation and building meeting time. Combine with the Scientist badge as an interest builder.

**MORE?**

Visit a teacher retirement center and talk to older teachers about school systems of the past.



**BADGE:**

SCIENTIST (technology group)

**PURPOSE:**

Start the spark of interest in science

**PROBLEMS:**

Little or no interest in science, poor students, lack of equipment, no school science class, leader inexperience

**SOLUTIONS:**

Most Cubs like science. Just start the experiment and the Cubs will take interest quickly. You aren't expected to be a scientist; the experiments are easy and the equipment is nothing more than balloons, bottles, eggs, and cans.

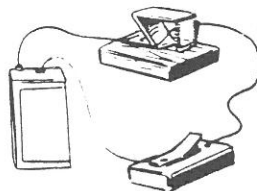
If the Cubs' school has a good science course or a program such as Science Enrichment, sponsored by a local industry, talk to the teacher about using some of the school equipment to do the projects. Even better, interest the science teacher in doing the experiments for the science class. If all else fails, you can run some great experiments in the kitchen or garage.

**RESOURCES:**

Science teachers, science inclined parents, industry volunteers, and even some of your own Cubs may be of help here. Gather the simple equipment from kitchen, school, or trash can.

**MORE?**

Do a Den Science Fair project or have each boy do a part of a Science Fair project to build team work.



**BADGE:**

SHOWMAN (mental skills group)

**PURPOSE:**

Bring out the hidden talents

**PROBLEMS:**

Shy or quiet Cubs, center stage clowns, lack of enthusiasm

**SOLUTIONS:**

The requirements for this badge are as varied as your Cubs. No two Cubs will have the same talents or ambitions, but some part of the showman will appeal to each.

If the Cubs like skits, practice a few and put them on at the Pack meeting. Rotate the starring roles so everyone gets a chance to be a star. Don't forget the costumes. Garbage bags, aluminum foil, newspapers, and other odds and ends work for costumes and props. They really help put interest in a skit.

If your Cubs are too shy for skits or singing, make puppets. Even the shyest Cub can stand behind the curtain and work a puppet. Don't forget an announcer. For some real entertainment, have the Cubs write the script to the play or puppet show. Have them play the background music. Remember, enthusiasm is the main point.

If you know a music teacher or a musician, ask them to show the Cubs about music scores and musical notes.

Pick a simple drama for a Den presentation. If the Cubs like it, make a presentation at a Family Den meeting. A little makeup and some simple costumes help take away some of the Cubs' natural silliness.

A magic show will satisfy some of the Drama requirements.

**RESOURCES:**

Most Dens have a parent or two with some musical ability so tap them to help. Look at the Scout books on Den skits and

**PLANNING:**

This is a long project; break it up into several meetings that might cover two or three months.

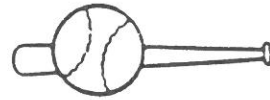
**MORE:**

Write your own Den song. Visit a music store and learn about the various instruments.



**BADGE:**

SPORTSMAN: (physical skills group)

**PURPOSE:**

Develop sportsmanship, learn about sports, team work

**PROBLEMS:**

Non-physical Cubs, lack of team spirit, wide range of abilities

**SOLUTIONS:**

This is a good badge to build and stress fitness, training, and team work. Select a team sport like ultimate, baseball, or softball that appeals to a wide range of skill levels and are less likely to be monopolized by one or two Cubs. You will need to get out and play with them to explain the rules and make sure everyone gets a chance.

Challenge other Dens to a "Championship" or hold a Pack Championship to qualify for the sports participation awards. Use a little of several Den meetings to train and work on team work. Select the teams yourself to make sure the sides are balanced and feelings are not hurt.

If one of the fathers is a sports nut, ask him to explain the rules of a game and the referee's signals. Practice sportsmanship, both winning and losing, in your Den games. End the game any time that tempers flair or a Cub can not be a good sport.

**RESOURCES:**

Most Dens have a parent or two with some sports knowledge or perhaps some real skill at playing a game. Get them interested in helping by asking for some short term help.

**PLANNING:**

This one doesn't require much planning with the exception of a special presentation.

**MORE?**

How about a trip to a ball game? Remember the wide variety of Cub Scout Sports Awards.



**BADGE:****TRAVELER** (mental skills group)**PURPOSE:**

Start an interest in traveling and using knowledge for adventure

**PROBLEMS:**

Families that don't travel

**SOLUTIONS:**

Most of the requirements for this badge are met on family trips. If the families don't travel, let the Cub navigate on Den field trips.

Timetables and schedules are available from airlines. Get one for each of your Cubs and let them plan an imaginary trip. Air mileages and ticket costs are in some of the travel schedules.

**RESOURCES:**

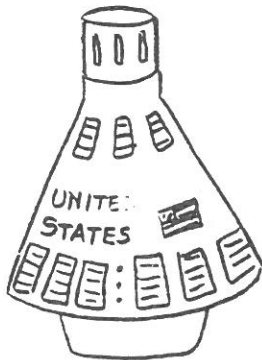
Timetables and schedules are available from most of the airlines. State highway maps are available free.

**PLANNING:**

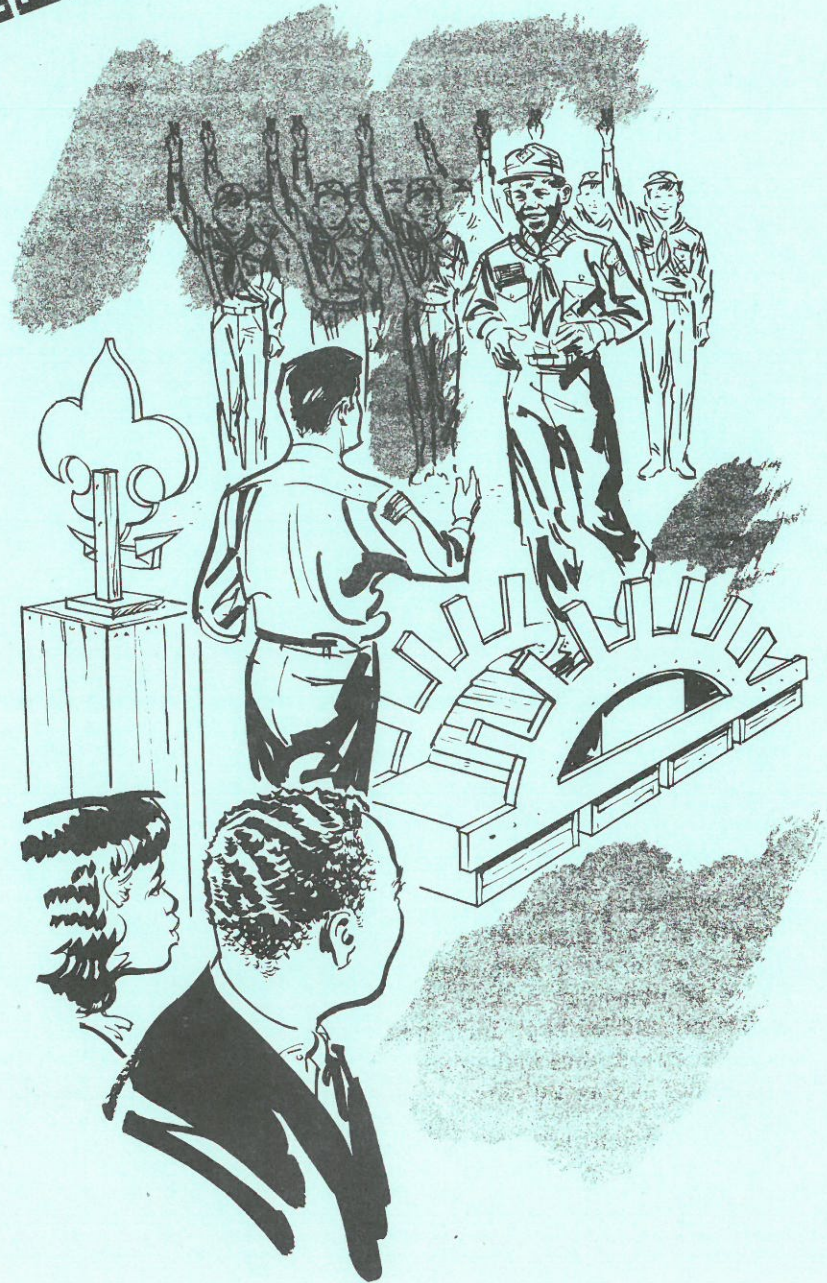
This project can probably be done in a single meeting and a weekend family trip.

**MORE?**

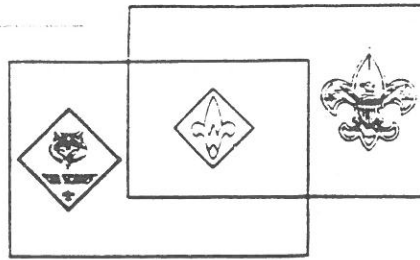
Take a tour of the airport or bus station. Check on car mileage and car operation expenses.



WEEKENDS TO  
SCOUT  
TRAINSTATION







# ***Webelos-To-Scout Transition For Webelos and Pack Leaders***

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

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## **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?

## 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.

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## 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.

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## 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

### 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.

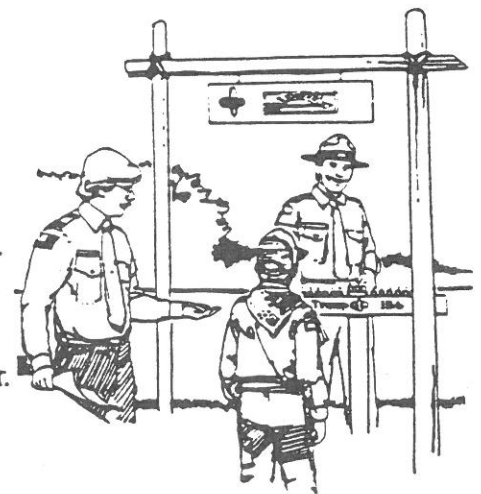


- Attend all Webelos den meetings and participate in district or council "Webelos Woods" activities.
- Assist with all pack (or den)/troop activities and participate at pack meetings with Webelos Scouts in skits, stunts, songs, demonstrations, etc.
- Assist with Webelos father/son overnights, showing 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.



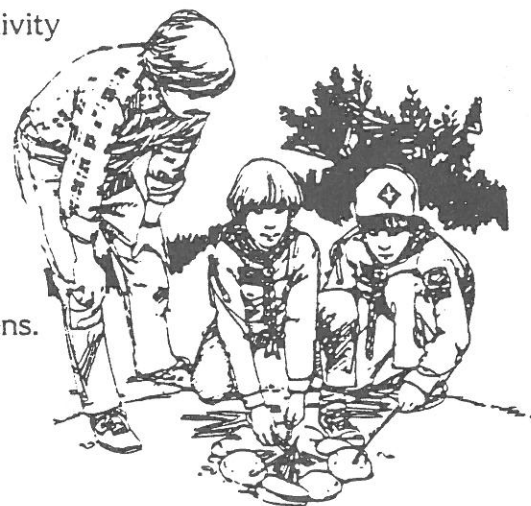
## PACK COMMITTEE

- 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.



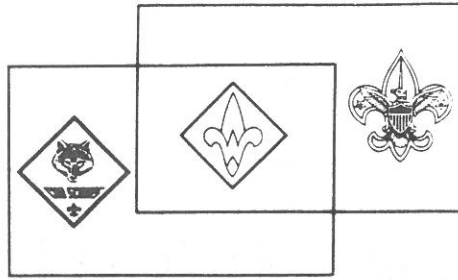
## ACTIVITY BADGE COUNSELOR

- 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 Troop Leader's Role***

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**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.**

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## **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?

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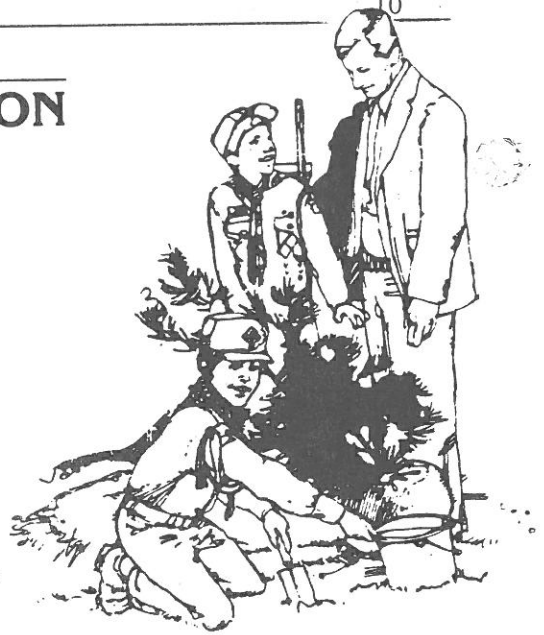
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## TROOP WEBELOS RESOURCE PERSON

- 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!

## 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 district 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.



WEBELOS TO SCOUT

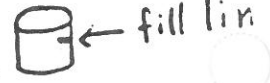
- AQUANAUT: Municipool - Memorial Park - 578-6634
- ARTIST: Fine Arts Center - 30 W. Dale - 634-5581
- ATHLETE: Gym Teachers  
U.S. Olympic Center - 1750 E. Boulder St.  
578-4618 or 578-4644
- CITIZEN: Hall of Presidents Wax Studio - 1050 S. 21st St.  
635-3553  
Police Station - 224 E. Kiowa - 578-6937
- COMMUNICATOR: TV & Radio Stations  
U.S. Post Office - 3655 E. Fountain Blvd. - 570-5377
- CRAFTSMAN: Cub Scout Leader How-To-Book  
Hobbytime - 2441 E. Platte Ave. - 635-5277
- ENGINEER: Water Treatment Plant - 636-5621  
Power Plant - 636-5316
- FAMILY MEMBER: Grocery Store (compare prices)
- FITNESS: Health Care Facility  
Dentists Office
- FORESTER: Colo. Forest Service - Woodland Park - 687-2921
- GEOLOGIST: Florissant Fossil Beds - 748-3253
- HANDYMAN: Bicycle Shops  
Auto Repair Shops  
Lawn Mower Repair Shops
- NATURALIST: May Natural History Museum - 710 Rock Creek Canyon  
576-0450  
Garden of the Gods - 632-9768  
Bear Creek Park - 245 Bear Creek Rd. - 520-6387
- OUTDOORSMAN: Colo. Division of Wildlife - 2126 N. Weber St. - 473-2945  
Bear Creek Park - 245 Bear Creek Rd. - 520-6387
- READYMAN: Local Fire Stations  
Flight For Life
- SCHOLAR: Pikes Peak Library - 20 N. Cascade Ave. - 473-2080  
Local Schools
- SCIENTIST: Air Force Academy Planetarium - 472-2555  
Local School Science Teachers  
U.S. Space Foundation - 1525 Vapor Trail - 550-1000  
*STEVE MILLIGAN Tell them you are w/scouts*
- SHOWMAN: Cub Scout Leader How-To-Book  
Local School Drama Teachers
- SPORTSMAN: Local School Sports Directors  
U.S. Olympic Center - 1750 E. Boulder St.  
578-4618 or 578-4644  
Sky Soxs 597-1449
- TRAVELER: Local Travel Agency  
Colorado Springs Airport  
City Bus Service 475-0635

WEBELOS SCARF BURNING  
Graduation into Scouts

WEBELOS TO SCOUT

14

- Equipment:
1. Wide mouth jiffy peanut butter jar
  2. Mixture 40% Acetone (NO SUBSTITUTE) 60% Water
  3. 2 heavy duty coat hangers with large safety pin on end of it.
  4. 1 Webelos scarf with patch removed.
  5. 1 candle (lit)



Setting: Just before the bridge ceremony!  
Lights down very low and quite Serious atmosphere.  
A 2 Leader operation!!

- Procedure:
1. Remove (depatched scarf from boy.
  2. Attach outer corners to safety pins (no twisted or curled material)
  3. Remove jar lid.
  4. Insert scarf to include the safety pins (it all must be wet)
  5. With one hand, wring out the scarf and keep it in the hand while the other leader replaces the lid and remove the jar.
  6. Quickly extend the coathangers opening the scarf and touch the lower scarf tip in the candle flame rapidly is the key to success since the volatility of acetone is so fast, it evaporates in less than 5 seconds.

Note: The acetone mixture is highly flammable! any fold in the scarf will cause excessive fuel entrapment, more heat and the scarf will BURN.

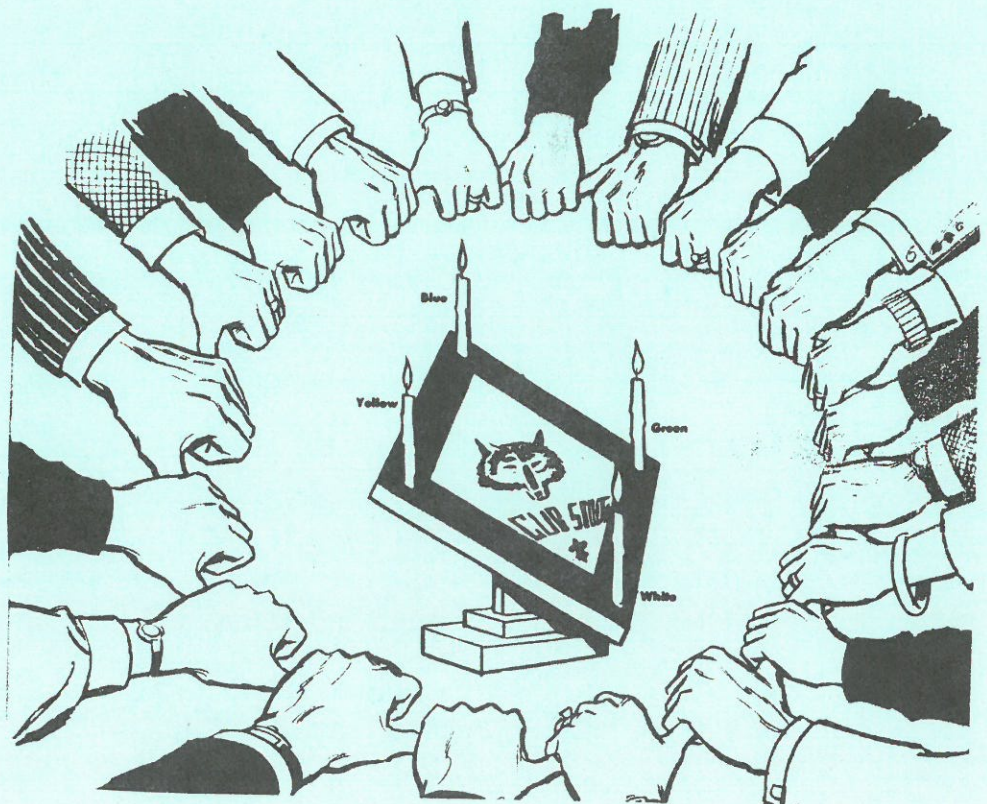
### Ceremony

When I was in Alaska I visited an old Indian Chief named Gray Wolf. He told me of a special ceremony to test a young brave to insure that he was worthy of becoming a man and it had been adopted to the Cub Pack in his village. When a Webelos is ready to graduate to the Scouts they burn his scarf in some special creek water from a special mountain spring. If the boy had been a good Cub Scout, the scarf would not be consumed by the flames. But if he had not been true to his scout promises, it would burn to ashes. So the Webelos is asked to submit his scarf for the ceremony. Following the burning - A BIG TO DO should be made of the success. Then the Scoutmaster and Cubmaster resume the crossover ceremony.





**PACK & DEN**  
**CEREMONIES**





## WHY DO WE HAVE CEREMONIES ?

Ceremonies are a vehicle for accomplishing the purpose of Cub scouting. Cub Scouting is a program of the Boy Scouts of America for parents, leaders, and chartered organizations to use with first-through fifth grade boys.

It aims to benefit boys by influencing character and spiritual growth, developing habits and attitudes of good citizenship, encouraging good sportsmanship, and pride in growing strong in mind and body, improving understanding within the family, strengthening the ability to get along with other boys and to respect other people, fostering self-esteem by developing new interests and skills, showing how to be helpful and to do one's best, providing fun and exciting new things to do, and preparing boys to become Boys Scouts.

Ceremonies can help achieve these benefits in four major ways:

By expediting the program—Ceremonies mark the beginning and the end of a Cub Scout meeting. They can help develop the theme of the month. Ceremonies often provide variety and a change of pace. Probably most important, they provide a format for presenting awards promptly and effectively.

By educating—Ceremonies can reemphasize the purposes of Cub Scouting to the boys and their parents. They instill attitudes of good citizenship. Participation in ceremonies helps the Cub Scout develop poise, self reliance, and confidence. Ceremonies can dramatize the parents role in Cub Scouting and their relationship to the pack.

By providing recognition—Ceremonies provide meaningful and memorable experiences for a Cub Scout. They promote family unity by honoring the Cub Scout and his parents together. Recognition focuses attention on the accomplishments and service of boys, leaders, and parents.

By motivating—Recognition of a boys accomplishments encourages him to grow. Recognition encourages parent participation by creating an interest in the pack. Ceremonies can also stimulate parents' involvement by encouraging them to present badges and awards to their son. A simple but impressive ceremony can be a strong incentive for boys, leaders, and parents to progress and serve.

## WHAT

Ceremonies are an important part of American life. They can vary in length, complexity, and meaning, but they all satisfy a fundamental human need, the need to be recognized. Generally, ceremonies are public observances of an individual's accomplishments or transitions. Ceremonies are an impressive way of focusing on meaningful activity.

## WHO:

Any organization with serious purpose needs to recognize those who help the organization reach its goals. The organization must also mark its own progress from time to time in the most memorable way. Ceremonies do both a school holds graduation; a government has an inauguration; and a church traces births, marriages, and deaths in fitting ways. Ceremonies are just as necessary and basic to Cub Scouting.

Getting attention is of major importance to boys 8 to 10 and is one of the strongest influences on their lives. Giving Cub Scouts a chance to participate in ceremonies provides a natural way to give these boys the needed attention they crave. Participation is an important way for Cub Scouts to gain recognition for having accomplished something worthwhile, And what parent doesn't feel pride when he sees his son being recognized for doing well?

Adults also enjoy being recognized for a job well done. Nothing is more satisfying than to be given recognition by those who know of the work, time, and personal sacrifice that has gone into a successful project. An alert pack leadership takes advantage of every opportunity to recognize boys, their families and their leaders through appropriate ceremonies.

## WHEN:

Anytime! Immediately! Instantly! Whenever there is an opportunity, use an appropriate ceremony, Let's name a few of these opportunities; a new family joins the pack; a lad completes his Bobcat, Wolf, Bear, or Webelos requirements, or earns his Webelos activity badges, or his Arrow of Light Award; a new Den leader or denner is installed; a den leader or Webelos leader is retiring; a new den chief has come into the pack. The Immediate Recognition Beads are designed to provide early recognition to the Cub Scout at a den meeting. And of course no den or pack meeting achieves quite the dignity it deserves unless opened and closed with a simple, effective ceremony.

## WHERE:

A ceremony can be developed or adapted to fit any location-small rooms or large, indoors or out. Ceremonies are appropriate and needed at den meetings, pack meetings, at special Cub Scout activities, in swimsuits at the pool, with bicycles, at pack picnics, or in a school room. The important thing is to take the opportunity to recognize achievements and emphasize the purpose of Cub Scouting.

## HOW:

Ceremonies let leaders put love and color into the program as Cub Scouts begin their understanding of the ideals. Plan ceremonies to fit the occasion,keeping them natural and with "boy appeal". Remember KISMIF- "keep it simple,make it fun"- Is a Cub Scout saying that applies to ceremonies as much as to other parts of the program.

Seek variety. Don't use the same ceremony until parents and boys alike grow tired of it. Theme related ceremonies provide continuity; ensure variety; and can include action,narration, and costumes. Inviting specialists such as a police officer,first aid instructor,fire fighter,athlete,scientist, or conservationist can lend variety and emphasize the theme or advancement program.

Remember, Cub Scouts have a short attention span. Plan for action,use as many people as possible. Give each participating Cub something to do. plan to keep speaking parts to a minimum. To add interest and fun,use ceremonial props,Boards, lights, and cutouts. This applies to those in charge as well as to those being recognized.

Base your ceremonies on the Cub Scout ideals,such as doing thier best, acting with goodwill,and helping others. Plan ceremonies to be colorful inspirational,and motivational. Make sure they give adequate recognition to each individual.

In planning, don't forget your number one resource-people. Rely on your assistants,committee members,and others. Bring parents into the ceremony with their sons. Invite den chiefs and den leaders to participate with their dens. Leave no one out. Plan ahead. Anticipate each step in the ceremony,and the props,if any,that will be needed. Take nothing for granted.

## WRITING YOUR OWN CEREMONY:

USE YOUR CREATIVITY AND IMAGINATION. You know the needs and interests of the Cub Scouts, leaders and parents in your den and pack. You may simply adapt parts of one or more of the ceremonies you have, or you may start from scratch and build your own. Make it simple and easy to understand. Make sure it's easy to stage, easy to coordinate, low in cost and requires only easy to get props.

When writing, you may want to use such creative techniques as brainstorming. Several pack people meet and suggest ceremony ideas. Anything goes. Ideas are listed with no discussion or critique, and are later discussed, organized, and developed into a blueprint for a ceremony.

When making a blueprint for your ceremony, consider using the following: Songs, short poems, definitions, skits, or presentations about the flag, country, patriotism, or Cub Scouting.

A special word that spells a holiday, is patriotic, a theme word, or a character trait.

The Pledge of Allegiance, Cub Scout Promise, Law of the Pack, motto.

## HOW TO USE IT:

In unison- All boys, or parents, or leaders, or pack.

Repeat- The leader says something and the group repeats it.

Take Turns- Write a line on the back of a card to put across a point. Have each boy hold a card and read the line in his turn.

Echoes- A voice away from the group.

Four Corners- Groups of boys in each of the four corners of the room.

Light and Sound Presentations- Picture displays, slides, films, music, voice dramatizations.



## STAGING A CEREMONY:

Picture yourself in the audience during a ceremony. What do you want? You want to see the faces of the participants. You want to see even the shortest Cub Scout. You want to hear every word or sound. Therefore, when you plan a ceremony, keep these points in mind:

Select ceremonies that fit the setting. For example: will this ceremony be effective outdoors? In a small space? With fixed seating?

Set the stage. Get your audience in a receptive frame of mind with music, Lights, or props.

Homemade costumes or other props enhance a ceremony and mean much to parents and boys who help make them.

Elevate the Cub Scout receiving an award so that he can easily be seen. Be sure all participants face the audience.

If possible, use a public address system, or record parts in advance on a tape recorder for later use at the ceremony. No ceremony can succeed unless it can be seen and heard.

Pronounce words distinctly and correctly. Two words commonly mispronounced are Webelos (Wee'-buh-lows) and Akela (Ak-kay'-la).

Delegate. Give others responsibility-and recognition-for a successful ceremony.

Alternate responsibility among dens for opening, closing, or other ceremonies.

Each person involved should have a script or otherwise know exactly what is expected of him or her. Have extra copies for pinch hitters.

Use boy-parent-audience participation. If rehearsal isn't necessary, have as many audience members as possible participate in the ceremony.

Give everyone clear instructions-including the audience when they participate, as they do in some flag ceremonies. Make everyone comfortable. Give them the feeling that they belong and are part of the action.

Use a Cub Scout emblem, a flag, a campfire, or other prop as a focal point.

Have the awards readily available, and in proper order, to enable the leader to present them quickly and without confusion.

Make a den awards board, of cardboard, plywood, or hardboard with a back support. Cover it with cloth. Add a card for den number, adhesive tape strips for the names of Cub Scouts, Place the board on a card table.

## STAGING A CEREMONY:

Arrange seating at your pack meetinga to make the best use of your facilities. Seat by dens-boys in front,parents in back.

## DO IT:

Everything is ready. You have planned the ceremony. It fits the situation perfectly. The props are in place,and they are sure to enhance the activity. The participants are prepared and the awards are in order. Now is the time for a ceremony. As it is conducted,permit no horseplay or other action that would detract from its dignity.

Each person is an individual and should be recognized as such. Parents are delighted when the presenting leader relates a particulat thing thier son has done while earning his recognition.

Sincerity is crucial in recognizing and honoring both boys and adults.

Now, look through the materials that Boy Scouts of America has available and see the great variety of ceremonies from which you may select. You'll find challenge,inspiration,motivation,and recognition for your Cub Scouts, thier leaders, and their parents.

## CEREMONIAL PROPS

A few attractive props help set the scene for an impressive pack meeting. A little 'showmanship' along this line shows the boys and their parents that the pack really cares that they came to the meeting, and that there was advance planning and preparation.

Many props can be made from scrap material. They need not be expensive to be impressive. The following are some basic pieces of equipment that the pack may wish to acquire:

## A BLUE AND GOLD TABLECLOTH---

This will add color to the head table which holds the badges and other ceremonial equipment. Make the tablecloth to fit from yellow or gold fabric and trim in with blue binding. Use washable fabric, so it will be easy to take care of.

## CEREMONIAL PROPS CON'T.-----

## ELECTRIC CANDLES---

These can be made from discarded electric candle-type christmas wreaths. Run the wiring through a piece of conduit or heavy cardboard tubing for the candle part. Cover with blue or gold foil gift wrap. posters of the various ranks can be placed on small easels between the candles on the head table.

## CANDLES----

Candle ceremonies are impressive. The color of the candles can have special significance. Logs, log slices or pieces can be used as candleholders, as well as holders made from wood, plaster, metal, etc.

## INDIAN HEADRESS----

These are sometimes difficult and time-consuming to make, but most Cubmasters think it is well worth the effort. With careful storage, a headress will last for years. Transferring the headress from the outgoing to the incoming Cubmaster is a beautiful act. The headress alone, worn with the Scout uniform is adequate. However, some leaders may wish to wear full costumes.

## CAMPFIRE-----

A log cabin or tepee type fire can be nailed to a plywood base and lined with yellow, orange or red cellophane. Use a small string of individual blinking christmas lights underneath. Take care to use flameproof materials.

## BRIDGE TO SCOUTING-----

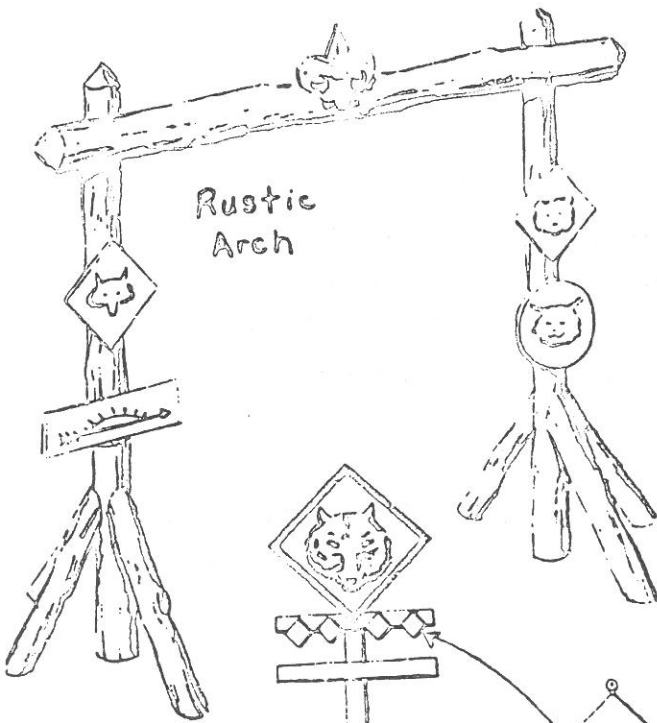
A bridge can be built from logs or scrap lumber using doweling for poles and white rope to string along the top. Graduating Cub Scouts look forward to crossing the bridge and being met by the scoutmaster of the troop they are joining. It is a good idea to build the bridge so that the poles can be removed for easy storage.

## ARROW OF LIGHT-----

This can be cut from scrap plywood, painted yellow and mounted atop another piece of plywood for the base. Holes can be drilled to hold candles.

## COSTUMES-----

It is effective for the Cubmaster to wear a costume fitting the monthly theme. This should not be done every month, of course, but on special occasions such as holidays, or theme in which you have matched all your ceremonies to.

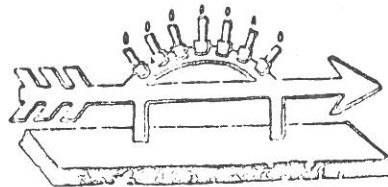


Rustic Arch

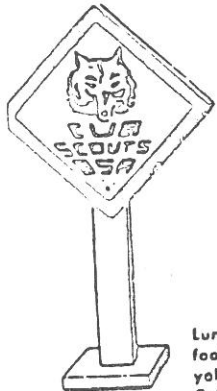
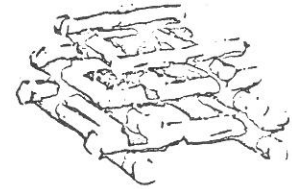


Wooden spoons in ends of rolls of wrapping paper or newsprint make excellent candleholders.

To make campfire, nail logs and sticks together. Place crisscross fire on light stand after red cellophane paper has been crumpled around bulb. Caution: Bulb should not touch cellophane.



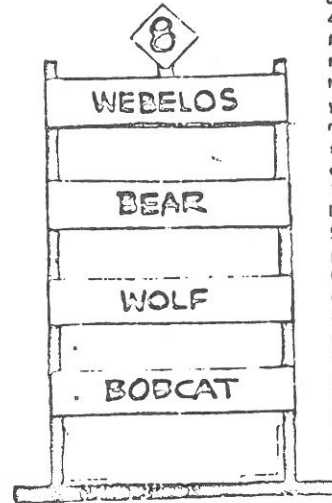
Cut an Arrow of light from plywood, hard board, or 1/2-inch board and fasten to a solid base. Bore seven holes for small candles in top of arch.



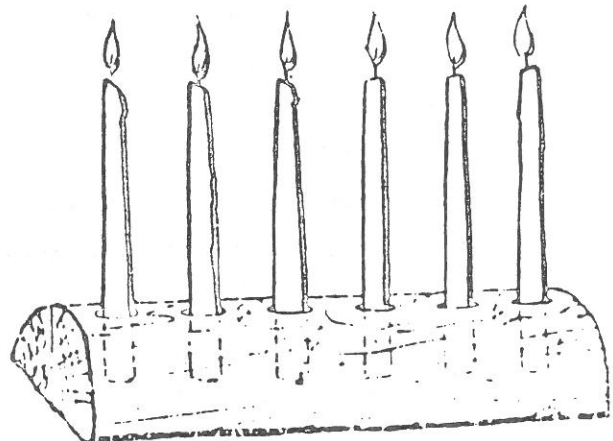
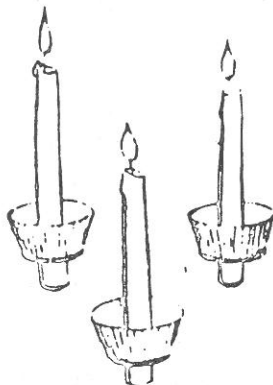
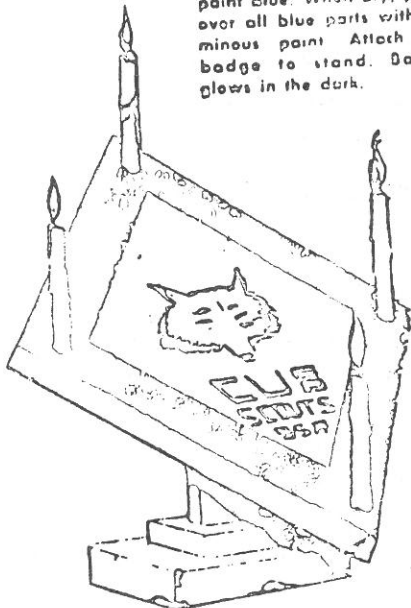
Luminous badge: Paint a 1-foot square piece of plywood yellow. When dry, sketch Cub Scout universal insignia, paint blue. When dry, paint over all blue parts with luminous paint. Attach the badge to stand. Badge glows in the dark.



Attach a drawing or an insignia from a Cub Scout Insignia Pastor Set, No. 4750, to a standard (left) for each rank. On cross-bars, have nails where Cub Scouts may hang their totems as they achieve each new rank. Cut a 3-inch plywood square for each totem and attach arrow eyes. Hang on bar and attach things as rank is earned.



Square at top is made of 1/2-inch plywood, 4 1/2 inches square. Mount an pivot ball to swing down for transportation. Paint yellow with blue numerals. Rings, spaced 5 inches apart, are 1/2 x 3 x 18 inches. Paint yellow, with blue letters. Spring-type clothespins, one for each Cub Scout, are painted blue. Letter Cub's name in yellow. Up rights are 1 x 1 1/2 x 41 inches, painted blue. Corner irons for braces are 3 x 3 inches. Baseboard is 1 x 10 x 24 inches.

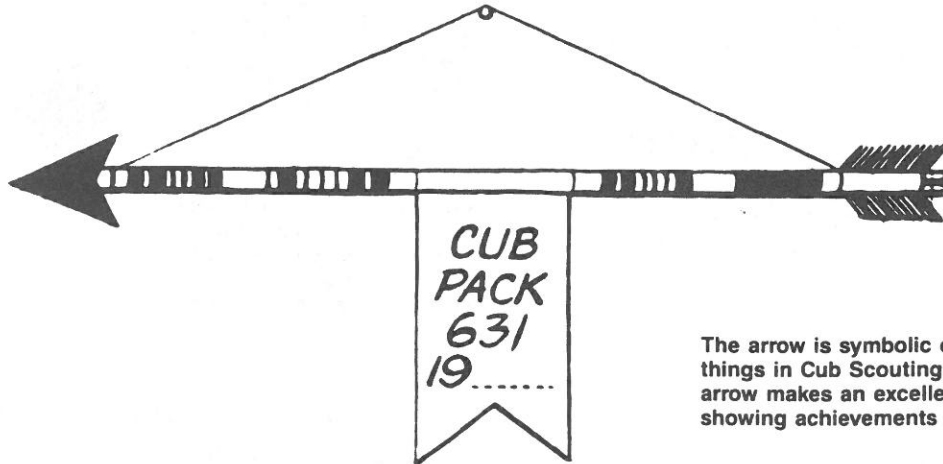


# Cub Scout Career Arrow

Present this colorful arrow to each graduate of your Webelos den. The presentation can be worked into one of the Webelos ceremonies in this booklet, or you may develop your own ceremony around the significance of the arrow.

The ribbon hanging from the center of the shaft is blue silk. Stenciled on it are the pack identification and the year of graduation.

Bands of black, yellow, silver, and blue (related to the Bobcat, Wolf, Bear, and Webelos badges) are painted on the shaft of the arrow. Just for color, paint a 1/4" band of red down the center of each of these. The black, yellow,



The arrow is symbolic of many things in Cub Scouting. This career arrow makes an excellent wall trophy showing achievements earned.

The arrow is symbolic of many things in Cub Scouting. Cub Scouts are given arrow points for earning electives, and the Arrow of Light Award is in the shape of an arrow. Indian costumes and adornments play a large part in Cub Scout ceremonies. To make an advancement wall trophy, use a 28" hunting arrow with a broadhead point. Decorate appropriately.

and silver bands are 1/4" wide. The blue band is 3" wide.

If the graduate has earned any arrow points, show this by painting a 1/4" band of gold or silver, whichever is appropriate, beside the band of the rank in which he earned his points.

# Lights

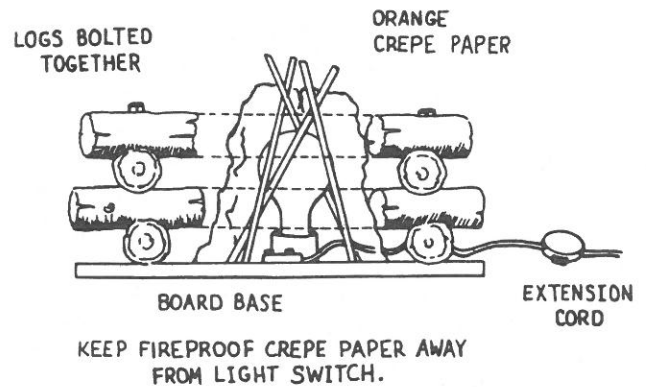
Cub Scout ceremonies are more dramatic when centered around a council fire. For indoor ceremonies, you can build an artificial fire that gives a realistic effect in a darkened room.

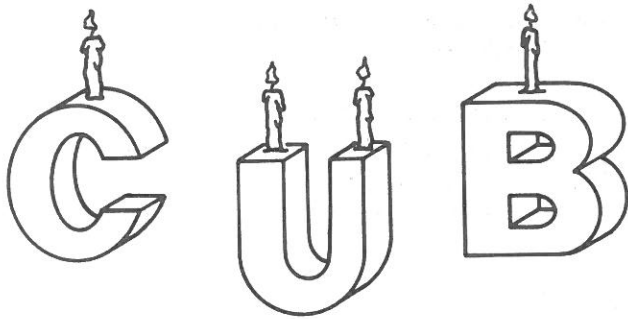
Log length and diameter are not critical, but the rising pile should taper in thickness and length. Build the fire so the logs can be dismantled for storage.

Bolt the logs together. To locate the hole centers, drive a small brad in the lower log, press the upper log over the brad to mark the center, then drill the holes.

Assemble and wire the lamp base. Use a 60-watt red or orange bulb for illumination. The light will filter

through the pile. Add a few short lengths of red and white crinkled ribbons to the top of the pile to create a flame-leaping effect.

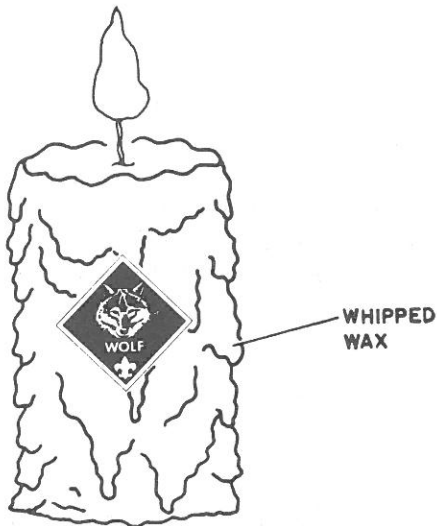




**LETTER CANDLE HOLDERS**

Cut simple block forms from 1" thick pine. Drill 1/2" holes for candles in top edge. Sand and varnish.

You may wish to use the activity badge as a pattern.

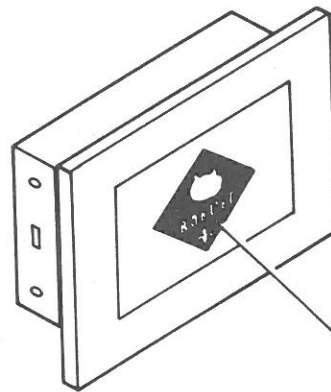


**MAGIC CANDLES**

Magic candles are very effective when used in ceremonies or just burning as part of your blue and gold decorations. As the candles burn down they drip blue and gold colors.

To make magic candles, use tall white candles. Drill 1/4" diameter holes every 2" down opposite sides of every candle. Place scrapings of blue and gold crayons in the holes. Melt paraffin and whip it with an eggbeater. Cover the candles with whipped paraffin, using a fork to give the candles a rough decoration. As the white candles burn, they will drip blue and gold wax decoratively down their sides.

**OTHER LIGHTS**

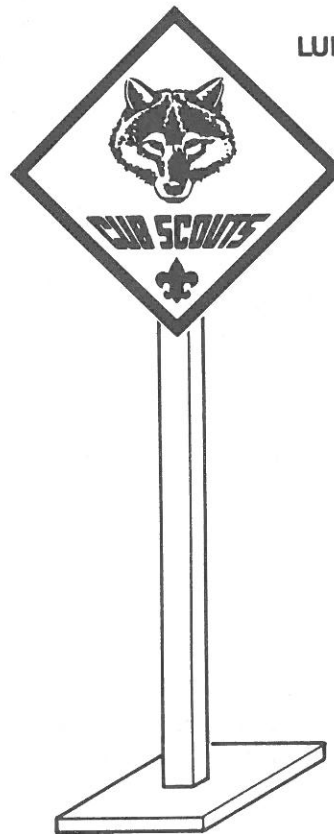


**LIGHT BOX**

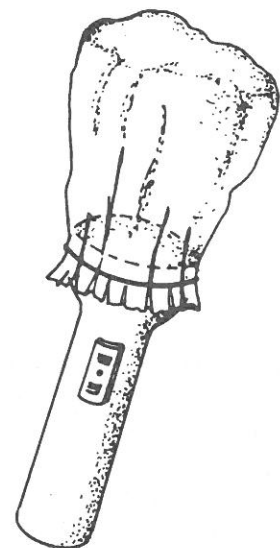


Use a recessed, ceiling light fixture placed on its side. Attach cutout silhouette of rank being presented. You may make your own light box.

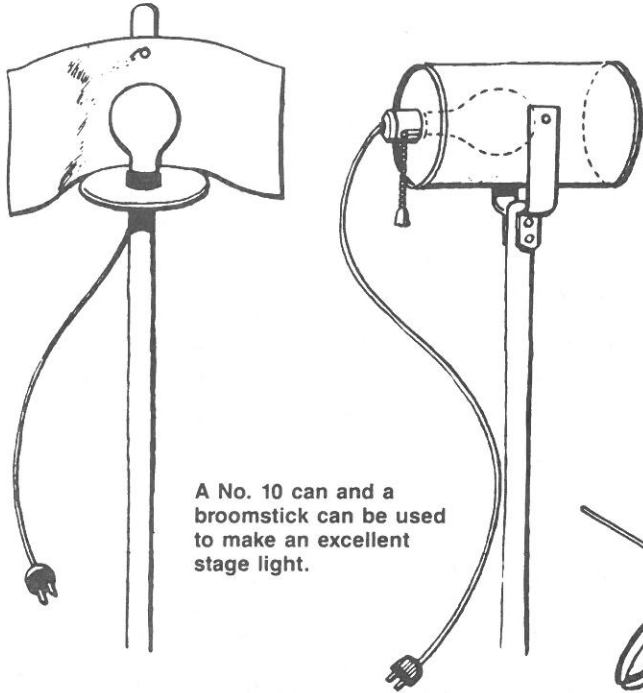
**LUMINOUS BADGE**



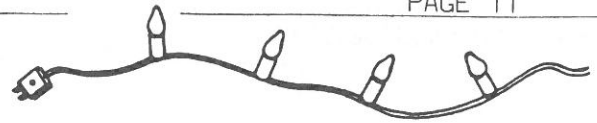
Luminous badge. Paint a 1-foot square piece of plywood yellow. When dry, sketch Cub Scout universal insignia, paint blue. When dry, paint over all blue parts with luminous paint. Attach the badge to stand. Badge glows in the dark.



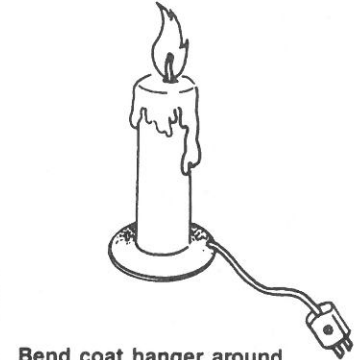
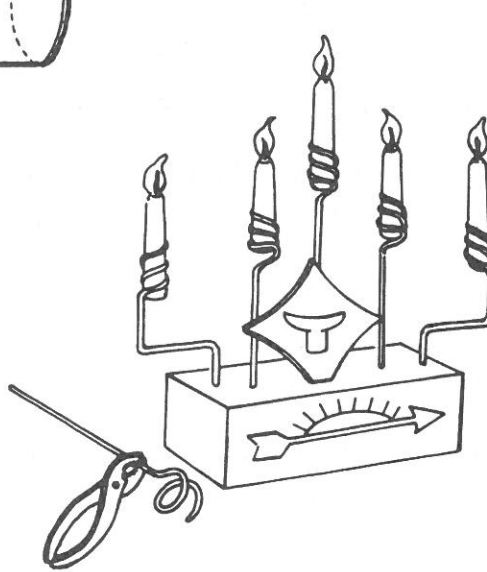
A flashlight covered with crepe paper can be a dramatic prop.



A No. 10 can and a broomstick can be used to make an excellent stage light.



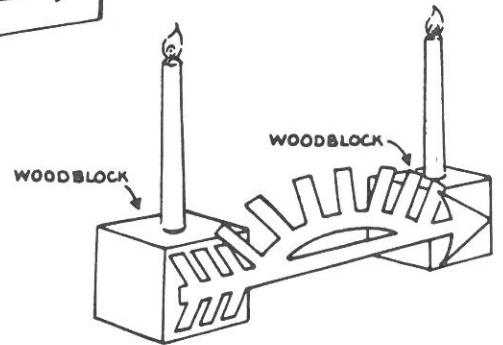
Don't forget—Christmas lights can be used in most candle holders.



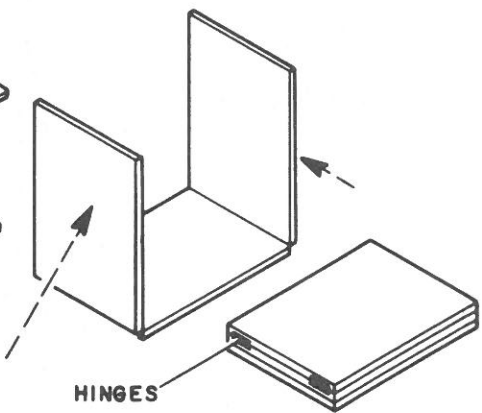
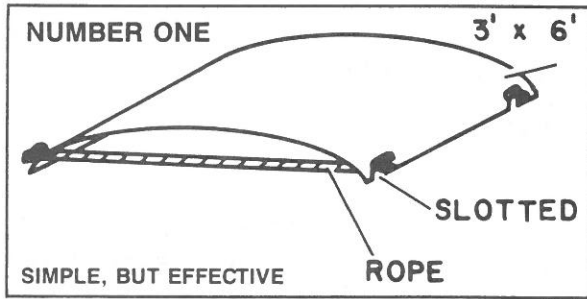
Bend coat hanger around broomstick. Insert into wood.



Wooden spools in ends of rolls of wrapping paper or newsprint make excellent candle holders.

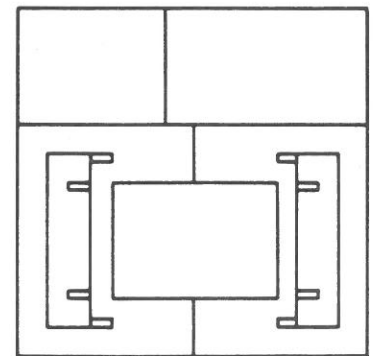
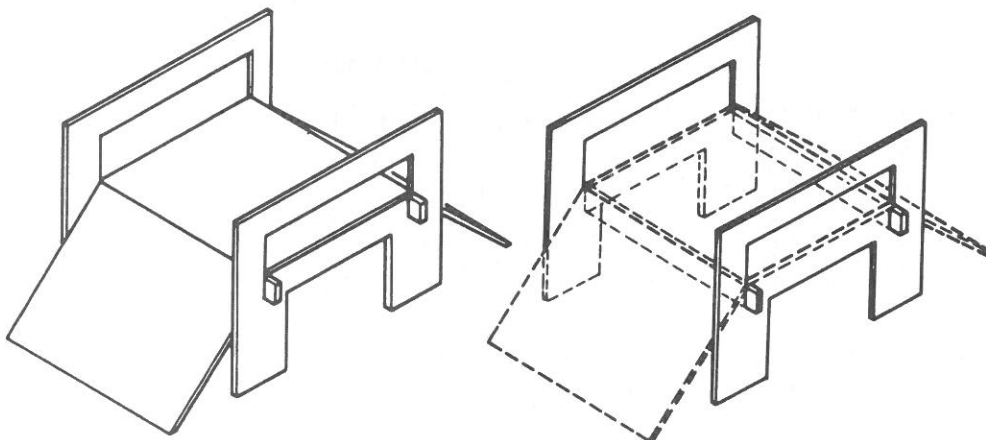


**BRIDGES**



NUMBER TWO  
 SINGLE SHEET PLYWOOD PROJECT

NUMBER TWO FOLDS LIKE THIS.



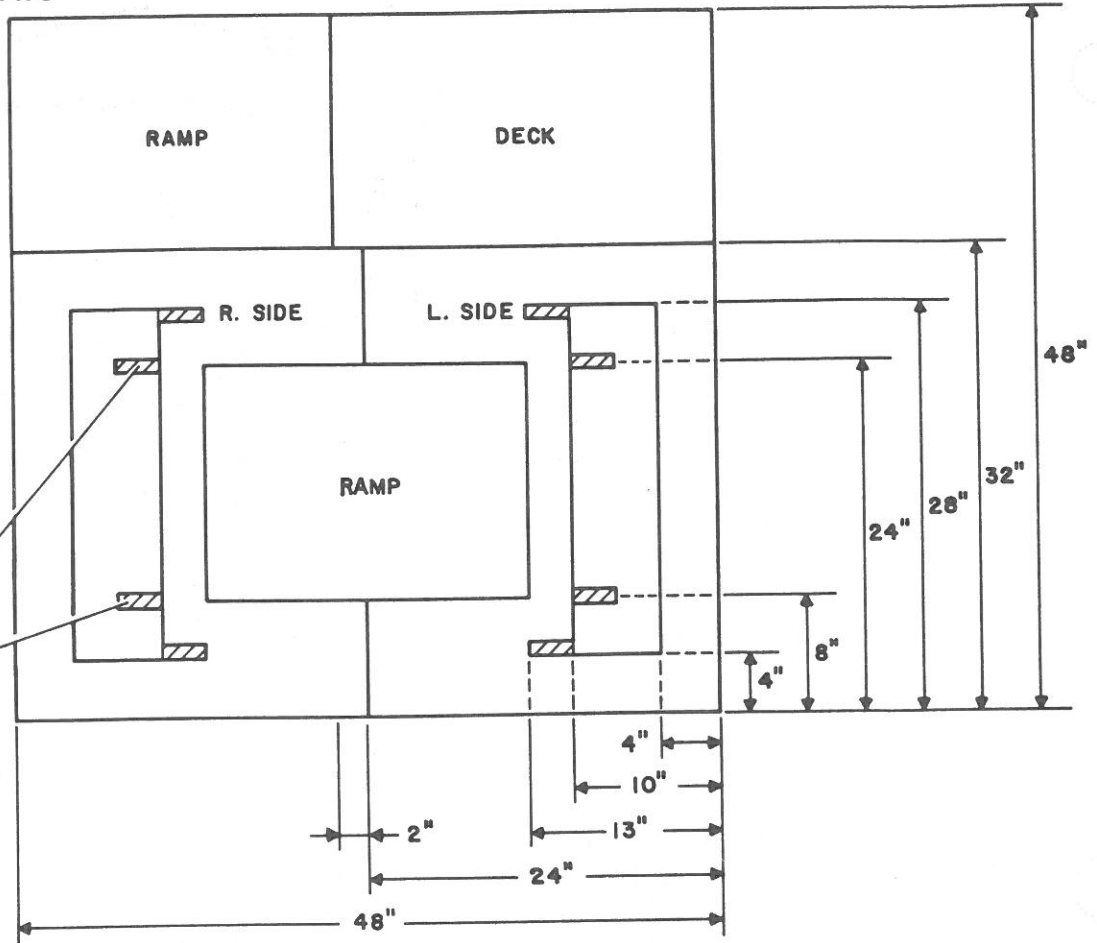
CUTTING PATTERN

**MATERIALS FOR NUMBER TWO**

- 3/4" PLYWOOD  
4' x 4'  
GRADE A OR B
- HINGES
- PAINT

HINGE RAMPS TO DECK.  
TO STORE, PULL HINGE  
PINS.  
SIDES AND RAILS SLOT  
TOGETHER TO FORM A  
BASIC BRIDGE  
STRUCTURE.

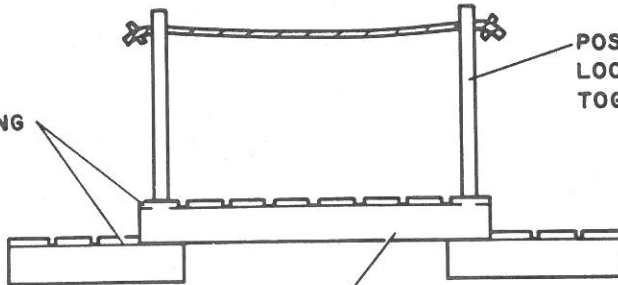
ALL SLOTS:  
3/4" WIDE  
BY 3" LONG



**NUMBER THREE**

1" x 6" PLANKING

POST 2" x 4" x 38"  
LOCK FRAMES  
TOGETHER.

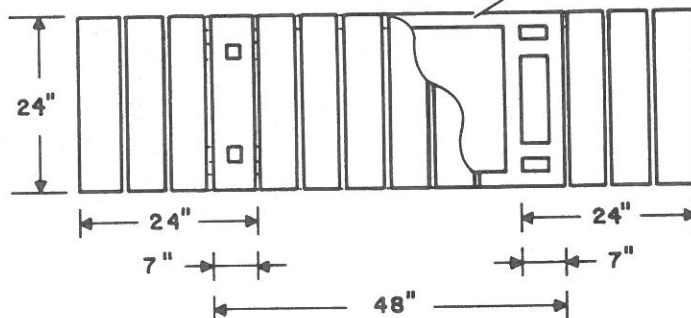


2" x 4" OR 2" x 6"

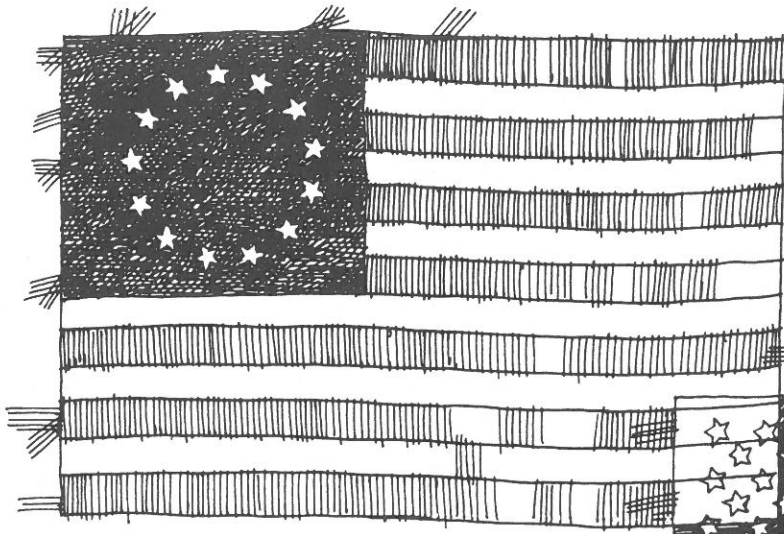


SELF CONTAINED STORAGE

FRAME WORK

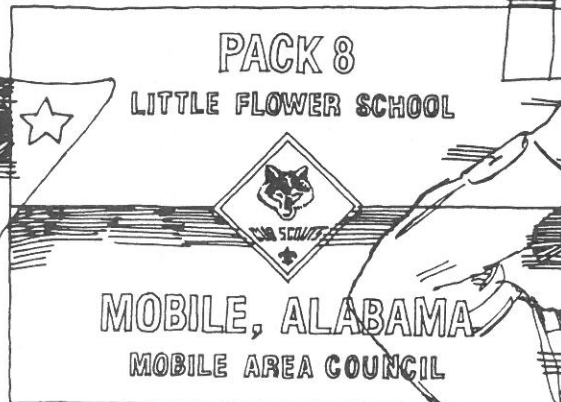
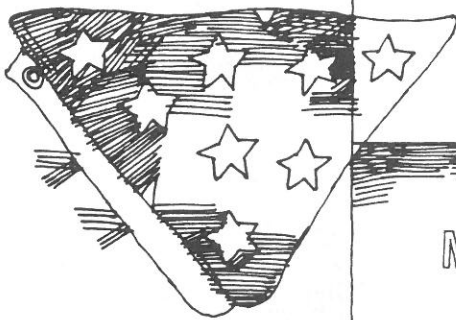
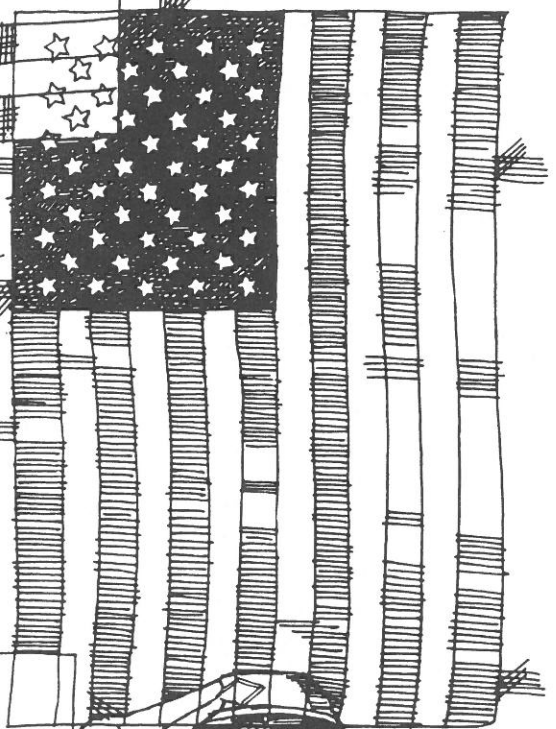






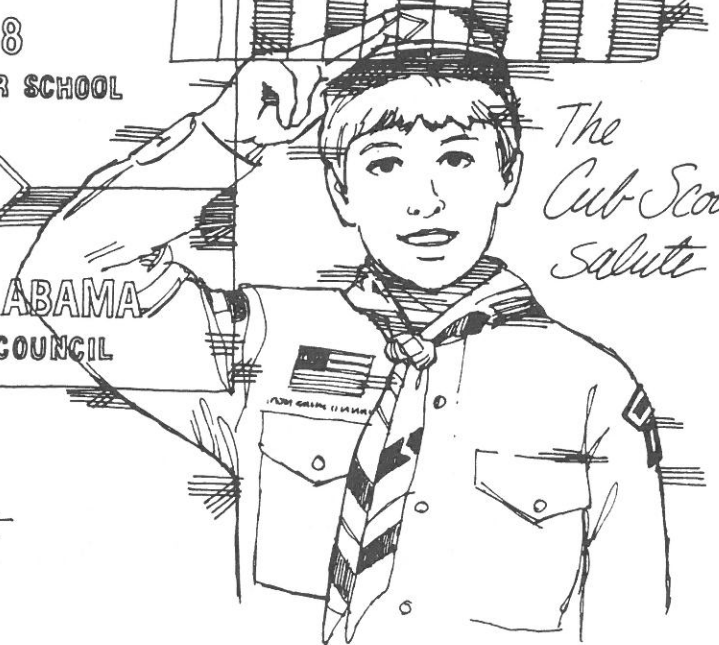
*Historic flags are due the same honor due today's colors.*

*I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.*



*The Cub Scout Salute*

*The triangular shape of the folded flag represents the tricornered hat of the American Revolution.*



**DEN DOODLES AS CEREMONIAL EQUIPMENT**

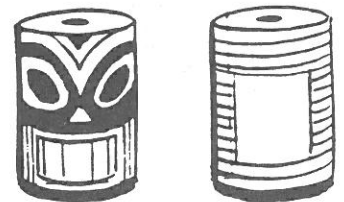
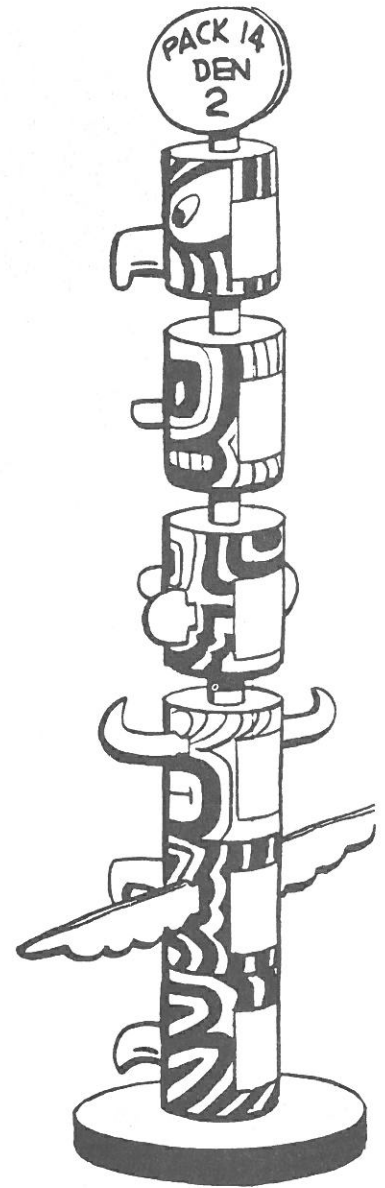
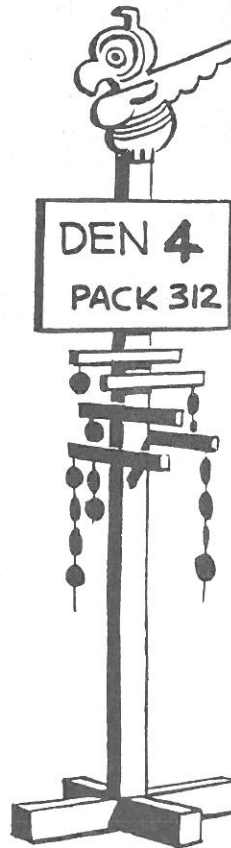
You may not think of den doodles as ceremonial equipment, but they can very readily be used as a part of a den or pack ceremony for recognizing advancement.

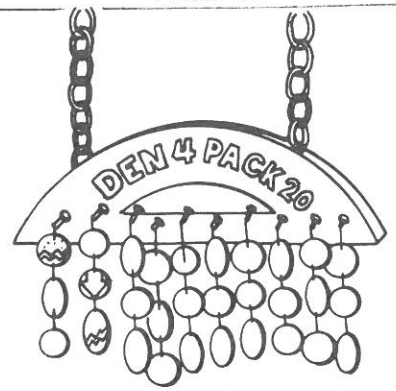
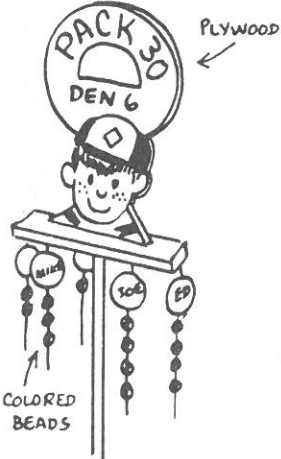
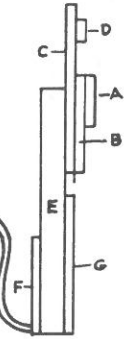
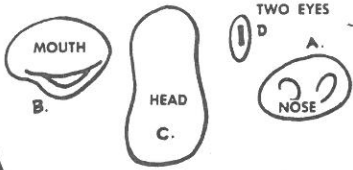
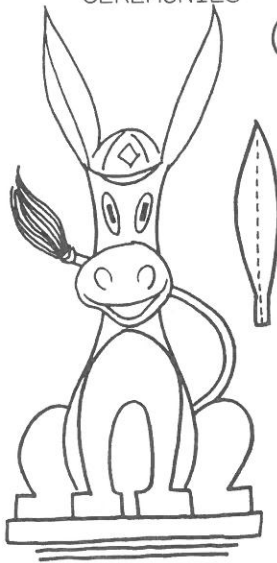
A den doodle is an emblem, a figure chosen by the den and placed on a stick or standard or hung on a wall to show the boy's advancement status. From this emblem or totem there may be suspended by a leather thong, string, or shoelace, circles of cardboard, wood, or tin or other devices as achievements are earned. The doodlestick's ancestors are the Indian coupstick and totem pole.

Cub Scouts will love to make den doodles and watch their string of conquests grow.

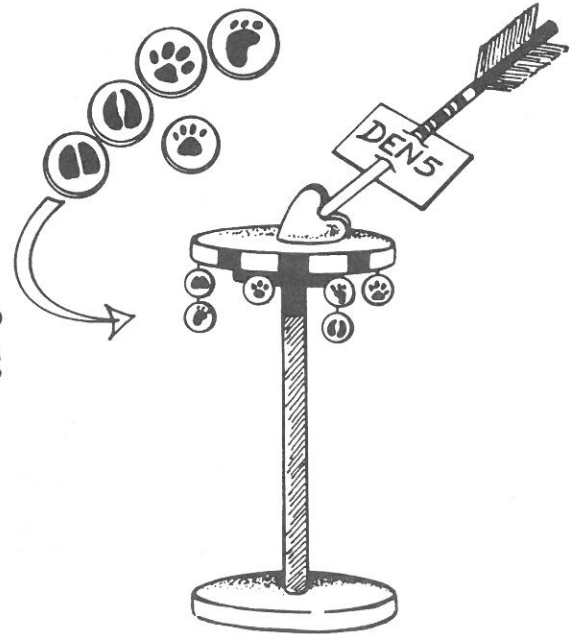
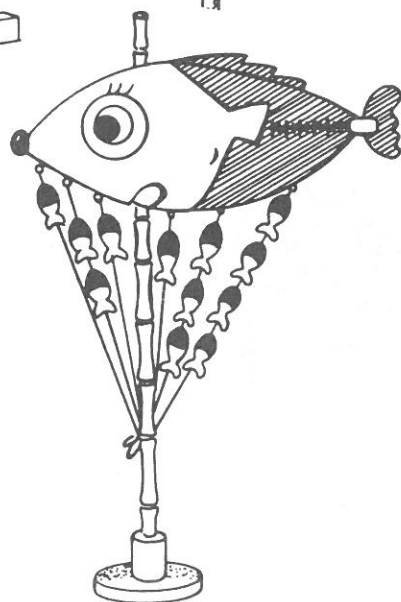
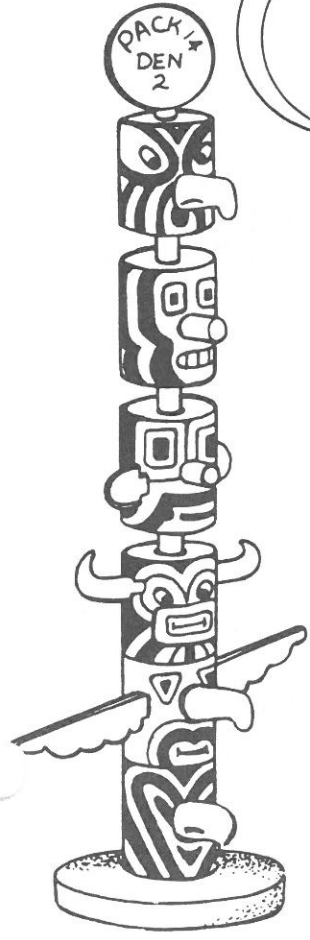
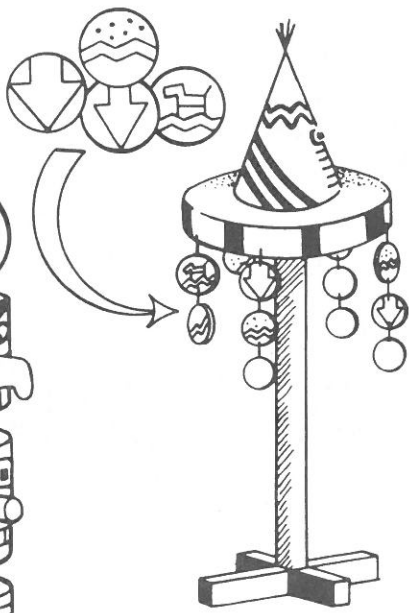
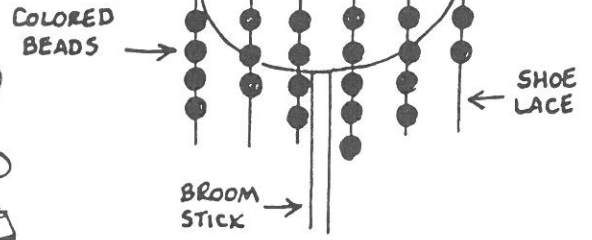
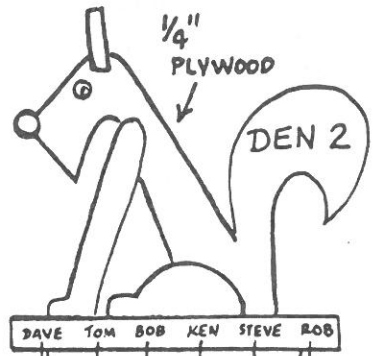
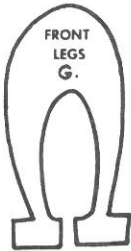
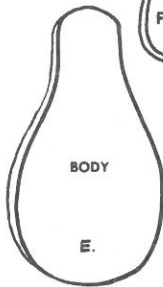
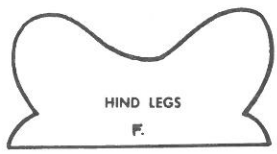
Select an idea from among those illustrated or make up your own. The perch for the doodle figure might be just a scrap of wood nailed to an old broom handle. A base for the doodle can be a No. 10 or smaller tin can filled with cement or plaster. A broom handle may be placed in the can. Some Cubs prefer a stand not permanently attached.

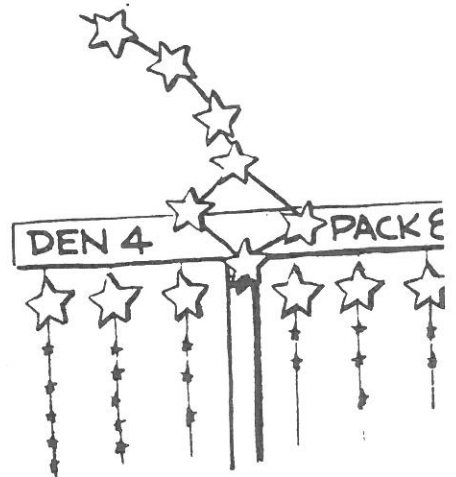
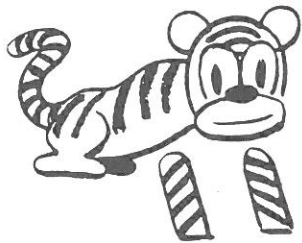
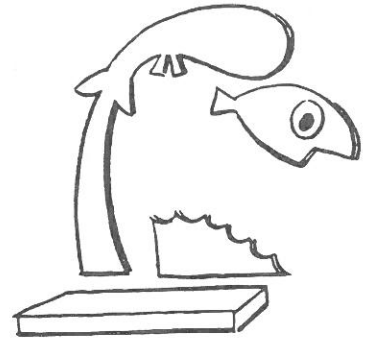
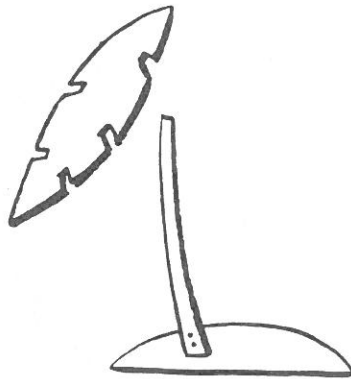
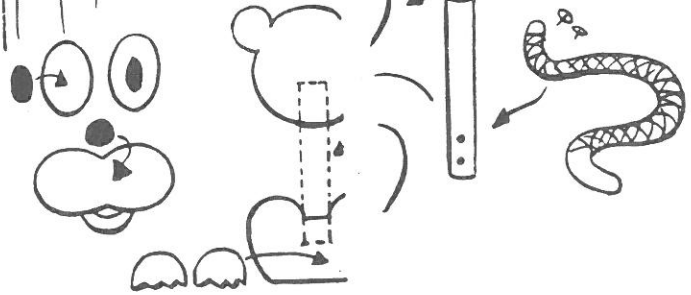
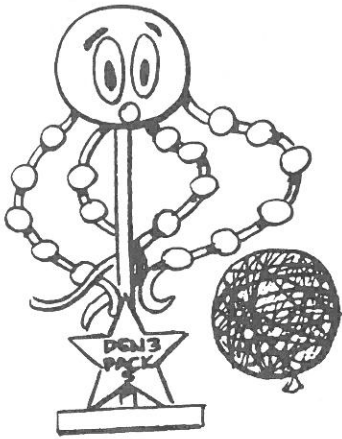
Then there are doodles with only the perch---no upright or base---to be hung in the den or pack meeting room.

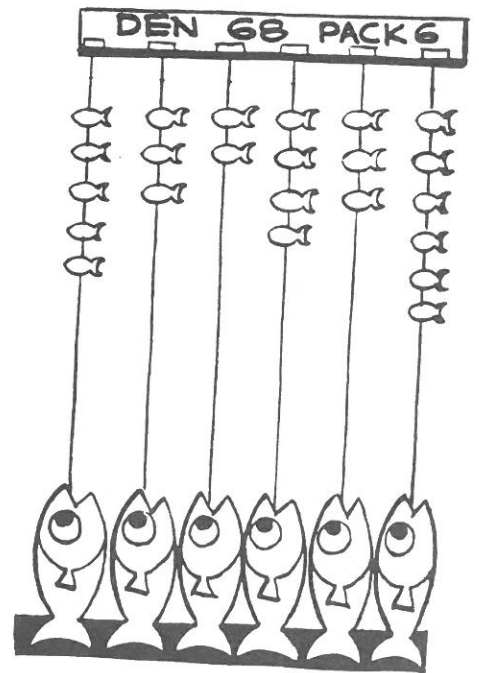
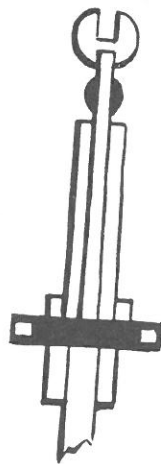
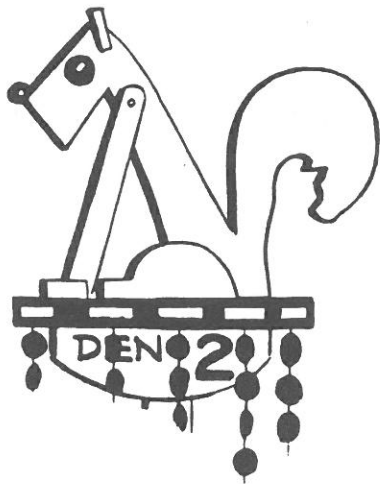
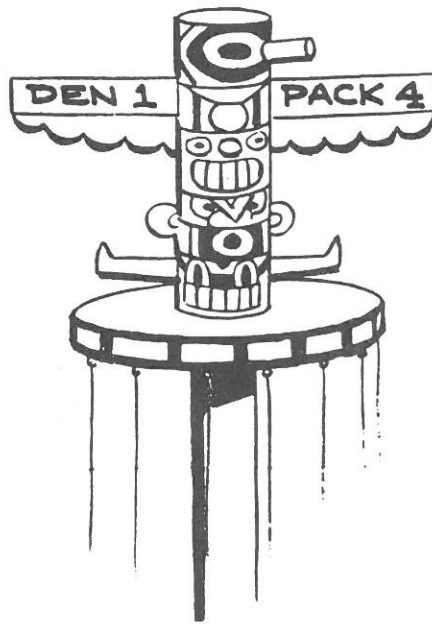
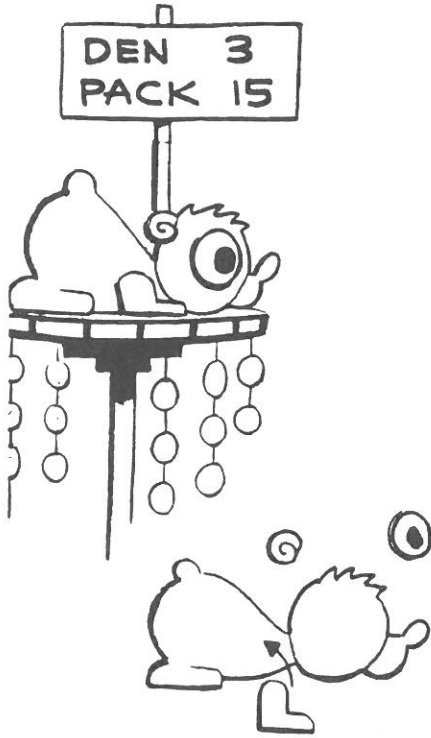




Den doodles can be hung from the ceiling.







## DEN CEREMONIES

TYPES OF DEN CEREMONIES:

With a little imagination, ceremonies can be developed and geared to suit your needs. The following are some types of den ceremonies;

opening	Thank you
IMMEDIATE Recognition	Special Recognition
Closing	Welcoming New member
Birthday recogniton	Welcoming visitors

CEREMONIES CAN BE BASED ON:

Monthly themes	Religious events
Cub Scout purposes	Local events
Patriotism	Historic events
Holidays	

SUGGESTIONS FOR DEN CEREMONIES:

## OPENING CEREMONIES;

A song -America The Beautiful, My Country Tis of Thee, Star Spangled Banner,  
Cub Scout Spirit, Hail Hail the Gangs all Hear, Old Akela Had a Pack.  
Bobcat requirements-- The Law of the Pack, The Cub Scout Promise, the Motto.

Patriotic- Flag, Pledge of Allegiance, what the Pledge Means, what the flag means to each fo the boys.

## CLOSING:

the living circle may be used, a song the Motto, Cub Scout Prayer, closing thought from leader.

IMMEDIATE RECOGNITION:

You can purchase from the council service center the Immediate recognition kit, to use in your den to mark the boys progress toward their next rank. A den doodle is anothe fun way to mark their progress.

BIRTHDAY'S:

Have the boys family provide a cake for the snack that day and sing Happy Birthday, the leader or asst. could also provide the cake or cupcakes but be consistant and don't miss a birthday.

## DEN CEREMONIES

## DENNER INSTALLATION CEREMONY:

This ceremony should be held at the den meeting, as soon as the Denner is elected.

Equipment; Table, Den Dairy, (if desired), Candle in holder, Denner cord.

Staging; Den Leader or Den Chief can perform installation.

Assistant Denner could be installed at the same time.

Den leader: (name of denner) please step forward. (lights candle)  
Before you burn a white candle which represents the Spirit of Cub Scouting. It takes a team to keep the spirit alive....to keep the candle burning. you have just been elected to be a member of the team. As Denner, your duties are to assist me and our Den chief. You will keep the den dairy, help take attendance and collect Den Dues. (this may be varied depending of responsibilities which Den leaders wish the Denner to have) During the week, you will set a good example for other members of our den, by being honest, fair, and showing true Cub Scout spirit. Do you accept these responsibilities which will help us keep the Spirit of Cub Scouting alive and the candle burning?  
Denner: I do.

Den Leader: I'm happy to present you with the Denner cord which is to be worn on your right sleeve during your term of office. Wear it proudly and with honor. Congratulations !

## CEREMONY FOR DENNER AND ASSISTANT DENNER

Equipment; 1 large candle and 4 small candles, holders made from cardboard circle or muffin cup.

Staging: Den Leader has the large candle, the Denner and asst. Denner who's term has expired and the newly elected Denner and asst., have the small candles.

Den Leader: (lights the large candle) "This light is our guiding light. It shows us the way to follow the Cub Scout Promise, The Law of the Pack and the Motto."

## DEN CEREMONIES

## CEREMONY FOR DENNER AND ASSISTANT DENNER CON" T.:

Denner : (to newly elected denner) (leader lights his candle he lights the newly elected denners candle)

"Do you accept the light to help show the way to the Den ?  
You will be responsible for always giving a good example, helping the Den Leader in every way, and in leading in your Den"

New Denner: I do or i will do my best.

Assistant Denner: (To newly elected Asst. Denner) (he lights the candles in the same manner as above.)

"Do you accept the light to show the way to the Den ? You must give a good example, to take over the position of Denner in his absence, help the Denner and the Den Leader."

New Asst. Denner: I do or I will do my best.

## CLOSING THOUGHTS

INDIAN PRAYERSAUK AND SINNISSIPPI DISTRICTS

For that Solomn moment toward th end of Den or Pack meeting, Try this Cub Scout Indian Prayer.

Morning Star wake us, filled with joy,  
To new Days of growing to man from boy.  
Sun, with your power, give us light  
That we can tell wrong and do what's right.  
South wind, we ask , in your gentle way  
Blow us the willingness of obey.  
North Wind, We ask, blow us all that is fair  
To us, that we may always be square.  
Moon, that fills the night with red lights,  
Guard us well while we sleep in the night.  
Akela, please guide us in every way,  
We'll follow your trail in work or play.



FLAG CEREMONIESUSING THE AMERICAN FLAG IN AN OPENING

If the colors are presented as the opening or as a part of it, it should be done properly. These are a few points to remember:

1. Whenever the pledge to the flag is being given or the national anthem sung, the pack flag is dipped while the American flag holds its position.
2. In giving the pledge of allegiance to the flag, as in all flag ceremonies, indoors or outdoors, Cub Scouts and leaders in uniform who are members of the ceremony group should wear their caps unless there is a local reason for not doing so. Following the ceremony, they will remove their hats.
3. To avoid embarrassment, the leader should explain to parents, visitors and Cub Scouts not in uniform that they should salute, on command, by placing their right hands over their hearts. Cub Scouts and leaders in uniforms use the Cub Scout salute.
4. When bringing the American flag and the pack flag in, the American flag comes up the right-hand aisle. If there is only one aisle, the American flag is to the right of the pack flag or preceding the pack flag if they must come in single file because the aisle is narrow.
5. If there is a platform where activities will take place that evening, post the American flag on the speakers right. It must cross over at the front of the audience in front of the pack flag to get to that location.
6. If there is no platform in use, the American flag will be posted to the right of the audience. The flags won't cross to go to their positions.

7. If the flags are retired from the platform, they do not pass one another. Each flag is carried out the aisle facing it. The American flag is always on the right. To retire the flags from the floor, they must cross.

8. Stands should be in position before the ceremony begins.

FLAG PRESENTATION

The ceremony leader comes to the front of the platform and says, "Attention. Will the audience please rise." He explains what is to follow and how salute will be given, then gives the command, "Color guards, present the colors." Flags move forward. (Flags should be unfurled - not help with the hand - unless the ceiling is so low that the flag must be lowered.) As the flags move forward, the leader gives the command, "Hand salute."

When the flags are near the flag stands, they form a well-balanced front, facing the audience. There will be a guard to the right of the American flag and its bearer, then the pack flag and its bearer, with the color guard on the other end. The leader now says, "Pledge of allegiance, repeat." The bearer of the American flag stands at attention holding the flag but does not repeat the pledge, the bearer of the pack flag dips his flag in salute but does not repeat the pledge. (Other sources indicate the color guards stand at attention, but do not salute or pledge.)

At the close, the leader drops his hand and says, "Two," the command for all to end the salute. The leader then says, "Post the colors." The flags are then taken to stands by bearer and guard and placed in stands. The bearers and guards,

Unless thought is given to it, the pledge of allegiance to the U. S. flag can become boring, disrespectful, and slovenly to members of Scouting and the general public alike. In the January 1964 Scouting Magazine, Paul S. Chance of Los Angeles, Calif., told how this worried him. He included some short introductions to the flag salute to make the ceremony different and meaningful each time.

Sequois Council, Fresno, Calif., hitchhiked on his idea and came up with a set of flag salute introduction for every week of the year. The introductions were printed up and distributed to service clubs, fraternal groups, and other organizations having the pledge of allegiance as part of their regular programs. The idea was well accepted and used throughout the council.

Listed below are flag salute introductions for every week in the months of May, June, and July. Watch for other 3-month sets of these introductions in later issues.

WEEK OF MAY 5. We have good government only when we, the people of the United States, play an active part in making it good. Let us salute our flag with that in mind.

MAY 12. The greatest public document of the American people is the Constitution of the United States. Our flag represents our Constitution in action. Let us now salute the flag.

MAY 19. Where our flag flies there is less oppression and more opportunity for self-expression. Will you now join me in expressing your allegiance to our flag?

MAY 26. Red, white, and blue-the colors of our U. S. flag-mean many things to us as Americans. Let us give our own meaning to the colors as we pledge allegiance to our flag.

JUNE 2. Thirteen stripes and 50 stars...this phrase can only refer to our U. S. flag. Let us remember the history behind the stars and stripes as we salute our flag.

JUNE 9. On June 14, 1777, Old Glory, the flag made by Betsy Ross, was approved by Congress as the first official U. S. flag. In commemoration of that date, June 14 is now observed throughout our country as Flag Day. Let us remember this special day as we now pledge allegiance to our flag.

JUNE 16. The pledge to our flag is more important than most of us make it. Let us show proper honor to our national symbol as we salute the flag.

JUNE 23. "Long may it wave!" Let us remember the history behind this famous phrase as we pledge our allegiance to the flag of the United States of America.

JUNE 30. On July 4, 1776, the Declaration of Independence was adopted by vote in the Continental Congress, thereby giving birth to a new nation. As we approach another Independence Day, let us pay tribute to our rich American heritage. Let us now salute the flag.

JULY 7. Independence Day marked the 193d birthday for our nation. As we salute our flag, let us vow to be good citizens during the coming year.

JULY 14. As we salute the flag, let us remember the words from The American's Creed that "...it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies."

JULY 21. In the flag salute, there is no comma or pause after the word "Nation." The concept of one Nation under God is a precious thing. To weaken it with an unwanted comma is an affront to the patriotic heart as well as to the poetic ear. Let's say the pledge correctly.

JULY 28. The red in our flag stands for courage and bravery. Today as we salute the flag, let us remember our men in the Armed Forces who are serving us and our country.

AUGUST 4. The U. S. flag is the emblem of our nation...the leader of the free world. Let us now salute the flag.

AUGUST 11. An active, patriotic citizenry is essential to preserve and strengthen our American heritage. Respect for our flag is part of this. Let us show it by saluting our flag today.

AUGUST 18. Planted firmly on the high pinnacle of American faith, the U. S. flag has proved an inspiration to untold millions. Men have looked upon the flag as a symbol of national unity. Let us unify (as organization members) today as we repeat the pledge to the flag.

AUGUST 25. So long as the principles of truth, justice, and charity for all remain deeply rooted in human hearts, our flag shall continue to be the enduring banner of the United States of America. Let us join in the pledge to our flag.

SEPTEMBER 1. For more than 9 score years, our flag has been the emblem of liberty for generation after generation of Americans. Let us look at it with pride as we salute our flag today.

SEPTEMBER 8. The flag flies before our eyes as a bright gleam of color and a symbol of ourselves. Let us join in saluting the flag of the United States.

SEPTEMBER 15. The stars and stripes are our dreams and our labors. In these unsettled times, let us salute the U. S. flag.

SEPTEMBER 22. Our flag is bright with cheer, brilliant with courage, and firm with faith. Let us add to this with a sincere salute today.

SEPTEMBER 29. Our flag represents constitutional government designed to serve all the people. Let us remember that as we salute our flag today.

OCTOBER 6. The wording of the pledge to the flag was drawn up in the office of The Youth's Companion in Boston in 1892. It was first used in the public schools in celebration of Columbus Day, October 12, 1892. Let us continue the tradition of the pledge to the flag as we repeat it today.

OCTOBER 13. To personally understand and maintain the American way of life, and to pass it intact to succeeding generations is the responsibility of every true American. Let us vow to do this, and think about it now, as we salute our flag.

OCTOBER 20. Thomas Jefferson said "The God who gave us life, gave us liberty at the same time." As we repeat the pledge of allegiance, let us remember that our flag is a symbol of this precious liberty.

## OPENING / CLOSING CEREMONIES

PATRIOTIC:FLAG RECIPE

Equipment: 6 Cub Scouts, 1 cup red paper bits, 1 cup blue paper bits, 1 cup of white paper bits, stars (may use glitter), large pot, American Flag, Spotlight.

Arrangements: Cub Scouts form a semi-circle around the large pot. American Flag is folded and hidden in the pot. Each Cub Scout is holding the ingredients which he adds.

- #1--We are going to fix for you a treat that is really grand:and make for you a recipe...the greatest in the land.
- #2--First we'll put in a heaping cup of red for courage true; (he adds red paper bits to the pot.)
- #3-- And then we will add for loyalty,a dash of heavenly blue : (he adds the blue paper bits to the pot).
- #4-- For purity, we will now sift in a layer of snowy white,(he adds the white paper bits)
- #5--We will sprinkle in a pinch of stars to make it come out.( he adds the stars or glitter)
- #6--We will stir and stir and then you will see, that what we have made is... (he uses large spoon and pretends to stir, taking care not to disturb flag)
- All -- (together) OLD GLORY. (all boys reach in and pull out American Flag)
- #1-- Our Flag is the most beautiful in the world. Let us always be loyal to it.
- (two boys hold American Flag high, lights out, Spotlight on the Flag, as curtain closes.

## OPENING CEREMONIE

Welcome everyone. Song leader uses "We're Glad To See You Here"( Cub Scout songbook). Try some of the songs in the Cub Scout Songbook for opening or closing ceremonies for something different and simple to do. Print words on large paper or board,or hand out song sheets.

## OPENING / CLOSING CEREMONIES

PATRIOTIC:

## I AM YOUR FLAG

Arrangement ; 8 Cubs in UNIFORM ,Stand in a straight line. Each holds a small American Flag.

- 1st. Cub- I am the symbol of the living America, the badge of its greatness, the emblem of its destiny.
- 2nd. Cub- I am faith,it is I who keep men mindful of their priceless heritage, life,liberty and the right to pursue happiness.
- 3rd. Cub- I am hope, I represent the land of promise wherein, already, man's loftist dreams have approached closed to realization than ever befor in this earth.
- 4th. Cub- I am love, each strand and fiber of my being is a memorial, dedicated to the sacrifices of all those strong men and steadfast women who have lived and died in the nations service, that it may live forever.
- 5th. Cub- I am tolerance, so long as I shall wave, all people under my protection may freely worship,think write, speak, undaunted by the shadow of fear.
- 6th, Cub- I am justice, tempered with mercy. For I am friend to the oppressed and downtrodden of every land.
- 7th.Cub- I am a sign of the future, I wave over schools through out the nations future is molded.
- 8th.Cub- I am the Flag of the United States of America...the last,..the best hope for peace on earth.

ASK ALL TO JOIN IN THE PLEDGE OF ALLEGIANCE.

OPENING / CLOSING CEREMONIESINDIAN CEREMONY

PERSONNEL: 6 Cubs-dressed as one Indian Chief, One medicine Man, Three Indian Braves, and one in Cub Scout Uniform.

PROPS: Artificial campfire ; tom-tom; rattle for Medicine Man; and a small American Flag.

SETTING: Three Indian Braves and Medicine Man are seated around fire; Indian Chief is standing. Boy in uniform is off stage.

INDIAN CHIEF: (raising arms outstretched toward the sky) Oh great father in the sky,listen to my people.

FIRST BRAVE: (raises arms toward sky) We thank thee,Great creator for the light of the sun each new day.

SECOND BRAVE: (raises arms toward sky) We thank thee, for the beauty of the world and the plants and animals we enjoy.

THIRD BRAVE:(raises arms toward sky) We thank thee for the night and the rest it brings.

INDIAN CHIEF: Oh, Great Father of all Cub Scouts, bless us and be with ustoday.

MEDICINE MAN: (jumps up,shakes rattle,and as the tom-tom beats,shouts) Rise up all you braves. Rise up ,our white brothers !

CUB SCOUT:( enters carrying American Flag, Which he presents to the Indian chief)  
This is the most beautiful flag in the world. It stands for freedom, Liberty, and happiness. Take it, Honor it, respect it and love it always, for it is yours and mine.

ALL: ( lead everyone in the pledge of allegiance).

GOOD NIGHT, CUB SCOUTS

Using plain indian signs.

GOOD (right hand palm downward moves upsweep from waist to right shoulder level, outward)

NIGHT (both palms together, under left cheek head inclined to the left)

CUB (thumb and index finger form circles,held at top edge of head-one around ear-buff cheeks)

SCOUT (right hand shades eyes, as in scouting position in the plains)

OPENING / CLOSING CEREMONIESA CUB SCOUT ACROSTIC

PERSONNEL: Eight Cub Scouts.

EQUIPMENT: Eight cards upon which large letters spell C-U-B-S-C-O-U-T

ARRANGEMENT: Cub Scouts stand in front of audience. Each boy gives the meaning of his letter in order.

" C "-----is for comradeship;we learn to get along.

" U "-----is for unity;together we are strong.

" B "-----is for boy; wild and woolly--but nice.

" S "-----is for socials; you needn't ask us twice.

" C "-----is for courtesy; of which we all know.

" O "-----is for outing; we're rarin to go.

" U "-----is for universal; Scouts are known in every land.

" T "-----Is for teamwork; we'll lend you a hand.

DOUBLE CIRCLE

For a pack meeting in a gym or large room or hall.

PERSONNEL: Entire pack- Cubs, parents and visitors.

EQUIPMENT: United States Flag, four spotlights or large flashlights.

ARRANGEMENTS: Have all present stand in a double circle, with Cubs in the inside with other children. and parents,leaders,and visitors, on the outside.

Focus spotlight on the Flag held in the center of the circle. Sing " God Bless America".

CLOSING CEREMONY FOR PACK MEETING

The Cubmaster explains how, " Our American Flag is made up of hundreds of individual threads and stiches all of which are very important. And because each one does it's job and all stick together, they make up the Flag of our Country. In the same way our Pack is made up of many people, each of whom must do his part, helping when called upon and sticking together presenting a good program for our boy's.

The lights our then dimmed-all scouts turn flashlights on the Flag- or a banner with the sillouette of a Scouts head.

## ADVANCEMENT CEREMONY

TREE BRANCH ADVANCEMENT CEREMONY

PROPS: A several-branched tree limb (bare) set in a can of plaster or sand. Green construction paper leaves (as many as there are boys receiving awards).

CUBMASTER: This tree is a symbol of the natural beauty of our land. It takes Mother Nature a long time to grow a beautiful tree. It requires nurturing such as sunshine and water. This tree represents our Cub Scouting program. In order for it to flourish, much time and effort must be spent by Cub Scout and thier parents. The boys receiving awards tonight have given time and effort,as have their parents. As each of you recieve your award, you will place a leaf on our tree, and you will be able to see how much more attractive it is because of you and your efforts.

( Calls forward boys and parents recieving Wolf awards and arrow points; then Bear awards and arrow points; then Webelos activity badges. After all awards have been presented, and leaves added to tree, the Cubmaster says:)

You have each helped nurture this tree, and it has become a part of you. Just as Mother Nature's trees endure for many years, you have gained values through your achievements and electives which will last you a lifetime. May you always stand tall and straight like a tree...and be a beautiful resource of our land.

GENERAL AWARDS CEREMONY:

PARTICIPANTS: Cubmaster and others as needed.

EQUIPMENT: badges,awards, and stick pins to pin badges on.

Arrangement: Presentation should be made where all can see; on stage or in the front of the room.

CUBMASTER: Calls the boy (s) and parents, to the front of the room or stage that will be receiving awards.

CUBMASTER: We would like to recognize those boys who have made advancements in rank this last month. The following boys have attained the rank of \_\_\_\_\_ by completing 12 achievements.



## ADVANCEMENT CEREMONIES

GENERAL AWARDS CEREMONY CON'T.

\_\_\_\_\_ NAME \_\_\_\_\_ will you and your parents come forward. (Cubmaster presents badges to parents to give to son and shakes hand of Cub Scout) Our Webelos Scouts have earned the following activity badges this past month: Name and badge will you and your parents please come forward. (Cubmaster presents badges to parents and shakes hand of Webelos Scout.)

NORTH STAR ADVANCEMENT CEREMONY

EQUIPMENT: Pinhole planetarium punched for the Big Dipper and North star and a flashlight .

PERSONEL: Cubmaster, advancing Cub Scout and their parents.

STAGING: Dim lights. Cubmaster beams the flashlight through the pinhole planetarium th show the Big Dipper on the Ceiling.

Cubmaster; "For thousands of years man has known that the North Star is fixed in the sky, Shepherds knew it before the time of Christ, and seamen have used the North Star and other heavenly bodies to guide their ships ever since they first dared to leave the sight of land. Even today the stars are important in navigation for ships, planes, and spacecraft.

Cub Scouts don't need the stars to find their way, but we do have some guiding stars to help us through life. There is the church, for example and school, and Cub Scouting. In Cub Scouting our navigational aids are the Promise and Law of the Pack. They tell us how we should act and what we should do for others and for ourselves. The promise and the Law are just like the stars by which the captain steers is ship.

Tonight we honor some Cub Scouts who are navigating straight and true on the Cub Scout Trail. They have earned these honors by passing requirements for the next rank, with the help of their parents. Will (names of boys) come forward with their parents ? (Give badges to parents to pin on sons shake hand of boy).

\*(this ceremony could be used as a closing ,by dropping the advancement part)\*

## ADVANCEMENT CEREMONIES

ADVANCEMENT CEREMONY NATURE THEME

EQUIPMENT: Spell out the word N-A-T-U-R-E, Painting one block letter on each of 6 sheets of paper or cardboard. On the reverse side, print the parents speech. Place each letter on a stake behind which the speaker for that letter will stand, or they may hold thier letter cards.

PERSONAL: Cubmaster to present awards, 6 parents to read the meaning of each letter.

1st.parent---"N" stands for your Name-be proud of it. As you advance from Bobcat through Webelos you will ass new laurels to your name. Everything you do adds to or takes away from your good name.

2nd.parent--"A" stands for Attitude. As sunlight is essential to the growth of plants and animals, so attitude affects your growth and your spirit. Cub Scouts are happy,game, and fair. As you continue with the right attitude you will improve your ability to be happy,game,and fair.

3rd.parent--"T" stands for Task. As the beaver works hard at his task each day, so does each Cub Scout as he keeps his promise to do his best.

4th.parent-- "U" stands for usefulness. Just as animals and birds are judged by their usefulness, so your place in life depends upon your usefulness You are showing you can. A good Cub Scout follows,helps, gives.

5th.parent-- "R" means you're Ready. As the squirrel gathers food for the future, so have you worked on your achievements and electives, getting ready for the day when you will become a Boy Scout.

6th.parent-- "E" stands for Energy. As the bee busily gathers nectar, so you have kept yourself busy using your energy to give good will.

Cubmaster: now calls boys and their parents forward to receive their awards.

INDUCTION CEREMONIESFAMILY INDUCTION

( This is an induction for new families)

PERSONNEL: Pack Leader, boys to be inducted and their parents.

EQUIPMENT: Table, Balanced board with candle on each end.

Pack Leader:(addressing audience) We are happy to welcome Mr. and Mrs. \_\_\_\_\_ AND THEIR SON \_\_\_\_\_, who is to join our Pack. Will you please come forward. On the table before us is a unique candle set. There are but two candles. One stands for us, the Parents: the other candle stands for our sons. WITH both candles in place, the candle set is in balance. Should we remove the parents' candle (Pack Leader removes one candle) the Cub Scout candle goes down. This is what will happen if we, the parents, do not assist our Cub Scout sons. (Leader returns candle to holder to bring pair into balance.)

NOW we want to receive these parents and their sons into the fellowship of Pack \_\_\_\_\_. Will all the Parents please rise.(Leader lights both candles)

WILL every parent join with these new cub scout parents in repeating with me:

We, the parents of a Cub Scout,  
Do promise to assist our son, to earn the Cub Scout badges.  
We will be faithful in our attendance,  
of Pack Meetings and , Will assist in every way possible,  
as we help our sons to DO THEIR BEST.

( all sit down except the new Bobcats and their parents)

NOW, because each of you parents helped your son earn the Bobcat badge, will you pin it on him and hand him his membership certificate.(if available) ( the new Cubs turn to face the audience)

Now let us all repeat the Cub Scout Promise (all repeat the Promise)  
On behalf of the Cub Scouts and Parents of Pack \_\_\_\_\_, I welcome you.

CLOSING THOUGHT

Tools are something like our own body and mind- if we keep them sharp, clean, and use them properly, they will produce desirable results. Let us always keep the Cub Scout motto in mind, DO YOUR BEST.

WHERE TO FIND MORE CEREMONIES ?

STAGING DEN AND PACK CEREMONIES

CUB SCOUT HOW TO BOOK

YEARLY PROGRAM HELPS

ROUNDTABLES

POW-WOW

PEOPLE IN YOUR PACK

DISTRICT SCOUTERS

CAMPS

YOUR IMAGINATION

Ceremonies are a wonderful way to express Scoutings ideals, and make a point with your members. Use ceremonies to open and close meetings, advance boys, graduate boys to the next level of the program, recruit help, recognize leaders. Ceremonies can add meaning to all areas of your program, they only take a little practice, to become second nature. Fear is the only thing stopping most people from doing ceremonies. Remember your audience has never seen your ceremony so they don't know what you are trying to do. Just do your best, and everyone will be happy. We hope you find this book useful and helpful.

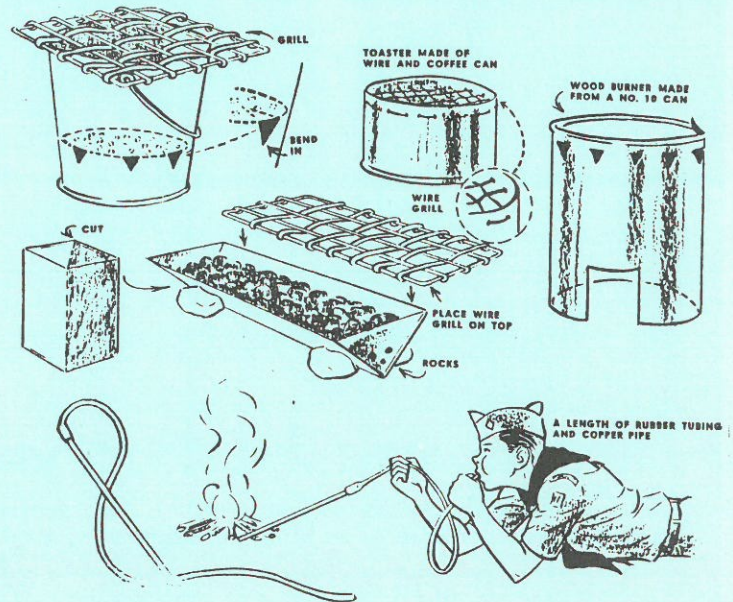
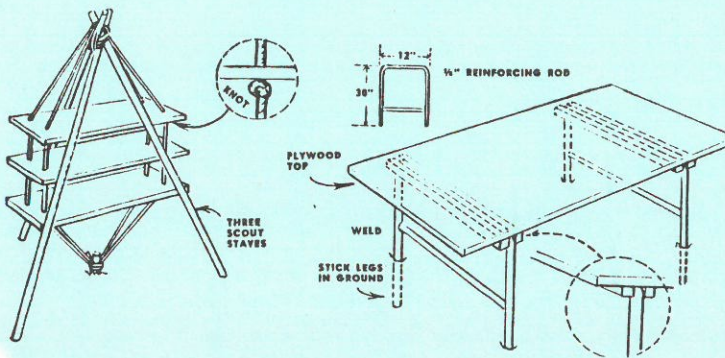
YOURS IN SCOUTING,  
1991 POW-WOW STAFF

# CUB SCOUT

# OUTDOOR

# PROGRAM

## KAMP KOOKING IN KOMFORT





## THE CUB SCOUT OUTDOOR PROGRAM

1. WHY: Introduces the out-of-doors, creates an appreciation of nature, teaches; safety procedures for hikes, cookouts, camping, first aid, and others.
2. WHAT: CUB/WEBELO DAY CAMP  
CUB/WEBELO RESIDENT CAMP  
MOM & ME  
AKELA WEEKEND  
CAMPOREE  
SUMMEREER  
BACKYARD CAMPING  
FAMILY CAMPING  
SPORTS PROGRAM  
HIKING
3. PHILOSOPHY: Organized camping is a creative, educational experience. It contributes significantly to physical, mental, spiritual, and social growth.

Camping aids in spiritual growth by helping campers recognize and appreciate the handiwork of God in nature.

Camping contributes to the good health through supervised activity, sufficient rest, good fun, and wholesome companionship.

Camping contributes to the social development by providing experiences in which campers learn to deal practically and effectively with living situations.

Camping is an experience in citizenship training, decision making, planning, and carrying out activities at their own level.

Camping contributes to the development of self-reliance and resourcefulness by providing learning experiences in which campers acquire knowledge, skills, and attitudes essential to their well-being.

Camping at the Cub Scout family level provides an introduction to the future development of skills to be learned as a Boy Scout.

## CAMPING

## DAY CAMP:

Provides 3-5 day experience (participants go home at night)

Teaches new skills

Strengthens pack summer program

Encourages advancement

Introduces youth to the outdoors

## FAMILY CAMPING:

Family involvement (entire family can enjoy each other in a stressless environment)

An inexpensive family vacation

Household chores become fun

Family can learn to work and play together

A fun way to see our country in its natural beauty

## RESIDENT CAMPING:

Provides opportunity for parent/son camping

Introduces parent to council camps

Encourages family service

Strengthens the family (members of the family work together for recognition)

## WEBELOS OVERNIGHTER:

Overnight camping experience for Webelos Scout/adult at pack level.

## WEBELOS WOODS:

Overnight experience for 10 year old boys

Youth learn Scouting skills

Introduces youth to Boy Scout camping skills



AKELA WEEK-END:

An overnight experience

Parent and son have a quality, one on one experience

Parent can share their skills with sons

Sons have an opportunity to show off for their parent

MOM AND ME:

A 1 day outdoor experience

Moms and sons enjoy a day at Boy Scout camp together

Gives sons an opportunity to see and get to know their moms in a different context

SCOUTING'S OUTDOOR PROGRAM  
EVER INCREASING CHALLENGE  
OUT-OF-DOORS

R.	TIGER	WOLF	BEAR	WEBELO
DEGREE OF CHALLENGE	BOY-PARENT EXCURSIONS	FIELD TRIPS HIKES COOKOUTS SERVICE/ CONSERVATION PROJECTS SPORTS SUMMERE DAY CAMP RESIDENT CAMP	FIELD TRIPS HIKES COOKOUTS SERVICE/ CONSERVATION PROJECTS SPORTS SUMMERE DAY CAMP BACKYARD CAMP PARENT/SON OVERNIGHT RESIDENT CAMP	FIELD TRIPS: HIKES COOKOUTS ACTIVITY- BADGE ADV. SERVICE/CON.- PROJECTS SPORTS SUMMERE DAY CAMP BACKYARD PARENT/SON OVERNIGHT RESIDENT WEBELOS- RESIDENT
	1	2	GRADE 3	4 & 5

# OUTDOOR COOKING PROGRESSION

1. Nosebag

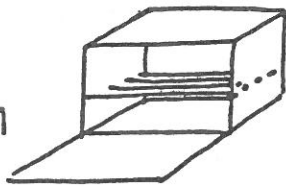


easy-guaranteed success



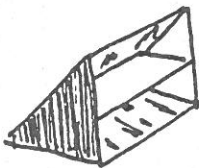
2. One Pot

3. Box Oven



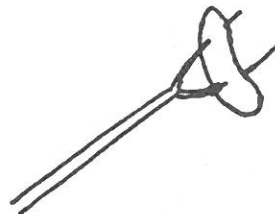
4. Skillet

5. Foil

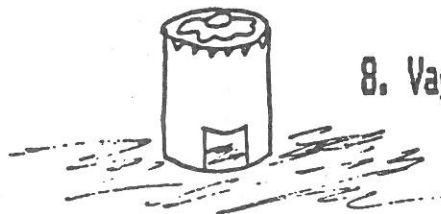


6. Reflector Oven

7. Stick



8. Vagabond Stove

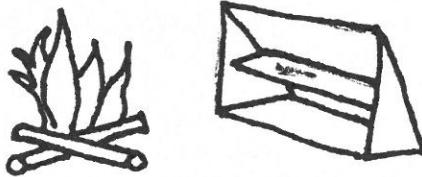


more difficult  
need experience

## OVENS

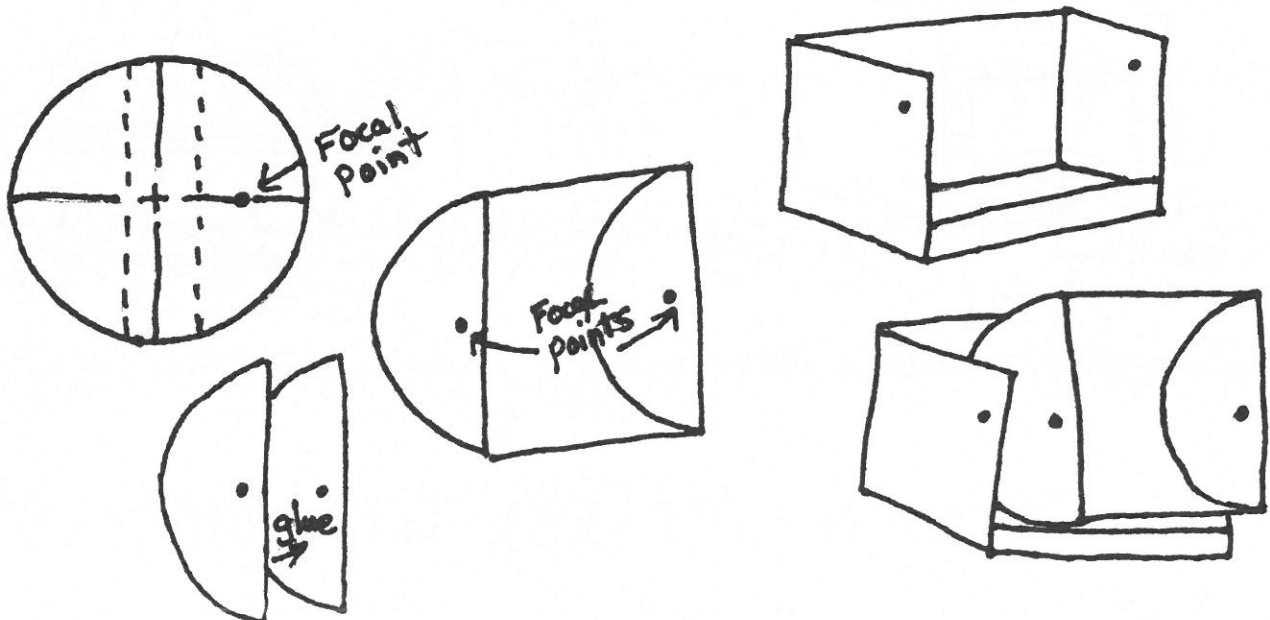
## REFLECTOR OVEN:

Use a square cardboard box cut in half diagonally. Cover the inside with foil, shiny side out. Place wires from side to side in middle of box to support the cardboard shelf, also covered with foil. Place large rock at back and small one at front to brace oven in front of fire. The best type of fire for the oven is a teepee fire. If the wind is blowing or if you do not have a fire with good flames, build a fire reflector on the side of the fire opposite the reflector oven. This maybe foil stretched between two sticks or a piece of cardboard covered with foil and propped up with sticks.



## SOLAR COOKER:

You can build a simple reflector cooker from cardboard and aluminum foil. Draw two 14" diameter on cardboard, and cut each out. Draw lines dividing each circle into equal quarters, and cut each circle in half. Along the other line, mark a point halfway. This is the cookers focal point. Now trim 1½" from each piece parallel to the straight edge--and glue the two pieces together to make each heavier. (you may use wood here instead). Cut a 10"x19" piece of cardboard, cover one side with aluminum foil, shiny side out. Use rubber cement. Tape and glue the longer edges of this rectangular piece to the two curved edges, with the foil side facing in. Poke holes in the side pieces where you have marked the focal points you now have a solar cooker. You may wish to build a frame to support your cooker. Cut the top and front from a cardboard box which is just slightly larger than your cooker. Make holes in the box and in your cooker, along the focal point's axis, and 2" from the curved edge. Use a bolt and wing nut to fasten your cooker to the frame. This will allow you to turn the cooker to obtain the most possible sunlight.



**CARDBOARD BOX/FOIL OVEN:**

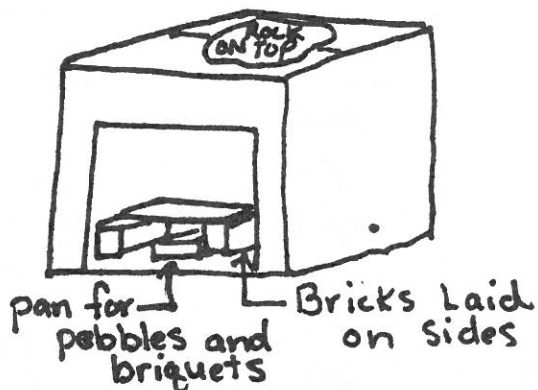
Completely line inside of heavy cardboard box with aluminum foil, shiny side out. Close all seams on the box with duct tape (heat-resistant tape) to keep heat from leaking out. Make a hole about  $\frac{1}{4}$ " in diameter from inside to outside on all four sides of box near the bottom. Make a rack with wire, or place two bricks or rocks inside to hold pan. For insulation, pour pebbles or dirt into a pan that will fit into the bottom of the oven. (Foil can be placed across the dirt or sand in order to elevate the broquets a little bit so that more oxygen can get to the briquets.) Place 15-20 white hot briquets on top of the pebbles. Mix cake (snacking cake is easy, as it has its own pan) and put in pan on rack or bricks. Close cover, weight down, and bake 30 minutes.

**PIE-TIN OVEN:**

Two pie tins can be used to make an oven that will bake biscuits, pie, cake, pizza, and other foods.

1. Oil one pie tin and place food in it.
2. Turn a second pie tin upside down over the first tin to make a lid.
3. Use three or four metal clamps (the kind used to clamp paper together) or clothespins an equal distance apart on the lips of the pans.
4. Place three rocks or metal tent pegs in a bed of coals high enough to elevate the pie-tin oven 1 inch above the coals.
5. Place coals on lid. If many coals are desired, a foil collar can be made by folding a length of foil two or three times and hooking it together at the ends so that the collar will fit around the pie tin to hold the coals.

Item to be cooked should be done in about the same time it would take to cook it at home. Pliers or asbestos gloves are needed to remove clamps. Care should be taken to brush the coals off before opening the lid.



CARDBOARD BOX/FOIL OVEN



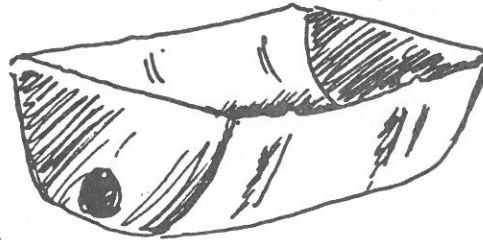
PIE-TIN OVEN

## FIRES

**CHARCOAL FIRE BUILDING**

Well ventilated area - clear. No trees above. Fuel--Charcoal. Starter-- Twigs-tender or trench candles, wax kisses (commercial charcoal lighter or alcohol is not safe).

Place coffee can on grid in oil barrel layer starting with charcoal than a wax kiss or trench candle, charcoal, kiss, charcoal (2 or 3 kisses enough). Light from bottom of coffee can (should go up good.) When white ash or charcoal, remove coffee can with tongs, place can in fire water bucket to cool. Coals are ready for cooking.



3 lb coffee can  
with ends removed  
and holes punched  
in sides.

Edible Fires Ideas

Tinder - coconut

Kindling - pretzel sticks, licorice - thin

Fuel - tootsie rolls, fat pretzel sticks, fat licorice

Fire circle - M&M's, marshmallows, red hots

Match - toothpick.

Firestarters

Fill cardboard egg cartons with sawdust (chunky) or woodchips. Our melted wax (or paraffin). Use one "egg" as a fire starter.

Charcoal firestarters

Put one briquet in each cup of a cardboard egg carton. Dribble melted wax over to hold in place. Tear off one "egg" as a fire starter.

Waterproofing matches

Dip matches in melted wax (thin coat), or nail polish.

Trench Candles

Roll several sheets of newspaper into a long, tight roll. Tie the roll with string at 2 1/2 inch intervals. Leave 3 inch end on each string for dipping. Cut the roll between the strings. Dip each trench candle into a container of melted wax. Hang by strings to dry.

Wax Kiss firestarter

Take a small chunk of wax. Wrap with wax paper. Twist ends.



## FIRES

All fires should be in a fire circle or a fire barrel.

There are three things that a fire must have;

1. Air (fires burn upwards, light from bottom)
2. Flame/heat source
3. Fuel/material to burn

Before starting a fire;

1. Have loose clothing secured
2. Have water and a shovel nearby

Three types of wood:

Name:	Size:	DESCRIPTION FOR BOYS:
Tinder	small twigs, bark, pine needles	smaller than pinky finger
Kindling	medium pieces of wood, branches	put 3 fingers together
Fuel	logs, split and whole	Larger than wrist

Cub Scouts are minimal impact campers who conserve natural resources. Always gather "down wood"- that is dead and lying on the ground (never from living trees). Conserve wood- build fires to fit your needs.

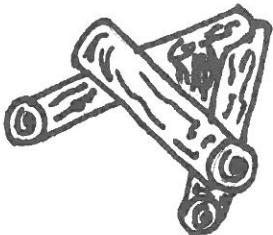
Types of fires:

A-Frame

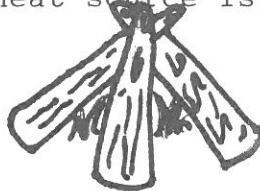
Foundation fire

Tepee- quick cooking, boiling, one pot meals (heat source is one point

Ceremonial- Extended tepee, push logs to center as they burn



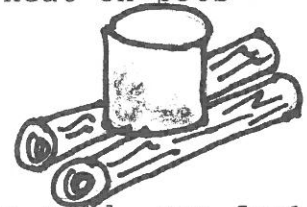
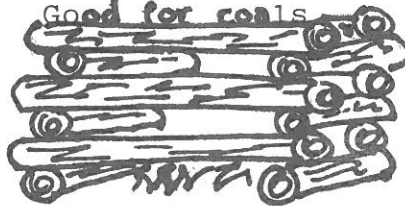
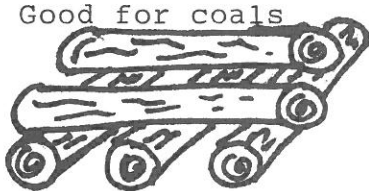
Crisscross-  
Good for coals



Log Cabin  
Good for coals



Hunter's Concentrates heat on pots



Extinguishing a fire: ( repeat until all coals are cold- can feel with hand)

1. Sprinkle water
2. Stir with a stick
3. Feel coals with hand

Never put water on a fire in a fireplace or woodburning stoves, this could result in broken fire bricks or cracked stoves.

Never scatter coals in the woods. This is unsafe and is environmental unsound.

## CUB GRUB

## ELEPHANT STEW

1 elephant, medium sized

2 rabbits (optional)

Salt

Pepper

Cut the elephant into bite size pieces. This will take two months, so plan ahead. Brown meat. Then add enough brown gravy stock to cover meat. Cook uncovered at 465 for about four weeks, adding more liquid if necessary. Recipe serves 38,000 people. If more people are expected, add the two rabbits, but only if necessary, because most people don't like to find a hare in their stew.

## EDIBLE CAMPFIRE

This is a delicious way to teach Cub Scouts about firebuilding. Ingredients are miniature marshmallows for the fire ring, broken potato chips for firestarter or tinder, small pretzels for kindling, larger pretzels for logs, and red hot cinnamon sticks for hot coals. Have fun practicing firebuilding, and then EAT YOUR FIRE!

## CHICKEN BREASTS WITH RICE

(4 servings)

4 chicken breasts- boned

10½-oz can condensed cream of mushroom soup (undiluted)

2/3 cup instant rice

3 14 inch squares heavy-duty aluminum foil

Put each piece of chicken on a separate piece of double thickness foil. Mix soup with instant rice. Spoon over the chicken breasts. Seal package and put them on a grill about 5 inches above coals. Turn once during cooking. Cook about 40 minutes. Check one packet for doneness before removing all four. Salt and pepper to taste.

## BEEF AND MUSHROOM DELIGHT

(4servings)

1 pound stewing beef cut into  $\frac{1}{2}$  inch cubes

4 peeled baking potatoes

8 oz carton sour cream

1 envelope onion soup mix

 $\frac{1}{4}$ cup milk $\frac{1}{4}$ teaspoon garlic salt  $\frac{1}{2}$  teaspoon salt

dash pepper

4 oz can sliced mushrooms (drained)

2 small onions cut in wedges

8 14 inch squares heavy duty aluminum foil

Divide beef into 4 equal portions. Put each portion in center of a foil square. Sprinkle beef with seasonings. Evenly distribute mushroom slices and onion wedges among portions. Seal wrap. Set aside. Slice potatoes and combine with remaining ingredients in a kettle or bowl. Spoon this mixture evenly in the center of each of the remaining pieces of foil. Seal wrap. Put the potato packets on medium hot coals and cook for 45 to 55 minutes or until potatoes are tender. After the potato packets have cooked for about 15 minutes, put the beef mixture packets on the coals and cook until the potato packets are done.

## TURN OVERS

Delicious turnovers can be made with English muffins:

Scrape out the center of both sides of an English muffin with spoon, take care not to scrap a hole in the muffin.

Fill one half of muffin with a favorite sandwich or dessert filling. (21 oz can of pie filling will fill 8-9 muffins)

Put muffin together and butter both sides. Wrap in foil, using aluminum foil . Cook in coals for 3-5 minutes per side.



# Master Plan, One Pot Meal

16-20 People

- 4 lbs. hamburger, browned
- 1 pkg. dehydrated onions or 2 fresh med. size
- 1 pkg. dehydrated sweet peppers or 1 large fresh
- 3 cans tomato soup
- salt and pepper

### HUNTER'S STEW

Add:  
5 cans vegetable soup

### SQUAW CORN

Add:  
4 cans corn (#2} cans)  
3/4 lb. diced cheese

### SPANISH RICE

Add:  
1 lg. pkg. Minute Rice  
(cooked separately)  
(4 cups 15 oz. pkg)

### YOKI SPECIAL

Add:  
4 #2} cans Spaghetti  
2 #2} cans peas

### AMERICAN CHOP SUEY

Add:  
5 cans spaghetti

### CHINESE MYSTERY

Add:  
1 bunch celery  
2 lg. pkgs. thin noodles  
(add when boiling)  
2 #2 cans tomatoes

### HUNGARIAN HOT POT

Add:  
4 #2 cans Campbells  
Pork and Beans

### SPAGHETTI

Add:  
1 lg. pkg. Spaghetti  
(cooked separately)  
Sprinkle with cheese

### MEXICAN DELIGHT

Add:  
1 can Niblet Mexicorn  
1 can pitted olives  
1 box cornbread, mixed  
and dropped by spoonsfull  
when mixture is boiling  
well. Cover...cook 14 min.  
NO peeking!!

### SLOPPY JOES

Add:  
Chili sauce, tomato  
sauce or other variety  
soups. Serve on open  
buns.

### CHILI

Add:  
Chili powder  
5 cans Red Kidney Beans  
(#2} cans)

### MACARONI BEEF

Add:  
1 lg. pkg. Macaroni

## MENU SUGGESTIONS

## Nosebag

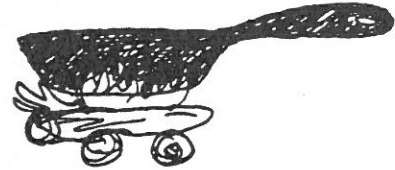
- pudding cones - mix pudding, place in ice cream cones, top with cool whip.
- Ants on a Log - peanut butter on celery, with raisins.
- Singing oranges - peppermint stick in an orange (get oranges soft first).
- Fresh veggies in cheese, peanut butter, or salad dressing.
- Walking salad - cut off apple tops, core (leave bottom), scoop out pulp of apple and chop. Add cottage cheese, raising, nuts, mayo. Restuff.
- Friendship salad - have everyone bring a piece of fruit. Chop and mix.
- Salad roll-ups - roll lettuce or cabbage around filling.

## One Pot

- Dump Cake, 1 can pie filling, dry cake mix (Jiffy), 1/4 cup melted butter.
- Snow on the Mountain - dip crackers in melted chocolate, then coconut.
- Pineapple upside down cake - pineapple with juice in bottom, fill approximately 1/2 to 2/3 full with prepared cake mix.
- Witch's Stew - Brown hamburger (1/8-1/4 # per person). Everyone bring a can of soup (not any cream soups). Add soup. Heat.
- Bags of Gold - form biscuits around cheese cubes, drop in hot tomato soup.
- Rice Krispie bars - melt marshmallows and butter, add to individual Rice Krispies on mess kits.
- Beef Strogenauff
- Chicken and dumplings

## Box Oven

- Brownies
- Cobblers
- Cakes
- Pizza (individual ones on english muffins)



## Skillet

- Mexican - tacos, burritos.
- Taco Salad
- Egg in a hole - cut out circle in bread, fill with egg. Fry.
- Pancakes (add chocolate chips, bananas, nuts, bran cereal)
- Egg McMuffin
- Garbage - scrambled eggs, onions, green peppers, tomatoes, cheese (American and/or cream), potatoes, picante. sauce. Can put in flour tortilla.
- Stir Fry

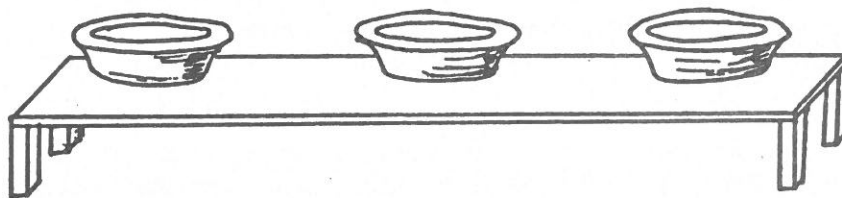
## Foil/Ember

- Hobo dinners - ham, hamburger, chicken, green peppers, pineapple, green beans, potatoes (cut small), carrots, etc.
- French bread stuffed with browned hamburger, cheese and a vegetable.
- Banana boats - peel 1 strip of skin, cut grove, fill with chocolate chips, marshmallows, cover with peel and cook.
- Cake in an orange - cut off top, remove orange, fill with prepared gingerbread mix (fill 1/2 to 2/3 full). Wrap in foil.
- Baked apples - cut off tops, core (leave bottom). Add brown sugar, raisins, cinnamon. Put top on, wrap in foil. Cook.

## DISHWASHING OUT-OF-DOORS



Scrape  
Waste  
into trash  
can



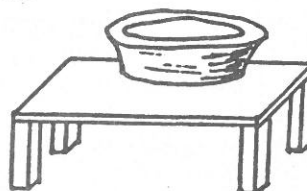
Prewash  
cold water  
no soap  
(optional-  
helps get fine  
food particles  
off)

Wash  
hot water  
soap

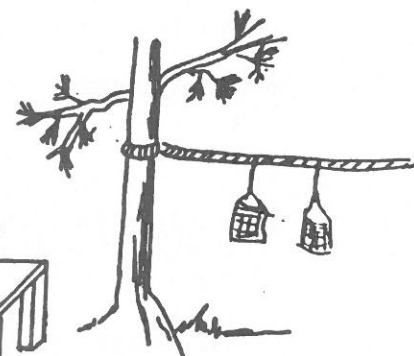
Rinse  
warm water



Dunk Bag  
put dishes and  
silverware  
inside



Sterilize  
cold water  
1 T chlorox  
in 1 gallon  
water



Hang  
to dry

## OUTDOOR ACTIVITIES

## Collections:

If you do these, you need identification sources, books, or people who know.

Do not spread misinformation about nature.

ROCKS

LEAVES

MUSHROOMS- Do not eat, wash hands after touching

SHELLS

SEEDS AND NUTS AND CONES AND DRIED WEEDS

WILD FLOWERS- only if permissible and plentiful

FOSSILS

BUGS

OFFLY SHAPED STICKS AND TWIGS

TRASH

USE A CUB SCOUT'S VIEWPOINT!! WE'RE NOT TOO OLD TO SEE WITH EYES OF WONDER AND DELIGHT IN THE SMALL SCENES OF NATURE...AS PART OF OUR DUTY TO GOD WE LEARN ABOUT AND CARE FOR HIS CREATION.

## KNOT GAMES

## KNOT RELAY:

Decide on a knot to use for this game. Divide into teams of equal size and count off. Each team sits or stands in a circle with the number one player holding a piece of rope. At a given signal, the number one player runs around the circle and returns to his place. He then must tie the knot correctly (if the clove hitch was chosen, he also should have a short stick to tie the knot around). He passes the rope to the player on his left, who must untie the knot before starting around the circle. Each player takes a turn until the rope has come back to the number one player&he has untied the knot.

## CAT'S TAIL:

Prepare 20 to 30 pieces of heavy string, each piece six inches in length. Hide all but 3 or 4 pieces of string. Divide the den into teams of equal size. Each team chooses a "cat", who is given one of the extra pieces of string. At a given signal, all players except the "cats" scatter to find the hidden strings. As a cub finds one, he takes it to his "cat" and ties it with a square knot to last piece of string the "cat" holds. The team that makes the longest tail of strings, wins.

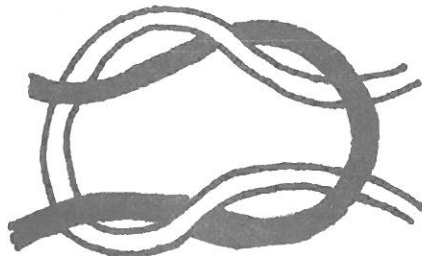
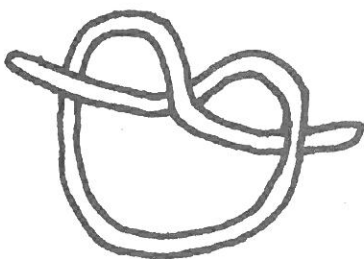
## SCHOOL:

Mark off a starting line and a finish line, at least 20 feet apart. All players, with ropes, line up along the starting. The game leader calls out the name of a knot, and all players tie it. (Judges quickly check the knots). All players who tied the knot correctly take one step toward the finish line. Continue in the same way, calling out different knots. First player to reach the finish line wins.

## TEST OF STRENGTH:

For this game, all players need practice ropes of the same thickness. Players sit in a circle holding their ropes. Each boy ties one end of the rope with a square knot to the boy on his left. When all knots are tied, lift the rope circle over your heads and down to the middle of your back. At a signal, lean back hard against the rope circle. (If any of the square knots isn't correctly made, you'll all fall over backwards!!) Try this game making the knots behind our back instead of in front of you or tie with your eyes shut.

BLINDFOLD TEST: See how fast you can tie a certain knot when you are blindfolded.



## NATURE ACTIVITIES

1. Nature Sounds- For five minutes listen. Then make a list of what was heard.
2. Mobiles- Make with nature objects and hang by string from sticks.
3. Pebble & Twig creatures- Arrange and glue pebbles or twigs, (must be clean and dry) decorate with felt and paint. Glue on a piece of bark.
4. Cloud watching- Lie on back and use your imagination. Draw a picture in your mind.
5. Make or use an Old Hat- Decorate with materials from nature.
6. Adopt a Tree- Keep a record of everything that happens to it- what birds visit it, what insects- the direction of the wind blowing its leaves, etc.
7. Go on a nature scavenger hunt.
8. Simple Explorations-
  - Find things that are red, yellow, blue, green, etc.
  - Look for different kinds of stones.
  - Hunt for seeds & pods
  - Find things you never saw before
  - Explore a shovel full of dirt
  - Look for different tree shapes
  - Find a nature object that begins with each of your initials
9. Draw simple pictures & fill in with different seeds, pods, twigs, leaves, etc, from nature
10. Make puppets out of twigs, leaves, cloth paper bags or potatoes and have a puppet show.
11. Compose a new camp song, symbols or story
12. Draw original cartoons of camp life using cold charcoal from fires
13. Trail signs- Start teaching simple signs
14. Camping skills- Knots, knife safety, etc, then try a relay using the skills
15. Plan an evening program with a nature theme
16. Hikes:
  - Snoop- EXplore, be aware, notice oddities, be snoopy
  - Craft- Gather nature items for a craft project
  - Baby hike- Gather or list all babies seen, bird, fern, leaf, snail, etc.
  - Detective hike- Spot and list all evidence of man in nature( even litter, which can be picked up and put in the litter bag you have with you.)
  - String hike- Follow string and identify objects along the way.
  - Indian Hike- Hike quietly, single file, wear headbands, learn Indian dance, tell a nature related Indian story, always look and listen.

## HIKE IDEAS

INCHER HIKE- Object: To collect as many objects as possible that are one inch, around, long, etc. Measure treasures on return and see who brought in the interesting things overlooked.

BABY HIKE- To be used in early spring to find the first signs(baby birds, buds, etc.) of spring.

HANSEL AND GRETEL HIKE- Object: To see how many wild plants you can find that are edible

PICTURE HIKE- Object: For use in the city to find the most interesting pictures in the block. This may be a tree, garden, public building, etc.

PENNY HIKE- Object: Decide direction such as - Heads east or west- Tails north or south and flip penny to determine direction. May be used with picture hike.

MONOGRAM HIKE- Each boy tries to find all the nature objects beginning with his initials along the way.

A.B.C. HIKE- The unit is divided into groups which attempt to find natural objects beginning with each letter of the alphabet. The group finding the most wins.

BIRD WALK- Group writes down the characteristics of each bird they see along the way to identify back at site.

TRACKING AND TRAILING- A variety of trail signs can be used by one group of boys to indicate a trail others can follow.

COMPASS HIKE- Trails laid and followed by means of a compass.

TREASURE HIKE- A trail laid with a treasure at the end.

RAINBOW - Object: To find and list as many colors in nature as possible. Good at anytime but especially after a rain. May be used as a contest.

HOBO HIKE- This may be planned and prepared will in advance. Each hiker is to bring a stick, bandanna and wear old clothes. On arriving at the starting point, each is labeled with some appropriate name, such as Willie the Bum, or Slowpoke Harry. A King and Queen are chose and they in turn select the official Dog Chaser, Door Rapper, and Chief Grub Begger. The group then starts in quest of its hand-outs from different spots in the areas, which have previously been left.

PROGRESSIVE SUPPER HIKE- A three stop hike with different food and recreation at each stop, probably ending at a campfire with songs, stunts, and a popcorn feast.

## AN OUTDOOR FLAG CEREMONY

The important thing to remember in any Flag Ceremony is respect for the flag of our country.

Printed below is a sample Flag Ceremony. It is one of many found in Cub Scout and other publications. The boys may be able to suggest others they would like to use.

**COLOR BEARER:** Red sash is over right shoulder and tied with a square knot under left arm.

**COLOR GUARD:** Red sashes are tied around the waist on the left side. There are generally four color guards, but there may be two, six, or eight.

**FORMATION:** The camp proceeds in single file and forms a horseshoe around the flagpole. Color guard (bearer and guards) then advance to position in front of the flagpole and remains facing the pole during the entire event. After the ceremony the color guard retires first.

**SILENCE:** There is absolute silence from the time the camp moved forward until it returns to the starting point. The Color Guard is the "official guardian" of the flag for the entire period they are wearing the red sashes. They do not speak or sing.

**CEREMONY:** The ceremony takes place after the flag has been raised or before it has been lowered. The ceremony itself varies but often consists of the Pledge of Allegiance, patriotic poetry, and songs.

**SALUTE:** The Color Guard salutes at colors immediately after they have raised the flag and return to position. At retreat they salute the flag after taking their position and before lowering the flag.

**RAISING OR LOWERING:** At Colors and Retreat the Color Bearer steps forward first and the first two Color Guards follow, taking their positions on the right and left of the flagpole. They are responsible for seeing that the flag flies free and for catching the flag as it is lowered so that it does not touch the ground. At Colors one member may hold the flag as the Flag Bearer attaches it to the flag rope.

**FOLDING:** The flag is held by the Color Guard and folded lengthwise in half; then again lengthwise in half. The blue field is folded down underneath toward the outside and is nearest the flag pole. The last couple (those farthest away from the pole) begin folding the flag in a triangle. They fold until they can pass it on to the other members of the Color Guard to continue--or the flag is in a triangle.

**PLACING:** The Color Guard resumes its original position. One member of the first couple steps up in front of the Color Bearer, places the flag, point forward, in his outstretched hands and returns to his position.

**RETURN:** Each member of the Guard takes one step to the side and then turns to face the center. The Color Bearer does an about face and walks down the aisle. The first couple follows him then the second, and so on.

# THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the "Campfire Program" sheet (over).
2. On the "Campfire Program Planner" (below), list all units and individuals who will participate in the program.
3. From each get and write down the name, description, and type of song, stunt, or story they have planned.
4. The master-of-the-campfire organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. M.C. makes out the campfire program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			



## SUGGESTED WEBELOS CAMPOUT CHECKLIST

Our Webelos den is going on \_\_\_\_\_ at \_\_\_\_\_.  
 We will meet at \_\_\_\_\_ at \_\_\_\_\_.  
 We will return at \_\_\_\_\_ on \_\_\_\_\_.

Tents: Will be furnished\_\_\_\_ Bring your own\_\_\_\_  
 Cooking equipment: Will be furnished\_\_\_\_ Bring your own\_\_\_\_

Each boy will share a tent with his Dad/adult partner.  
 Those boys who will be sharing a "Dad" will occupy the same tent.

A full Webelos uniform should be worn to the campout.  
 Sturdy shoes, suitable for hiking, will be useful.

During the campout we will be working on the requirements for the Forester\_\_\_\_, Geologist\_\_\_\_, Naturalist\_\_\_\_, Outdoorsman\_\_\_\_, \_\_\_\_\_, activity badge. The material in the Webelos Scout Book related to this badge should be read carefully and studied in advance. Bring your Webelos Scout Book to camp.

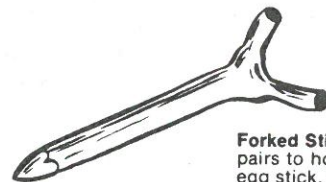
The following is a list of optional equipment which will be useful on the campout. Make a check mark in pencil by each item as you lay out your equipment to pack:

Blankets(2 or 3) or sleeping bag\_\_\_\_  
 Waterproof ground sheet, plastic\_\_\_\_  
 Sweater or jacket\_\_\_\_  
 Extra pair of shoes\_\_\_\_  
 Set of extra clothes\_\_\_\_  
 Extra socks\_\_\_\_  
 Toilet Kit: Soap in container\_\_\_\_  
 Wash cloth\_\_\_\_  
 Hand towel\_\_\_\_  
 Toothbrush/toothpaste\_\_\_\_  
 Comb\_\_\_\_  
 Kleenex\_\_\_\_  
 Toilet paper\_\_\_\_  
 Eating Kit:  
 Plate\_\_\_\_  
 Knife\_\_\_\_  
 Fork\_\_\_\_  
 Spoon\_\_\_\_  
 Cup\_\_\_\_  
 Mess Kit\_\_\_\_  
 Flashlight\_\_\_\_  
 Sun tan lotion\_\_\_\_  
 Mosquito repellent\_\_\_\_  
 Chap stick\_\_\_\_  
 Webelos Scout Book\_\_\_\_

## COOKING STICKS



**Twixer.** Used for stirring dough to "twix" up biscuits.



**Forked Stick.** Used in pairs to hold shishka-stick, egg stick, or meat loaf stick.



**Shishka-Stick.** About 1/2 inch x 12 inches. Punch through the meat for kabob. Flatten one side so meat won't slip.



**Meat Loaf Stick.** The barbs or branches keep the meat loaf from turning. Make 1/2 inch in diameter, 12 inches long.



**Spear Stick.** About 1/4 inch x 12 inches. Use to spear meat from fire.

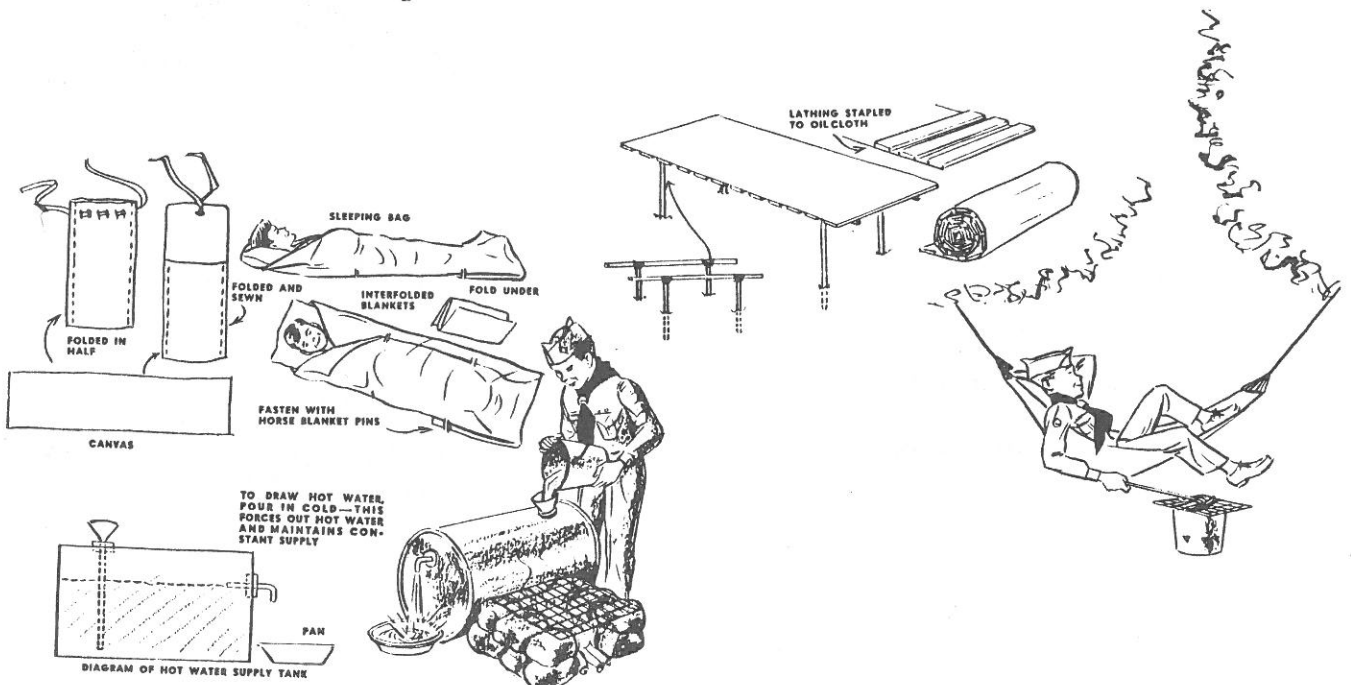
SAMPLE CAMPOUT SCHEDULE

SATURDAY

8:30 a.m. Arrive at campsite  
 8:30-9:15 Erect tents, Prepare bedding, check cooking areas and fuel supply.  
 9:15 Raise flag, salute, Pledge  
 9:20-10:30 Nature hike with a purpose, such as instruction in Forester, Geologist or naturalist badges.  
 10:30-11:30 (Ideas) Fishing, Knot tying, Archery, First Aid  
 11:30-12:15 Webelos/adult teams prepare for lunch  
 12:15-12:45 Lunch  
 12:45-1:15 Clean Up  
 1:15-1:45 Free time  
 1:45-3:00 Badge activities, or work on preformance for campfire program  
 3:00-4:00 Boating, games, crafts  
 4:00-5:30 Free time (prepare cooking fires)  
 5:30-6:00 Webelos/adult teams prepare dinner  
 6:00-6:30 Dinner  
 6:30-7:00 Clean up  
 7:00-8:00 Free time/games  
 8:00 Lower flag, salute  
 8:15-9:15 Campfire program  
 10:00p.m. Lights out camp quiet

SUNDAY

7:00a.m. Reville  
 7:00-7:15 Clean up  
 7:15 Raise flag, salute, Pledge  
 7:20-7:45 Webelos/adult teams prepare breakfast  
 7:45-8:15 Breakfast  
 8:15-8:45 Clean up  
 8:45-9:30 Break camp. Leave campsite in better condition than you found it!



## DUTCH OVEN

**HISTORY OF THE DUTCH OVEN:** The Dutch oven came to this country in its early years of development, and it was an item of great use in preparing pleasant, nourishing meals for thousands of people. As settlers moved across our land, this cooking utensil was probably the most important one on the wagon or pack animal.

Through the years, many hunters, fishermen, ranchers, trappers, Scouts and campers of all styles have found the Dutch oven a most useful utensil. Probably your most versatile cooking tool, it can be used for frying, browning, steaming, stewing, and baking. Most anything that can be cooked in or on your kitchen stove at home can be cooked in the Dutch oven in your camp.

## QUICK STEW

2-3 lb. ground beef	1 can vegetable soup
1 can beans, drained	1 tsp. onion salt

Brown beef in open oven. Add other ingredients and cook 15-30 minutes in covered oven. Serves 8

## POT ROAST

1 3lb. beef roast-rolled, pot, round bone or rump cut  
 2 tbsp. cooking oil  
 1 cup water  
 garlic salt

Brown roast on each side in the oil in open oven. Add water to oven; sprinkle garlic salt on top of roast. Cook about 2 hrs. in covered oven, adding small amount of water if needed. Serves 8.

## PINEAPPLE UPSIDE-DOWN CAKE

1/4 cup butter	1 yellow cake mix
1/2 cup brown sugar	1 egg

1 can sliced pineapple

Place butter and brown sugar in the oven and stir until well mixed. Place the pineapple slices in the butter and sugar mixture in the bottom of the oven.

In a separate bowl, mix the cake mix and the egg. Pour this batter over the pineapple in the oven, then put the lid on the oven and bake about 30-40 minutes. Test the cake for doneness with a straw.

When the cake is done, remove the coals from the oven, remove the lid and let the oven cool for about 10 minutes. Using a large cutting board or a piece of corrugated cardboard covered with wax paper, hold the board on top of the oven and invert the oven quickly. This will allow the cake to fall on the board and the pineapple will be on the top. A safer way to support the cake when you invert it is to cut the cardboard in a round piece the same size as the cake, and it

will fit inside the oven on the cake; then when the oven is inverted, the cardboard can be held directly under the cake. Serves 8.

#### TRAIL COBBLER

2 cups biscuit mix  
2 cups sugar  
2 cups milk or water  
1 cup shortening  
1 can fruit, drained

Mix the biscuit mix, sugar, milk and shortening. Add fruit and stir. Bake in covered oven about 1 hour. Serves 8.

#### CHERRY COBBLER

14" Dutch oven  
4 cans cherry pie filling  
1 yellow cake mix, or  
2 pkgs. golden  
pound cake

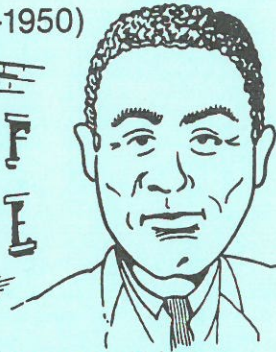
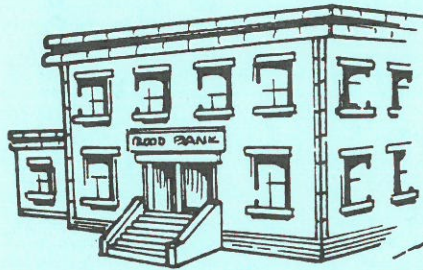
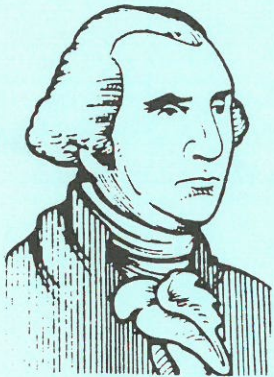
While waiting for the fire to get hot, line the oven with aluminum foil. Make sure it doesn't interfere with the closing of the lid.

In a separate bowl mix the cake mix until smooth, or the pound cakes if you prefer them...the batter should be thick yet still thin enough to pour. Add the 4 cans of cherry pie filling into the Dutch oven. Place on the fire. Be sure the oven is level. Pour the cake mix on top. Add the lid and check the bottom heat. The cobbler should cook in 30 to 35 minutes. Allow 30 to 40 minutes when using pound cake. Still check every 15 minutes to control cooking. As with other cobblers, check it with a fork or knife for doneness when it is golden brown and cracking. Remove from the oven and serve with ice cream.

You can use 2 cups, 8 oz. each of fresh cherries for each can of pie filling, then adding 1 cup of simple syrup for sweetness. Cover with the cake mix and cook as above. Those big, Bing cherries and special pie cherries might make an excellent cobbler.

# FAMOUS AMERICANS

Charles R. Drew (1904-1950)



Perfected techniques for preserving plasma (a part of blood); made blood banks possible.



# THE FLAG





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## I AM THE NATION

I was born on July 4th, 1776, and the Declaration of Independence is my birth certificate.

The bloodlines of the world run in my veins, because I offered freedom to the oppressed. I am many things. I am the nation.

I am more the 250 million souls--and the ghost of many millions more who have lived and died for me.

I am Nathan Hale and Paul Revere. I stood at Lexington and fired the shot heard around the world. I am Washington, Jefferson, and Patrick Henry, John Paul Jones, the Green Mountain Boys and Davy Crockett, Lee, Grant and Abe Lincoln.

I remember the Alamo, the Maine and Pearl Harbor. When freedom called, I answered and stayed until it was over. I have left my heroic dead on Flanders Fields, the Rock of Corregidor, the bleak slopes of Korea, the steamy jungles of Viet Nam, last the hot sands of the Mideast.

I am the Brooklyn Bridge, the wheat fields of Kansas, the cotton fields of the South, the coal fields of Virginia, the Golden Gate bridge and the Grand Canyon.

I am Independence Hall, the Liberty Bell and the Monitor and the Merrimac.

I am big. I stretch from the Atlantic to the Pacific. I reach out to Alaska and Hawaii...three million square miles throbbing with industry. I am more than three million farms. I am forest, field, mountain and desert. I am quiet villages and cities that never sleep.

You can look at me and see Ben Franklin walking down the streets of Philadelphia with his breadloaf under his arm. You can see Betsy Ross with her needle. You can see the slaves in the cotton fields. You can see the lights of Christmas and hear the strains of "Auld Lang Syne" as the calendar turns.

I am Babe Ruth and the World Series. I am Vince Lombardi and the Superbowl. I am Michael Jordan and Basketball.

I am 150,000 schools and colleges, and 330,000 churches, synagogues and temples where my people worship as they wish.

I am a ballot dropped in a box, the roar of a crowd in a stadium and the voice of a choir in a cathedral. I am an editorial in a newspaper and a letter to a congressman.

I am Eli Whitney, Stephen Foster, Tom Edison, Albert Einstein, the Wright Brothers. I am Horace Greely, Will Rogers, George Gershwin, and Quincy Jones.

I am George Washington Carver, Daniel Webster, Jonas Salk and Neil Armstrong.

I am Mark Twain, Longfellow, Irving Berlin, Walt Whitman, and Thomas Paine.

I am Lincoln, McKinley, the Kennedy Brothers, and Martin Luther King.

Yes. I am the nation, good and bad, these are the things that I am. I was conceived in Freedom, and God willing, in Freedom I will spend the rest of my days.

May I always possess the integrity, the courage, and the strength to keep myself unshackled, to remain a citadel of freedom and a beacon of hope to the world.

## OPENING

### I AM AN AMERICAN

Arrangement: Flags are advanced in regular manner. After pledge of allegiance and posting of flags, this ceremony is given. (twelve uniformed Cub Scouts have speaking parts or use six scouts, giving each two parts)

1st Cub: My country gives each one of us the opportunity to advance according to his ambition. Education is for all. I am an American.

2nd Cub: My country means love of freedom, faith in democracy. Justice and equality. I am an American

3rd Cub: My country believes in the moral worth of the common man. I am an American.

4th Cub: My country gives us the privilege of expressing beliefs or opinions without fear of persecution. I am American.

5th Cub: My country has the best form of government. It is our duty to keep it that way. I am an American.

6th Cub: My country promises life, liberty and the pursuit of happiness. I am an American.

7th Cub: My country gives us a privilege that we shall protect and defend even with our lives. I am an American.

8th Cub: My country is and always shall remain the land of the free and the home of the brave. I am an American.

9th Cub: My country offers a living Americanism which demands an informed, intelligent and active citizenship. I am an American.

10th Cub: My country meets any needs of suffering with its abiding love and loyalty. I am an American.

11th Cub: My country is the servant... not the master. I am an American.

12th Cub: My country possesses a Statue of Liberty whose torch shall burn as long as we keep it alight with our devotion to the freedom of the individual. I am an American.



# THE FLAG IS FINALLY STANDARDIZED

FROM 1777 TO 1912, A PERIOD OF 135 YEARS, THE UNITED STATES FLAG WAS OFFICIALLY CHANGED 24 TIMES. YET, SINCE ITS CREATION, THE ARRANGEMENT OF THE STARS IN THE BLUE FIELD, THE PROPORTION OF THE FLAG'S HOIST TO ITS FLY, OR THE SIZE OF THE STARS AND STRIPES TO THE OVERALL DIMENSIONS HAD NEVER BEEN OFFICIALLY PUBLISHED.



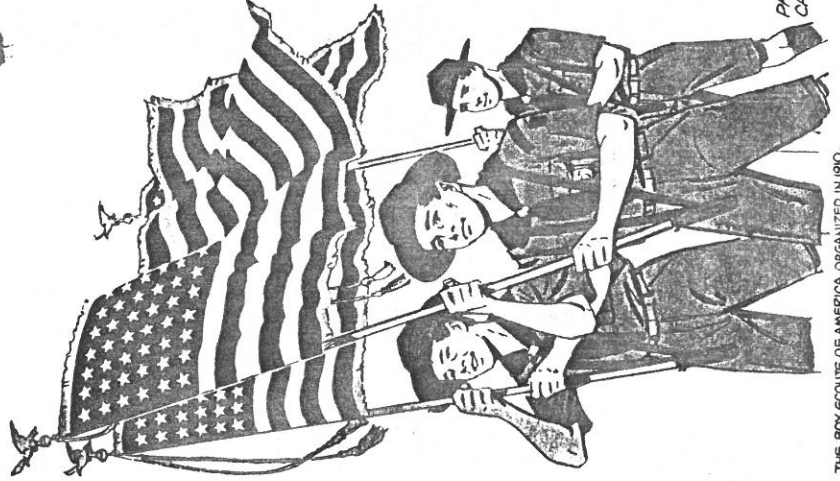
ON JUNE 24, 1912, PRESIDENT WILLIAM H. TAFT, SIGNED AN EXECUTIVE ORDER PRESCRIBING THE OFFICIAL PROPORTIONS OF THE FLAG, THE ARRANGEMENT OF THE STARS AND THE RELATIVE SIZES OF THE STARS AND THE STRIPES.

BECAUSE FLAGS VARY IN OVERALL SIZE THE PROPORTIONS SPECIFIED IN THIS ORDER WERE GIVEN IN UNITS TO THE SCALE OF 1 UNIT TO 1.9 UNITS. (SOME EXCEPTIONS ARE PERMITTED IN THE COLORS CARRIED AND USED BY THE MILITARY SERVICES.)

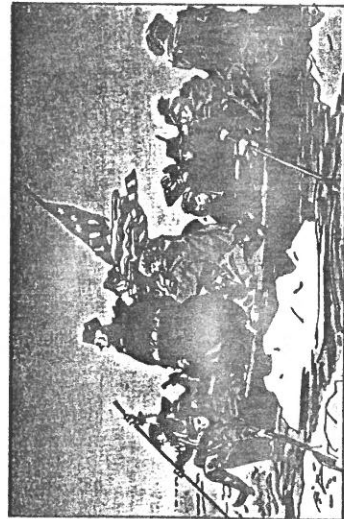
FOR EXAMPLE--AN OFFICIAL GARRISON FLAG IS 20 BY 38 FEET. AN OFFICIAL POST FLAG IS 8'11" BY 17'. BOTH ARE IN THE PROPORTION OF 1 UNIT TO 1.9 UNITS.

NON-GOVERNMENT FLAGS ARE CLOSE TO THIS SCALE BUT NOT QUITE AS ACCURATE. THE MOST POPULAR SIZES USED BY SCOUT TROOPS ARE 3 BY 5 FEET AND 4'3" BY 5 1/2 FEET, WHICH SCALE IS CLOSE TO THE OFFICIAL GOVERNMENT PROPORTIONS.

PATRIOTIC SOCIETIES MAY PROPERLY CARRY AND DISPLAY FACSIMILES OF HISTORIC AMERICAN FLAGS.



THE BOY SCOUTS OF AMERICA, ORGANIZED IN 1910.



SOME HISTORIANS CLAIM THE STRIPES WERE INSPIRED BY THE RATTLESNAKE FLAG FLOWN ON THE "ALFRED" OF THE NEWLY COMMISSIONED CONTINENTAL FLEET IN JANUARY, 1776, BY LT. JOHN PAUL JONES. OTHERS CLAIM THE STRIPED BANNER OF THE SONS OF LIBERTY WAS THE SOURCE.

MOST AGREE THE STARS WERE TAKEN FROM THE MILITARY BANNER OF COLONIAL RHODE ISLAND.

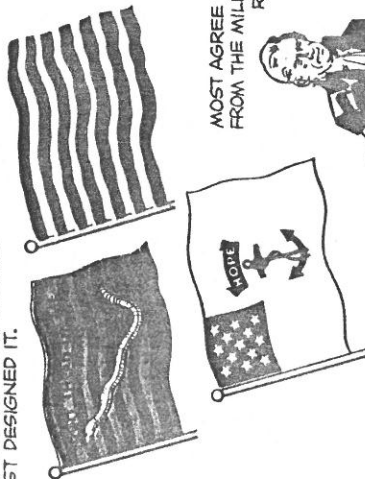


THE MOST PLAUSIBLE CANDIDATE FOR THE HONOR IS FRANCIS HOPKINSON. HE WAS ONE OF THE DELEGATES FROM NEW JERSEY TO THE CONTINENTAL CONGRESS, A SIGNER OF THE DECLARATION OF INDEPENDENCE, A MEMBER OF THE MARITIME COMMITTEE -- AND A RECOGNIZED DESIGNER.

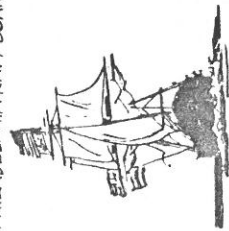
ONE OF HIS BILLS FOR \$2700 RENDERED TO CONGRESS INCLUDED, "CURRENCY DESIGNS, DESIGN FOR THE GREAT SEAL OF THE U.S., A TREASURY SEAL, A DESIGN FOR THE FLAG..." ETC. THERE IS NO RECORD OF HIS BILL EVER BEING PAID!

# WHY STARS and STRIPES?

MANY THEORIES AND ROMANTIC LEGENDS HAVE BEEN PUT FORWARD TO EXPLAIN WHY STARS AND STRIPES WERE CHOSEN FOR THE NEW NATION'S FLAG AND WHO FIRST DESIGNED IT.

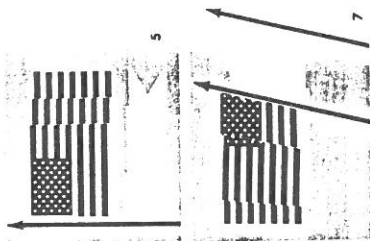
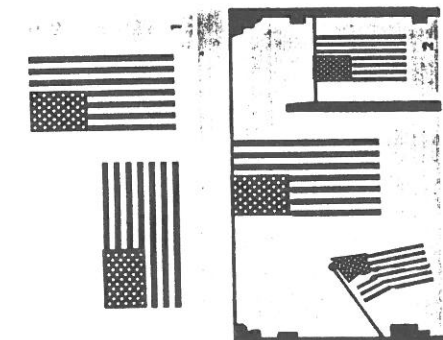


THE POPULAR STORY OF BETSY ROSS SEWING THE FIRST STARS AND STRIPES FROM GEORGE WASHINGTON'S DESIGN IS A PICTURESQUE LEGEND. THERE IS NO PROOF OF THE STORY'S TRUTH ALTHOUGH THERE WAS A BETSY ROSS WHO DID MAKE SOME SHIPS' ENSIGNS FOR THE PHILADELPHIA NAVY BOARD.



"THE RANGER," COMMANDED BY JOHN PAUL JONES, FLEW THE FIRST STARS AND STRIPES TO BE SALUTED BY A FOREIGN COUNTRY.

# HOW TO DISPLAY THE FLAG

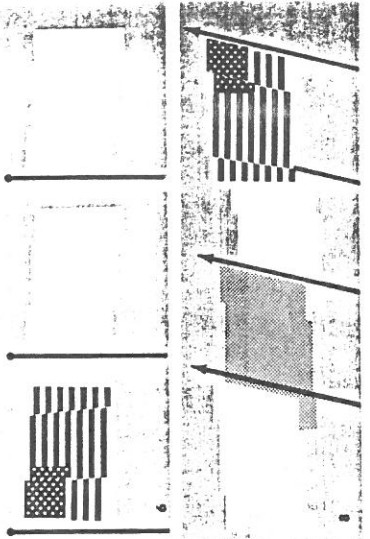


5. When pennants or other flags are flown on the same halyard with the National flag the latter should always be at the peak. Only the UN flag at UN Headquarters or the church pennant during services at sea may be flown above the National flag.

6. When the flags of two or more nations are displayed they should be flown from separate staffs of the same height.

7. When the National flag is carried in a line of flags in a procession or a parade, it should be on the marching right.

8. When carried with a line of other flags, the National flag should always be carried in front of the center of that line. Any time the National flag is being carried it should fly aloft and free—never held flat or horizontally.

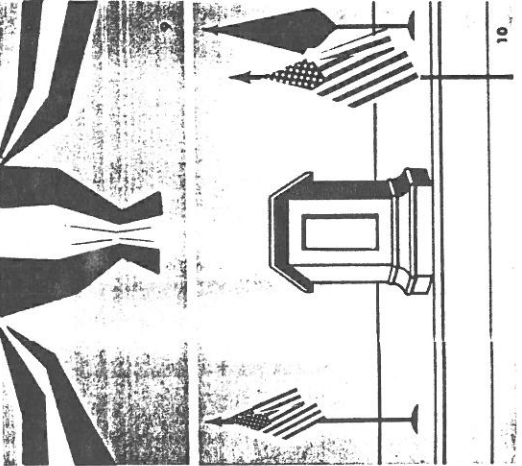


1. When the flag is displayed flat, either horizontally or vertically, on a wall or in a window, the union (or blue field) should be uppermost and to the flag's own right (to the observer's left when facing the flag).

2. When the flag is displayed from a staff projecting from a window sill, balcony, or front of a building, the union should be at the staff's peak (unless the flag is to be displayed at half-staff). When suspended across a street, the flag should be vertical, with the union to the north in an east-west street, or to the east in a north-south street. When suspended from a rope between a house and a pole at the edge of a sidewalk, the flag should be raised out from the building toward the pole union first.

3. When displayed with another flag from crossed staffs, the National flag should be on its own right, with its staff in front of the staff of the other flag.

4. When other flags are displayed from staffs with the National flag, the latter should be at the center, or at the highest point of the group.

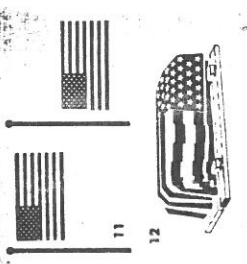
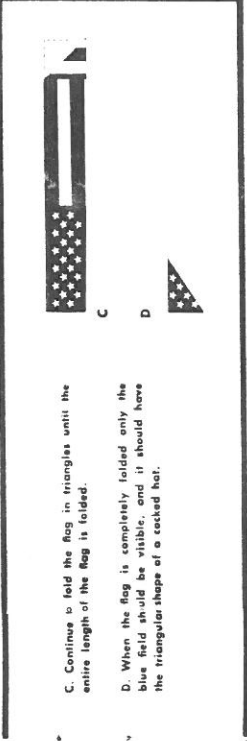
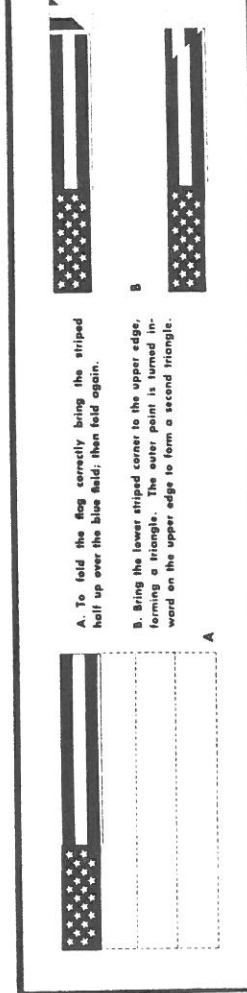


9. Never use the National flag as drapery. Bunting of blue, white, and red is the proper decoration for a desk or the front of a platform.

10. When displayed on a stage, on a platform, in the chance of a church, or in front of an audience or congregation at the same level, the National flag should be placed in a staff in the position of honor to the speaker's right. Any other flag should be at his left. Or, the flag may be placed in a position of honor to the right of the audience as it faces the speaker, with any other flag to the left.

11. When it is to be flown at half-staff, the flag is first raised to the peak and then lowered to the half-staff position. When being lowered for the day it should first be raised to the peak.

12. When the flag is used to cover a casket, it should be placed so the union is at the head and over the left shoulder. The flag should not be lowered into the grave nor be allowed to touch the ground.



11. 12.

## OPENING OR CLOSING

Arrangement: After flags are advanced in the usual manner and pledge is recited, a Cub Scout reads the following:

Freedom is a breath of air,  
Pine-scented, or salty like the sea;  
Freedom is a field new-plowed  
With furrows of democracy.

Freedom is a forest,  
Trees tall and straight as men!  
Freedom is a printing press,  
The power of the pen!

Freedom is a country church,  
A cathedral's stately spire;  
Freedom is a spirit  
That can set the heart on fire!

Freedom is a man's birthright,  
A sacred, living part;  
A pulsebeat of humanity,  
The throb of a nation's heart!

## Opening

Arrangement: US Flag, one white, one blue & one red candles.  
four Cub Scouts & Den Chief. Advance flags and post. The scouts then read the following:

Den Chief: Practically from the beginning of time, man has used symbols to express hope, ideals and love in his own nation. Our flag represents the ideals and traditions of our people, their progress in art and science, commerce and agriculture. It symbolizes the sacrifices made by men and women for the future of America. It stands for your home and everything and everyone you hold dear.

1st Cub: I light the red candle which is the symbol of the red in our flag. It stands for hardiness and valor and symbolizes the life blood of brave men and women.

2nd Cub: I light the white candle which is the symbol of purity and innocence and symbolizes the white of our flag.

3rd Cub: I light the blue candle which is the symbol of perseverance and justice and symbolizes the eternal blue of the heavens.

4th Cub: The stars in our flag represent states. They indicate that the heights of achievement for our nation are limitless as the heavens above us. Please join us in the Pledge of Allegiance.

BE PROUD THAT YOU'RE AN AMERICAN>>>>--<<<<DISPLAY YOUR FLAG

---

**I AM YOUR FLAG**

I was born on June 14th, 1777.

I am more than just cloth shaped into a design

I am the refuge of the world's oppressed people.

I am the silent sentinel of Freedom.

I am the emblem of the greatest sovereign nation on earth.

I am the inspiration for which American Patriots gave their lives and fortunes.

I have led your sons into battle from Valley Forge to the bloody swamps of Viet Nam.

I walk in silence with each of your Honored Dead, to their final resting place beneath the silent White Crosses, row upon row.

I have flown through Peace and War and Prosperity, and amidst it all I have been respected.

**I AM YOUR FLAG**

My Red Stripes...symbolize the blood spilled in defense of this glorious nation.

My White Stripes...signify the burning tears shed by Americans who lost their sons.

My blue field...is indicative of God's heaven under which I fly.

My stars...clustered together, unify 50 states as one, for God and Country.

"Old Glory" is my nickname and proudly I wave on high.

Honor me, respect me, defend me with your lives and your fortunes.

Never let my enemies tear me down from my lofty position, lest I never return.

Keep alight the fires of patriotism, strive earnestly for the spirit of democracy.

Worship Eternal God and keep His commandments and I shall remain the bulwark of peace and freedom for all mankind.

**I AM YOUR FLAG.****OPENING****I BELIEVE IN AMERICA**

Arrangement: Cubs advance flags in usual manner. The boys stand at attention in a straight line. Each recites his part.

1st Cub: I believe in America!

2nd Cub: I believe in this great land where freedom and opportunity are more than just words.

3rd Cub: I believe that we as a nation place our basic trust and hope in God.

4th Cub: I believe that despite all difficulties, we as Americans will continue to be a strong, God-fearing country.

5th Cub: I believe that as a nation we have our faults, but I also believe that we are trying to overcome them.

6th Cub: I believe in America!

7th Cub: Please join us in the Pledge of Allegiance.

# The Bill of Rights

Test your Bill of Rights scholarship. Here's a quiz that the whole family might enjoy.



1. This man was known as the father of the Constitution. He also wrote the Bill of Rights. Who is he?
2. Where in the Constitution is the Bill of Rights?
3. When will we celebrate the 200th anniversary of the ratification of the Bill of Rights?
4. What is the first right mentioned in the Bill of Rights?
5. When was the original Constitution signed?
6. George Mason of Virginia was a delegate to the convention that wrote the Constitution. Why didn't he sign it?
7. The Constitution was written in Philadelphia. Where was the Congress meeting when it approved the Bill of Rights?
8. Name the five freedoms listed in the First Amendment.

Answers: 1. James Madison; 2. The first 10 amendments to the Constitution; 3. Dec. 15, 1991; 4. Freedom of religion; 5. Sept. 17, 1787; 6. Because it did not have a Bill of Rights; 7. New York City; 8. Freedom of religion, speech, the press, peaceable assembly and petition.

## FLAG CEREMONY

**THE FLAG OF THE UNITED STATES OF AMERICA** - Today the flag stands for the past, the present and the future of our country. It stands for the men and women who have built America; for their toil, sweat, and blood. Its stripes tell of the hundred seventy million free people of fifty states working and fighting to keep that liberty for themselves and for generations to come.

The question has been raised as to the size of this flag. There is no standard size American flag. The main criterion is that the flag's width be two-thirds of the length.

A flag is a symbol, of course, and as such it should represent the qualities for which it stands. Consequently, it can be large or small. It should be large enough to deserve respect and allegiance. But it should not be so big that it can serve as a ready shield for scoundrels, the intemperate or the ignoble. It must not be so small that it is easily forgotten in the times or places where liberty is a dim and distant thing. It must be large enough to win a place dear to the heart of its sons and daughters. But it should not be so big that its sight strikes terror and fear where it is shown.

It should be large enough to cover all its people, not just the few. It should not be so small that it is easily waved in moments of wild, careless enthusiasm for causes that in a more sober, reflective moment would be rejected as unworthy. It matters little if a flag's history is long or short; its colors bright or pale; its design simple or complex.

What matters is that where the banner waves, those who live under it dwell in peace, in liberty and in justice. Let us honor it by singing God Bless America.



### GOD BLESS AMERICA

God bless America, land that we love;  
Stand beside her and guide her  
Through the night with a light from above.  
From the mountains, to the prairies,  
To the oceans, white with foam;  
God bless America. my home sweet home.



THREE WOMEN ARE PICTURED ON THE STAMP THAT COMMEMORATED THE 100TH ANNIVERSARY OF THE FIRST WOMEN'S RIGHTS CONVENTION.

**ELIZABETH STANTON  
CARRIE C. CATT  
LUCRETIA MOTT**

THE STAMP (SCOTT NO. 959) WAS ISSUED AT SENECA FALLS, N.Y., JULY 19, 1948.



ELIZABETH CADY STANTON, BORN IN JOHNSTOWN, N.Y., IN 1815, WAS ACTIVE IN ANTI-SLAVERY WORK AND IN THE MOVEMENT FOR EQUAL RIGHTS AND SUFFRAGE (RIGHT TO VOTE) FOR WOMEN. IN 1848, SHE AND MRS. MOTT CALLED THE FIRST WOMEN'S RIGHTS CONVENTION. WITH SUSAN B. ANTHONY, SHE ORGANIZED THE NATIONAL WOMAN SUFFRAGE ASSOCIATION (1869), AND SERVED AS ITS FIRST PRESIDENT.



CARRIE CHAPMAN CATT, BORN IN RIPON, WIS., IN 1859, WAS ANOTHER LEADER IN THE CAMPAIGN FOR WOMAN SUFFRAGE. SHE WAS PRESIDENT OF THE NATIONAL AMERICAN WOMAN SUFFRAGE ASSOCIATION WHEN THE 19TH AMENDMENT TO THE CONSTITUTION, GIVING WOMEN THE RIGHT TO VOTE, WAS PASSED (1920). IN 1920 SHE HELPED FOUND THE NATIONAL LEAGUE OF WOMEN VOTERS AND, IN 1925, THE NATIONAL COMMITTEE ON THE CAUSE AND CURE OF WAR.



LUCRETIA COFFIN MOTT WAS BORN ON NANTUCKET ISLAND, MASS., IN 1793. AROUND 1818 SHE BECAME A QUAKER MINISTER, AND PREACHED THROUGHOUT THE UNITED STATES FOR WOMEN'S RIGHTS AND THE ABOLITION OF SLAVERY. SHE HELPED FOUND THE AMERICAN ANTI-SLAVERY SOCIETY (1833), AND THE PHILADELPHIA FEMALE ANTI-SLAVERY SOCIETY. AFTER 1850, SHE MADE HER HOME A REFUGE FOR RUNAWAY SLAVES.



**JOHN BARRY (1745-1803)**

WAS A NAVAL HERO OF THE AMERICAN REVOLUTION WHO SHARES A STAMP WITH ANOTHER NAVAL HERO, JOHN PAUL JONES. THIS WAS ONE OF THE NAVY COMMEMORATIVES DESIGNED BY A.R. MEISSNER, ISSUED DEC. 15, 1936.



BARRY WAS BORN IN IRELAND AND SETTLED IN PHILADELPHIA ABOUT 1760.

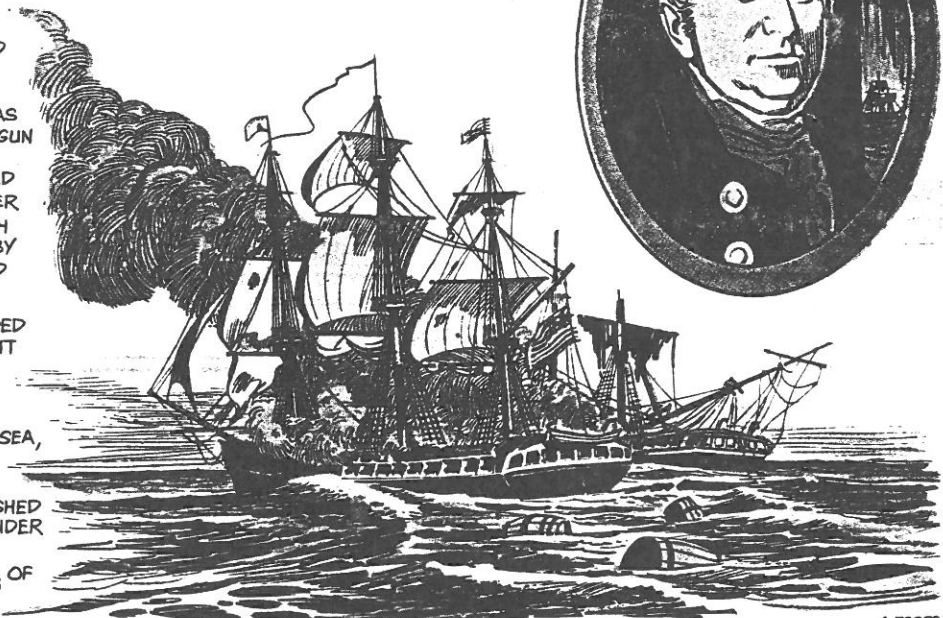
WHEN WAR BROKE OUT HE WAS GIVEN COMMAND OF THE 16-GUN BRIG LEXINGTON.

ON APRIL 7, 1776, HE CAPTURED THE EIGHT-GUN BRITISH TENDER EDWARD—THE FIRST BRITISH WARSHIP TAKEN IN BATTLE BY A REGULAR COMMISSIONED AMERICAN CRUISER.

WHEN HIS SHIP WAS BLOCKADED IN DELAWARE BAY, HE FOUGHT ON LAND AT TRENTON AND PRINCETON UNDER GENERAL WASHINGTON.

THEN HE RETURNED TO THE SEA, SERVING WITH DISTINCTION THROUGHOUT THE WAR.

SO MANY OF OUR DISTINGUISHED NAVAL OFFICERS SERVED UNDER JOHN BARRY THAT HE HAS BEEN CALLED THE "FATHER OF THE UNITED STATES NAVY."



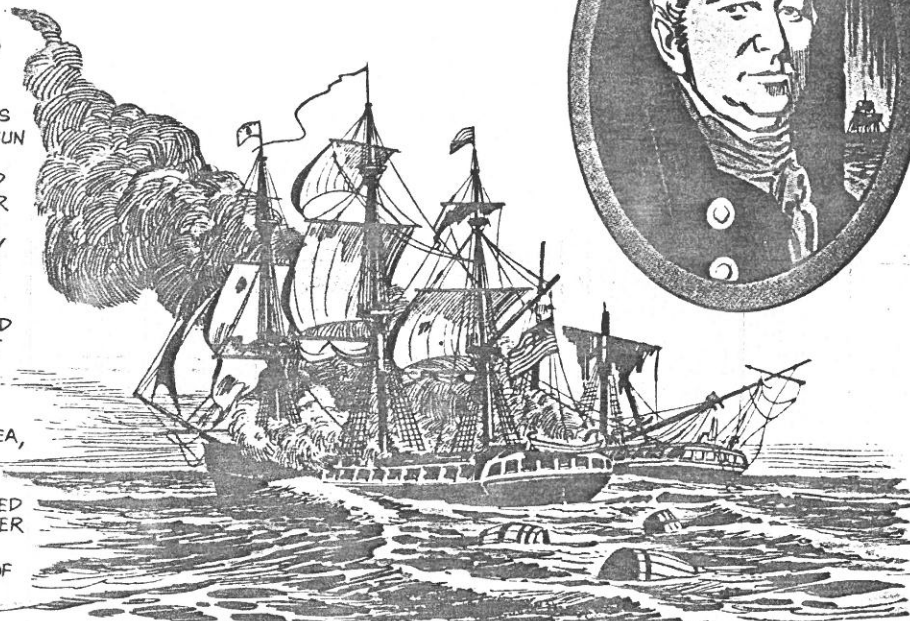


### JOHN BARRY (1745-1803)

WAS A NAVAL HERO OF THE AMERICAN REVOLUTION WHO SHARES A STAMP WITH ANOTHER NAVAL HERO, JOHN PAUL JONES. THIS WAS ONE OF THE NAVY COMMEMORATIVES DESIGNED BY A.R. MEISSNER, ISSUED DEC. 15, 1936.



**B**ARRY WAS BORN IN IRELAND AND SETTLED IN PHILADELPHIA ABOUT 1760. WHEN WAR BROKE OUT HE WAS GIVEN COMMAND OF THE 16-GUN BRIG *LEXINGTON*. ON APRIL 7, 1776, HE CAPTURED THE EIGHT-GUN BRITISH TENDER *EDWARD*—THE FIRST BRITISH WARSHIP TAKEN IN BATTLE BY A REGULAR COMMISSIONED AMERICAN CRUISER. WHEN HIS SHIP WAS BLOCKADED IN DELAWARE BAY, HE FOUGHT ON LAND AT TRENTON AND PRINCETON UNDER GENERAL WASHINGTON. THEN HE RETURNED TO THE SEA, SERVING WITH DISTINCTION THROUGHOUT THE WAR. SO MANY OF OUR DISTINGUISHED NAVAL OFFICERS SERVED UNDER JOHN BARRY THAT HE HAS BEEN CALLED THE "FATHER OF THE UNITED STATES NAVY."



A-73093



### Dr. CRAWFORD W. LONG (1815-1878)

WAS THE FIRST DOCTOR TO USE ETHER AS AN ANESTHETIC IN SURGERY. THE POST OFFICE COMMEMORATED THIS MEDICAL LANDMARK WITH A STAMP ISSUED APRIL 8, 1940, AT JEFFERSON, GA.; IT IS ONE OF FIVE "SCIENTISTS" STAMPS ISSUED THAT YEAR.



**D**R. LONG WAS BORN IN DANIELSVILLE, GA. AFTER GRADUATING FROM FRANKLIN COLLEGE AND THE SCHOOL OF MEDICINE, UNIVERSITY OF PENNSYLVANIA, HE ESTABLISHED HIS PRACTICE IN THE GEORGIA CITIES OF JEFFERSON AND ATHENS. ETHER WAS ALREADY KNOWN TO HAVE STRANGE EFFECTS ON PEOPLE. DR. LONG EXPERIMENTED WITH THE GAS AS AN ANESTHETIC ON HIMSELF. THEN, ON MARCH 30, 1842, HE USED IT TO REMOVE A TUMOR PAINLESSLY FROM THE NECK OF A PATIENT, JAMES YENABLE. DR. LONG DID NOT REALIZE AT THE TIME THE FULL VALUE OF ANESTHESIA IN SURGERY, AND DID NOT PUBLISH DESCRIPTIONS OF HIS USE OF ETHER UNTIL 1849.



THREE OTHER MEN SOON CLAIMED THEY HAD EACH BEEN THE FIRST TO DISCOVER ETHER ANESTHESIA, AND THIS LED TO THE "GREAT ETHER CONTROVERSY." HOWEVER, HISTORIANS NOW AGREE THAT DR. LONG RIGHTFULLY DESERVES THE CREDIT FOR BEING THE PIONEER IN THE USE OF ETHER IN MEDICINE.

## Brave Women in the Revolutionary War

Many women were involved in the war effort and were honored for their courage and bravery. Read about three of them.

When **Margaret Corbin's** husband was killed in battle, she took his place firing a cannon. In doing so, she was seriously wounded in battle. Because of her efforts, she became known as "Captain Molly" and was awarded a lifetime pension by the Continental Congress. She is buried at West Point where a monument has been erected in her honor.



**Mary Hays** worked beside her husband on the battlefield handing him ammunition for a cannon. At other times, she carried water to soldiers who renamed her "Molly Pitcher."

An adventurous young woman named **Deborah Sampson** took the name of Robert Shurtleff and enlisted in the army. Sampson was a good soldier. Her identity remained a secret for three years. When she became ill, the army discovered she was a woman and discharged her. Sampson became one of the first women lecturers in the country, traveling through the colonies telling people about her war experiences.



Complete each sentence below by matching a **cause** with an **effect**. On the first blank before each cause, write the letter of the matching effect. On the second blank, write the initials of the woman described in the sentence. (MC = Margaret Corbin, MH = Mary Hays, DS = Deborah Sampson)

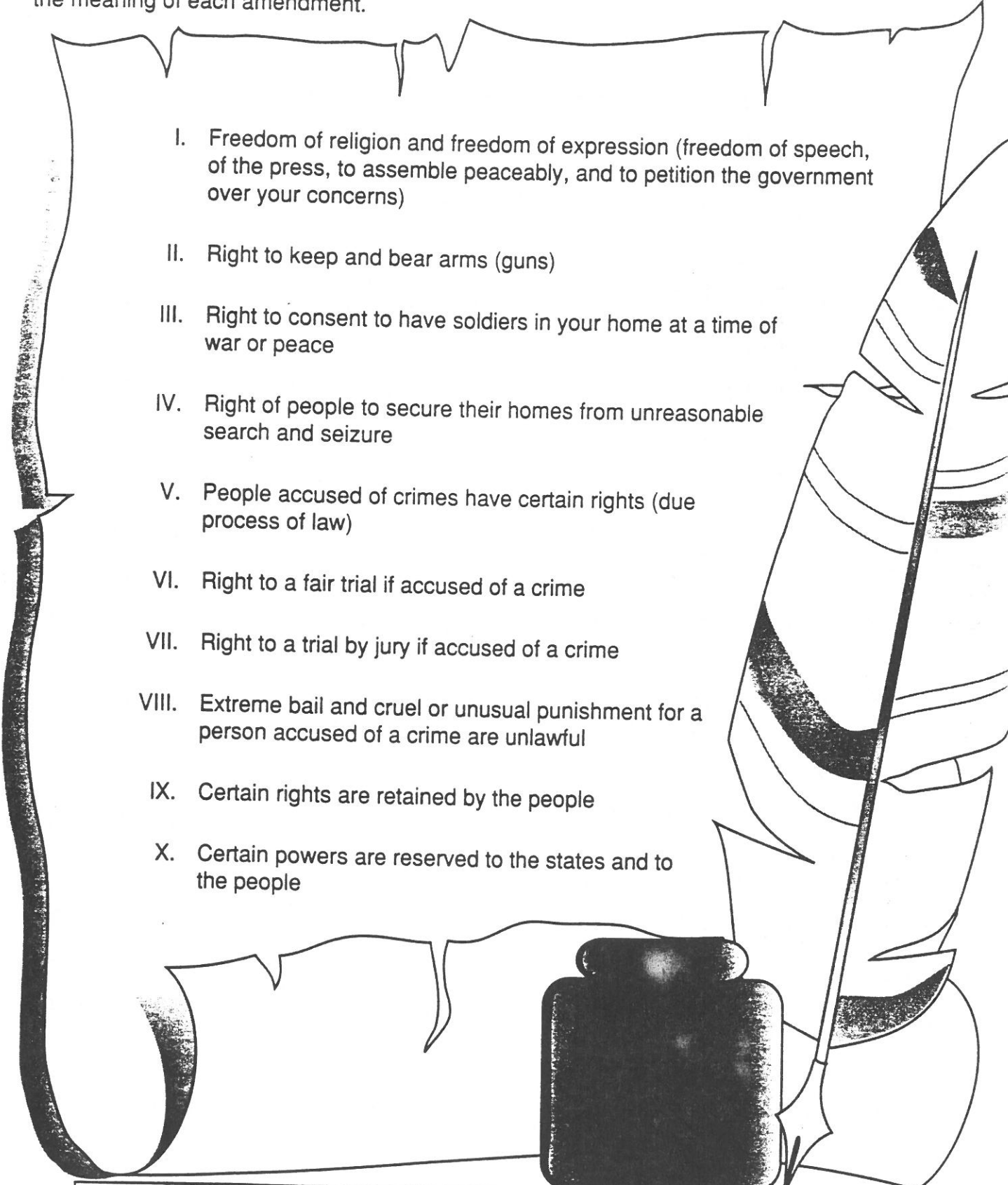
- | Cause  | Effect   |
|--|--|
| 1. _____ Because she carried water to soldiers,  | a. she enlisted in the army.                       |
| 2. _____ She fired a cannon in battle            | b. her identity remained a secret for three years. |
| 3. _____ Since she disguised herself as a man,   | c. she earned the nickname "Molly Pitcher."        |
| 4. _____ Because she was adventurous,            | d. so she took his place.                          |
| 5. _____ In order to pay tribute to her efforts, | e. a special monument was built at West Point.     |
| 6. _____ Her husband was killed in battle,       | f. and was seriously wounded.                      |

**Challenge!** Which woman do you most admire and why?



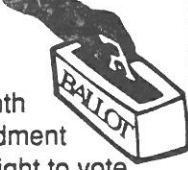
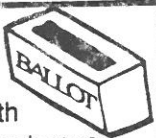


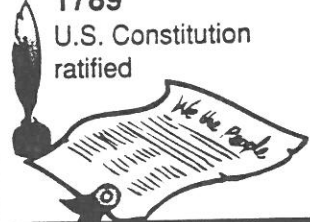
## Bill Of Rights Summary

Here is a summary of the first ten amendments to the U.S. Constitution. Read it and discuss the meaning of each amendment.

- 
- I. Freedom of religion and freedom of expression (freedom of speech, of the press, to assemble peaceably, and to petition the government over your concerns)
  - II. Right to keep and bear arms (guns)
  - III. Right to consent to have soldiers in your home at a time of war or peace
  - IV. Right of people to secure their homes from unreasonable search and seizure
  - V. People accused of crimes have certain rights (due process of law)
  - VI. Right to a fair trial if accused of a crime
  - VII. Right to a trial by jury if accused of a crime
  - VIII. Extreme bail and cruel or unusual punishment for a person accused of a crime are unlawful
  - IX. Certain rights are retained by the people
  - X. Certain powers are reserved to the states and to the people

**Bonus Box:** In what ways would life in America be different if people were not free to speak out and express their opinions? Explain.

## Gaining The Right To Vote

<b>1870</b> Fifteenth Amendment gave right to vote to former slaves 	<b>1915</b> State grandfather clauses declared unconstitutional	<b>1966</b> Supreme Court abolished state poll tax as a voting requirement	<b>1920</b> Nineteenth Amendment gave women right to vote 
<b>1924</b> Congress passed a law giving Native Americans U.S. citizenship and right to vote	<b>1964</b> Twenty-fourth Amendment abolished poll tax as a voting requirement	<b>1776</b> Declaration of Independence adopted	<b>1965</b> Congress passed the Voting Rights Act
<b>1791</b> Bill of Rights ratified 	<b>1868</b> Fourteenth Amendment made former slaves U.S. citizens	<b>1865</b> Thirteenth Amendment abolished slavery 	<b>1789</b> U.S. Constitution ratified 

Read the history about the blacks' struggle to gain the right to vote. Then cut out the boxes above and make a timeline by gluing them in chronological order on a sheet of paper.

The writers of the Constitution could not agree on who should have the right to vote. They let each state government decide. During the early years, most states only allowed white men who were landowners to vote. All white men gained the right to vote during the 50 years following the adoption of the Constitution. Can you name some groups who were left out? Yes, they were women, blacks, and Native Americans.

Soon after the Civil War, three amendments were passed. In 1865, the 13th Amendment abolished slavery, and in 1868 the 14th Amendment made former slaves U.S. citizens. The 15th Amendment, passed in 1870, gave newly freed slaves the right to vote. Even though black men now had the right to vote, many states (particularly in the South) made it almost impossible for them to do so.

Some states required that their citizens pass literacy tests before registering to vote. Many blacks were unable to pass these reading and writing tests, so they could not vote. To add to the unfairness, laws called *grandfather clauses* allowed people to vote if their grandfathers had the right to vote. Under this law, no blacks qualified because their grandfathers were slaves and, of course, did not have the right to vote. Some states even charged a poll tax. Many blacks again were left out because they were too poor to pay the money. In 1915, the courts declared that grandfather clauses were illegal.

In the 1950s, the civil rights movement began. It was a time when many Americans pulled together to try to get unfair laws changed. Black and white Americans gave speeches and held marches and demonstrations to get equal treatment for blacks. A strong leader named Martin Luther King, Jr., brought the unfair treatment of blacks to the country's attention in the 1950s and 1960s.

Then some important changes occurred. In 1964, the 24th Amendment was added to the Constitution. This law got rid of the poll tax. The Voting Rights Act, which Congress passed in 1965, protected the voting rights of blacks and required all states to obey the Constitution. Finally, in 1966, the Supreme Court abolished all state poll taxes. Today, all Americans over the age of 18 have the right to vote.

## A Balance Of Power

The Constitution of the United States is a written plan that explains how our government is organized and run. The Constitution made rules that are the highest laws of the land. The plan divided the government into three branches so that the powers would be balanced.

The power to make laws is the job of the Congress, whose members are elected by the people. The President, also elected by the people, carries out the laws. The Supreme Court and lower courts settle disagreements about the laws.

One of the unique features of our Constitution is a system of checks and balances. Each branch has the power to check, or restrain, the other two. This helps to maintain a balance of power in our country.

Another way the power of the government is limited is by the Bill of Rights. Adopted in 1791, the Bill of Rights became the first amendments (changes or additions) to the Constitution. These amendments listed rights of the people that the government could never take away.

Look at the statements in the box below. Some of the statements are about individual rights, as listed in the Bill of Rights. Others are about the general welfare of our country, as established in the Constitution. Read each statement carefully and decide if it applies to your individual freedom or to the general welfare of our country. Write the statement on the correct side of the scale. Check off the statement as you use it.

<input checked="" type="checkbox"/> right to free speech <input type="checkbox"/> establishment of a Supreme Court <input type="checkbox"/> the making of laws by the Congress <input type="checkbox"/> right to believe in any religion <input type="checkbox"/> right to trial by jury <input type="checkbox"/> power to deal with foreign nations <input type="checkbox"/> what members of Congress can and cannot do	<input type="checkbox"/> power to raise an army <input type="checkbox"/> freedom of the press <input type="checkbox"/> right to bear arms <input type="checkbox"/> rules of the Congress <input type="checkbox"/> selection of a President <input type="checkbox"/> right to assemble peaceably <input type="checkbox"/> freedom from unreasonable search and seizure
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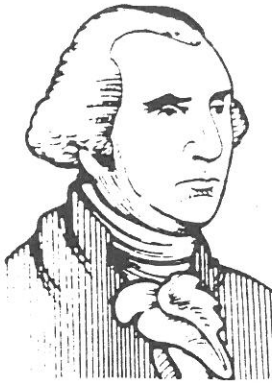
  

*right to free speech*

**Bill Of Rights**  
Individual Freedoms

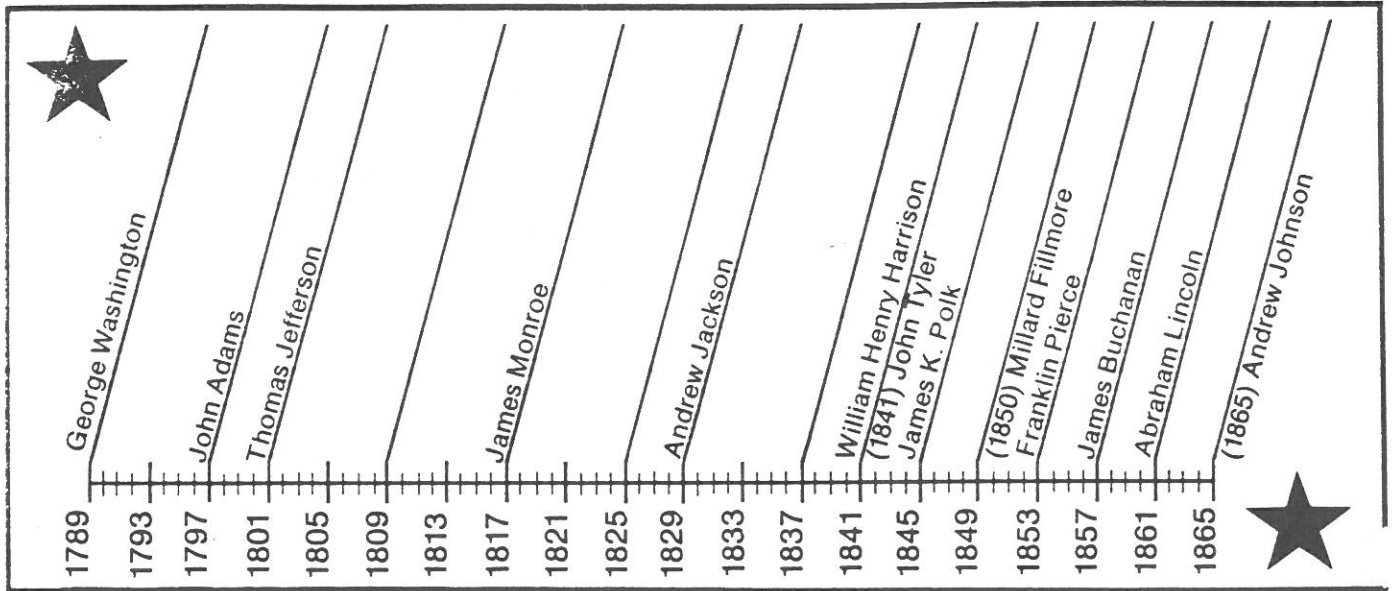
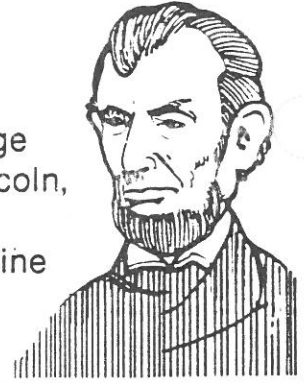
**Constitutional Rights**  
General Welfare

**Bonus Box:** According to the Bill of Rights, all Americans have the right to *petition*, or ask the government to correct things that they think are wrong. If there were one thing that you would change about our government, what would it be? Write a letter to voice your opinion and offer a suggestion.



# Presidential Time Line

In February we celebrate the birthdays of George Washington, our first president, and Abraham Lincoln, our sixteenth president. But what about the "uncelebrated" presidents in between? This time line chronicles the first 16 American presidents.



1. Write the names of these presidents in their proper places on the time line.

James Madison, 1809                      Martin Van Buren, 1837  
 John Quincy Adams, 1825              Zachary Taylor, 1849

2. Which presidents served four years? \_\_\_\_\_  
 \_\_\_\_\_

3. John Adams and John Quincy Adams were the only father and son to serve as president. In what years did they begin their terms? \_\_\_\_\_ and \_\_\_\_\_

4. Who was the seventh president? \_\_\_\_\_

5. For how many years did George Washington serve as president? \_\_\_\_\_

6. How many years after George Washington began his first term did Abraham Lincoln become president? \_\_\_\_\_

**Challenge!** Write three other facts you know about George Washington and Abraham Lincoln. Check your facts with a friend.



## Battles for Freedom



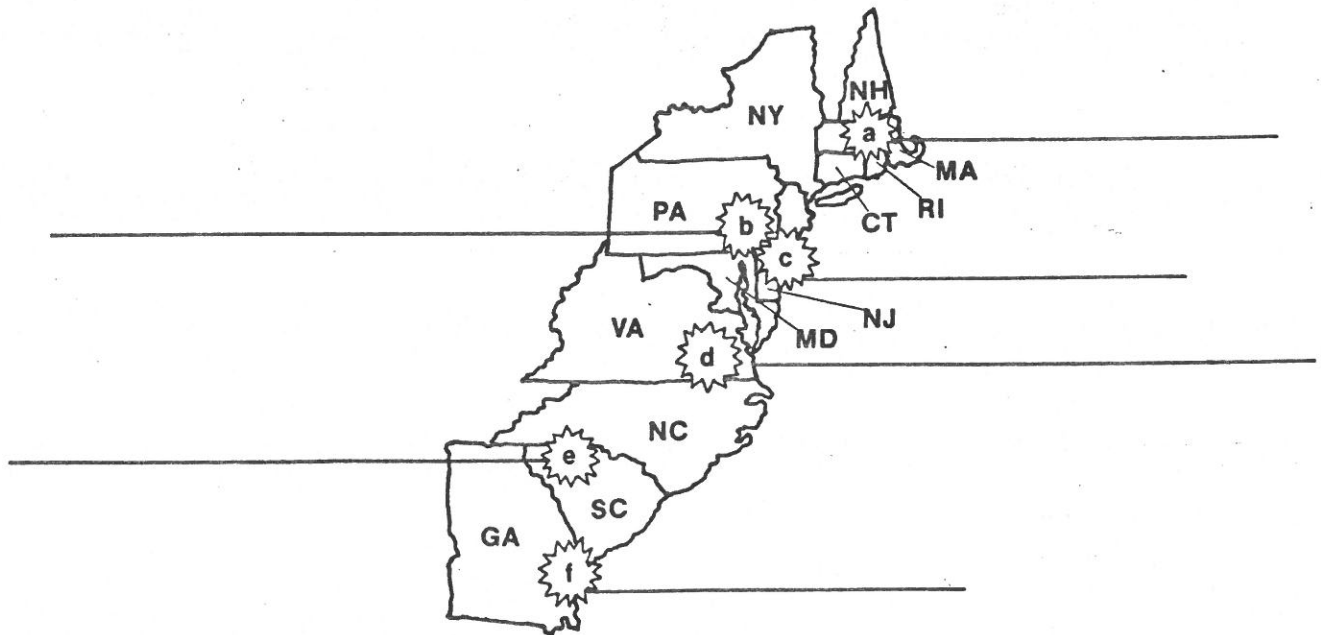
The first shot of the American Revolution was fired in **Lexington**, Massachusetts, on April 19, 1775. Eight colonial soldiers were killed, ten were wounded, and one British soldier was hit by a musket ball.

On December 26, 1776, George Washington's colonial troops boarded barges and made their way up the frozen Delaware River to **Trenton**, New Jersey. Their surprise attack at dawn gave Washington and the Continental Army a huge victory. Hope soared throughout the colonies.

In late summer 1777, the British planned to move on Philadelphia. Washington, hoping to block the British, sent troops to **Brandywine Creek** in Pennsylvania. However, on September 11, the British crossed the Brandywine and soundly defeated the Continental Army. Eventually, the British decided to attack the southern colonies. In December of 1778, **Savannah**, Georgia, was attacked and soon taken by the British. After scoring other victories in the South, the British army was defeated by colonial frontiersmen at **King's Mountain**, South Carolina. After this, the war began to change.

The final battle of the war took place at **Yorktown**, Virginia, in October 1781. After several days, British General Charles Cornwallis surrendered and the war was over.

1. Label on the map the six battles sites discussed above.
2. Color yellow the colony where the first battle took place.
3. Color green the colony where the last battle took place.
4. Circle in blue the stars at sites of colonial victories.



**Challenge!** List four ways your life might be different if the British had won the Revolutionary War.

.....  
**Fold-Under Answers:** 1 a) Lexington b) Brandywine Creek c) Trenton d) Yorktown e) King's Mountain f) Savannah  
 2) Massachusetts 3) Virginia 4) Trenton, King's Mountain, Yorktown

# Events Leading to the Revolution

When the colonies started to prosper, Britain began to notice them. Britain had fought several costly wars and needed money. To raise money, the British government increased its control over the colonies, demanding colonists pay tax money to Britain.

The events below caused many colonists to rebel against British rule. Colonists wanted a complete change in government—a revolution. Read about these events; then complete the chart.



**The Stamp Act (1765)** Britain forced colonists to buy stamps and place them on everyday items, such as newspapers, playing cards, and legal documents. The sale of these stamps raised money for the British army in the colonies. Groups like the Sons of Liberty fought against the tax. In 1776, Britain withdrew it.

**Quartering Act (1765)** The Quartering Act required colonists to provide food, housing, and supplies for British soldiers in the colonies. Colonists were angered at having to obey a law they had not voted for. The act was not repealed.

**Boston Massacre (1770)** One night some boys began throwing snowballs at a British sentry. A mob of people with stones and clubs gathered and threatened the other British soldiers. Shots were fired into the crowd, killing three colonists and wounding others. Colonists everywhere were shocked and angered. This incident in Boston soon led to other acts of violence.

**Intolerable Acts (1774)** Britain passed laws that closed Boston's harbor to punish colonists for destroying British tea. Colonists in Boston rioted. The 13 colonies united to fight against these acts.

Act or Event	Reaction of Colonists	Outcome

**Challenge!** Make a time line showing the events above.

.....  
**Fold-Under Answers:** Stamp Act/Sons of Liberty fought against tax/tax withdrawn; Quartering Act/anger/tax continued; Boston Massacre/shock and anger/other acts of violence; Intolerable Acts/riots/colonies united

# Celebrating Black History

Three black Americans of distinction are highlighted below. Study their accomplishments. Then write two ways in which the work of each has made a difference in today's world.

Daniel Hale Williams (1856-1931)



Performed the first open-heart surgery; founded (began) the first U.S. hospital open to many races.

Benefits today as a result of Williams's accomplishments:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Mary McLeod Bethune (1875-1955)

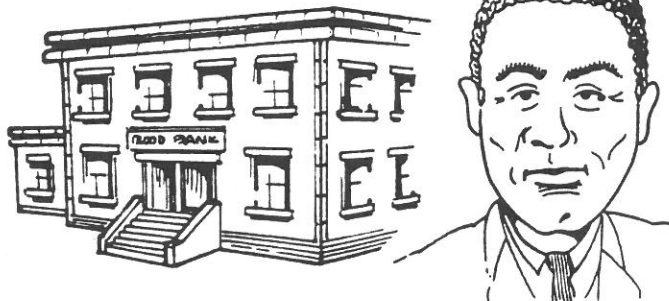


Founded Bethune-Cookman College in Florida; improved educational opportunities for blacks.

Benefits today as a result of Bethune's accomplishments:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Charles R. Drew (1904-1950)



Perfecting techniques for preserving plasma (a part of blood); made blood banks possible.

Benefits today as a result of Drew's accomplishments:

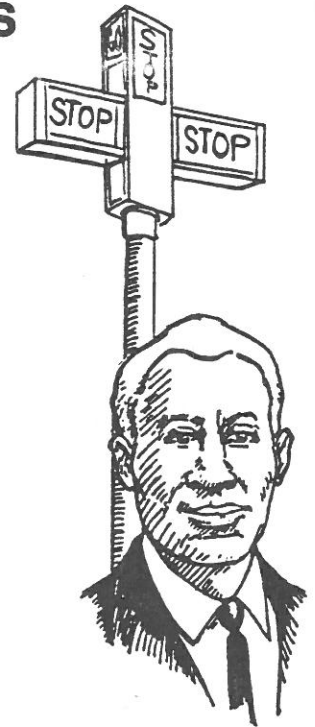
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Challenge!** Select another black American who has made a significant contribution and then tell the benefits today of his or her work.

# Inventors and Inventions

Use this chart to answer the questions below.

Inventor	Invention	Date
Clarence Birdseye	Frozen food	1925
Ladislao and George Biro	Ballpoint pen (modern)	1938
Chester Carlson	Xerographic copier	1938
Samuel Colt	Revolver gun	1836
Margaret Knight	Bag-folding machine	1870
Jan Ernst Matzeliger	Shoemaking machine	1883
Garrett Morgan	Traffic signal	1923
Kirkpatrick Macmillan	Pedal-powered bicycle	1839
Orville and Wilbur Wright	Engine-powered airplane	1903



1. What did Margaret Knight invent? \_\_\_\_\_
2. Who invented the traffic signal? \_\_\_\_\_
3. How many years after Macmillan's bicycle was the Wright Brothers' airplane invented? \_\_\_\_\_
4. Name an inventor whose last name is identified with the invention. Explain how the name relates to the invention.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Which of these inventions do you use? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Which of these inventions do you feel has changed people's lives the most? Explain why.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Challenge!** Write a letter that would persuade a friend to use one of these inventions. Pretend you have just tried the invention for the first time.

.....  
**Fold-Under Answers:** 1) Bag-folding machine 2) Garrett Morgan 3) 64 4) Biro, Birdseye, or Colt—brand name of the invented product. 5-6) Answers vary.



## Meet Some Famous Black Americans

### Black Heritage Stamps

The United States Post Office issues stamps to honor black Americans in history. Among those honored in the Black Heritage USA Collection are:

- 1978—Harriet Tubman (Escaped slave who helped others to freedom)
- 1979—Martin Luther King, Jr. (Minister, speaker, and civil rights leader)
- 1980—Benjamin Banneker (Colonial clockmaker and surveyor)
- 1981—Whitney Moore Young, Jr. (Began job-training and Head Start)
- 1982—Jackie Robinson (Broke the color barrier in major league baseball)
- 1983—Scott Joplin (Composer of ragtime music)
- 1984—Carter G. Woodson (Founded the Black History movement)
- 1985—Mary McLeod Bethune (Educator who advised presidents)
- 1986—Jean Baptiste Point Du Sable (Fur trader, founder of Chicago)

Ask a stamp collector to display stamps from this collection or obtain a copy of *The Postal Service Guide to U.S. Stamps* from your local post office. Have each student choose one stamp and find out why the stamp was issued to honor this famous black American. Have students draw large postage stamps on 18" x 24" pieces of construction paper for a classroom display of famous black Americans. Other famous black Americans on commemorative stamps include the poet Paul Laurence Dunbar (1974) and statesman Ralph Bunche (1982). Children can also design stamps for current, popular black personalities.

### Martin Luther King, Jr.

Read *Martin Luther King, Jr. — Free at Last* by David A. Adler (Holiday House, New York). Discuss what growing up in the South was like for a black boy named Martin. Introduce these vocabulary words: *slavery*, *segregation*, *minister*, *equal rights*, and *protest*. Write biographical facts on sentence strips for children to sequence:

- Martin was born on January 15, 1929, in Atlanta, Georgia.
- He went to college at age 15.
- He married Coretta Scott.
- He worked to change unjust laws without violence.
- He gave his great speech "I Have a Dream" in 1963.
- He won the Nobel Peace Prize in 1964.
- He was killed in Memphis, Tennessee, on April 4, 1968.

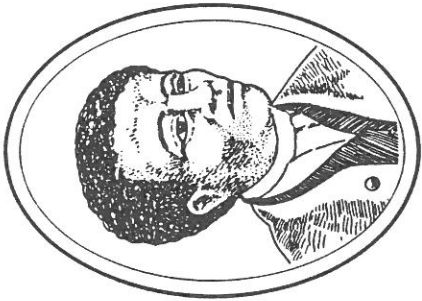
Display a picture of Dr. King for students to identify, and introduce the word *nonviolence*. Discuss with children how they can resolve arguments nonviolently.

### Who's Who In Black History

Use the cards in the pull-out section of this magazine to introduce children to famous black Americans. Children can begin to identify individuals and their contributions to our country.

- Place the cards at a center for children to read and sort into categories for sports, entertainment, government, science, and the arts. Store the cards in a string-tie envelope with an answer key.
- Two students may play a game of "Who's Who." Place the cards faceup on a table. In turn, each student reads a name and tells the person's accomplishment. The partner turns the card over to check. If correct, the first player gets the card. If incorrect, the card is given to the partner.
- Use the cards to generate a creative dramatics activity. Have two children draw one card each and role-play a conversation between the two famous black Americans. What questions would they ask each other?
- Help students place the cards on a timeline on a bulletin board.

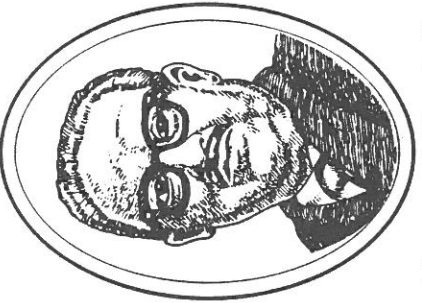




**Benjamin Banneker**  
1731-1806

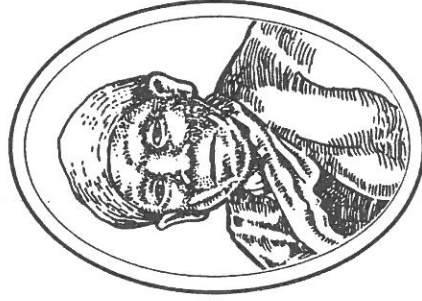
Benjamin Banneker, bright as could be,  
Laid out our capital, Washington, DC.

©1981 The Education Center, Inc.



**Thurgood Marshall**  
1908-

Thurgood Marshall serves on the  
Supreme Court.  
He solves problems of every sort.



**Harriet Tubman**  
1826-1913

Hiding each in a home or behind a tree,  
Harriet Tubman helped slaves become free.



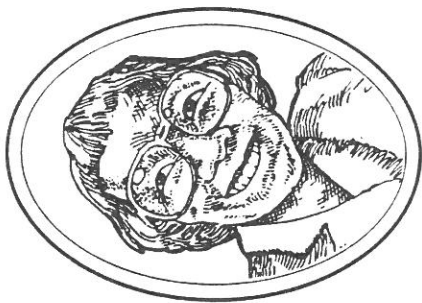
**Martin Luther King, Jr.**  
1929-1968

Martin Luther King, Jr., had a dream  
That people could work as one big team.



**Mary McLeod Bethune**  
1875-1955

Mary McLeod Bethune started a college.  
She wanted to share all of her knowledge.



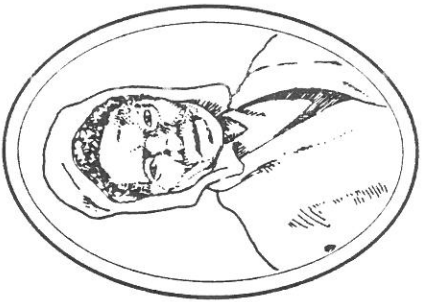
**Shirley Chisholm**  
1924-

Shirley Chisholm worked hard to be  
The first black Congresswoman in history.



**Jesse Jackson**  
1941-

Jesse Jackson sets his sights  
On working hard for civil rights.



**Sojourner Truth**  
1797-1883

Sojourner Truth wanted slaves to be free.  
That's why she spoke out for equality.

Note To Teacher: Use with "The Heart Of Black History" on page 3.

Note To Teacher: Use with "The Heart Of Black History" on page 3.

## VISIT WITH BEN FRANKLIN

Characters: Ben Franklin, two children — Dot and Jay  
 Scene: Ben Franklin's Home

- Dot:** Going into the time tunnel is fun. I wish everyone could come.  
**Jay:** (*hopefully*) I hope Mr. Benjamin Franklin is waiting for us. I really want to talk to him.  
**Dot:** (*excitedly*) There he is! Hello, Mr. Franklin. I'm Dot and this is Jay.  
**Ben:** Hello! You can call me Ben. Everyone does.  
**Jay:** (*being very polite*) How do you do, Ben. I'm so glad we came to visit you. I want to tell you about some of your inventions and ideas we are using in our world.  
**Dot:** How did you invent so many things?  
**Ben:** (*chuckling*) Well, I started with one idea, then other plans kept popping into my head.  
**Dot:** Many of your plans are still being used. We still mail letters. In fact, you planned a way to mail letters to people in 1776, didn't you?  
**Ben:** Yes, I did. People used to visit each other to get news.  
**Jay:** Didn't someone walk around in each town yelling the news?  
**Ben:** He was called the town crier.  
**Dot:** Now we use telephones and special tape machines to hear from other people.  
**Ben:** What is a telephone?  
**Jay:** We dial a number and we talk and listen to a friend many miles away.  
**Ben:** I don't understand what you are talking about.  
**Dot:** We have special tape machines, too. When we put them on, people sing to us and tell us things.  
**Ben:** Where are the people who sing?  
**Dot:** They are far away. They did their singing when they made the tapes.  
**Ben:** (*puzzled*) I don't understand that either.  
**Jay:** Lots of people still use your stoves. They're called Franklin stoves.
- Ben:** Do they still give off good heat?  
**Dot:** They sure do. We have one in our playroom because we don't have a fireplace.  
**Ben:** My stove really was like a fireplace but it is not made of bricks.  
**Jay:** People still use the eyeglasses you invented.  
**Dot:** I don't know about those.  
**Ben:** I made some eyeglasses so a person could see better for reading and for looking at things far away.  
**Dot:** I don't understand about that.  
**Ben:** The glasses have two kinds of glass. When you look down, you can see close things better.  
**Jay:** And when you look up, you can see far away things better.  
**Dot:** (*amazed*) Wow! What a great idea.  
**Jay:** Ben, you wrote many short sayings and you said that Poor Richard said them.  
**Ben:** I was a printer. I didn't want everyone to know that the printer was printing and writing the paper, too. So I used Poor Richard.  
**Dot:** Tell us one of your sayings.  
**Ben:** (*clearing his throat*) People who live in glass houses should never throw stones.  
**Dot:** (*puzzled*) What does that mean?  
**Ben:** You should think about it for a while. Then you will know.  
**Jay:** There are so many other things you did, too.  
**Ben:** When I took my kite and key out into the storm and found out about electricity, I think I started a new way to do things.  
**Jay:** A man named Tom Edison invented lots of things with your ideas.  
**Dot:** Our world is very different from your life in 1776 because of you.  
**Ben:** If you get another turn in the time tunnel, you should talk to Tom Edison.  
**Dot:** Yes, we will. We must go back to our world now. Thank you, Ben. Good-bye.



## Gathering Activity (Den/Pack)

## Who Am I?

Equipment: 3 x 5 cards (1 per person)  
 Pins or safety pins (1 per person)  
 Box or bowl to mix cards

Personnel: Greeter(s); everybody.

Preparation: On each card, write the name of a character from American folklore, e.g., Davey Crockett, Paul Bunyon, Crazy Horse, Uncle Sam, Yankee Doodle, Mike Fink, Pecos Bill, Ichabod Crane, the Headless Horseman, etc. Use as many as you can; see *The Big Bear Cub Scout Book*, pages 31-36 for more ideas. It's okay to use the same name several times. Put them face down in a box or bowl.

Play: As people arrive, have them pick a card **without turning it over**. The greeter will pin a card to each person's back (OUCH!) and ask him to find out who he is by asking questions. The questions may be answered "Yes" or "No" only.

INVENTORS AND INVENTIONS

Write an inventor's name beside his invention.

Eli Whitney  
 Cyrus McCormick  
 Thomas Edison  
 George Eastman  
 Elias Howe

Louis Waterman, W.A. Sheaffer  
 Alexander Graham Bell  
 Johannes Gutenberg  
 Wright Brothers  
 Samuel F.B. Morse

AIRPLANE \_\_\_\_\_

PRINTING PRESS \_\_\_\_\_

CAMERA \_\_\_\_\_

REAPER \_\_\_\_\_

COTTON GIN \_\_\_\_\_

SEWING MACHINE \_\_\_\_\_

ELECTRIC LIGHT \_\_\_\_\_

TELEGRAPH \_\_\_\_\_

FOUNTAIN PEN \_\_\_\_\_

TELEPHONE \_\_\_\_\_

## OPENING

CHARACTERS: Narrator and 5 Cub Scouts who play the parts of George Washington, Abraham Lincoln, Paul Revere, Admiral Byrd, and Neil Armstrong.

ARRANGEMENT: As the Narrator talks, each character comes in as his name is called. He can pantomime an action. Each Cub should be dressed simply to resemble his particular character.

NARRATOR: "Good evening everyone. We want you to now meet some of our nations greatest discoverer's."

(Narrator reads each verse as each character comes out)

"GEORGE WASHINGTON, it turns out to be  
Is known as the Father of our Country.  
He did in a cherry tree with his handy axe.  
So let's remember to keep straight our facts."

"ABRAHAM LINCOLN, our next gentleman, was tall and skinny  
with his knowledge and forethought he helped many.  
His trademark was a stovepipe hat and beard,  
He freed the slaves and by many was cheered."

"PAUL REVERE, The British are coming, the British are coming  
Was this famous American's battlecry.  
On his horse he rode across the country side  
Warning patriots Samuel Adams and John Hancock to hide."

"Back in history a long time ago  
A man to the North Pole thought he should go  
He led an expedition to the Antarctic and gained his fame.  
ADMIRAL BYRD was his name."

"Last but not least, our newest trailblazer we meet  
On the moon he planted BOTH of his feet.  
NEIL ARMSTRONG'S name will forever be  
Listed in our books of history."

"There you have it ladies and gents.  
People who took part in some of our country's most famous events  
Now let's pay homage to our great land  
And pledge allegiance to our flag as she stands."  
"Please rise."

CHEERS

Ben Franklin: Everyone stand up - hold kite in left hand - string in right -  
Put kite up - hold on to string - "Here comes the lighting" -  
"Zip! Zap!" -"Yeaha!".

Paul Bunyan - Pull in rains and say "Woh Babe!"

Davy Crockett- Stand up - Oven hand above eyes looking for a bear. You see  
the bear - aim your rifle - shoot the bear - "BANG!" "One  
dead bear!"

Johnny Appleseed: Roll out dough for crust of pie, cut apples, put pie in oven,  
take it out of oven, cut a big slice and eat - "Yummm" -  
"Thank you Johnny Appleseed!"

Lumberjack: "Chop! Chop!" "Timberrr!"

Moby Dick - "Thar she blows!"

THE BEAUTIFUL MAIDEN

SANTE FE ..... "Way out West"  
CASEY JONES..... "Zoom..."  
LOCOMOTIVE ..... "Choo-choo"  
DANIEL BOONE ..... "Daniel Boone was a men.."  
JOHN HENRY....."Steel-driving man"  
WILD BILL HICKOCK ..... "Yippie ty-o"  
JOHNNY APPLESEED ..... "Apples, apples, apples"  
PAUL BUYAN ..... "Chop, chop"  
DAVY CROCKET ..... "Hi, Raccoon!"  
BEAUTIFUL MAIDEN ..... " Oh, mercy me"

Once upon a time in SANTE FE ---- a husky, gritty-grimy train  
engineer CASY JONES --- climbed aboard his LOCOMOTIVE ----. The  
LOCOMOTIVE--- was on its way to pick up a BEAUTIFUL MAIDEN ---  
who was on her way to SANTE FE --- to wed DANIEL BOONE---  
her love so fair. All of a sudden, in the middle of a small town,  
CASEY JONES----LOCOMOTIVE--- was stopped by JOHN HENRY---.  
"WILD BILL HICKOCK --- has been through here and tore the  
railroad to pieces" says JOHN HENRY---. O.K. says CASEY JONES---  
this is where I pick up the BEAUTIFUL MAIDEN --- anyway.

On her LOCOMOTIVE--- trip to wed DANIEL BOONE ---, her love so fair,  
the BEAUTIFUL MAIDEN--- noticed JOHNNY APPLESEED planting trees  
all along the way. He was following in the footsteps of  
PAUL BUNYAN--- who was chopping them down. She also spotted her  
dear old friend DAVY CROCKETT--- who was talking to the animals.  
It was not long, though, until the BEAUTIFUL MAIDEN--- was wed  
to her love so fair, DANIEL BOONE--- in SANTE FE ---.

\* \* \* \* \*

## SKITS

## SMOKEY'S DEPUTIES

Characters: Narrator, 3 boys in Smokey Bear costumes with "Deputy" badges clown

Setting: Outdoor scene with cardboard trees and buses. Posters as indicated in script.

NARRATOR: Ladies and gentlemen. For the first and only time, on our stage we present a trio of performing bears directly from Yellowstone Park. (Gesturing with sweep of hand) Take it away bears!

BEARS: (enter singing, Tune: "Polly Wolly Doodle")

Oh, bears like cake, and bees like pie  
And a little bit of honey is fine;  
But we don't like sparks in our national parks,  
And in forests of spruce and pine.

So beware, so beware,  
Put your campfires all the way out.  
Let the fire burn down, sprinkle water all around  
Put them out without a doubt.

1ST BEAR: Listen friends. Before you strike one match in my forest, check the Forest Ranger or an adult camping guide.

2ND BEAR: Never build a fire without an adult to help you.

3RD BEAR: That's right! Remember to have a bucket of water or dirt handy, right next to the fire.

1ST BEAR: And when you're through with the fire, don't go away and leave it. No sir. Let the fire burn down. Break up the coals with a stick. Sprinkle water or dirt on the fire until it is cold.

2ND BEAR: Be sure to check the fire to see that it is cold out before you leave the campsite.

3RD BEAR: Now everybody, please join us in the chorus of our song:

So beware, so beware  
Put your campfires all the way out  
Let the fire burn down, sprinkle water all around.  
Put them out without a doubt.

(During chorus clown crosses stage carrying sign which reads: "YOU ARE NO MATCH FOR FIRE". When he reaches mid-stage, he turns sign over. On back side it reads: "DON'T CLOWN AROUND WITH FIRE".)

"That Ain't The Way We Heard It"

This skit requires no scenery and just a little memorization. If you want, you may dress up as the character played. Instead of costumes, each boy may hold a prop depicting his verse.

NARRATOR: The wonders of our modern world,  
Never would have been unfurled,  
If men before us hadn't tried  
To answer questions that mystified.  
Their greatness we do not dispute,  
But how they did it, we refute.  
The legends we have learned, so great;  
We want to set the record straight!

ISAAC NEWTON: Isaac Newton, sittin' in a tree,  
Contemplating gravity.  
Fell on the apple - it not on he -  
Changed to protect his vanity!

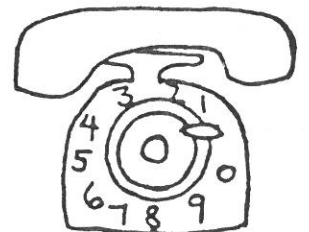
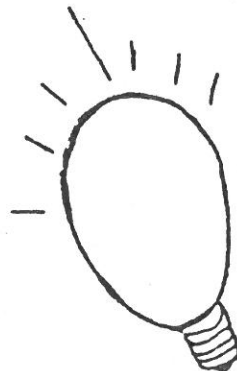
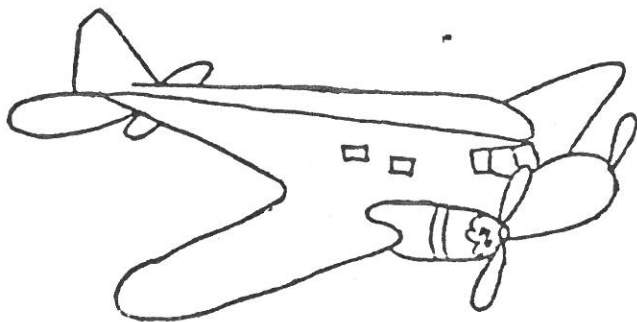
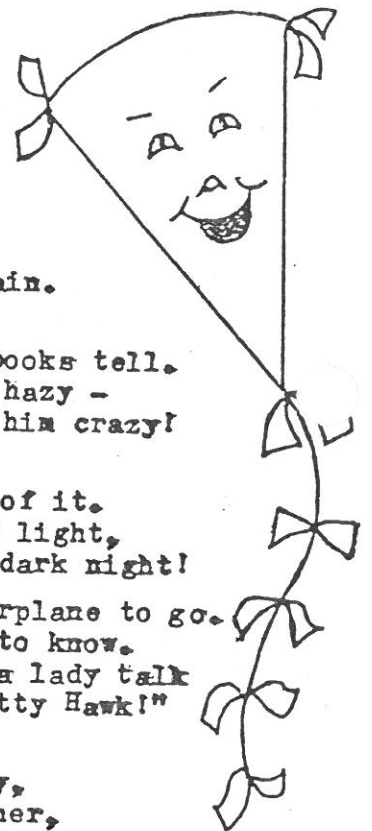
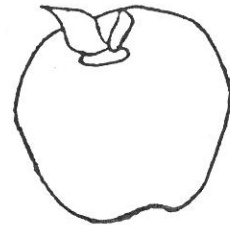
BEN FRANKLIN: Ben Franklin had to find 'lectricity;  
He was picked up on night for insanity.  
It was all he could do to explain  
That he liked to fly kites out in the rain.

ALEXANDER BELL: There was a man named Alexander Bell.  
He invented the phone as the hist'ry books tell.  
But the reason he did - the books are hazy -  
His wife loved to talk - nearly drove him crazy!

THOMAS EDISON: Young Tom Edison, we'll admit,  
Gets a lot of credit and deserves all of it.  
But it's little known that he invented light,  
'Cause he tripped on the bed one dark dark night!

WRIGHT BROTHERS: The Wright Brothers got the first airplane to go.  
It wasn't their hang-up if you want to know.  
It hurt their pride when they heard a lady talk  
And say, "Nothing ever happens in Kitty Hawk!"

NARRATOR: So, with inventions you can see  
That although the mother is necessity,  
It would have been just too much bother,  
If ACCIDENT hadn't been the FATHER!





KNOW YOUR PRESIDENTS

Match the clues to the corresponding President's name. When finished, see if children can remember an interesting fact about each President shown in parenthesis.

- |   |                        |
|---|------------------------|
| 1. "No more tears" shampoo<br>(former U.S. senator from Texas)  | A. Herbert Hoover      |
| 2. To give permission<br>(commanded Union armies in Civil War)  | B. Jimmy Carter        |
| 3. A northwestern state<br>(1st President of the U.S.)  | C. Ulysses S. Grant    |
| 4. Make of car<br>(freed the slaves)  | D. James Polk          |
| 5. A vacuum cleaner brand name<br>(former U.S. food administrator)  | E. John Kennedy        |
| 6. He's "moved on up" and is head of household of popular TV show.<br>(wrote Declaration of Independence) | F. George Washington   |
| 7. Capital of Wisconsin<br>(former Secretary of State)  | G. Rutherford B. Hayes |
| 8. The occupation of altering garments<br>(won the battle of Buena Vista)                                 | H. Franklin Pierce     |
| 9. Popular brand name for baby clothes<br>(1st member of his family to graduate high school)              | I. James Madison       |
| 10. A New York airport<br>(assassinated in Dallas Texas-1963)   | J. Zachary Taylor      |
| 11. Make holes in earlobes<br>(former U.S. Senator from New Hampshire)                                    | K. Abraham Lincoln     |
| 12. A City in Ohio<br>(worked for N.Y. Institution for the blind)   | L. Grover Cleveland    |
| 13. A cloudy appearance<br>(former Governor of Ohio)  | M. Thomas Jefferson    |
| 14. A quick thrust<br>(former Governor of Tennessee)  | N. Lyndon Johnson      |

Answer: 1-n 2-c 3-f 4-k 5-d 6-m 7-i 8-j 9-b 10-e  
11-h 12-l 13-g 14-d

WHO SAID (OR MIGHT HAVE SAID) IT?

From the names below can you pick the President who said(or might have said) this:

Answers: 1. Lincoln 2. Nixon 3. T. Roosevelt 4. Washington  
 5. Wilson 6. Carter 7. Hoover 8. Fillmore 9. F.D. Roosevelt  
 10. Ford 11. Truman 12. Reagan 13. L. Johnson  
 14. Kennedy 15. McKinley

1. "A house divided against itself cannot stand."
2. "You won't have \_\_\_\_\_ to kick around anymore."
3. "Speak softly but carry a big stick."
4. "What cherry tree, Dad?"
5. "The world must be made safe for democracy."
6. "Pass the peanut butter, please."
7. "Prosperity is just around the corner."
8. "I can't believe they named a county and city for me in Utah."
9. "The only thing we have to fear is fear itself."
10. "Ouch, I bumped my head on the plane door again."
11. "The buck stops here."
12. "Did you see my last movie."
13. "I promise not to pick up my beagles by the ears again."
14. "Ask not what your country can do for you - ask what you can do for your country."
15. "That mountain with my name in Alaska sure is high."

THE GREATEST HERO - SKIT

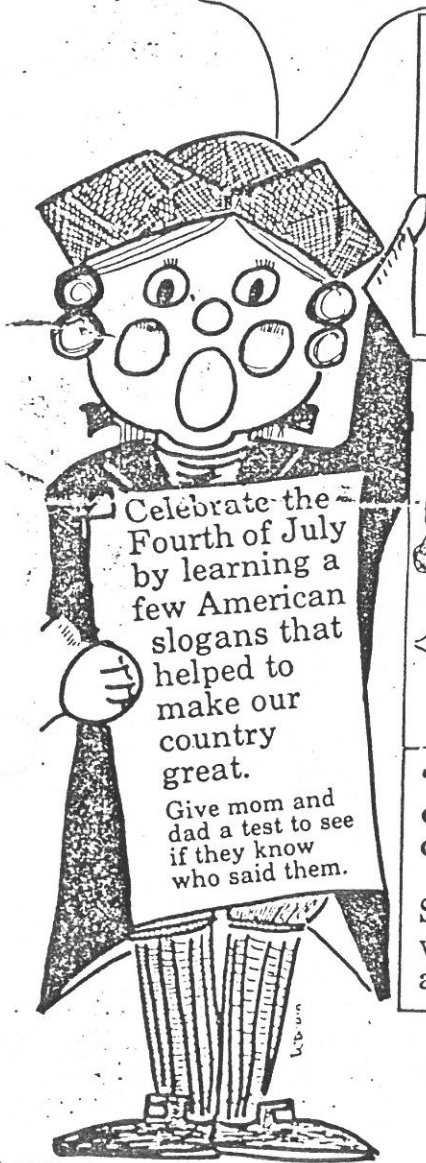
Boys dress up as folk heroes and carry props or use puppets.

1. I'm Davy Crockett -- (holds rifle)  
 and I'm the greatest hero there could ever be --  
 I killed a giant bear when I was only three!
2. I'm Johnny Appleseed -- (holds apples)  
 This country owes so much to me --  
 If it weren't for me -- there'd be no apple trees!
3. I'm John Henry -- (holds hammer)  
 You see, I'm the greatest hero in the land --  
 All our railroads were built by the hammer in my hand!
4. I'm Pecos Bill -- (holds rope)  
 There was no one greater in the West --  
 At ropin' cyclones, yeah! I was the best!
5. I'm Paul Bunyan -- (holds ax)  
 Talkin' about hero's -- I'm the man  
 Babe and I plowed out the rivers in this great land!

6. I'm Molly Brown -- (wears wig & life jacket)  
 To choose anyone but me is just unthinkable --  
 I saved hundreds of lives 'cause I'm the "Unsinkable!"
7. I'm Rip Van Winkle -- (wears long beard and night cap)  
 I'm the greatest hero that we have here --  
 After all -- I lived more than a hundred years!
8. Cub Scout: (He comes out and looks at all the others.  
 Hold on -- you were all great!  
 Yep! Everyone is just first rate.  
 But the greatest hero -- there is no doubt --  
 Is the hard-working, honest, boy Cub Scout!

(He bows and everyone claps and yehs!)

# Famous American Slogans



**"No taxation without representation."**

The American colonists used this slogan in 1765 when they refused to be taxed by the English Parliament. Unfair taxes were one of the reasons for the Revolution.



**"Give me liberty or give me death."**

Patrick Henry, the famous patriot, said this in his great speech at St. John's Episcopal Church in Richmond, Virginia, in 1775.

**"First in war, first in peace, first in the hearts of his countrymen."**



Henry Lee said this about our first president at a speech after Washington's death on Dec. 14, 1799. Lee served with Washington during the Revolutionary War.

**"Don't fire until you see the whites of their eyes."**

Col. William Prescott of the Revolutionary Army said it at the Battle of Bunker Hill on June 17, 1775. This was the first big battle of the Revolution.

Celebrate the Fourth of July by learning a few American slogans that helped to make our country great.

Give mom and dad a test to see if they know who said them.

**"I only regret that I have but one life to lose for my country."**

Captain Nathan Hale said it on September 22, 1776, just before he was hung by the British for being an American spy.

**"Don't give up the ship."**



Commander James Lawrence said it on June 1, 1813, just before he died. His ship, the "Chesapeake," was captured by the British. He wanted it sunk. "Sink her, blow her up" is the last part of what he said.

**"I have not yet begun to fight."**



Lt. John Paul Jones of the American Navy said it in September of 1779 when he won our country's first great sea victory. His ship, the "Bonhomme Richard," appeared to be sinking when he said this. It did not sink, and we won.

**"There never was a good war, or a bad peace."**



Benjamin Franklin wrote this in a letter in September of 1783. "May we never have another war," he added at the end of the Revolutionary War.

**"We have met the enemy and they are ours."**



Commodore Oliver Hazard Perry sent this famous message in September of 1813 when he defeated the British in a naval battle in the War of 1812.

# Famous Slogans for a Patriotic Fourth



**“Our country, right or wrong.”**

A famous naval officer, Stephen Decatur, said it in 1816 after he had represented the U.S. in dealings with foreign countries.



**“Government of the people, by the people and for the people.”**

This is part of Lincoln’s Gettysburg Address, a famous speech he delivered on Nov. 19, 1863.



**“Speak softly and carry a big stick.”**

President Theodore Roosevelt said it in September of 1901. He was talking about how our country should treat other countries. We should talk softly, but be strong enough to fight if needed.



**“Remember the Alamo!”**

Texas was a part of Mexico before Texans revolted. In 1836, over 4,000 Mexicans surrounded the Alamo, a fort in San Antonio. In a siege that lasted 11 days, the 187 Texas Freedom Fighters were killed. “Remember the Alamo” became the battle cry of the Texas Revolution.

**“Remember the Maine!”**



The “Maine” was a U.S. battleship that was destroyed in the port of Havana, Cuba, on Feb. 15, 1898. The American people thought that the Spanish had destroyed it. Two months later, the U.S. declared war on Spain.

**“Praise the Lord and pass the ammunition.”**

A Navy chaplain, Howell M. Forgy, said it on Dec. 7, 1941, when the Japanese attacked Pearl Harbor.

**“Nuts!”**

General Anthony C. McAuliffe said it to the Germans in 1944 when they demanded that he surrender.

## The Paper Box

Look through the rest of your paper and circle all the quotes you see. Make a list of the quoted people and note why what they said was important.

Next week The Mini Page is all about the political conventions.



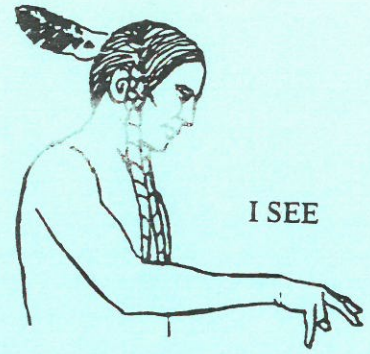
**“And so my fellow Americans, ask not what your country can do for you, ask what you can do for your country.”**

President John Kennedy said this at his inauguration in 1961.

from The Mini Page by Betty Debnam • 1960 Universal Press Syndicate



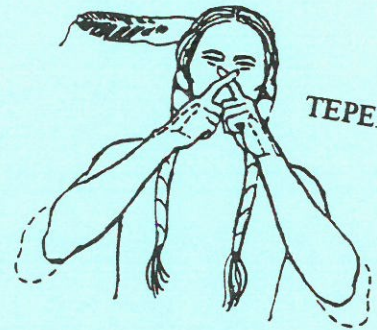
TALK



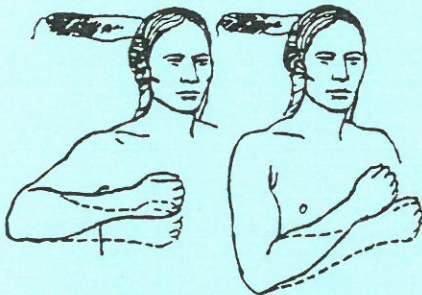
I SEE



SECRET

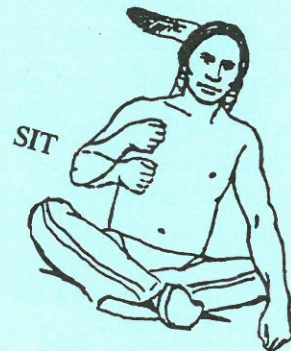


TEPEE

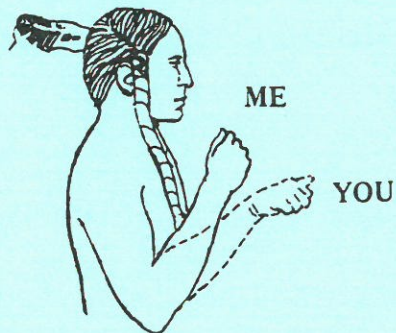
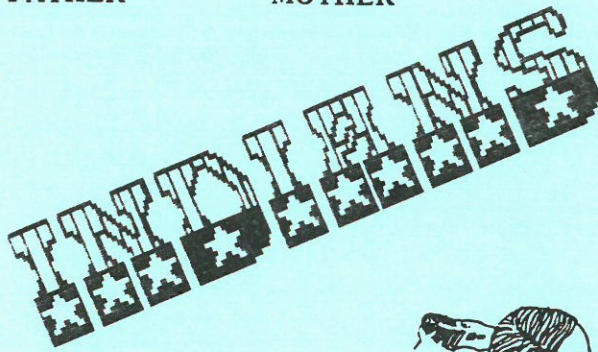


FATHER

MOTHER



SIT



ME

YOU



CHIEF



MY (MINE)



### THINGS TO DO WITH THE INDIAN CHIEFS THEME

Every American boy loves to pretend he is an Indian roaming the country, performing feats of daring and skill. The leader's objective is to help boys understand the many fine contributions the Indians have made to our culture and civilization.

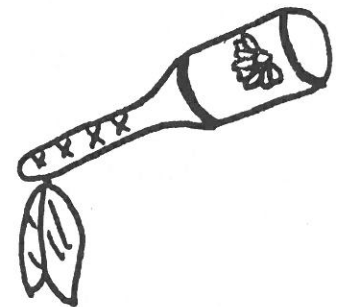
Discuss some of the various chiefs and the tribes they were members of. Look up their history; where they lived, what they wore and ate; and how they lived. Develop a skit around the chief.

American pioneers learned from the Indians how to hunt, fish, trap and canoe. They learned how to make clothes from deer skins and to cope with the wilderness. The Indians gave the white man the great gifts of cotton, corn, tomatoes, tobacco, potatoes, peanuts, beans, squash, rubber, chocolate, quinine, pineapples, and pumpkins - many of which have become billion dollar industries.

The Indians made good use of materials native to his environment. His clothes varied from simple everyday dress to heavily ornamented, ceremonial costumes. He used fine feathers, furs, beads, stones, and bright metals in making them. Cub Scouts will want to make breech-cloths, moccasins, leggings, arm bands, and headdresses. They will be interested in Indian weapons, tom-toms, peace pipes, dance rattles, designs and picture writing to their handicrafts.

Teach simple designs, Indian signs, and dances. Many ceremonies can be built around the story of Akela and the Grand Owl. Adapt costumes to the tribe your den selects for study. Tell a story in simple language. Reference books will help you teach simple basic dance steps. (See the books by Ben Hunt) Order of the Arrow members will be able to help.

Build table-top models of Indian dwellings.  
 Make Indian costumes.  
 Tell Indian stories.  
 Learn Indian dances and songs.  
 Learn Indian sign language.  
 Make Indian toys, rattles, totems, tom-toms, shields.  
 Learn about an Indian Chief.



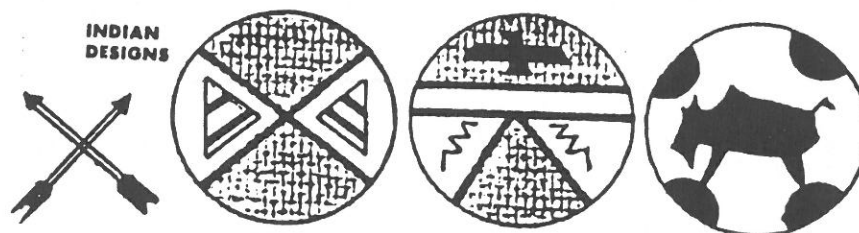
The Bureau of Indian Affairs has information on famous individuals and tribes, their wars, their music and food, their language and religions.

Use a postcard.

Ask for information about Native Americans. (Tell them the topics you are most interested in).

Write to:

Bureau of Indian Affairs  
 Office of Public Information  
 1951 Constitution Ave. N.W.  
 Washington, D.C. 20245




## At den meetings

Activities can include crafts, games, arts, dances, costumes, stories, and the study of a specific tribe. The project will be more interesting if the tribe chosen is the one living nearest your locality. You may include its history, where and how the people lived, what they wore, and the kinds of food they ate.

The customs and languages varied throughout the country. One den may wish to develop a skit related to these variations; another may select a famous Indian personality as the subject for a skit.

Indian dancing is a popular activity. Your council service center can help by arranging contacts for you with an Order of the Arrow dance team member or an authority on Indian lore. The Arrowman may teach your den chiefs simple dance steps that they, in turn, can teach the Cub Scouts at den meetings.

It is important that Cub Scouts learn steps correctly and understand why the dance was created. This will help to get them into a better spirit for dancing and will be more meaningful. A helpful book is *Indian Dancing and Costumes* by William K. Powers.



COUPSTICK  
MADE OF SLENDER  
STAFF (NO POINT)  
DECORATED WITH  
RIBBONS, FEATHERS, BELLS,  
PAINT, ETC.



## AUDIENCE PARTICIPATION

## HOW THE SUN, MOON, STARS GOT INTO THE SKY

CHIEF: (stand with arms folded across chest and say "Ugh!"  
 SUN: (cover eyes with hands)  
 MOON: (frame face with hands and smile)  
 STARS: (blink rapidly)

Long, long ago the Indians had no fire and no light. They suffered much during the cold of winter and they had to eat their food uncooked. They also had to live in darkness because there was no light.

There was no SUN..., MOON...and STARS...in the sky. A great CHIEF...kept them locked up in a box. He took great pride in the thought that he alone had light. This great CHIEF...had a beautiful daughter of whom he was also proud. She was much beloved by all the Indians of the tribe.

In those days the raven had the powers of magic. He was a great friend of the Indians and the Indian CHIEF... He wondered how he might make life more comfortable for them.

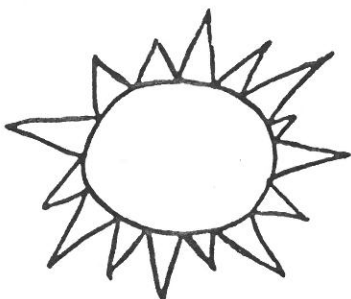
One day he saw the daughter of the CHIEF...came down to the brook for a drink. He had an idea. He would put a magic spell on her. In time, a son was born to the daughter of the CHIEF... The old CHIEF...was delighted and as the boy grew, his grandfather became devoted to him. Anything he wanted he could have.



























One day he asked the old CHIEF...for the box containing the STARS... Reluctantly the old CHIEF...gave it to him. The child played for a while by rolling the box around. Then he released the STARS...and flung them into the sky. The Indians were delighted. This was some light, though not quite enough.

After a few days the child asked for the box containing the MOON... Again the old CHIEF...hesitated but finally the boy got what he wanted. Again, after playing awhile with the box, the boy released the MOON...and flung it into the sky. The tribesmen were overjoyed. But still there was not light enough, and the MOON...disappeared for long periods.

Finally the child asked for the box with the SUN... "No," said the old CHIEF... "I cannot give you that!" But the boy wept and pleaded. The old CHIEF...could not stand the tears, so he gave the box to him. As soon as he had a chance, the child released the SUN...and cast it into the sky.

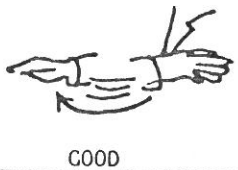
The joy of the Indians knew no bounds. Here was light enough and heat as well. They ordered a feast of the SUN...and all the Indians celebrated it with great jubilation. And the old CHIEF...was happy. He had not known the SUN..., the MOON..., and the STARS...could mean so much for the comfort and happiness of his people. And for the first time, he too, enjoyed himself.



 OATH	 I	 EFFORT	 WORK
 GOOD	 WITH	 (MEDICINE GREAT) GOD	
 WITH	 MY	 POINT COUNTRY	
 (LISTEN) OBEY	 SCOUT (WOLF)	 (TRUE) LAW	 I
 WORK	 WITH	 ALL	 PEOPLE
 OFTEN	 I	 KEEP	 ME
 twist as if to break stick STRONG	 MIND	 ALIVE	 HEART

SCOUT OATH OR PROMISE

On my honor I will do my best  
 To do my duty to God and my country and to obey  
 the Scout Law;  
 To help other people at all times;  
 To keep myself physically strong, mentally awake  
 and morally straight.





### AKELA'S COUNCIL FIRE

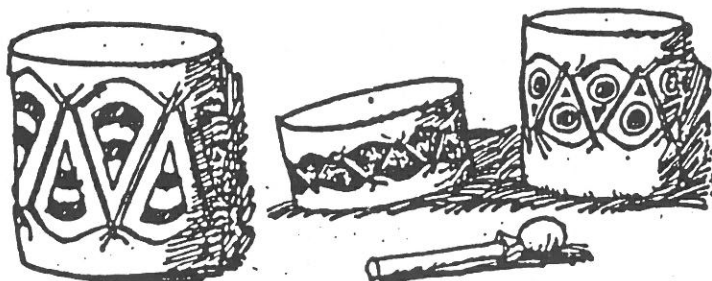
The contests are over. The young braves have slipped away to don Indian finery and tokens of their skill. The small papooses stay close to their mothers as the squaws and old men clear away all traces of the feast. The ceremonial area is readied, for Akela has called a Council.

Now the great drums sound out in deep, deliberate tones. The Medicine Man in his special mask and headdress comes slowly toward the darkened fire, flanked by two bare-chested assistants. With dignified motions he entreats the Great Spirit to light their fire. (If outdoors, a cigarette lighter hidden in the hand does the trick. If indoors, at a given signal someone turns the switch, lighting the artificial Council fire.)

The tempo of the drums increases. One at a time, the braves answer the weird rythm of the drums, and move silently into the circle and seat themselves crosslegged on the ground around the fire. Then, at several resounding beats, all spring erect and begin to dance. The drums beat more loudly--then stop with a crash--and Chief Akela, bright in his chieftan's headdress, steps into the circle of braves. He holds up his hand in the sign of the tribe of the Webelos, and all is quiet.

"I'm Akela--your Chief. The Council will begin." He motions the dancers to be seated. "I am pleased that the Great Spirit has given our tribe fire to lighten our darkened Council. Surely, Manitou wishes his people to live in the light of love and friendship and goodwill."

Akela welcomes the visitors and praises his braves. (Here, in keeping with the setting, select appropriate advancement ceremonies to go along with the theme.) Akela speaks of how the greatness of any tribe depends on the advancement made in the skills and courage of its warriors. He calls each family forward that has attained any achievement. He tells a short indian story or legend. They close with a friendship circle with arms folded, as Akela gives the Cub Scout Sign and enjoins his braves to depart in peace and do their best. All return his sign and say: "Oh Chief Akela, we'll DO OUR BEST."





## INDIAN ADVANCEMENT CEREMONY



YOU WILL NEED A campfire  
Washable red paint  
Tom Toms

Chief                      Cubmaster or Master of Ceremonies  
Indian Guides      Den Chiefs  
Indian Braves      Cub Scouts  
**(ALL IN COSTUME)**

Chief stands in front of room      Arms folded, head  
down on arms.  
(Que card may be hidden on arm etc)  
TOM TOMS BEAT LOUDLY      (As Chief speaks Tom Toms  
soften their beat.)

CHIEF                      Indian Braves come gather around the council fire.  
(Cubs come forward and sit around fire.)

CHIEF                      Raising arms and head      Hail O might warriors. Hail  
to parents and family. We gather at this council  
fire to honor our braves who have worked many moons  
to earn an award tonight. They have tracked the  
deer and found the buffalo. They have followed many  
trails. Everyone is proud of their achievement.  
**(TOM TOMS STOPS WITH TWO LOUD BEATS.)**

CHIEF                      O Indian Guide tell us who in your tribe is worthy

DEN CHIEF                Reads name and award to be given.

CHIEF                      Brave, \_\_\_\_\_ bring your parents before the  
council fire. Now stand before your chief. (As Cub  
stands in front of the Chief he daubs a small amount  
of red paint on his forehead with his thumb.)

Indian brave \_\_\_\_\_, our council fire burns  
bright because you are so diligent and brave. It is  
an honor to present you with your \_\_\_\_\_ award.  
Receive it and go with good health.

AFTER AWARDS are presented TOM TOMS beat and Chief folds arms and  
bows head.



AKELA'S LIFE STORY  
ADVANCEMENT CEREMONY



- NEED:** Ceremony board or log with four small candle and one large candle on table.  
Artificial campfire  
Akela and a narrator
- Nar:** Akela was the big Chief of the Webelos tribe. Tall, stalwart, straight as an arrow, swift as an antelope, brave as a lion. He was fierce to an enemy, but kind to a brother. Many trophies hung in his tepee. His father was the son of the great yellow sun in the sky. He was called 'Arrow of Light'.
- His mother, from whom he learned those wondrous things that mothers know was called 'Kind Eyes'.
- His father helped him make a little bow and arrow once, and when an enemy would have taken his mothers life, Akela, from his papoose basket shot the enemy in the eye and saved his mother's life.
- Later, he began to understand the signs and calls of the Webelos's tribe. Then he was taken on little strips into the forest among the great trees and streams. Here, from the wolf, he learned the language of the ground, the tracks and the ways to food.
- (Akela lights large candle representing the 'spirit of Akela', and using that, lights the small candle representing the Wolf.)
- Akela:** With this candle, representing the 'Spirit of Akela I light the trail of the Wolf. From the signs along the wolf trail, I see that the following young braves of our tribe are ready for advancement in the Wolf clan of Akela's tribe. (Call names of boys receiving Wolf badges and arrow points. They come forward with parents and awards are presented.)
- Nar:** Then, from the kindly Bears, Akela learned the secret names of the trees, the calls of the birds and the language of the air.
- Akela:** (Lighting Bear Candle) With the 'Spirit of Akela' we light the Bear trail, I see that the following braves are ready for advancement in the Bear Clan of Akela's tribe. (He calls boys and parents who are receiving the Bear and arrow and presents awards;)
- Nar:** But, before he could become a scouting 'brave' on his own, Akela had to prove himself by trying out new skills, performing certain tasks and passing tests of accomplishments.

(continued)

AKELA'S LIFE STORY (continued)

Akela: (lighting Webelos candle) with the 'Spirit of Akela' I light the trail of the WEBELOS. From the signs along the Webelos trail, I see that the following braves have shown their skill in \_\_\_\_\_ (He calls the names of the boys earning activity badges and indicates the badge earned.)

Nar: Then Akela was required to pass the hardness test of all. He had to prove himself qualified to wear his father's name, 'Arrow of Light'.

Akela: From the signs further on down the Webelos trail, I see that the following braves have proven themselves worthy to wear the 'Arrow of Light' the highest award in Akela's tribe. (He calls names, and as awards are presented, tom-tom begins to beat at a rapid pace... then drum stops.) From the four winds, Akela hears that you braves are doing well along the trails that will lead you to Scouting.. Now will all Cub Scouts Stand and repeat the Cub Scout promise.

You can add a bobcat induction and Webelos graduation very simply to this ceremony.

INDIAN SIGN CLOSING

Ask everyone to stand. Cubmaster should demonstrate the words and signs used in the ceremony. Then everyone joins in.

MAY THE SPIRIT OF SCOUTING	(BOY SCOUT SIGN)
AND THE LIGHT OF AKELA	(CUB SCOUT SIGN)
BE WITH YOU AND ME AND TO SELF)	(POINT INDEX FINGER TO OTHER AND
UNTIL OUR PATHS	(BOTH ARMS HELD OUT TO SIDES)
CROSS	(BRING ARMS ACROSS EACH OTHER)
AGAIN	(CUB SCOUT SIGN ON WRIST, THEN
THEN ON INSIDE ELBOW, THAN ON SHOULDER)	

CUB SCOUT BENECTION

And now may Akela of all good Cub Scouts be with us till we meet again.





## IROQUOIS LEGEND

HOW THE WORLD WAS MADE

This story can be read or told by the den leader, den chief or Cubmaster to set the mood for the Indian theme.

Many many winters ago, the world was covered by a great blanket of water. There was no sun, no moon, no stars. There was no light. All was darkness.

The only living things in the world were water creatures such as the beaver, the muskrat, the turtle, the duck, the loon and the swan.

Far above the world was the Land of Happy Sky People where Lawenio, the Great Sky Chief, rules as the Good Spirit. One day Lawenio called his daughter to him. "You must go down into the lower world to make it bright and happy", he said. Gently he dropped his daughter through a hole in the sky.

Far below on the dark waters floated the water creatures. Looking up they saw a great light. It was Sky Girl slowly falling toward them.

After Sky Girl had rested on the good earth and found that the water no longer covered everything, she asked her father, the Good Spirit, to make the earth fruitful. So Lawenio, the Good Spirit, hung the sun and the moon and the stars in the sky. On the earth he planted beautiful trees and flowers.

He made springs and streams of pure water. He created beautiful rivers protected by high hills. He made animals like Bear and Deer.

Finally, out of red clay, the Good Spirit made Man in his own likeness. From the sky he sent down Dog to be a special friend to Man.

Then the Good Spirit was pleased and gave a blessing to all the things he had made.

The Good Spirit said: "Man comes from the earth and no man is perfect". That is why the Indians say that no man has a right to judge another, for that can only be done by the Good Spirit.

\* \* \* \* \*

INDIAN PAINT: Use equal parts of liquid dishwashing soap (Ivory or Palmolive) and baby lotion. Separate into small containers when mixed and add a small amount of tempera paint to achieve desired color. Paint on face and body with Q-tips.  
Note: Does not irritate skin and washes off easily.

### INDIANS GET THE SIGN

No speaking parts. Make a large sign showing the title and another that looks like smoke signals.

1. Paddle canoe to woods, kneeling on left knee and moving arms from front to rear on left side.
2. Walk through woods, sheilding eyes and looking among shrubs as if scouting.
3. Kneels on one knee, stretch arms and aim bow and arrow to shoot a bear.
4. Run four or five steps forward to the bear.
5. Stoop and pick up bear, throwing it over your shoulder.
6. Form an Indian Council Ring, sitting with arms folded.
7. Pass around peace pipe and act as if deeply smoking it.
8. One indian sees smoke signals in the sky.
9. Chief reads the large smoke signals!



10. All the Indians began to cough and then die.

### LONE RANGER AND TONTO

One day the Lone Ranger and Tonto were riding north and from over the hills came 50 Indians! So they turned to the east but from over the hills came another war party. So they turned south. But from over the hills came more Indians whooping. As a last resort they turned to the west. And of course more Indians appeared.

Lone Ranger: "Well Tonto, this is the end. I guess we're goners."

Tonto "What do you mean we, paleface?"

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**EQUIPMENT:** Indian costumes for Akela (Cubmaster) and several braves (Committee members), peacepipe and tom-tom.

**ARRANGEMENT:** Cub Scouts and parents are seated around unlighted campfire. Akela and his braves are off to the side out of sight. Have all awards already laid out on a blanket.

(Cubmaster calls the group to attention, a color guard posts the colors and Cubmaster leads Pack in the Pledge of Allegiance. At the conclusion of the pledge everyone is seated. A Den Chief or leader begins a steady rhythm (boom, boom, boom) on an Indian drum.

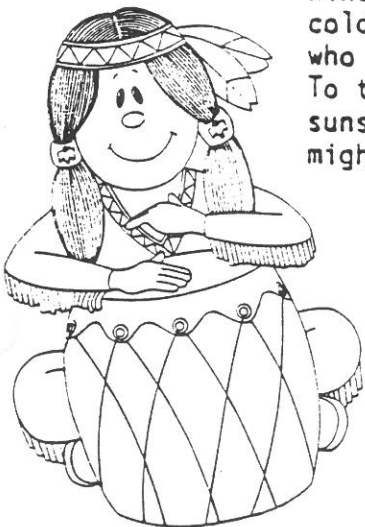
**CUBMASTER:** Tonight, for our great meeting in the great outdoors, our meeting will be graced by the Great Akela. Great Akela, we bid you welcome, and ask you to share our humble campfire with us tonight.

(Akela and several braves enter. One of the braves carries a lighted torch. Akela stops facing the Cubmaster.

**AKELA:** I, Akela, and my braves, are pleased to be sharing your campfire with you and your tribe tonight. Now let the council fire for tonight be lighted.

(The brave carrying the torch lights the council fire. Once the fire is lighted, Akela steps forward with a peace pipe. He raises the pipe to heaven with both arms straight.)

**AKELA:** To our Father, who has given us many blessings. To Mother Earth, (pipe held down) who feeds us with many harvests. To the North Wind (hold pipe to the north), who gives us endurance with its cold breath of winter. To the East Wind, (hold pipe to the east), who gives us the morning light to light the plains and mountains. To the South Wind (hold pipe to the south) bringing us the warm sunshine. To the West Wind (hold pipe to the west), land of the mighty mountains. This council fire meeting is open.



Families Opening Ceremony

(This may be appropriate for School Round Up Night)

Make letters for each letter in the word FAMILIES. Hold each one up and say the following in order.

- F . . . Folks, we are here to welcome you now.  
 A . . . Advantages, we have so many.  
 M . . . Mom and Dad, we're glad you're here.  
 I . . . Imagine how much fun we're going to have this year.  
 L . . . Laughing and playing together as a family.  
 I . . . I think it's great to be a Cub Scout.  
 E . . . Everyone, let's all please stand up.  
 S . . . Saluting together as we Pledge Allegiance to our flag so dear.

Indian Lore Opening Ceremony 1

- Setting: Cubmaster dressed as Indian Chief stands by an artificially lit campfire.
- Cubmaster: Great Spirit, what is the meaning of Blue and Gold?
- 1st Indian Runner: (Den chief dressed as Indian brave runs in carrying a jar of blue colored water.) Great Chieftain, the blue is from the sky, representing loyalty and truth. (He places the jar by campfire and stands back.)
- 2nd Indian Runner: (Den chief dressed as Indian brave runs in carrying a jar of yellow colored water.) Great Chieftain, the gold stands for good cheer and happiness. (He places jar by campfire and stands back.)
- Cubmaster: Thank you, Great Spirit, for these two brave runners who have traveled a long way down the trail. Will den \_\_\_\_\_ please present the colors? (Followed by Pledge of Allegiance.)

Indian Lore Opening Ceremony 2

- Setting: Cub Scouts dressed as Indian Chief, medicine man, flag bearer, and 3 or more braves. You may use an artificial campfire and Indian costumes.
- Indian Chief, braves and medicine man are seated. Chief holds up both hands until all are quiet. As each brave says his part, he raises his hands upward to the sky.
- Indian Chief: O Great Father in the sky, listen to thy people.
- 1st Brave: We thank thee, Great Creator, for the light of the sun each day.
- 2nd Brave: We thank thee for the beauty of this world and the plants and animals we enjoy.

- 3rd Brave: We thank thee for the night and the rest it brings.
- Indian Chief: O Great Father of all Cub Scouts, bles us and be with us tonight.
- Medicine Man: (Jumps up, shakes rattle and shouts.) Rise up, all you braves. Rise up with our white brothers. (He motions to audience to stand.) We lower our tribal den flag to honor the great flag of our white brothers.
- Flag Bearer: (Enters and presents American Flag to Indian Chief) This is the most beautiful flag in the world. It stands for freedom, liberty and happiness. Take it, honor it, respect it, love it always, for it is yours and mine.  
(He leads audience in Pledge of Allegiance.)

Indian Lore Advancement Ceremony

- Personnel: Cubmaster is dressed as an Indian Chief; an adult is dressed as a medicine man, and another adult is dressed as an old fur trader with saddle bags. Medicine man and Indian Chief at front of room.
- Medicine Man: There are several braves here tonight who have worked hard since we last met, and have earned awards for their efforts. I sent an order to the trading post last week and it should be here by now. I don't know what happened, but they have not arrived. I fear we will have to wait until next month. Heap big sorry!
- Fur Trader: (Looking wild, wooly and hurried, enters room carrying saddle bags.) Is this the meeting of Cub Scout pack \_\_\_?
- Cubmaster: Yes, it is. Who are you?
- Fur Trader: I'm the rider from the trading post.
- Medicine Man: I'm heap glad to see you.
- Fur Trader: Well, I hope you're ready to trade.
- Medicine Man: Hmmm. I have 3 blue beads for \_\_\_ (name) \_\_\_ who has earned the Bobcat rank.
- Fur Trader: Good enough. Where is the varmint?
- Cubmaster: Will \_\_\_ (name) \_\_\_ and his parents please step forward? Congratulations on your hard work!
- Medicine Man: I have 3 red feathers for \_\_\_ (name) \_\_\_ who has earned the Wolf rank.
- Fur Trader: Good deal!
- Cubmaster: Will \_\_\_ (name) \_\_\_ and his parents please step forward?  
(Continue presenting awards in similar manner.)
- Cubmaster: (To Fur Trader.) Thanks for getting here on time with all our awards. The boys really appreciate it.
- Medicine Man: Ugh!
- Fur Trader: My pleasure, son. Now I gotta be gettin' along. So long!  
(He exits.)

## HOW THE INDIANS STARTED IT ALL

**CHIEF:** stand & shout "Akela" & give Cub Scout sign  
**BRAVE:** give a loud Indian war cry!

Come join the CHIEF, around the council fire so bright,  
 As he tells you the tale of a BRAVE and his plight,  
 He had a problem, which caused him some doubt,  
 But that ingenious BRAVE, figured it all out!  
 It seems the nights, got so chilly indeed,  
 That for a shelter, the BRAVE found a need.  
 So he sat right down, and thought what to do,  
 Then set about, to make his dream come true,  
 But when the CHIEF noticed, the BRAVE not around,  
 He set about to see, if he could be found.  
 There on the far edge of the village was he,  
 Working as busy as he could be,  
 "What are you building", the CHIEF then cried,  
 As he stooped over, and looked inside.  
 The BRAVE then answered, with a grin so big,  
 As he said, "You see I must keep my Wig Warm - you dig?"  
 With that the CHIEF laughed, as he stepped in the door,  
 "A wigwam", he said, "This home shall be called evermore."  
 And then a storm, soon blew right their way,  
 Causing that wigwam to swing and sway.  
 The CHIEF when frightened, spoke in a spanish accent,  
 And these words he uttered, as for the door he went,  
 "Young BRAVE zee wigwam eet ees tepee, I say,"  
 "Call it what you want CHIEF, have it your way!"  
 So be it wigwam or tepee, the Indians' abode,  
 They serve the same purpose so our story is told!



**OKLAHOMA INDIAN APPLAUSE:** Hold Cub Scout sign behind head like feathers. Say "Ugh". Lean forward from waist and say "Ugh" again. Leap into air, extending Cub Scout sign high into air.

**TONTO APPLAUSE:** Yell, "Where does Tonto take his garbage?" And have the Cubs yell in reply, "To de dump, to de dump, dump, dump," to the rhythm of running horses and in a sing-song manner while clapping their hands on their thighs.

**SIX SHOOTER APPLAUSE:** Point finger in the air and yell, "Bang-Bang-Bang" then blow "smoke" from the "gun".

**WHIP APPLAUSE:** Pretend to snap a whip and yell "YAW, YAW".



## ADVANCEMENT CEREMONY

Personnel: Cubmaster, Akela, Great Spirit

Equipment: Artificial campfire, tom-tom

Arrangement: Curtain opens showing Akela sitting by campfire. Tom-tom is beating softly.

CUBMASTER: Chief Akela of the Webelos Tribe, I have before me (number) Cub Scouts who have lived by the Cub Scout motto, kept the Cub Scout Promise and obeyed the Law of the Pack. They have each completed the requirements of their respective ranks. I now present and recommend each for his advancement.

GREAT SPIRIT: Tonight we honor those Cub Scouts who have grown in knowledge and have achieved a higher rank in Cub Scouting. How have they grown in knowledge? I much the same manner as Akela. Akela was the big chief of the Webelos - tall, stalwart, straight as an arrow, swift as an antelope, brave as a lion. His father was the son of the great yellow sun. He was called the 'Arrow of Light'. His mother, from whom he learned all those wondrous things that mothers know, was called 'Kind Eyes'. When Akela was a young boy, he was taken on short trips into the forest among the great trees and the streams. Here from the Wolf he learned the language of the ground, the tracks, the fields, and the ways of food. From the Bear he learned the secret names of the trees, the calls of the birds and the language of the air. Just like Akela, you have learned much along your trail to advancement.

AKELA: Cub Scouts, you have lived by the Cub Scout motto, kept the Cub Scout Promise, and obeyed the law of the Pack. I am happy to see you come before this pack to receive your badges.

(curtain closes)

CUBMASTER: Just as Akela's parents helped him as he grew, so have your parents helped you achieve your new rank. I know that they will be proud to share this honor with you. Will these boys and their parents come forward? (call names, present badge to mother)

Now I will ask that you boys give the Cub Scout sign and repeat after me:

"We boys now promise...to go back to our dens...  
and to do our very best...to work on electives...  
and to keep advancing regularly."

Thank you and congratulations!

INDIAN CHIEF

One of the players is chosen as Indian 'chief. He must be very fast. The other boys forma big circle. In the middle are placed five plastic bottles. 'the chief stands in the middle. His job is to keep the bottles upright while the other players try to knock them down with a football. Whoever manages to keep the bottles standing for a given time, is quick enough to be the Indian Chief.

INDIAN PEBBLE GAME

Have Cubs paint small juice cans with Indian designs. Each Cub needs a can. He collects 10 flat pebbles which he puts in the can after marking one side of each pebble with a design. In turn, each boy empties his can on the ground and counts those pebbles which fall with the painted side up. Scores are tallied after each boy has three turns. Highest score wins.

THE GIFT OF TREES

The Indians believe that the secret of happiness comes from giving to others. "All nature gives freely", they say, "The sun gives his light. The rain feeds the thirsty earth. The stars guide and comfort the traveler."

Many, many moons ago, when the Great Spirit put Man on earth, Man was frightened. "where shall I find food and shelter?" he said. The trees laughed softly. "We are your brothers", they murmured. "We will help you."

The maple tree spoke up: "I will give you sweet water to drink and to make into sugar," he said. The elm tree said: "use my soft bark for your baskets, and tie them together with my tough muscles." "My cousins and I will fill your baskets with sweet nuts", said the hickory tree, and he called to the chestnut, beech and walnut to help him. "When you get tired, little brother" whispered the great pine tree softly, "I will make you a bed. My cousins, the balsam and cedar will help me."

There was sunshine in the heart of Man as he set out to explore his world. But soon he came to a deep, wide river. "How shall I ever cross the river?" asked Man. The trees laughed and laughed. "Take my white skin", said the birch. "Sew it together with the muscles of the elm tree and you can make a boat that will carry you across the widest river."

But when the Sun had crossed the sky to his lodge in the west, Man felt cold. Then the balsam fir tree whispered to him: "Little brother, there is much sunfire in my heart. Rub my branches together and you will make a fire." So man made fire. And that night he slept soundly on the branches of the great pine tree. The North Wind blew cold, but there was sunshine in the heart of Man.

When Indian children asked how they could repay their friends, the trees, the wise men answered: "They do not ask for payment. But you can give them care and attention. You can give love and care to every plant and flower that makes life beautiful."

What fun it would be to have an Indian Chief highlight the Pack Meeting by telling a traditional Indian legend.

THE FEATHER THAT CHANGED A MAN  
(A Chippewa Indian Legend)

Once there were two Indians who were close friend. The older man was very grouchy toward everyone; and he would not believe anything that anybody told him. Therefore, he was not very well liked. The younger man, however, was just the opposite, and he got along well with everybody.

One day the young Indian took a thread from the clothing of his friend and went to wise old medicine man, asking him to use his great power to change the ways of his friend and make him more agreeable.

The medicine man took a feather, cut a slit in the quill and put the thread inside the quill along with a little medicine. Then he fastened the quill together so the cut could not be seen. After singing a song of good medicine, he gave the young Indian this feather, and also another feather which looked just like the first one, but which had no medicine in it.

On his return, the young man gave his friend the feather with medicine in it. And each of the Indians wore one of the feathers in his hair. After a time the older man began to be more cheerful and kind toward everyone, until finally he was entirely changed. This was the work of the medicine and the medicine man's song.

DANGEROUS MISSION

BIG CHIEF RED CLOUD: (To self) This isn't going to be as easy as I thought. (Gives Indian yell and drum call and Indians gather 'round.) I need a volunteer for a suicide mission. What about you, White Feather?

WHITE FEATHER: No, thanks!

BIG CHIEF RED CLOUD: What do you say, Big Beaver?

BIG BEAVER: No such mission for me. I love life.

BIG CHIEF RED CLOUD: How about you, Black Buck?

BLACK BUCK: Forget it!

BIG CHIEF RED CLOUD: How about you, whatever your name is?

INDIAN: I'm your man, Sir!

BIG CHIEF RED CLOUD: Great!

INDIAN: (Goes over to Father Warrior with tomahawk and war paint.) Dad, we gotta get my name changed.

FATHER WARRIOR: Why? What's wrong with "I'm Your Man?"

## INDIAN FEATHERS

The feathers an Indian warrior wore in his hair had to be earned through bravery in battle. The position of a feather meant something, too.



A feather standing straight up meant a brave deed.



A tilted feather meant LESS brave deed.



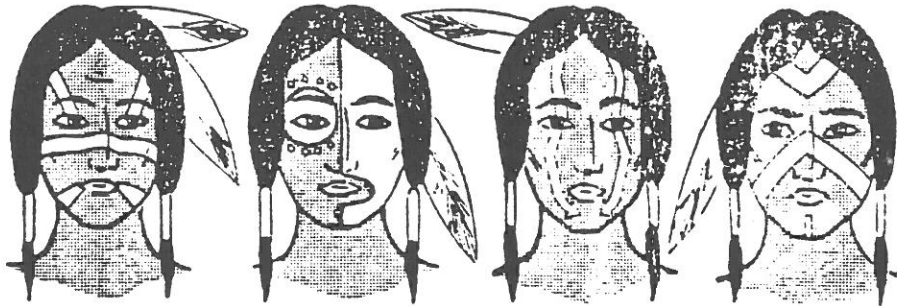
A feather pointing down meant LEAST brave deed - but still brave.



A war bonnet meant MANY brave deeds.

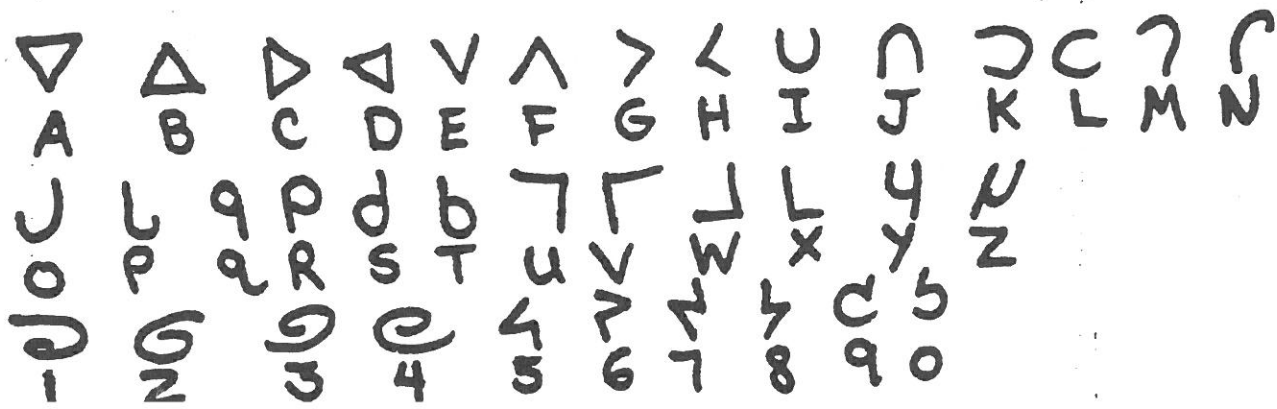
## MAKE-UP

Here are some suggestions for applying Indian make-up. Use dark pancake make-up for the skin tones; lipstick or liquid rouge for the red; calamine lotion for white; eyebrow pencil or burnt cork for black; and eyeshadow or chalk for shades of blue, brown, etc.



## THE CREE ALPHABET

Cub Scouts will have fun writing messages or stories using the Cree Indian alphabet shown below.





INDIANS

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

Can you find these words?

- |           |          |          |
|-----------|----------|----------|
| BLACKFOOT | IROQUOIS | SHOSHONE |
| SEQUOYAH  | SEMINOLE | CHEROKEE |
| MOHICAN   | ZACATEC  | CHOCTAW  |
| ARAPAHO   | NATCHEZ  | PLAINS   |
| MOHAWK    | OTTAWA   | CAYUGA   |
| NAVAHO    | APACHE   | KIOWA    |
| SIOUX     | CREEK    | OSAGE    |
| CREE      | ZUNI     | HOPI     |
| UTE       |          |          |

Answer Key for: INDIANS

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

INDIAN THINGS

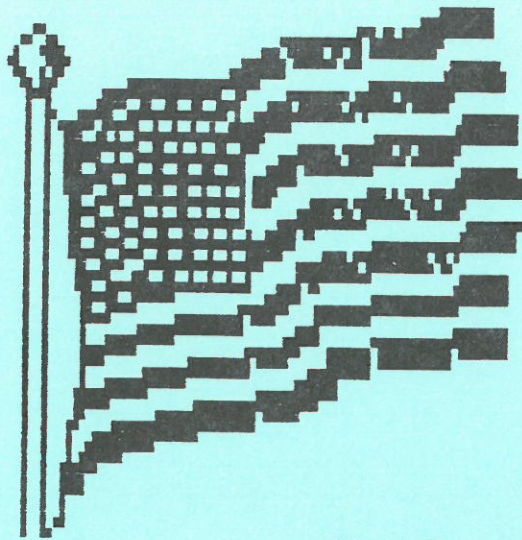
T U D M S X X H S W A F U R T S O R Y  
 D J W F R O X R Q P R E M T I R I P S  
 W B M E V A R B U F F A L O A E I T G  
 C W T I P W R R A E N O O M G Y X B J  
 F I U H L J M F W O B W O A V W V Q E  
 A W O C T H Q K F K C V U H Y T J M M  
 N F E F X H H F R H O G Y A Z L Q K W  
 E W T E U S D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

Can you find these words?

- |              |           |          |
|--------------|-----------|----------|
| SIGNLANGUAGE | ARROWHEAD | HEADRESS |
| FEATHERS     | TOMAHAWK  | HUNTING  |
| PAPOOSE      | TRAVOIS   | BUFFALO  |
| PEMICAN      | SPIRIT    | POWWOW   |
| DRUMS        | EAGLE     | BRAVE    |
| SQUAW        | CHIEF     | TRIBE    |
| ARROW        | DANCE     | HORSE    |
| MOON         | WOLF      | TIPI     |
| BOW          |           |          |

Answer Key for: INDIAN THINGS

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



1991

CUB SCOUT

POW WOW

PIKES PEAK COUNCIL  
BOY SCOUTS OF AMERICA

