

POW WOW 96

Cub Trek —

The Next Generation



November 2, 1996



Captain's Log: star date 110296.9

POW WOW, the not so final frontier

This is the continuing mission of the Cub Scout Leader Pow Wow.

To explore strange, new ideas

To seek out new friends and new resources

To boldly go where no Cub Scout Leader has gone before.

In Cub Scouting, we as leaders and trainers are always looking for something different, new, exciting, fun; you name it, we're looking for it.

The Pow Wow is just such a venture to do that. Sessions that you were only allowed ten minutes for in basic training, you now have more time to explore and ask questions.

Being here shows that you are an active participant in making the program more useful and fun for your boys and fellow scouts.

It is the sincere hope that you use what you learn here today, and what is in this book, to further scouting in your packs, districts, councils and communities.

Yours in Scouting,

Donald J. Donavan
Pow Wow Chairman



Editor's Note

Dear Fellow Scouters,

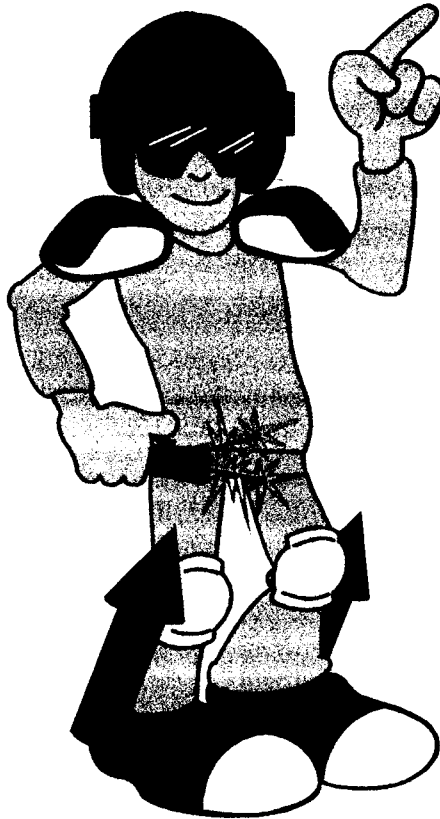
My mission in compiling this Pow Wow Book was to provide you with useful resources relating to the various session topics of this Pow Wow. You could not attend every session, but by having this book, you could share in the experience of each session. My gratitude goes to the session leaders who provided information for me to include in this book: Dick Porter (Ethics in Action), Annette Granato and Diane Mastalski (Tigermania, Whittling Chip and Leader Recognition), Skip Reale (Pack Administration), Carol James (Cooking with Cubs), Mary Bylone (Games), Rob Carson (Leather Craft), and Frank Geramo (Pinewood Derby). Special thanks go to Anne Manieri. (You know why, Anne!)

When I became a teacher I was told that teaching is 99% stealing. I prefer to think of it as SHARING, not stealing. As Scouters we seek to provide the best program and experiences possible for our boys, and any idea that comes along is "fair game" if it helps us to provide fun, friendship, adventure and advancement opportunities to Cub Scouts. I hope I have succeeded in gathering and presenting information that you can use in your own units. I encourage you to continue this process of sharing by attending Roundtables, training sessions and future Pow Wows. Pass on what you have learned and we will all become more effective leaders.

Yours in Scouting,

Gayla
Gayla B. Reale

Service Commendation



The Klingons are closing rapidly. . . The Romulans have uncloaked off the starboard bow. . .Mr. Spock can't seem to manage even the smallest smile. . .The warp drive is gone and the dilithium crystals have decrystallized. . .What's a Starfleet Officer to do?

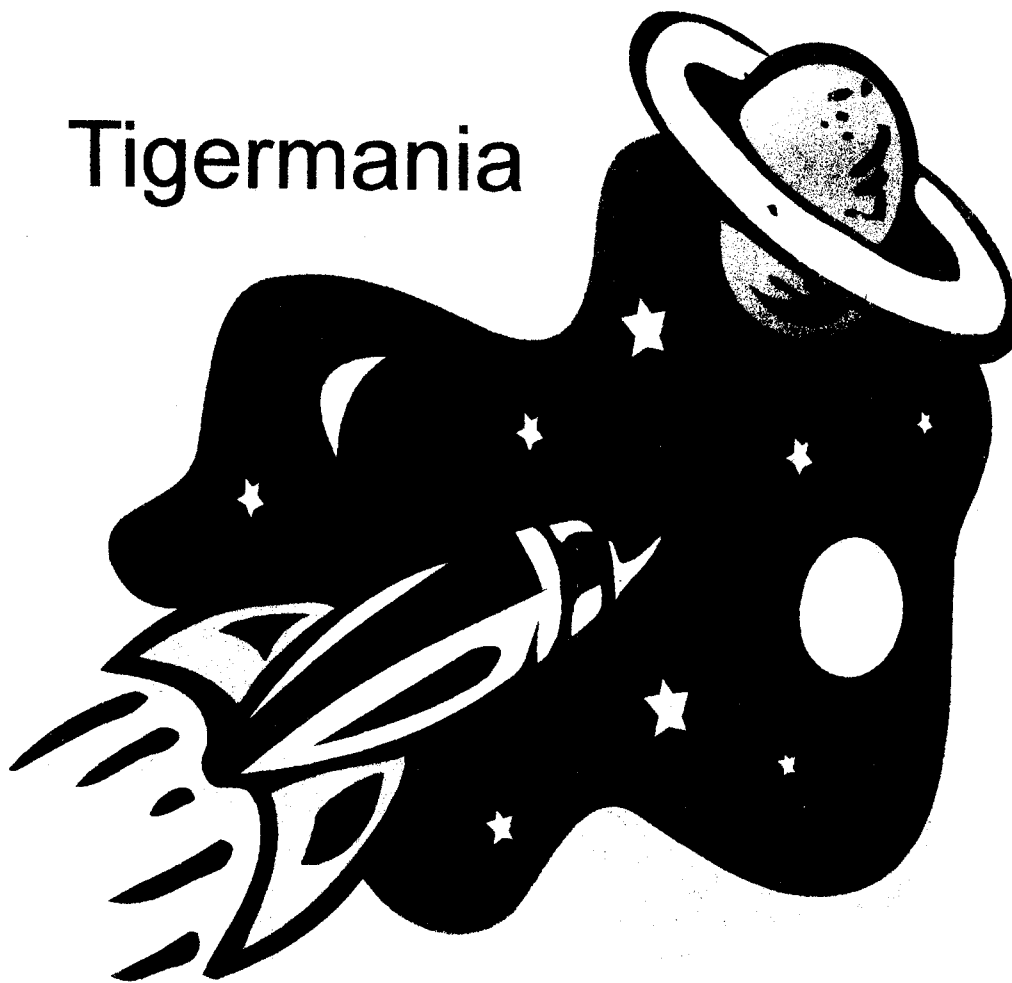
If that officer is Captain Kirk he fires up the communicator and says, "Scottie, we have to get out of here. . .NOW!"

Lieutenant Commander Scott replies, "I just can't do it, Captain. I do not have the power!"

Somehow Scottie comes through and the crew of the Enterprise whips space-you-know-what.

Burlington County Council has its own Lieutenant Scott in the unassuming form of Todd Salerno, District Executive of Quakesen District. It was Todd who provided the extra power to keep this great ship, Pow Wow, cruising to new frontiers in Scouting. Thank you, Todd, for going above and beyond the call of duty. In our book you are an admiral!

Tigermania





What Is Tiger Cubs BSA?

In the early 1980s, as part of the Foundations for Growth study, a survey was developed to find out if and how Scouting could meet the abilities, needs, and desires of 7-year-old boys and their families. The boys wanted to have fun, with other boys and with their parents. The parents wanted a program in which they could work directly with their sons, exposing them to a variety of experiences. The parents also wanted simplicity and a meeting pattern—once or twice a month—that would fit into a busy schedule.

A group of Cub Scouters and educators gathered the survey results and data from pilot programs to design a program that matches the desires found in the survey with the developmental needs of boys in this age group. Tiger Cubs BSA was field tested and approved, and officially became a part of the Boy Scouts of America.

Over the years, parts of the program's structure have evolved, but the basic elements have remained the same: Tiger Cubs BSA is a simple and fun program for first-grade boys and their families.

Tiger Cubs will introduce boys and their adult partners to the excitement of Cub Scouting as they "Search, Discover, and Share" together.

Who Can Join?

Tiger Cubs BSA is the part of the program of the Boy Scouts of America that is for boys who are in the first grade and their adult partners. Seven-year-old boys and their partners may also join Tiger Cubs BSA.

The basic element of Tiger Cubs BSA is the boy-adult team. The adult may be a parent, grandparent, adult brother or sister, aunt or uncle, or even a neighbor. The only requirements are that the adult be 18 years of age or older, care about the boy, and have a strong commitment to his well-being. The boy and his adult partner join Tiger Cubs BSA together.



The Den

Normally, five to eight Tiger Cub teams are formed into a Tiger Cub den, which is part of a Cub Scout pack. The Tiger Cub den meets with the pack for as many activities as the pack feels are appropriate prior to the Tiger Cubs' graduation into Cub Scouting. If a pack has more than one Tiger Cub den, each Tiger Cub den has its own meetings. There is no one Tiger Cub den leader. However, each den should select a Tiger Cub den coordinator from among the parents in the den.

Den Meetings

Tiger Cub dens meet twice a month. Their meetings are based on the big ideas the den has chosen from the *Tiger Cub Family Activity Book*. One of these meetings should be an activity or field trip, such as attending a community event or visiting a place of interest.

Materials

The *Tiger Cub Family Activity Book* is the basic manual for Tiger Cubs and their adult partners. Each of the big ideas in the book includes suggested activities for the den's monthly meeting(s). In addition, it includes suggestions for family activities between meetings. Dens select their own big ideas, usually one per month, to meet the interests and needs of their den. The Tiger Cub Family Activity Packet contains all the

attendance is large, or when a trained adult is not available to organize each den. In these situations, a general orientation to the program is conducted with the total audience. Tiger Cub dens are organized, packets distributed, fees collected, a Tiger Cub den coordinator is selected from among the adult partners, and date and location are set for the first meeting, as stated on the previous page. However, the first meeting would, in this case, feature the video orientation presentation by the Tiger Cub coach, and Big Idea 1 would be featured at the second meeting by the coach, who is assisted by the Tiger Cub den coordinator. This pattern involves an additional meeting for the den and the coach, but the pace of organization is more relaxed and a better understanding of the program may be enhanced.

A School Night for Scouting or rally can be conducted as an independent activity for Tiger Cubs alone, or held in conjunction with enrollment efforts for Cub Scouts. In the latter case, a separate meeting room and program are needed for Tiger Cub and adult partner prospects. As many School Nights for Scouting or rallies as are needed to reach all Tiger Cub prospects may be held, but new Tiger Cub dens should be formed at each one.

Tiger Cubs can also be recruited from the membership of the pack's chartered organization, school rolls, or other prospect lists. These boys should be invited to an organizational meeting. Councils and districts are encouraged to develop their own recruiting plans based on local needs.

A suggested School Night for Scouting agenda and list of recruiting tools are included in the "Tiger Cub Coach Orientation" section, chapter 4 of this guidebook.

Continuing Contact

Once the Tiger Cub den has been organized and oriented, and has conducted Big Idea 1, the Tiger Cub coach should step back and allow the den to operate with its own shared leadership. This does not mean, however, that the coach's job is finished. A vital part of the coach's role is to ensure that the den succeeds and graduates into Cub Scouting. The coach continues to serve as a resource for the den and contacts the den coordinator before each meeting. This is done well in advance of the meeting to be sure things are going well and to offer help. The coach reports on the progress of the den at pack leaders' meetings, and arranges for den participation in pack activities. At pack reregistration time, the coach ensures that all members of the den are properly reregistered. Finally, the coach arranges the Tiger Cub graduation ceremony, conducted at a pack meeting at the end of the school year.

Balance is the key in this continuing responsibility of the Tiger Cub coach. On one hand, the coach must provide the help and resources necessary to the success of the den and serve as the liaison between the den and the pack. On the other hand, he or she must avoid assuming the leadership role of the den, which should be shared among the adult partners within the den itself. Remember, the coach's role is to organize the den and serve as a resource, not to serve as the den's leader.

Recognition

Tiger Cubs BSA is planned so that it can be operated on a casual, success-filled basis. Child development professionals involved in the ongoing evaluation of the program believe that a formalized advancement program with requirements and badges is not appropriate for first-graders.

The Tiger Cub recognition is simple. It is hoped that participation and activity remain the core of the Tiger Cub program and that incentives are motivators rather than the final goal.

Tiger Cub recognition consists of a wall chart, stickers, iron-on Tiger Tracks, and activity beads that can be used to keep track of family and den activities completed by the Tiger Cub. Tiger Tracks, stickers, and beads should be awarded as soon after the activity as possible. The stickers and activity beads may be awarded for whatever activity the den desires. The Tiger Tracks are awarded for each big idea completed by the den.

Tiger Cubs do not work on Cub Scout advancement requirements until after they become Cub Scouts, although they may study the Bobcat requirements in preparation for graduation into Cub Scouting.

Uniform

Tiger Cubs and den coordinators wear an orange Tiger Cubs BSA T-shirt with the Tiger Cubs emblem printed on the front of the shirt. Although highly recommended, it is optional for adult partners to wear the orange Tiger Cubs BSA T-shirt. The iron-on Tiger Tracks may be placed anywhere on the Tiger Cub's shirt after completion of a big idea; the front of the shirt is recommended.

The T-shirts can be purchased from the nearest Scouting distributor. Both youth and adult sizes are available. A Tiger Cubs BSA cap and belt are also available.



The Pack's Role

Everyone benefits from a strong Tiger Cub program. The Tiger Cubs and their adult partners have fun together while developing closer relationships within the family. The Cub Scout pack benefits by gaining a den of future Cub Scouts who are ready and eager to join the pack. The pack also gains a pool of adults who are already experienced in leading activities for boys and are knowledgeable and enthusiastic about Cub Scouting. Experience has shown that many Tiger Cub adult partners assume leadership roles in the pack when their Tiger Cubs become Cub Scouts. Please keep in mind that the pack should not ask the Tiger Cub partner to take on a Cub Scout assignment until after graduation. The time as a Tiger Cub team is meant to be a special time of maximum fun and activity for both the boy and the adult partner.

Tiger Cubs and the Pack

Every Tiger Cub den is part of a Cub Scout pack. Where no pack exists, one must be formed before a Tiger Cub den can be organized. The pack is responsible for maintaining ongoing support to the Tiger Cub den through the Tiger Cub coach and provides for a continuing Scouting experience when the Tiger Cubs graduate and become Cub Scouts.

The pack is not limited in the number of Tiger Cub dens it may have, and should plan to have enough Tiger Cub dens to allow every eligible boy to be a Tiger Cub.

The Tiger Cub Coach

The key person in the pack's relationship with its Tiger Cub den(s) is the Tiger Cub coach, an adult selected by the pack for this important responsibility. The coach becomes a member of the pack committee. He or she helps organize the Tiger Cub den and assists in planning the first meeting (Big Idea 1). The coach then steps back and lets the den operate with its own leadership, but maintains frequent contact with the den. The coach also coordinates Tiger Cub participation in pack and/or council activities, and arranges for the graduation of Tiger Cubs into Cub Scouting (Big Idea 17).

Tiger Cub Coach Training

The first priority of a Tiger Cub coach is to understand the procedure and be prepared for the recruiting, registering, and orientation of Tiger Cubs and adult partners at the School Night for Scouting or rally. Tiger Cub coaches should not begin to organize Tiger Cub dens until they have completed their initial training, or orientation.

Training Tiger Cub coaches is the responsibility of the district training team. An outline for a 1½-hour orientation session, which includes using *The New Tiger Cub Coach Fast Start* video, is included in this guidebook. Additional training for coaches and other pack volunteers is offered through Cub Scout Leader Basic Training. The Tiger Cub coach coordinates the training of the Tiger Cub den coordinator.

Organizing the Tiger Cub Den

Because Tiger Cubs BSA is a school-year program, it is important that boys and their partners be enrolled in Tiger Cubs as early as possible in the school year. Specific recruiting plans will vary from council to council, based on local conditions. Many councils recruit through a district or council School Night for Scouting or local Tiger Cub rally. All eligible boys and their parents or other prospective adult partners are invited to an organizational meeting at their school or other location. Tiger Cub coaches from the pack or packs serving that school or area then organize as many Tiger Cub dens as are needed to serve the boy-adult partner teams present. A coach meets with each den and conducts an orientation session, using the *Welcome to Tiger Cubs BSA* video and other Tiger Cubs BSA materials. Tiger Cub Family Activity Packets are distributed, registration fees are collected, a Tiger Cub den coordinator is selected from among the adult partners, and a date and location for the first den meeting, Big Idea 1, are set.

An alternate plan may be needed for a School Night for Scouting or rally when it is not possible to forecast the attendance accurately, when the anticipated

materials needed by each boy-adult team in order to participate in the program. In addition to the *Family Activity Book*, the packet includes iron-on Tiger Tracks, and a wall chart and stickers for recording completion of activities. In addition to the Tiger Cub Family Activity Packet, each Tiger Cub den will need the *Tiger Cub Resource Book*. This book is a supplement to the *Family Activity Book*. It is filled with many ideas, activities, projects, and fun things to do that will make the Tiger Cub den meetings and family activities more exciting and fun.



Motto and Promise

The Tiger Cub Motto Is

Search, Discover, Share

The Tiger Cub Promise Is

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

The Promise and motto articulate the fundamental ideals of Tiger Cubs BSA.

Tiger Cub Cycle

Tiger Cubs follow a school-year cycle. Boys and their adult partners join Tiger Cubs BSA at the beginning of the first-grade school year and remain in the program until the completion of first grade. At that time, they graduate into Cub Scouting and are eligible to participate in Cub Scout summer activities, including Cub Scout day camp.

Because one of the keys to success of the program is maintaining the "togetherness" of the den, additional Tiger Cub teams are not usually added once the den has established its identity by conducting Big Idea 1, "Getting to Know You." Instead, a new den should be formed. However, after conducting Big Idea 1, the den may decide to add one or two additional teams in order to bring a small den to a more workable size, or to accept a team that wishes to transfer from another den because of a family move. For the same reason, the den should stay together for the entire Tiger Cub experience and by completing Big Idea 17, "Cub Scouting, Here We Come," in May, graduate as a den into the Cub Scout pack.

Den Leadership

Tiger Cubs BSA operates using the concept of shared leadership. Each boy-adult partner team assumes the responsibility of hosting one or more den meetings. (The actual number will depend on the size of the den.) The host team plans the meeting program and location.

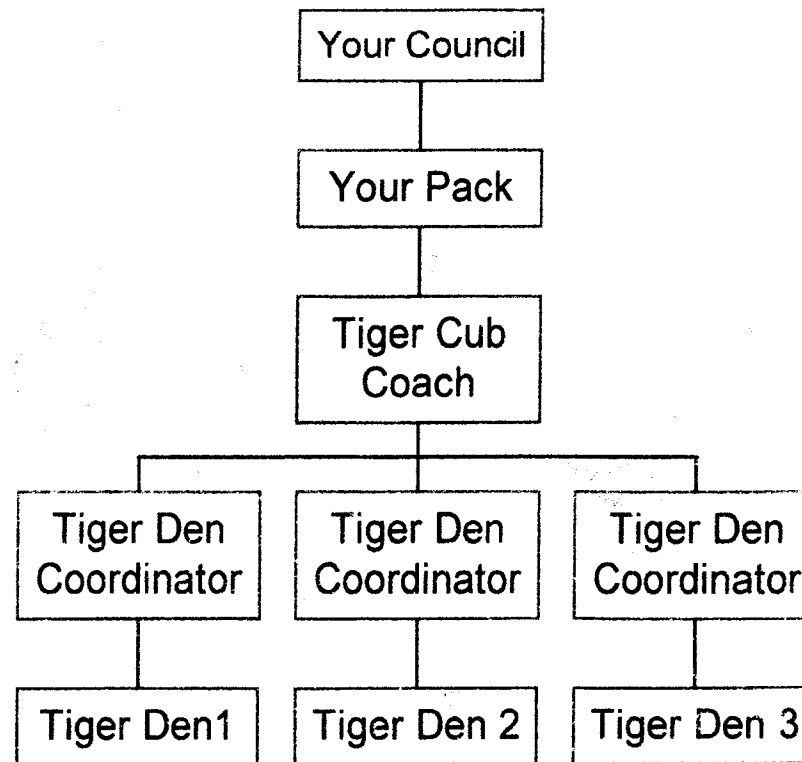
Through this sharing of leadership, each boy and adult is given an opportunity to lead without the pressure of a continuing leadership commitment. Shared leadership is an important part of Tiger Cubs BSA because direct partner involvement is important for boys of this age.

Tiger Cub Den Coordinator

Remember, there is no Tiger Cub leader position; however, the new Tiger Cub den should select one adult from within the den to act as Tiger Cub den coordinator. The coordinator's role is very simple:

- Coordinate plans for involving the Tiger Cub den in Cub Scout pack activities.
- Maintain shared leadership by seeing to it that the responsibility for hosting den activities rotates among boy-adult partner teams within the den.
- Attend a short orientation conducted by the Tiger Cub coach or the pack representative prior to the first den meeting.
- Maintain the *Tiger Cub Resource Book* and distribute appropriate big idea support pages to the host team. Also, maintain the Tiger Cub Instant Recognition Kit and distribute the paw and beads as indicated.
- Assist the Tiger Cub coach with the Tiger Cub den graduation.

Pack Organizational Chart for Tiger Cubs





Places to go:

Big Idea #2 - Family Entertainment

1. Library - your local library or county library will let you check out books and videos if you apply for a card.
2. Go fly a kite - make the kites yourself and then wait for a breezy day and go to an open field and fly your kite.
3. Go to the movies - Choose a movie that will be of interest to everyone. Look for discount rates (early evening or day time hours or special group rates).
4. Go Caroling at the Christmas holidays - local nursing homes and hospitals as well as homes of shut-ins and elderly are good places to plan to sing. Ask local churches to suggest people that would benefit from a visit by the group.
5. Create your own motion picture - write the script, make the costumes and then perform in front of a video camera. Show it at your next tiger cub group meeting or better yet, at the next pack meeting so everyone can see how talented you are (adult partners should be a part of the planning as well as the video too!) Don't let anyone be shy.

Big Idea #3 - Discover Nature and Energy

1. Dig for worms and then go fishing (a stick with fishing line and a hook will work fine for the young fishermen in the group). Maybe tell them stories of Huck Finn and Tom Sawyer. Give prizes for the most fish, biggest fish, smallest fish, etc.
2. Go for a picnic. There are many places in the County that provide tables and an area that will allow the boys a chance to play Frisbee, softball, tag, etc.
3. Call the CCMUA or your local wastewater treatment plant to see if you can go for a tour.
4. Get a telescope and look for the different stars and planets. Draw pictures of what you saw.
5. Visit a local veterinarian to see how they take care of animals.
6. Go to a local nature site (Pine Hill Scout Reservation are has trails for hiking). Make sure to call the Council Service Center to make arrangements for this hike.
7. Go to a Zoo. Philadelphia Zoo and Cape May Zoo are both in short driving distance from Camden County.

8. Visit a power plant. Salem Nuclear plant offers tours but call first to find out times and days they are offered.

Big Idea #4 - Prepare for Emergencies

1. Visit local fire, police and ambulance houses. See how they prepare for emergencies. What training do they need? Maybe they will give you a short lesson in first aid and emergency response.
2. Make arrangements to visit local hospital emergency rooms. JFK and West Jersey have divisions in many Camden County Communities.
3. Call the Camden County Communications center and make arrangements for a tour. See where all the County 911 calls are answered and where all police/fire and ambulance calls are received. This is also a good tour if you are interested in computers.

Big Idea #5 - Know your Family

1. Visit the workplace of your adult partner.
2. Have a holiday theme party and invite everyone in your tiger den and all of their family members.
3. Does someone's grandparents live in your community? Have they lived there all their life? If so, maybe they will tell you what life was like when they were young. What was your town like back then? What did children do for fun?

Big Idea #6 - Know Your Community

1. Visit a Historical site in your community.
2. Visit the local town offices and talk to the Mayor.
3. Attend a local Council meeting. Let them know you plan to be there and maybe the council can include the boys in the meeting.
4. See #3 in Big Idea #5.

Big Idea #7 - Helping Others

1. Plan a service project with your Tiger Cub Den. Maybe clean-up a park. Maybe take out trash for a shut-in. Collect food for the local church to be used for the needy. Collect old toys and take them to a children's shelter or local hospital.
2. Make cards for sick people in the hospital.
3. Donate some of your allowance to a local charity.

Big Idea #8 - Go See It

1. Visit an airport. In addition to Philadelphia International and Atlantic City, there are a couple of other air strips in the area.
***The boys are not allowed to fly but can watch air shows or look inside the planes.
2. Visit a local museum. There are many in our area. The Franklin Institute, Please Touch Museum, Garden State Museum, Art Museum, etc.
3. Plan to see a parade, a circus, a show, etc.
4. Visit a local business. Does your town have a bakery, ice cream shop, bank, factory? Make arrangements to have a tour. Some ice-cream shops and also pizza shops will teach the children how to make their own goodies. They get to eat what they make.

Big Idea #9 - Getting There

1. Visit a bus station, train station or airport. See how their operations make getting from place to place easier. In Lindenwold, we have the headquarters and maintenance yard for PATCO High Speed Line. Call and make arrangements for a tour.
2. Plan a meeting using some form of transportation other than your car. Go by bus or train.
3. Have the police bring a radar gun and explain how it works to catch people who go above the speed limit.

Big Idea #10 - Something Special, All Your Own

Make up your own big idea and activities. Report back to the pack what you decided to do.

Big Idea #11 - Making Your Family Special

1. Have a special family picnic at a local amusement park or carnival.
2. Have a make your family Coat of Arms party. Have large pieces of cardboard and lots of colored paper, pens, crayons and glue. Let the boys use their imagination and make up stories of what their ancestors were like.

Big Idea #12 - Make Your Own

1. Have a cook-out for your Tiger Cub Den.
2. Make your own ice cream and then have an ice cream party.

Big Idea #13 - Caring for Your Home and Household

1. Have a local maintenance person come and explain what types of jobs they do at different homes.
2. Have the boys make tool boxes for their home.
3. Plan a yard sale and then donate the proceeds to a local charity.
4. Learn what types of jobs must be done to keep your home looking neat and tidy. Who does the dishes, vacuums, washes clothes, irons, etc. Make a chart for chores that you can help with.

Big Idea #14 - Family Games, Tricks, and Puzzles

1. Make and play your own games.
2. Draw pictures on heavy paper and color them. Cut them into pieces and have your friend try to put it back together.
3. Have a masquerade party. Can you guess who everyone is?

Big Idea #15 - Fitness and Sports

1. Go to a local athletic event (baseball, football, hockey, basketball, etc.). There are also professional teams in our area. Group rates are available, just call their ticket office for the rates. Check with your Pack because they may already have plans to attend a game.
2. Get the information on the President's Physical Fitness test and practice. Then take the test. Did you pass? Did your adult partner?
3. Visit a local fitness spa. What equipment do they have? Call ahead and maybe the den can try out the equipment. The local YMCA is also a good place for this.
4. Have a bicycle hike. Make sure to wear helmets for safety.

Big Idea #16 - Tell It Like It Is

1. Visit a local TV or radio station.
2. Visit a local Newspaper office. In Camden County, there is the Courier Post, Record Breeze, Journal, etc. Call ahead to find out when you can come for a tour. Ask to see the printing of the paper too.
3. Visit the Post Office. See how mail is sorted and delivered. Write a letter to someone who lives far away and mail it while you are there.

As you can see, there are many different things your den can do. This is just a short list. Make up your own. Share the ideas with other Tiger Cub Dens in your Pack.

The most important thing to remember is to Keep it Simple and you will Make it Fun.



Songs:

Orange Tiger :

(Sung to: Did You Ever See A Lassie?)

Did you ever see a tiger, a tiger, a tiger;
Did you see an orange tiger with lots of black strips

With strips all in black, in the front and the back;
Did you see an orange tiger, with lots of black strips

Hi There, Tiger Cub

(Sung to: Hail Hail The Gangs All Here)

Hi, Hi, there tiger cub,
We are glad to meet you,
We are glad to greet you'
Hi, Hi, there tiger cub,
You are welcome to our pack.

Where Has My Tiger Cub Gone?

(Sung to: Oh, Where Has My Little Dog Gone)

Oh where, Oh where has my tiger cub gone,
Oh where, Oh where can he be,
He has graduated to wolf today,
A wolf cub now he will be.

Tiger Cub Welcome Song

(Sung to: Auld Lang Syne)

We welcome you, our tiger cub
Were mighty glad your here
We'll start a cheer,
A mighty cheer
Our newest tiger cub.
We'll cheer you in, we'll cheer you out
We'll cheer you all around
We want to welcome you today,
Our newest tiger cub.

Introduction to *Tiger Cub Resource Book*

The *Tiger Cub Resource Book* should be used to supplement the *Tiger Cub Family Activity Book*. The suggestions offered in this *Resource Book* correspond to the seventeen big ideas as they appear in the *Family Activity Book*. On the following pages you will find ideas, activities, songs, projects, and other fun things to do that will fill your Tiger Cub den meetings with excitement and fun for both the boys and the adults involved.

The ideas in this *Resource Book* are only *suggestions*; they are by no means required activities. Let your interests and imagination guide you in selecting the ideas that will be of interest to your boys. This will make the experience fun for all.

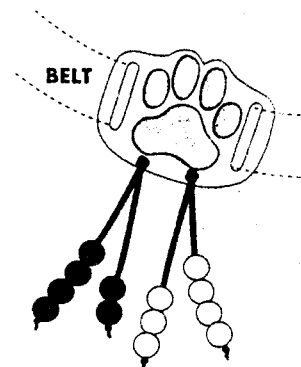
Keep in mind that the big ideas are not intended to be followed in a set order, with the exceptions of Big Ideas 1 and 17. Plan and carry out your big idea according to the interests and wishes of the Tiger Cub den and the host family.

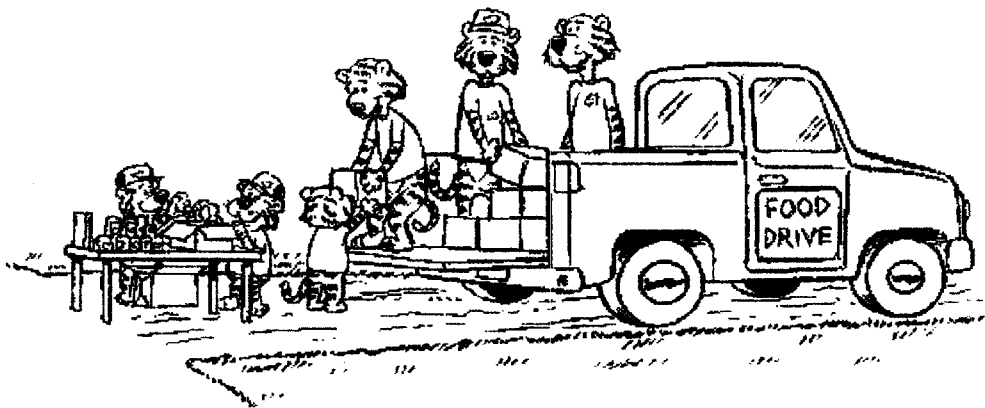
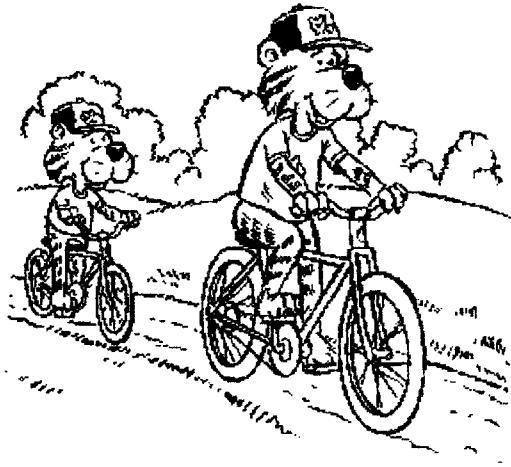
The den should plan at least two meetings each month: a "Go See It" activity and a den or pack meeting. Between den meetings throughout the month, the Tiger Cub and his adult partner should work together at home on family activities. Suggestions are listed in the *Family Activity Book* for each big idea, and many of the activities in this *Resource Book* may be adapted for families. Whenever a Tiger Cub completes a family activity, he should be given a sticker for his wall chart.

For each big idea completed by the den, an iron-on Tiger Track from the Family Activity Packet may be added to the front of your Tiger Cub's uniform shirt. Your Tiger Cub will also be eligible to receive activity beads—one orange bead for each den activity completed and one white bead for every five family activities completed. Activity beads may be worn on the specially designed leather tiger paw that is attached to the Tiger Cub belt. This is called a belt totem.

The Tiger Cub den coordinator is responsible for maintaining the *Tiger Cub Resource Book*.

INSTANT RECOGNITION KIT







Pack Administration

**SPACE
COMMAND**

SUCCESSFUL PACK OPERATION

The following guidelines have been followed successfully by many packs. You may want to use this as a check sheet to see where your pack operation can be improved.

- o Enthusiastic parent participation
- o Good attendance at pack meetings and activities
- o Pack administered by committee
- o Work shared by all leaders
- o Treasurer handles finances, keeps accurate records and operates pack on a budget plan
- o Advancement records are maintained
- o Cubmaster is executive officer of pack and responsible for program
- o Adult leaders are correctly uniformed and trained
- o Adult leaders attend monthly roundtables regularly
- o All dens meet weekly and have two deep leadership
- o Trained Den Chiefs in all dens.
- o Den leaders meet regularly with den chiefs
- o Pack has a least one Webelos den
- o Regular monthly pack leaders meetings
- o Regular monthly den leader/den leader coach meetings
- o Pack holds annual pack planning conference to plan year-round program
- o Pack has a plan to transfer Cubs into Webelos
- o Pack holds impressive graduation ceremonies into Boy Scouting
- o Pack conducts at least one service project
- o Impressive ceremonies are used for induction of new families and advancement
- o Pack has an effective membership recruiting plan
- o Pack has close working relationship with a Boy Scout Troop
- o Badges and awards are presented at the monthly pack meeting immediately following when the boys earned them
- o Pack reregisters on time with at least 50% of its members
- o At least 50% of registered boys advance in rank each year
- o Pack earns Honor Unit Award
- o Leadership and performance of adults is recognized regularly.

PARENT INVOLVEMENT

What is parent participation? It might be a mother helping her son make an Indian vest for his den stunt, or a dad hauling home some old scrap wood to assemble a den game chest for his son's den. It could be these and many other helpful things parents do. But wait... this is participation not cooperation... to many times we simply send our children to someone away from home to let others worry about them. In the Cub Scout Program, the whole family participates.

It's important to the success of a pack. Leaders must always remember that the Cub Scout program was designed for parents to use with their sons. Parents simply do not let their son join Cub Scouting - they join with them.

It starts with the Cubmaster, den leader and committee members. Be prepared with a few simple rules and procedures that your pack has agreed on. If you want parents to participate and cooperate, tell them exactly what they're in for, what you want them to do, and what they can expect from the program.

Every parent and new leader should be encouraged to attend a Cub Scout Parent/Leader orientation.

Be proud of being a Cub Scouter - BRAG about it! Tell how rewarding it is. Parent participation must begin either before or during the joining period. Don't make it too easy to join your pack. Make sure your information on parent participation is explicit.

Parents have ideas and talents, too. Use them. Families can help with refreshments, transportation, den projects or by providing leadership for special projects. They can help by attending pack meetings, serving on pack committees and help support money earning projects.

PARENT AND FAMILY TALENT SURVEY SHEET

Each parent or adult family member should fill out a separate sheet and turn it in at this meeting.

Pack _____ Chartered Organization _____ Date _____

Welcome to the Cub Scout family of our pack. As explained to you, Cub Scouting is for parents as well as boys. We have a fine group of families who have indicated willingness to help, according to their abilities. We invite you to add your talents and interests so that the best possible program can be developed for your boy and his friends.

Den leaders and Webelos den leaders are always busy with den activities. Our pack leaders and committee members know you have some talent that will help in the operation of our pack. Although your help may not be on a full-time basis, whatever you can do will be appreciated.

In making this survey, your pack committee wants to uncover ways you can enjoy giving assistance. Please answer the following as completely as possible:

1. My hobbies are: _____
2. I can play and teach these sports: _____
3. My job, business, or profession would be of interest to Cub Scouts: _____
4. I am willing to help my boy and the pack as: pack committee member, den leader or assistant, den leader coach, assistant Cubmaster, Webelos den leader or assistant, Cubmaster.
5. My Scouting experience: Cub Scout _____ Boy Scout _____
 Explorer _____ Rank attained _____
 Adult leader _____
6. I can help in these areas:

General Activities

- Carpentry
- Swimming
- Games
- Nature
- Sports
- Outdoor activities
- Crafts
- Music/songs
- Bookkeeping
- Typing
- Drawing/art
- Radio/electricity
- Dramatics/skits
- Cooking/banquets
- Sewing
- Transportation
- Other _____

Special Program Assistance

- I have a station wagon or van or truck.
- I have a workshop.
- I have family camping gear.
- I can make contacts for special trips and activities.
- I have access to a cottage or camping property or a boat.
- I can help Webelos Scouts with Scouting skills.
- I can, or know others who can, help with our Cub Scout sports program.
- I can give other help. _____

Webelos Activity Areas

- Aquanaut
- Artist
- Athlete
- Citizen
- Communicator
- Craftsman
- Engineer
- Family Member
- Fitness
- Forester
- Geologist
- Handyman
- Naturalist
- Outdoorsman
- Readyman
- Scholar
- Scientist
- Showman
- Sportsman
- Traveler

Name _____ Home phone _____
 Street address _____ Business phone _____
 City _____ State _____ ZIP _____

Your cooperation and help are appreciated.

Your Pack Committee

PACK COMMUNICATION

Most packs have a lot of people involved - a lot of people who need to know what is going on, where, and when. Some information needs only to go to parents, other information goes to den leaders, member of the committee, the boys, or the district.

Lines of communication need to be established between:

- The council and pack.
- The district and pack.
- The submaster and den leaders.
- The chartered organization and pack leaders.
- The pack and the community.
- The leaders and the Cubs.
- The leaders and the parents.
- The parent and Cubs.

Many things occur from poor communication. The pack may miss an important event, the boy may not receive his next advancement, the parents may miss out on an outing. There are many ways to improve communication and let everyone know what is happening.

Some things that can be done are:

- Take notes
- Listen
- Plan
- Review notes
- Encourage ideas
- Don't make communication to parents entirely the den leaders responsibility
- Understand that others may interpret the information differently

HOW TO KEEP COMMUNICATION GOING

YEARLY CALENDAR:

Each year at the annual planning meeting the pack should set monthly themes for the program for the next 12 months. Along with the themes the pack meeting, dates, times, and places should be set. This information is vital and should be shared with every family in the pack as soon as it is available.

SURVEY SHEETS:

Survey sheets provide information. If a survey sheet is completed by each family, valuable information is in the hands of the pack leaders. This will help the leaders know and understand the boys' families and help in accessing available resources and talents. The Parent Talent Survey Sheet is an excellent form to use and is available at the e Council Office.

NEWSLETTERS:

A pack newsletter can provide everyone with important dates and events. It can help to inform everyone on what has happened. Newsletters may include den doings, fund raising information and welcoming new Cubs and leaders. Don't forget to thank everyone who has helped. If newsletters are mailed they are more likely to be seen by parents than if sent home with the boys.

POSTERS:

Posters help tell what is going to happen or what has occurred. A den can use a poster to tell about its activities. Be sure to use lots of pictures!

SKITS:

Skits may be used to promote an upcoming event. A skit could provide entertainment as well as sharing information within the pack meeting.

NOTES:

A note given to each boy as he leaves a meeting can be very useful in communicating with parents.

TELEPHONE:

While not the most effective method, it has the advantage of communicating immediate information and messages.

PERSON to PERSON:

A leader can get and receive information by talking to parents and boys one on one. Discuss things that are going to happen and get feedback. Invite parents to visit the den meetings. Parent participation may increase and so will communication.

THE PACK MEETING

There are several elements of a successful pack meeting. The most important thing to remember is that the pack meeting is for the BOYS. Cub Scouting is THEIR program... not the adults.

Elements of a good pack meeting include:

- Planning
- Timing
- Participation
- Fellowship
- Recognition
- Spirit
- FUN, FUN, FUN

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

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

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

Prepare a written agenda for the pack meeting and be sure to use it! See that all leaders have copies before the meeting starts. Stay with the written game plan unless something drastic makes you change. The use of the written game plan will make the meeting move smoothly, permit it to end on time, and prevent leaving something important out.

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

DEN AND PACK ACTIVITIES

Activities are the spark, that is something extra, that make a den and pack really special and the envy of all others. The extra effort involved is well worth the investment as the group's enthusiasm grows. Recruiting becomes easier when a Cub Scout tells his friends all the neat things his Cub Scout pack is doing. Parents will want to be involved when the activities are planned that are fun and exciting.

A successful activities program depends on all den and pack leaders and families working together. The single most important word for a smoothly-run program is **PLANNING**. Careful planning of pack and den activities will generate enthusiasm for unit leaders, parents and boys; an important factor for all the people "who make the pack go."

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

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

Cub Scout families are eager to see what other dens have done with the theme. A friendly rivalry usually results, and quite often den spirit is developed, even among parents. Many packs present a **PARENT PARTICIPATION RIBBON** to the den or dens who have the most parents at the monthly pack meeting.

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

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

Remember the Cub Scout program is flexible, and if another theme is better suited for your pack, you may wish to make an exception. These things should be kept in mind:

- It must have strong appeal for Cub Scout-age boys.
- It should be a wide subject that provides variety so that each boy can do the things he likes to do.
- It should instill the deeper, more lasting values of Cub Scouting.

Cub Scouting has a nonsense word that expresses the idea very neatly. This should be your watchword as you plan year-round fun for your pack or den. The word is **KISMIF**. It stands for

"KEEP IT SIMPLE, MAKE IT FUN"

A Cub Scout pack can easily plan a variety of special activities. There are some general guidelines which should be followed to help ensure the success of your activity.

1. **OBJECTIVE:** Why are we having the activity? Does it help to achieve the Purposes of Cub Scouting?
2. **LEADERSHIP:** There should be adequate adult leadership to ensure safety and supervision. In major activities, such as the Blue and Gold Banquet or Pinewood Derby, the pack committee usually appoints a chairman, and a committee is recruited to carry out various responsibilities. This is a good time to involve adult family members.
3. **FACILITY:** What type of facility is needed? Can it be held at the regular pack meeting place? Is it an outdoor activity? Are reservations necessary? Will there be a charge for facility?
4. **PHYSICAL ARRANGEMENTS:** What type of seating arrangements is needed? If it is outdoors, what is available, and what do we need to provide?
5. **SCHEDULE:** A written schedule or program will be helpful. When will it be held? What time does it begin? Who does what when? What time does it all end?
6. **ALTERNATIVES:** Plan for backup leadership to fill in for emergencies. If it is an outdoor activity, have a backup plan in case of rain.
7. **PUBLIC RELATIONS:** Be sure all pack families are informed about the activity. Is this an event that could be publicized in local newspapers or other media?
8. **JUDGING AND AWARDS:** Any special pack activity which takes the place of the regular pack meeting should include advancement awards, so recognition can be made promptly. If it is a competitive activity, will each boy receive something for participating? Or will only the winners be recognized? How and when? What type of awards will be used? Who will do the judging? How?
9. **HEALTH AND SAFETY:** Include in the plan all necessary measures to ensure the health and safety of the boys and others attending.
10. **MATERIAL AND EQUIPMENT:** What materials and equipment are needed? Who will bring them?
11. **FINANCES:** Estimate cost of activity, if any. Does pack budget cover this expense? If not, how will costs be covered?
12. **REGISTRATION OR CHECK-IN PROCEDURE:** Most competitive events require some type check-in procedure. Who will be responsible?
13. **TRANSPORTATION:** Will transportation be needed? Will each family provide its own? If not, what arrangements need to be made?
14. **COUNTDOWN:** Does everyone involved know what is expected?

Scouting means doing. Everything in the Cub Scouting program is designed to have the boys doing things. **CUB SCOUTING IS A YEAR-ROUND PROGRAM.** Remember to include the summer months in your activities. This not only helps keep the pack together, but it also provides opportunities for some of the easiest and funniest activities that can happen during the year. A quality pack program has two elements . . . fun and exciting activities for the boys, and it achieves the Purposes of Cub Scouting.

LOCAL TOUR PERMIT APPLICATION

FOR TRIPS AND CAMPS UNDER 500 MILES

LOCAL PERMIT NO. _____ DATE ISSUED _____

This application must be filed with local council service center 2 weeks in advance of scheduled activity for proper clearance. It is used for trips of less than 500 miles. If destination is 500 miles or more one way or outside the U.S.A. (local council

camp excepted), use National Tour Permit Application, No. 34419. If backcountry trip, be sure to know BSA Wilderness Use Policy.

_____ No. _____ Town _____ District _____ hereby applies
 Type of unit
 for a permit and submits plans herewith for a trip from _____, 19____ to _____, 19____.
 Date Date

Give itinerary if tour; or destination if camp, including route description for reaching campsite (for long trip attach map indicating route and overnight stops):

Type of trip: One day Touring camp Short-term camp Long-term camp (Furnish copy of program and menus)

Where swimming or boating is included in the program. Safe Swim Defense, No. 34369, and/or Safety Afloat, No. 34368, standards are to be followed.

Person in charge: _____ Aquatic certification: _____ Expiration date: _____ or

use of assistants so qualified: Aquatic certification: _____ Expiration date: _____

Mode of transportation: Car RV Van Bus Boat Canoe Train Hiking Truck Other _____
 (The beds of trucks and camper trucks are approved for equipment only—passengers are allowed only in the cab.)

Tour will include _____ youth and _____ adults. Have parents' approvals been secured? _____

It is the tour leader's and unit committee member's understanding that all drivers, vehicles, and insurance coverages will meet the national requirements as listed on the reverse side of this application. The Boy Scouts of America policy requires two adult leaders on all camping trips and tours. Tour leader in charge must be at least 21 years of age.

Tour leader's name _____ Print or type _____ Age _____ Phone _____

Address _____

Assistant tour leader's name _____ Age _____ Phone _____

Address _____

Signed by member of unit committee

Signed by tour leader

RETAIN IN COUNCIL SERVICE CENTER

COMPLETE AND RETURN TO UNIT

OFFICIAL LOCAL TOUR OR
 CAMP PERMIT BOY SCOUTS OF AMERICA

This permit should be in the possession of group leader at all times and displayed when requested by Scouting officials or other duly authorized persons.

Permit issued to _____ No. _____ Town _____
 Type of unit

Name of tour leader _____ Age _____ Address _____

Assistant Tour Leader _____ Age _____ Address _____

Permit covers all travel between _____ and _____

Dates of trip from _____, 19____, to _____, 19____

Total youth _____ Total adults _____

This group has given the local council every assurance that they will conduct themselves according to the best standards of Scouting and observe all rules of health, safety, and sanitation as prescribed by the Boy Scouts of America and as stated in the Pledge of Performance on the reverse side of this permit.

These spaces are for the signatures and comments of officials where the group camps or stays for 1 night or more. Signatures indicate that the cooperation and conduct of the Cub Scout, Boy Scout, Varsity Scout, or Explorer group were satisfactory in every way.

Date	Place	Signature	Comment

Local Permit No. _____

Date Issued _____

Council Stamp

Not official unless council stamp appears here.

Council name and address _____

Council phone no. _____

Signed for the council _____

INSURANCE

All vehicles **MUST** be covered by a public liability and property damage liability insurance policy. The amount of this coverage must meet or exceed the insurance requirement of the state in which the vehicle is licensed. (It is recommended, however, that coverage limits are at least \$50,000/\$100,000/\$50,000.) Any vehicle carrying ten (10) or more passengers is *required* to have limits of \$100,000/\$300,000/\$100,000. In the case of rented vehicles the requirement of coverage limits can be met by combining the limits of personal coverage carried by the driver with coverage carried by the owner of the rented vehicle. All vehicles used in travel outside the United States must carry a public liability and property damage liability insurance policy that complies with or exceeds the requirements of that country.

KIND YEAR AND MAKE OF VEHICLE	NUMBER OF PASSENGERS	OWNER'S NAME	DRIVER'S LICENSE NUMBER	WILL EVERYONE WEAR A SEATBELT?	PUBLIC LIABILITY INSURANCE COVERAGE		
					PUBLIC LIABILITY		PROPERTY DAMAGE
					Each Person	Each Accident	
					\$	\$	\$

TRANSPORTATION

- You will enforce reasonable travel speed in accordance with state and local laws in all motor vehicles.
- If by motor vehicle:
 - Driver Qualifications:* All drivers must have a valid driver's license and be at least 18 years of age. **Youth Member Exception:** When traveling to an area, regional, or national Boy Scout activity or any Explorer event under the leadership of an adult (21+) tour leader, a youth member at least 16 years of age may be a driver, subject to the following conditions: (1) Six months' driving experience as a licensed driver (time on a learner's permit or equivalent is not to be counted); (2) no record of accidents or moving violations; (3) parental permission has been granted to leader, driver, and riders; (4) a 21-year-old licensed driver must be a passenger in the vehicle.
 - If the vehicle to be used is designed to carry more than fifteen persons (including driver) the driver must have a commercial driver's license (CDL).
Name: _____
C.D.L. expiration date _____
 - Driving time is limited to a maximum of 12 hours and must be interrupted by frequent rest, food, and recreation stops.
 - Seat belts are provided, *and must be used*, by all passengers and driver. Exception: A school or commercial bus.
 - Passengers will ride only in the cab if trucks are used.

OUR PLEDGE OF PERFORMANCE

- We will use the Safe Swim Defense in any water activity.
- We will use trucks only for transporting equipment—no passengers except in the cab. All passenger cars, station wagons, recreational vehicles, and cabs of trucks will have a seat belt for each passenger.
- We agree to enforce reasonable travel speed (in accordance with national, state, and local laws) and use only vehicles that are in safe mechanical condition.
- We will be certain that fires are attended at all times.
- We will apply for a fire permit from local authorities in all areas where it is required.
- We will at all times be a credit to the Boy Scouts of America and will not tolerate rowdyism or un-Scoutlike conduct, keeping a constant check on all members of our group.
- We will maintain high standards of personal cleanliness and orderliness and will operate a clean and sanitary camp, leaving it in a better condition than we found it.
- We will not litter or bury any trash, garbage, or tin cans. All rubbish that cannot be burned will be placed in a tote-litter bag and taken to the nearest recognized trash disposal or all the way home, if necessary.
- We will not deface trees, restrooms, or other objects with initials or writing.
- We will respect the property of others and will not trespass.
- We will not cut standing trees or shrubs without specific permission from the landowner or manager.
- We will collect only souvenirs that are gifts to us or that we purchase.
- We will pay our own way and not expect concessions or entertainment from any individual or group.
- We will provide every member of our party an opportunity to attend religious services on the Sabbath.
- We will observe the courtesy to write thank-you notes to persons who assisted us on our trip.
- We will, in case of backcountry expedition, read and abide by the Wilderness Use Policy of the BSA.
- We will notify, in case of serious trouble, our local council service center, our parents, or other local contact.
- If more than one vehicle is used to transport our group, we will establish rendezvous points at the start of each day and not attempt to have drivers closely follow the group vehicle in front of them.

PA-10

DEN PERMISSION SLIP

I give permission for my son, _____, to go on a den/pack outing
with Pack _____, Den _____, on _____

I understand they will be going to _____

I understand my son will be riding with/on _____

I understand they will be leaving from _____ at _____
and returning to _____ at _____

In case of emergency, I can be reached by phone at _____

If I cannot be reached please contact _____ at _____

Signed _____ Date _____
Parent or Guardian

DEN PERMISSION SLIP

I give permission for my son, _____, to go on a den/pack outing
with Pack _____, Den _____, on _____

I understand they will be going to _____

I understand my son will be riding with/on _____

I understand they will be leaving from _____ at _____
and returning to _____ at _____

In case of emergency, I can be reached by phone at _____

If I cannot be reached please contact _____ at _____

Signed _____ Date _____
Parent or Guardian

BOY SCOUTS OF AMERICA

INSURANCE COVERAGE FOR VOLUNTEERS

Listed below are brief outlines of insurance coverages provided by or through the local council:

Comprehensive General Liability Insurance

This coverage provides protection for the council, all Scouting professionals and employees, Scouting units, chartered organizations, and volunteer Scouters (whether or not registered) with respect to claims arising in the performance of their duties in Scouting. Coverage is more than \$15,000,000 for bodily injury and property damage.

The insurance provided Scouting volunteers through the BSA General Liability Insurance program is excess over any other insurance the volunteer might have to his or her benefit, usually a homeowners, personal liability, or auto liability policy. There is no coverage for intentional or criminal acts.

By providing insurance coverage to volunteers on an excess basis, BSA is able to purchase higher limits. Because of the high limits, volunteers should NOT be placed in a position where their assets are jeopardized because of a negligence liability claim or lawsuit.

Automobile Liability Insurance

All vehicles **MUST** be covered by a liability insurance policy. The amount of this coverage must meet or exceed the insurance requirement of the state in which the vehicle is licensed. (It is recommended, however, that coverage limits are at least \$50,000/\$100,000/\$50,000.) Any vehicle carrying ten (10) or more passengers is required to have limits of \$100,000/\$500,000/\$100,000 or \$500,000 single limit. In case of rented vehicles the requirement of coverage limits can be met by combining the limits of personal coverage carried by the driver with coverage carried by the owner of the rented vehicle. All vehicles used in travel outside the United States must carry a liability insurance policy that complies with or exceeds the requirements of that country. The council's automobile liability insurance is excess of the insurance the owner of the auto carries, providing insurance protection above the limits carried on the auto up to the council's \$15,000,000 limit of coverage. A tour permit or a council short-term camping permit is required when units leave their immediate area. National tour permits are required for all trips more than 500 miles. These permits should list the drivers' names and limits of automobile liability insurance carried.

Unit Accident Insurance Plan (Mutual of Omaha)

Unit Accident Insurance is available through the council; information is sent to units each year in their charter renewal kits, and the coverage must be applied for by the unit. This plan provides coverage for accident medical expenses and accidental death and dismemberment while participating in any approved and supervised Scouting activity, including going to and from meetings. New members are automatically covered under the plan until the renewal date. Non-Scouts attending scheduled activities (including group travel to and from such activities) for the purpose of being encouraged to participate in Scouting are also automatically covered. However, the plan does not cover parents, siblings or other guests.

Council Accident & Sickness Insurance Plan (Mutual of Omaha)

This Accident and Sickness Insurance may be provided for Cub Scouts, Boy Scouts, Explorers and adult volunteer leaders registered in the council, and covers them for accidents and sickness (as well as accidental death and dismemberment) while participating in any official Scouting activity. This coverage is applied for by the council and is in effect on an annual basis. Additional information on coverage, limits, etc., may be obtained by contacting the council office.

Camper's Accident and Sickness Insurance Plan (Mutual of Omaha)

This Accident and Sickness Insurance is provided for all Cub Scouts, Boy Scouts, Explorers, adult volunteer leaders and all other persons registered and attending official council events (i.e., summer camp, day camps, wood badge courses, etc.), if purchased by the council. It is purchased for specific events of the council and provides coverage for medical expenses for accident and sickness and accidental death and dismemberment. Additional information on coverage, limits, etc., may be obtained by contacting the council office.

ALL SERIOUS INCIDENTS, ACCIDENTS AND/OR SICKNESS, OR IF A SUMMONS IS SERVED ON A VOLUNTEER, PLEASE REPORT TO THE COUNCIL SERVICE CENTER IMMEDIATELY.

Call phone number _____ and speak to A SCOUT EXECUTIVE if you have a question related to insurance.

SUGGESTED TAX DEDUCTIONS

A considerable amount of money is spent each year by Scouters in carrying out their volunteer service to Scouting. Certain allowable deductions are authorized for volunteers under the Internal Revenue Service Code, Section 170:

1. Annual registration fees.
2. Transportation expenses to and from Scouting events and meetings.
3. Purchase price of adult uniforms, emblems, and insignia.
4. Maintenance and cleaning of uniforms and equipment which are required for use in the performance of volunteer services.
5. Actual unreimbursed expenses incurred by attending Scouting meetings and conferences, in or out of the council territory. This includes out-of-pocket expenses and reasonable expenditures for meals and lodging necessarily incurred while away from home in rendering such volunteer service.
6. Contributions, stationery, mailing and telephone expenses, serving refreshments at meeting, cost of training material, literature, equipment, and memorial contributions.

Naturally, each deductible item must be substantiated by adequate records. More details are explained in the IRS booklet *Charitable Contributions* available at your Internal Revenue office.

SERVICE PROJECTS FOR DEN & PACK

Along the trail of Scouting, we promise. . . to "HELP OTHER PEOPLE", and that "THE CUB SCOUT GIVES GOODWILL". It is important for a Cub Scout to gain an understanding and experience the satisfaction in helping those less fortunate than himself.

Does the Cub Scouts really know the meaning of:

"I _____, promise to do my best

To do my duty to God and my country,

To help other people

To obey the Law of the Pack."

"To help other people" not only is said each time the Cub Scout Promise is recited, but should also be lived daily by all Cub Scouts.

By organizing home and community service projects, you will be giving your Cub Scouts the opportunity to "reach out" into a wider community, making them feel a part of their community, and to recognize the importance of good citizenship. Your pack could select one or more service projects to work on throughout the year. Thanksgiving and Christmas are common service project times of the year, but the need exists year-round. Collect food and clothing in your neighborhood to donate to a shelter for the homeless; families need warm-weather clothing, too. Perhaps your pack could adopt a family for a year; help them with their food, clothing needs, and presents during the holidays.

Packs can arrange to do on-going projects for which responsibilities can be rotated among the dens. Volunteer to pick up trash and litter once a month around your neighborhood or church; each den takes a turn. Organizations which serve food to the homeless on a regular basis may need volunteers as servers, or for bussing tables; pick one day a month, with each den taking a month to serve.



Your den could provide entertainment and/or companionship to the elderly in the nursing homes; wear costumes and present a skit or sing a few songs. Give a puppet show to boys and girls at the children's hospital. Collect magazines and donate them to nursing homes or hospitals; gather games, books, and puzzles to take to a day care center. Rake leaves or shovel snow for an elderly couple in your neighborhood.

One great way to encourage the Cub Scout to "Do a good turn daily" is for you to set a good example at den and pack meetings through your words and deeds. When the boys see the adults around them picking up the trash after refreshments at the pack meeting, or stopping to help someone, they'll feel the need to repeat your lead.

Before beginning a service project two things are essential.

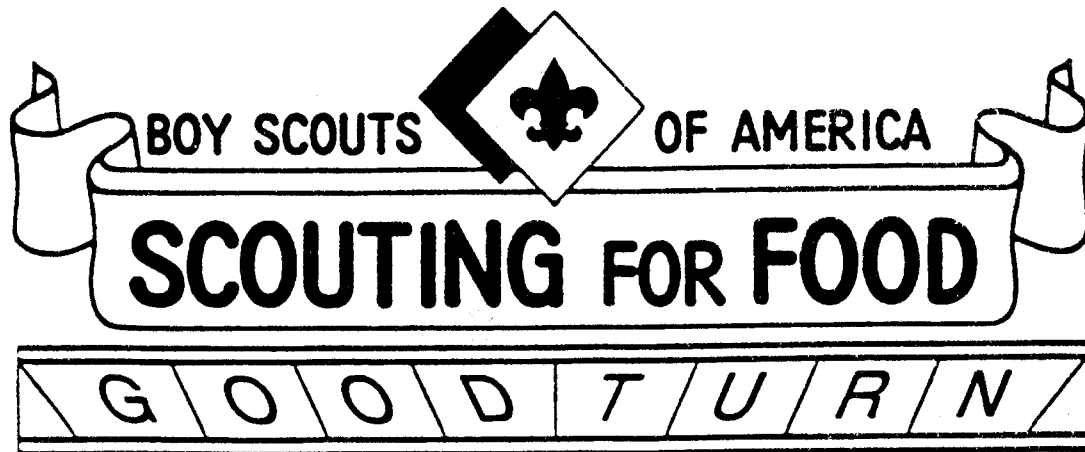
- Consider the boys age.
- Regardless of age, how mature are they.

You must have sufficient leadership, two-deep obviously. Decide when you will be doing your service project: in the den meeting or on a weekend. Requiring every Cub Scout to get to the location on their own usually means a parent has to come and stay giving you plenty of adults to help.

When you are ready to pick out a project, don't do it alone.

1. Get the Cub Scouts involved in decision making. Give them a few ideas and let them choose democratically.
2. Make contact with organization and **GET PERMISSION.**
3. Set a date in advance and inform parents.
4. For safety sake, if parent is not present at service project, get a signed permission slip.
5. Follow through with your plans.

If this is only a service project, limit the award to verbal recognition, or at most, write it up in the newsletter. Credit can be given in their Cub Scout Handbook. Something above and beyond could be awarded with a homemade ribbon or certificate. Keep it simple.



INDIVIDUAL CUB SCOUT RECORD



Cub Scout Den _____ Webelos Den _____ Pack No. _____

PERSONAL DATA

Name _____
 Address _____
 City, State, ZIP _____
 Home phone _____ Date of birth _____
 Religious organization _____
 School _____

 Parent's or guardian's name _____
 Business address _____
 City, State, ZIP _____
 Business phone _____
 Occupation _____

MEMBERSHIP

Former Tiger Cub (yes or no) _____
 Number of years in another pack _____
 DATE _____
 Joined this pack _____
 Will complete grade 3 or become 10 _____
 To Webelos den _____
 To another pack _____
 Dropped from pack _____
 Tenure when separated:
 Less than 1 year 1 to 2 years 2 to 3 years

SERVICE AWARDS

1-Year 2-Year 3-Year 4-Year
 Service stars _____
 Perfect attendance _____

ATTENDANCE AND DUES

D = Present at den meeting
 P = Present at pack meeting
 F = Family represented

S = Present at special pack activity
 35, 50 = Amount paid on date shown (dues)
 ✓ = Dues paid ahead or back

Write in year and month

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BUDGET: The dues collected should cover the following items in the pack budget: registration, *Boys' Life*, accident insurance, reserve fund, program materials, activities.



ADVANCEMENT RECORD

This Cub Scout completes the third grade on _____ (date) and will be eligible to join a Webelos den. (He is also eligible when he becomes 10 on _____.)

BECAME A BOBCAT ON _____ (date)

HOW TO USE THIS FORM:
For ranks of Bobcat, Wolf, and Bear, and for arrow points, Webelos activity badges, Webelos badge, and Arrow of Light Award, the entries should consist of the date (i.e., month and year). For recording electives a "tally" system may be used since some of these electives may be done more than once. A tally entry (|) is given for each time the elective project is completed. Four individual tally entries with a diagonal line across them equals 5. ~~||||~~ Note that Bear achievements not used to earn the Bear rank may be used as Bear electives.

WOLF ACHIEVEMENTS

- Feats of Skill _____
- Your Flag _____
- Keep Your Body Healthy _____
- Know Your Home and Community _____
- Tools for Fixing and Building _____
- Start a Collection _____
- Your Living World _____
- Cooking and Eating _____
- Be Safe at Home and on the Street _____
- Family Fun _____
- Duty to God _____
- Making Choices _____

BADGE AWARDED _____ (date)

ELECTIVES*

- It's a Secret _____
- Be an Actor _____
- Make It Yourself _____
- Play a Game _____
- Sparetime Fun _____
- Books, Books, Books _____
- Foot Power _____
- Machine Power _____
- Let's Have a Party _____
- American Indian Lore _____
- Sing-Along _____
- Be an Artist _____
- Birds _____
- Pets _____
- Growing Something _____
- Family Alert _____
- Tie It Right _____
- Outdoor Adventure _____
- Fishing _____
- Sports _____
- Computer Fun _____
- Say It Right _____

GOLD ARROW POINT _____
SILVER ARROW POINT _____
SILVER ARROW POINT _____

BEAR ACHIEVEMENTS

GOD (1)

- Ways We Worship _____
- Emblems of Faith _____

COUNTRY (3)

- What Makes America Special? _____
- Tall Tales _____
- Sharing Your World With Wildlife _____

	ACHV	ELEC
6. Take Care of Your Planet		
7. Law Enforcement Is a Big Job		
FAMILY (4)		
8. The Past Is Exciting and Important		
9. What's Cooking?		
10. Family Fun		
11. Be Ready!		
12. Family Fun Outdoors		
13. Saving Well, Spending Well		
SELF (4)		
14. Ride Right		
15. Games, Games, Games		
16. Building Muscles		
17. Information, Please?		
18. Jot It Down		
19. Shavings and Chips		
20. Sawdust and Nails		
21. Build a Model		
22. Tying It All Up		
23. Sports, Sports, Sports		
24. Be a Leader		

BADGE AWARDED _____ (date)

ELECTIVES

- Space _____
- Weather _____
- Radio _____
- Electricity _____
- Boats _____
- Aircraft _____
- Things That Go _____
- Cub Scout Band _____
- Art _____
- Masks _____
- Photography _____
- Nature Crafts _____
- Magic _____
- Landscaping _____
- Water and Soil Conservation _____
- Farm Animals _____
- Repairs _____
- Backyard Gym _____
- Swimming _____
- Sports _____
- Sales _____
- Collecting Things _____
- Maps _____
- Indian Life _____

GOLD ARROW POINT _____
SILVER ARROW POINT _____
SILVER ARROW POINT _____

WEBELOS ACTIVITY BADGES

- Aquanaut _____
- Artist _____
- Athlete _____
- Citizen _____
- Communicator _____
- Craftsman _____
- Engineer _____
- Family Member _____
- Fitness† _____
- Forester _____
- Geologist _____
- Handyman _____
- Naturalist _____
- Outdoorsman _____
- Readyman† _____
- Scholar _____
- Scientist _____
- Showman _____
- Sportsman _____
- Traveler _____

† Required for Arrow of Light
‡ Required for Webelos badge

WEBELOS BADGE

- Parent Guide _____
- Active for 3 months _____
- Webelos badge _____
- Uniform _____
- 3 activity badges _____
- Flag ceremony _____
- Boy Scout requirements _____
- Religious award or alternates _____

BADGE AWARDED _____ (date)

COMPASS POINTS

Emblem _____
Point _____
Point _____
Point _____

ARROW OF LIGHT AWARD

- Six months in fifth grade (or age 10) _____
- Boy Scout requirements
 - Scout Oath and Law _____
 - Motto, slogan, sign, salute, and handclasp _____
 - Scout badge _____
 - Uniform _____
- Earn five additional activity badges _____
- Troop visit and outing _____
- Webelos outdoor event _____
- Troop meeting _____

AWARD PRESENTED _____ (date)
GRADUATION CEREMONY HELD _____

LEADERSHIP

	FROM	TO
Denner	_____	_____
Assistant denner	_____	_____
Webelos denner	_____	_____
Assistant Webelos denner	_____	_____

*See "How to Use This Form" above.

WEEKLY DEN MEETING PROGRAM



DEN NO. _____ PACK NO. _____

MEETING PLACE _____ TIME _____

THIS MONTH'S THEME _____ DATE _____

As den leader, use this form at your monthly pack leaders' or den leaders' meeting to plan the weekly den meetings. Indicate ways for the den chief and denner to help you in the den meeting.

1. BEFORE THE MEETING STARTS

Den leader and den chief make final preparations; coach denner on part he is to take in the meeting; help denner arrange meeting place.

EQUIPMENT NEEDED:

2. WHILE CUB SCOUTS GATHER

Collect dues; check achievements and electives; start a game, make something, or work a puzzle.

EQUIPMENT NEEDED:

3. OPENING

Simple opening ceremonies—song, yell, Promise, Pledge of Allegiance, etc.; membership inventory; uniform inspection.

EQUIPMENT NEEDED:

4. BUSINESS ITEMS

Den diary; theme-related ideas; den's part in pack meeting; plans for special den activities.

EQUIPMENT NEEDED:

5. ACTIVITIES

Games; tricks and puzzles; stories; theme handicraft; practice for den's part in pack meeting; goodwill projects; plan ways to stimulate interest in achievements and electives.

EQUIPMENT NEEDED:

6. CLOSING

Announcements and reminders; den leader's closing thought; brief inspirational closing ceremony—song, living circle, Promise.

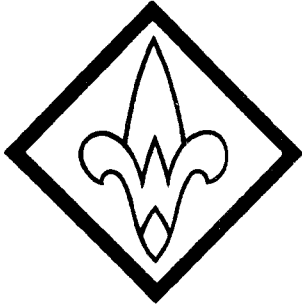
EQUIPMENT NEEDED:

AFTER THE MEETING

Den leader and den chief review this meeting and discuss plans for next den meeting. Review next meeting assignment with denner. Help denner put room in order.

EQUIPMENT NEEDED:

WEBELOS DEN MEETING PROGRAM



WEBELOS DEN NO. _____ PACK NO. _____

MEETING PLACE _____

DATE _____ TIME _____

ACTIVITY BADGE AREA _____

The Webelos den leader and the Webelos den chief use this form to build the den meeting program. Together they determine which part or parts the den chief and the denner will be assigned for each meeting. Indicate time schedule as needed.

BEFORE THE MEETING

The den leader and den chief make final preparations; coach the denner on the part he is to take in the meeting; and help the denner arrange meeting place.

EQUIPMENT NEEDED:

1. GATHERING

Choose an activity to keep those who arrive early busy until time for the opening.

EQUIPMENT NEEDED:

2. OPENING

Select a simple opening ceremony, conduct a uniform inspection, and attend to den business—attendance, dues, and discussion of plans of coming events.

EQUIPMENT NEEDED:

3. ACTIVITY BADGE FUN

Use this time for instruction, practice, games, and contests related to the Webelos badge, activity badges, and the Arrow of Light Award.

EQUIPMENT NEEDED:

4. PREPARATION

Make equipment and props for demonstrations and exhibits for den's part in the pack meeting. Get set for future outdoor, goodwill, or other special events.

EQUIPMENT NEEDED:

5. CLOSING

This is the time for announcements, a simple closing ceremony, and den meeting cleanup.

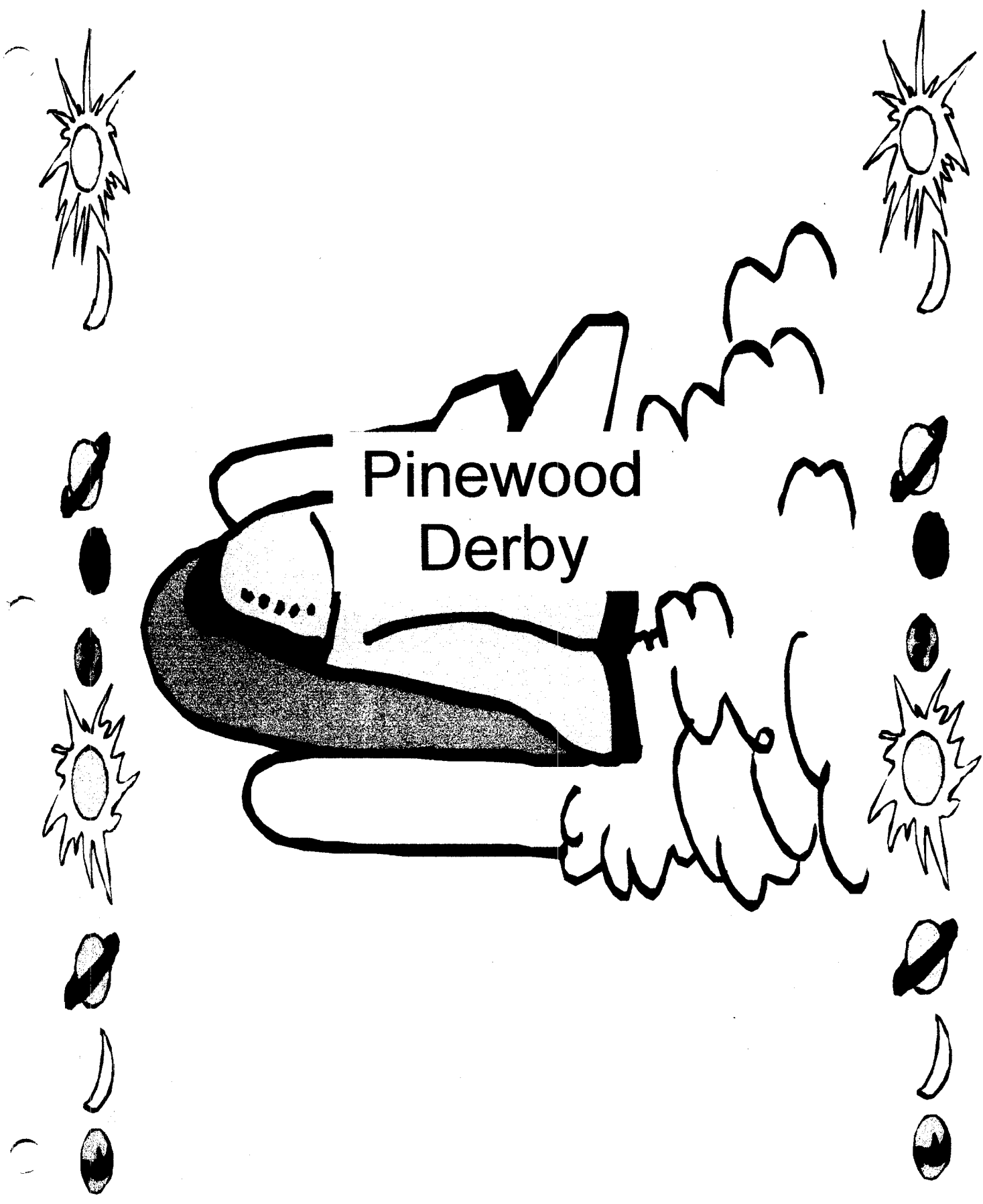
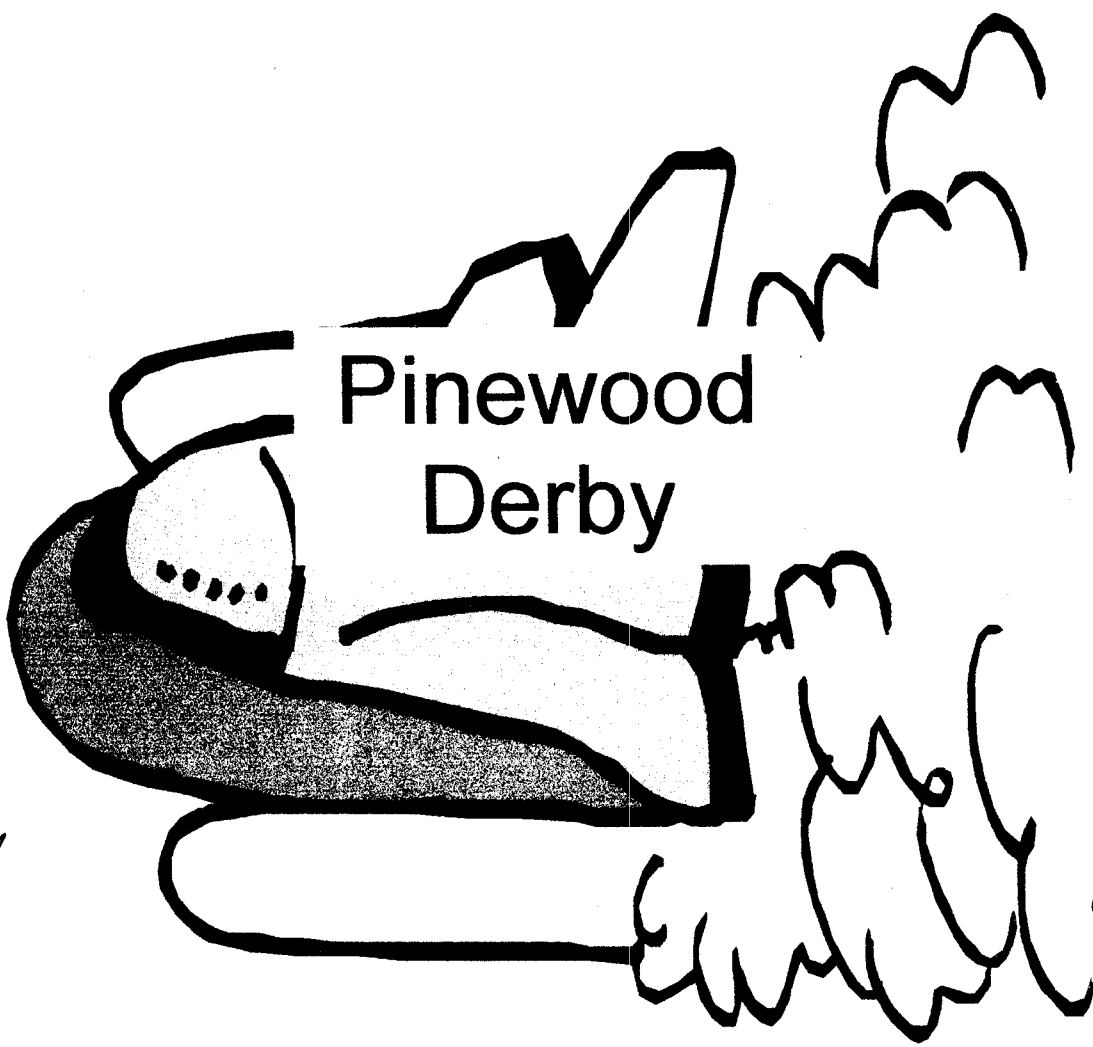
EQUIPMENT NEEDED:

AFTER THE MEETING

The den leader and den chief review this meeting and discuss plans for the next den meeting. Review the next meeting assignment with the denner. Help the denner put room in order.

EQUIPMENT NEEDED:

Pinewood Derby



PINEWOOD DERBY HISTORY

42 Years of Shouting

The first Pinewood Derby was held in 1953 by Cub Scout Pack 280C of Manhattan Beach, California. The first reference to the Pinewood Derby in a Scout publication was in the October, 1954 issue of Boy's Life. The magazine offered plans for the track and car (which featured four wheels, four nails, and three blocks of wood). The June, 1955 Program Helps listed "Wheels, Wings, and Things" as a theme. The Cub Scout Program Quarterly gave instructions for running the Pack Meeting Derby. The Supply Division's catalogs had kits available for \$2.75 for a package of eight. Over 15 million kits were sold during the next 20 years. Today, over 80 million car kits have been sold.

Since then, an estimated 40 million fathers (mostly) and sons have participated in races. Millions more-parents, den leaders, Cubmasters, committee members-have been involved in various ways. The rules of the very first race stated:

The derby was run in heats of two to four cars starting by gravity from a standstill on a track and run down a ramp to a finish line unaided. The track is an inclined ramp with wood strips down the center to guide the cars.

They still roll that way, 42 years later, accompanied by shouts of excitement and grins of delight.

What is a Pinewood Derby? A bunch of fun! At the end it is a Pack of Cub Scouts racing little wooden cars of various shapes and colors on little plastic wheels down a 32' plywood track. But that is only a small part of it. Each Cub Scout gets a kit with a block of wood, four nails for axles, and four plastic wheels. Then, based on the rules, he shapes and paints his block or wood into a form to race down the track.

The Track's start line is approximately 5' high, and the track slopes down to the floor and levels off for the final 16' or so. Two human judges are used for scoring the finish.

Some packs divide the Cub Scouts by rank, Tiger, Wolf, Bear, and Webelos, and awards a trophy to the top three cars for each. In addition they give a trophy for 'Most Like a Race Car', 'Most Unusual', and 'Best Looking' to give credit for creativity and effort. Each Scout also receives a participation ribbon and a Pinewood Derby patch. The culmination of this event is a grand finale championship with the top 2 cars of each den racing each other to determine the 3 (or 4) fastest cars in the Pack.

PINEWOOD DERBY TIPS FOR TOOL IMPAIRED CUB SCOUT LEADERS

WARNING!

This document will allow you and your son to build a winning Pinewood Derby car.

Most Important Adult Tips

1. The boys and adult should make the car together as a project! It is not the intent that the parent show the Scout the garage door then walk away; nor is it the intent that the boy play video games while the adult cuts and sands. Parents should shape with the power tools and then direct the rest of the action while showing the boy each step in building a car.
2. Have fun! After all, this is what it is all about.
3. Know the rules. Being disqualified can be very embarrassing.
4. Safety first. Lets not lose any fingers.

Race Suggestions

1. Use an overhead projector (or paper easel) to display the results for everyone to see.
2. Reserve the first row for the Scouts. The race is for them, not the adults.
3. Sticker the cars with a number but also sticker the kids so that they remember their number.
4. Have a test night the evening before the race when you set up the track. Have the official scale there.
5. Give the adults something to pour their creativity into. Have a parent race. Call it The Masters Race (with fun awards of course). Have a leader race at one of your roundtables.
6. Have the district meet at a mall. This is good for Scouting public relations. I bet the local TV station would turn out for it.
7. Invite a local celebrity or two (Mayor, Police Chief, Weatherman, Minister) to make a car and race it against the top scout cars. They can also be judges for the Scout race.
8. Ask the Federal Highway Administration if they have crash dummy costumes that you can borrow.
9. Make simple car stands as a den project.
10. Bake some car shaped cookies.
11. Have a car building clinic after the previous months pack meeting. Contrary to popular belief, not all men know how to handle power tools.
12. Announce that there will be adult supervised free racing after the official races. After spending two-three weeks building the car, the boys want to race them more than a couple times.

13. Use this opportunity to tell your Webelos about inertia and gravity for their Scientist pin.
14. Use this opportunity to teach your Wolf Cubs about tools for their badge requirements.
15. Hold a coloring contest to keep the boys occupied between races. Have a picture of a Pinewood Derby car that they can color.

Design Tips

1. Have your son draw a design on paper then cut it out and use it as a template. Draw a side and top view on the paper by tracing around the block of wood.
2. Keep the car a full seven inches. It has to do with the physics of velocity and length of travel of the weights.
3. Use the full 2 3/4 inches (outside wheel to outside wheel) that the rules give you. This will allow the wheels to travel farther before hitting the center strip.
4. Leave a lot of wood in the back to put the weights.
5. Use the groove closest to the end of the block of wood as the rear axle. Better yet, make new grooves front and rear, and as far apart as possible. Do not allow the wheels to extend beyond the car body. Trust me, it helps.
6. Do not make the front of the car pointed or bevel it upwards.. It is hard to set up against the starting dowels.
7. Be aware of how sensitive your electronic timers are. You want the car to set them off at the end of the race and not before.
8. Use your imagination. Be creative. Shape has the least to do with winning. A beaver driving a log or even a pickup truck is more interesting and will be just as fast.

Hot Dog	Banana	Shark	Watermelon Wedge	Dragster Rocket Car
Swiss Cheese	Wedge with a Mouse Driver	Ice Cream Bar	Batmobile	
Carrot Ridden by a Rabbit	Police Car	Pencil	Tow Truck	
Coffin Ridden by a Skeleton	Giant Lego	Fire Truck	Train Engine	
Ambulance with Lights				

Friction Is Your Enemy

1. Debur the wheels. Take off the flashing and seam that was produced when the wheel was molded with a 600 grit or better sandpaper. Inside as well as out. Sand any bumps off the wheel the sandpaper. Metal polish will restore the gloss. Be careful not to break any rules your race has regarding wheel modification. (Narrower wheels have less friction and are better, but often disallowed). Don't sand too much or you'll create a flat spot. Sand by hand not in the drill. Heat from the high speed of a drill will damage the plastic wheel.

2. Polish the axles. First with a 400 grit, then a 600 grit, and then a jewelers rouge. Finish off with a chrome/metal polish.
3. Have only three wheels touching the track. Raise a front one slightly. There is less friction with 3 wheels rolling than 4.
4. The head of the axle should be tapered about 15 degrees so it rubs against the wheel less.

Lube Jobs

1. Use graphite only. Oil damages the paint, melts the wheels and collects dust.
2. Break in the wheels by spinning them with lots of graphite.
3. Right before check-in, fill the wheels wells with graphite and cover with stickers like a hub cap. You can paint the 1 inch stickers in a contrasting color. It looks great!
4. Put a drop of white glue where the axle goes into the car body and put powdered graphite there. That causes less friction if the wheel should rub against the car body.
5. Other than the good polishing of the axles, dump the axles and wheels in a ziplock bag and shake them for a few days prior to the race. That way the wheel and the axles are as slick as can be.

It's Time To Go Straight!

1. Put the axle in at a downward (5-10 degrees) angle. This provides two benefits. The first is the only the inside edge of the wheel is in contact with the track. This seems to make the car go straighter with less wobble. The second benefit is that the wheel rides to the outside of the axle and doesn't come in contact with the body.
2. Axles must be in straight front to back. That is square to the body. True the axles, don't trust the slots! Use a drill press to ensure all axles are straight. One of the front and two of the back should be measured to be the same height.
3. After pressing in the axles, test the car for crooked wheels...roll it on the floor. If the wheels are on straight, the car should roll 8-10 feet in a fairly straight line. Should the car turn left or right, you need to tinker with the axle placement without removing them from the car body, until it rolls straight.
4. Do not put the axles in at the top of the groove. Put them in at the middle. This lifts the car of the track a bit more and reduces the chance of rubbing on the center strip.
5. Glue the axles in place. Nothing is worse than having the wheel fall off as you cross the finish line.
6. Once you match a wheel and axle together with graphite, keep them together. They wear into each other as a matched set.

Weigh In

1. Get the weight as close to the 5 ounce limit as possible. Add the last little bit of weight with lead tape from the golf shop. This can be trimmed with scissors at the last minute. Remember, the official scale may not weigh the same as yours.
2. Everyone has an opinion on where to put the weight. My belief is that the weight needs to be predominantly in the rear so that gravity can act upon the weight further up the incline and for a longer period of time. A car with more weight to the rear generally grabs more speed down the slope. Many suggest having the center of gravity at 1 to 1 1/2 inches in front of the rear wheels. But be careful not to put too much in the rear or you'll pop a wheelie.
3. What kind of weight? I think the melted lead is dangerous and unnecessary. Tubular weights can be sunk in the sides; flat weights, like those sold at hobby & council stores can be attached to the car bottom if it is carved in a bit. Incremental weights (with pre-marked grooves) are easier to snap off into the size you need. Some folks just use BB's, nuts & bolts, etc., but these must be glued so that they can not move. No moveable weights or mercury are allowed.
4. Keep the weight low on the car and in the center (Left/Right of the car). Put the weight just in front or behind the rear wheels for less wheel chatter.

The Finish

1. Buy a gloss finish for the car. Its worth it. After all that work, this is the final touch. The more coats that you put on...the shinier your car will be. Be sure the paint is dry before putting on the gloss coat. Some gloss products may be incompatible with the paint.
2. Sand in the direction of the grain when smoothing and against the grain when shaping.
3. Use a sandable primer or wood sealer. White is for light colors and grey for dark colors.
4. Water based paints dry quicker (1 hour) than oil based paints (24 Hours).
5. Children LOVE decals. The more.....the better.

Race Day-Be Prepared

1. Have extra axles and wheels on hand. You never know when your car may be the one dropped by your son as he shows off his handiwork.
2. Have a derby tool kit handy. It should include SuperGlue, sandpaper, a drill, extra screws for your weights, extra weights, a small screwdriver. You may not use it, but it will make you the most popular person at the event.
3. Transport your car in a shoebox. Dropped cars are unfortunately a too common experience.
4. Add LOTS of graphite right before check in.
5. Explain to your son that running the car along the floor prior to the race will cause it to lose!

Awards

1. Have the boys vote on the "Best of Show" car. After all, the race is for them.
2. Everyone wins! Have a certificate for everything. Try to send every boy home a winner! Here are 25 Pinewood Derby Awards for which you can make certificates. Don't forget to give your Pinewood Derby Chairman an award.

Best Paint Job	Shiniest Paint Job	Best Use Of Color	Most Colorful
Fastest Car In The Pack	Fastest Car In The Den	Most Original Design	Sportiest Looking
Best Workmanship	Best Use of Imagination	Most Aerodynamic Car	
Best Detail	Most Unusual Car	Most Humorous Car	Fastest Looking Car
Most Decals	Most Realistic Looking Car	Smoothest Finish	Strangest Shape
Most Futuristic	Most Patriotic	Funniest	Best Wedge Shape
Best Driver In the Car	Best Vehicle Not A Car	Best Racer	Best Design
Most Unique	Judge's Favorite	Best of Show	Most Creative
Most Artistic	Sportiest	Most Creative Use of Material	

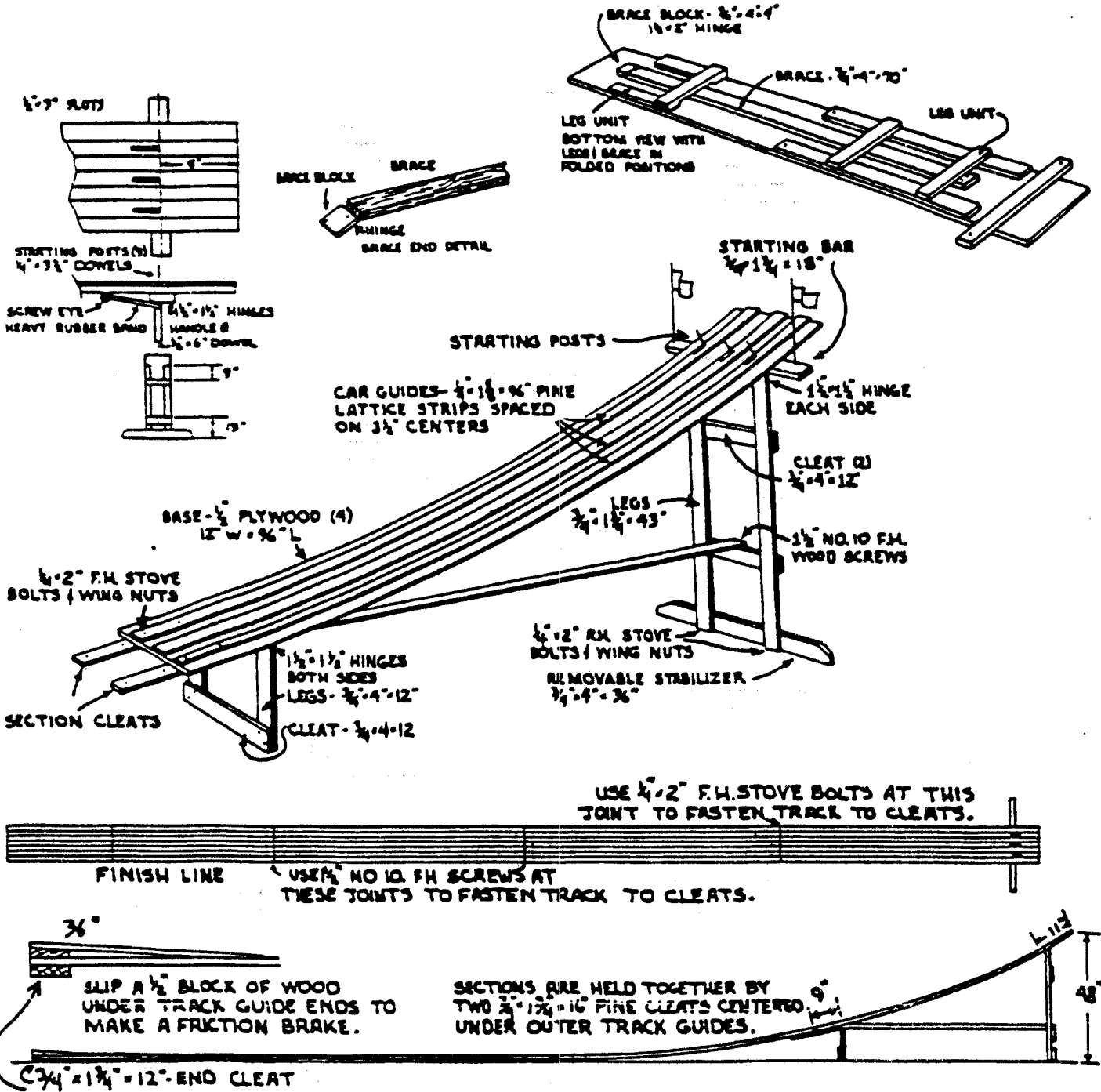
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PINEWOOD DERBY SONG

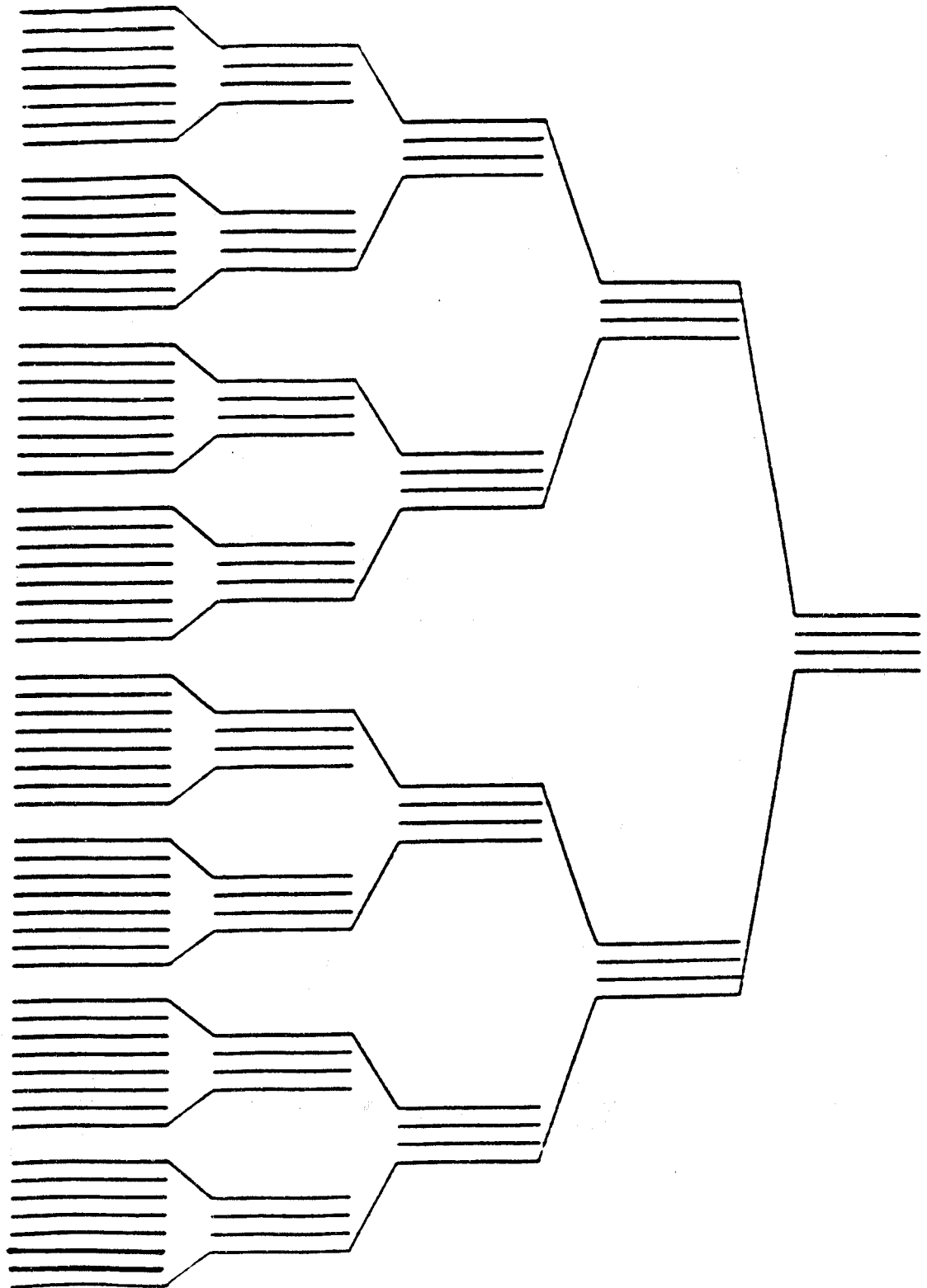
(Tune: My Bonnie)

My car is hung up on the race track.
The darn thing won't move up or down.
If only I'd followed instructions,
I'd have the best race car in town
Bring back, Bring back
Oh, Bring back my race car to me
Bring back, Bring back
The race, cause next time I'll win.

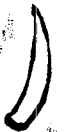
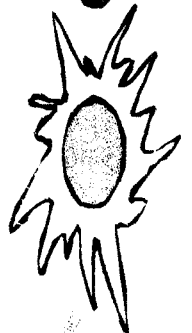
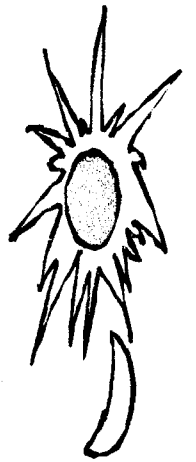
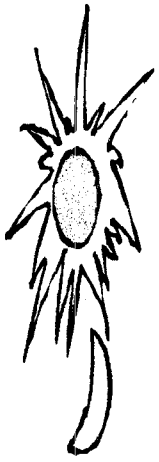
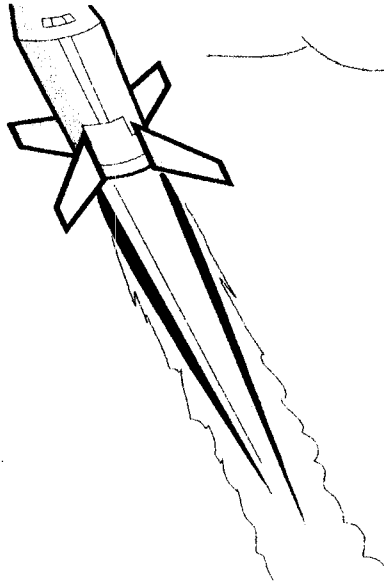
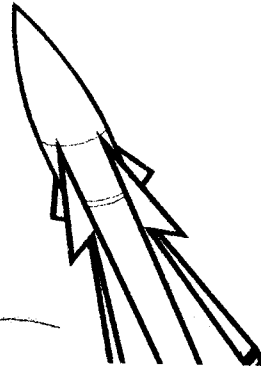
PINEWOOD DERBY TRACK



ELIMINATION BRACKET



Pack Derbies



PACK DERBIES

Derbies are some of the most popular and successful special events in Cub Scouting. Like all really successful activities, they require planning and preparation, but their value is fun, strengthening of family relationship and promoting Cub Scouting purposes in a way that has been proven over the years. Many packs alternate between the different derbies to add variety to the pack program.

There are many similarities among the different derbies. All seek to:

Provide fun and exciting new things to do.

Foster a sense of personal achievement by developing new interests and skills

Provide the first of many opportunities to share in friendship, fellowship and competition with other Cub Scouts

Encourage good sportsmanship and pride in growing strong in mind and body

COMMITTEE DECISIONS FOR PACK DERBIES:

1. Decide on location and date.
2. Recruit team leaders.
 - a. Inspection and registration team.
 - b. Judging and scoring team. (*recruit from outside pack, such as principal, policemen or firemen*)
 - c. Race operations team.
3. Decide on judging categories and awards.
4. Recruit person to order kits and awards.
5. Recruit person to locate or build a race track to be used.
6. Establish list of equipment needed.
7. Finalize racing rules. (*as per pack racing committee's decision*)
8. Draw plan of race areas and space arrangements. (*remember derbies can be held inside or outside*)
9. Distribute kits with RULES for race.
10. Possibly arrange for photos and publicity. (*local newspaper*)
11. Allow about 1 1/2 hours, plus 2 minutes for each additional Cub Scout over the quantity of 30.

These decisions are assuming a race derby is scheduled but can be adapted to any derby the pack decides to hold.

Each pack sets their own rules and race as they see fit. This may be the only time that a parent gets involved with their child so encourage parent participation in your pack. SET AND KEEP RULES AND RACE AS FAIR AS POSSIBLE FOR EVERYONE INVOLVED.

Some boys might not have the opportunities and resources to make their race derby entry. About a month ahead of time, it is a good idea to have a time and place set aside for the boys to come and work on their entries.

AWARDS STRUCTURE

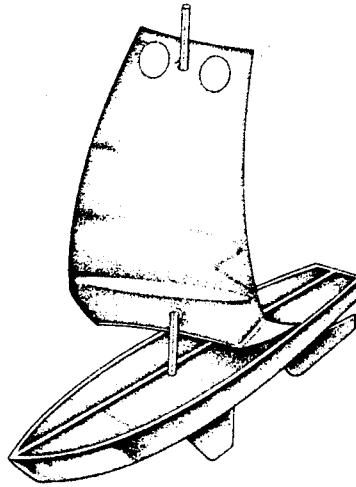
Each boy should receive an award or other memento of his participation in the derby. Winners could be presented with medals or trophies. Multipurpose award ribbons, trophies and numerous Cub Scout gift items are available at your local Scouting distributor or use your imagination.

Some ideas for winners could be:

<u>Pack Champions</u>	<u>Den Champions</u>	<u>Theme</u>
1st Place	1st Place	Best by Cub
2nd Place	2nd Place	Best paint job
3rd Place	3rd Place	Most unusual
		Best detail
		Judges award



Sailboat Regatta



TYPES OF PACK DERBIES

The following pages describe several different kinds of derbies. Use your imagination and come up with many others!

Pinewood Derby (See previous section)

Raingutter Regatta

Cubmobile Derby

Space Derby

X-LGA Egg Race

(Submitted by Pack 22 of
Lumberton, New Jersey)

Fishing Derby

Kite Derby

X-LGA RACERS

(warning: parental help will be require)

ABOUT OUR CONTEST!

This is a contest designed for your Pack program. You will be taking eggs and competing against one another for *style*, *decorating* and *presentation* of an egg to be displayed for judging. You will race your egg on a track with lanes made just for this contest (use corrugated roofing material).

INSTRUCTIONS

- 1) Get a carton of X Large Grade A Eggs.
- 2) Pick out an egg and put the rest in the fridge till later. Take the egg and blow the insides out. Let your egg get to room temperature before you start. Rinse your egg, try to keep it clean; raw eggs can contain salmonella.
First, take a large needle or pin and poke a hole in the wider end of your egg and stir the insides or shake egg well. Make a smaller hole in the other end of the egg, place in your mouth and blow "egg inners" into a bowl. This takes time and patience. Do a couple of these so you will have a spare if you break one. Rinse egg in warm water inside and out. This is your display egg. You will learn how to decorate and display your egg later.
- 3) Take out left over eggs. You are going to hard boil these eggs. Two of these eggs will be your racers.

Instructions for hard boiling eggs.
(Parents, please help)

Place your eggs in a large sauce pan and add enough water to cover eggs. Bring to a rapid boil over high heat. Reduce heat, cover, and cook for 15 to 20 minutes. Cool eggs in cold water. When the eggs are done pick out the 2 largest eggs that are not cracked. These are your racers. These must be kept in the fridge so they won't spoil. These racing eggs will be rolling down our racing track. You will learn how to decorate them later.

MISCELLANEOUS

- Largest eggs run quicker
- Always keep spares, just in case.
- Plan ahead, make presentation in advance.
- Racers should not be made more than a week ahead.
- Keep racers in fridge or they will spoil.
- Make plans and get ideas at your den meetings.

- Racers that are smooth move faster.
 - You will have a 50-50 chance or better to win an award.
 - Your #1 tool is imagination.
- For more information call your den leader.

JUDGING

Judging of egg decorations will be in 2 categories.

1. With Help; Egg shows signs of parental help, you enter this on the honor system.
2. Without Help; no parental help in decorating egg or display.

In both categories the parents can help with: idea; cooking and blowing of eggs; picking and purchasing props, materials and tools etc. This is not considered parental help.

You must have a presentation egg to display on the morning of the event that can be left in the judging area. The blown out egg must be decorated and displayed in a scene or environment that goes along with your egg's personality.

JUDGING CATEGORIES

Presentation of Egg:

With help: 1st, 2nd, 3rd place for each rank (Tiger, Wolf, Bear, 1st year Webelos, 2nd year Webelos)

Without Help: 1st, 2nd, 3rd place for each rank (see above)

Racers: Also have 1st, 2nd, 3rd place for each rank for the eggs that will race.

DECORATING

Presentation Egg

The egg should be blown out. You can only enter one display egg. Your egg should be presented with a theme and background that goes along with the decorations of your egg. The area of the display should be no bigger than 6 inches in diameter. You can glue, tape, attach, staple (not recommended) items to your egg to create a character, person (fictional or non-fictional), an animal, or whatever you like. Create a scene to compliment and present your egg for judging. Props can be used on the egg and in the presentation area. Remember, there is a 6" X 6" inch area limit on the display, no bigger.

Racing Egg Decoration

You can decorate your 2 hard boiled racers with crayon, paint, markers or stickers (flat only). We do not recommend using water colors or water color markers because your egg will sweat and these paints could run. Try permanent markers or acrylic paints. You must not attach anything to these eggs. The surface must remain flat. You will be rolling your egg down our race track, competing against other eggs (as many as 8 at a time) and you want your egg to be the smoothest. But the egg will also be checked for appearance so you must not leave it plain. Also, do not number your egg, we will sign you in and give you a number on the day of the race. You may name your racing egg (examples: Robo Egg, Speed Racer etc.).

The Egg Race

This race should be run in heats as you might run a pinewood derby. The track is made of fiberglass corrugated panels for roofing which come in 8 ft. Sections. You will need 6-8 of these sections. The starting height is 4 ft. height. The sections are drilled together on a wood frame.

RAINGUTTER REGATTA

If you have a number of modelboat enthusiasts in your pack then you will want to plan a Raingutter Regatta. Several classes of boats can be raced as long as they are not too big for your Raingutter course. The Wolf Cub Scout Book has plans for simple boats that could be entered in the Regatta or a Regatta boat kit is available from your local Scout distributor.

RACE COURSE

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

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

RACING PROCEDURE

The boats are propelled by boys blowing into the sails. Start with the boat's stern touching the end of the raingutter. The starter stands at the opposite end with hands raised. When he drops his hand, the boys begin to blow. Once the race is started, the boys may not touch the boats with their hands. The first boat to reach the end of the gutter is the winner. All races are run on an elimination system, by heats. Timing of boats has no bearing on determining heat or final winners. Winners of the first heats will compete against each other in a second heat, and third, etc. until a final winner is determined.

On courses other than the raingutter course, boats must be held by the pilots at the starting line and released at a predetermined signal. No pushing is allowed. The boat crossing the finish line first is the winner of the heat. If two or more boats run a foul, there is no contest. The race is rerun.

BUILDING INSTRUCTIONS

1. Sandpaper the balsa hull to the desired shape, adhering to the specifications listed below. First use a mediumgrade sandpaper, then finish off with very fine sandpaper.
2. Give model two coats of sanding sealer which can be obtained at a craft or hobby store.
3. Mast can be tapered by using either a hand or electric drill. While you carefully turn the dowel, work a piece of sandpaper back and forth until the desire shape is achieved.
4. Give entire model two coats of colored lacquer.

BOAT SPECIFICATIONS

HULL No longer than 7" or shorter than 6 1/2"

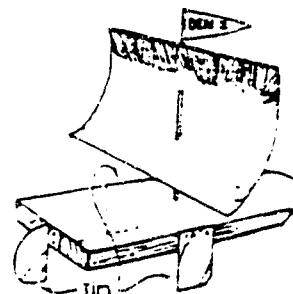
MAST 6 1/2" from deck to top

KEEL Supplied in kit no alterations allowed

RUDDER Supplied in kit no alterations allowed

SAIL Supplied in kit no alterations to size allowed

MATERIAL FOR DOUBLE RACEWAY

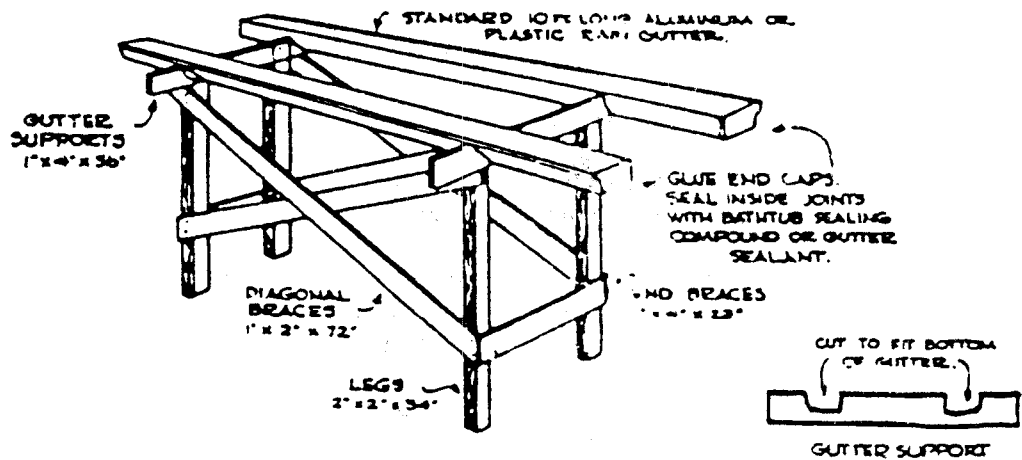


MATERIAL FOR DOUBLE RACEWAY

- 2 - 10 foot lengths of 5" diameter half round gutter
- 4 - End caps for gutter rivets or bolts to end
- 2 - Trough supports (1" X 4" X 36") cut so gutter will fit
- 2 - End braces (1" X 4" X 23")
- 2 - Diagonal braces (1" X 2" X 72")
- 4 - Legs (2" X 2" X 34")
- several - 1 1/2" #10 flathead wood screws for all fastenings

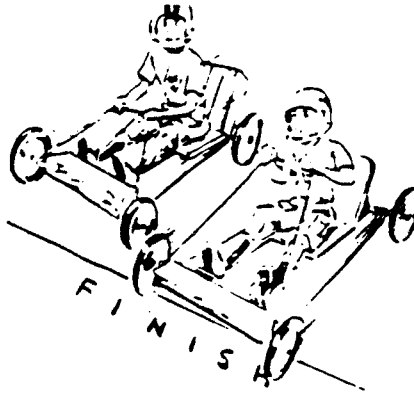
(This will make a frame to support to 10' lengths of rain gutter filled with 8 gallons of water. It can be assembled and disassembled.)

NOTE: Trophies and medals are available at your local Scout distributor, along with the regatta kits.



CUBMOBILE DERBY

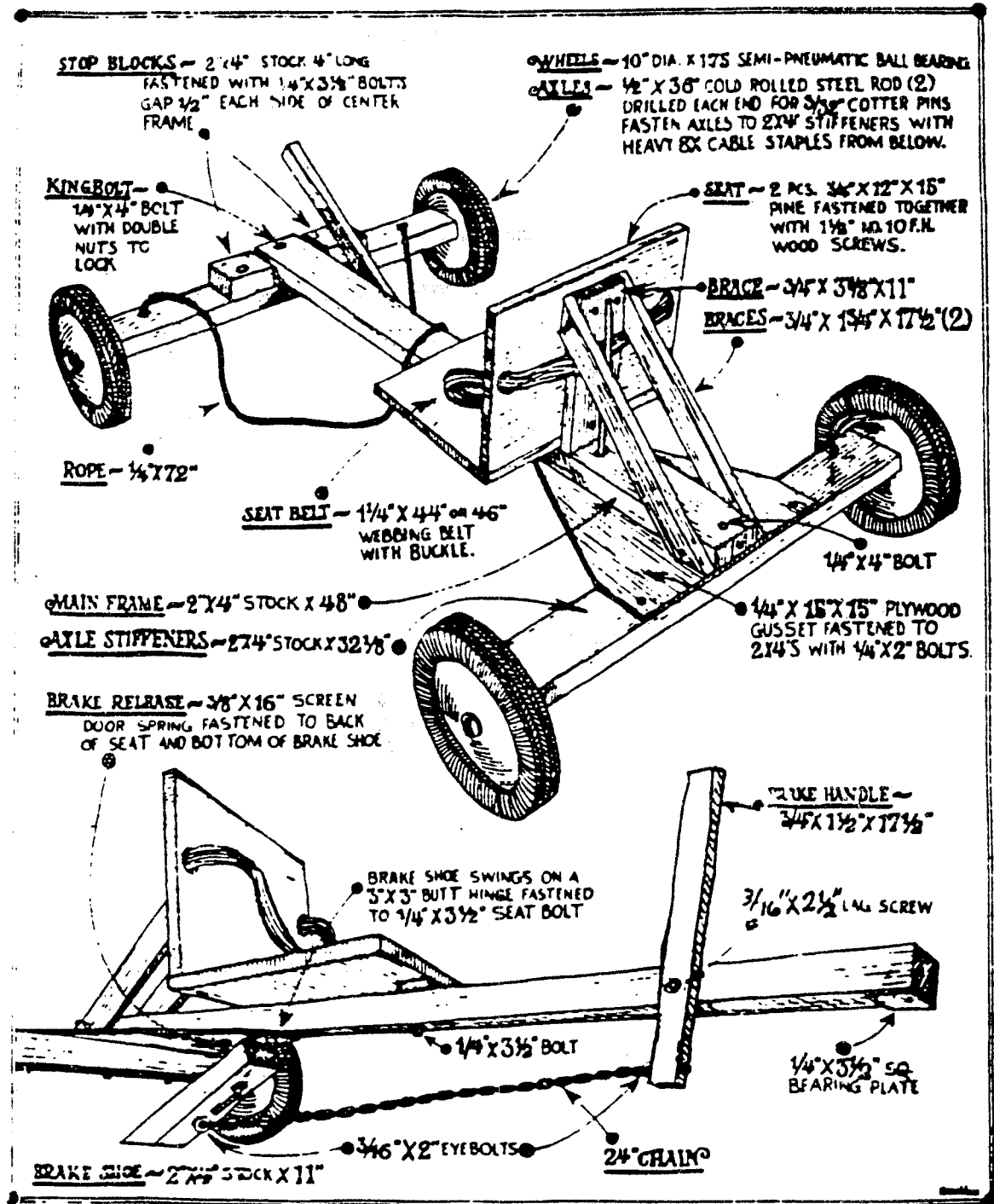
Planning for a Cubmobile Derby should begin several months before the race date. Each boy participating should have an information sheet listing the rules, awards, procedure, building specifications, date, time, place, and registration fee (if any).



CUBMOBILE OFFICIAL BUILDING SPECIFICATIONS

1. Wheels should be approximately 10 inches in diameter, 1-3/4 inches wide, with ball or roller bearings and semi-pneumatic or solid rubber tires.
2. Car frame is to be made from 2 x 4 construction lumber.
3. Inch round head bolts should be used to hold frame together. Screws are second-best choice. Nails will not hold up to a day of racing.
4. All cars are to have a seat and braced backrest, placed so that all team members can rest feet comfortably on front cross bar.
5. If threaded axles are used, the nuts are to be secured with cotter pins or safety wire.
6. Seat belts are optional. Each District sets their own rules. If one is used it should be securely fastened to the main backbone of the car.
7. Each boy, while participating in the race is to wear a protective head covering such as a football helmet, racing helmet, or construction hard hat. For health reasons the borrowing of helmets is discouraged. Each boy should have his own.
8. Overall length of the car is to be 5 feet or less, overall width, 3 feet or less, distance between axles no more than 4 feet.
9. Cars must be equipped with a hand brake with its rubbing surface faced with a rubber material such as a strip of old tire. When dragged on the ground, the break will stop the car.

CUBMOBILE OR PUSHMOBILE BUILDING SPECIFICATIONS



KITE DERBY COMPETITION

A kite derby can be a special activity, on either a den or pack basis. If you are planning one, be sure to announce it far enough ahead of time so the boys can make their kites, know the rules and understand the events scheduled. On the day of the derby, you'll need an open field, judges, and an announcer.

There may be several classifications of kites: Box, tail less, those with tails, etc.

ENTRANCE REQUIREMENTS

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

PRE-FLIGHT JUDGING

Prizes could be awarded for:

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

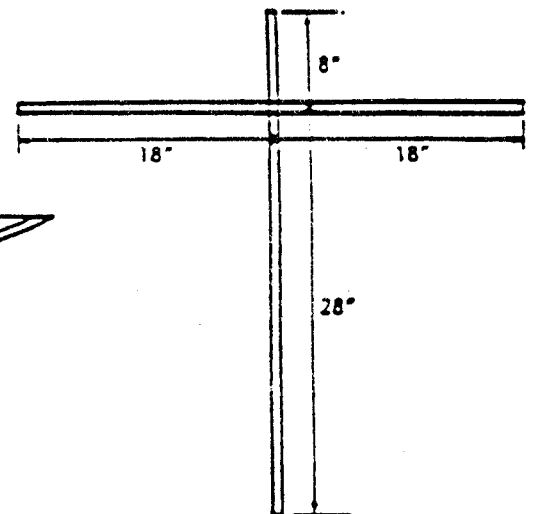
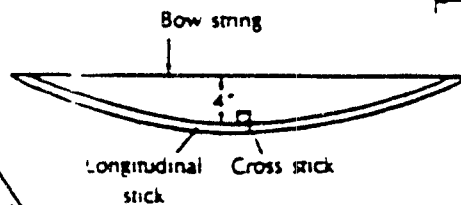
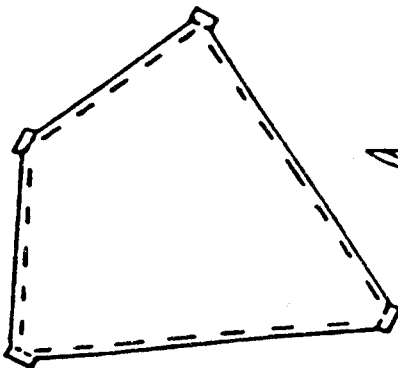
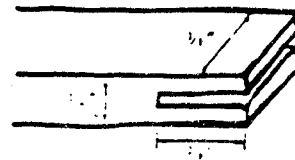
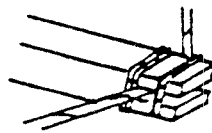
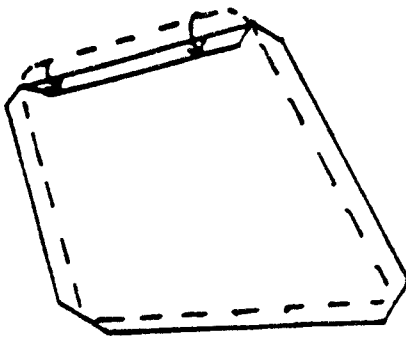
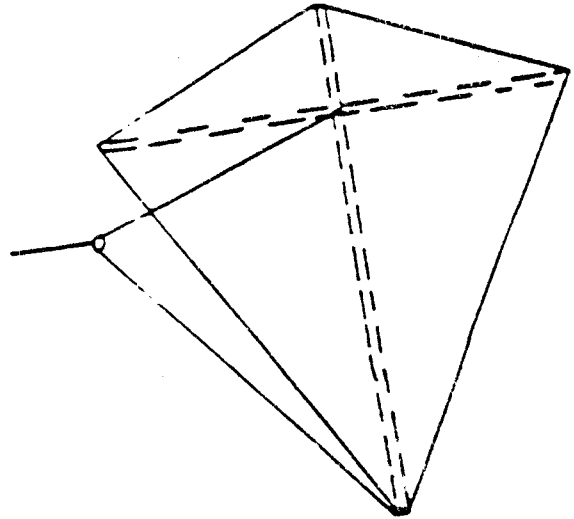


JUDGING WHILE IN FLIGHT

Prizes could be awarded for:

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

You may want to include events in the kite derby such as 100-yard dash with kites being flown at the end of a 100-yard kite string; an altitude race, and others.



FISHING DERBY

There are two kinds of Cub Scout pack fishing derbies: both are fun for boys and parents. One kind is a partner/son fishing trip to a nearby lake or river where adults and boys can fish off the bank or in boats. Small prizes are awarded for the biggest fish, smallest fish and best string.

The other type is a family outing with games and contests related to fishing. The ideas here are for this kind of derby.

The fishing derby committee should follow the guidelines for planning special events. Planning includes securing a site, arranging for transportation, planning activities and obtaining prizes and arranging for food and equipment. Try special promotional gimmicks such as invitations in the shape of a fish.

Make identifying signs for each contest area. Use ropes, posts, colored streamers, and colorful signs to mark game areas. Consider using a public address system to control the activities, if necessary and a tape player to provide lively music.

SUGGESTED FISHING DERBY SCHEDULE

- 1:00 2:00 Gatheringtime activities
- 2:00 3:30 Special contests
- 3:30 3:45 Awards ceremony
- 3:45 5:00 Free time for fishing
- 5:00 6:00 Meal and cleanup

ACTIVITY SUGGESTIONS

GATHERINGTIME

Guessing Contest :

How many fish eggs are in the jar? Use marbles for the eggs. The winner gets the jar of marbles.

Snapping Fish Game :

This game requires several fishing poles with sinkers and a piece of foam rubber attached to a 3by4 foot line. Also, have several mousetraps set to spring. Object of the game is to set off a trap by hitting it with the foam rubber without getting the line caught in the trap.

SPECIAL CONTESTS

Reeling Relay :

Dens and families are arranged in relay fashion. The first player on each team has a fishing pole and reel. On signal, he places the fishing pole and reel on the ground in front of him, takes the plug and runs to a line 25 feet away, unwinding the line as he goes. He then runs back, sits on the ground, and reels in the line. The next member follows and so on, until all have played. First team through wins.

Fishing Relay :

The "fishpond" is a large cardboard box turned upside down, with slots cut in the bottom. In each slot, insert a "fish" cut from cardboard. On each fish mark a length and weight for it. For each team, you need a cane pole with a 3foot string and a bent paper clip for the hook. Team members line up relay fashion, with the first member holding the pole. On signal he runs to the fishpond and catches a fish. A

judge records the length and weight. The team with the greatest weight total of fish wins.

Rowing Relay Go fishing in the lake :

Players on each team sit or kneel in a large cardboard box and propel themselves to the goal line and back by using two short broomsticks with rubber tips.

FREE TIME FOR FISHING

Prizes could be given for biggest fish caught, littlest fish, most fish caught, longest fish caught, etc. Inexpensive fishing tackle might be used for prizes.

SPACE DERBY RACE

Cub Scouts will find the Space Derby exciting. They blast off with models of miniature "rockets" propeller-driven and powered by three rubber bands that travel along a heavy monofilament fishing line. Join in the fun as the countdown begins for the space race of the century.

RACE SUGGESTIONS:

1. To stage the race, boys wind up their rocket's motor (rubber band), then hook the rockets over the guidelines, centering the rockets between the vertical dowels and locking the propellers behind the horizontal dowels on the starting gate. Start the countdown and fire at 'zero' by lifting the rear of the starting gate frame which releases the rockets.
2. Run the race in heats, up to four contestants at a time. Boys work hard on their rockets, so each boy gets to try at least twice instead of eliminating him from competition after the first race. For example, in a 6-boy den, try heats of three boys each. The winner of each heat goes into the den finals. Then race the other four again with the winner competing with the other heat winners for the den championship and entry into pack finals.
3. Recruit dads as your flight operations team - two as starters with green flags, two as judges with checkered flags, and two as gate-keepers to line up the boys. Use other adults as inspectors, scorekeeper, etc.
4. Experienced rocket racers warm up their space ships by gradually winding the rubber band motors to full capacity. Try 50 turns first, then 100, 200 and so on. Release the propeller between each winding. Try some backyard runs on a length of monofilament line before competition.
5. Soak rubber bands in castor oil several days before the space derby. This prolongs the band's life and power and will help eliminate breaking during competition. Leaders should have extra rubber bands and props handy for emergencies. Remember that it takes three rubber bands to fly each ship properly.
6. To save time, whenever a ship gives any trouble, pull it off the line and run it with the last heat. Allow boys to wind propellers before coming to the starting gate.

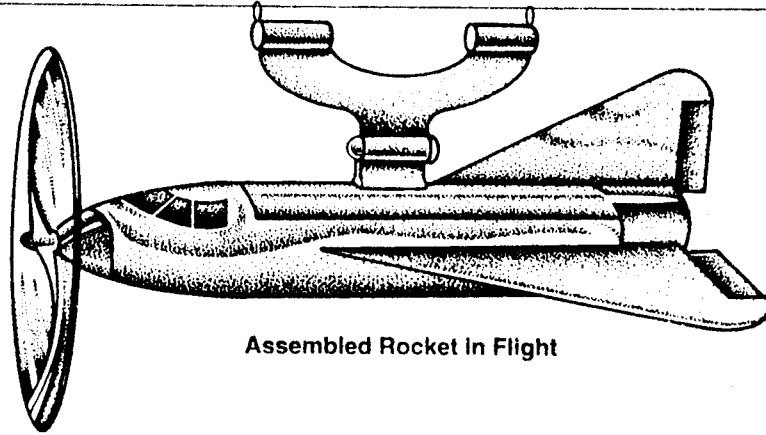
RACING TIPS:

A small hand drill is excellent for winding the rubber bands. It also helps speed up the event. Check the ratio of the drill by making one revolution of the crank handle and count the number of times the chuck turns. Most drills average a 1-4 ratio. It would take 40 turns of the crank to give you 160 winds on the rubber band motor. It is advisable to have one person hold the rocket and propeller while the other stretches the bands, about 1 1/15th" beyond the rocket tail, and turns the rubber bands, gradually shortening the distance between him and the rocket.

A handmade fitting of coat hanger wire makes winding easier. The wire for this winder accessory is not included in the kit, but can be easily made from scraps around the home.



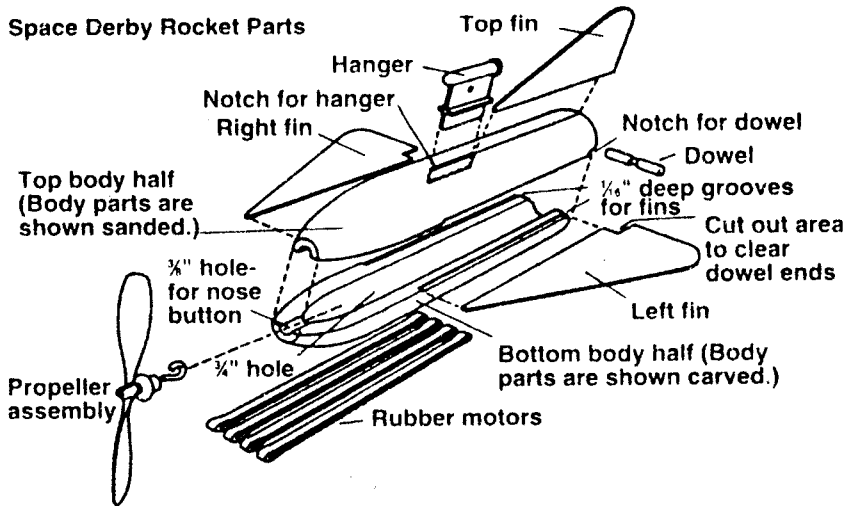
Space Derby Rockets



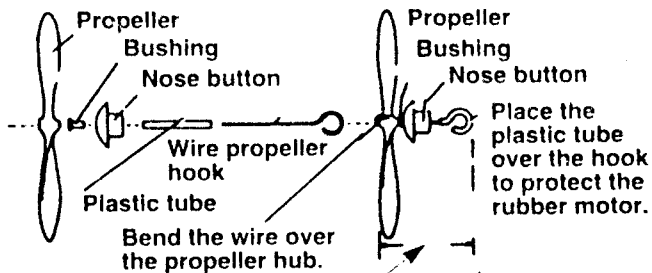
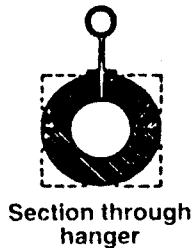
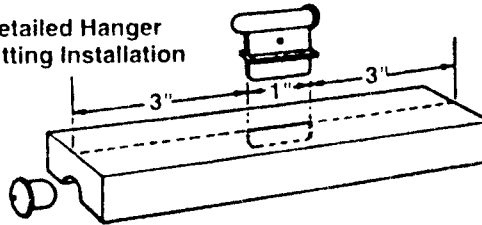
Assembled Rocket in Flight

Space Derby Plan Assembly Instructions

Space Derby Rocket Parts

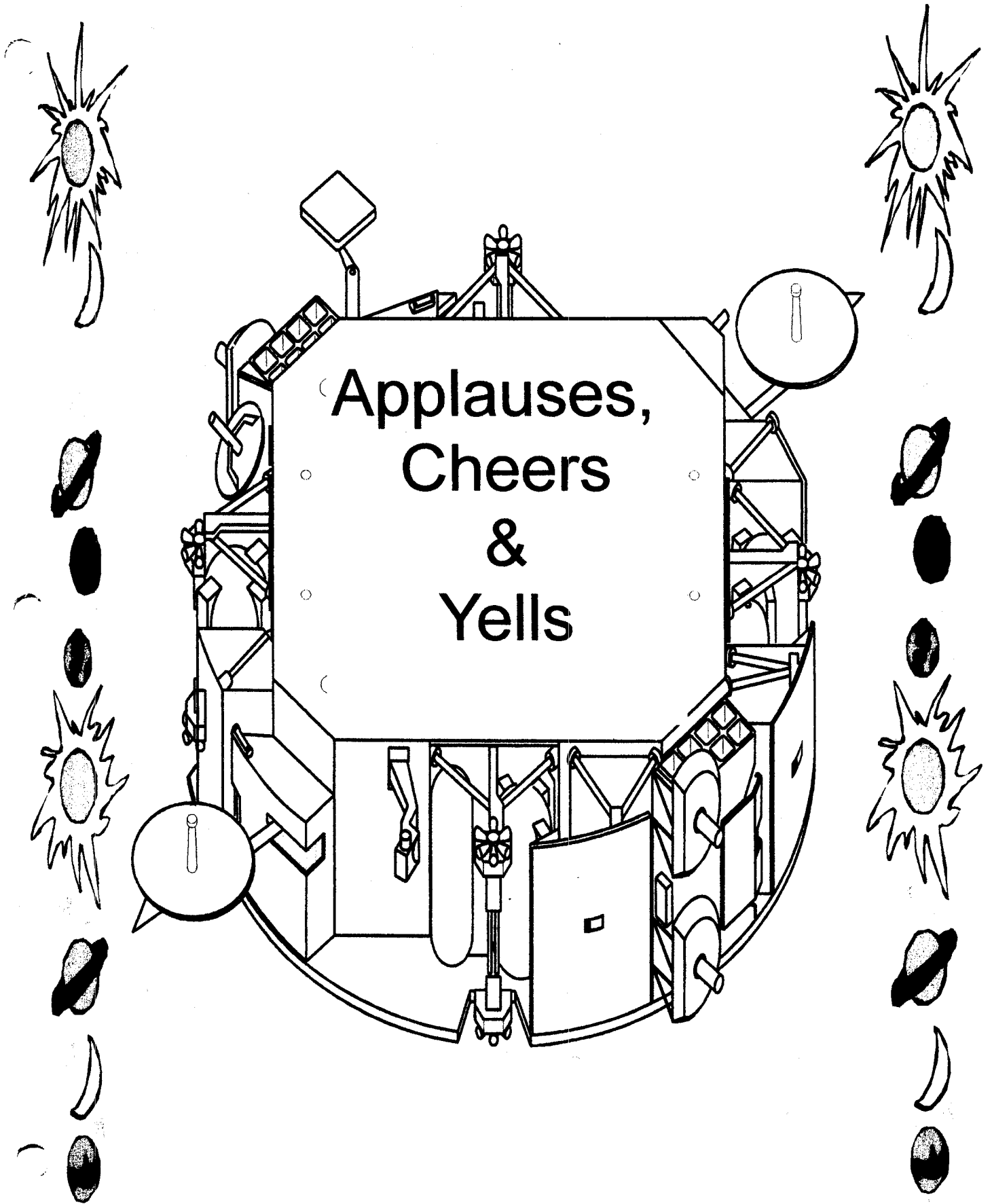


Detailed Hanger Fitting Installation



Bend the wire over the propeller hub.

The finished distance should be no greater than 1 1/4".



Applauses,
Cheers
&
Yells

ROBOT APPLAUSE: Walk in place, stiff legged and stiff armed, and say "Does not compute! Does not compute!"

MATCH APPLAUSE: Pretend to strike a match on the seat of pants, it lights on the second try. Look at it, shake hand and yell, "Yeeeeeeeeeeeeoooooooo.....oow!"

JOLLY GREEN GIANT APPLAUSE: "HO, HO, HO!" (in a deep voice)

STEAMBOAT APPLAUSE: Use both hands to make large rotory motions as if they were paddle wheels on an old side -wheeler. At the same time, say, "Chug-achug-chug". Then reach up with right hand and pull down saying, "Toot, toot".

FLAT TIRE YELL: Start with a very loud, "SSSSSSsssssssssss" (gradually fading out)

FLOWER APPLAUSE: Like a flower blooming, raise part way up in your chair, look around and then stand up and yell. "Spring!"

MOTOR BOAT APPLAUSE: Both arms out in front of you with palms together while you yell, "BBBBBBBBbbbbbbbbbbbbbbbbbb".

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.

BALLOON APPLAUSE: Put hands to mouth and as you blow, expand hands and fling them out with a big "BANG" yell.

DEEP SEA DIVER YELL: "Blubb, blubb, blubb."

SIX SHOOTER APPLAUSE: Point finger in the air and yell, "Bang - bang - bang" then blow "smoke" from the "gun".

POLE VAULT APPLAUSE: Stand your two fingers of one hand on your arm (like legs) Have them run down the arm to the wrist and then leap high in the air, as you bring your hand down, CLAP!

MONKEY APPLAUSE: Semi-squat position. Raise your left hand to ribs under left armpits, right hand to ribs under right armpit. Make motions of scratching while hopping up and down and yell "Eeek, eeek!"

SKYROCKET APPLAUSE: Make motion of striking a match on your pants, lean over to light rocket. Make a SH-SH-SH-SH sound, point from the floor to the air as if you were following it with your finger. CLAP hands and yell "Boom!" spread arms out wide and say "A-h-h-h" to indicate falling sparks.

WATERMELON YELL: Make motions of cutting slice of watermelon. Pick up a slice. When everyone is ready, take several quick bites, turn head, and give "raspberry" sound of spitting out seeds.

CANTALOPE YELL: This is a very fast watermelon (because it is smaller) Hold piece in one hand, take one bite, turn head and short "spit".

MORE ON CANTALOPE YELL: This is the same as the cantalope yell, but instead of "spitting" out the seeds, you swallow the seeds with a loud "Gulp".

COW YELL: Make fist with left hand with thumb down, grasp thumb with right hand and pretend to be milking a cow while saying "SH-SH-SH".

THREE HOWS: Leader thrusts fist downward and cubs yell "How". Leader does it three times very fast.

TWO AND HALF HOWS: Same as "Three Hows" except on the third signal, everyone says, "Ugh".

SKUNK YELL: Hold fingers to your nose, yell "P...U".

OKLAHOMA INDIAN YELL: Hold Cub Sign behind head like feathers, with your right hand. Say "Ugh". Make a bow and "Ugh". Now stand up and jump up very fast and remove the Cub Sign from the back of your head to high in the sky and yell, "Yesssssssss".

GRAND HOWL: Cubs form a big circle, facing in and make the Cub sign with both hands pointing in. In a loud voice they will say, "We'll do our best". On "Best" they jump to their feet with both hands over their heads with the Cub Sign. Bring down the left hand and say "D.Y.B." three times. Bring down the right hand with three "D.Y.B.'s"

RUDOLPH APPLAUSE: Put your hands to your head with thumbs in each ear and with the fingers up, forming antlers. Wrinkle noses while saying "Blink, blink, blink".

BEE APPLAUSE: Put arms out to each side like wings and flap them and say "Bzzzzzzzzzzzzzzzzzzzz".

TURKEY APPLAUSE: Say "Gobble, gobble, gobble", then rub tummy and say "Yum, yum, yum".

GHOST YELL: "Boooooooooooooooooooooo"

APOLLO APPLAUSE: Count down "10..9..8..7....3..2..1..Blast Off!" Move hand up like a rocket. Gain orbit, make a fist and move your hand around your head like a satellite, saying "Beep, Beep, Beep".

SANTA CLAUS CHEER: Hold hand on stomach and say "Ho, Ho, Ho!"

RAINSTORM APPLAUSE: Extend left arm and start patting on the forearm and slowly continue patting down the arm until you reach your palm. Upon a signal, have everyone say "Boom" to represent thunder. Now continue patting arm back up to the elbow, then stop.

BIG HAND: When the leader says, "Let's give them a big hand", everyone holds up their right hand, palm open.

CHIP CHOP: Divide the audience into two groups. One group will say "Chip" and the other group will say "Chop". Point to the first group then the second group. Do this three times and then everyone will say "Timber!"

PINK PANTHER YELL: Put your right foot forward and pivot on the ball of that foot as if you were grinding a bug under your foot. While doing that say "Dead ant, dead ant, dead ant) (to the tune of the Pink Panther).

CRACKER YELL: Crumby, crumby, crumby.

FLINTSTONES' YELL: Shake hands over head and yell "Yabba-dabba-doo!"

FONZ YELL: Extend right fist in front of yourself with thumb up and say "Aaaaaaa".

FLEA APPLAUSE: Click finger nails together.

CLAM CLAP: Hold fist over head and open and close your hand silently.

500 POUNDS: Canary: What does a 500 pound canary say?
Answer: "Here Kitty, Kitty"

B L B CHEER: Give me a "B" ... "B"
Give me a "L" ... "L"
Give me a "B" ... "B"
Put them all together and what do you have?
(putting finger between lips, go "Blb, blb, blb")

CATSUP BOTTLE APPLAUSE: Hold bottle in left hand and try to pound catsup out of the bottle with your right hand.

QUARTER POUNDER APPLAUSE: Place a pretend quarter in your left palm, make a fist with right hand and pound your left hand.

CACTUS YELL: "Yuca Yuca Yuca"

CHINESE YELL: "Fooley Fooley Fooley"

STIRRING ROUND OF APPLAUSE: Clap hands in big circle like mixing a big pot.

RADIO APPLAUSE: Under the leader's control, he will raise his left hand up and down which will control how hard the people will clap. The right hand will control how loud they will cheer. Hands up will be the high, hands low will be the low cheers and claps. Do one, then the other, then mix the movements.

JAPANESE CHEER: Place hands together about chest high and say, "Ah so, ah so".

BUCCANEER YELL: "Yo, ho, ho and a bottle of Coke"

FROZEN CUB YELL: Wrap arms around yourself and say "Brrrrrrr"

RAIN BIRD: Act like a yard sprinkler. Tap the side of your nose and say "Chew". Do this three times as you move your head around. Then bring your face forward again while giving a "raspberry" sound.

PARATROOPER YELL: Jump from plane, say "Geronimo" Grap chest like trying to open emergency parachute and say "Click...click...click AAAAaaaaaaaaa" Clap hands and say "splat".

BOW AND ARROW CHEER: Make motion as if shooting an arrow and say "Zing, zing, zing".

LION TAMER APPLAUSE: Simulate having a chair and whip. Hold chair out and crack whip, yelling, "Back, back, back" (This sometimes is known as "The Den Leader's Yell")

POPCORN APPLAUSE: With one hand over the other closed, cover it the the other hand. Let the closed hand "grow" from under the other hand and then spring fingers open, saying, "Pop, pop, pop".

MOSQUITO APPLAUSE: With hand slap yourself on the neck, arms, legs, while say, "Ooooo,,,,Ahhhh...OOooooo"

FIRE ENGINE YELL: Sound like a sire "RRRRrrrrRRRRrrrr", "Ding, ding, ding"

SWINE APPLAUSE: "Sueeeeeeeeeeee, pig, pig, pig."

COLUMBUS APPLAUSE: Put hands up like holding a telescope and shout, "Land, Ho"

MOTOR CYCLE YELL: Stomp foot as starting motor cycle, say "Varoom", have arms out like hanging on to handle bars. Twist right hand and say "Varoom, Varoom". Now act like you are driving the bike and say, "AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA".

TROMBONE APPLAUSE: One hand on trombone slide and other covering the mouth, go "Wah-wa-wa".

TRUMPET APPLAUSE: "Da-da-da-da-da-da-data-da-Charge"

BULLFIGHTER APPLAUSE: Hold cape to one side and make pass, yelling "ole". After 3 passes, get gored, with an "Ughhh".

SPANISH APPLAUSE: Stand with left hand on hip and right hand held above head in the manner of a flamenco dancer. Simultaneously, snap fingers of your right hand and stomp your feet in a fast tempo, while turning slowly. Continue until you have made a complete circle. About every quarter-turn, yell "Ole".

MAD SCIENTIST: Pretend to hold up a test tube in one hand. Pour something else in to it, then something else, then go "Ha, ha, ha, it is going to work.....Oh no!!!! SSSSSSS Boom!"

OVEREATER'S APPLAUSE: Looking uncomfortable, rub stomach and say slowly, "I can't believe I ate the whoooole thing".

ROADRUNNER: "Swoo-sh, swoo-sh, swoo-sh"

AFTER DINNER APPLAUSE: "Plop, plop, fizz, fizz. Oh what a relief it is"

LIGHTS IN THE SKY YELL: "Twinkle, Twinkle"

GIANT SNEEZE: Divide group into three sections. On signal, one group says "O-hishie". Do this one after the other. Start slowly, go faster and faster until everyone combines to one giant sneeze.

SPIDER YELL: Walk all four fingers of one hand up the other arm and then scream, "EEEEEEK".

EAGLE APPLAUSE: Lock thumbs and flutter fingers like wings and say "Cree, cree"

WHALE APPLAUSE: Shake hand like fish swimming and then bring other hand up like a spout and go "PhsssH".

WHIP APPLAUSE: Pretend to snap a whip and yell "YAW, YAW"

MAN IN THE MOON APPLAUSE: Circle face with hands and say "I eat green cheese"

MELTING ICICLE APPLAUSE: Hang fingers down and say "Drip, drip."

SLEIGH APPLAUSE: Bob up and down on chair like riging in a sleigh and say "Ting-a-ling" (3 times)

NEW PERSON CHEER: "Hi there. Welcome! Welcome! Welcome!"

BAWL GAME: Tell Cubs whoever makes the most noise for a given length of time , wins.

STANDING BROAD GRIN: The widest grin is judged the winner as judges measure each boy's grin.

SATELLITE APPLAUSE: Move right hand in a circle over the head, opening and closing the fist while saying in high falsetto voice: "Gleep, gleep, gleep".

PAUL REVERE APPLAUSE: Pretend to be riding a horse, while moving up and down saying "The British are coming, the British are coming"

POLE VAULT APPLAUSE: Stand your two big fingers of one hand on your other arm like legs. Have them run down the arm to the wrist and then jump into the air, as you bring your hand down, clap.

STRONGMAN'S APPLAUSE: Pretend to lift a heavy object and say, "uh, uh, Ahhhhhhhhhhh"

TIGHTROPE WALKER'S APPLAUSE: Hold your arms out pretending to balance yourself on a tightrope, lean to one side and go "Ahhhhhhhhhhhhhh" as you simulate falling.

WOODCHOPPER'S APPLAUSE: Shout, "Chop, Chop, Chop, Timber"

CHEESE GRATER APPLAUSE: Act as if you are looking for the cheese grater in the kitchen drawer. Once you find it start to grate cheese and say "Grate, grate, grate"

JET CLAP APPLAUSE: Swish your hand accross in front of you like a jet and clap your hands twice real fast.

BANANA SQUISH APPLAUSE: Pretend to peel a banana as you say "swish, swish, swish and then squirt the banana at the audience.

HANDKERCHIEF APPLAUSE: Throw a handkerchief in to the air with the instructions for the applause to last until you catch it or it falls to the floor. Vary the length of the applause. Throw long, throw short or no throw at all.

TYPEWRITER HOWL: Click, Click, Click.

MISTAKE APPLAUSE: Clap Hands - but misses, fan air.

JOCKEY CHEER: Stnad with legs slightly bent, cap on backwards. Clap hands on thighs and bounce up and down to imitate riding a horse. Leader waves hands. All stop and yell "Whoa"

LOCOMOTIVE: Start slapping your left arm with your right hand up at the shoulder. Gradually increase the speed, working down the arm, out to the ends of the fingers. Place your right hand over your eyes, as if peering into the distance, saying "WHOO, WHOO"

NICKEL'S WORTH: Pretend you'r flipping a nickel up in the air, catch it and slap it down on the backside of your other hand.

NOISE MACHINE: Leader has a 4 foot board (or any length). This acts as a "noise machine switch". As the board is lifted, the noise gets louder, as it is lowered, the noise dies down. The noise is produced by the boys' clapping.

PACK APPLAUSE: Everyone yell together, "CLAP YOUR HANDS". Clap 5 times, "STOMP YOUR FEET", stomp 5 times. "PACK _____ CAN T BE BEAT."

PONY EXPRESS: Have everyone gallop in place and shout "YIPPEEEEE".

ONCE OVER: Clap the backs of your hands together once.

SEAL CLAP: Extend arms in front of you, cross hands at wrists, and clap several times, saying "AR, AR, AR"

SHIELD: "CLANG, BANG, CLANG, BANG, CLANG, BANG" pretending to be in a swordfight.

SILENT YELL: Everyone in unison opens their mouth to scream, but no sound is made.

SOLE: Tap the sole of your foot with your hand.

SQUARE HOW: "HOW" (make a horizontal line to the right) "HOW" (make a vertical line down), "HOW" (make a horizontal line to the left), "HOW" (make a vertical line up to complete the square.

SQUARE HOW WITH POW: Same as "SQUARE HOW", but hit right in the middle of the square and say "POW".

BEAVER: Cut a tree by tapping your front teeth together, slap your tail by slapping a palm against your thigh several times, then yell "TIMBER!!!"

CHEERLEADER: Slap hands against hips and say "HIP, HIP", raise arms above head and say "HOORAY!!!"

COYOTE: Start "YIP, YIP, YIP" like a coyote, getting faster and ending with "YIPPEE".

CUCKOO: Nodding your head up and down like a cuckoo clock, say "CUCKOO, CUCKOO, CUCKOO"

DRUM: On legs, make a rat-a-tat-tat sound 3 times, then hit stomach 2 times, saying "BOOM, BOOM"

HALF A HAND: Raise a closed hand high above your head.

HEART AND SOUL: Pat sole of shoe with and heart with the other hand several times.

HOSPITAL HOWL: "SICK, SICK, SICK"

HOWS: Yell "HOW, HOW, HOW." (HEAP HOW IS 'HOW, HOW, HEAP HOW')

IMAGINARY: Pretend you are clapping but have hands go by each other instead of hitting.

INDIAN: "HOW, HOW, HOW, UGH"

LAWRENCE WELK/FRED FLINTSTONE: "Uh, 1, Uh, 2, Uh, 3, Uh,.....
Yabba Dabba Do."

MOSQUITO: Follow an imaginary mosquito around with your index finger, say "Bzzzzz." As mosquito lands on your arm, make a "Cluck" sound (with tongue). Mosquito sucks blood, "Sluuuuuurrpp"
Smack mosquito with other hand, "SMACK"

TELEGRAPH APPLAUSE: Tap two index fingers together and say, "Click, clickety, click, clickety, click."

GOOD JOB APPLAUSE: Chip-chop type: "Great going" (say this 3 times)

POW WOW CHEER: Explain to audience that when you call out "Pow", they should respond by saying "Wow", and vice versa. Do several times, saying faster and faster.

LIGHTNING APPLAUSE: Snake your fingers like jagged lightning and go "Shhh, Shhh" on each jagged movement.

PATRIOTIC APPLAUSE: Shout "U.S.A." and thrust right hand with doubled fist skyward, then shout "Hooray, Onward and Upward"

PAPER BAG APPLAUSE: Make motions to simulate opening a paper bag forming a neck, blowing it up and popping it, saying "Pop!" loudly.

UFO APPLAUSE: Hold index fingers to forehead and shout, "Take me to your leader"

MAGICIAN'S YELL: Stand and pretend to reach up sleeve ----- pull hand out and yell "Sha-zan"

Why is Santa Claus like a farmer?
Because he goes, "Ho, ho, ho."

FLAPJACK APPLAUSE: Pretend to pry a spatula under a pancake. Then throw it up in the air and nod three times as if watching flapjack flip in air, then catch it on spatula as you bring your other hand down with a loud clap.

ALLIGATOR: With palms together, start opening fingers, keeping wrists together, then snap hands together very fast. Repeat 3 times.

BALLOON: Put hands to mouth and blow. As you blow, put hands out in circle getting bigger, then yell "BANG!!!!"

SQUIRREL: Pretend you have two nuts and pound them together.

STAMPEDE: Everyone stand up and start stomping feet as fast as they can.

TONY THE TIGER: Roar like a tiger and say, "IT'S GREAT".

TORTILLA: Slap hands together, alternating one hand and the other from top to bottom. On every 4th clap, shout, "OLE".

WINE MAKER: Everyone stomp around on floor as if stomping grapes.

WOLF HOWL: Simulate wolf howling at the moon.

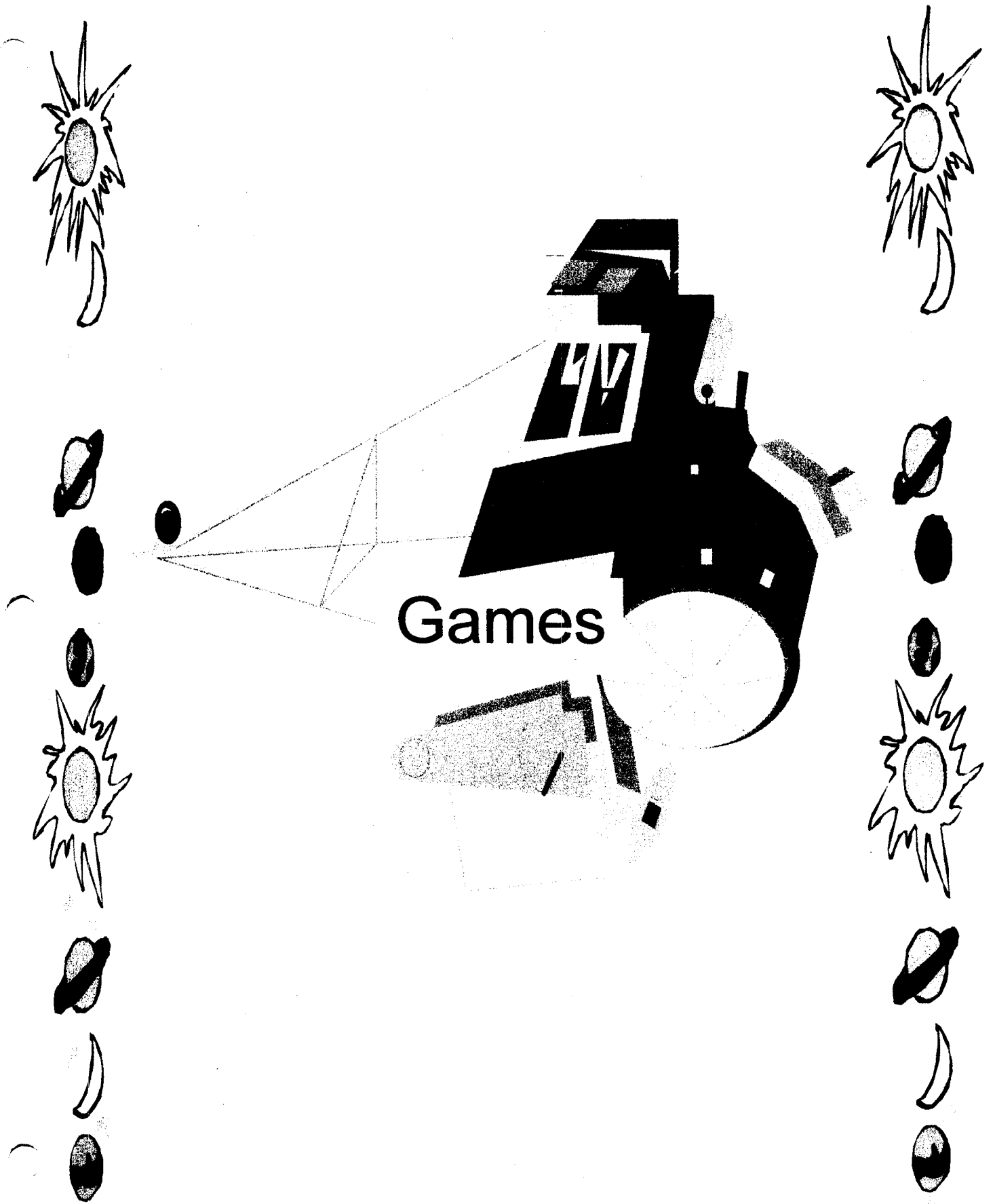
BARBERSHOP APPLAUSE: Clap hands as a barber strops his razor, first rubbing your palms together, then stroking the back of your right hand across your left palm. Don't forget the barber's flourishes, and finally, the first downward stroke on your face accompanied by a harsh scraping noise.

ORDINARY APPLAUSE: This is just plain hand-clapping. Some people would say this is used by those who lack imagination. But it always gets a good response and forces the group to participate.

ARTILLERY APPLAUSE: Begin applauding slowly in unison and gradually increase the speed. Then slow down until finally, the hands are not brought together at all.

"WHEN I DO, YOU DO" APPLAUSE: Give the order: "When I applaud, you applaud - when I don't, you don't." Go through several false motions to see if you can catch the group napping.

Games



GAMES

Everyone likes to have fun! The playing of games is an extremely easy and fulfilling way to have fun.

Cub Scouting is fun. It is one endless game where the Cub Scout learns new skills, enlarges on known skills, and can see more clearly his place in the world around him. Games can accomplish a large scale of activities and convey more than skill improvement. They can encourage thought, promote team spirit, build citizenship, develop one's own mind and body, and be an outlet for excess energy.

GAMES ARE:

- Lessons without teachers
- Body builders
- Mind stretchers
- Friend makers
- Building blocks
- Most of all games are fun

THROUGH GAMES, A CUB SCOUT:

- Learns new skills
- Develops new interests
- Learns to follow the rules
- Learns fair play
- Learns to wait his turn
- Is taught respect for the rights of others

Cubs like games in which there is a sizeable element of luck. They do not require prizes, nor do they seem to worry if the game is not finished. They like games which restart almost automatically, so that everyone is given a new chance. Cubs like games whereby they gain the reassurance that comes with repetition.

Remember, the success of a game period depends greatly upon leadership. A leader can challenge and persuade the shy Cub Scout and channel the energy of the "showoff", making den and pack meetings fun for all.

PACK GAMES

The games picked for a pack meeting should be fun to play and fun to watch. They should promote good sportsmanship, and hopefully tie into the monthly theme.

A multi-station relay can easily accomplish all of these. For instance, if the theme were space, the stations could be... spin around Saturn... drink Tang from a big dipper... eat a cracker and whistle "When You Wish Upon A Star"... shoot the moon, etc. In between stations, the participants could walk as if weightless. This type of relay can easily be adapted to any theme. Ride a broom horse between cowboy and Indian stations, or walk like Frankenstein between Halloween stations.

Games that are fun to play and fun for the pack to watch can be designed with just a little bit of innovation. Everyone should be able to participate. Don't just pick one or two boys from each den. Be sure to get parents involved. The Cubs will love watching their parents playing a game.

One of the most important aspects of keeping a pack healthy is to make the new families feel welcome. This is true in all packs, but it is especially true in large active packs. Often it is intimidating for new people to come into a group where everyone knows each other. There are many ways to make new families feel welcome and playing an icebreaker game is an especially good way. Icebreaker games are fun and a good way to get people to meet each other. Icebreakers can be found in "Group Meeting Sparklers" and the "How To Book" available at the Scout Shop; however, designing an icebreaker for a theme is easy. For example, if the theme were patriotic, choose four patriotic songs. Have a slip of paper with the name of one of the written on it for each person attending the pack meeting. Hand these slips of paper to each person as they walk in the door and have them find the others that have their matching song. As an opening, each group could sing their song. One person from each group could also introduce a person they didn't know before.

DEN GAMES

Den games are designed with a small group of boys in mind. Quiet games are helpful when weather prohibits outdoor activities. Den games can be relays or can be played by individual boys.

An active den game is a helpful start at den meeting to "get the kinks out". This is especially true for Den meetings that are held immediately after school. The boys have been cooped up for several hours and starting with an active den game can provide an outlet for letting off steam and may make the group easier to handle for the quieter activities later in the meeting.

Choosing up sides among the boys is not always easy. If there is a problem boy who is not well liked by all members, drawing straws, going in alphabetical order, or selecting two captains to choose alternately may be fair ways to select teams.

Remember...games can be used to teach fair play, promote good sportsmanship and build character..., but most of all, they should be fun.

SUGGESTIONS FOR CONDUCTING GAMES:

Know the game well and the area needed before teaching it. Have all the necessary equipment on hand.

Remove all possible hazards from the game area.

Have the full attention of the group before trying to explain the rules of the game.

To introduce the game, name it, demonstrate it, ask for questions, then start it.

Always insist on fair play.

If a game is going badly, stop it, explain it again, then try the game once more.

Play, but don't overplay a game. A successful game will be more in demand if it is stopped while it is still being enjoyed.

Be alert to overexertion.

CHOOSING A GAME:

Know and understand the game.

Be prepared to teach the game.

Take into consideration:

Physical arrangements

Equipment needs

Number involved

Abilities of the participants

KISMIF - Keep it simple make it fun. Give it full attention: practice to make it work: then evaluate to make sure it is right.

Game Chest

Each den should make up its own game chest. You can decorate it and fill it with different items. Many of the items can be found around the house or purchased at small cost.

Include a game card file listing the game rules and equipment needed.

Here are some suggested items that you may want to include in the game chest.

Bean Bags	Soda straws
Rubberbands	Playing Cards
Martles	Dominoes
Crayons	Bandanas
Masking Tape	PingPong Balls
Paper Bags	Whistles
Gloves	Tin Pie Plates
Balloons	String
Dice	12'Clothesline

Making and assembling a game chest is an excellent Den Chief project.

Begin now accumulating 'odds and ends' for the den game chest. As new games are tried, boys can bring scrap items from home to be used in the game. Then add them to the game chest for future use.

Game instructions can be kept on 3x5" cards for easy reference. Store these in the game chest.

The items in the game chest may be used in several ways, clothes pins, washers and playing cards can be tossed into pie pans and cans; feathers can be blown across the room in relays; ping-pong balls can be rolled, tossed or blown with a straw into containers; old work gloves are helpful in playing fumble fingers; handkerchiefs make good team flags or blindfolds; rubber rings may be tossed over bottle necks. . .the list goes on and on.

The game chest will be a silent helper when planned activities are over too quickly. It can help the denner when it is his turn to help at den meetings.

It's also a good place to store den supplies, unfinished craft items and den records. Try making a game chest. It will soon become a treasure chest.

GAMES

Frisbee games

Lickety-split

Scouts pair up and stand a certain number of feet apart (determined by the team's skill level). The object is to sail the disc back and forth as many times as possible in one minute. Each successful pass scores one point. Optional scoring involves giving 2 points for catches made behind the head, under the leg or on the tip of the finger.

Ultimate Disc

Like football, this scaled-down version of the official game requires 2 teams and 2 goal lines. Play begins with each group standing behind its goal line. One team throws the disc into the other's end zone. The receiving team must try to move the disc up field using a series of passes. Each time a player catches the disc, he must stop in his tracks and throw it to another teammate before taking another step. To score a point, the receiving team must complete a pass to a player positioned behind the opponents' goal line. The defending team is awarded the disc following a score, an incomplete pass, or an interception. The first team to score 21 points wins the game.

"Hacky Sack" Games (or a small bean bag)

Going for the Count

The object of this game, played solo or in pairs, is to kick a footbag the greatest number of times in a row. To step up the beat, and the tempo, time the event. The winner is the one with the most kicks per minute.

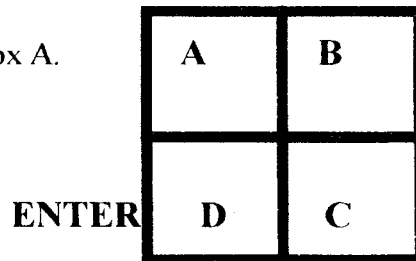
Networking

Use chalk or string to mark a midsize rectangular court on the ground. Players divide into 2 teams and volley a footbag over the centerline. If the bag hits the ground before crossing the line, the team on the other side of the court scores a point. The game ends when one team scores 21 points.

Red Playground Ball

4 Squares

No keeping score, no winner, and still the best darn game at the bus stop. Draw the four-square court with chalk or masking tape. The player in box A bounces and serves the ball. The others must let it bounce in their box before hitting it to another square. When a player muffs it, he moves to box D (or the end of the line waiting to enter D) and the other players rotate up toward box A.



Dodgeball

The rules of dodgeball vary from gym class to gym class. Here's one version. Players form 2 teams, each remaining behind a center line and take turns hurling the ball at each other. When players are hit, they leave the game; if a shot is caught, the thrower is out. The game ends when one side is eliminated or you run out of time.

Soccer Bowl

Set up 10 empty soda cans or plastic bottles in a triangle or circle on a level section of ground. Each kid gets three tries to knock down as many pins as possible by kicking an

inflated ball at them from 20 feet away. If all of the pins fall before his last turn, set them up again so he has a chance to add to his score.

Balloon Face Race

Organize players into pair and hand each team a partially inflated balloon. When the game starts, teammate must race to a designated finish line carrying their balloon between their heads, no hands allowed.

Flights of Fancy

Invite the boys to test their favorite paper airplane models by trying to flying them through a cardboard tunnel (just fold in the top and bottom flaps of a large box and set it on a table. Or use string to mark a landing zone and have them try to fly their plane into the target area. Boys score points for each accurate flight. Determine the score required to win the game.

Beach Ball Volley

Playing one-on-one or in teams, kids volley a beach ball over a makeshift net (a rope tied between 2 chairs). With younger kids, allow one bounce before they have to hit the ball.

Minimal Props Required Games

Frog Legs

Mark a starting and finish line on a level section of ground. Contestans line up side by side in squatting positions behind the starting line and clasp their fingers around their legs just above the ankles. When the race begins, everyone hops toward the finish line. A player who losses her handhold at any time during the race is disqualified. A child who

loses his balance and falls over can remain in the race provided that he gets back on his feet without losing his handhold. The first player to hop over the finish line wins.

Leaping Lily Pads

For this bouncy version of musical chairs, instead of setting up seats, arrange a circle of lily pads (colorful bandannas) on the ground. While one person operated the radio, the other players act like frogs, hopping around the outside of the lily pads and croaking.

When the music stops, each frog must claim a lily pad by jumping on it. For each new round, one bandanna is removed from the circle. The game continues until one frog wins the last lily pad.

Light - No light

Evening game, outdoors

Equipment: flashlight

Formation: scatter

The game is best in a large open wooded area.

Players line up at one end of the playing area, while one player, holding a flashlight, stands at the other end.

The object of the game is to move from one end of the playing area to the other, past the person holding the flashlight.

The player with the flashlight stands with his back to the other players. Every five seconds, he turns around, turns on the light and scans the area for three seconds. If a moving player gets caught by the flashlight beam, he has to return to the starting end. Stationary players may remain where they are.

The first person to successfully move past the 'flasher' becomes the light for the next round.

Ping-Pong Race

Divide the group into teams of two players each. Each pair of players stand behind the starting line. They are face to face, each with hands gripping partner's shoulders. They are given a ping-pong ball, which they must hold between their foreheads. At the signal, they run to a turning line and back again, keeping the ping-pong ball gripped firmly between their heads. If they drop it, they must pick it up where it fell and keep going from there. If there is a large group present, this may be done as a relay between two teams.

Bean Transfer

The leader gives each player a table knife* and two paper cups. One cup is empty and the other contains ten dried beans. Navy beans or kidney beans will do. Using the knife only and never touching the beans with his hand, he must transfer the beans one at a time from one cup to the other. The winner is the first to complete this action. With a large group, the game may be played as a relay, with several players having to do the bean transfer in turn.

*Make sure the knife is not sharp or you may wish to use either plastic knives or tongue depressers.

Newspaper Shuffling

A supply of daily newspapers must be gotten ready, with one complete newspaper for each player or a portion thereof. They should have the same number of pages and be of the same size, but need not be identical issues. Each paper is taken apart in advance, and its sections and page numbers completely mixed up. Then, the contestants sit around a table or squat on the floor in a small circle so there is very little space between them.

Each player is given one of the mixed-up newspapers and is told, at the signal, to put it back together in the correct order. Without much elbow room, and with papers flying wildly all over the place, this is a hilarious and somewhat difficult task--but the first to complete the job will be the winning newspaper shuffler!

Discus Throw

Paper plates are thrown for distance; this works best outdoors. If the "meet" is being held indoors, they may be thrown for accuracy, at a chalked rectangle or large newspaper lying on the floor at the end of the room. The event should be given several trials if it is judged for accuracy.

Shot put

Blow up a large paper shopping bag, tie a string or strong rubber band around the top, and throw it for distance. Don't be disappointed if it only goes a few feet. This one must be measured to the nearest inch!

Javelin Throw

A player stands in a small circle, pivots once or twice, and throws a toothpick or a popcycle stick for distance. This is safe indoors.

Reverse Discus Throw

A player stands with a mirror in his hand and with his back to a hoop that has been suspended from the ceiling. Someone must hold the hoop so it does not continue to rotate. Looking into the mirror, he tries to throw beanbags or ping-pong balls through the hoop; five tries are permitted.

Gurgle Contest

Each player is given a full cup of water and a small plastic spoon. At a signal, he drinks the water, dipping it up rapidly with his spoon. This is a race to see who can finish the water first. Only the last few drops may be poured by hand into the spoon, so that the cup is absolutely empty at the finish.

Twenty-yard dash

Players must race, carrying a ping-pong ball in a teaspoon held between their teeth, to a turning line and back to the starting point.

Frogmen

This is a relay to be played by two teams. The first player of each team pulls on a burlap bag over his feet and holds it up with his hands. He hops across the room and back again. He then hands his bag to the next in line. The team finishing first wins.

Shoe Box Relay

For this game you need four shoe boxes. (it is good to have a spare or two in case one is broken). The group divides into two teams of equal number. At a given signal the first one in each line puts a shoe box on each foot and tries to run across the space to the opposite line and back. The second one in line is all ready when the first one returns to put on the boxes and try his speed. The line which can finish first is the winning team.

Spider Relay

The group is divided into two teams of an equal number of couples. Each couple stands back to back, locking their arms together. At a signal the front couple runs for a designated goal. Running toward the goal one player is running forward, the other is running backward. Returning, the opposite is true. The team finishing first wins.

Car Relay

For a lively game divide your group into teams with six players each, and have each team select the name of an automobile. Each player is given a part to play as follows:

- 1st player - Steering gear is broken - walk zigzag.
- 2nd player - Flat tire - limp.
- 3rd player - Water in gas - two steps forward - one back.
- 4th player - Can't go forward - walk backward.
- 5th player - Can't go at all.
- 6th player - Pushes fifth player by placing both hands on player's waist.

This is a walking relay in the usual line-relay formation. The team doing everything correctly and having the sixth player cross the finishing line first, wins the game.

Sardines

This is a different and interesting kind of hide-and-peek game. You can play it with five or more boys. One boy goes out to hide, while the group counts to 100. If one of the boys finds the hider, he sneaks away so that the others don't see him, and he joins the hider. As the other boys spot the hider, they join him too. If they are hiding in a small area they all crowd in together, like sardines in a can. They must be quiet so that the others won't know where they are. The boys who are hiding wait there until the last hunter finds them. The one who first spotted the hider is the first to hide in the next game.

Snake Eating Contest

Perhaps you cubs might like a safari to deepest Africa for a snake eating contest! Have the boys choose or draw for partners, line them up in pairs, so that they are facing each other. Give each pair a long black stick of licorice candy. Each one of the pair puts one end of the stick in his mouth and stands with his hands behind his back. When the signal is given, each contestant begins to eat his way toward his partner. Pair who first reach each other are the champion "Snake Eaters".

Tightrope Walk

Test your tightrope skills in this fun-packed game. For the 'rope', set a long 2 by 4 up on edge, supported at each end with a pair of sandbags. Mark off distances on the rope. Label two feet and an optical whirler to the player walking six feet.

Magician

This is a simple game. The only equipment you really need is a set of ear-plugs for yourself. One boy is appointed the Magician, given a wand and set loose among all the other players. He turns them into cars, boats, trains, dogs, cats, etc. and watches as they make the appropriate noises and actions to their roles. The best performance wins the wand for the next game.

Fifty-yard Dash

Players must push a quarter or a wooden disk about the size of a silver dollar along the floor, using the end of a broomstick to a turning line and back.

Mile Walk

This is a race to the end of the room and back, placing the heel of one shoe so that it touches the toe of the other at every step.

Chariot Race

Teams form two or more lines, in file formation. Each first player is given two pieces of board, about a foot square and one inch thick, with a strong cord or rope attached to the ends. Keeping one foot upon each of the "chariots," the first player on each team races to the turning line and back. Then the second player mounts the "chariots" and the relay continues. The first team to complete the action wins.

Hoop Around Relay

This game requires the famous "Hula Hoop" or something similar. Each first player takes a hoop, passes it over his head, down around his body and down to the ground. He steps out of it and passes it on to the next player. The first team to go through the hoop wins.

A slightly more vigorous version of this game is to have each player lie on the ground and crawl through the hoop, before moving it on to the next player.

Still another is to play the game with two players holding the hoop and running down the line while the others must all dive through.

Crab Relay

Players line up in file formation, but face away from the starting line. At the leader's signal, the first player in each line takes a crablike position, lying on his back and then raising himself on his hands and feet, with head erect. He scuttles backward on all fours to the turning line, and then back to place to touch off the next player. The first team to complete the action wins. If the stunt appears too hard for some they may "crab" to the turning line and "run" back to place.

Bag Blow Relay

Set out two equal rows of chairs with a paper bag on each. At the word 'go', the first member of each team runs once around his row of chairs, goes to the first chair in his row, blows up the bag and bursts it. When it has burst, the second team member takes off-and so on. The first team to burst all the bags wins.

Pirate's Chest

In this game, players have to think of words beginning with all the letters of the alphabet. Players sit around and chant: Up in the attic is an old pirate's chest. In that chest there is an --Each player in turn has to give a word using the letter A, then B, and so on. Letters like X and Z can be left out. Anyone who falters or gives a word beginning with the wrong letter is out.

Hop the Lemons

Two teams are formed and lined up. Two lemons are balanced in small egg cups, the smaller the better. The teams have to hop without dropping the lemons to the finishing line and back to hand over to the next team member. If it drops they have to go back to the line they last left before starting again. No holding the lemon, only the base of the egg cup. The hopping motion makes this hard.

Giant's Treasure

One boy takes the part of the giant who lies guarding a pile of cookies and candy. The giant pretends to be asleep and the other children try to steal the treasure. If he sits up they must stand completely still. If someone is caught moving after the giant has sat up, he is out of the game. The first person to reach the treasure uncaught becomes the new giant.

Rice Picking

Using only two pencils, the players must lift 12 grains of rice from their plate to a bowl. The first one to clear his plate wins.

Chinese Get-up

Group pairs off. Two sit on floor, back to back, with locked arms. At a signal they try to rise. This, too, lends itself to tournament play. The winners play each other until only one winner remains.

Cork Snap

Place a pop bottle on the corner of a table with a cork or marshmallow on top of bottle. Each player starts from a line ten feet from the table and walks rapidly toward the bottle with arm outstretched and hand in position for snapping the cork off the top of the bottle. That is, the hand is held palm down with the middle finger touching the thumb. Player must not hesitate in his progress toward the bottle. It is surprising to see how few will snap off the cork.

Arm Length Touch and Balance

Two opponents stand at arm's length from each other. Two lines are drawn just in front of each player's toes. Players stand with left hand behind back and right arm out straight, and attempt to touch the body of their opponent. A player may bob and lean back, but he may not move his feet to avoid being touched. Play five rounds and have players change partners.

Nails - Nails - Nails

Two teams of boys, each holding a pair of pliers, must grasp a nail or a nut and take it from one bowl to another bowl across the room. One boy holds one side of the pliers and the other boy holds the other side. Pressure and team work will keep the pliers closed enough to hold nuts or nails.

Jelly Thru a Straw

At the starting signal, each player must begin to eat his jelly by sucking it up thru the straw. The first to succeed is the winner. The trick is to break the jelly up before you start.

Egg Relay Race

Two hard-boiled eggs are used for this relay. The group is divided into two teams which form two lines, one player directly behind the other. Each player is given a teaspoon with instructions to hold the handle between his teeth. A hard-boiled egg is placed on the bowl of the spoon of each of the two leaders. At a signal the leaders, with their hands behind them, run to a goal across the lawn without dropping the eggs. If the player accomplishes it he grabs the spoon in his hand, runs back to the line and places the egg in the spoon of the player next in line.

If the player drops the egg in transit, he picks it up and places it back on the spoon before advancing farther. The team completing the race first is declared "Eggsperts."

Egg Toss

Each player faces a partner who stands about three feet away. The player tosses a raw egg to his partner. If his partner catches the egg without breaking it, each player takes one big step backwards. If the egg is not caught but smashes to the ground, that couple is eliminated. After each throw each partner moves backward one step. This game is most exciting if a number of teams are playing simultaneously.

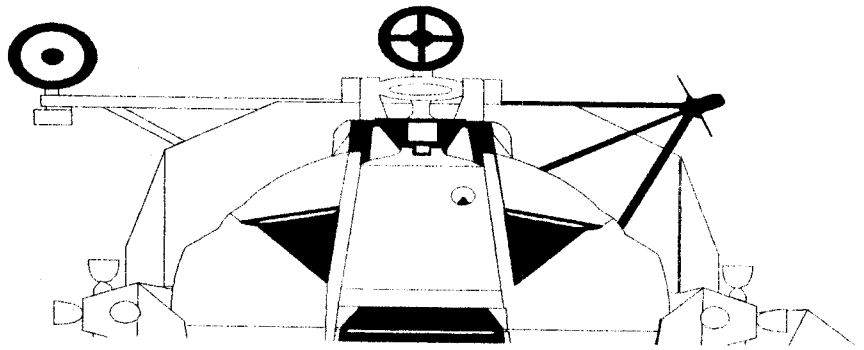
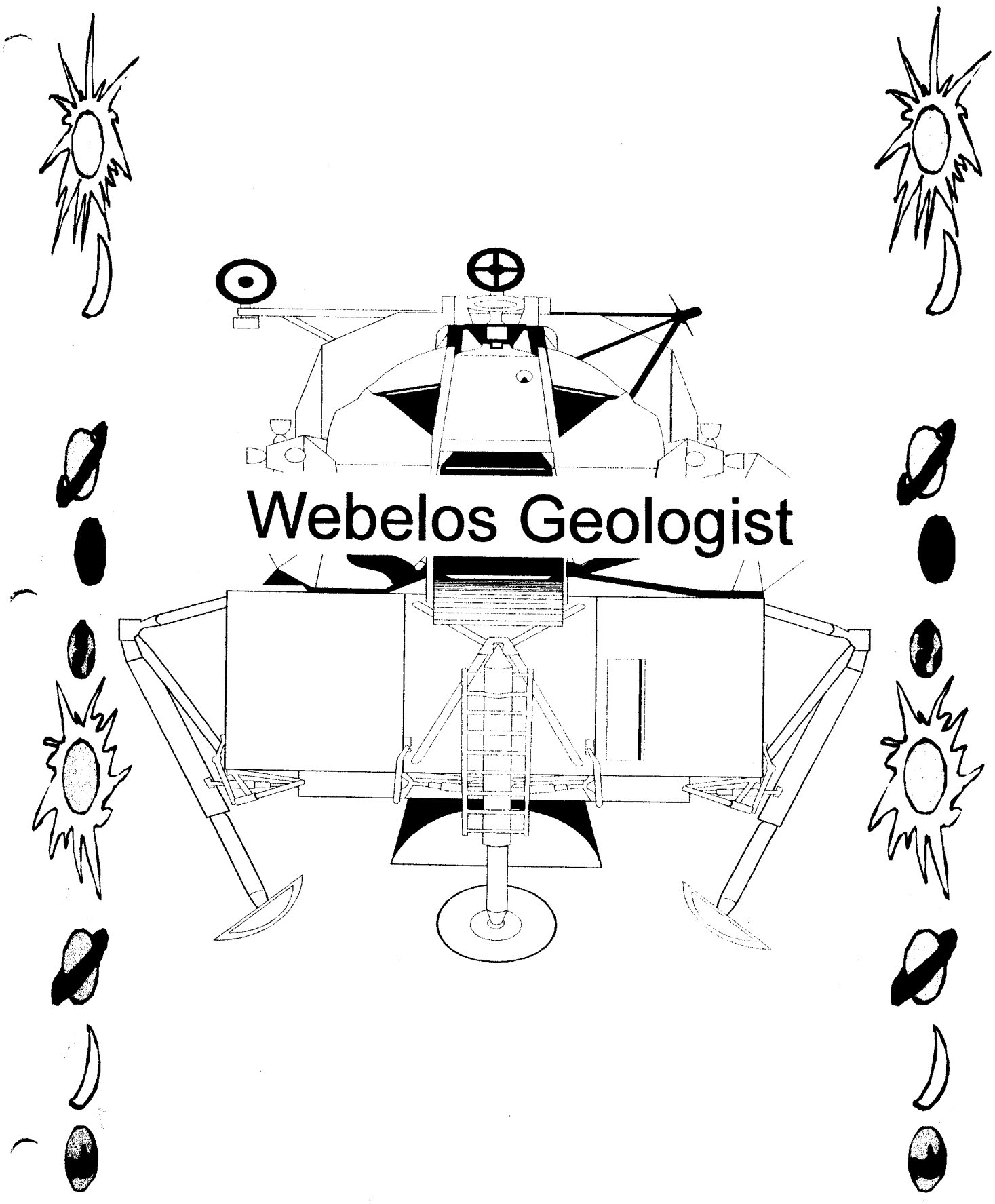
Another fun way to play this game is to use water balloons.

Washington Cherries

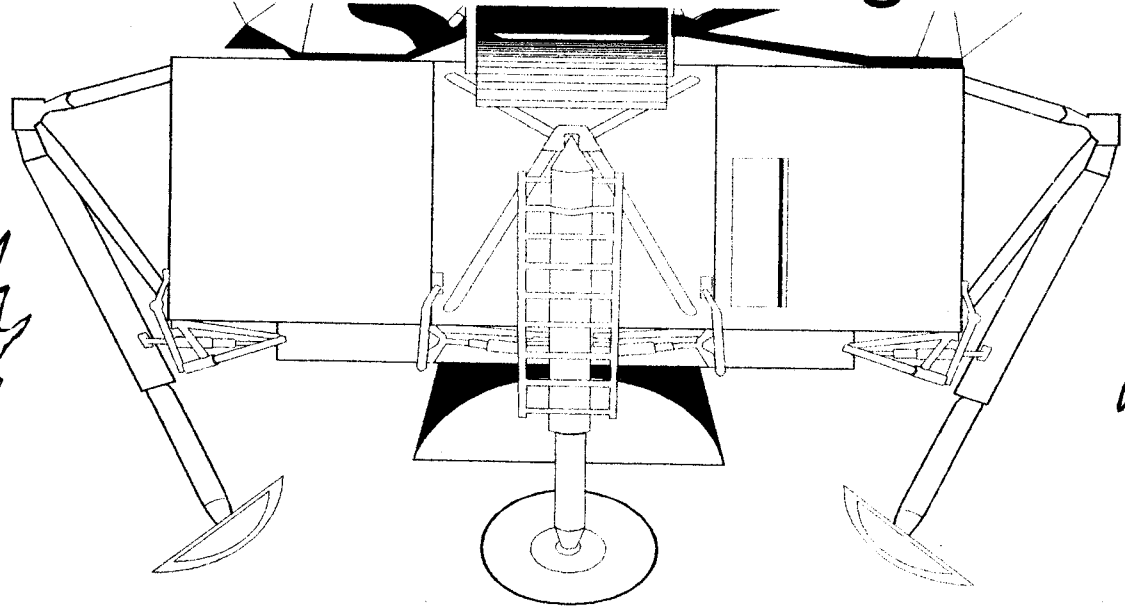
For a party on Washington's birthday or anytime, a cherry relay is a good game. Divide the players into two groups and assemble them in two lines. The first person in each line is given three large cherries. At a given signal each leader goes across the room and back balancing three cherries on the back of his left hand. If a cherry rolls off, the contestant has to pick it up unassisted and continue. Upon the leader's return, the second in line makes the journey, etc. The line finishing first wins the race.

Toe Tilt

Two players sit on the floor facing each other with their knees bent, their feet flat on the floor, and their arms clasped around their legs. Under the knees and over the arms of each is thrust a wand or broomstick. At a signal each player tries to lift with his toes the feet of his opponent to cause him to lose his balance and land on his back and thus winning the contest.



Webelos Geologist



WEBELOS GEOLOGIST

INTRODUCTION TO ROCKS

Rocks are everywhere around you. The earth's crust is made of rock or rock matter. Mountains are great masses of rock. Stones and pebbles are small pieces of it. Soil is mostly broken-down rock, mixed with decayed plant and animal material. Rocks are made of one or more minerals. A mineral is a naturally occurring chemical substance that is neither plant nor animal. There are different kinds of rock. The kind of rock is determined by the kinds of minerals in it, how the minerals are arranged, and the amount of each mineral.

Geologists (scientists who study the earth) divide all rocks into three main groups, according to how the rocks were formed. They are sedimentary, igneous, and metamorphic rocks. All rocks you can ever find belong to one of these main groups.

Sedimentary Rock

Sediment is gravel, sand, or clay that collects in riverbeds, ponds, lakes, and oceans. Sedimentary rock is rock made from sediment when great pressure is exerted over millions of years. Most sedimentary rock was once part of some other, older rock. As the older rock was worn down, its particles were carried away by water, wind, or ice. The particles were finally deposited as layers of sediment. Pressure caused by the weight of overlying sediments squeezed the particles closer together. Water deposited cementing minerals between the particles. Slowly, over hundreds of thousands of years, the sediments became solid rock.

The kind of sedimentary rock formed depends on the particles and cementing minerals in it. If the sediment is sand, it becomes sandstone. Clay turns into shale. Small pebbles and sand form conglomerate. Shells and skeletons make limestone.

Igneous Rock

Igneous rock is any rock made by the cooling and solidification of molten (melted) rock called magma. All igneous rock was once liquid. Liquid rock lies in huge underground pockets. Magma is lighter in weight than the colder, hard rocks around it so it is slowly pushed up toward the surface by the pressure of the rock around it. In many places the magma never does reach the surface but slowly cools and hardens underground. It takes many thousands of years for magma to harden into rock. Magma that stays hot enough to reach the earth's surface and flow through cracks becomes lava as it spreads out on the ground.

Metals

- Iron _____
- Tin _____
- Platinum _____
- Zinc _____
- Mercury _____
- Aluminum _____
- Lead _____
- Gold _____
- Uranium _____
- Copper _____
- Silver _____
- Magnesium _____

Nonmetallic Products

Building Materials:

- Gypsum
- Nitrates
- Abrasives
- Phosphates
- Potash
- Limestone
- Sand
- Borax
- Talc
- Quartz

Precious and Semiprecious Stones

- Turquoise
- Topaz
- Garnet
- Tourmaline
- Diamond
- Zircon
- Sapphire
- Ruby

Fuels

Coal _____

Natural Gas _____

Petroleum _____

Atomic (Uranium) _____

GEOLOGIC MATERIAL IN HOUSE CONSTRUCTION

Ore	Metal	Use
Hematite	Iron	Beams, girders, posts, nails, machines, screws
Limonite		
Magnetite	Copper	Electric wiring, gutters, roofing, pipes
Azurite		
Malachite		
Chalcocite	Lead	Pipes, paint, caulking
Galena		
Sphalerite	Zinc	Galvanizing pipe, sheet metal
Cinnabar	Mercury	Electric switches, thermostats
Bauxite	Aluminum	Siding, windows, doors, roofs
Quartz	Silicon	Glass
Kernite	Boron	Glass
Borax	Calcium	Cement, building stone
Limestone		

IDENTIFYING ROCKS AND MINERALS

It is usually easier to identify a rock than to identify a mineral. The main reason is that rocks are in big masses. Their overall appearance is a good clue to the type of rock. Minerals, however, are generally in small pieces. This makes it hard to identify a mineral just by looking at it. It is often necessary to test the mineral for certain properties, or characteristics, before you can know what kind it is.

Minerals have many physical properties, such as:

- Color
- Luster
- Cleavage
- Hardness
- Streak
- Crystal Form
- Reaction with Acid
- Odor
- Taste
- Specific Gravity
- Feel
- Magnetism
- Fluorescence
- Phosphorescence

Some minerals are identified by special properties. For example, halite is best identified by its salty taste. The mineral kaolin is identified by its earthy smell, like a dry, freshly plowed field. Talc has a greasy, slippery feel that no other mineral has. Calcite has one property that no other mineral has. It effervesces, or bubbles, in hydrochloric acid.

Color, luster, cleavage, hardness, and streak are important in identifying most minerals. Gathering information about several of these properties may be necessary before you can successfully identify a mineral. You will be using test kits to identify minerals by these properties. It is best to examine the freshly broken surface of a mineral in order to identify it. That is why geologists use a special hammer to break rock or mineral into pieces. Most of the samples you will be investigating have already been prepared in this way.

Color

The color of a mineral helps identify it. Color is not always a good clue to a mineral's identity because many minerals are found in several colors. But most minerals are never found in certain colors, so color can eliminate certain possibilities. For example, quartz may be clear, milky white, smoky gray, or pink. It is never truly black, so a black specimen will not be identified as quartz. Another example: Hornblende is very dark green or black, but never light-colored.

Luster

One of the easiest things to notice about a mineral is its luster- how it shines when light is reflected from it. Minerals that shine like metal have a metallic luster. All other minerals have a nonmetallic luster. Nonmetallic lusters are described as pearly, glassy, silky, or dull.

Some minerals have such a distinct luster and color that no other test is needed to identify them. Pyrite, for example, has a distinct metallic luster, and its color is silvery yellow, like brass. It is often called "fool's gold."

Cleavage

Certain minerals break in a very definite way. This is called a mineral's cleavage. Galena cleaves into little cubes. Mica cleaves easily into very thin sheets, almost like paper. Calcite cleaves into pieces that look like little slanting bricks. However, many minerals have no definite cleavage. They break into irregular chunks. Quartz is one of these minerals.

Streak

Sometimes the powder of a mineral has a different color than that of a large piece of the mineral. You can best see the powder by scratching the mineral across a streak plate, or a hard, dull-white surface, like the back of a bathroom tile. The trail of powdered material that is made on the streak plate is called the streak of the mineral.

The color of the streak of certain minerals is important in identifying them. Streaking is mostly used to identify dark-colored minerals.

Hardness

Some minerals are harder than others. Some are so soft that they can be scratched easily. A diamond is so hard that it cannot be scratched by any other known substance. Geologists use a standard scale of hardness, called Moh's scale, to describe a mineral's hardness. In Moh's scale, 10 standard minerals are given a number from 1 to 10. Talc, the softest mineral on the scale, is number 1. Diamond, the hardest mineral, is number 10.

A mineral on Moh's scale can scratch any other listed below it. For example, topaz can scratch quartz, and quartz can scratch feldspar and every other mineral below it. In turn, a mineral can be scratched by every mineral above it on the scale. What mineral(s) can scratch talc? What mineral(s) can scratch corundum?

HARDNESS SCALE FOR MINERALS

Scale No.	Mineral Example	Scratch Test
1	Talc	Easily with fingernail
2	Gypsum	Barely with fingernail
3	Calcite	Copper penny, pressing hard
4	Fluorite	Easily with knife blade or steel nail
5	Apatite	Barely with blade/nail, window glass
6	Feldspar	Easily with glass, streak plate
7	Quartz	Easily marks steel and hard glass
8	Topaz	Harder than common minerals
9	Corundum	Scratches topaz
10	Diamond	Scratches corundum;hardest mineral

Now you are ready to try identifying some rock and mineral specimens! Remember to try each of the following clues:

- COLOR CLUE: What color is it? When you scratch it on a streak plate, what color is the streak?
- LUSTER CLUE: How does it look when light is reflected from it? Is it shiny, dull, greasy, etc.?
- CLEAVAGE CLUE: How does it split or break up? Does it powder? Split in layers?
- CHEMICAL CLUE: Does it effervesce (bubble)?
- HARDNESS CLUE: How hard is it? Use the hardness scale.

ROCK AND MINERAL TESTING WORKSHEET

Specimens

Color

Luster

Cleavage

Chemical

Hardness

COLLECTING SPECIMENS

You may begin a collection of geologic specimens by visiting a business that sells building stone or one that makes and sells gravestones. Probably you can get small stone scraps from them. They might give you samples of marble, granite, sandstone, limestone, pumice, shale, or slate.

You may also take a field trip to find specimens. If possible, go with a rock hound who will know which rocks contain useful materials.

Look for minerals in gravel or sand pits, road cuts, diggings, mountains, hills, and streambanks. Quarries and mine dump heaps are good, but they can be dangerous. Always have an adult with you. Be careful when climbing on rocks or cliffs. Stay away from old mines.

Watch out for snakes. They crawl under rocks to get out of the sun. Learn to poke around a rock with a stick before reaching under it.

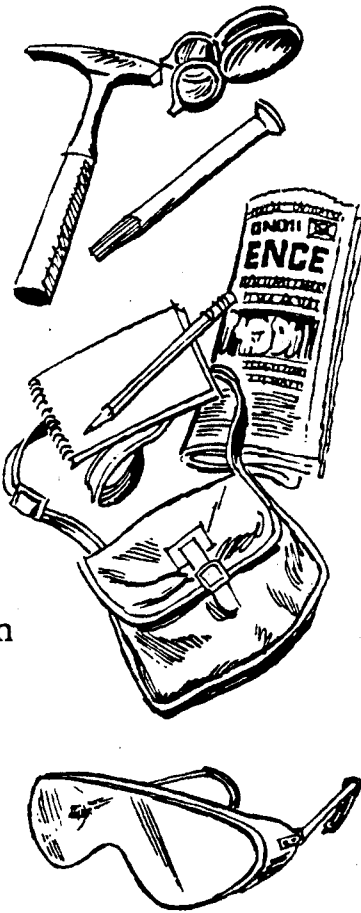
Keep your rock samples small. Small ones are easier to carry and easier to care for.

Collecting samples is not allowed in the national parks.



GEOLOGIST'S EQUIPMENT

- Geologist's hammer for pulling rocks out of the hillside and breaking them open
- Cold chisel, ½-inch to 1-inch wide, for chipping stone with a hammer and for digging things loose
- Small notebook and pencil for recording where and when you found a sample
- Safety glasses for your protection
- A pocket magnifier for seeing things up close
- Newspapers for wrapping rocks you want to carry
- A small day pack for carrying tools, rocks, newspapers, and heavy gloves for rough work

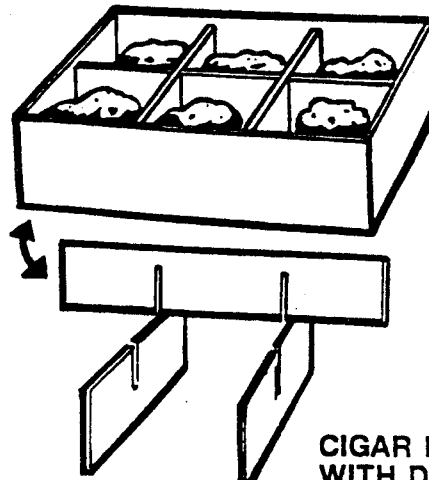
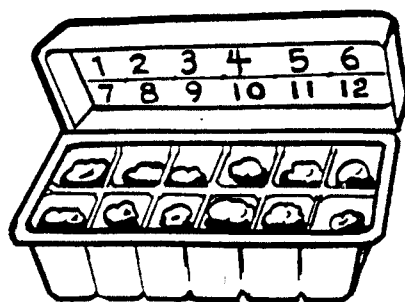


YOUR COLLECTION

You can display your rock collection by putting specimens in plastic egg cartons or cigar boxes with dividers.

On each specimen, paint a spot of quick-drying white enamel. When it is dry, write a number on the spot with a dark felt-tip pen. For each specimen keep a card with that number. The card should tell what the specimen is and where and when you found it.

SPECIMEN BOXES



CIGAR BOX WITH DIVIDERS

WG-9

VOLCANOES

A volcano is an opening where gas and rock come from inside the earth onto the surface. The intense heat inside the earth melts rock, creating magma, or molten rock. Because magma is hotter and lighter than the surrounding rocks, it rises, melting some of the rocks it passes on the way. If the magma finds a way to the earth's surface through cracks or fissures, it erupts as lava. Lava changes the earth's shape as it flows. Lava cools and hardens into a solid rock called igneous rock.

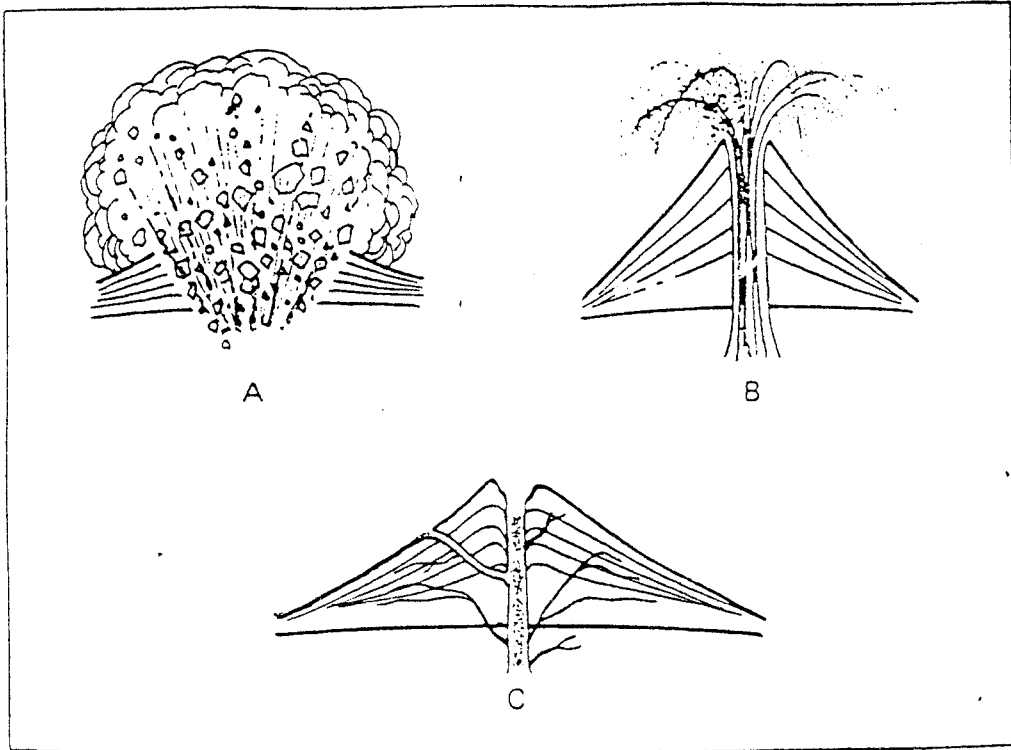
Volcanoes come in many shapes and sizes. Different kinds of volcanoes have different kinds of eruptions and lava flows. Some volcanoes erupt violently, generating huge explosions that spit poisonous gasses, ash, and hot rock. Other eruptions can be gentle outpourings of lava. As the gas content in a volcano changes, a volcano may switch without warning from one type of eruption to another. Many volcanoes erupt only once. But some erupt a number of times.

Different kinds of volcanic eruption can be compared to opening a bottle of Coke. If a cold bottle of soda is opened gently, the gas in it separates out slowly as bubbles and escapes gently. But if the bottle is warm and has been shaken up, the result is different. When the cap is removed, the gas rushes out violently, carrying with it a spray of liquid. In the same way, when magma reaches the surface, its gas may bubble out gently. Or the gas may rush out violently, producing a volcanic explosion.

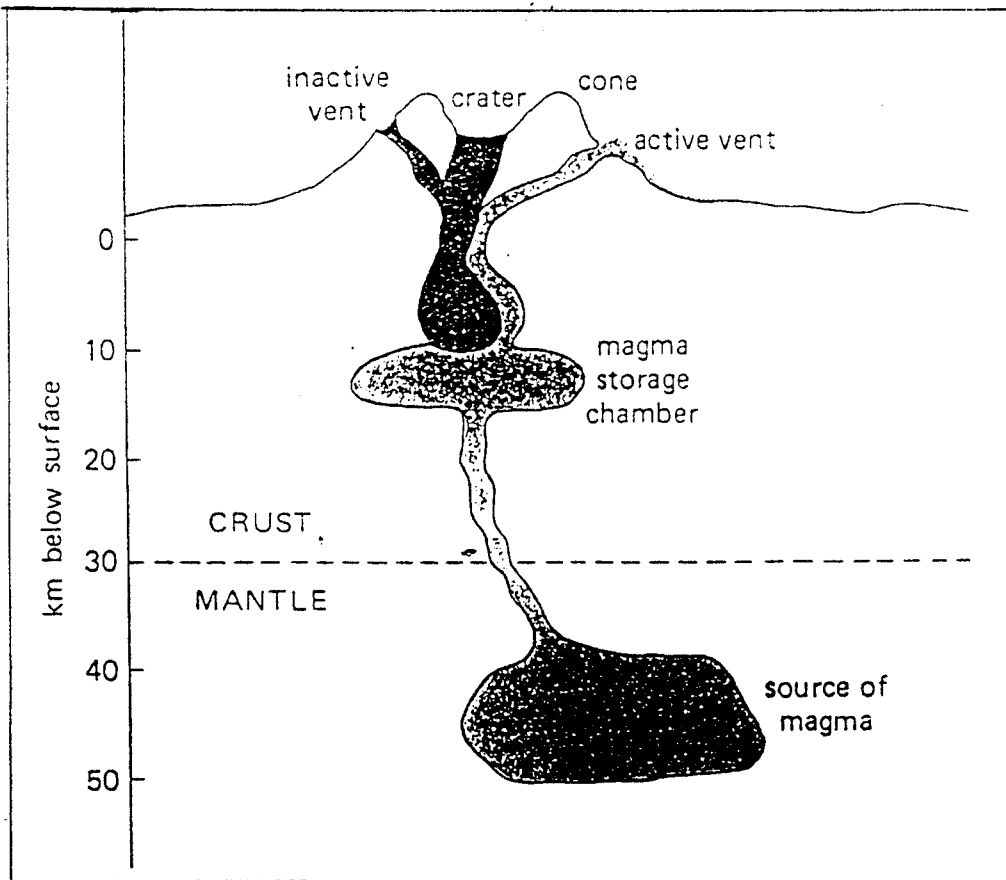
PAPIER-MÂCHÉ VOLCANO MODEL

16-inch square wood for base	Baking soda
Aluminum foil	Vinegar
Red food coloring	Wire coat hangers
Newspaper	Plastic pudding cup
Flour and water "wallpaper" paste	Colored paint

1. Make a cone-shaped base for papier-mâché by sticking pieces of wire in wood base diagonally. Fill in under wires with wadded aluminum foil.
2. Cover cone with papier-mâché. Leave an opening in top where cup can be set to form the mouth of the volcano. Let dry.
3. Paint with tempera or acrylic paint.
4. Set cup inside top opening.
5. To make volcano erupt, place about 1 tablespoon of baking soda in the cup. Add $\frac{1}{2}$ cup vinegar (enough to fill cup) mixed with a little red food coloring and watch the action. This is safe to use indoors, but can be messy.



DIFFERENT TYPES OF VOLCANOES: (A) EXPLOSIVE ERUPTION, (B) CINDER CONE, AND (C) A COMPOSITE CONE.



A TYPICAL VOLCANO MIGHT LOOK LIKE THIS.

HOW MOUNTAINS ARE FORMED

Mountains have been formed over millions of years as a result of tremendous forces inside the earth. There are three basic ways this has been done: volcanic action, erosion, and uplift.

Volcanic action

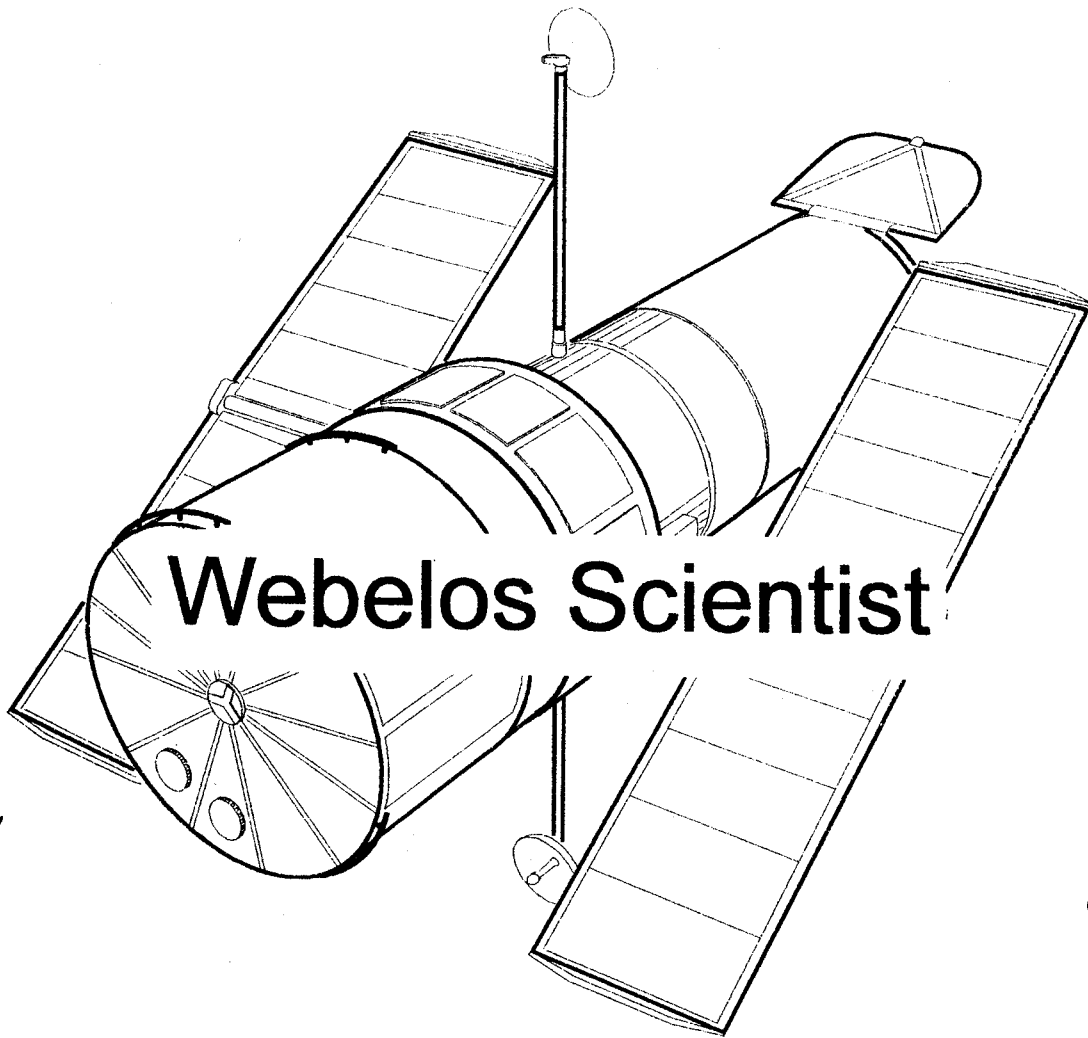
When hot molten magma rises from within the earth and flows out onto the surface, it cools and hardens into volcanic rock called lava. Repeated eruptions build a cone-shaped hill or mountain where the lava piles up around the vent (opening).

Erosion

Mountains formed by erosion are also called fold mountains. They are parallel ridges that stretch for many kilometers. They are carved by erosion from tilted, bent layers of sedimentary rock. Powerful forces inside the earth, like the movement of the earth's plates and earthquakes, squeezed the original rock strata into folds. Streams wore away (eroded) the weaker layers to form valleys. The harder layers remained as ridges. Great valleys and mountains formed where the land was once flat.

Uplift

Uplift builds mountains by forces pushing rock upward from the surface of the earth. Domed mountains are formed when flat layers of rock are abruptly bent upward around their edges. This is caused by forces pushing up from beneath the layers of rock. Block mountains are formed by uplift when the earth's crust has broken and moved.

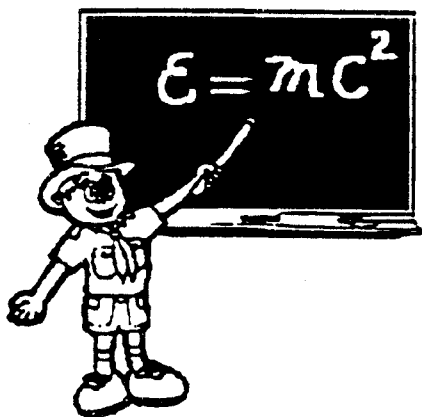


Webelos Scientist



SCIENTIST

Ask any boy what a scientist is and he can tell you. A scientist is the guy who sends men to the moon, and who builds space ships that travel to distant planets to send back pictures for them to study. A scientist is a person who builds lasers and atom smashers, and computers. A scientist makes and designs and builds all kinds of neat inventions.



Ask the same boy what makes the scientist any different from anyone else and he may not be able to answer. Perhaps most people wouldn't be able to answer. The answer is that, as a person, the scientist is no different from anyone else, but when he is working he questions everything and makes tests and experiments to be sure things are true. If he can't explain something he makes up a hypothesis and then designs experiments to either prove or disprove his hypothesis. If one hypothesis doesn't work he looks for another, until he finds one that can prove over and over again by experiments.

A scientist uses a procedure often called the scientific method. This consists of five steps:

1. State a problem about some observed phenomenon.
2. Formulate a hypothesis to explain observations.
3. Use hypothesis to experiment and observe phenomenon.
4. Interpret the data observed.
5. Draw conclusions from experiments and observations.

Before a scientist can do all this hypothesizing he must be familiar with some of the basic laws of physics. The Scientist Activity Badge introduces the Webelos scout to some of these basic principles.

If the local school has a science fair or other project oriented science programs it is suggested that this badge is introduced about 2 months before projects are due. This will give the boys some time to think about what they learned and perhaps use the information for a project. Most school principals and science teachers know even before school starts in the fall if and when a science fair is going to be held.



BERNOULLI'S PRINCIPLE

The following experiments are listed in the order that requirements appear in the Webelos Scout book.

Experiment 1:

Materials: A ping-pong ball, some adhesive tape, 1 ft. thread or string and a faucet.

What to Do: Fix the string to the Ping-Pong ball with tape. Turn on the water to form a steady stream. While holding onto the string, flip the ball into the water from a few inches away. Not only will the ball stay with the string at an angle, but you can draw the ball up the stream almost to the faucet.

What happens: The water, streaming around one side of the ball, exerts less pressure than the air which surrounds the other side. Even though you can feel the resistance of the water as you draw the ball upward, the air pressure is still stronger, as the experiment proves.

Experiment 2:

Materials: Two ping-pong balls, two feet of thread, some mending tape and a drinking straw.

What to Do: Tape each ball to an end of the thread and hold the center of the string so that the balls dangle about 1 ft. below your fingers and about one or two inches apart. Have the boys blow through a straw exactly between the balls, from a distance of a few inches. Instead of being repelled, they will be attracted.

What happens: The air current directed between the ping-pong balls reduces the intervening air pressure. Stronger pressure from the far sides pushes the balls together. The strength of the air from the straw will determine how close the balls will come.

Experiment 3:

Materials: A candle and candlestick; two bottles - one with rounded corners, one with square corners; (metal or cardboard containers can be used instead of bottles).

What to Do: Light the candle and place the round bottle in front of it. Blow hard against the bottle and the candle will go out. Place the other bottle (square) in front of the re-lit candle and blow hard. The candle will remain lighted.

What happens: With the round bottle, the air current flows around the bottle and puts out the flame. With the square bottle, the air currents are dispersed.

Next Step: Using different shaped bottles, and two ping-pong balls on strings place a ball on opposite sides of the bottle so that they are close, but not touching. Blowing against the bottle at right angles to the balls, one ball will come closer to the bottle and the other will move away. The shape of the bottle will determine the way the balls move due to the ease with which the air currents move around the bottle. This is the principle that supports airplanes.

PASCAL'S LAW

Experiment 1:

Materials: Coke bottle, balloon, vinegar, baking soda.

What to do: Place about 1/4 cup baking soda in the coke bottle. Pour about 1/4 cup vinegar into the balloon. Fit the top of the balloon over the top of the bottle, and flip the balloon so that the vinegar goes into the bottle. The gas formed from the mixture will blow the balloon up so that it will stand upright on the bottle and begin to expand.

Experiment 2:

Materials: A medicine dropper; a tall jar, well filled with water; a sheet of rubber which can be cut from a balloon; a rubber band.

What to do: Dip the medicine dropper on the water and press the rubber bulb so the dropper is partly filled. Test the dropper in a jar; if it starts to sink, eject a few drops from it until finally it floats with the top of the bulb almost submerged. Now, cap the jar with the sheet of rubber and fix the rubber band around the edges so that the jar is airtight. Push the rubber downward with your finger and the upright dropper will sink. Relax your finger and the dropper will rise.

What happens: You have prepared a scientific device known as a "Cartesian Diver". The downward pressure on the rubber forces the water up into the bottom of the diver, compressing the air above it, producing the effects of sinking, suspension and floating, according to the degree of the pressure.

Experiment 3:

Materials: Large tin can, tape, water.

What to do: Punch three holes in the can, one near the top, one in the middle and one near the bottom. Tape the holes closed. Fill the can with water to the top. Pull the strips of tape off and measure the length of the streams. The bottom stream will go the farthest due to the added pressure of the air and the water in the can.

What happens: The total pressure in a container of water is the sum of the air pressure and the water pressure at that point.

Experiment 4:

Materials: A rubber balloon, several pins with large heads, a roll of plastic tape.

What to do: Inflate the balloon and affix little squares of plastic tape to it. Stick each pin through the center of the tape and to your amazement, the balloon will not burst.

What happens: The adhesive substance on the tape acts like a self-sealing automobile tire, adhering to the pin as it is pressed inward. When the pin is removed, the adhesive is forced outward by the air pressure from within the balloon, automatically sealing the tiny pinholes.

BALANCE

Experiment 1:

Materials: Three baseball bats of similar size.

What to do: Point the handles of the bats together so they form a "Y". Slide the handle of the lower bat over the handle of the bat to the left. Slide the handle of the bat to the right under the handle of the bat on the left and over the handle of the lower bat. The bat should form a low solid stool.

What happens: Due to the interlocking arrangement, each bat supports another, making a simple experiment not only in balance, but also in structural engineering.

(This experiment can also be done with three knives with the blades being the handles; or three pieces of wood of the same general shape.)

Experiment 2:

Materials: Two table forks, a drinking glass, a coin chosen for its size.

What to do: Point the prongs of the forks in an inward direction and thrust them together so that the forks are interlocked. Press a coin between the upper prongs from the inner side. Rest the coin on the far side of the glass rim so the handles of the forks extend in your direction. By properly adjusting the forks, you can make the coin balance on its side, keeping the forks balanced with it.

What happens: The handles of the forks serve as a counter balance for the coin and prongs. Precarious though it looks, it is like adjusting weights on ordinary scales - the only difference being the weight of materials used.

SCIENCE TRICKS FOR FUN

SUBMARINES

Demonstrate the basic principle of the submarine as follows:

1. Put a two-hole rubber stopper in the mouth of a small, wide-mouthed bottle. In the first hole, insert one end of a piece of glass tubing bent to serve as a siphon. In the other hole, place a piece of straight glass tubing with a rubber tube attached to the free end.
2. Place the bottle in a large jar or basin filled with water with the free end of the bent tubing in a second jar of water at a higher level. By sucking on the rubber tubing and siphoning water into the bottle, you can make it sink. By blowing water out, you can make it float again.
3. Explain that the submarine submerges by filling its water tanks and rises by blowing them out with compressed air.

EGG IN A MILK BOTTLE

Putting an egg inside a milk bottle with an opening smaller than the size of the egg is not impossible. To accomplish this trick, place a hard-boiled egg in a jar containing some strong vinegar and allow it to stand for twenty-four hours. If the shell is still hard, place it back in the vinegar for another twenty-four hours. The acetic acid in the vinegar will dissolve the hard portion of the shell so you can force the egg into the milk bottle.

The trick is to get it in and out without touching it. Drop a burning straw or match into the bottle and quickly place egg in bottle opening. The egg should drop into bottle as soon as flame uses up oxygen and air pressure outside pushes it in. To get egg out, blow hard into the bottle, then tip it up so egg will drop into neck. If you blow hard enough, the pressure inside should pop egg out.

MAKING ROCK CANDY

Fill a glass half full of very hot water. Add sugar, stirring until no more will dissolve. Pour the clear syrup into a clean glass. Hang a string down from the middle of a pencil crossbar. Tie a nail to one end of the string, so it sinks to the bottom of the glass. Let the other end hang free inside the glass. After a few days you will notice large sugar crystals forming on the string. These crystals are called rock candy.

FROSTED GLASS

Add epsom salts to a saucepan half full of boiling water until no more will dissolve. Pour in a few drops of liquid glue. Next, apply the hot liquid to the glass you wish to frost, using a small brush. The liquid will begin to evaporate almost immediately and form crystals which give the glass a frosted appearance.

THE OBEDIENT EGG

Use two quart-size fruit jars for this trick. Fill one three-fourths full of water. Fill the other jar with a strong salt solution made by dissolving as much salt as possible in 1 1/2 pints of water.

Place an egg in the plain water and you will see it sink. Put it in the salt solution and it will float. By placing the egg in the correct solution you can make it obey your commands of "float" or "sink".

A FOAMING FOUNTAIN

Place two teaspoonfuls of baking soda in the bottom of a quart milk bottle. Drop a burning match into the bottle. It will continue to burn. Next, pour four teaspoonfuls of vinegar on top of the baking soda and watch what happens. The seething, foaming mass is carbon dioxide, released from the soda by the vinegar.

What happens now to a lighted match? Why? Is carbon dioxide gas heavier than air? Than oxygen? Tip bottle slowly over a lighted candle. What happens? The heavy gas can even be poured so flame flutters and may go out. What common objects in most schools use this scientific principle? Fire extinguishers are a good example.

MAKING SECRET INKS

The juice from an onion or lemon makes good invisible ink. Using a clean pen and the ink, write on a piece of blank paper. Make sure your lines are clear and heavy. When the paper dries, it will be blank. However, if you heat the paper carefully over a light bulb, the writing will appear in distinct brown lines which will not fade.

CENTRIFUGAL FORCE

There is only one solution to solve this puzzle. It's so simple that your friends might bite their nails in trying to solve it. Use a large metal screw-top cover, 4 marbles, and four triangular pieces of wood or stacked cardboard, and cork. Make sure the runway edges are smooth or the marbles will halt. Follow the drawings. For the marble to stay in the corners, make a dent on the metal or the paper and metal which is underneath. The solution is at the end.

Question: Can you get all four marbles to stay at the rim at the same time?

AIR CURRENTS

1. Hang two apples about 1 1/2" apart. Blow between them - as hard as possible - you will discover that the force of breath alone won't blow them apart. Instead, it will cause the apples to bump together.
2. Take a small wad of paper (should be a little over 1# square) and put it about 1" inside the neck of an empty soda bottle. Now lay the soda bottle on its side and blow into the bottle. You would think that the paper would be blown into the bottle, but it will come flying out.
3. Get an ordinary kitchen funnel and blow into it while holding a lighted match opposite the corner of the funnel. Your breath will blow the flame toward the funnel instead of blowing it out or away from you.
4. Line up three glasses. Hold your mouth about 2" in front of the first glass and a lighted match behind the last glass (about 2" from it). When you blow you will be able to blow the match out.
5. How does an airplane lift? Take strip of paper 2" wide and about 5" long. Fold it an inch from one end. Hold the paper with your forefinger and thumb so that the fold is about an inch or two from your mouth. Blow as hard as you can over top of the paper. You reduce the pressure on the paper, allowing it to rise.
6. Sink a ship below the water line without getting it wet... make a ship by putting a sail on a cork. Float the cork in deep pan of water. Turn a glass upside down and push it down. The ship will go to the bottom of the glass but the sail will be dry.
7. Fill a glass with water and place a coin behind it. Now try to look at the coin through the top of the glass so that you can see the coin through the water and the other side of the glass. You won't be able to see it.

8. Blow up a balloon and tie it tightly. Hang it in a window. When the air gets cooler the balloon will shrink; when the air gets warmer the balloon will get larger. Warm air takes up more space than cold.
9. Put a deflated balloon over the neck of a soda bottle. Set the bottle in a pan of very hot water. The balloon will inflate and stand straight up.
10. Stuff a dry handkerchief in the bottom of a glass (snugly). Fill a large bowl with water. Plunge the glass straight down (open end down), below the surface of the water. The handkerchief will remain dry.
11. If you have a can with a screw on top you can do an exciting experiment. You will need a clean salad oil can of the rectangular type. Remove the cap and pour in a glass of water. Heat the can until steam pours from the opening. Using pot holders quickly place the can in the sink and quickly screw on the top tightly. Run cold water over the can. The can will buckle and collapse.

MORE FUN WITH SCIENCE

CRYSTALS -

Bring 1 cup water to a boil and turn off heat. Add 2 cups sugar and stir until dissolved. Keep adding sugar until no more will dissolve. (It may be more or less than the two cups.) Let cool. Tie a string to a pencil and lay the pencil across the glass so that the string hangs down in the glass. Pour the cooled mixture in the glass and let it set somewhere undisturbed for several days. The longer you do not disturb them, the longer they will grow.

FLOAT A NEEDLE -

Water has a skin. Put a needle across the tines of dry fork and lower it slowly to the surface but not touching. Gently let the needle roll off the fork onto the skin of the water. A drop of soapy water on the surface will break the skin of the water and the needle will sink.

TOUCH -

Blind fold a friend and have him cross the tips of his fingers. Touch a pencil to the tips of the crossed fingers. He thinks there are two pencils.

TENSIONS -

Fill a glass to the very brim with water. Start dropping in a variety of small metal objects. The water will not overflow but will raise above the glass. You will be amazed at the number of objects you can put in the water.

MAGNETS -

Make a magnet by rubbing a large needle or small nail along the pole of a magnet, being sure to go in one direction only. The needle is now a magnet. If you strike the needle sharply or heat it you then distribute the molecules in a different pattern and it will no longer be magnetized.

LIGHT -

Hang a nail suspended on black thread inside a bottle. With a magnifying glass focus rays of sunshine onto the black thread holding the nail. The thread will burn and the nail will drop. Now try it with white thread - it won't work.

HEAT -

Place a rubber band against your lips. Then hooking index fingers through both ends of the rubber band, pull ends apart quickly. It feels warm but when you relax the rubber band again, it feels noticeably cooler to your lips.

STATIC ELECTRICITY -

Charge a plastic comb by rubbing it with wool, nylon or fur. Dip it into some Rice Krispies. They will be attracted to the comb. But watch closely - one by one the bits will shoot off. They will start to fly off as though shot from a gun.

WHY THE BALL DOESN'T FALL

Birds and planes fly. Baseball pitchers throw curve balls. Sailboats sail into the wind. And you can make a ping-pong ball stay in the air without touching it.

All these things share an important fact of science: when water or air moves, it has less pressure than the air or water around it. The faster it moves, the lower the pressure.

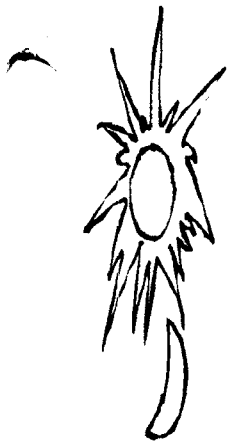
A Swiss doctor named Daniel Bernoulli (say Ber-noo-YEE) discovered this fact more than 200 years ago. It is called Bernoulli's Principle.

Other easy experiments that show Bernoulli's Principle are in your Webelos Scout Book.

To float a ping-pong ball, remove the cleaning tool from the end of the vacuum cleaner hose. Unplug the hose from the intake hole. Plug it into the outlet hole near the bottom of the vacuum cleaner. (Ask Mom or Dad to help.) Plug the cord into an electric outlet. Turn the vacuum cleaner on. (This will not work on an upright vacuum cleaner.)

Point the hose straight up. Hold it steady. Gently release the ball into the air stream about 10 to 12 inches above the nozzle.

Try balls of different sizes and weights. Can you "float" more than one at a time? Experiment!



Leather Craft



WORKING WITH LEATHER

Leather work is a particularly satisfying craft project. Its durability and natural qualities are especially suited for Cub Scouts. Whether they stamp, tool, carve, or simply make something out of a finished leather, they will have a project they like and it will be useful as well.

Instead of using expensive leather, use rounders, practice pieces, scraps or half backs.

Rounders are inexpensive precut 3 1/4" round pieces that are very versatile. They can be used to make coups, slides, coasters, bookmarks, and key chains.

Practice pieces are another precut shape in leather that is even more inexpensive and with a little imagination can be a coup, a slide, a bookmark, key chain, or whatever several pieces attached together could be.

Half backs are approximately 3 1/2" by 4 1/2" precut pieces that are a little more expensive, but do make change purses, picture frames, and folded key chains.

Scrap leather is usually available at leather shops and its limits are confined only by the size of the piece and your imagination. You will need an exacto knife or leather knife to cut the projects out. This is a difficult task and should always be done by an adult.

When the leather has been cut out, you can decorate it by stamping, tooling, or carving. Stamping is imprinting a design stamp into the leather surface by tapping the tool with a wooden hammer. It is the easiest to learn, and boys love to pound a variety of stamps into their leather projects. Tooling and carving are more difficult and probably a leader will need some specialized instruction before attempting them. Since stamping is easier and really needs only a few simple rules of thumb.

Stamping leather is popular with the boys, start with a few design stamps and some wooden hammers and add as money and a good sale will allow. Purchase small stamps and two or three hammers and a small letter set 1/4 to 1/2" if money permits.

If this is impossible, you can make your own stamp set by filing different size nails into interesting shapes. File the point of a large nail flat and groove into the nail tip. With the variety of nails available, you can make as many shapes as your imagination permits.

When ready to decorate the leather, dampen it (**DO NOT SOAK**), punch any holes necessary for lacing, and then stamp, rewetting as needed. It is best to encourage the boys to take some time to plan their design so they will be pleased with their finished project.

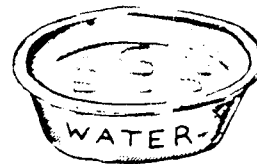
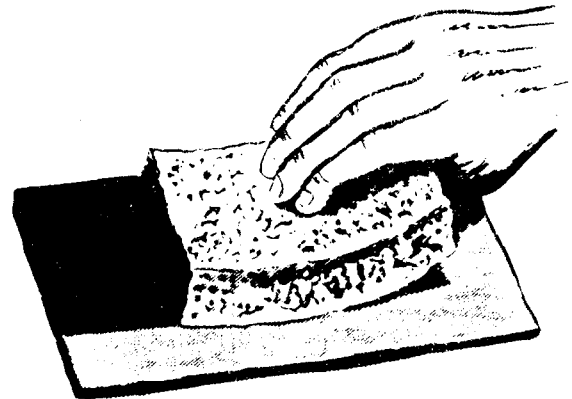
To stamp, hold the stamp upright and tap it firmly several times with a wooden mallet. Be careful not to drive it completely through the leather. Use a board under the leather to protect the surface underneath. Finish the project with a fast drying finish that is available at leathercraft stores. It paints on like shoe polish and dries quick. The final step is lacing. A good easy stitch to lace with is the whip stitch. It gives an nice finished edge to the project. Plastic lacing is inexpensive. Cut lace approximately 3 to 3 1/2 times the distance to be laced.

How To Moisten The Leather

Leather must be moistened with water before you can work with it. This procedure is called casing. As you wet the leather, the fibers swell and soften, thus enabling you to stamp and shape it.

Leather is moistened by rubbing a damp sponge on it. Be sure your hands are clean. Rub it first on the flesh side and then on the grain side. Apply the water as evenly as possible. When the leather begins to return to its natural color, begin stamping. If your leather dries before you complete the tooling design, it will be necessary to remoisten. Be sure you case the entire piece to avoid water spots.

CAUTION: Always use glass or plastic containers for the water. Metal containers may cause the leather to stain.

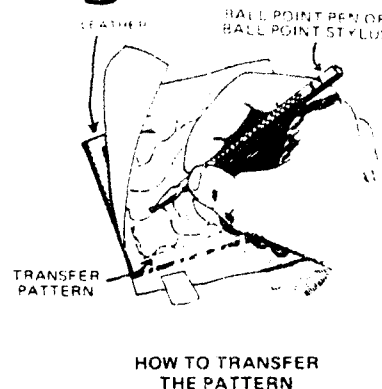
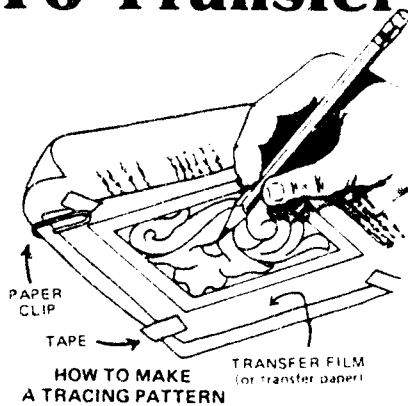


How To Prevent Leather From Stretching

Leather projects cut from lighter weight leather that require a very close alignment with lining edges and lacing holes will need special handling to prevent stretching. To prevent leather from stretching while stamping the design, apply a light coat of rubber cement to the flesh side of the leather and to cardboard (use hard finish cardboard for easy removal of leather after stamping). Allow cement to dry, then adhere in place.

Case grain side of leather and carve and stamp design. To remove leather, place carved side down on bench and peel cardboard from the leather, holding leather as flat as possible so it does not wrinkle. If you do not intend to line your project, sprinkle a small amount of talcum powder over the flesh side of the leather to remove tackiness.

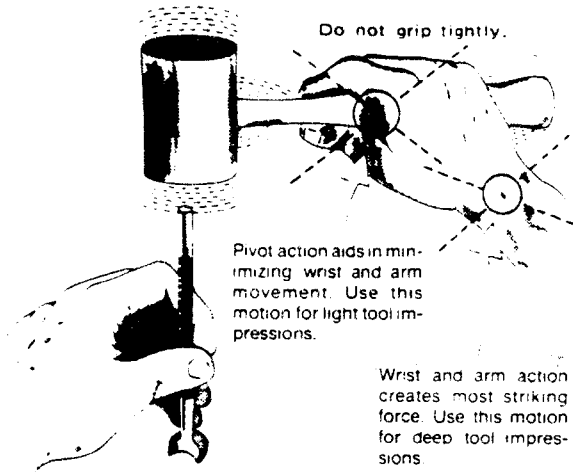
How To Transfer A Design To Leather



To decorate your leather, make a drawing of the outlines of your design. This transfer pattern indicates lines to be cut with the swivel knife. Place a piece of transfer film (glossy side down) over the transfer pattern and tape or clip it in position. Trace over the lines of the transfer design.

Place the transfer film pattern (pencil marks up) over the leather and tape in position. With a ball point stylus, retrace all lines of the design, beginning with the flower, then stems and leaves. Press firmly, but not too hard. Remove tape and film.

HOW TO USE THE CRAFTOOL LEATHER STAMPING TOOLS

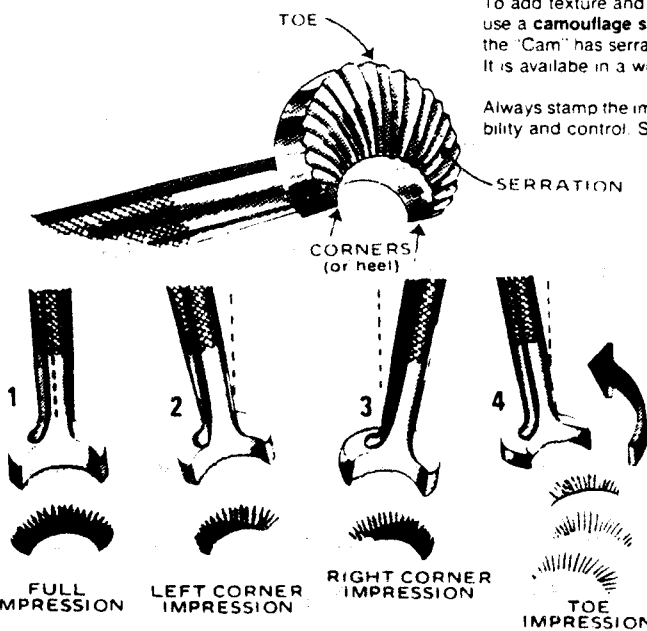


Pivot action aids in minimizing wrist and arm movement. Use this motion for light tool impressions.

Wrist and arm action creates most striking force. Use this motion for deep tool impressions.

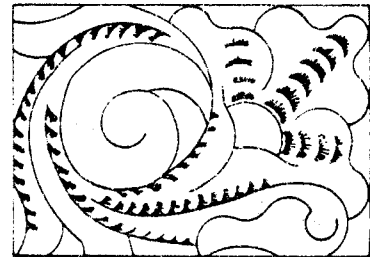
Enhance the beauty of your leather projects with stamping tools. These may be used to create original designs or for embellishing the beauty of your carved design. Use a wood or rawhide mallet head to strike the top of the stamping tool to obtain its impression in the leather. . . NEVER strike stamping tools with metal faced hammer, as this will damage tools.

Hold both the mallet and decorative stamping tool upright in a secure, but relaxed manner. Hold the mallet in the center of the handle with your fingers rather than the palm of your hand.

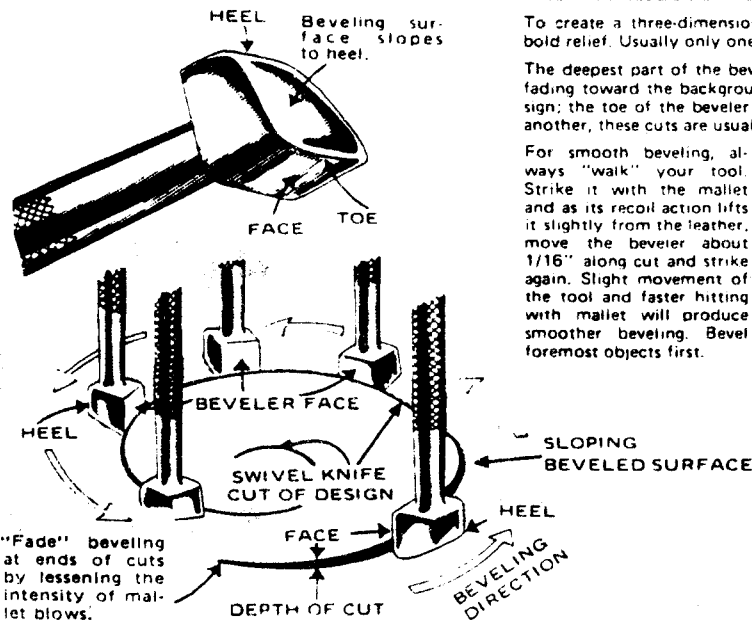


To add texture and to embellish the beauty of your design, use a **camouflage stamping tool**. A half-moon shaped tool, the "Cam" has serrations that fan out into a sunburst effect. It is available in a wide variety of sizes and shapes

Always stamp the impressions away from you for better visibility and control. Space impressions evenly.



- 1 This is a full impression of the stamp. Hold the tool straight up and down and strike sharply with mallet
- 2 Lean the tool to the left, holding securely with hand so tool does not slip when struck with the mallet. Impressions on right side should "fade" into nothing
- 3 Leaning the tool to the right fades the left corner impressions and firmly imprints the right corner of the tool. Moisture content should be "just right"
- 4 Here the tool is tipped forward on the toe so that the corners do not dig in. Tap lightly with the tool in this position



To create a three-dimensional effect, use a **beveler** (upright position) to bring the design into bold relief. Usually only one side of the swivel knife cut is beveled down.

The deepest part of the bevel is always next to the outline of the design, with the sloping bevel fading toward the background areas. The face of the beveler always faces the cut line of the design; the toe of the beveler is placed directly in the cut. When a line of the design does not join another, these cuts are usually beveled lightly to fade out at the end of the cut.

For smooth beveling, always "walk" your tool. Strike it with the mallet and as its recoil action lifts it slightly from the leather, move the beveler about 1/16" along cut and strike again. Slight movement of the tool and faster hitting with mallet will produce smoother beveling. Bevel foremost objects first.

These petals overlap seed pod therefore bevel as shown to make them appear raised



Outside petals overlap center petal. Bevel as indicated by shaded lines

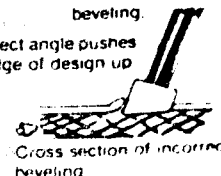
Seed pod overlaps back flower petals so it is beveled around next

"Fade" beveling at ends of these cuts

WRONG
Beveler should be held straight up and down



Incorrect angle pushes cut edge of design up



Cross section of incorrect beveling

HOW TO LACE

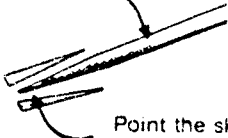
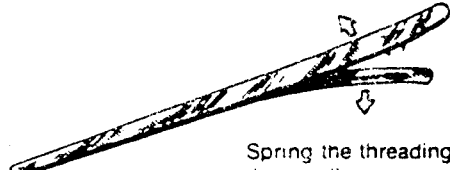
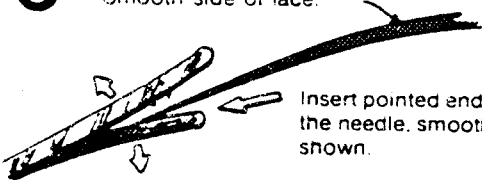

Lacing puts the finishing touch to handmade leather articles. How good the finished project looks depends very much on the lacing. Thus, how you lace and your technique have a great deal of importance in the appearance

of the finished project. With the following instructions and illustrations, plus a little practice, you will soon be doing a neat, smooth job of lacing. Always lace with front or outside of the project facing you.

THREADING THE NEEDLE

NOTE: You should load two yards of lacing in lacing needle at a time. Working with longer pieces of lacing will be

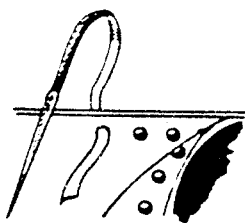
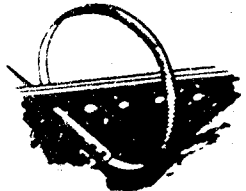
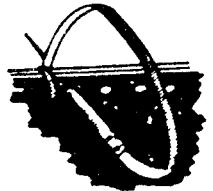
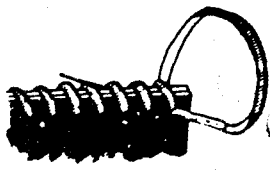
difficult and can cause the lacing to wear and become frayed as it is pulled through the lacing holes.

<p>1 Skive end of the flesh side of lace.</p>  <p>Point the skived end as shown.</p>	<p>2</p>  <p>Spring the threading end of the needle open.</p>
<p>3 Smooth side of lace.</p>  <p>Insert pointed end of lace into the needle, smooth side up as shown.</p>	<p>4</p>  <p>Close needle on lace and squeeze gently with pliers so prongs pierce lace and lock in place. To remove lace, spring needle open as shown in Step 2.</p>

HOW TO LACE THE WHIPSTITCH—1

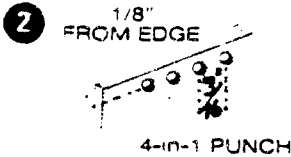


The following instructions for the Whipstitch are for use on a project with separate beginning and ending points. The amount of lacing required for the Whipstitch is three to three-and-a-half times the distance to be laced.

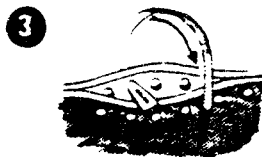
<p>1</p> <p>Begin lacing, starting in between the layers of leather. Leave about 1/2" at the end.</p> 	<p>2</p> <p>Lace through hole as shown. Keep the lace from twisting. Pull the stitch up tight to lock the lace.</p> 
<p>3</p> <p>Push needle through the second hole. Pull stitch up tight. Continue lacing, tightening the lace as you go.</p> 	<p>4</p> <p>Push needle through the last hole as shown. Bring it up between the leathers and out between the lacing. Carefully cut off the end of lacing.</p> 

HOW TO LACE THE WHIPSTITCH-2

The following instructions for the Whipstitch are for use on projects with common beginning and ending points such as billfolds. The amount of lacing required for the Whipstitch is about three to three-and-a-half times the distance to be laced.



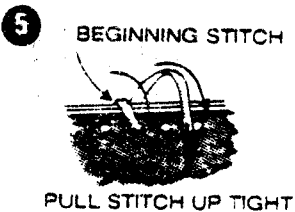
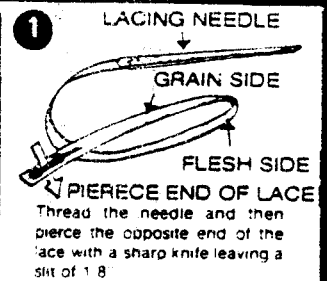
Make your lacing holes if the project is not pre-punched. Space the holes as shown above, about 1/8" from the edge. Be sure they are spaced equally.



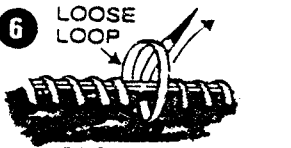
Begin lacing, starting between the two layers of leather. Leave about 1/4" at the end where you slit the lace.



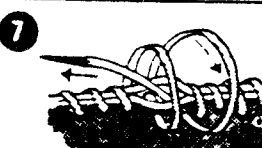
Push needle through the second hole, then thread it through the slit in the end of the lace and through the opposite hole, as shown.



PULL STITCH UP TIGHT. Continue lacing, tightening the lace as you go.



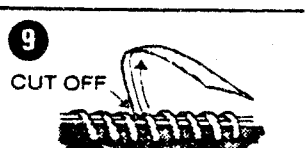
BEGINNING STITCH
Lace around the project leaving a loose loop in the second hole from the beginning stitch. There will be one unlaced hole between your very first and your last stitch, as shown.



Spread the two leather layers and lace through the last hole, up between the leathers and through the first loose loop, as shown.



Pull the first loop tight, over end of lace, as shown.



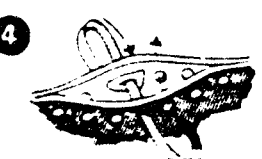
Pull end of lace tight to take slack out of last loop. Cut off the end of the lace with a sharp knife and tap all lacing flat with smooth-faced mallet.

HOW TO LACE THE RUNNING STITCH

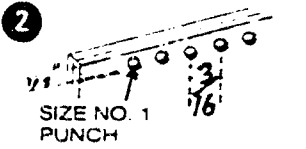
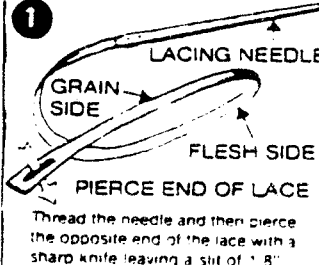
The amount of lacing required for the Running Stitch is about 1 1/2 times the distance to be laced.



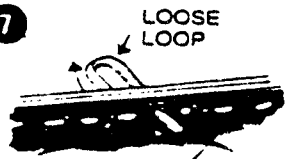
Begin lacing, starting between the two layers of leather. Leave about 1/4" at the end where you slit the lace.



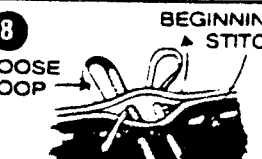
Push needle through the next hole from the back, through the slit and out through the opposite hole in front, as shown.



Make your lacing holes if the project is not pre-punched. Space the holes as shown above, about 1/8" from the edge and approximately 3/16" apart. Be sure they are spaced equally.



BEGINNING STITCH
Lace to the last hole and leave a loose loop in the next to the last hole.



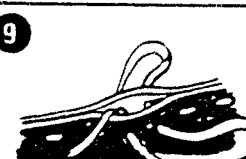
Push needle through last hole. Spread leathers, push needle through next to the last hole, bringing needle up between leathers.



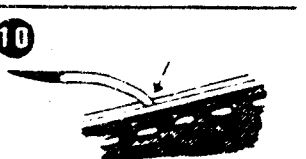
Pull stitch up tight to lock the lace. Continue lacing the rest of the project.



BEGINNING STITCH
Pull the beginning stitch tight and continue lacing, pulling the stitches tight as you go.



Pull the loose loop tight and continue pulling all the slack out of the lace.



Pull all stitching tight and pull end of lace tight. Cut off the end of the lace close to the leather and tap all lacing flat with a smooth mallet.

Create Your Own Bolo Ties

You Will Need:

Your choice of Leather Shapes

3-D, Decorative or Alphabet Stamps

Pro Dye #2055, Cova Color® #2041 or Tandy's Antique
Leather Stain #2071

Four Pony Beads #1427 or #1428

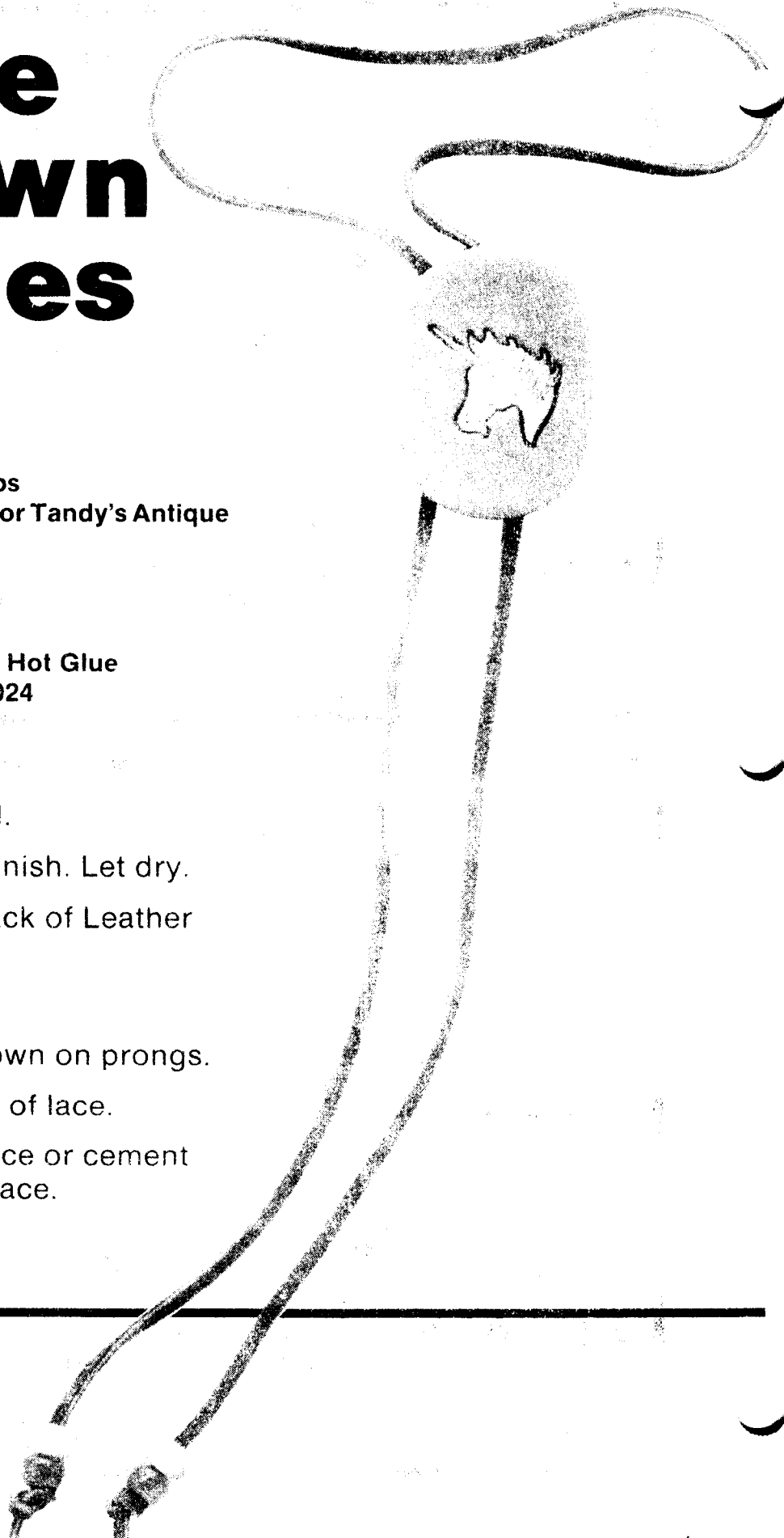
Bolo Tie Clip #1489

36" of leather lace

Tandy Craftsman® Cement #2016, Hot Glue

Gun #2442 or Barge Cement #2024

1. Dampen Leather Shape.
2. Stamp with design or initial.
3. Dye, paint or antique and finish. Let dry.
4. Cement Bolo Tie Clip to back of Leather Shape.
5. Put lace through clip.
6. Tighten clip by pressing down on prongs.
7. Put two beads on each end of lace.
8. Tie a knot in each end of lace or cement beads in place on ends of lace.




LEATHER COMPANY®

A DIVISION OF TANDY CRAFTS, INC.
AN EMPLOYEE STOCK OWNERSHIP PROGRAM CO.

#3595-99

L-6

HAWK SHEATHS

by Tony Laier



FULL SHEATH

STEP 1. Trace all patterns on tracing film to preserve the paper patterns. Transfer patterns to leather and cut out pieces. Punch all holes with a No. 3 Mini Punch.

STEP 2. Place Button on Front in position shown by dotted line on pattern and align the two holes, grain sides up. Thread a 1 ft. piece of latigo lace through the holes from the flesh side of Front. Tie the ends together in a square knot on grain side of Button. Trim off excess lace.

STEP 3. Fold Belt Loop over, flesh sides together, and align holes in ends. Place Belt Loop on grain side of Back in position shown by dotted lines on pattern and align holes. Using 2 ft. of latigo lace, go through top left holes, leaving about 1 ft. of lace in hole. Go across, through top right set of holes and down through bottom right holes. Come back out through bottom left hole and tie ends in a square knot. Do not trim long end of lace as this will be the closure thong.

STEP 4. Align holes in narrow ends of Front and Back grain sides up. Tie together with 1 ft. of lace as in Step 2.

STEP 5. Align holes in large ends of Front and Back, flesh sides together. Tie a knot in one end of 2 ft. of latigo lace. Push other end of lace through first set of aligned holes and pull through until knot is against leather. Come over the edge of the leather and go through next hole. Continue lacing over the edge of the leather and through next hole until you reach the last hole. **NOTE:** Do not twist the lace; always keep the smooth side of the lace up. Tie off with a knot as close to the leather as possible.

FULL SHEATH
BELT LOOP
CUT 1
From 8-9 oz. Leather

Use No. 3
Mini Punch
On All Holes

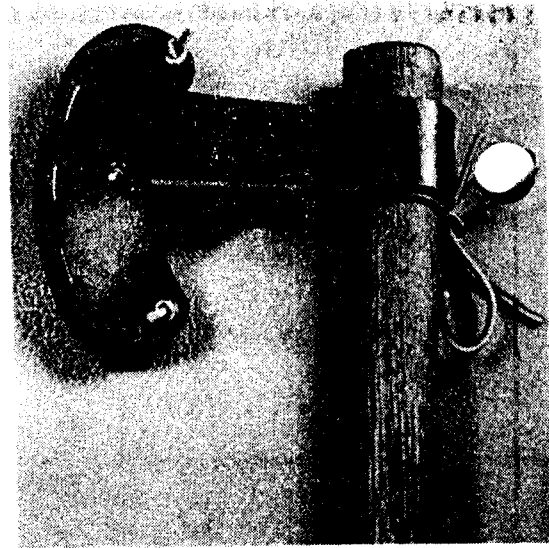


FULL SHEATH
BUTTON
CUT 1
From 8-9 oz. Leather

Use No. 3
Mini Punch
On All Holes

FULL SHEATH
FRONT
CUT 1
From 8-9 oz. Leather

Button
Placement



BLADE SHEATH

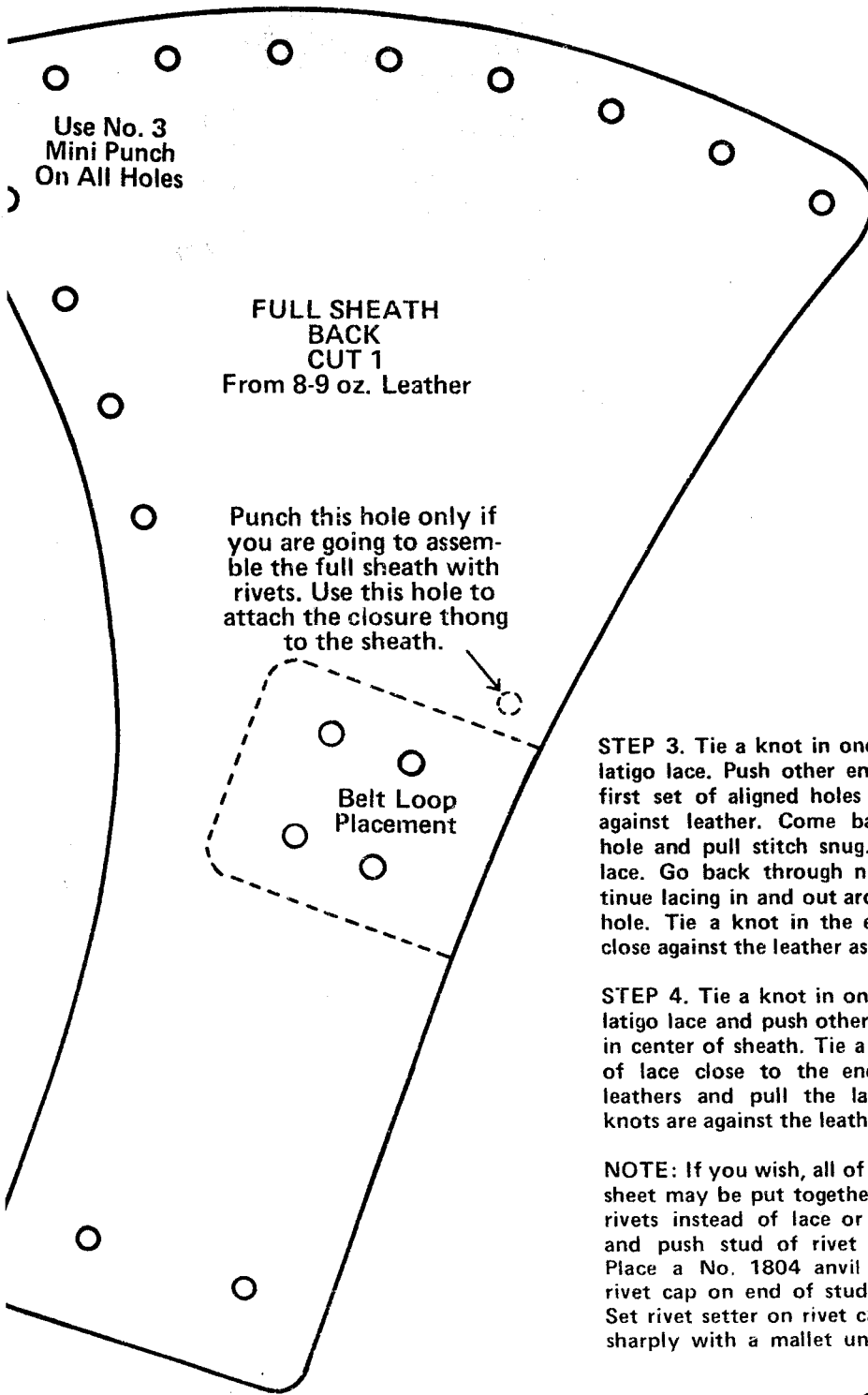
STEP 1. Trace all patterns on tracing film to preserve the paper patterns. Transfer patterns to leather and cut out pieces. Punch all holes with a No. 3 Mini Punch.

STEP 2. Align holes in Front and Back, flesh sides together.

STEP 3. Tie a knot in one end of 1½ ft. of latigo lace. Push other end of lace through first set of aligned holes and pull knot up against leather. Come back through next hole and pull stitch snug. Do not twist the lace. Go back through next hole and continue lacing in and out around sheath to last hole. Tie a knot in the end of the lace as close against the leather as possible.

STEP 4. Tie a knot in one end of 2½ ft. of latigo lace and push other end through holes in center of sheath. Tie a knot in other end of lace close to the end. Reach between leathers and pull the lace out until both knots are against the leather. Cut lace in half.

NOTE: If you wish, all of the sheaths on this sheet may be put together using double cap rivets instead of lace or tacks. Align holes and push stud of rivet up through holes. Place a No. 1804 anvil under stud. Place rivet cap on end of stud on top of leather. Set rivet setter on rivet cap and strike setter sharply with a mallet until the rivet is set.

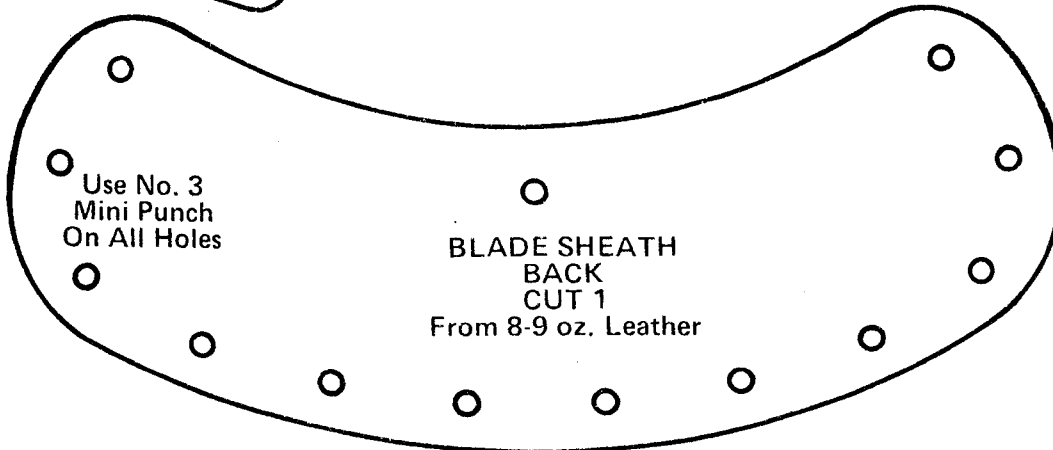


**FULL SHEATH
BACK
CUT 1**
From 8-9 oz. Leather

Use No. 3
Mini Punch
On All Holes

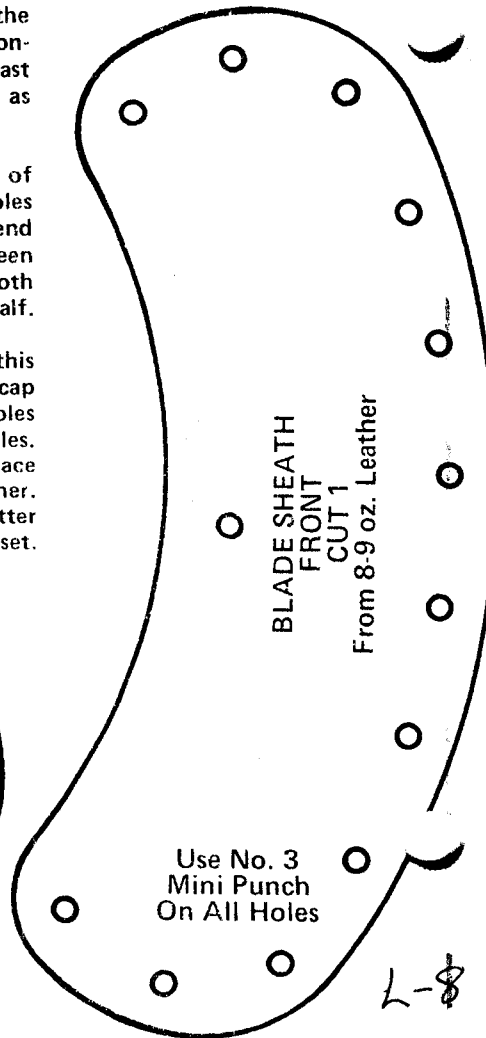
Punch this hole only if you are going to assemble the full sheath with rivets. Use this hole to attach the closure thong to the sheath.

Belt Loop
Placement



**BLADE SHEATH
BACK
CUT 1**
From 8-9 oz. Leather

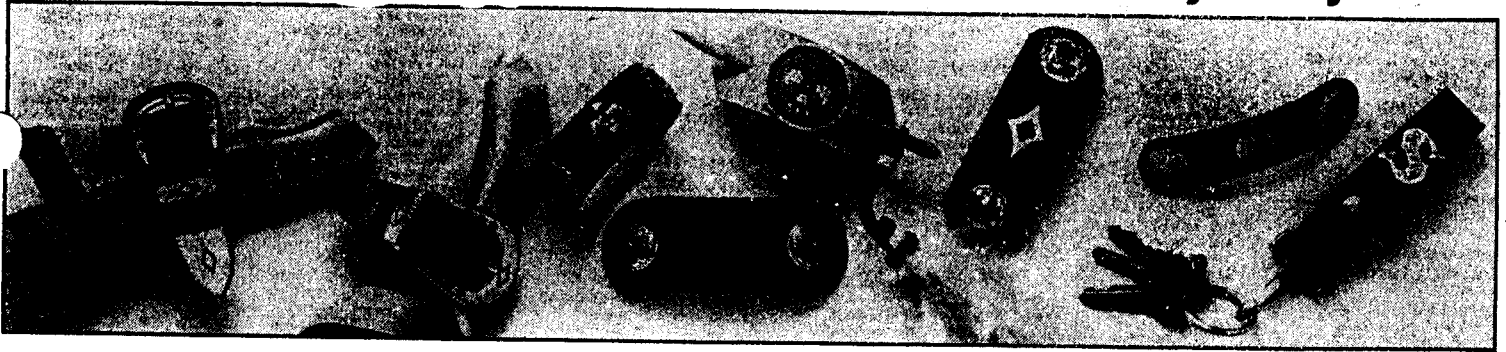
Use No. 3
Mini Punch
On All Holes



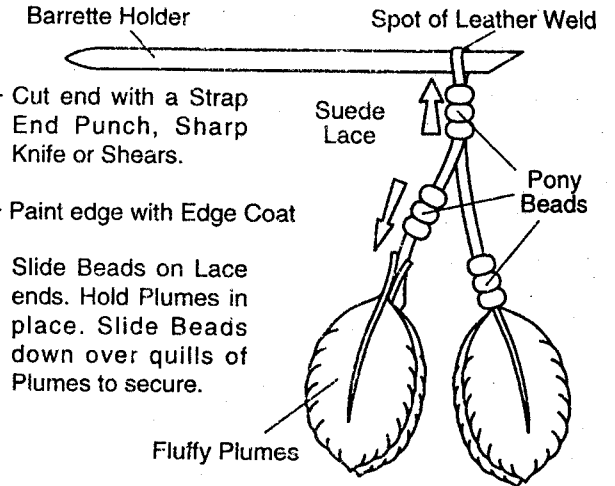
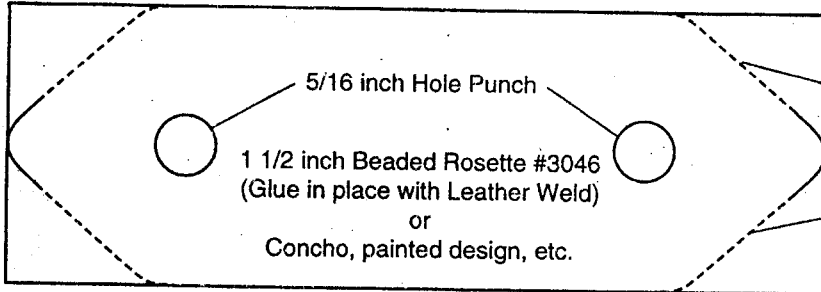
**BLADE SHEATH
FRONT
CUT 1**
From 8-9 oz. Leather

Use No. 3
Mini Punch
On All Holes

L-8



Barrette with Wooden Holder

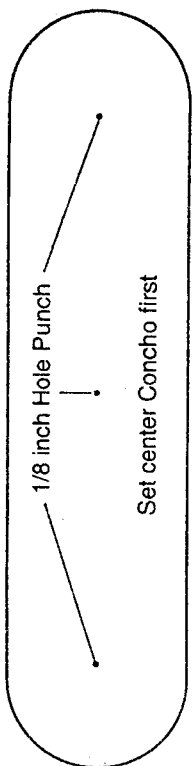


You Will Need:

- 4 1/4 inches of 1 1/2 inch Suede Belt Strip #5019
- Barrette Holder #2216
- 8 inches of 1/8 inch Suede Lace #5008
- 9 Pony Beads, 8mm #1423-27-28-29-61
- 4 Fluffy Plumage #3007
- Belt End Cutter #1787 or Sharp Knife or Shears
- 5/16 inch Hole Punch
- Leather Weld #2015
- Tandy Edge Coat® #2025

1 inch and 1 1/2 inch Concho Barrettes

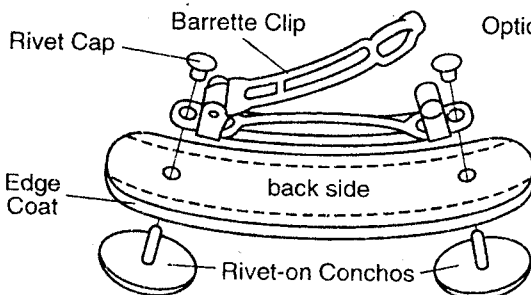
1 Inch Cutting Pattern



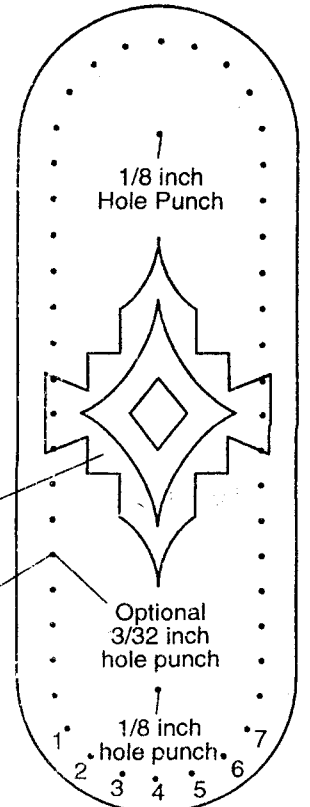
You Will Need for 1 inch:

- 4 inches of 1 inch Suede Belt Strip #5018
- 3 1/4 inch Barrette Clip #1138
- 3 round 3/4 inch Rivet-on Conchos
- 1/8 inch Hole Punch
- Sharp Knife or Shears
- Rivet Setter #8100
- Tandy Edge Coat #2025

For optional Double Loop Laced edge on 1 1/2 inch Barrette, you will need a 3/32 inch hole punch, 3 yards of 3/32 inch lace and a Lacing Needle.



1 1/2 Inch Cutting Pattern

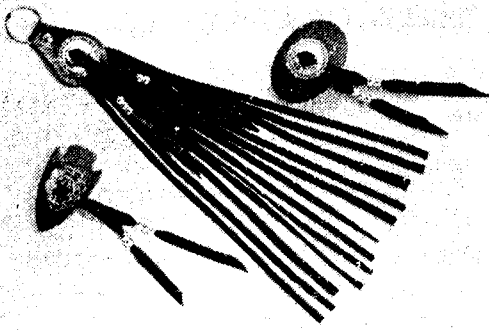


You Will Need for 1 1/2 inch:

- 4 1/4 inches of 1 1/2 inch Suede Belt Strip #5019
- 3 1/4 inch Barrette Clip #1138
- 2 round, 7/8 inch Rivet-on Conchos
- 1/8 inch Hole Punch
- Sharp Knife or Shears
- Rivet Setter #8100
- Tandy Edge Coat #2025

For optional Double Loop laced edge. Lace twice through 7 end holes on each end of Barrette. Lace edge before attaching Barrette Clip.

Concho Barrettes & Key Fob by Nan Abbott

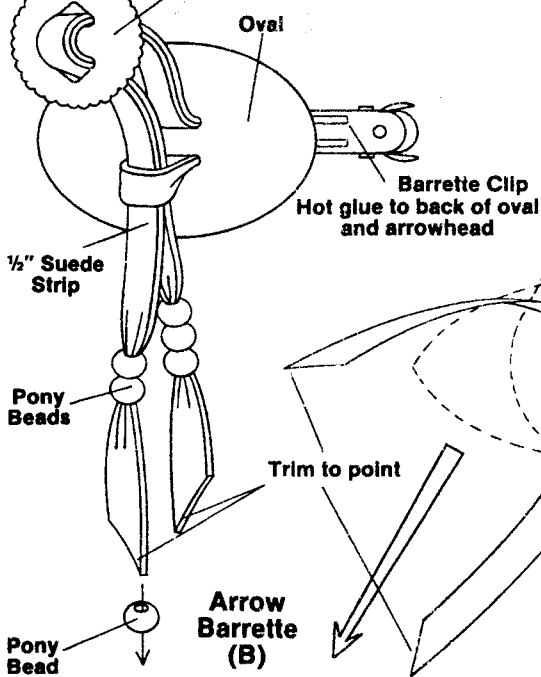


You will need:

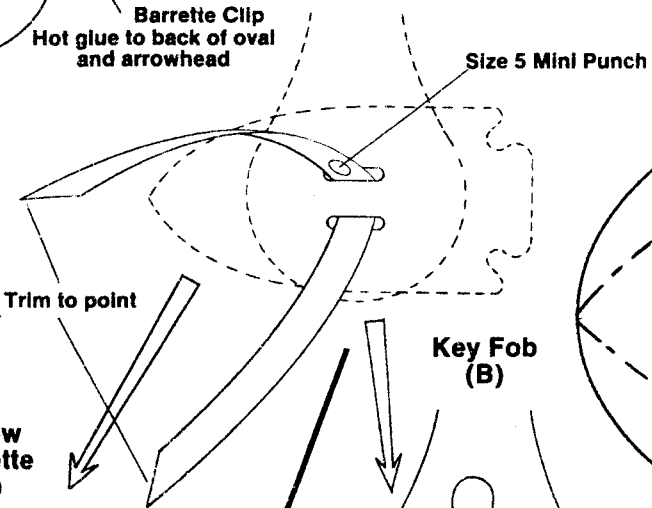
- Oval #4158 or Small Arrowhead #4115 or Key Fob #4149
- 1/2"x18" Suede Strip #9273 (for all)
- 3"x14" Suede Piece #9273 (for Key Fob)
- Barrette Clip #1138 (for Barrettes)
- 1 1/2" slotted concho (for Oval Barrette or Key Fob)
- Arrowhead Concho #1362 (for Arrowhead Barrette)
- Pony Beads (for all)
- 1/2" Oblong Punch #1564 (for all)

- Size 5 Mini Punch #1766 (for Arrowhead Barrette or Key Fob)
- Size 2 Mini Punch #1766 (for Key Fob)
- Glue gun (for Barrettes)
- Rivet Setter #8100 (for Key Fob)
- Super Shears #1591 or sharp knife (for all)

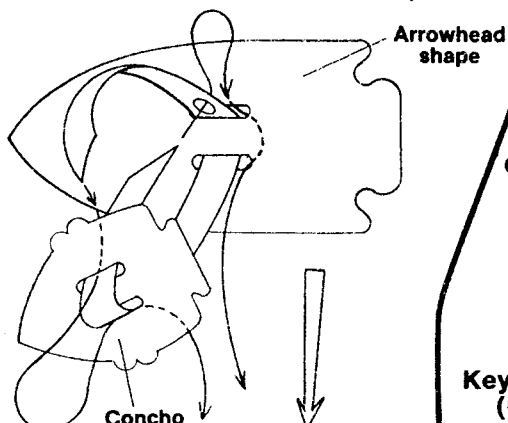
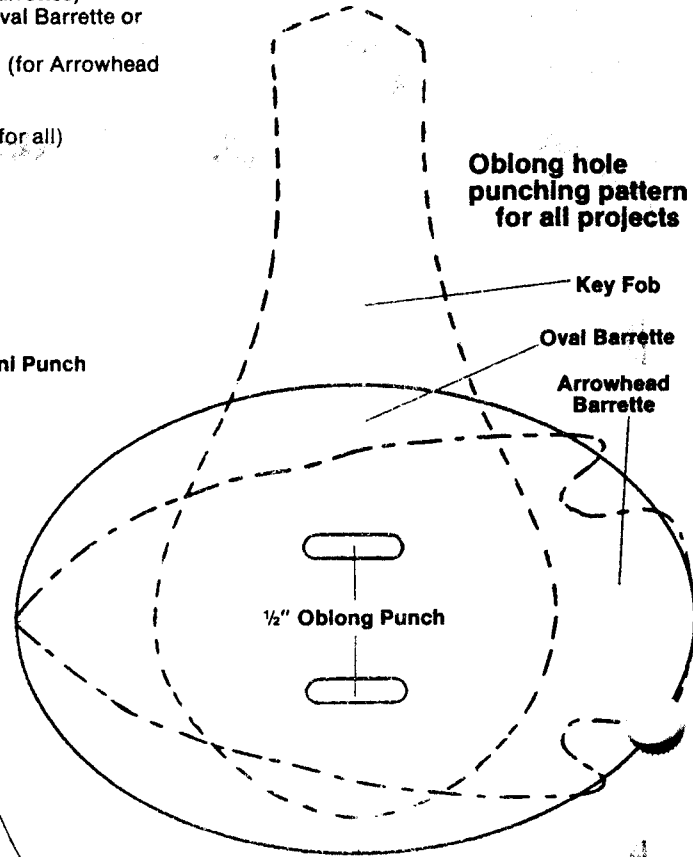
Oval Barrette



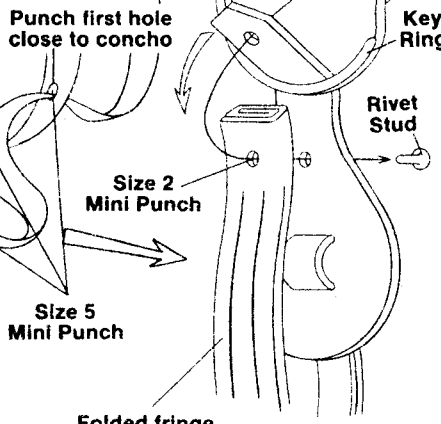
Arrow Barrette (A) and Key Fob (A)



Oblong hole punching pattern for all projects



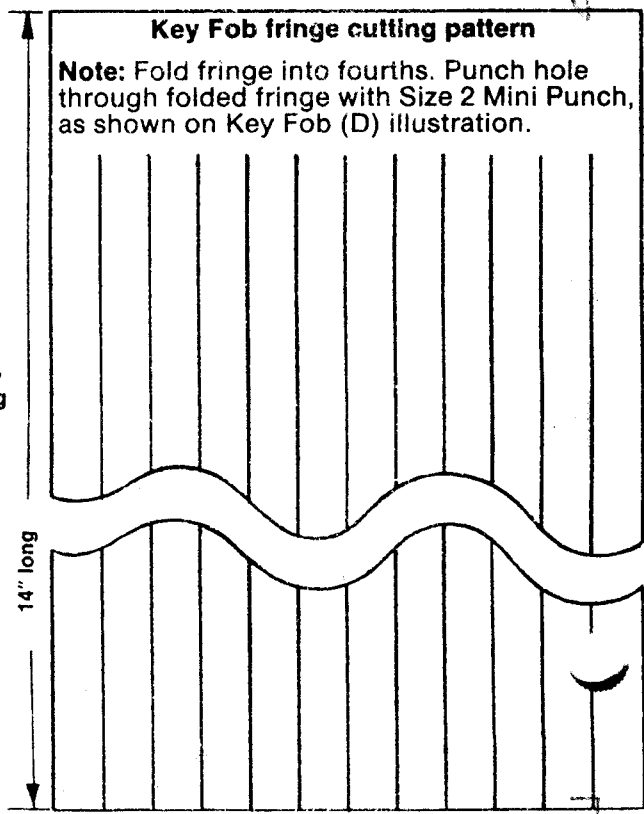
Key Fob (C)



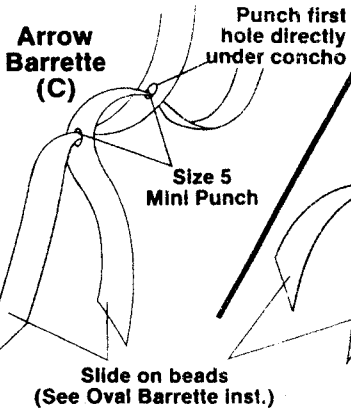
Key Fob (D)

Key Fob fringe cutting pattern

Note: Fold fringe into fourths. Punch hole through folded fringe with Size 2 Mini Punch, as shown on Key Fob (D) illustration.



Arrow Barrette (C)



Slide on beads (See Oval Barrette Inst.)

How to Make a Christmas Door Bell

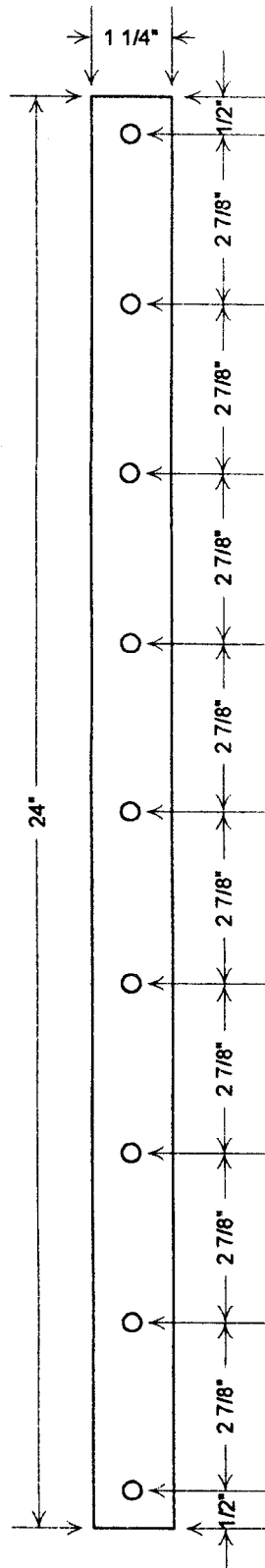
YOU WILL NEED:

- 1 - 7 to 8 oz. Leather Strip, 1 1/4" x 24"
- 5 - Star Shapes, #4160
- 5 - 1" Dance Bells, #2988
- 4 - 1 1/2" Dance Bells, #2990
- 8 Yards Green Suede Lace, #5013 (For Tie and Bows)
- Red Cova Color, #2041
- 5/32" Hole Punch

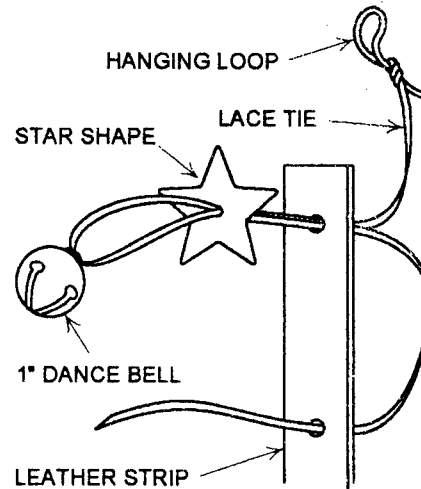
ASSEMBLY INSTRUCTIONS

- STEP 1.** Punch holes in the leather strip (ill. A).
STEP 2. Punch a hole in the center of each Star Shape.
STEP 3. Paint the strip and stars with Cova Color.
STEP 4. Form a hanging loop in one end of 4 yd. long piece of Lace (ill. B).
STEP 5. Thread other end of 4 yd. long piece of lace through first hole in either end of strip, from back side.
STEP 6. Attach Bells, Stars and Lace Bows (made from 1 yd. long pieces of Suede) to strip (ill. B and C).
STEP 7. Tie Lace off in on back side of strip when last Star and Bell have been attached.

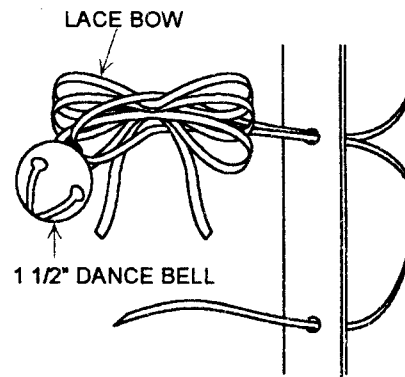
(III. A)



(III. B)



(III. C)



Happy Holidays!



Mini Flashlight Holder

5 3/4" to 6 1/4" long
(2 - AA battery type)

You will need:

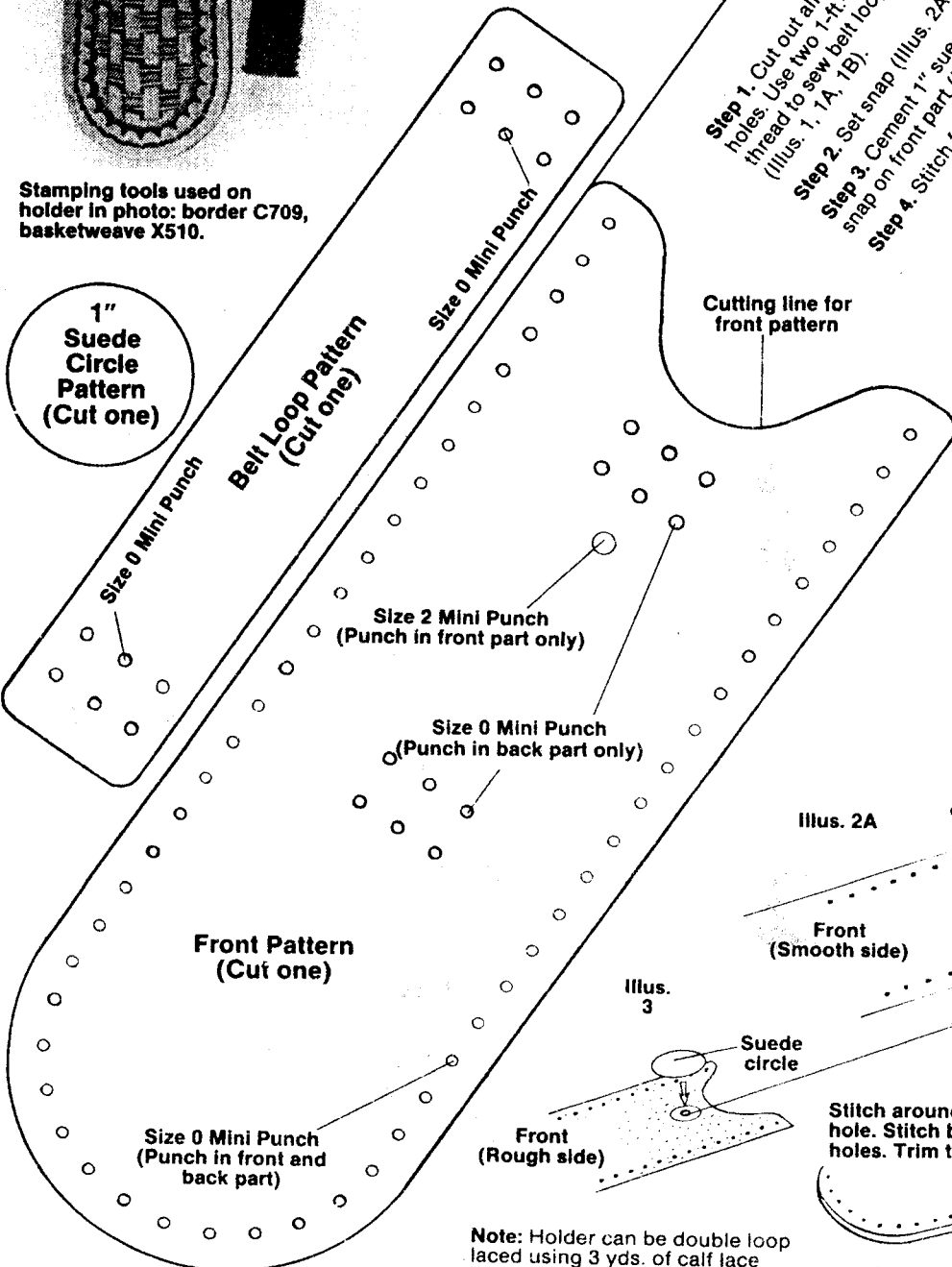
- 4 to 5 oz. leather
- 1" circle of thin suede
- 1 Short Baby Dot Snap #1262
- 3 yds. waxed thread and needles (2 ft., if double loop lacing), or 3 yds. calf lace and needle (for double loop)
- Size 0 and Size 2 Mini Punch #1766

- Baby Dot Setter #7057
- Anvil #1804
- Craftsman® Cement #2016

Note: Do all tooling, dyeing and finishing before assembly, unless holder is to be wet-formed. To wet-form, do all tooling, then assemble. Dampen holder with water, then push plastic-wrapped flashlight into holder. Let dry, remove flashlight, then apply dye and finish.

Stamping tools used on holder in photo: border C709, basketweave X510.

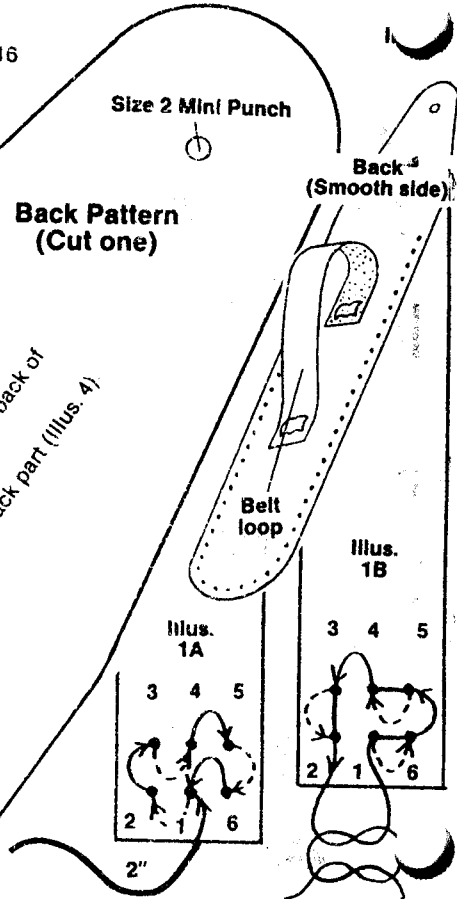
1" Suede Circle Pattern (Cut one)



- Step 1. Cut out all parts and punch all holes. Use two 1-ft.-long pieces of thread to sew belt loop to back part (illus. 1, 1A, 1B).
- Step 2. Set snap (illus. 2A, 2B).
- Step 3. Cement 1" suede circle over back of snap on front part (illus. 3).
- Step 4. Stitch front part to back part (illus. 4).

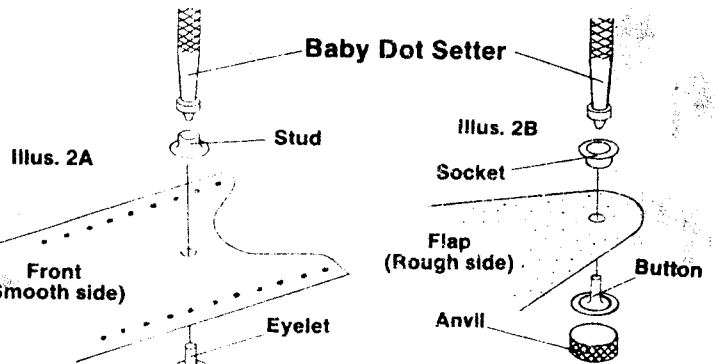
Cutting line for front pattern

Back Pattern (Cut one)



1A. Using 1 ft. of thread, begin stitching at hole 1. Leave 2" of thread to tie off with. Stitch up through hole 2 and back down through hole 3. Continue around through holes 4, 5, 6 and back through hole 1.

1B. From hole 1, come up through hole 6, then down through hole 5 and back around through all the holes to hole 2. Tie off, as shown. Tap all stitches flat with a mallet. Repeat 1A and 1B on the other end of the belt loop (illus. 1).



Note: Holder can be double loop laced using 3 yds. of calf lace and a lacing needle.

Stitch around to last hole. Stitch back 2 or 3 holes. Trim thread.

Stitching needles

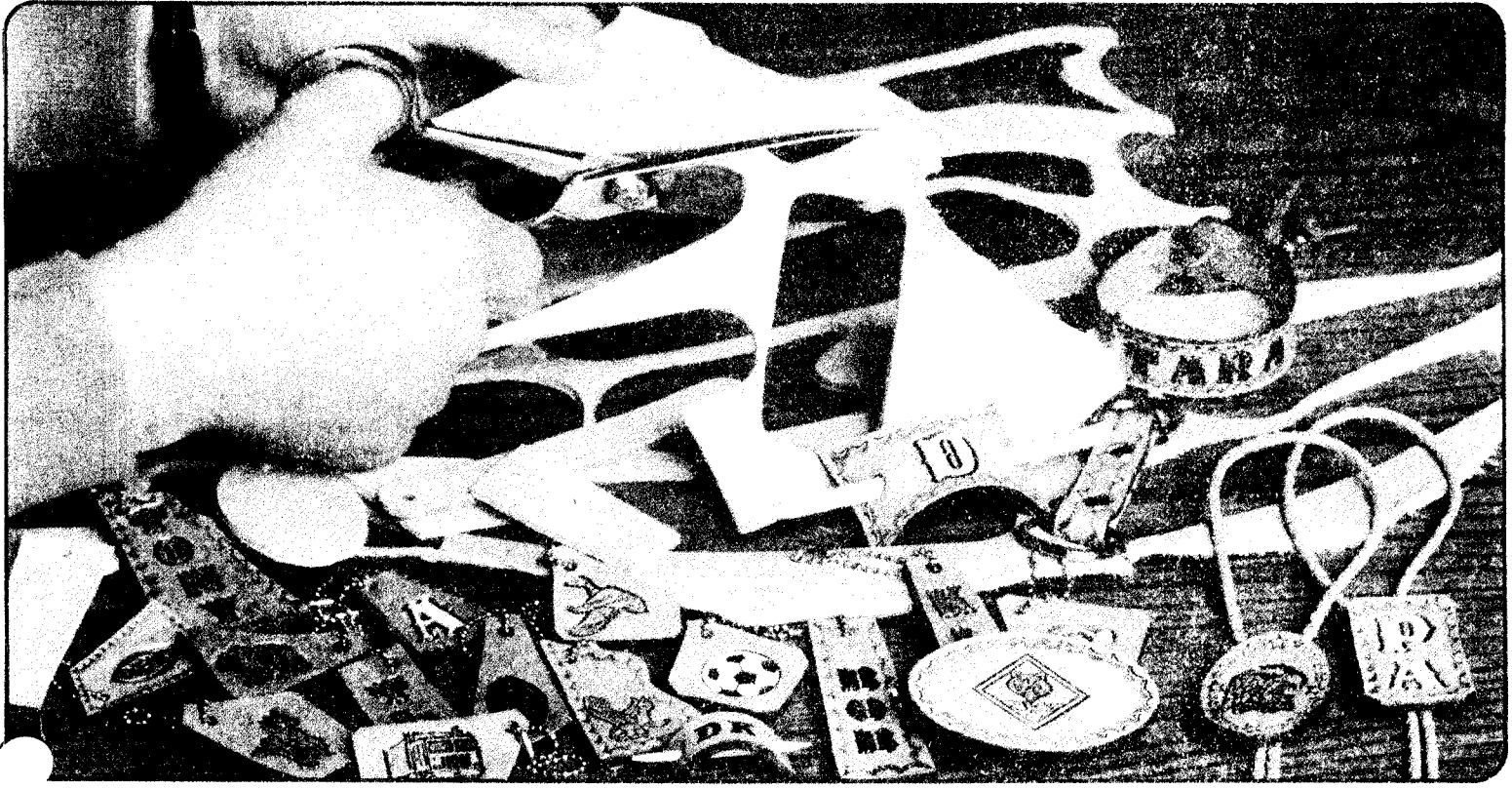
Stitch twice through first two holes.

Waxed thread

BITS AND PIECES

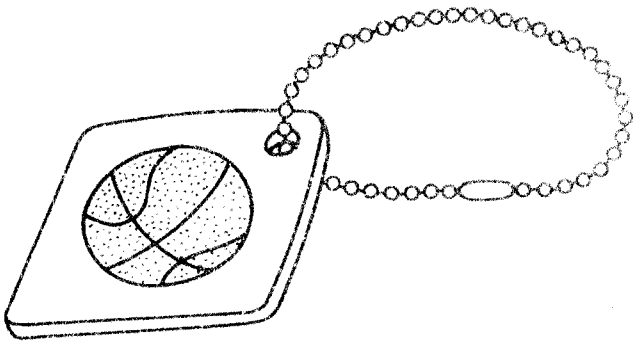
IDEAS FOR PROJECTS YOU CAN MAKE!

STOCK
#3598-99

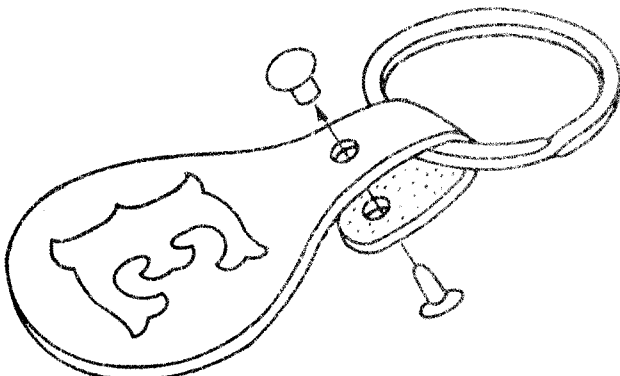


KEY FOBS

Punch hole in leather piece and attach key chain.

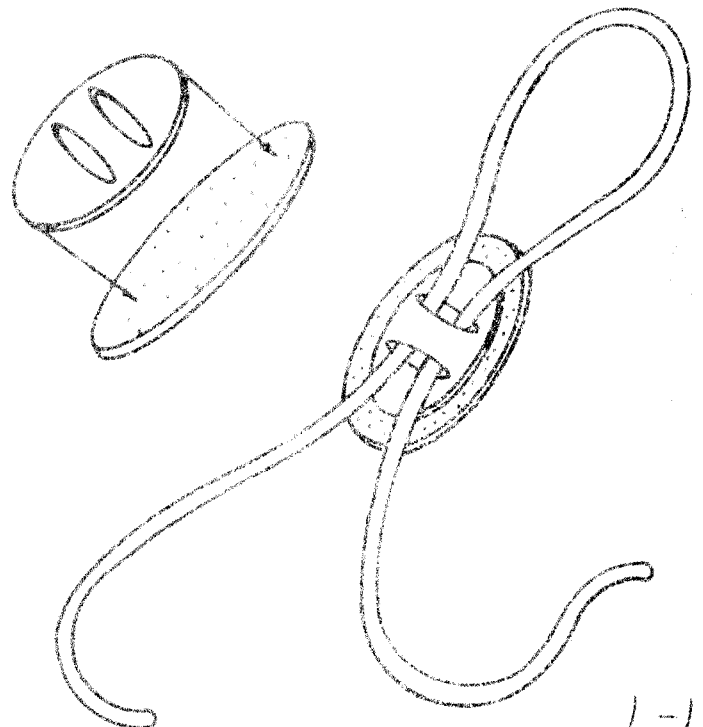


Punch holes in leather piece, then rivet key ring in place.



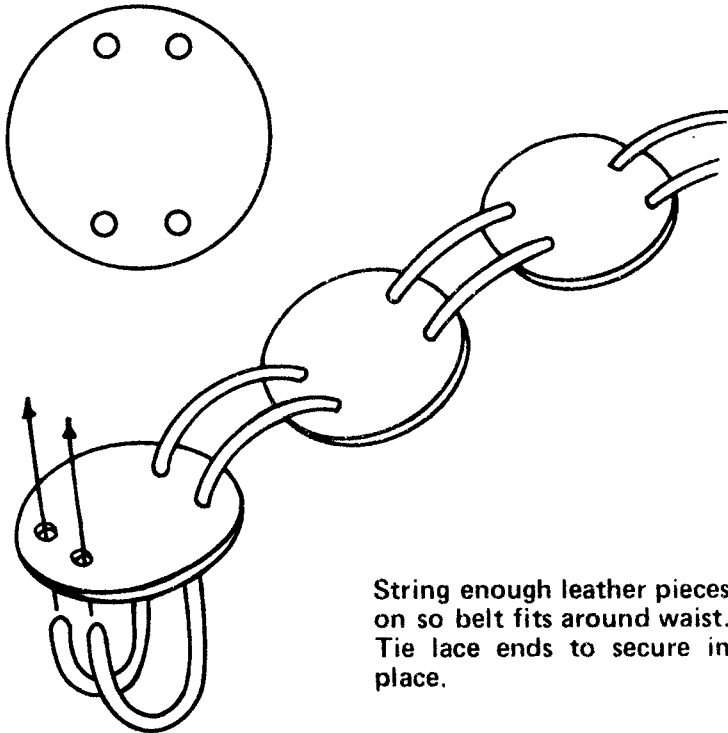
BOLO TIE

Cut two slots in a piece of leather then glue to the back of another piece of leather. Run lace or bolo cord through the slots as shown.



BELT

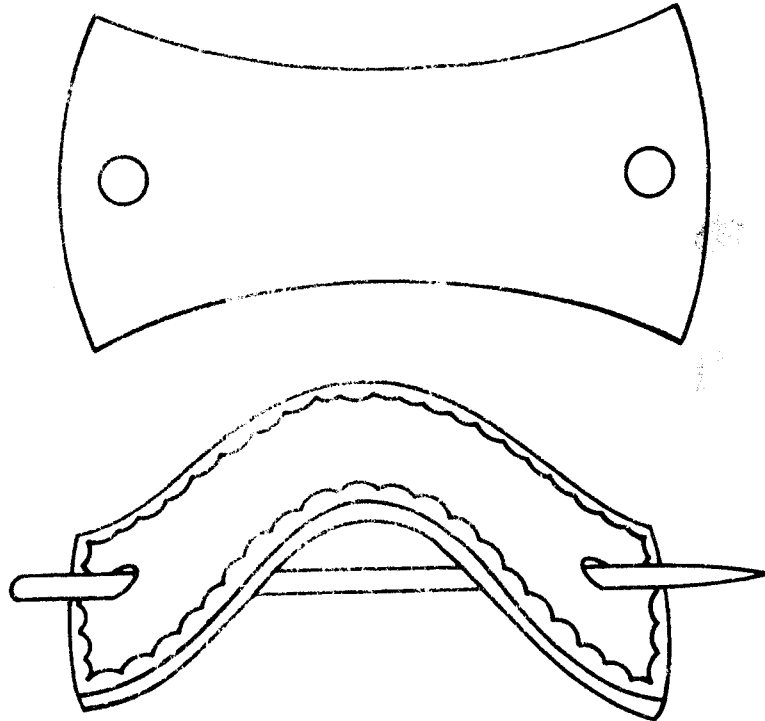
Cut out leather belt pieces. Punch two holes in each side of each belt piece. String pieces together with leather or plastic lace as shown.



String enough leather pieces on so belt fits around waist. Tie lace ends to secure in place.

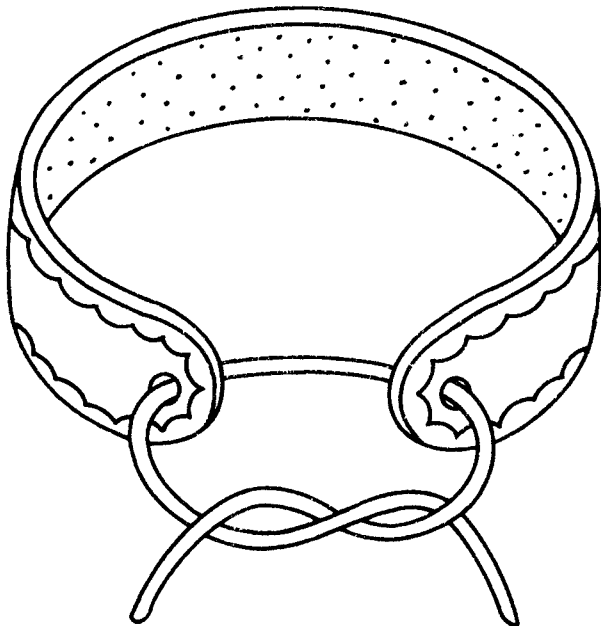
HAIR BARRETTE

Cut leather piece for barrette any size you like. Punch a hole in each end then run a small stick through the two holes as shown.



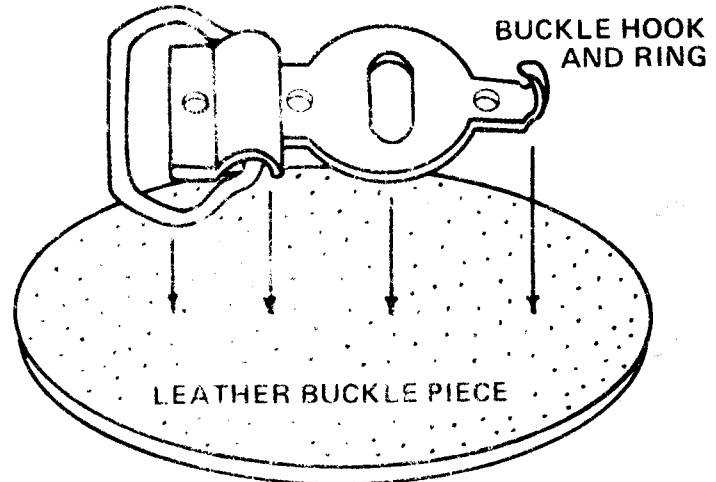
WRISTBAND

Cut a strip of leather long enough to go around your wrist. Punch a hole in each end then run a length of lace through the holes and tie as shown.

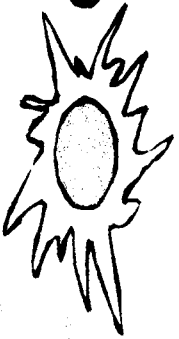


BUCKLE

Cut out leather buckle piece. Glue or rivet buckle hook and ring to back side of leather piece.



Use 3-D stamps, Craftool Stamps and Alphabet Stamps to personalize your project then add some color with Cova Dye, Paint Markers and Sharpie Pens.



Why have Skits?

Skits are an easy, light, enjoyable way to get the Cubs involved with the program. They allow Cubs the opportunity to get up in front of a friendly group. They add sparkle to any meeting.

When do you use a Skit?

A skit is appropriate at any meeting. Den meetings, pack meetings, campfire programs, P.T.A. meetings, etc. People (parents in particular) enjoy seeing the boys do something. A skit is an excellent way to put the boys in the limelight.

Who Uses Skits?

All Cub leaders are called upon at sometime to participate in the program. Cubmasters, Den Leaders, and Committee Members all have need for a skit at some time.

Where do I find Skits to use?

Right here in the POW WOW book. There are many resources available. The Scout Shop is full of literature. Monthly Roundtables provide skit ideas. The library has several good books on skits and stunts.

Or WRITE YOUR OWN!!! The best source for skits is right under your nose. Look to the Cubs in your unit for ideas. For a skit to have meaning, you need to find out what your Cubs are interested in.

How do I pick the right skit?

Decide on the mood of the meeting. Try to fit the skit to the monthly program theme. Ask your Cubmaster if he favors a light skit or something serious. Do you want to teach a lesson? Do you want only to entertain? Are your Cubs comfortable in front of a group? These are questions that must be answered before a proper skit can be chosen.

I have five Cubs in my den. I can't find a good skit for only five Cubs.

You haven't looked. DO NOT pick an inferior skit because it fits the number of boys you have. Find a skit you like and make it fit. Expand the number of speaking parts or consolidate speaking parts to fit a smaller group. Take shy boys and let them be part of the scenery or background.

Drag in the Audience

If you need MORE people, use your Den Chief, and, even better, draft somebody from the audience. Any skit that needs a "sucker" or a "goat" to make fun of, grab up the President of the PTA, or the visiting Congressman, or your Principal. (See The Monster, or the Candy Store, on other pages.)

Sometimes a small den needs more people, and it is advisable to put two small dens together. It is, however, discouraging to see Cub Scouts milling around, slow to get together, so have your people rehearsed--that is, they know ahead that "here" is the place to stand, and "there" is the place to go, so there is no uncertainty. If one of your boys is not rehearsed or did not attend last den meeting, be sure he is assigned a place of lesser importance, with less to do in the act.

Don't ask the kids to memorize...Fake it!

Too much dialog is the death of many good skits. If you can do away with words, great! If you must have words, maybe a narrator, like the Den Chief or an adult, can read off the spoken part.

A narrator can set the scene, or describe the action, or describe the emotions of the actor...all the actor has to do is ham it up, or sort of "over-act" the part. This is lots easier than learning a part, or speaking words.

Speak to the Back Row

Whoever has a speaking part, whether a behind-the-scenes narrator, or the boys with speaking parts, all must remember the most important part--SPEAK TO THE MAN ON THE LAST ROW in the hall. (If HE can hear, so can everybody else).

If your people must talk, be brief and to the point. If each actor has a sign around his neck, (as POLITICIAN, or REPORTER), you may write his brief message on the back of the sign, as a prompting device.

But again, avoid dialog where you can. Go easy without using oral prompters or que cards, if at all possible. Utilize the "ham" in your boys. All play and no words make him a good actor.

How To Write A S kit

If you've been in Cub Scouting any length of time, you've probably been asked to help prepare a stunt or skit for a pack meeting, church bazaar, or council Pow Wow. Been wondering how to put your ideas into skit form? Where to start? What to do?

The suggestions we make aren't a cut and dried cure-all. But knowing your facilities, your subject, how many boys you have in your den and what parts they'll play will get you off to a good start. So jot down!

1. The subject of your plot.
2. The title, whether serious or funny.
3. The kind of actors you'll use - puppets or real live Cub Scouts.
4. List names and parts.
5. How much time you'll have. Write a skit timed for twenty minutes. Boil it down to five, saving only the best lines.
6. Your stage: Is it an open floor, a platform at one end of the room, or a real honest-to-goodness stage? Know what kind of lighting you'll have, what special effects you can use. There's no need to plan for a lighted campfire if there are no outlets.

REMEMBER

The crowd must like your play, so write it to fit them. Keep the scene-changing to a minimum.

In writing your skit, use stage directions liberally. Tell who goes where, and does what.

Stimulate interest and surprise as you go along. A "walk-on" in each scene sparks interest. A "walk-on" is a character hunting a rabbit or bird, blowing up a balloon, or engaging in some other nonsense.

If you have more actors than the story calls for, sandwich in musical numbers, dances, songs, or magic between acts. Such extra material, including walk-ons, should be related to the play for continuity's sake.

Pantomime done to narration by one boy is the safest bet. Plots involving equally important characters who can easily be replaced or rotated must be considered to compensate for unexpected "no-shows".

Don't do everything in the first act - KEEP THE PLOT MOVING.
AVOID LONG SPEECHES.

Try to condense scenes - tie them together. Too many changes are very boring to the audience.

USE GESTURES AND PANTOMIME FREELY AND WITH EXAGGERATION.

A character to be convincing must be consistent. HE IS GOOD OR BAD, KIND OR MEAN, RUDE OR CITY SLICKER ALL THE WAY THROUGH.

Always have something up your sleeve for the last act - SOMETHING VERY FUNNY TO SEND THEM AWAY LAUGHING OR SOMETHING VERY BEAUTIFUL TO SEND THEM AWAY IMPRESSED.

I

I

I...Remember the three "I's" in putting on skits and stunts.

IMAGINATION

INGENUITY

IMPROVISATION

PANTOMIME

Pantomime is the expression of a thought, emotion or action without words. In advance forms, words may be supplied by a narrator, chorus, or other means, but the actors never speak.

Encourage the group to think about how any thought or feeling or action can be shown without words. Try the following:

THIS IS HOW I FEEL

Everybody sits quietly and thinks about how he'd feel then get up and show how he'd walk -

- if he had to go into a room where a baby was sleeping.
- if he's done something he was ashamed of doing.
- if he were on skis.
- if he had a nail in his shoe.

Or how he'd feel if it's very hot. if he's scared.
if it's very cold. if he's pleased.

THIS IS WHAT I DO

Vocations--baker, policeman, doctor, lawyer, dentist, plumber, barber.
Suppressed desires--actor, ball player, boxer, swimmer, singer, dancer

HOW WOULD YOU LIFT?

- a very young lady -something very hot -something heavy
- something very fragile -something big and bulky -something cold

THE FIVE SENSES

- | | |
|---------------------------------|---|
| Hearing - a sudden thundercrack | Tasting - food to see if it's properly seasoned |
| - a far away bell | - hot soup |
| - a whisper | - bitter medicine |
| - dance music | |
| Seeing - an old friend approach | Feeling - fresh paint |
| - an auto crash | - sandpaper |
| - a house on fire | - waves on the beach |
| - a Christmas tree | - warmth from the stove |
| Smelling - a burning dinner | |
| - a skunk | |
| - smoke from unknown source | |
| - a Thanksgiving aroma | |

HOW WOULD YOU LOOK

- If someone gave you a ferocious lion? - if your report card was all "C's"
- If someone gave you a beautiful ring? - if someone pinched you?
- If you lost that?-found it again? - if you smelled something bad?
- If you slipped on ice? - if you saw someone kick a dog?

"J U N K H E A P S A G A"

Scene: Two chairs side-by-side are front seats of a car. Four Cubs on hands and knees act as tires and make engine noises as car is starting and running.

Note: Driver and passenger are only speaking parts.

Driver: Let's see if this old jalopy will start.

(Turns key and engine makes noise, but soon dies)

Passenger: Let me look under the hood to see if anything looks wrong.

(Passenger gets out of chair and comes to front of "car"
Opens imaginary hood)

Passenger: Try to start it again.

(Driver turns key and engine makes terrible noise - dies again
Passenger slams down hood and sits back down in chair)

Driver: Did you see anything wrong with the engine?

Passenger: No. Everything looks fine to me. Do you have plenty of gas?

Driver: Yep! Filled her up this morning. Let me try it just once more.

(Driver gets out of "car" and stands in front as if talking to the hood.
Shakes fist several times. Gets back into car and turns key.
Engine starts up and runs smoothly)

Passenger: That is the most amazing thing that I have ever seen. Just what did you say to this car to make it start?

Driver: Just a little piece of advice about cars that my Den Leader gave me at the last Den Meeting:

"If your car is to be a winner,
You must feed it gas for dinner.

If it still runs very badly,
Coax it, beg it, speak to it madly.

If it still won't make the race,
To the junk heap it goes - it can be replaced."

(Car then acts up and all "Cub" tires fall off in all directions)

"H A N G I N G A R O U N D"

Scene: Stage has large rope extending from one side to other. Cubs hook arms over rope as if tied to it. Each Cub has four foot length of yarn. As called upon - Cubs tie "their" knot to large rope.

Announcer: Good evening, ladies and gentlemen. We have an important news flash from deep in the Scoutcraft area of Camp Gotcha-Watamee. We received a hot tip that an important dignitary would be "hanging around" here tonight.

Lark's Head: Hey, announcer. It must be me. I'm the LARK'S HEAD knot. Without me, it would be very difficult to perform any macrame' craft projects.

Two Half Hitches: Now, wait a minute! I perform a more important job than that. I'm a TWO HALF HITCHES and I hold up all of the tents here at Camp Gotcha-Watamee.

Clove Hitch: You guys really put a kink in my fiber. I'm the dignitary here. Why, I'm the CLOVE HITCH. Every cowboy in the Old West would have been on foot if he hadn't had me to tie up his horse at the old hitchin' post.

Bowline: Well, if the cowboys hadn't had the trusty BOWLINE, they could not have made the lasso's used to catch the horses in the first place.

Announcer: My goodness, we certainly have a lot of useful fellows here. (Directs attention to Square Knot) Sir, you seem to be the last knot here. Who are you and what do you do?

Square Knot: I hold two ropes squarely together. I am the SQUARE KNOT. I stand for strength and represent the binding of boys together in the brotherhood of Scouting throughout the world.

Announcer: You seem to be our dignitary. Would you like to talk some more over at the dining hall?

Square Knot: No, I'd just as soon hang around here a little while longer.

"C U B S C O U T C A P E R"

Scene: Planks and crosspieces of wood or cardboard make a railroad track on floor of stage. Railroad crossing sign of cardboard reinforces the effect.

Villain (Dressed in black stovepipe hat, cape, and moustache): Give me the important papers I seek or I'll tie you to the track!

Heroine (In dress and wig. Talks in high falsetto voice): Whatever do you mean? I have no important papers. Someone save me!

Hero 1: I'll save you. Here is the money to pay off the mortgage.

Villain: These are not the important papers I need. Go away or I'll tie her to the tracks.

Heroine: Help! Help! Someone save me!

Hero 2: I'll save you! Here is the deed to the town.

Villain: Go away! I want the important papers.

Heroine: Help! Help! Someone save me!

Hero 3: Here, take this claim to the Gold Mine.

Villain: Get Lost! Those are still not the important papers I need.

Heroine: Help! A train is coming! Someone save me!

Hero 4: I'll save you! Here, take these papers. (Hands villain a roll of toilet paper)

Villain: Now, these are the papers I have been waiting for. (Grabs toilet paper and runs offstage)

Heroine: My hero! (Hugs Hero 4)

"COMPUTER CRIME"

Scene: Large box decorated with dials and knobs and flashing lights (Christmas tree lights do nicely). Professor is dressed in white lab jacket and has hair messed up like "mad" scientist.

Note: Professor and student are the only speaking parts. Other Cubs are behind the box of offstage with noisemakers which sound off when the computer is operating. Answers to professor's questions come as slips of paper or cards slipped through slot in "computer".

Student: Professor, I have travelled all around the world seeking answers to the great questions of life. I have asked wise men in Tibet, Witch Doctors in Africa, Monks in China, and Priests in Peru for answers to the mysteries of the universe.

Professor (With "Mad Scientist" accent): Well, my son. You have certainly come to the right place at last. There is no question that Max the computer cannot answer. Just ask me your questions.

Student: How many angels really can fit on the head of a pin?

(Computer churns and spits out answer)

Professor: One if it's a Bic pen - two if it's a Paper-Mate.

Student: Which is more important - money or success?

(Computer churns and spits out answer)

Professor: Money is not the most important thing in the world, but it's way ahead of whatever is in second place. Just wait until you see my bill.

Student: This doesn't seem to be working out quite as I had expected. Well, here is my last question. What awaits us all after we leave this life?

(Computer churns violently and spits out answer)

Professor: My, but that was a hard question. If you were bad, you wind up being melted down as scrap.

Student: That is interesting. What happens if you were good?

Professor: You wind up as games in the video arcade!

"THE FLAG"

Scene: All house lights are turned off. Several Cubs are stationed around the meeting hall with flashlights. Flashlight beams converge onto an American Flag held by two or three Cubs.

Cub 1: I am the flag. I am the symbol of freedom and tranquility to untold millions in a war-troubled world.

Cub 2: I am the flag. I have travelled the world over fighting those who would take away individual liberty.

Cub 3: I am the flag. I stand as a beacon for all people who desire to fulfill themselves. I represent the chance for happiness, success, security, and stability.

Cub 4: I am your flag. I deserve to be treated with respect and dignity. I deserve respect for where I have been and for where I am going.

Cub 5: You Americans represent me throughout the world to all oppressed and down-trodden peoples. People know me by who you are and what you do and say. You are my flag!



"C O L O R M E T H E F L A G"

Scenes: Each Cub wears material draped in pancho fashion. Each Cub wears a different color.

Red: I am the red of blood shed as the BRITISH met the new Colonies on the field of battle.

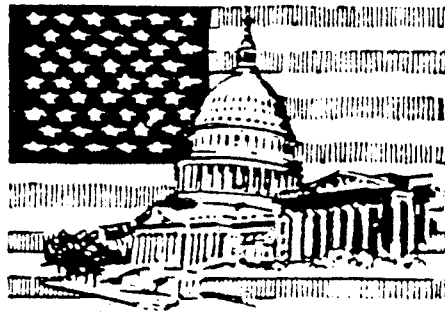
Gold: I am the richness of the FRENCH who explored the great rivers of the Northwest Territory.

Green: I am the green of the Texas and New Mexico cactus as seen by MEXICAN troops.

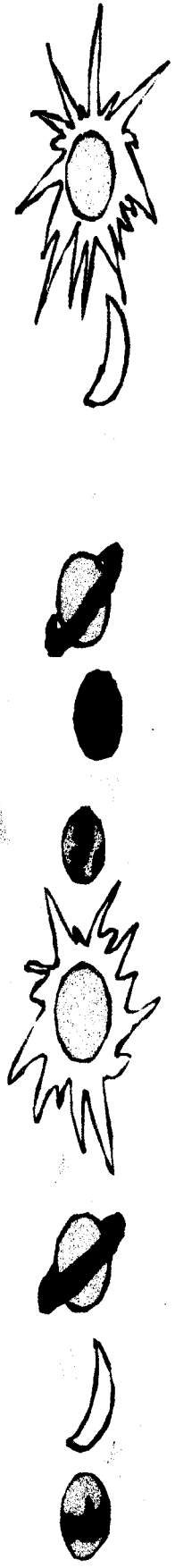
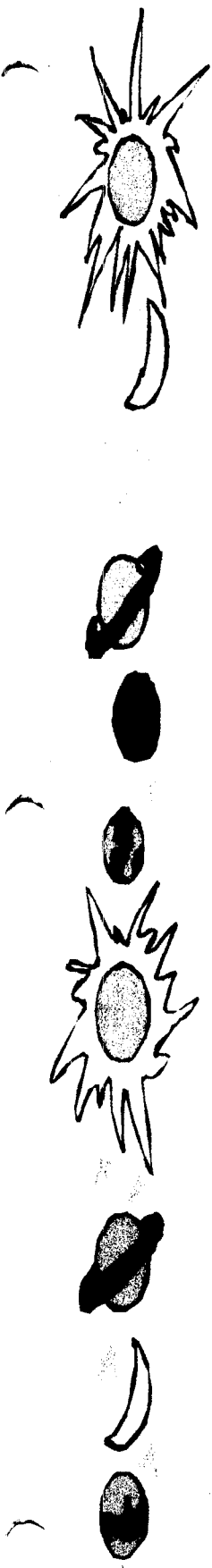
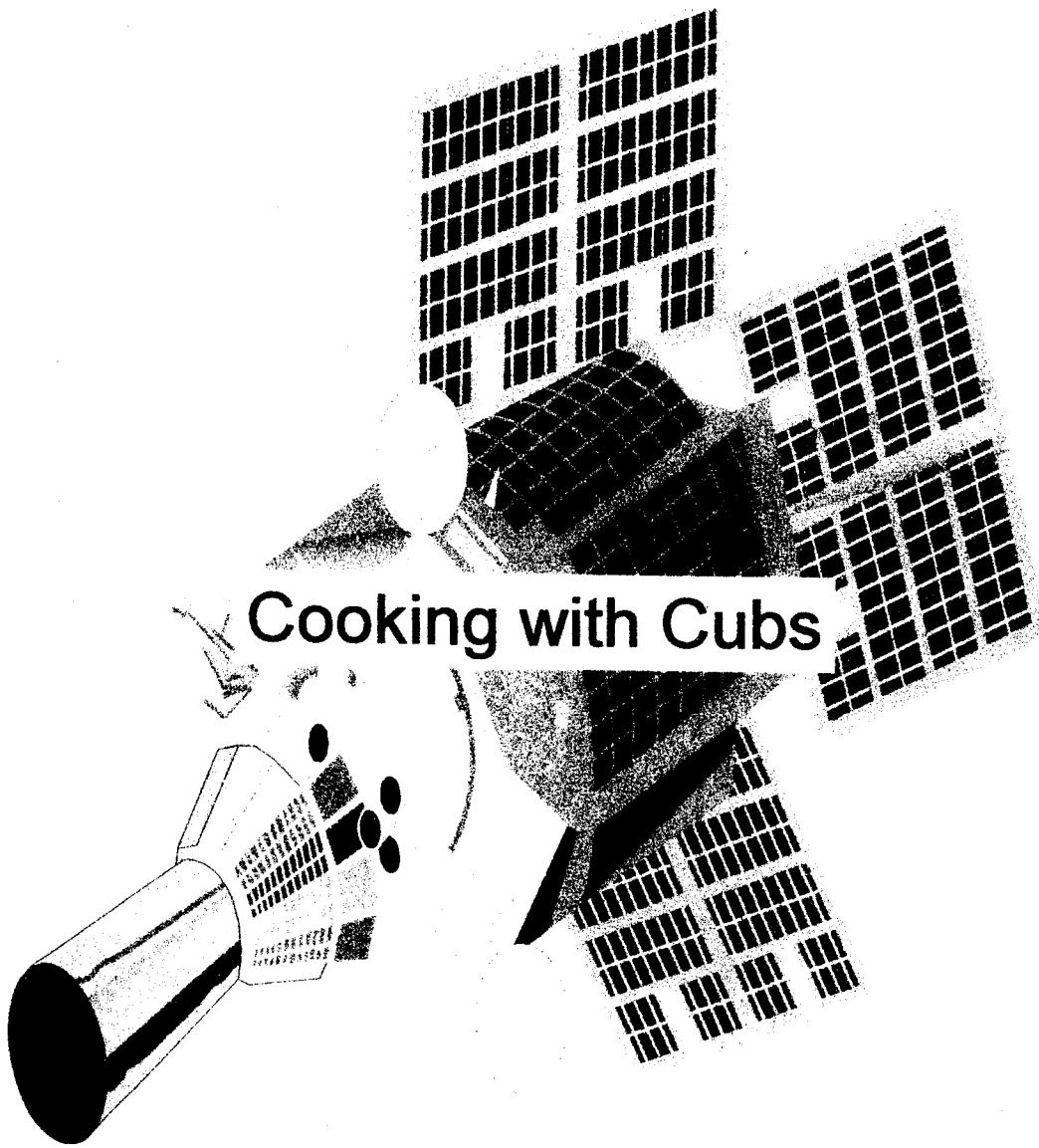
White: I am the pure white of sands along the southern coastline travelled by the great SPANISH sailing ships.

Blue: I am the deep blue waters of the Mississippi river which carried cargo for the UNION and CONFEDERATE troops during the great Civil War.

All Together: Britain, France, Mexico, Spain, and the Confederacy are all part of our American Heritage.



Cooking with Cubs



Cardboard Box Oven

In response to a couple of requests, this is a description of how to construct a cardboard box oven. We have been using these in our Scout troop for about 5-6 years now, and they are always a big hit with the boys. With a cardboard box oven, you can pretty much bake in the outdoors anything you could bake at home in a conventional oven. The first known reference I have to this oven is a copy of an article I saw from a 1953 issue of Boys Life. I first saw it used by another troop here in Durham, but no Scouter is EVER above borrowing a great idea!

Materials needed:

- A cardboard box about the size of the boxes that 10 reams of copy paper comes in
- A pint of contact cement OR a staple gun with SMALL staples
- Half-dozen coathangers with bolt cutters OR a half-dozen batt insulation supports
- A roll of heavy duty Reynolds aluminum foil (wider is better than narrow)
- Shallow aluminum or steel dish or bowl
- Sharp Knife to cut cardboard and scissors to cut aluminum foil.
- Duct tape (optional)

How to build:

1. The finished product will have a door wide enough to accommodate a 9" pie pan on a rack made of metal rods, and long enough to insert a dish full of hot coals into the bottom a sufficient distance below the rack of metal rods. Determine which side of the box you will cut the door. If your box is the type that has a removable top, you can configure the oven without a door and simply remove the top when you need access. However, I have found this design to be inefficient. It is best to start with a box with all sides fastened down to create a fully enclosed space, then cut a door into one of the sides.
2. Cut the door into one of the box sides. You can cut the door almost the entire width of the box so it will "hinge" near a corner of the box and will "latch" on about 1-3 inches of the remaining box side. The length of the door should leave about 4 inches from the top and bottom of the box.
3. Fasten aluminum foil to the entire INSIDE of the box, applying through the door opening you have cut. Do not leave ANY cardboard exposed on the inside of the box. I use contact cement to fasten the foil to the inside of the box, although you can also use staples. **IF YOU USE CONTACT CEMENT, BE SURE THAT YOU ALLOW 3-4 DAYS FOR CURING BEFORE USING THE OVEN!!!** If any of the aluminum foil tears while applying, just cut patches and glue or staple over. You may get better results if you use two layers of foil, although one will be sufficient. Do not forget to put foil on the inside of the door you cut! Also, when you get to the door side of the box, make sure the foil "wraps" around the door edges and the "jamb" edges. You can get a nice finished look by taking duct tape and fastening down the aluminum foil that wrapped around the door edges to the outside, and also applying it to the outside of the box to reinforce corners, etc. Be careful, though, not to get the duct tape too close to the door, because it can melt from the heat.
4. Now you will make the rack using metal rods. Here you can use your imagination. A quick and easy way is to take old coathangers, use boltcutters to cut the flat side out, and create 6-8 rods. My favorite is using those steel insulation supports used to support batt insulation on the underside of a floor. I even have one oven design that used an old rack from a small discarded conventional oven. Any way you do it, you will need to position the rack about halfway between the bottom and top of the box. If you cut the door right, this will be about the middle of the door, too. Once you have cut the rods, punch them through from one side of the box to the other side of the box. You can then use pliers to bend the protruding edges down. This will keep the rods from moving around. **BE SURE THAT ALL RODS ARE LEVEL WITH THE**

BOTTOM OF THE BOX. I usually cut a small measuring stick to my desired height from the bottom of the box to the rack level, and then make sure that I measure the entry AND exit point of EACH rod to see that it is level from the bottom. It is not particularly important how many rods you use, or how evenly spaced apart they are, just as long as you have enough rods to hold the weight the item being baked, and those rods are level with the bottom of the box.

5. Your oven is almost finished! You now need to create the heat source. This is done by using a shallow steel or aluminum pan, dish or bowl, sitting on pan supports. The pan supports can be a small rack, rolled up balls of foil, rocks, or some other such device which will keep the pan a small distance OFF the bottom of the box. I usually line the pan with aluminum foil also, just for easy cleaning.

6. Once you have fully lined the box with foil, built the rack and gotten the pan and pan supports ready, you are ready to **BAKE!**

USING THE OVEN

When you get ready to use the oven, you start a sufficient number of charcoal briquettes (see info below on how many to use) **OUTSIDE** the oven in the pan you have prepared. A good high-quality briquette like Kingsford works best, but if you use off-brands, be sure to add 3-4 more briquettes than would normally be called for. **DO NOT** use coals from campfire wood. They smoke too much and will not go the distance for you. Once the briquettes have all turned to **WHITE** (and **NOT BEFORE!**), take a pair of channel locks, or other pickup tool or fireproof glove, and insert the dish of white coals into the bottom of the oven, making sure that it sits squarely on the pan supports.

The number of briquettes roughly follows this formula: One briquette equals 45 degrees of oven heat. Therefore, if your recipe calls for an oven temperature of 450 degrees, you will get 10 full briquettes ready. If you are winter camping and the outside temperature falls below about 40 degrees, I find that I usually have to compensate by adding about 2 more briquettes.

Since the box is a miniature oven, it is important that you keep it **LEVEL** while cooking. Position the box on the ground or on a table in such a way that it will remain level, and out of the way of normal Scout horseplay!

From here on out you just follow the directions on the goody you are baking. Mix up the batter, put into a greased pan, and insert into your oven on the rack. Then close the door, check your watch and bake for the time required by your recipe. **NOTE:** I have found in some recipes that some cracks are needed in the oven to allow the escape of moisture. You may want to leave the door slightly ajar, or you may want to get fancy and cut a small "vent" door in the top of the oven that you can open and close when necessary. Also, if you put more coals in than the formula calls for, you may need to check the oven a little sooner to avoid burning.

Bon appetit!

butchered snake bits with barbecue sauce

*Rustle up a rattler and taste life on the open range—
barbecue style!*

ingredients

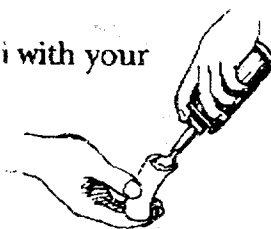
- 1 (10-ounce) package rigatoni pasta
- 2 cans squirtable cheese spread
- 1 small jar barbecue sauce
- 16–20 whole black peppercorns
- 1 carrot

tools you'll need

- Large saucepan
- Colander
- Platter
- Carrot peeler
- Knife
- Toothpicks

1 With an adult's help, cook the pasta according to directions on package. Carefully drain the cooked pasta through a colander over the sink. Rinse the pasta in cold water and drain again.

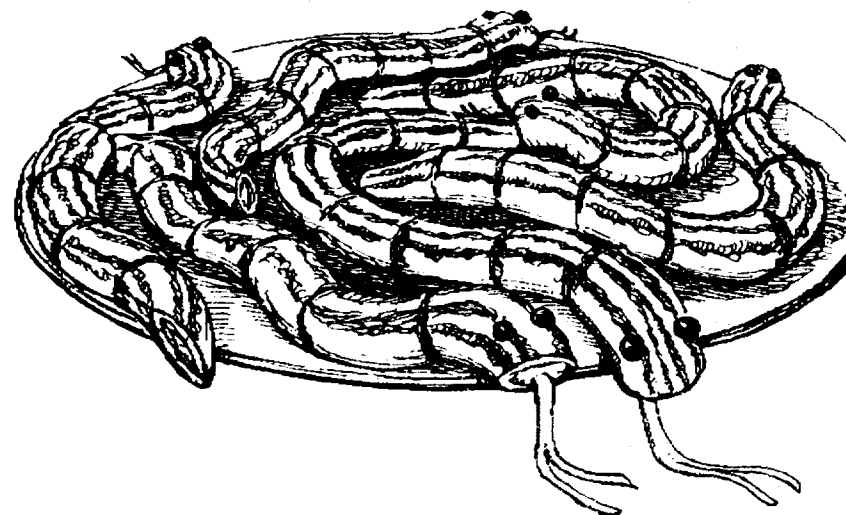
2 To make snakes: Covering one end of a rigatoni with your finger (to prevent leakage), carefully fill each piece of pasta with cheese spread. Place six to eight cheese-filled rigatonis end to end on a serving platter, in a realistically curvy snake shape. (See illustration.) To form tails, simply pinch together the end of the last rigatoni on each snake with your fingers.



3 Using a toothpick, spread lines of barbecue sauce along the top of each snake for markings. To form heads, use barbecue sauce to glue two black peppercorn eyes onto the end opposite the tail of each snake.

4 Wash, dry, and carefully peel skin off carrot. When completely clean of skin, make one more peeling for each snake you have formed. At the narrow end of each peel, carefully cut out a long, thin triangle. (See illustration.) These are your snakes' forked tongues. Position tongues in mouths, and serve snakes with toothpicks so guests can stab at segments.

Serves: 10 to 12 flesh fanciers



sicko serving suggestion

Assemble two or three snakes lying on their backs, as if they died in agony! Belly-up snakes should have no markings drawn on them, as snake bellies are generally a solid color. Allow one or two sidewinders to wriggle over the edge of your serving platter and onto a clean glass or Formica tabletop!

deviled mice

So why should Kitty have all the fun?

ingredients

- 8 eggs
- 4 1/2 tablespoons mayonnaise
- 6 large lettuce leaves
- 16 pimiento-stuffed olives
- 1 tablespoon chocolate sprinkles

tools you'll need

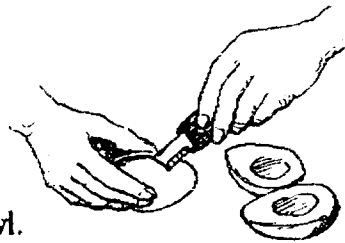
- Large saucepan
- Knife
- Bowl
- Fork
- 64 toothpicks
- Platter

1 Gently place the eggs in a saucepan and fill it with water until the eggs are just covered. With an adult's help, bring the water to a boil over high heat. Turn the heat down to medium and allow to simmer for ten minutes.

2 Remove the pan from the heat and carefully drain off the hot water into the sink. Cover the eggs with cold water and set aside for five minutes.

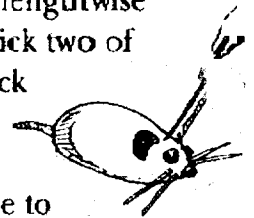
3 Gently crack the eggs against a hard surface, then carefully peel off the shells. Slice each egg in half lengthwise. With clean fingers, scoop out the yolks and put them in a small bowl.

4 Mash the yolks with a fork until they are crumbly. Add mayonnaise and blend. Carefully fill the empty egg whites with yolk mixture.



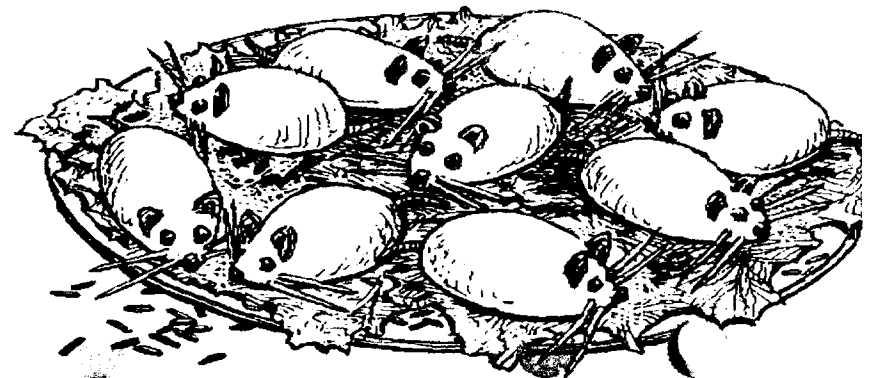
5 Cover a platter with lettuce leaves, setting a leaf or two aside for garnish. Arrange the egg halves, *yolk side down*, on the leaves. These are your mice bodies. To give them each eye and a nose, pull the pimiento out of an olive and cut it into three small pieces. Carefully insert two of the pieces at the end of the smaller end of the egg as eyes. Insert the third piece at the tip of the small end for a nose. Stick two toothpicks into each side of the nose for whiskers. Repeat for each mouse.

6 With an adult's help, cut thirty-two thin, lengthwise strips from several of the green olives. Stick two of these olive strips end to end onto the back end of each mouse to form tails. Out of the remaining olives, cut thirty-two small triangular ear pieces. (You should be able to cut at least four ears from each olive.) Then, using a knife, make two small slits above and behind each of the mice's eyes. Carefully wedge an olive ear piece into each slit.



7 To garnish: Tear small pieces of lettuce and position in front of the mice's mouths, as if they have been noshing. As a final touch, heap a pile of mouse droppings (chocolate sprinkles) on the platter to re-create an authentically tidy mouse toilet.

Serves: 4 rodent relishers



snouts 'n beans

Grab a few friends and pig out on this tasty treat!

ingredients

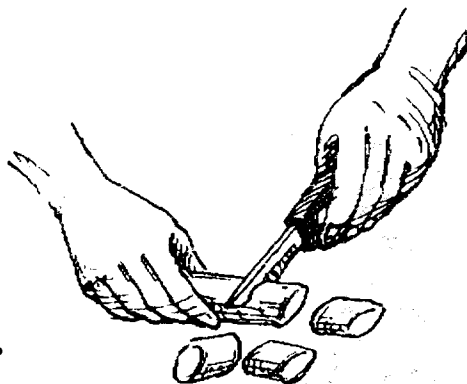
- 2 (16-ounce) cans plain baked beans
- 1 teaspoon Worcestershire sauce
- 1/4 cup brown sugar
- 2 tablespoons barbecue sauce
- 1 tablespoon teriyaki sauce
- 8 beef knockwursts

tools you'll need

- 2 small saucepans
- Large spoon
- Cutting board
- Knife
- Carrot peeler
- Tongs or slotted spoon
- Paper towels
- Shallow serving dish

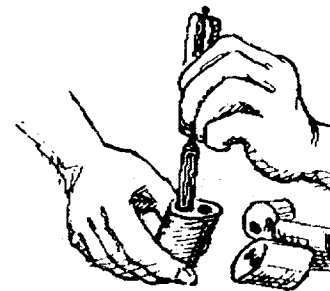
1 With an adult's help, empty the cans of baked beans into a saucepan. Add the Worcestershire sauce, brown sugar, barbecue sauce, and teriyaki sauce to the beans. Stir and set aside.

2 With an adult's help, slice off the ends of each knockwurst. (You do not need the ends for this recipe.) Then slice knockwursts into equal segments about one inch long, making each cut at the same slight angle. (See illustration.) With the round tip of a carrot peeler,



carefully hollow out two deep, round nostril holes on one side of each segment.

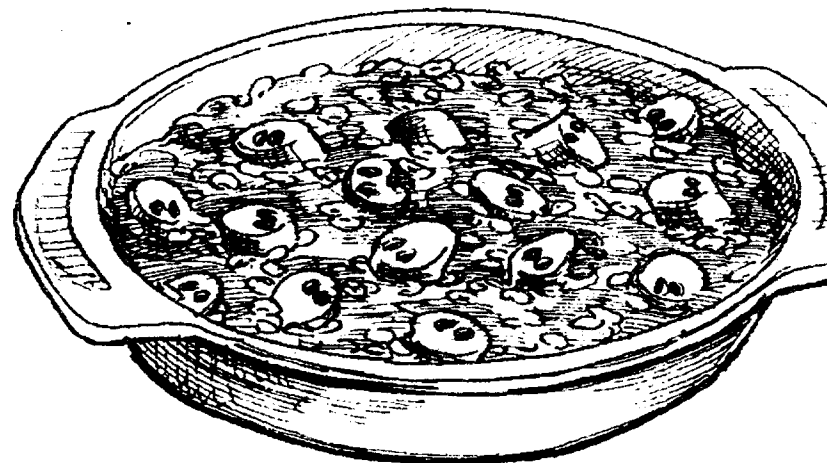
- 3 Place the snouts in a saucepan and cover them with water. With an adult's help, cook the snouts on medium-high heat for about five to ten minutes. Cook beans on medium-low heat, stirring often, until the saucebles and thickens slightly.
- 4 Using tongs or a slotted spoon, carefully remove the snouts from the hot water and place them on paper towels to drain. Pour the hot beans into a serving dish and arrange the drained snouts on top, nostrils up.



Serves: 4 to 6 little porkers

sicko serving suggestion

Dab pickle relish pig boogers in your knockwurst nostrils!



Flat cat cookies

*ad slams on the brakes, but it's too late. The Vista Cruiser
as flattened the neighbor's kitty. Don't despair. Cats do have
ine lives, and Dad's nailed tonight's dessert!*

ingredients

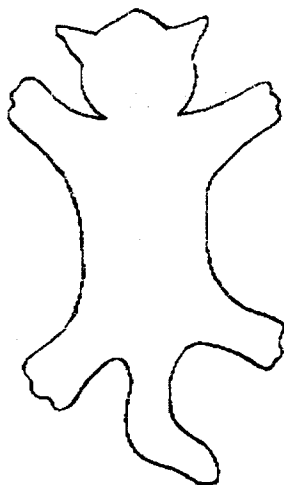
- 1 (20-ounce) package refrigerated sugar cookie dough
- 1-2 tablespoons flour
- Red cinnamon candies
- Seedless strawberry jam

tools you'll need

- Rolling pin
- Butter knife
- Spatula
- Cookie sheet
- 2 spoons
- Wire cooling rack

1 With an adult's help, preheat oven to the temperature specified on the cookie dough package.

2 Sprinkle flour on a clean, flat surface, and roll out the cookie dough slightly thicker than what the directions on package call for. Then, using a butter knife, cut out cookies in the shape of flattened cats. (See illustration.) Use a large spatula to carefully transfer cats to a cookie sheet. Reroll spare dough pieces and cut out more cookies until all the dough has been used.

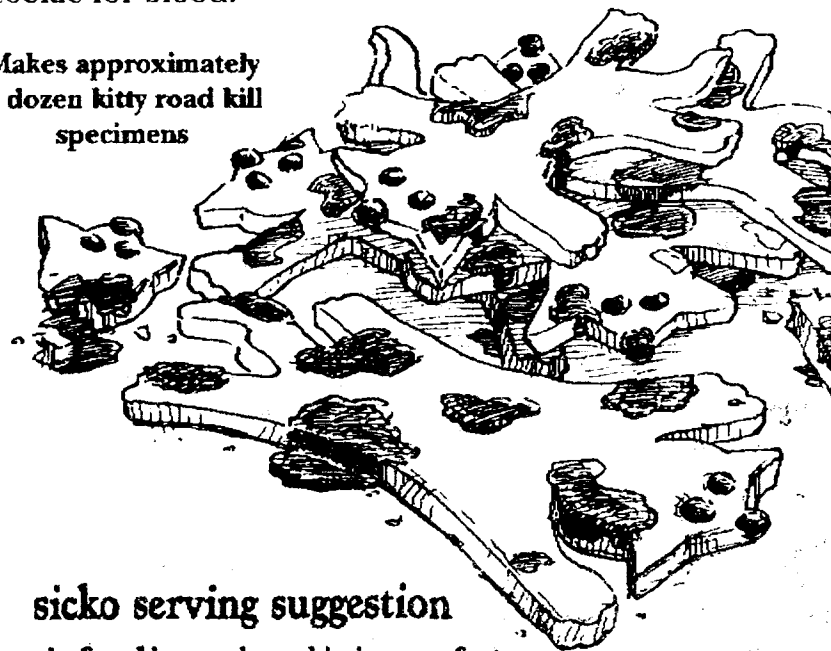


3 Bake cookies according to the directions on the package. While they're cooking, count out enough cinnamon candies to put two eyes and one nose on each cat cookie. Carefully flatten the candies between the back and front of two spoons and set aside.

4 Allow the cookies to cool on the cookie sheet about three minutes, and then press two candies in about the middle of each head, and one at the very tip of each nose. (See illustration.) Use the spatula to transfer cookies to a wire rack to continue cooling. Dribble jam here and there on each cookie for blood.



Makes approximately
3 dozen kitty road kill
specimens



sicko serving suggestion

Instead of making each cookie in a perfect flat cat shape, cut out a few who are missing a limb and/or tail. Why not even sever a head or two? Drip jam blood at stumps for an authentically dismembered look.

ACCORDION SANDWICH LOAF

RECIPE BY THE EDITOR

Guaranteed to be as much of a hit with Mom and Dad
as it will be with you!

EQUIPMENT

oven
measuring cups
and spoons
cutting board
bread knife
ruler
small mixing
bowl
spoon
narrow metal
spatula or
table knife
foil
cookie sheet
hot pads

INGREDIENTS

- 1 loaf unsliced
French bread
(about 16 inches
long)
- 1/2 cup mayonnaise
or salad
dressing
- 2 teaspoons dried
parsley flakes
- 2 teaspoons pre-
pared mustard
- 1/2 teaspoon onion
powder
- 8 3/4-ounce slices
American or
Swiss cheese
- 8 slices cooked
ham

WASH
HANDS

1

ADULT
HELP

2

3

On a cutting board, use a bread knife to make 15 cuts across the French bread loaf. (Make the cuts about an inch apart.) Be careful not to cut through the bottom crust. Cut through the loaf and stop cutting just before you get to the bottom crust. Making 15 cuts divides the bread loaf into 16 equal slices.

Measure the mayonnaise or salad dressing, parsley flakes, mustard, and onion powder. Put the ingredients into a small mixing bowl. Stir together with a spoon. Use a metal spatula or table knife to evenly spread the mayonnaise mixture between every other opening in the bread loaf.

Turn the oven to 375°. Place one cheese slice on top of one ham slice. Fold 2 opposite corners together to make a triangle. Insert the triangle into one of the openings in the bread loaf that has been spread with the mayonnaise mixture. Repeat with remaining cheese and ham slices.

Press sandwich loaf together and wrap loaf in foil. Put loaf onto a cookie sheet and put it into the hot oven. Bake for 25 to 30 minutes or till hot. Turn off oven. Use hot pads to remove cookie sheet from oven. Use dry hot pads whenever you remove things from the oven. Wet hot pads do not protect you from the heat.

To serve the sandwich loaf, carefully remove the foil. Use the narrow metal spatula to cut through the bottom crusts of the unfilled openings in the bread loaf. This separates the loaf into 8 individual sandwiches. Makes 8 sandwiches.

4

ADULT
HELP

5

WHAT DO
YOU KNOW?



A bread knife has long, narrow blade that's especially good for slicing fresh bread. The sharp edge on the blade of a bread knife is not straight but is "serrated," which means it has sawlike notches that gently tear the bread instead of cutting it. When you slice fresh bread, use a gentle "sawing" action so you don't crush the bread.

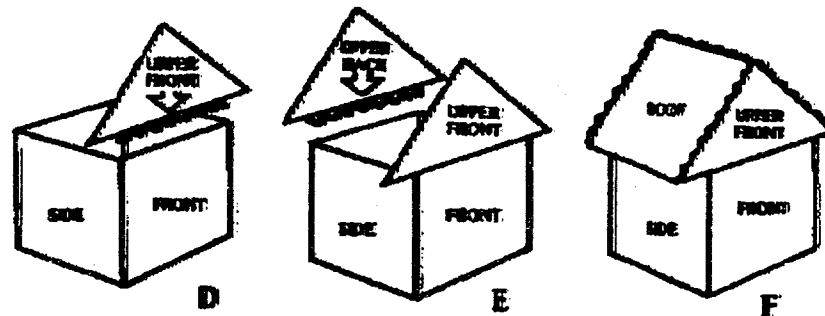
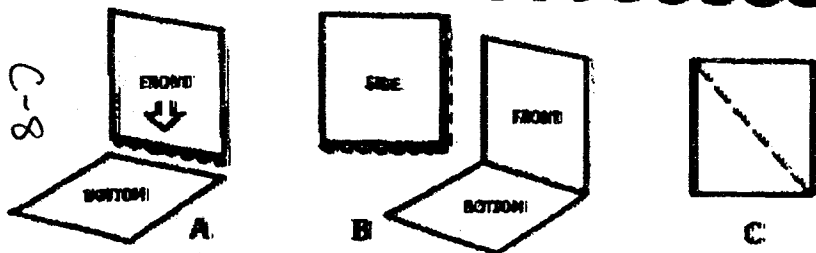
Making GRAHAM CRACKER HOUSES

You Will Need:

1 box graham crackers	serrated knife
Royal Icing(see recipe)	small metal spatula
decorating bag with	wooden picks
decorating tips	dish cloth or kitchen towel
waxed paper	foam trays

Assembling the Cottage:

1. You will need 8 graham cracker squares to build the cottage. To cut the rectangular crackers into squares, carefully score each cracker along the center line with a serrated knife, then gently break at the scored line. If you try to cut all the way through the cracker, it may shatter.
2. Cover your work surface with a large piece of waxed paper. Place the small round tube in decorating bag. Fill bag with $\frac{1}{2}$ cup of white Royal Icing. Place 1 graham cracker square on waxed paper for bottom of cottage.
3. To start building the cottage, pipe a line of icing on bottom edge of second square and attach to bottom cracker to form a wall(see illustration A). Hold in place until icing is firm and the wall sticks to the bottom. Pipe a line of icing on two adjoining sides of another square and attach to bottom and first wall, (see illustration B). Hold it in place until icing is firm. Repeat with two additional squares to form 4 walls on bottom, joining last corner with a line of icing. Don't worry if a small amount of icing shows. Wait for 15 minutes to give the icing a chance to dry.
4. To make the upper front and back walls, carefully score 1 square diagonally, then gently break at scored line(see illustration C).



Pipe a line of icing along one cut side almost to points and attach to top of front wall. Points will extend past side walls(see illustration D). Hold in place until icing is firm. Repeat with second triangle and attach to back wall(see illustration E). Wait for 15 minutes before continuing.

5. To make the roof, pipe icing along 2 sides of one of the remaining graham crackers and attach to upper front and upper back. Hold in place until icing is firm. Repeat with remaining graham cracker, then pipe along top of roof. The roof will hang over the side walls(see illustration F). Wait for 15 minutes to let roof become sturdy before decorating cottage.

DECORATING THE COTTAGE

You Will Need:

Royal Icing(makes about 3 cups)
 4 cups powdered sugar
 3 egg whites at room temperature
 $\frac{1}{2}$ teaspoon cream of tartar
 food color(as desired)

In a large bowl at low speed, beat powdered sugar, egg whites and cream of tartar until well blended. At high speed, beat for 5-7 minutes or until a knife drawn through the mixture leaves a path. Tint with coloring as desired. Icing dries quickly, so keep the unused portion covered with a damp cloth. This icing dries candy hard.

Decorating Candies

mint wafers	nut halves	Necco wafers
Lifesavers	jelly beans	candy canes
cinnamon dots	chocolate chips	candy corn
mini-marshmallows	gum drops	licorice ropes
sugar sprinkles	M & M's	hard candies

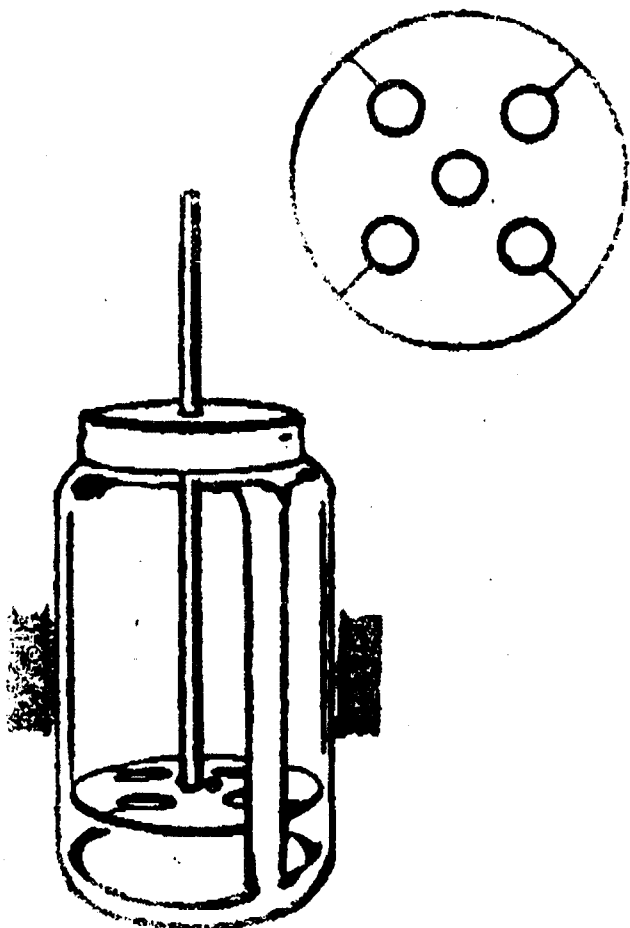
MAKING BUTTER

Build a Churn

Use a pint glass jar with metal top. Cut a dasher from a piece of tin can and fasten it to a dowel by tapping in small nails above and below it.

Churn the Butter

A half-pint of whipping cream will make 1/3 cup of butter. Put cream into the churn (pint jar). Let the boys take turns moving the dasher up and down. After 20 -30 minutes, butter will begin to solidify on the dasher. Shake until the small bits form one large piece. Pour off the buttermilk. With a wooden spoon, stir and press butter to remove excess water. Rinse butter with tap water to remove more milk and keep the butter from tasting sour. If butter is too sweet, blend in a pinch of salt.



FLAGS OF THE WORLD COOKIES

A great idea of an international scout theme

Equipment

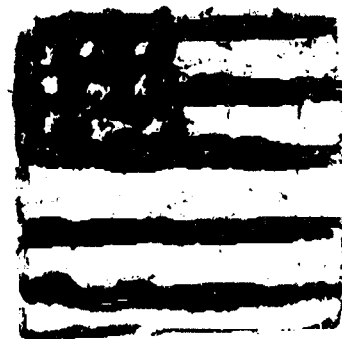
Graham crackers
Food coloring Can of white frosting
Small squeeze tubes of frosting or gel
Colored pictures of flags around the world
5 small bowls 5 spoons
5 knives toothpicks

Cookies

1. Put equal amounts of white frosting into the 5 bowls.
2. Add a few drops of red, blue, yellow, and green coloring to four bowls. Leave the fifth bowl white.
3. Choose a flag from the picture to copy.
4. Spread the right colors onto a graham cracker. Make lines with the tubes of gel, use toothpicks to add details.



Albania



United States



Ghana



Crush *half* of the crackers at a time into fine crumbs.



Pat the cracker-margarine mixture evenly over the bottom of the pan.



Spread the pudding mixture on top.



Spoon cherries over the pudding mixture.

pudding Pie Squares

EQUIPMENT

plastic bag	small mixer bowl
rolling pin	liquid measure
8x8x2-inch baking dish	electric mixer
small saucepan	rubber spatula
fork	can opener
knife	spoon
	clear plastic wrap

20 squares graham crackers

● Place 10 graham crackers in a plastic bag. Close bag. Using a rolling pin, crush crackers. Place in an 8x8x2-inch baking dish. Repeat with remaining crackers. Set aside 2 tablespoons crumbs.

1/4 cup margarine or butter

● In a small saucepan melt margarine or butter over low heat. Pour into baking dish. Using a fork, stir together crackers and margarine. Using your hands, pat mixture evenly over bottom. Chill in the freezer for 10 minutes.

1 8-ounce carton dairy sour cream

1 package 4-serving-size instant chocolate or vanilla pudding mix

1 cup milk

● Meanwhile, place sour cream in a small mixer bowl. Add *dry* pudding mix and milk. Beat with an electric mixer on low speed about 1 minute. Turn mixer off. Using a rubber spatula, scrape sides of the bowl. Beat for 30 seconds more. Pour into dish, spread over crust.

1 21-ounce can cherry pie filling

● Carefully spoon pie filling over pudding mixture. Sprinkle with reserved crumbs. Cover the dish with clear plastic wrap. Chill for at least 3 hours or overnight. Cut into squares. Serves 9.

Three cheers for *Pudding Pie Squares!* So cool and creamy, so rich and dreamy. For something else to cheer about, try different flavored pudding mixes and pie fillings. For a twist try combining vanilla and cherries, lemon and blueberries, French vanilla and apricots, or banana cream and strawberries.



Dinner for 40

The Care and Feeding of Groups

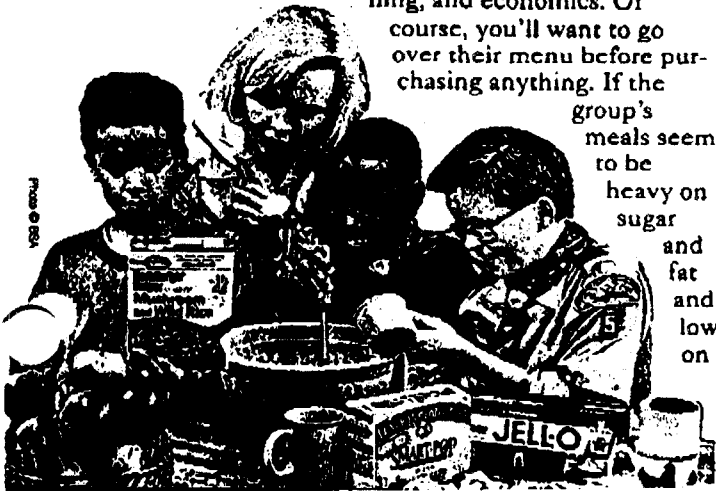
Keeping even a couple of kids happily and nutritiously fed can be a formidable task.

Feeding a group of growing-while-you-watch kids is practically a military operation.

Strategy is vital. You have to take into account the tastes of the notoriously picky eaters and the needs of kids with insatiable appetites, while keeping an eye on the ones who oh-so-generously give up their sandwiches in favor of a steady diet of candy bars. Meanwhile, you have to keep nutrition, cost, and the amount of time you have to prepare your meals in mind.

One of the best solutions: For trips and other longer activities, let the kids in their patrols prepare their own menus. This procedure not only takes care of the picky eaters, but it also provides a valuable opportunity for teaching lessons in nutrition, planning, and economics. Of

course, you'll want to go over their menu before purchasing anything. If the group's meals seem to be heavy on sugar and fat and low on



everything else, too difficult, or overly expensive, you need not toss out their complete plan. Instead, be prepared with suggestions about how to improve on their ideas.

Many packaged rice or noodle dishes can be made more nutritious with simple additions like cheese, vegetables, nuts, or a can of chicken or tuna. If you're unsure of how to "beef up" a prepackaged dinner, check the backs of the boxes; many contain additional ideas for enhancing the package contents. You'll also want to read the packages carefully to find out *exactly* what you will need to add to prepare each meal. After all, you don't want to find yourself with a dozen hungry kids, a box of dehydrated noodles, and no milk or margarine with which to turn the ingredients into a bona fide feast. Be prepared to substitute ingredients, too. For example, if a recipe calls for milk, and you are on the road, dried milk works fine. If a meal requires a bit of butter or margarine, bring along the squeeze variety, which is easier to transport.

Whatever dishes you and your group choose, they should be easy to prepare. Establish buying, cooking, and cleaning-up responsibilities as early as possible, and set up strict rules for working around stoves and fires, including setting physical parameters around the cooking area, where others are simply not allowed to enter. And be sure to include yourself on the work list. You'll be eating, too, and you'll surely benefit from acting as part of the group as well as the leader.



Six Tips for Organizing Your Expedition's Eating Essentials:

- 1** Don't forget tools: Spoons, pans, colanders, stoves, fuel, and matches for making a fire, pan-scrubber sponges and soap for cleaning up.
- 2** Pack a meal together. For instance, put the slotted spoon, Parmesan, tomato sauce, and spaghetti into the pot in which you'll be cooking.
- 3** Make a list of exactly who in the group is carrying each item. This will save a lot of frustration when the time comes to ready the meal.
- 4** Prepare some food in advance. For instance, bacon can be cooked ahead of time and frozen to be added to a meal later on. Potatoes can also be nearly baked in advance and then just warmed or cut up for hash browns in a skillet.
- 5** Take some short cuts. Grocery store salad bars, can supply all the cut-up vegetables you'll need for a dressed-up Spanish rice dinner.
- 6** Do a test run. There are few things worse than finding out — too late — that your menu doesn't serve as many hungry campers as you had thought it would. As an added precaution, always pack bread, cheese, and fruit to ward off unexpected hunger.

Outdoor Recipes

Dough Twists

The simplest form of this is to simply 'twist' some refrigerator biscuit dough around a stick, and roast the dough over the fire.

You could try some variations on a twist mixture ... e.g. sugar and cinnamon in the dough is quite tasty, one of my Cubs has his with a few drops of Tabasco sauce!

Kebabs

Kebabs are always winners! The bamboo skewers are safer and you can dispose of them in campfire, but metal skewers heat up and cook the food on the inside as well as the outside. You can put all sorts of stuff on them. Steak, onions, peach, potatoes, pineapple, tomatoes, mushrooms. Don't be limited by tradition, let the kid's choose their own combinations, you might get something new and delicious. Wrap the ends of the skewers in damp cloth so the lad's hands don't get too hot. Using a hot-dog bun to put their cooked kebab in stops any hot skewers causing any problems.

How about some spiders?

Cut hot dogs in quarters, length wise 1/3 of the way from each end. This leaves a solid center to put on a stick or hot dog fork. Cook over open fire (the spider's legs will curl), serve on a hamburger bun! Cubs love them!

Scrambled Eggs in a bag

Have each scout put 1 or 2 eggs in a plastic zip-lock bag. Add about 1T milk and squish the egg until it's well mixed. Put the bags into a large pot of boiling water for about 5 min. or until the eggs are well cooked. You can let the boys add chopped onion, small pieces of ham, chopped tomato, and seasonings to their eggs to make a personalized scrambled omelet.

Smores

Roast a marshmallow on a green stick (or long clothes hanger). When done, make a sandwich of the marshmallow, two graham crackers and a piece of a chocolate bar.

Ants on a Log

Celery covered with peanut butter and topped with raisins.... Great appetizer.

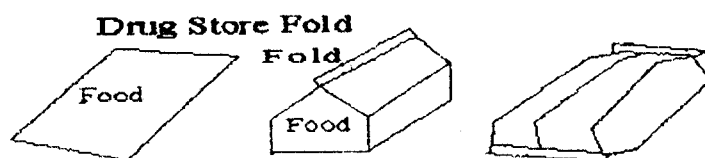
Fireside Fondue

Melt 1/4 cup margarine, 4 oz. Baking chocolate, 2 C. sugar, 1 C. water, 1/2 C. peanut butter, and 1 teaspoon vanilla in a tin can over embers, stirring well. Dip marshmallows, bananas or cake on sticks or skewers into melted fondue.

Ember Cooking Recipes in Foil

Make sure to use the heavy weight foil that's usually designated for freezer use. The thinner type doesn't provide enough protection against punctures or extreme heat.

When foil is wrapped as an airtight package around food, finishing off with a drugstore or sandwich fold, it becomes a small-scale pressure cooker. When placed in a bed of hot coals with some heat on top, diced vegetables and meat cook in 10 to 15 minutes in this package, and whole potatoes in 40 to 50 minutes. Be sure to allow some space for expansion in the package by not wrapping the raw food too tightly. If you want food to brown or to broil as in a skillet, leave the package open at the top (or fashion like a folded drinking cup with a flat bottom). This allows the steam to escape and makes it possible for you to watch the progress too.



1. Place foil on flat surface. Place food in center. 2. Fold sides up to make a "tent". Hold top edges together and fold together. 3. On each open end, bring together and fold.

Recipes

BANANA BOATS

For One Boat

•1 Banana •12 Small Marshmallows •Chocolate Chips (small handful)

1. Peel back a long strip of banana peel on the inside of the curve, leaving one end attached to the banana
2. Scoop out some of the banana and fill with marshmallow, chocolate (and raisins if you like)
3. Replace the strip of peeling and wrap in foil
4. Bake in the embers (about 15 to 20 minutes) until banana, chocolate and marshmallows are melted and blended.

HAMBURGER DINNER

•12 Potatoes •12 Carrots •1 Large Onion •3 lbs Hamburger •salt, pepper

1. Cut up potato in small pieces
2. Cut carrot into sticks
3. Dice onion
4. Make a pat of 1/4 lb hamburger, 3/4 of an inch thick
5. Place the ingredients side by side on a piece of aluminum foil
6. Season; wrap in foil and put packet in the embers
7. Cook 10 to 20 minutes

Other combinations can be used, such as: Ham, pineapple, and sweet-potatoes, Chicken, onions, and potatoes, Hot Dogs and onions, Hot Dogs with cheese and bacon, Hot Dogs with apples and cheese

BEEF STEW

•3 lbs beef cut in 1-in. chunks •12 bacon slices (about 3/4 lb.) •12 tomatoes •6 onions

1. Place 1/4 lb. Of beef, 1 slice of bacon cut in pieces, slices of onion and quarters of 1 tomato in aluminum foil packet
2. Cook in embers 30 to 40 minutes

PIGS IN BLANKETS

•4 Cups Flour •2 Tbsp baking powder •1 tsp salt •3 Tbsp sugar •6 Tbsp shortening •Water or milk for desired consistency •24 link pork sausages (or, canned vienna sausages, little polskies, etc)

1. Mix dough as for biscuits 2. Pinch off small pieces of dough and flatten into strips or elongated patties 3. Wrap each sausage link (which has been seared in a hot skillet) in a strip of dough 4. Knead the sides of the dough together so that the sausage is completely covered 5. Wrap in foil and cook for 15 minutes

POTATO-ONIONS

•12 Medium Potatoes •12 Medium Onion, sliced in rounds •salt, pepper •1/4 cup Butter or Margarine

1. Cut potato into 4 crosswise slices 2. Spread butter on each side of the slices 3. Cut 1/2 onion in rounds and place between potato slices; salt and pepper them 4. Secure slices with toothpicks or skewers 5. Wrap these potato-onions tightly in foil 6. Bake in embers 30 to 40 minutes

APPLE DELIGHT

•12 Large Apples •4 Tbsp Sugar •3/4 Cup Biscuit Mix •Raisins •3 Tbsp cinnamon (or to taste)

1. Core and chop 1 apple in fairly large pieces. Peeling if desired 2. Mix 1 tsp. Sugar, a few raisins and cinnamon to taste with 1 Tbsp. Biscuit mix; stir into chopped apple 3. Wrap in a piece of greased aluminum foil, leaving sufficient space for steam 4. Cook in the embers approximately 30 to 45 minutes (The juice of the apple moistens the dough sufficiently.)

BAKED APPLES

•12 Large Ripe Apples •1 Cup Nuts •1 Cup Coconut, shredded •12 dates •1 Cup brown sugar •12 Marshmallows

1. Remove the core from the apples. Be sure not to cut through the skin at one end 2. Fill the hole with nuts, dates, and coconut. 3. Sprinkle well with brown sugar 4. Wrap with foil and place in coals 5. When tender, toast a marshmallow and put it on top of the apple

APPLE COBBLER

•4 Cups apples, sliced •1 1/3 Cup sugar •1 tsp cinnamon •2 Cups biscuit mix (or pie crust mix) •2 8-in pie pans

1. Mix sugar and cinnamon with sliced apples and cook in saucepan until apples are tender. (Canned apple slices can be used instead) 2. Put cooked apples in shallow pie pans 3. Prepare dough from biscuit or pie crust mix and roll it with a round jar or small log between two pieces of wax paper. 4. Place a circle of dough on the pie filling 5. Set on a sheet of foil, leaving half of foil exposed 6. Fold exposed portion on three edges up and over the pie pan to form a small oven 7. Set either on the ground or on rocks before a hot blazing fire. The portion of the pie under the foil will brown first from reflected heat 8. Turn pie within the foil oven to brown evenly 9. Bake 15 to 20 minutes



Storytelling

STORYTELLING

Storytelling is an art- one of the oldest of all the arts. Before writing was invented, before books were printed, there were stories. People of every race used stories to pass down their history, handing stories down by word of mouth from one generation to another. As people became more civilized, they began to wonder more and more about the world around them; and stories took on deeper meaning than mere records of events and deeds. Stories began to express the hopes and fears, the beliefs and ideals of the people.

As stories became more advanced in form the act of storytelling developed into an art, and storytelling became the chief means of entertainment for people. Storytellers, often called minstrels or troubadours traveled everywhere, from castle to castle, inn to inn, and farm to farm. Many became wealthy and famous, and to please their audiences they added new qualities of imagination and beauty to ages-old stories.

Storytelling is an invaluable art for Cub Scout leaders. Stories can be used to introduce the monthly theme, set the scene for a special outing or trip, or get a point across without actually singling out a particular boy or problem. You can also tell a story:

To explain a game

To introduce a craft session

While on a hike

To explain advancement requirements

To solve a disagreement between boys

For a change of pace in activities

For pure enjoyment and FUN.

Stories may help boys develop a love of reading. Scouting's founder, Lord Baden-Powell, said, "If you can hand on something of the love of books to your Scouts, you will be giving them friends which will never fail them."

Think back to when you were a small child. Can you recall a lazy, warm summer afternoon? You may have lain in the sweet grass while your mother or grandmother quilted or snapped peas and told you a wonderful story about knights and ladies or pirates. Your imagination flowed like a river as you hung on every magical word...Now imagine a cool, crisp fall evening. Your family and friends are gathered around a campfire and, as the sparks from the fire spiral toward the stars, you listen to a story being told. You may have heard the story told many times, but it always seems exciting and new... Now sit back and get ready to share experiences like these with today's children.

Selecting a Story

The first step in storytelling is the selection of the story. Consider the following factors in making your choices:

How old is your audience and what is the length of its attention span?

What do you want to accomplish with the story? Different types of stories can serve many functions in your program:

Fun stories help everyone relax and enjoy themselves, often using nonsense words, sounds and actions.

Adventure stories have great appeal. They include such things as science fiction, fantasy, and true-life adventure.

Teaching stories describe a historical event, an invention or discovery, or a character-building situation.

Stories with a moral will help discipline without actually pointing a finger at any particular boy.

"What would you do?" stories present some dilemma and the boys provide the solution.

Animated stories can be used to help boys learn dramatic arts such as pantomime. The leader tells the story while the boys act it out.

Mystery stories can challenge the boys' imaginations and powers of reasoning. Can they solve the mystery before the story ends?

Remember that children prefer stories they can relate to their personal experiences or environment.

Be sure to choose only stories that are in good taste and appropriate for Cub Scout-age boys and families. Avoid anything gruesome or gory. Terror is not necessarily entertaining. Politics and religion are an integral part of society but take care in using these topics in your stories.

Getting familiar with the story

The second step in storytelling is learning the story. This does not necessarily mean memorizing every word. Instead of learning the story by heart, become thoroughly familiar with it. Get all of the facts straight in your mind, know the main characters and major events, and know the order in which events occur. Make the story your own, as if you have lived through the events yourself.

You may change a story to meet your needs and your purpose in telling it. Change the mood, location, and characters to match your own circumstances. Add familiar names and places so that your audience can identify with the action. By doing this you will maintain everyone's interest and enjoyment of the story.

Telling the story

Having selected a story and become familiar with it, you are now ready for the third step in storytelling: the actual telling of the story. Storytelling is simple, direct, and creative. No two tellers tell the same story the same way. Each gives his own feeling and own way of expressing feeling. The storyteller's goal is to bring the story alive. The audience should be drawn into the telling in such a way that they live within the world of the story.

The following techniques will help you become a good storyteller:

Be sure your audience is at ease before you begin. Make sure your listeners are comfortable.

Use your voice to reflect the mood of the story-happy or sad, humorous or serious, nonsensical or realistic.

Speak clearly, carefully pronouncing each word. Young children may have difficulty keeping up with the action of a story told too fast. Use different voices for the characters and use sounds to punctuate the action.

Speak at different rates of speed, pausing and changing pace to maintain interest and suspense.

Be sure everyone can hear you and see your gestures. Use gestures to create drama and flair.

Tell your audience that you expect complete silence and attention to the story. Deal with disruptive behavior immediately, but do not discontinue the story.

Maintain eye contact with your audience.

Follow up your storytelling with discussion if your purpose is to teach a lesson or instill an ideal. A few simple questions should get the ball rolling.

HAVE FUN! Your audience will not enjoy the story if you are nervous, ill at ease, or preoccupied.

The first law of story-telling . . .
"Every man is bound to leave a story better
than he found it."

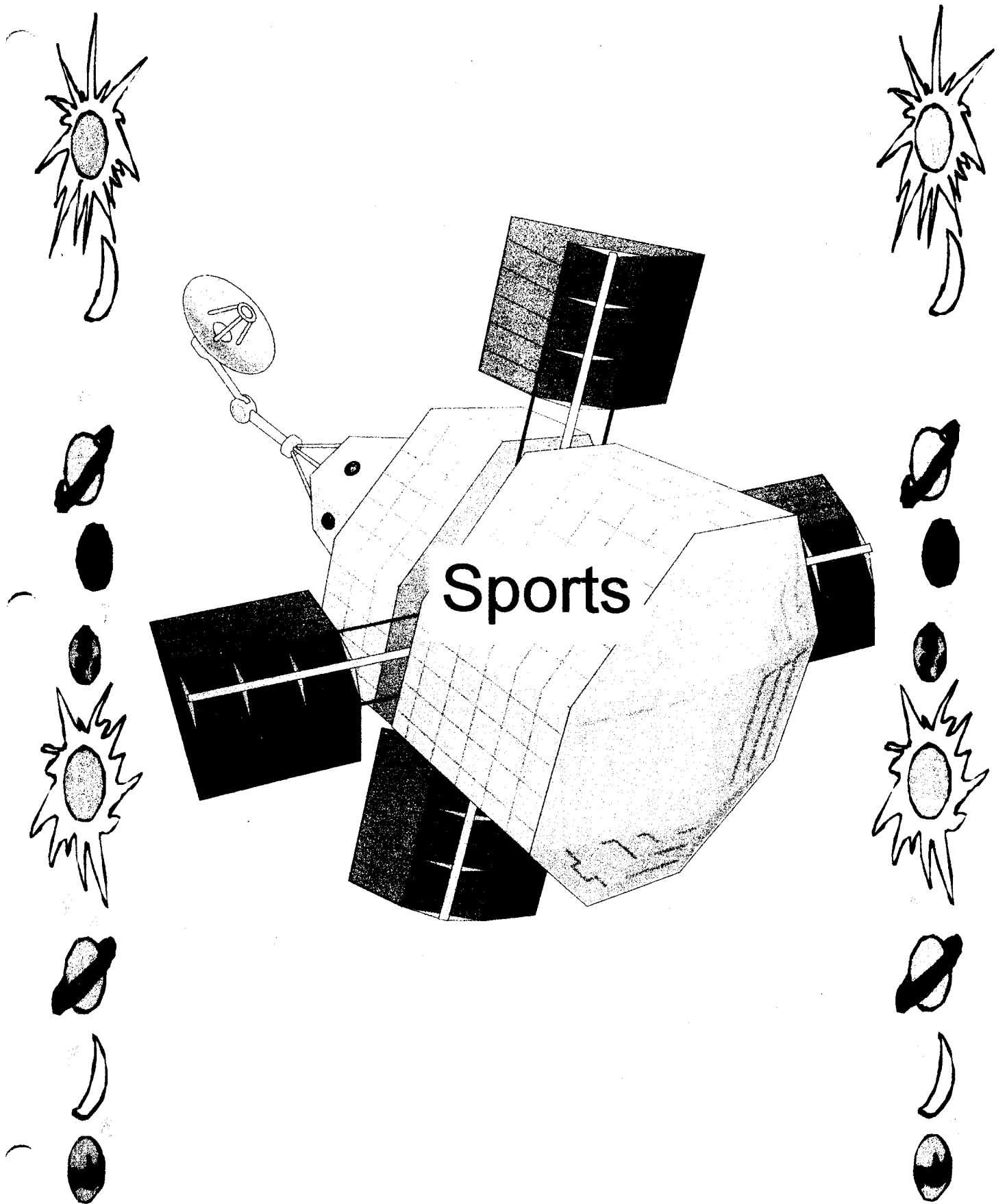
Mrs. Humphry Ward
Robert Elsmere,
Book 1, Chapter 3

Some Resources

The chief materials for storytelling are the folktales of many different countries, modern fairy tales (like those of Hans Christian Andersen and Howard Pyle), and picture-book stories. The children's section of your local library has many collections of folktales, short stories, and picture books.

The following list highlights some of the thousands of books at public and school libraries. Remember to check Scout resources, such as Boys' Life, for Cub Scout theme stories. Personal experience is also a good source for story ideas.

<u>Stories and Storytelling</u>	by Angela Keyes
<u>Story Telling</u>	by Edna Lyman
<u>Indian Why Stories</u>	by Frank B. Linderman
<u>Great Fables of All Nations</u>	by Manuel Komroff
<u>Fun With Skits, Stunts, and Stories</u>	by Helen and Larry Eisenberg
<u>Handbook for Storytellers</u>	by C. F. Bauer
<u>Just So Stories</u>	by Rudyard Kipling
<u>Woodland Tales</u>	by Ernest Thompson Seton
<u>Tales for Telling</u>	by Katherine Watson
<u>Grandfather Tales</u>	by Richard Chase
<u>The Gospel of the Redman</u>	by Ernest Thompson Seton and Julia M. Seton
<u>Trail and Campfire Stories</u>	by Julia M. Seton
The novels of Mark Twain (<u>The Adventures of Tom Sawyer</u> and <u>The Adventures of Huckleberry Finn</u>)	



CUB SCOUT SPORTS PROGRAM

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

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

The sports program includes summer and winter sports, both indoor and outdoor team and individual, and active and less active types.

The following sports are being offered by the Cub Scouts Sport Program :

Archery Physical Fitness

Badminton Skating

Baseball Skiing

Basketball Soccer

Bicycling Softball

Bowling Swimming

Fishing Table Tennis

Golf Tennis

Gymnastics Ultimate

Marbles Volleyball

Packs are encouraged to get involved in the sports program and try two sports a year perhaps one team sport and one individual sport. When done correctly, this program supplements the existing Cub program. In four years a boy could be exposed to eight different sports.

The Cub Scout may participate in the sports program in his unit, in his community or by himself. Cub Scouting emphasizes participation of the family by involving an adult teammate. Throughout the Cub Scout years the Cub is encouraged to learn and practice good sportsmanship and always DO HIS BEST.

WHO RUNS THE SCOUT SPORTS PROGRAM

Although the Cubmaster does not run the Sports program, he should give supervision to the program to make sure the program is conducted in accordance with the BSA policy. The same would hold true with the den leaders. This is where parent involvement becomes important. Parents, grandparents, high school coaches, physical education teachers and community sports program volunteers are all good resources for team coaches.

CHOOSE YOUR COACHES CAREFULLY !!! They will have a big impact on the Cubs and their future enjoyment or sports.

Qualifications for Coaches

1. They should be familiar with and like working with young boys.
2. They should know the rules, strategies and skills of the game.

3. They should know how to teach enjoyment of the sport.
4. They should be able to spot problems and correct them.
5. They should know when NOT to play a boy who is ill or injured.
6. They must be able to keep his ego and his temper under control.
7. They must be able to keep open communications with players and parents.

YOUNG ATHLETES BILL OF RIGHTS

Cub Scout athletes are all protected by a bill of rights. This has been prepared by physical education experts and should be an integral part of your pack program.

The ten points of this Bill of Rights are listed below:

Each Cub has:

1. The right to participate in sports.
2. The right to participate at his own ability level.
3. The right to qualified adult leadership.
4. The right to a safe and healthy environment.
5. The right to share in leadership and decisionmaking.
6. The right to play as a child, not as an adult.
7. The right to proper preparation.
8. The right to equal opportunity to strive for success.
9. The right to be treated with dignity.
10. The right to have fun.

(The Young Athletes Bill of Rights was created to insure that all Cub Scout athletes would have a positive experience while learning new skills and doing their best in some of our nation's favorite sports activities. For more information you may want to refer to the Cub Scout Sports Leaders Guide.)

HOW TO SET UP A SPORTS PROGRAM

First item would be to select a sports chairman to oversee the program. Then you would select a sport that would be of interest to your group. Consider the interest of the pack members and determine what sports could be programmed for the year.

Establish a schedule for the pack activities. Identify playing area, equipment availability, safety rules, recognition, budget, leadership resources and parent involvement. Don't overlook **FUN** for the boys and family. Begin promotion.

Use Cub Scout Sports Leader Guide No. 2152. Also individual sports manuals are available for each sport. These manuals can be purchased at the Scout Service Center. These books have rules, fitness programs and teaching aides to enable the boy to enjoy the sport.

On all competition the rules must be known before the practice begins. **SET THE RULES AND KEEP THEM.** Put the rules for your sports on paper and see that every participant has a copy of the rules.

ASSUME THAT NO ONE KNOWS THE RULES.

(If you are playing by simplified rules or rules that are not considered the "standard" rules, be sure that

this is explained.)

Play and practice by the rules you have set. It is unfair to change your rules once the competition has started.

Your judges (*umpires or referees*) must also be aware of the rules you are playing by. This will help insure that everyone is playing by the same rules.

EXPENSE OF THE SPORTS PROGRAM

This is a concern for all units. For example, the pack wants to play volleyball but it doesn't have any equipment. Consider your parents, your sponsoring organization, friends, neighbors, school or your church.

USE YOUR RESOURCES.

Another way is to share a nominal fee to participate. For this program to be successful, you will need to pay particular attention to your fees. You do not want to keep any boy from participating because you have set the fee too high.

If the program is over a series of weeks, consider running a concession stand (*drinks, cookies, food items*). This can be successful but does require planning and willing workers to make it go.

Your pack could also include the cost of sports awards in their annual budget.

USE AS A RECRUITING TOOL

Boys will find the sports program of interest. Many boys are playing soccer or baseball, but how many get a chance to learn about marbles, golf or table tennis. The fact that there are organized sport clubs in your area should not keep you from trying a sports program for your pack.

Explain to the parents that the Cub Scout Sports Program is just one of the many programs offered to the registered Cub Scouts. This may encourage boys to take a part in the Scouting program if they know they can earn awards for sports activities.

TIGER CUB PARTICIPATION

Should Tiger Cubs be involved in the Sports program? There is no concrete answer to this question. It is up to your pack committee on how to handle the Tiger Cub Program.

Many first grade boys could participate in competitive sports against older boys while others would not be able to but this could be true in any grade level.

One consideration is that if Tiger Cubs compete in a sporting program, it will lessen what they can look forward to in Cub Scouting.

SAFETY FIRST

Cubs will appreciate and parents will insist on a safe and healthy environment in which play will take place. The following are some tips that will help you to keep accidents and injuries to a minimum.

1. Check out in advance the condition of the playing field, facilities and equipment.
2. Consider the effects of weather and terrain on your players.
3. Be sure that there is plenty of adult supervision and that the adults know what their responsibilities are.
4. Provide all necessary protective equipment, such as helmets, shin guards, knee pads, etc.
5. Teach the proper use of all equipment and the dangers of swinging bats, flying balls and

improper technique.

6. Designate safety areas for observers. For example behind the backstop, in the bleachers, etc.
7. Proper exercise and conditioning will help prevent injuries of any kind.
8. Make sure any injuries have completely healed before a boy starts strenuous play again. This will help prevent reinjuries, especially muscle pulls and ankle sprains.

AWARDS

There are three levels of awards and recognition in the Cub Scout sports program. Belt Loops, Physical Fitness Pins and a Cub Scout Sports Letter.

A belt loop is awarded to any Cub who participates in the sport of his choice either in a pack tournament or in a program in his community. This is the first level of award and is presented for participation. The belt loops are designated to be worn on the official Cub Scout uniform belt only.

A boy can also earn a physical fitness pin by accumulating points for exercise and practice in his sport. He is awarded one point for every 15 minutes he spends in practice or conditioning with a daily limit of 5 possible points. If he earns 75 points in a three month period, he can then be presented a physical fitness pin imprinted with the symbol of his sport.

In order for a Cub Scout to earn a Sports Letter he must involve an adult teammate. The teammate must also earn a physical fitness pin in a sport of his choice. To do this, the adult, however is awarded one point for every 30 minutes of exercise or practice.

The sport in which the adult participates does not have to be the same in which the Cub is working. For example, the Cub Scout may be playing basketball in a community sports program, but his adult teammate may be earning points while participating in bowling league. The Cub could earn a physical fitness pin then in basketball and his adult partner could earn a pin for bowling.

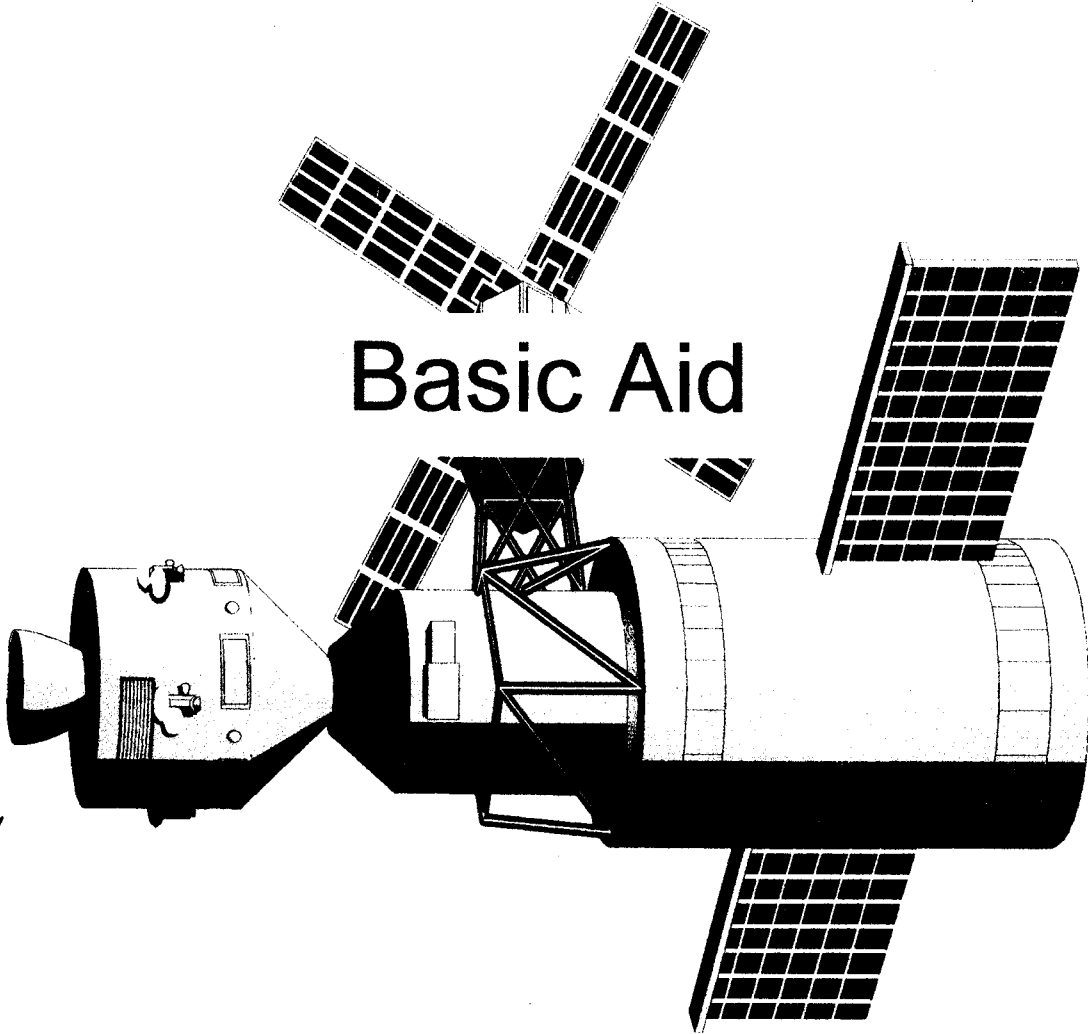
For both the Cub and his adult partner, no more than five points may be tallied in one day. This means the boy would get credit only for 1 hour and 15 minutes of exercise in a single day and an adult would get credit for only 2 hours and 30 minutes of conditioning in a single day.

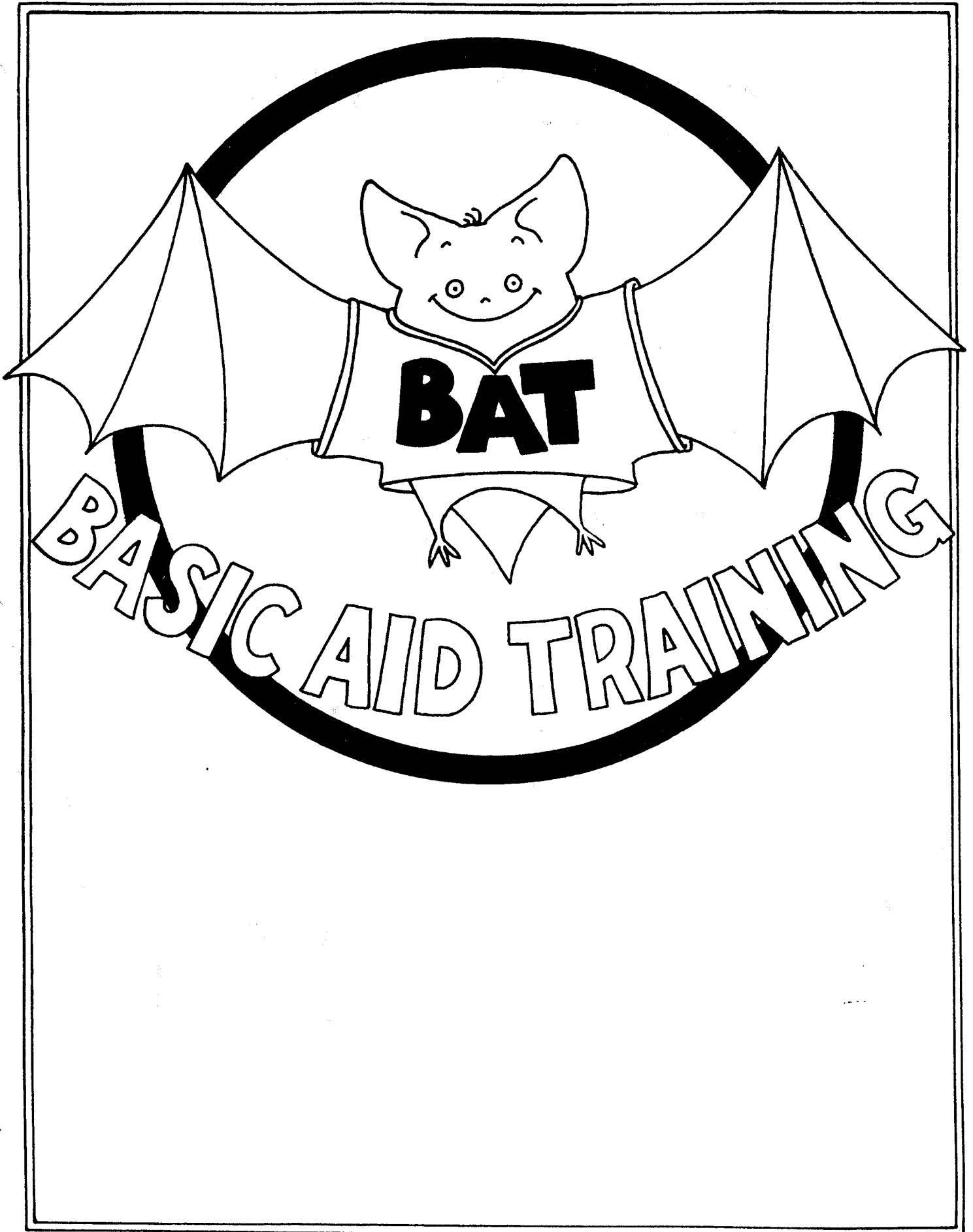
If the Cub Scout earns his participation belt loop and a physical fitness pin, and his adult teammate also earns a physical fitness pin, then the boy can be presented his Cub Scout Letter. The physical fitness pins should be worn on civilian clothes. The letters can be worn on the Scout's red vest or on his warmup jacket. In this way he could interest other boys in the Cub Scout sports program and perhaps be a recruiter for new Cub Scouts.

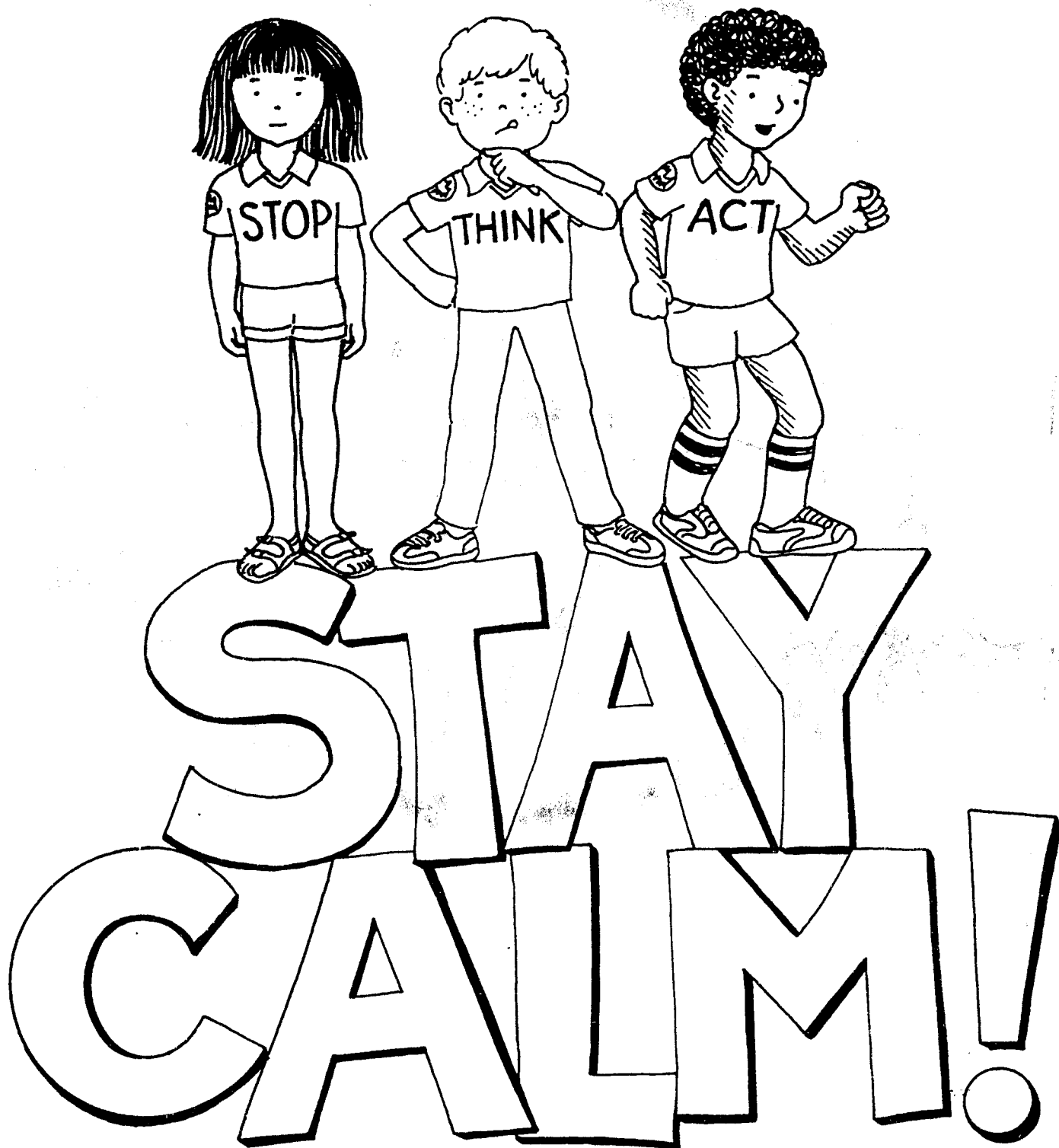
There is no limit to the number of Cub Scout Sports Letters a boy can earn. Every time he earns a belt loop and physical fitness pin, he can be awarded a sports letter.

Any pack sponsoring a Cub Scout Sports program can present to the boys who participate in the program a special Cub Scout Sports Patch. This is designed as a temporary patch, and as such, is regulated by the policies regarding patch wear.

Basic Aid



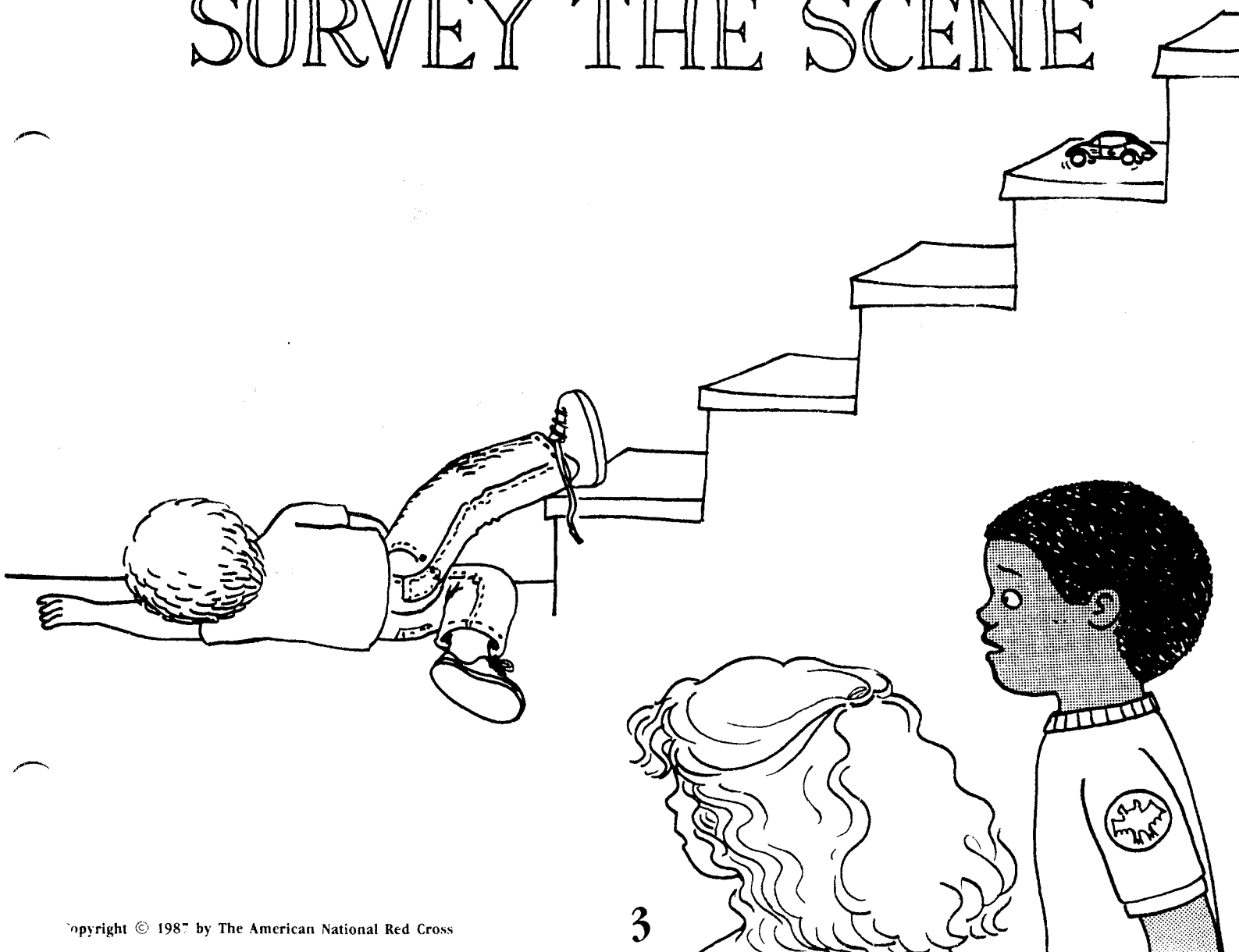




EMERGENCY ACTION PLAN:



SURVEY THE SCENE



EMERGENCY ACTION PLAN:

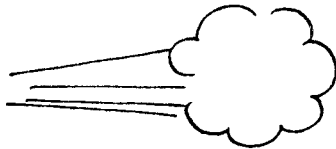


SURVEY THE VICTIM

1. Tap and Shout



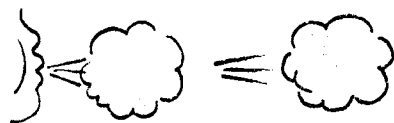
2. Airway



3. Look, Listen, & Feel



4. Give 2 Full Breaths



5. Circulation ((Heart))



EMERGENCY ACTION PLAN:

3

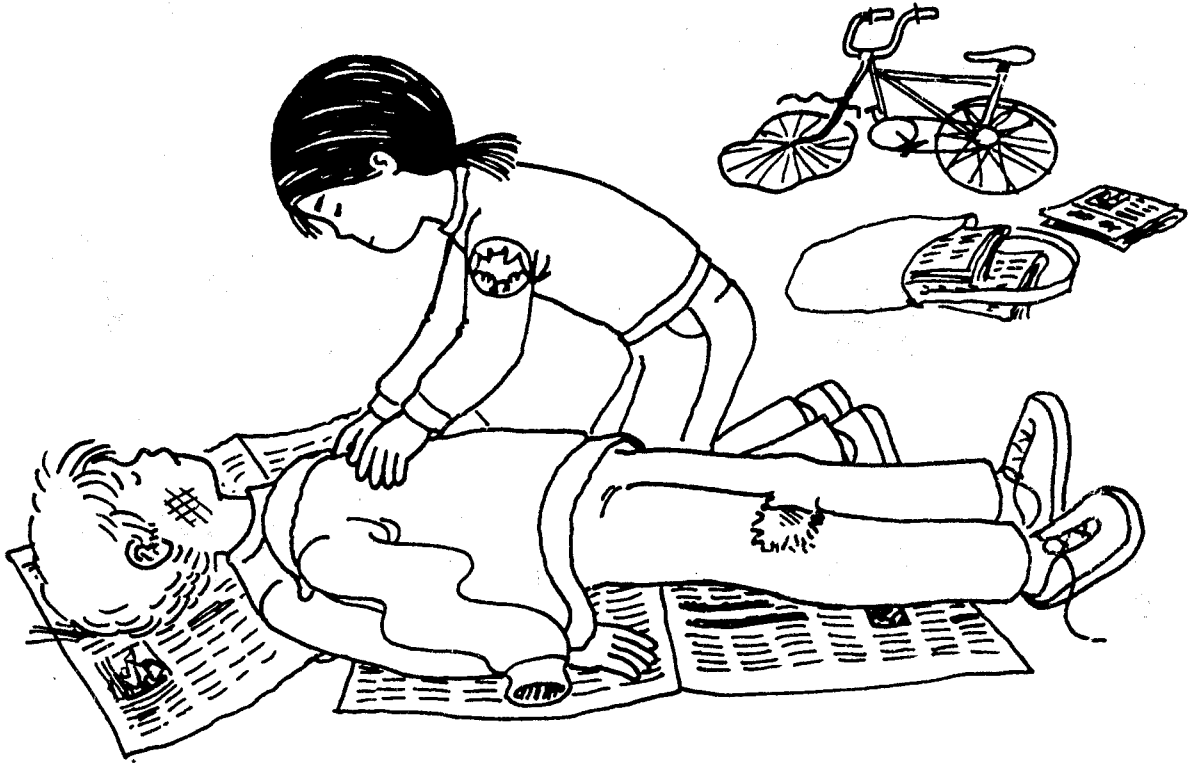
GIVE FIRST AID CARE

1. TREAT the **INJURY**

2. TREAT for **SHOCK**

3.  *Telephone* for **HELP**

SHOCK



Treat injury, then treat for SHOCK

1. Have victim lie down
2. Keep victim calm
3. Keep normal body temperature

1. CALL 9-1-1 or 0
zero

Say "This is an Emergency Call!"

2. REPORT:

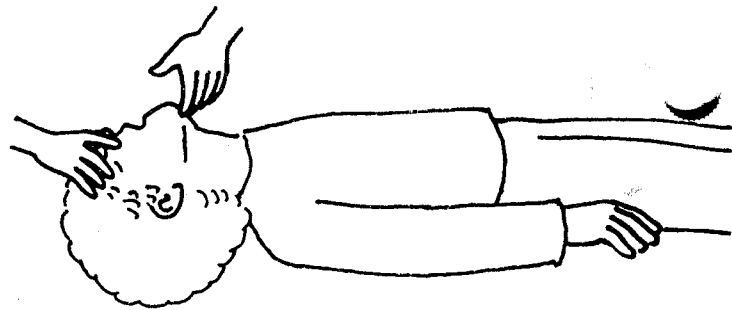


- ▶ Who
- ▶ What
- ▶ How many
- ▶ Where

3. DON'T HANG
UP!

RESCUE BREATHING

1. Tap and Shout
2. Open Airway
3. Look, Listen, & Feel
4. Give 2 Full Breaths
5. Check Circulation



6. Rescue Breathing Count

- adult:

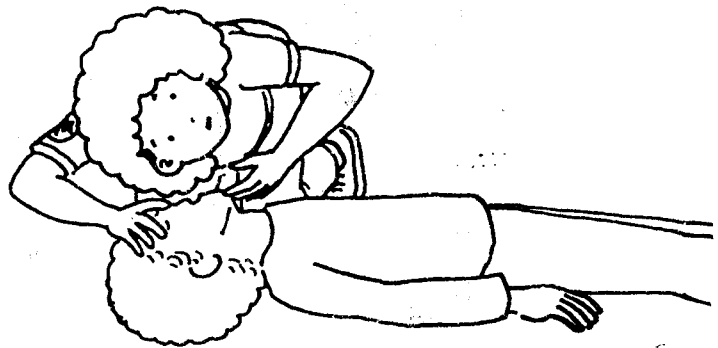
1 breath every 5 seconds

- child:

1 breath every 4 seconds

- infant:

1 breath every 3 seconds



CHOKING

1. KEEP VICTIM
CALM

2. ALLOW VICTIM
TO COUGH

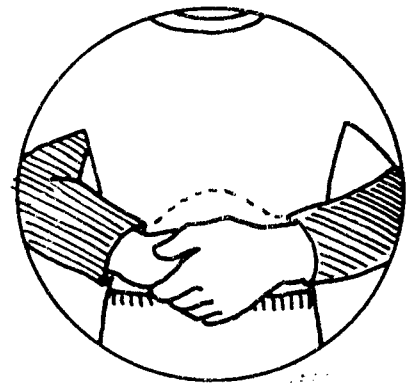
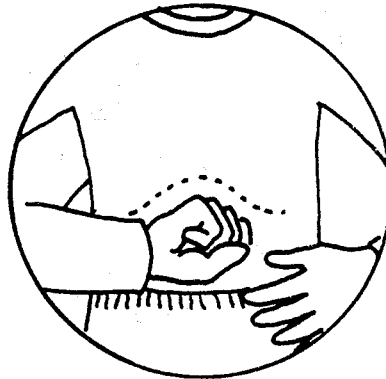
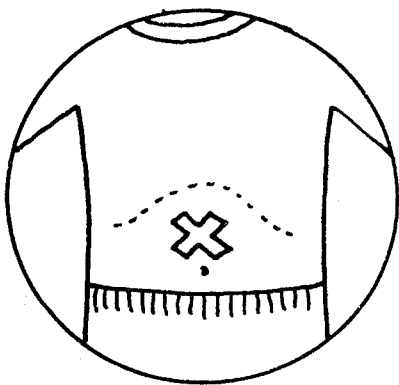


then...

CHOKING!

If unable to
Breathe,
Cough, or
Speak:

1. GIVE THRUSTS



2. REPEAT UNTIL CLEAR

WOUNDS



SMALL:

WASH, APPLY BANDAGE.

SEVERE:

1. HAVE VICTIM SIT OR LIE DOWN.
2. APPLY DIRECT PRESSURE.
3. TREAT FOR SHOCK.
4. GET HELP.

NOSEBLEED



1. Sit down

2. Lean forward--

Stop the bleeding



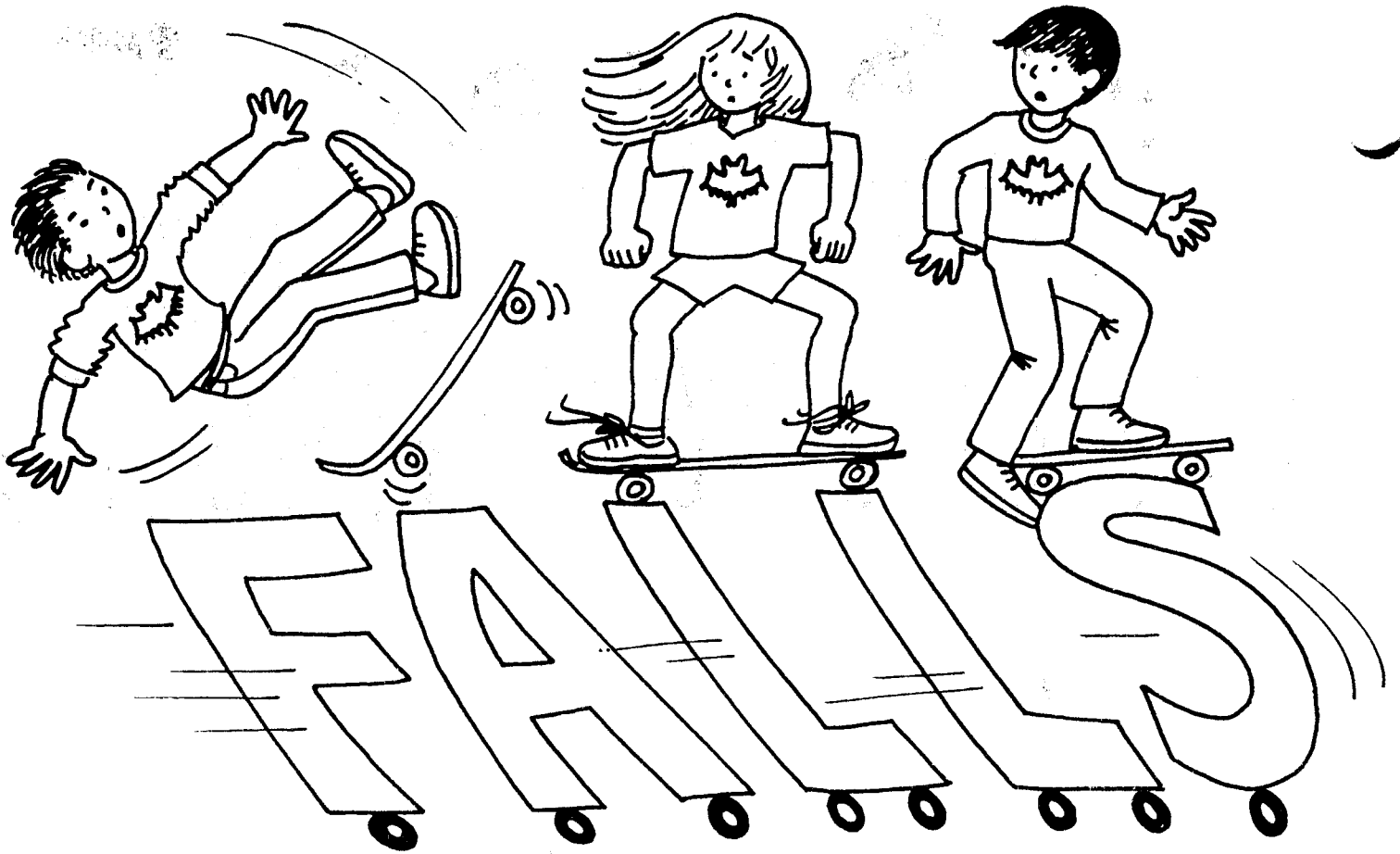
1. WASH THE WOUND

2. IDENTIFY THE ANIMAL

3. BE SURE TO TELL AN

ADULT

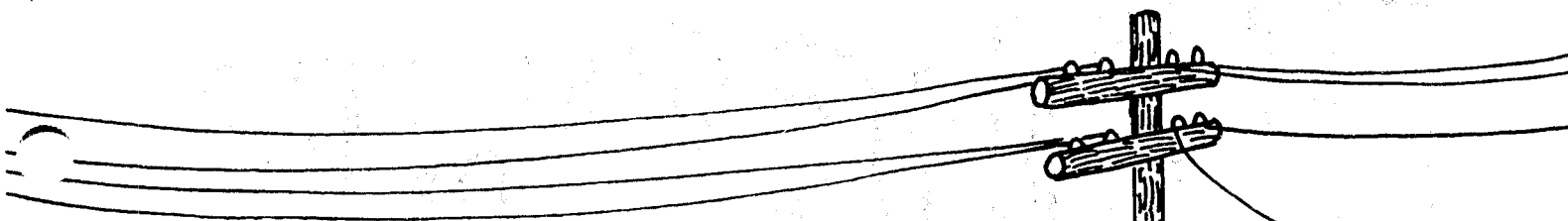




1. Don't move victim!

2. Keep victim calm!

3. Get help!

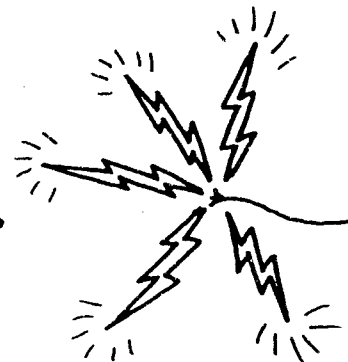


FALLEN WIRE

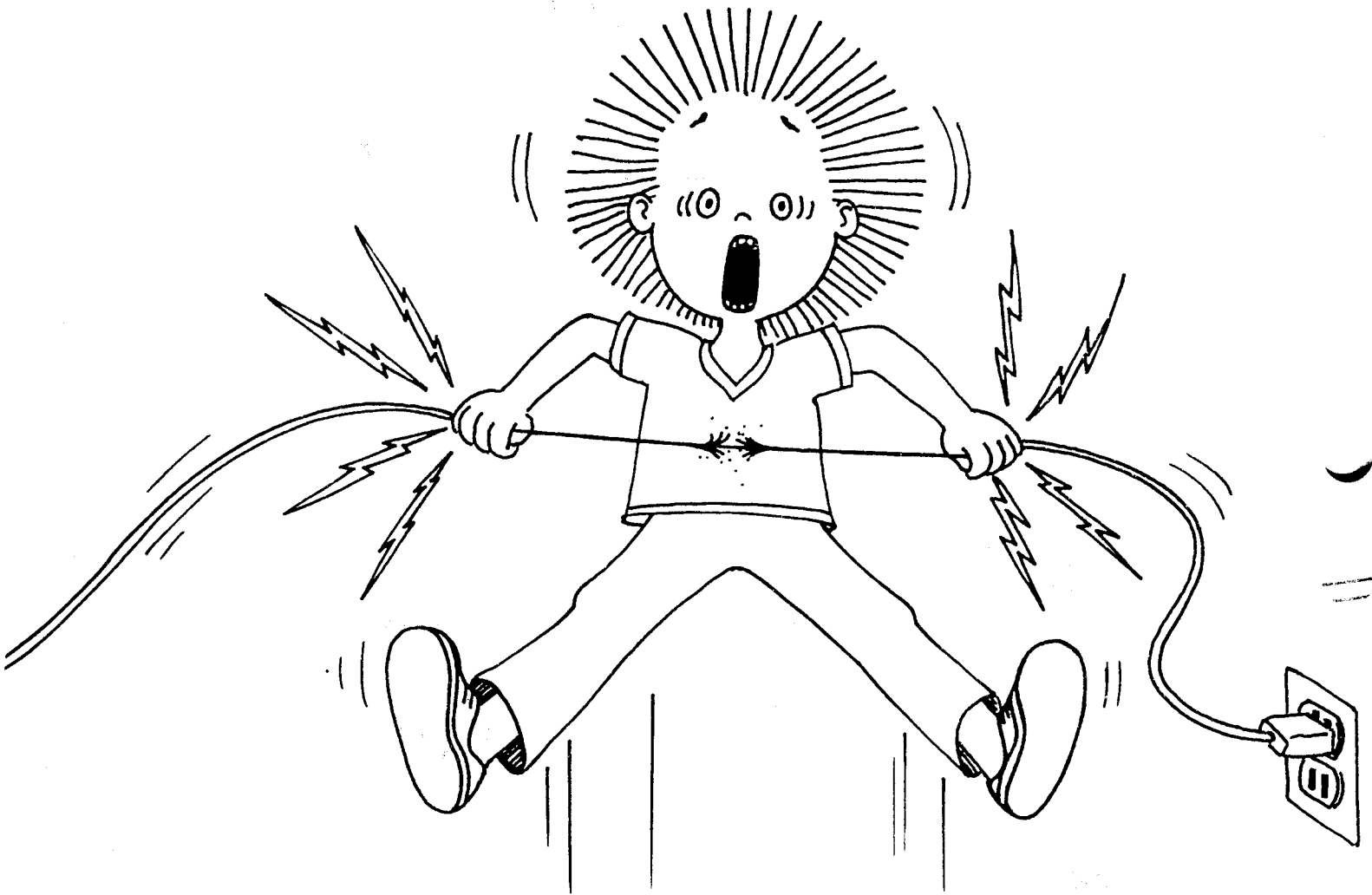
1. Warn people:
stay away
2. Get help



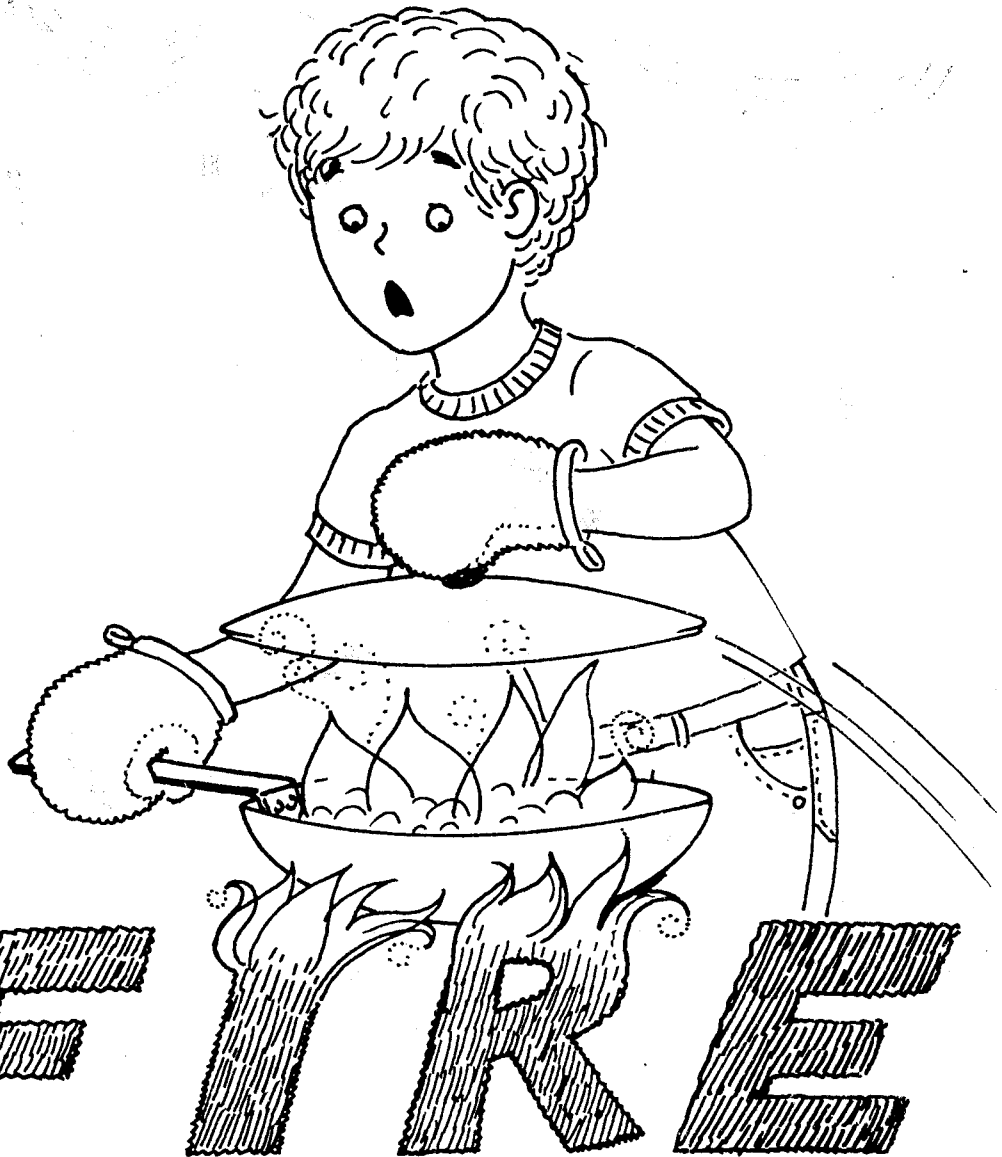
← 15 FEET →



ELECTRIC SHOCK



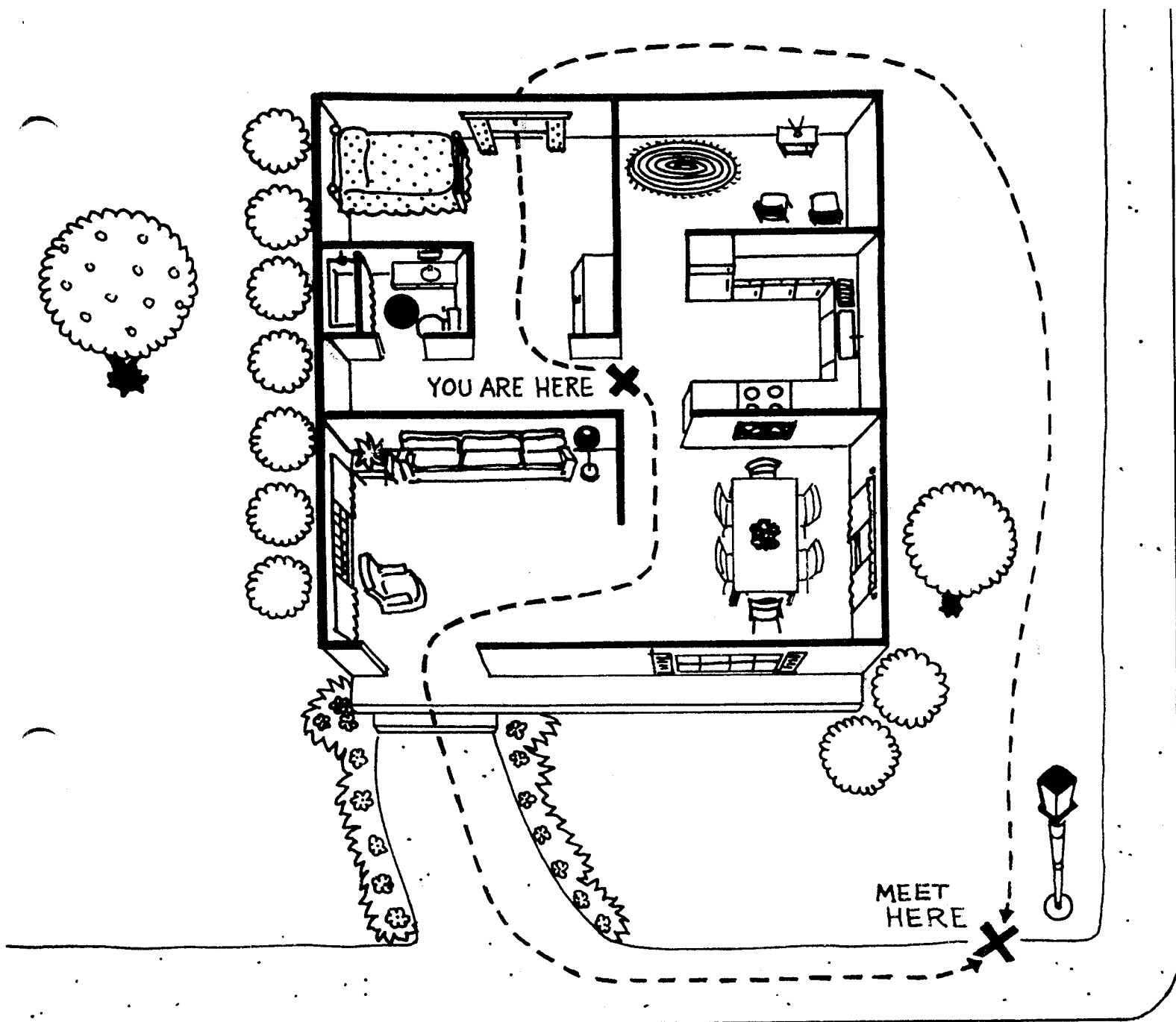
1. DON'T TOUCH
2. GET HELP!



FIRE
CAN'T BURN
WITHOUT
AIR

**GET OUT!
STAY OUT!
GET HELP!**



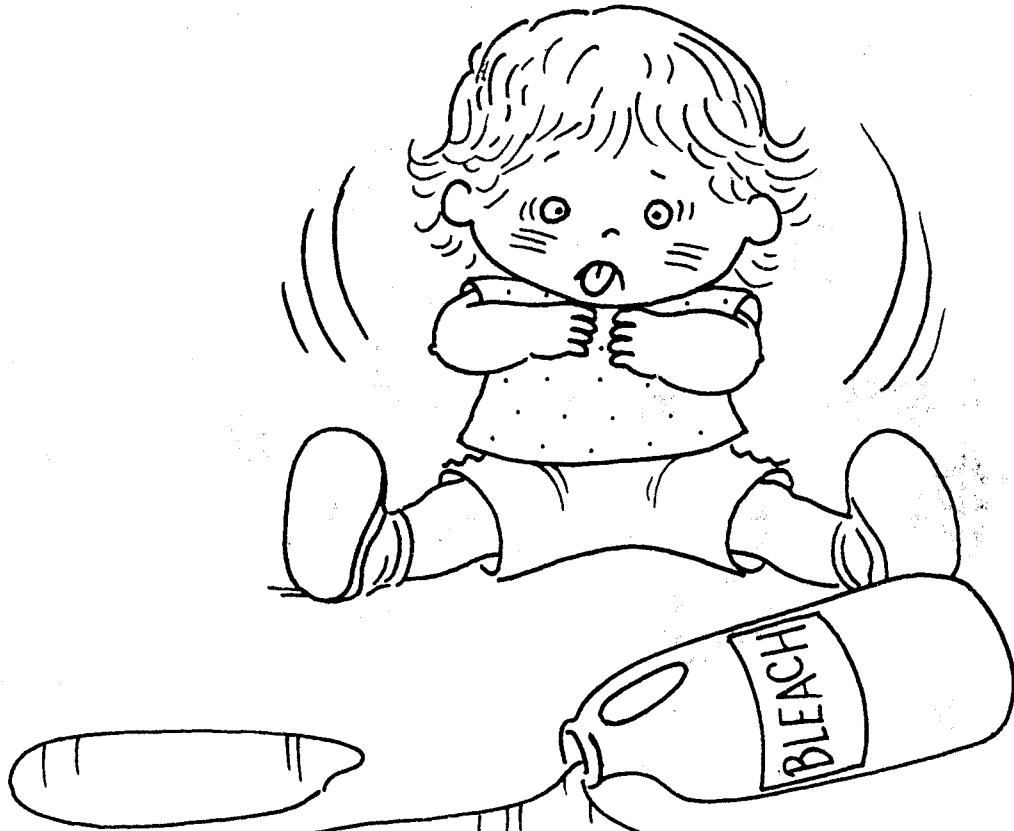


PLAN ESCAPE

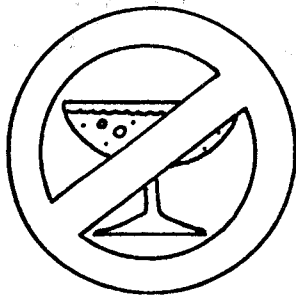
NOW

AND PRACTICE

POISONING



1. GET HELP
2. FOLLOW ADVICE OF POISON CENTER
3. FIND LABEL OR CONTAINER

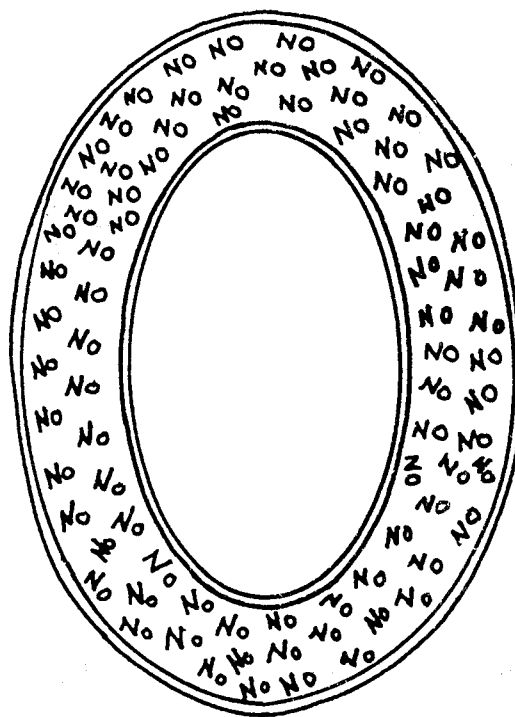
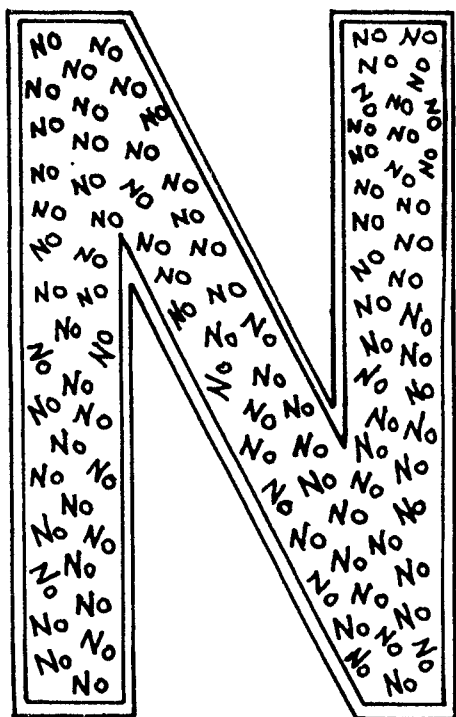


DRUGS

ALCOHOL

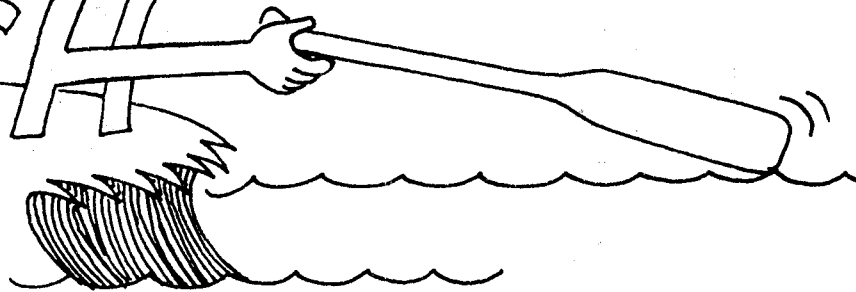
TOBACCO

JUST
SAY

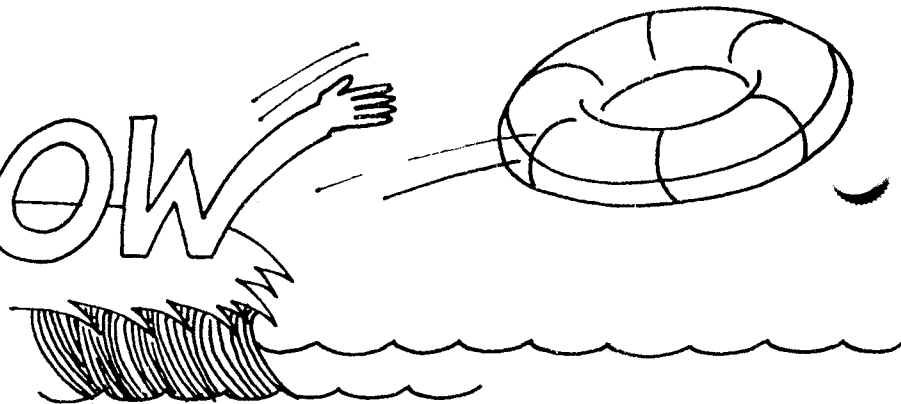


WATER RESCUE

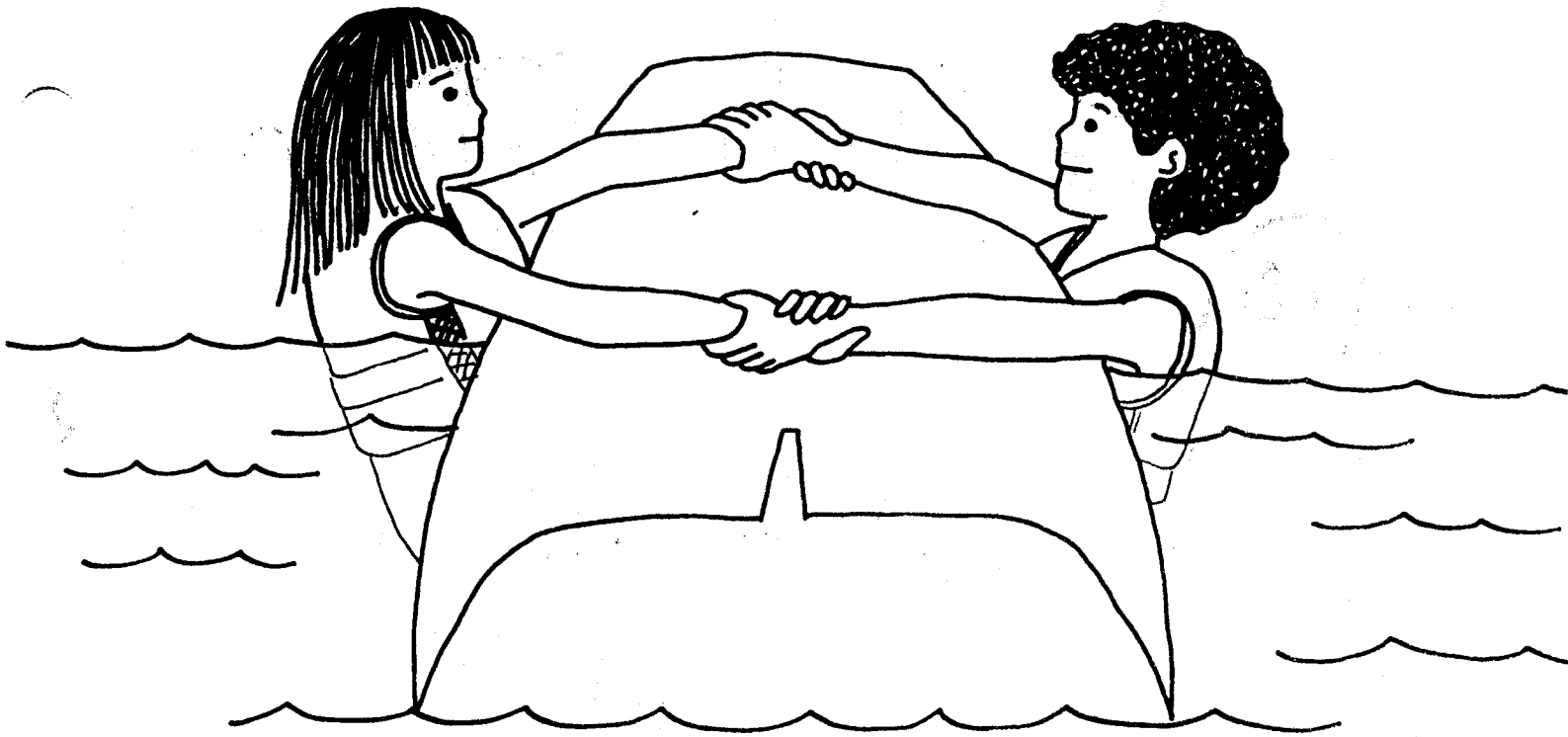
1. REACH



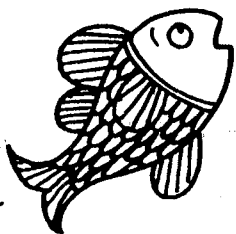
2. THROW



3. GET HELP



in or near the water,
THINK SAFETY



LOST AND FOUND

1. HUG A TREE
2. TAKE SHELTER...
SAVE YOUR ENERGY
3. MAKE YOURSELF BIG
4. YELL AT NOISE





SUPPORT SYSTEM

CAUTIOUS KIDS

1. Say no

2. Get away

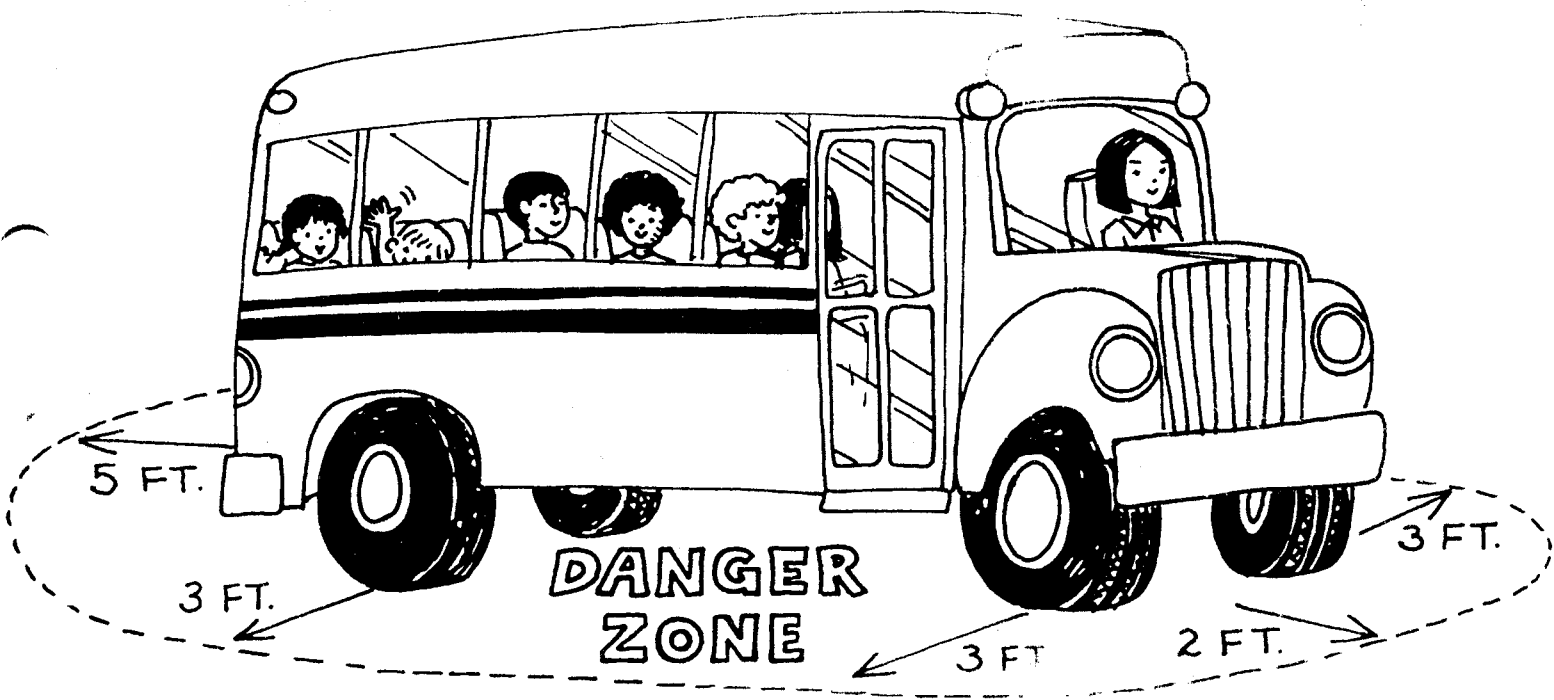
3. Tell someone

SAFETY BELTS
SAVE LIVES



BUCKLE UP!!

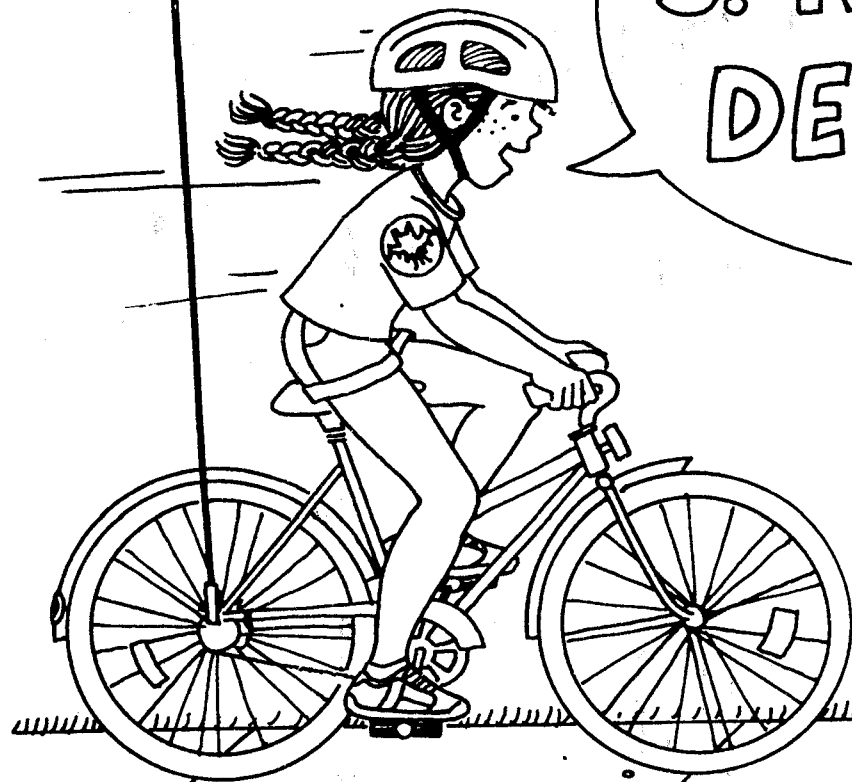
SCHOOL BUS SAFETY



THINK!

BICYCLE BASICS

1. BE PREDICTABLE.
2. BE VISIBLE.
3. RIDE DEFENSIVELY.



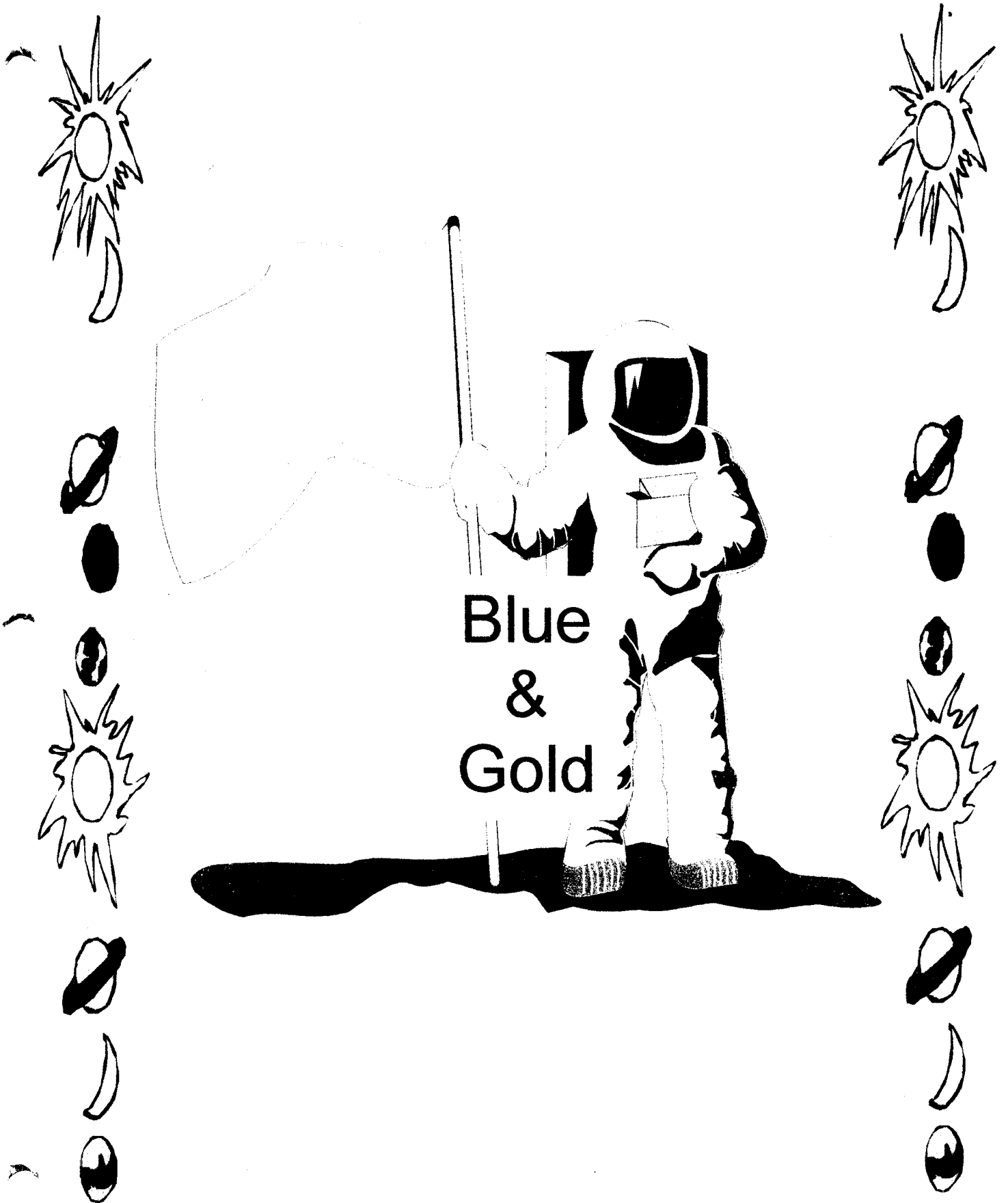
CONGRATULATIONS!

You have completed the

AMERICAN
RED CROSS

course in





Blue
&
Gold

BLUE AND GOLD BANQUET

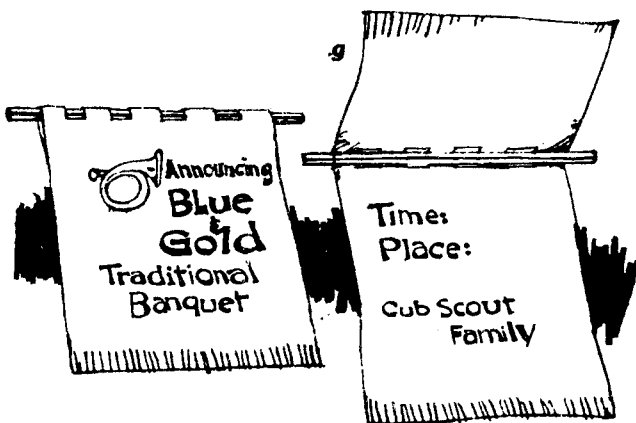
The Blue and Gold Banquet is probably the most exciting event of the whole year because it is a birthday party for Cub Scouting in which all pack families can participate. The banquet is held in February, the anniversary month of the Boy Scouts of America. The Boy Scouts were organized in February of 1910, and the Cub Scouts were organized 20 years later in 1930. This year Cub Scouts are celebrating their 66th birthday. Lord Baden-Powell, the founder of Scouting, was born on February 22, 1857. The pack's big celebration is named for the Cub Scout colors, blue and gold.

Some packs celebrate with a big dinner. This can be a potluck affair, with each family bringing food, or many packs prefer buying the food and having it prepared by a committee, and still other packs prefer having the dinner catered. The plan of feeding is secondary in importance to the Cub Scouting that takes place during whatever planning and preparation occur. Dens should sit together so that den spirit and family relationships are strengthened. Guests may be invited and are seated either at the head table or with the dens.

The dinner program should include entertainment from within the pack, but outside entertainment may also be desired. It is very important that advancement is recognized during the program, as well as the contribution of adult leaders.

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.
2. Begin planning at least two months in advance. Some packs begin to plan at the beginning of their Scouting year.
3. KISMIF- in other words, "Keep It Simple, Make It Fun." (It often seems that this is the Cub Scout Motto!)
4. Involve leaders and parents. Sharing responsibilities make it easier and fun for everyone.
5. Let the boys help plan and make the decorations.



INVITATIONS. Cut blue or gold construction paper in 4x10-inch pieces and fold in half. Notch top and glue on dowel to make double banner. Make drawings and lettering with marking pens. Cut fringe in bottom.

CUB SCOUT FAVOR. Use yellow cellophane-wrapped lollipop. Cut cap and neckerchief from construction paper and draw markings with crayon or marking pen. Use clay or wood block for base.



BANQUET PLANNING

To be successful, the banquet must be planned well in advance. A banquet chairman is appointed by the pack committee and that person recruits helpers to carry out the responsibilities listed on the following pages. Try to involve as many people as possible, and avoid giving Den Leaders too many additional responsibilities because they will be working with their dens. The banquet often takes the place of the February pack meeting, although it is not necessarily held on the regular meeting night.

The following committees and arrangements for them to consider are helpful in planning a successful Blue and Gold Banquet:

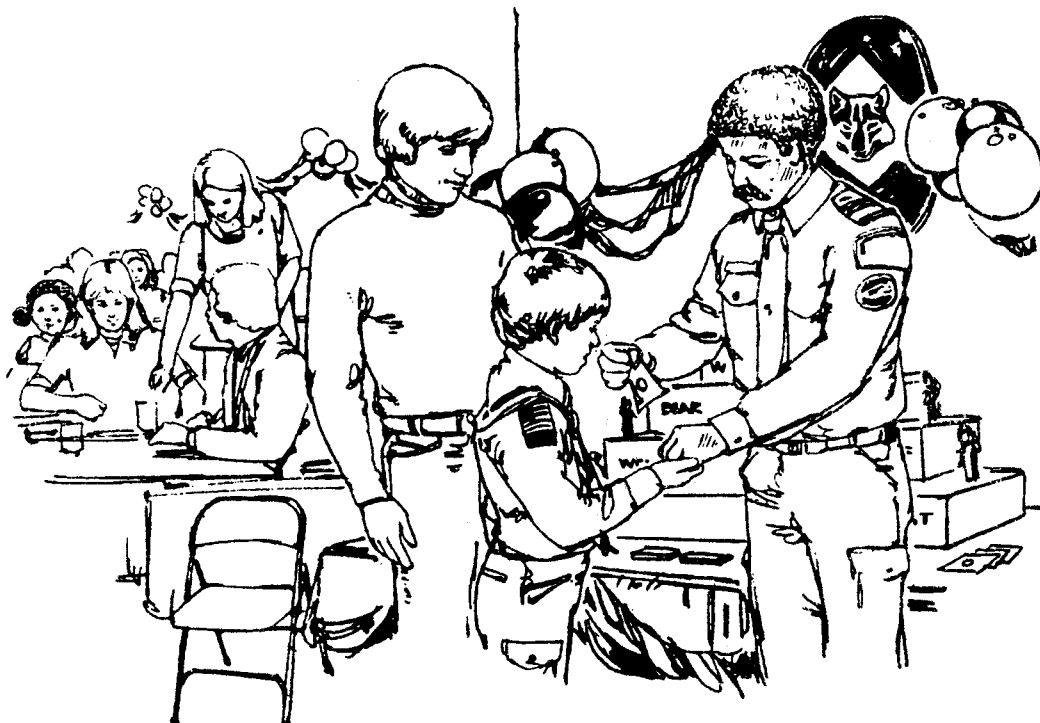
- I. Physical Arrangements Committee
 - A. Secure adequate room for banquet and exhibits.
 1. Fellowship halls in churches
 2. School cafeterias
 3. Banquet rooms in hotels or restaurants
 - B. Check seating capacity and develop seating plan
 1. Head table? Who will sit there?
 2. Layout plan for seating: square, U-shape, parallel tables, fan-shaped facing stage
 - C. Check restroom facilities and cloakroom
 - D. Inquire about kitchen availability
 - E. Check on rental fees, if any
 - F. Secure permission to use special items: speakers rostrum, P.A. system
 - G. Set up (or arrange set up) tables and chairs
 1. Check on need to work with custodian on setting up
 2. Informs dens when they can decorate
 - H. Arranges for clean-up committee
- II. Dinner Committee
 - A. Suggest meal plan (based on pack funds)
 1. Catered dinner
 - a. Does it include plates, cups, napkins, silver?
 - b. Drinks
 - c. Time of food delivery
 - d. Payment arrangements
 2. Potluck
 - a. Determine serving needs
 - 1) Kitchen utensils
 - 2) Large containers for cold drinks
 - 3) Number of coffee pots
 - 4) Serving dishes needed
 - b. Organize food contributions
 - B. Promote attendance
 1. Dens report on families
 2. Invitations to honored guests
 - C. Plan and set up serving line
 - D. Plan to have cake or cupcakes. This is Scouting's birthday.
 - E. Clean up
 - F. Thank you notes afterwards

- III. Program Committee
 - A. Recruits one person for each item on the program
 - B. Works with advancement chairman for what is needed on advancement
 - C. Suggests the format of the program, including invocation, welcome and introduction of guests, ceremonies, recognition of leaders, parents, and boys,
 - D. Entertainment (See special section)

- IV. Decorations Committee
 - A. Use a theme for a guideline.
 - B. Room decorations
 - C. Table decorations, generally the responsibility of each den, which may include centerpieces, nutcups, placemats, placecards, napkin rings, mothers' corsages
 - D. Exhibits

- V. Publicity Committee
 - A. Inform all pack families of date, time, place, and cost.
 - B. Invitations to honored guests
 - 1. Head of chartering organization
 - 2. School principal
 - 3. Chartering Organization representative
 - 4. Scoutmaster
 - 5. District Executive and/or Commissioner(s)
 - 6. Den Chiefs
 - C. Follow-up to see how many guests plan to attend and coordinate numbers with other committees
 - D. On banquet night, meet guests at the door, furnish name tags if desired, and help them find their seats

(This outline can be altered to suit your particular pack needs and assets: the size of your pack and treasury and most of all, creative people willing to work together to bring forth a beautifully planned and fun dinner.)



TYPES OF BANQUETS

The word "banquet" suggests a lovely meal so plan carefully. Keep the meal cost as low as possible so that all families can participate. Choose the food plan that best suits the spirit and budget of your pack.

1. Potluck Plan

- Decide if dens will plan their own menu or if each family will bring food for an overall pack menu.
- Let each family know how much and what kind of food to bring.
- Decide what the pack will furnish (meat, rolls, drinks, etc.)
- Determine serving arrangements.

2. Food Committee Plan

- Decide what the pack will furnish (all or part of the food, paper products, etc.)
- Purchase food and other dinner items.
- Recruit enough helpers to prepare meal.
- Accept reservations and estimate attendance. Be sure there is enough food.
- Set the cost of the dinner per person or per family.
- Determine serving arrangements. Plan for two serving lines if more than 50 people will attend.
- Arrange for kitchen utensils, serving dishes, large containers for hot and cold drinks, if needed.

3. Catered Plan

- Get estimate and decide on caterer.
- Agree on menu and cost in writing.
- Find out if caterer provides plates, utensils, drinks, dessert.
- Check on time of delivery. Be sure someone is there.
- Accept reservations and estimate attendance. The caterer will need to know how many to expect.

4. Restaurant Plan

- Decide on restaurant or cafeteria. Agree on menu and cost in writing.
- Reserve a private meeting room where program can be conducted.
- Accept reservations and estimate attendance. Let restaurant know how many to expect.
- Collect money prior to banquet.
- Plan to have birthday cake or cupcakes. This is a birthday party!

SAMPLE PROGRAM

Gathering period:

Have someone to greet the families and guests as they come in, give them name tags and direct them to their tables. Have an activity for early arrivers, and a plan to keep young children constructively occupied.

Opening ceremony:

Flag ceremony or opening to fit theme.

Invocation:

This is given by a pack leader or church minister and should be non-denominational.

Dinner

Welcome and Introductions:

Recognize pack leaders and special guests.

Songs:

Use song sheets or have songs printed in souvenir program so everyone will be able to join in.

Skits, Stunts, Entertainment

Advancement Awards Ceremony

Recognition of Leaders

Announcement and Thanks

Closing Ceremony

At this point in the program, the tone should be serious. Close with something inspirational or patriotic.

BLUE AND GOLD ENTERTAINMENT

To create a successful Blue and Gold Banquet there must be pre-planning. Entertainment is one of the most important parts, whether this is pack participation or outside entertainment. Plans should be considered at least two months ahead of time.

Outside entertainment may cost very little and sometimes nothing. Some ask to be included in the meal or whatever is being served, so be sure there is extra food. Be sure and check for special arrangements that may be needed.

ENTERTAINMENT IDEAS

PACK DEVELOPED ENTERTAINMENT

1. Each den prepare a skit, song, stunt, or puppet show.
2. Parent and child talent show
3. Cubmaster and Den Leaders or committee persons prepare a skit using adults at the banquet.
4. Scout demonstrations (camp cooking, monkey bridge, skills)

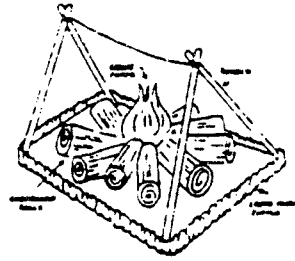
OUTSIDE ENTERTAINMENT

1. Animal demonstrations by the county park associations, by the zoo, by the Police Canine group, by dog obedience schools.
2. Bicycle clubs
3. Clowns
4. Dance demonstrations: Dance schools in your area, square dancers, Haskell Institute (Indian), Indian dancers (local Scout Troops)
5. Karate demonstrations
6. Magic acts
7. Music - Cub Scouts from the pack, Fiddlers and other musical instruments, school and church choirs, adults and children's singing groups.
8. Sports (pro and amateurs)
9. Miscellaneous ideas - short play (local theater group), entertaining films (no home movies or slides), cartoon artist, police and fire department.

CAMPFIRE CENTERPIECE

MATERIALS NEEDED:

- Cardboard rolls
- Brown paper
- Tape
- Fine-line marking pen
- Scissors



- Chicken wire
- Red and yellow crepe paper
- Box lid
- Small dowels
- String

Webelos Scouts will like this centerpiece because it reminds them of something they like to do camp.

INSTRUCTIONS:

1. Seal the ends of cardboard rolls with tape on brown paper. Cover the rolls with crumpled brown paper, using a fine - line marking pen to make markings resembling bark.
2. Flame is a chicken wire base covered with red and yellow crepe paper.
3. Campfire is assembled on a decorated box lid. Dowels, lashed together at the top are used for supports. You may wish to hang a miniature pot over the fire.
4. Napkin rings, place cards and favors can all be made in the shape of logs to match the centerpiece. Place mats could be a construction paper rectangle (about 12" x 16") with a cutout of a campfire glued on it.

OPTIONAL: Make tents to go around the fire or use as name tags.

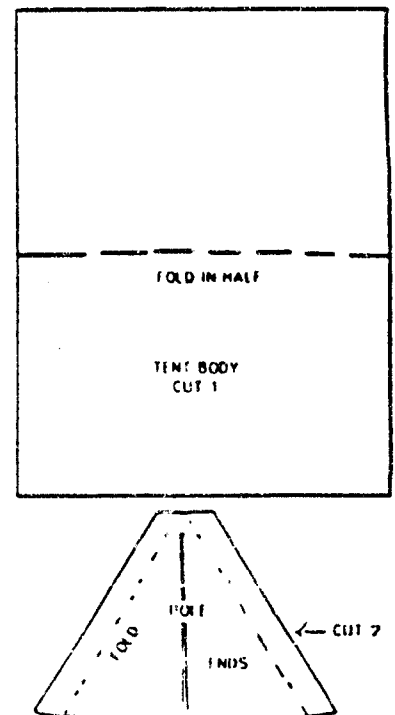
TENT NAME TAGS OR PLACE CARDS

MATERIALS NEEDED:

- Construction paper
- 2 flat toothpicks
- Glue
- Scissors

INSTRUCTIONS:

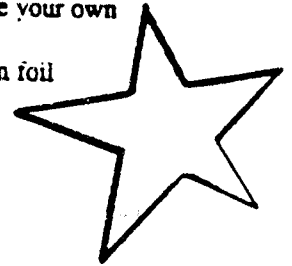
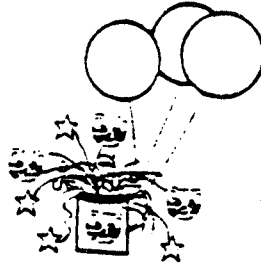
Using patterns cut one tent body and two tent ends. Fold tent body in half. Write name on tent body before folding. Fold side edges of tent ends back 3/8". Glue flat toothpick down center of ends for poles. You may have to shorten the toothpick. Cut a flap at only one end of tent. Tent may be enlarged if seting around campfire.



TIGER CUBS REACH FOR THE SKY CENTERPIECE

MATERIALS NEEDED:

- White or orange mug
- Orange helium filled balloons
- Gauge floral wire
- Metallic shredded package stuffing and colored cellophane
- Styrofoam size of inside mug
- Tiger Cub suckers or make your own
- Silver stars from aluminum foil
- Glue



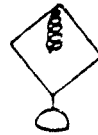
INSTRUCTIONS:

Place a piece of styrofoam, large enough to wedge down into the mug, on a sheet of colored cellophane wrap. Push all the way down. Add metallic shredded package stuffing. Stick tiger cubs and stars back to back on the end of 22 gauge floral wire. Cut wire to desired length and stick into styrofoam. Bend to suit. Tie 3 helium filled balloons to the mug handle. Use a mobile on each side of mug.

TIGER MOBILE

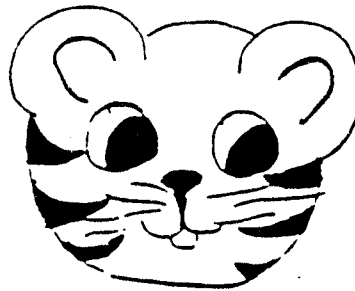
MATERIALS NEEDED:

- Jar lid
- Foam ball
- Paint
- Gauge floral wire or coat hanger
- Thread
- Construction paper
- Glue



INSTRUCTIONS:

For the base, invert a jar lid, about 3" across or (larger if necessary, if you increase size of mobile). Glue half of a 3" plastic foam ball inside the lid. Paint or leave natural.



CUB SCOUT HAT CORSAGES

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, 1 1/2" wide, glue to circle of yellow construction paper 3 inches in diameter. Glue Cub Scout cap to center of ruffle and add a pin at back of circle. Or, use one-half of a small styrofoam ball for the cap, adding a construction paper bill on the hat.

CORSAGE OR BOUTONNIERE

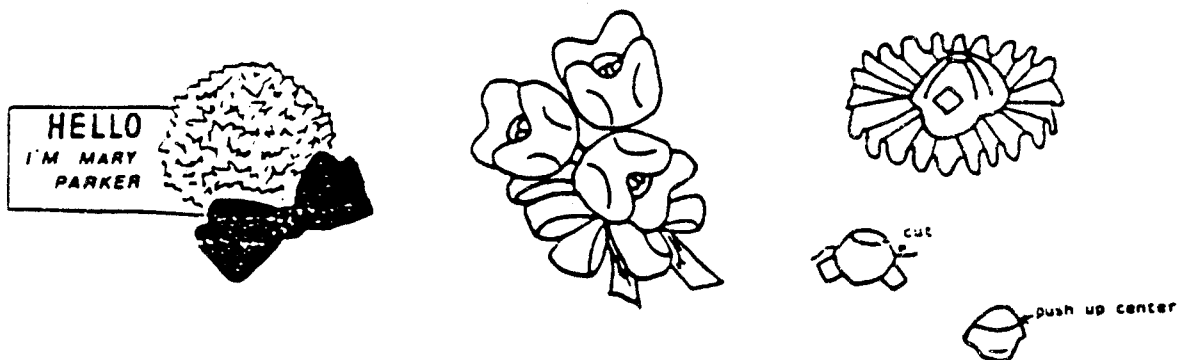
1. Cut a 3" wide strip from roll of crepe paper with pinking shears. Unfold and cut off 25" lengths.
2. Gather one piece together, holding it between thumb and fore-finger.
3. Twist while gathering.
4. Use florist wire to twist around middle. Fold pinked edges up to form flower.
5. If desired, add a name tag to flower, or a ribbon bow.

EGG CUP CORSAGES

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

MOTHER'S CORSAGE

1. Cut 6 - 6" strands of both gold and blue curling ribbon .
2. Tear each strand 3 times to make narrower.
3. Tie together with two strands of curing ribbon which will later serve as bow, etc., for corsage.
4. Curl each strand individually and glue to blue fleur-de-lis that has been cut from construction paper.
5. Fleur-de-lis is the same size as the one used for the placemat and it is used to appear as the leaves for the corsage.



SLEEPING SCOUT PLACE MAT

MATERIALS NEEDED:

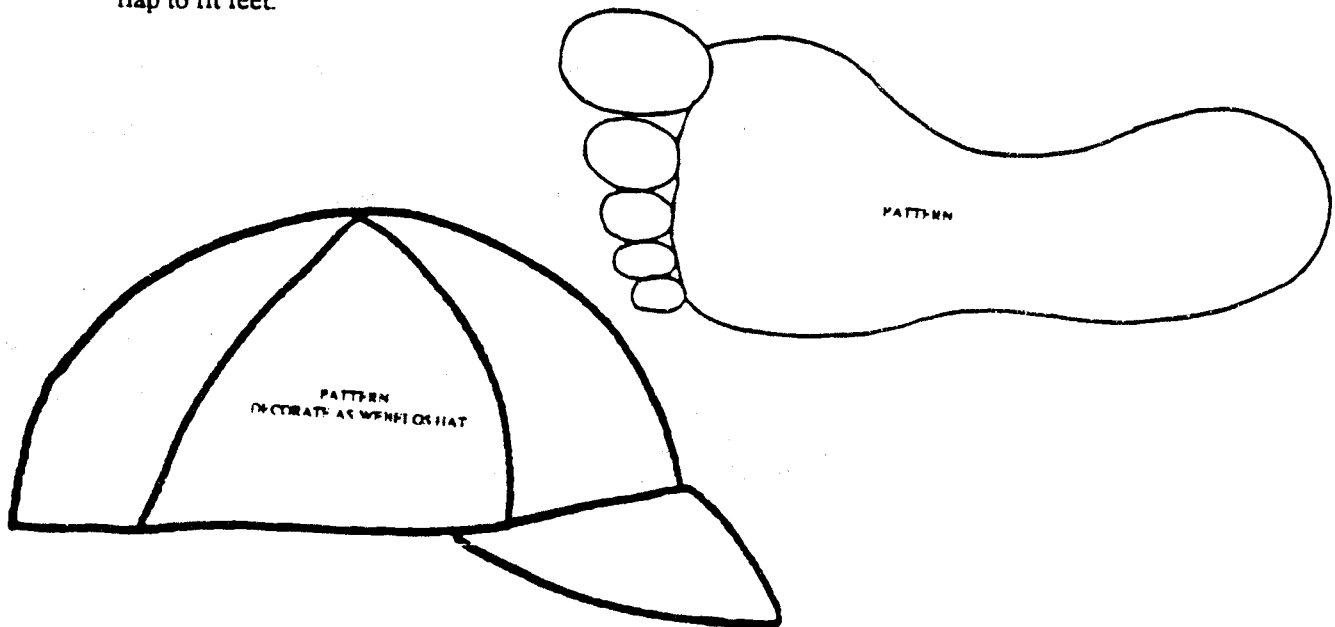
- Dark blue, light blue and gold construction paper
- Tag board
- Glue
- Scissors



SLEEPING SCOUT
PLACE MAT

INSTRUCTIONS:

1. Cut gold construction paper to 12" x 7". Round off corners.
2. Make a fold 2 3/4" up. Pleat fold up 3/4" (to dotted lines). Crease.
3. Glue only side where back of hat will be.
4. Glue to one end of blue construction paper cut 18" x 12". Round off corners.
5. Cut hat from dark blue and light blue construction paper.
6. Glue hat along side of the folded end gluing only the back of hat to allow hat bill to overlap the fold.
7. Cut feet from tag board. Be sure to reverse pattern for right/left foot.
8. Cut 2"x 3" rectangle from tag board. For in half along 3" length.
9. Glue feet to one flap. Glue other flap to back side of blanket so that feet stick up. You may want to trim flap to fit feet.



BEAR NAME TAG

To make name tag use the above paw print pattern and cut from yellow construction paper. Use a blue marker to outline paw and fill in pads.

BEAR NAPKIN RING

This is made from 1" piece of circular cardboard ring (toilet tissue roll). Cover ring with yellow construction paper (4 1/2 inches by 2 inches). This will lap over the edges about 1/4 inch and can be fringed. Use a blue marker to draw print in the middle of the ring.

BEAR CENTERPIECE AND PLACE CARDS

Each placemat will have its own centerpiece. Wolf-cut pieces from thin cardboard, cutting nose and eyes section separately. Glue wolf forelegs to hind legs using 1 inch round spacer. Glue head to forelegs and glue nose and eye section to head. Then paint. You may also put a circular wolf tag around the neck of the wolf denoting family, den # or the wolf cub. This will serve as the placecard. Spacer can be a toilet tissue roll, empty thread spool or wooden dowel.

WOLF PROGRAM COVER

Use 9 inch by 12 inch blue construction paper. Fold construction paper in half for cover. From yellow construction paper cut a 3 1/4 inch square. Use a blue marker to draw wolf pattern paw prints on rectangle. Glue rectangle on cover above wolf. Insert program inside.

RIBBON CORSAGE

Instead of a corsage, at the Blue and Gold, each mother will be given a 4 inch by 1 inch ribbon, made with the colors of blue and gold. The ribbons are used for the mother's pins.

PAW NUT CUP

Use a blue marker to draw a paw print on a piece of yellow construction paper. Cut out paw and glue to a nut cup.

YARN POM POM CORSAGE

- 1 yard orange yarn
- 4 inches floral wire
- 6 inches floral wire
- 2 feet floral tape

INSTRUCTIONS:

1. Wrap yarn around 4 fingers and tie together in middle with long floral wire.
2. Clip ends with scissors making a Pom Pom.
3. Cut leaf from pattern and glue to 4 inches floral wire.
4. Use floral tape to wrap both wires together making a corsage.

NAPKIN RING - BEAR

MATERIALS NEEDED:

- Bear lollipop candy mold
- Hydro-cal or plaster of paris
- Twist tie or chenille stem
- Clay - to block the lollipop stick hole
- Acrylic paint

INSTRUCTIONS:

Mix a small amount of plaster, according to package direction, about the consistency of pancake batter. Spoon into mold. Gently tap the mold to allow plaster to level and bubbles to come to top. Bend a twist tie in half and place bent end in the mold. When plaster is set up, (it becomes hot when ready to remove from mold) remove from mold carefully. Allow to dry for at least 24 hours. Paint as desired. Can be used for tie slide later.

There are the four different bears on the candy mold. You can make all four for a Teddy Bear Parade effect.

NUT CUP-BEAR

Glue Teddy Graham cookies around nut cup so hands join. Put one sticking up on the back edge also. Fill with nuts or candy and enjoy.

BEAR PLACEMAT - FACE AND PAWS

Arms placement also necktie for papa or son bear (upside down).

Face #2 Placemat with name tag and bow for mom and sister.

Use 18" x 12" Blue construction paper.

Trace or copy on yellow the face, paws, and arms.

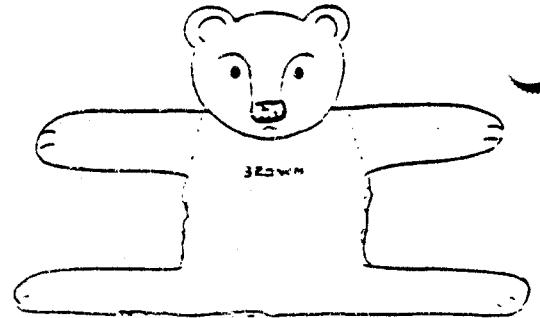
Let boys add decorations for mom, dad, sisters, brothers, themselves, as desired.

Example - bows for mom, tie for dad. Plate will sit in the empty spot.

BEAR INVITATION

Copy or trace on construction paper, or plain paper. Let boys write invitation details in square. Can be reproduced onto construction paper or paper you are going to use. Cut out on outside lines.

Use a (9" x 12" piece of yellow construction paper. Fold in half for invitation. Write information inside. Decorate the outside cover with a blue paw print using the name tag pattern.



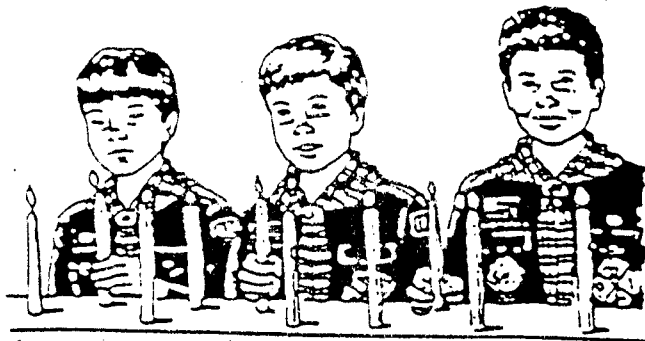
Ceremonies

FEBRUARY - Blue & Gold Traditions

BLUE AND GOLD OPENING

Personal : Assistant Cubmaster, 12 parents

Equipment: 6 blue and 6 gold 12 inch candles
1 candle holder or log for 12 candles
12 3x5 cards - with one point of the Scout Law written on each.



Give each parent a candle and a card. All participants are gathered at the rear of the room. The Asst Cubmaster comes forward, carrying the candleholder, stops, turns and faces the audience. The lights are turned off. The 12 candles are lighted and, one by one, the 12 parents come forward with a lighted candle.

Upon reaching the front, each parent faces the audience and reads the Scout law on the card then places his candle in the candleholder. After placing the candle, form a semi-circle around the candleholder.

Asst Cubmaster: One candle, like one point of the Scout Law, gives some light. All the candles, like all the points of the Scout Law, brighten the entire room as surely as the Scout Law brightens the young lives of our boys. Today we have gathered here to celebrate the Cub Scout Birthday based on the Cub Scout Promise, Law of the Pack, Scout Oath, and Scout Law, and wish them many more. Will all the adults please stand and sing "HAPPY BIRTHDAY" to our boys!

(After the song, the lighted candles and holder are placed on the head table, followed by the posting of the colors and the invocation.)

ADVANCEMENT

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

Setting: Narrator presents ceremony from front of room with three stacks of "Birthday Gift Awards" on a table in front.

Narrator: Tonight being Scouting's ____ Birthday Party, it's time to give presents so we won't be tardy.

Our first presents go to Cubs that are new.

So we would like to award Bobcat badges to these few.

(Read names and give each a "Birthday Gift".)

To celebrate their efforts and time

We'd like to award Wolf badges to these Cubs combined.

(Read names and give each his "gift")

Our last group of Cubs to be recognized tonight. Richly deserve this gift by right. The Bear badge they've earned take time and attention, and work on their part too numerous to mention.

(Read names and give each Cub a gift)

(After names have been read and gifts given, present Webelos badges in much the same fashion, and then give the closing thought below:)

Enjoy these small gifts from Scouting that you have worked to achieve. But, remember, a gift is much richer by far when you give instead of receive. So please give what you have learned of Scouting to others, tonight when you leave.

BLUE AND GOLD CLOSING

MEANING OF THE BLUE AND GOLD

Staging: Lights are dimmed. Spotlight on pack flag.

Narrator: As we close our meeting tonight, let's give a thought to the meaning of the blue and gold colors of Cub Scouting. Did you know that the blue and gold you see on the Cub uniform was not chosen merely because it was attractive? Each color has a very definite meaning. The Blue stands for truth and spirituality - for steadfastness and loyalty - and for the sky above. The Gold stands for warm sunlight - good cheer - and happiness. So, may the meaning of these two colors shine forth in our lives as we bring the Scouting program into the lives of boys.

BLUE AND GOLD FLAG CEREMONY

Narrator: I represent the Spirit of Lord Baden-Powell, the founder of Boy Scouting. I am also the Spirit of Scouting Past and Present. Here is our future---Cub Scouts of America.

1st Boy: In the Cub Scout Promise, we say, "I promise to do my duty to God", and religious activities are part of our rank advancement program. I like to wear my uniform to church on Scout Sunday. Nearly half of all Cub Scout packs are sponsored by churches.

2nd Boy: I wear my uniform with pride. People know I am a Cub Scout, growing straight and strong through Cub Scouting. There is only one official uniform. The colors of the uniform have meaning.. Blue stands for truth and loyalty; gold, for good cheer and happiness.

3rd Boy: *(Carrying Indian headdress)* Early Cub Scout ceremonies were based on Kipling's jungle tales. When Cub Scouting was established in America in 1930, Indian themes were used.. Akela was the big Chief of the Webelos tribe - to which all Cub Scouts belong. Chief Akela's father, Arrow of Light, stated that all men were brothers, and a tribe could be no greater than its boys.

4th Boy: *(Carrying wood project)* Cub Scouting means FUN! We have lots of fun, but I like making things - real boy projects -things we can play with our that follow our theme. Cub Scout arrow points and Webelos activity badges give us many different projects to work on so we make useful things and learn new skills while we progress.

5th Boy: *(Carrying a collection)* I like to go on hikes and collect things for my nature collection. Hikes help us to appreciate the outdoors and help us grow physically.

6th Boy: *(Carrying American Flag)* I am proud to be an American so I can salute our flag. I also like to see our pack flag *(points to it)* because then I know I am part of ___ years of Scouting. I belong! When you salute the U.S. flag, you salute a lot of other things too. You salute your family, your home, your friends, your Cub Scout den, your fellow Americans, and this land of freedom - Because they are America!

Narrator: Yes, I represent the Past and the Present. These boys - Cubs Scouts now - are the men of Tomorrow. They will be the preservers of our American heritage. *(Pause)* Please stand and join us in the Pledge of Allegiance.

BLUE AND GOLD CHECKLIST

DAY/DATE

TIME

LOCATION

THEME

TYPE OF DINNER

BANQUET CHAIRMAN

ASSISTANTS & PHONE #'S

DISPLAYS

CLEANUP

DECORATIONS

FOOD CHAIRMAN

ASSISTANTS & PHONE #'S

HOW MANY FOR DINNER

ADULTS _____ CHILDREN _____

PROGRAM CHAIRMAN

ASSISTANTS & PHONE #'S

CEREMONIES

INVOCATION (WHO)

GUEST SPEAKER

LEADER RECOGNITION

AWARDS

FLAG CEREMONY (DEN)

CLOSING (DEN)

SKITS (DEN)

SONGS

COMMITTEE SKIT

PHYSICAL ARRANGEMENT

ASSISTANT & PHONE #'S

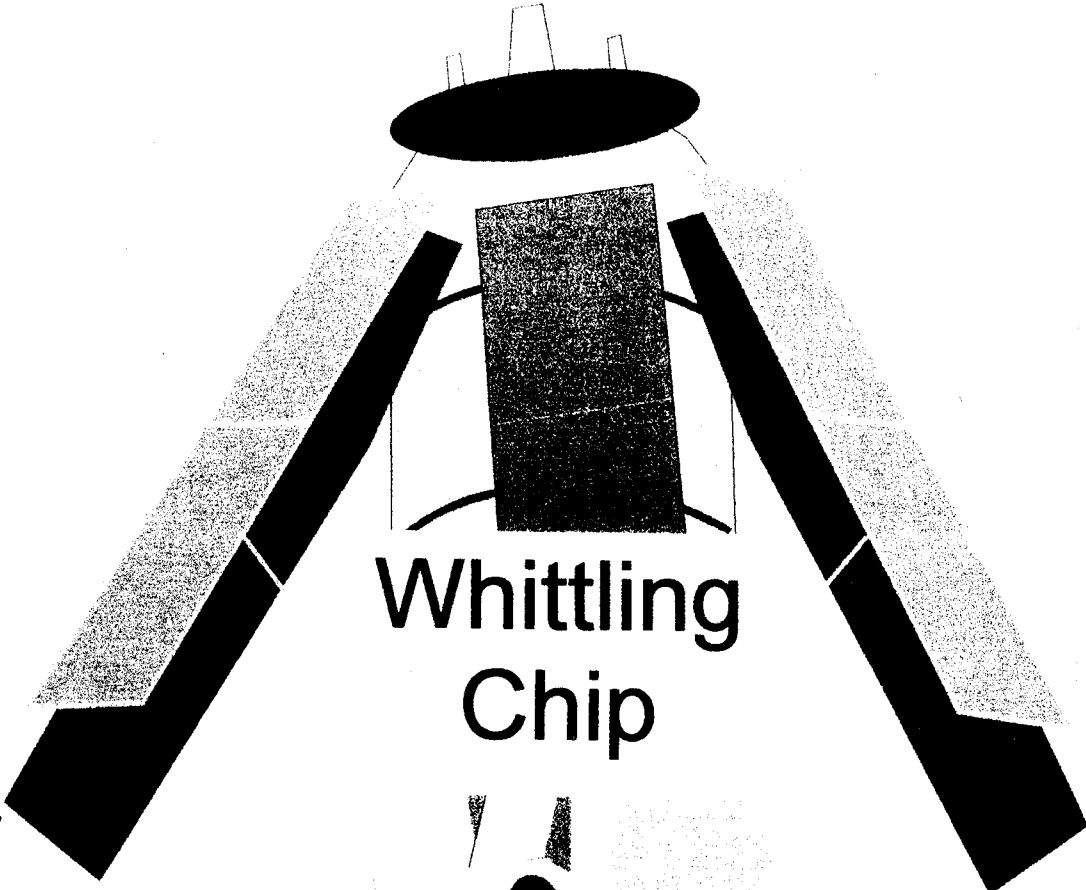
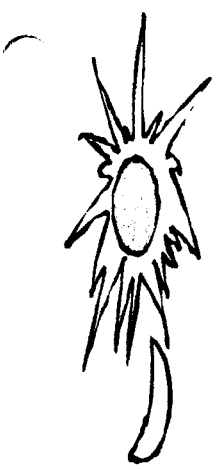
HOW MANY TABLES

TABLES SET-UP

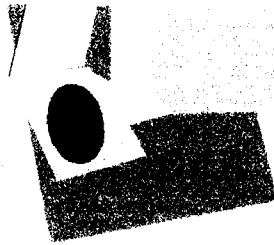
HEAD TABLE

SOUND SYSTEM

NOTES:



**Whittling
Chip**



Whittling Chip



Pocketknife Pledge:

- I understand the reason for safety rules.
- I will treat my pocketknife with the respect due a useful tool.
- I will always close my pocketknife and put it away when not in use.
- I will not use my pocketknife when it might injure someone near me.
- I promise never to throw my pocketknife for any reason.
- I will use my pocketknife in a safe manner at all times.

Safety Rules:

- A knife is a tool not a toy
- Know how to sharpen a knife. A sharp knife is safer because it is less likely to slip and cut you
- Keep the blade clean
- Never carry an open knife in your hand
- When you are not using our knife, close it and put it away
- Keep your knife dry
- When you are using the cutting blade, do not try to make big shavings or chips. Easy does it.

Knives are not toys:

- Close the blade with the palm of the hand
- A knife should never be used on something that will dull or break it.
- Be careful that you do not cut yourself or any person nearby.
- A knife should never be used to strip the bark from a tree.
- Do not carve your initials into anything that does not belong to you.

Handling A Knife

1. To open pocket knife, hold knife in left hand and put right thumbnail into nail slot.
2. Pull blade out while pushing against hinge with little finger of left hand.
3. Continue to hold on to handle and blade until blade snaps into open position.
4. To close pocket knife, hold handle with left hand with fingers safely on the sides.
5. Push against back of blade with fingers of right hand: swing handle up to meet blade.
6. Let knife snap shut. "Kick" at base of blade keeps edge from touching inside of handle.
7. For fine cutting: Pivot handle with little finger. Push blade with thumb.
8. For coarse cutting: Grasp handle with whole hand. Cut at a slant always cut away from you.
9. To notch a stick: Make slanting cut from one direction, then another from the opposite side.
10. Trim a branch: Cut off twigs from thick end toward top -push knife against twigs or pull up twigs against blade
11. When opening a can: Move opener toward you.



How to Sharpen Your Knife

If you have never done any whittling or wood carving before, the first skill to learn is how to sharpen your knife. You may be surprised to learn that even a brand-new knife needs sharpening. Knives are never sold honed (finely sharpened). It is essential to learn the firm stroke on the stone that will keep your blades sharp.

The sharpening stone must be fixed in place on the table so that it will not move around. You can do this by placing a piece of rubber inner tube or a thin piece of foam rubber under it.

Put a generous of honing oil on the stone. This will soon disappear into the surface of the new stone and you will need to keep adding more oil. Press the knife blade against the stone in the puddle of oil using your index finger. Whichever way the cutting edge of the knife faces is the side of the blade that should get a little more pressure. Move the blade around three or four times in a narrow oval about the size of your fingernail going COUNTER-CLOCKWISE when the sharp edge is facing right. Now turn the blade over in the same spot on the stone, press hard, and move it around the small oval CLOCKWISE. This places more pressure on the edge of the blade that faces left. Repeat the ovals flipping the knife blade over six or seven times and applying lighter pressure to the blade the last two times.

Wipe the blade clean with a piece of rag or tissue and rub it flat on the piece of leather strap at least twice on each side. Stroke away from the cutting edge to remove the little burr of metal that may be left on the blade.

No words and no pictures can be a substitute for the practicing you must do in order to learn the method. Keep testing the blade on a pencil-sized stick of wood until you can slice right through it with one stroke. That is a sharp knife. It can truly be said that: "a whittler who cannot sharpen his knife will never be a whittler."



Whittle Magic

Start with a piece of wood 1 inch square and 6 to 12 inches long.

1. Using a ruler, draw two lines—each $\frac{1}{4}$ in. in from each edge of the wood. Do this on all four sides as a guide for cutting.

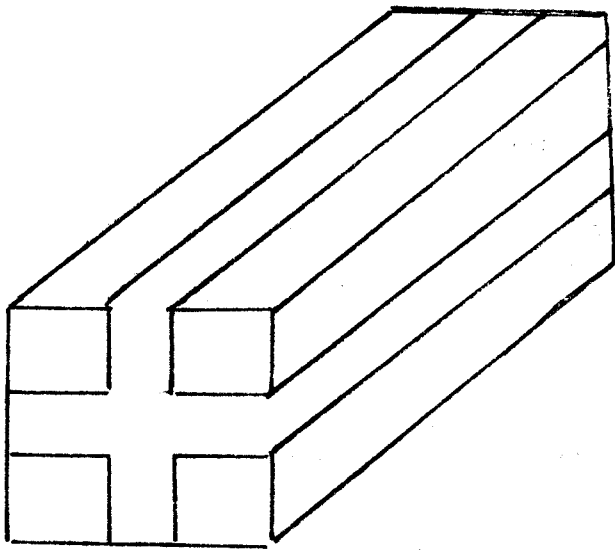
2. Now draw the knife blade down each line. Make several cuts until your blade has gone around the block until the cuts meet and the pieces of wood drop out.

3. Using controlled strokes, gently cut the links to shape, following your pencil marks. Make small cuts. If you are carving safely, your chips will be no bigger than grains of rice.

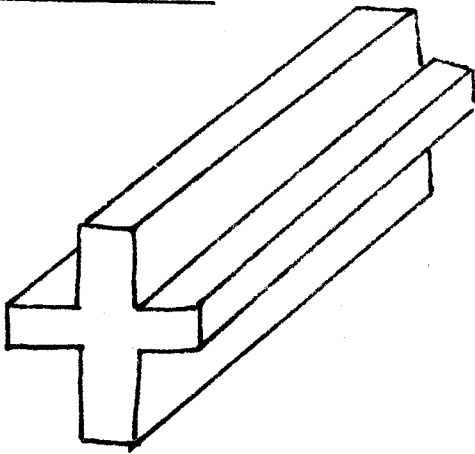
4. Begin slowly slicing out the center, using push strokes and pull strokes. Take your time this is slow, careful work.

The final step is trimming the links so they will be nice and round.

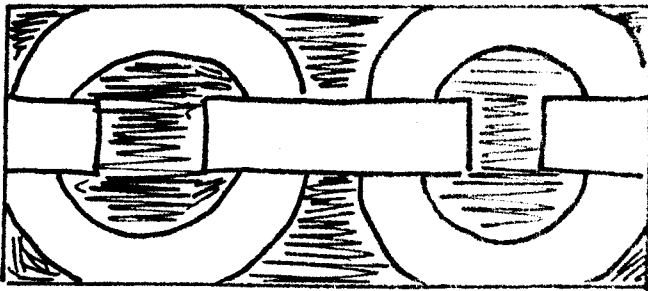
PEOPLE WILL BE AMAZED



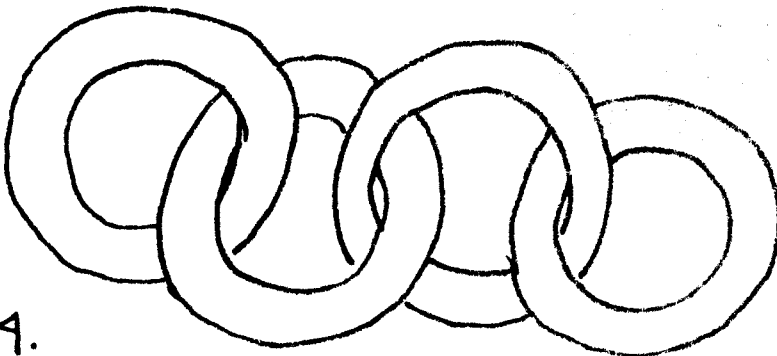
1.



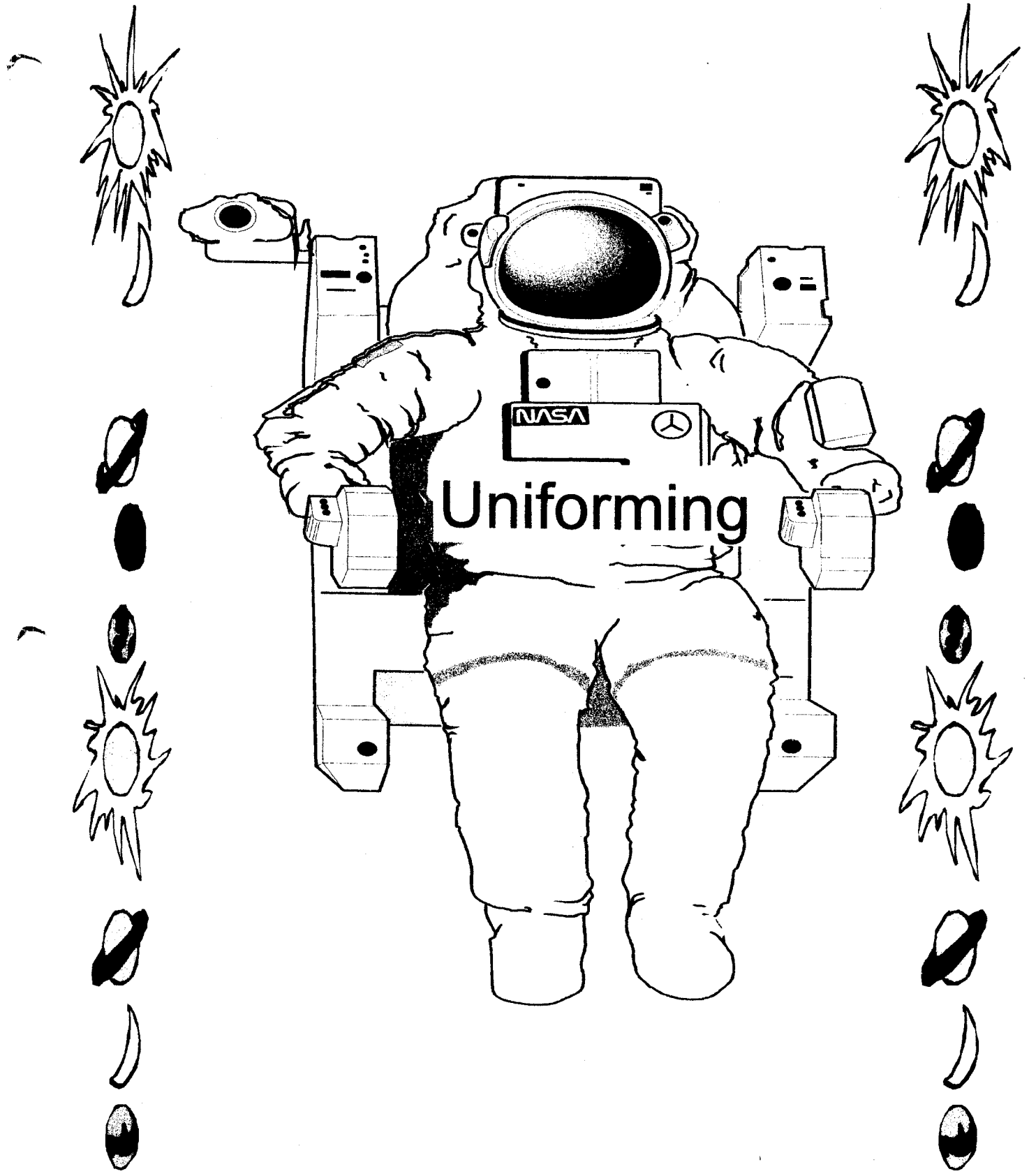
2.



3.



4.



Uniforming

THE SCOUT UNIFORM

The Boy Scouts of America has always been a uniformed body. There are many reasons for this. One reason stands out above all the rest.

We wear the uniform because it is a means of identifying ourselves openly with the principles to which we are committed - character development, citizenship training, physical and mental fitness.

Uniforms symbolize:

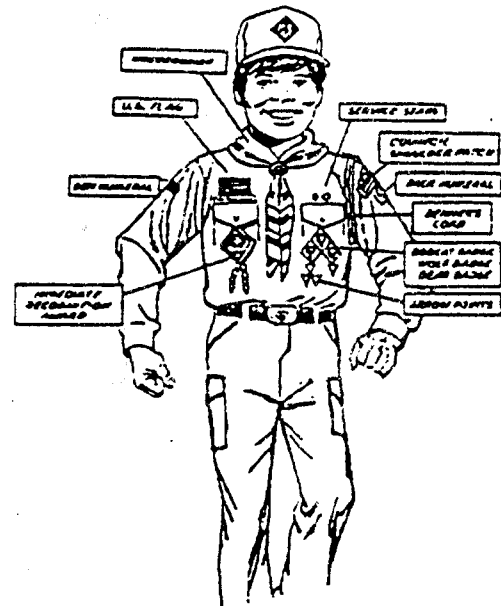
Personal Equality - The uniform represents a democratic idea of equality, bringing racial, economic, religious, ethnic, political, and geographical differences together in the Scouting tradition.

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

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

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

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



UNIFORM POLICY

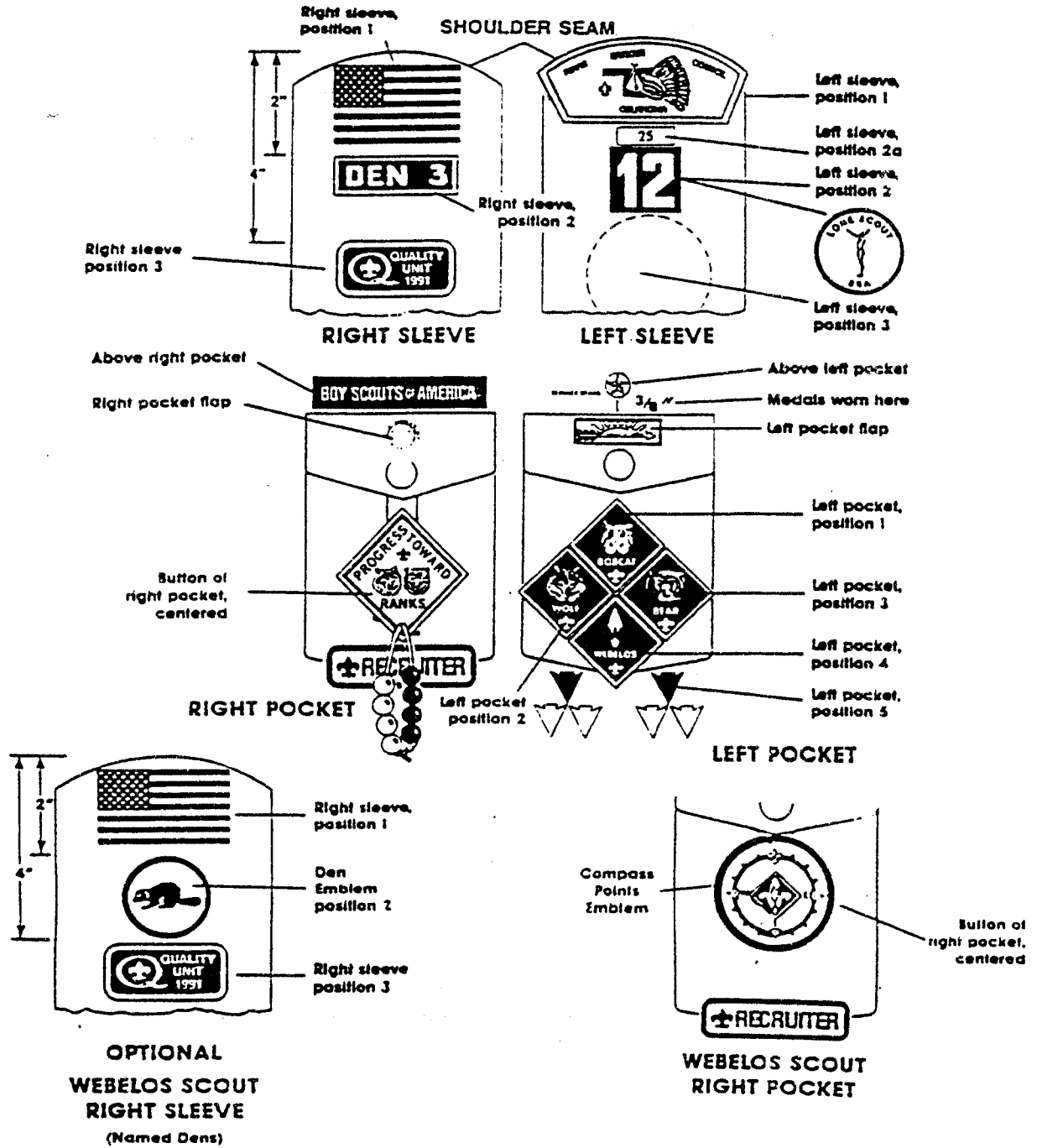
The official uniforms are intended primarily for use in connection with the activities of the Scouting movement. The uniforms shall not be used:

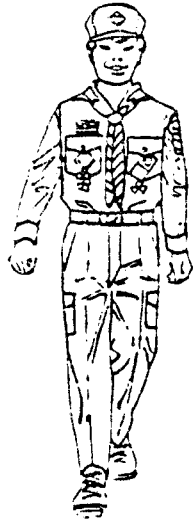
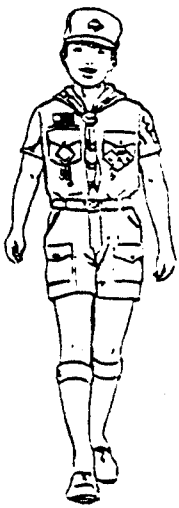
- When soliciting funds or engaging in any commercial enterprise. This does not forbid BSA members from participating in uniform in local council-approved money-earning projects which do not involve the sale of a commercial product or service. (For example: Uniforms may be worn when selling Scout-O-Rama tickets, but may not be worn to sell candy or light bulbs as a pack money-raising project.)
- When engaging in a distinctly political endeavor.
- When appearing professionally in any entertainment without the specific authority of the Executive Board.

UNIFORM INSPECTIONS

Dens and packs are encouraged to hold regular uniform inspections for continued good uniforming and appearance. A pack uniform inspection is necessary for charter renewal and to earn the Quality Unit Award. (See *Cub Scout Leader Book* for more information on uniform inspections.)

CUB SCOUT & WEBELOS UNIFORM

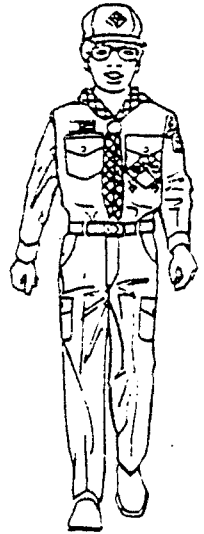




Cub Scout Slide



Webelos Slide



CUB SCOUT UNIFORM

The Cub Scout uniform consists of the following parts:

Trousers or Shorts. Official Cub Scout blue trousers or shorts with cargo pockets. Machine washable poly/cotton.

Shirt. Official Cub Scout long- or short-sleeve dark blue shirt with button-flap pockets. Machine washable poly/cotton. Has gold "Boy Scouts of America" lettering on right shirt front. Proper insignia should be sewn on.

Neckerchief. Official Wolf neckerchief is worn by second-grade (or 8 year old) Cub Scouts—triangular, gold with navy blue trim. Official Bear neckerchief is worn by third grade (or 9-year-old) Cub Scouts—triangular, light blue with navy blue trim. (See page 155.)

Neckerchief Slide. Official gold-colored metal Turk's head with Cub Scout emblem. Handmade neckerchief slides may also be worn.

Cap. Official Cub Scout baseball-style cap—navy with gold front panel and Cub Scout emblem.

Belt. Official navy blue web belt with metal buckle and Cub Scout emblem.

Stockings. Official Cub Scout knee-length stockings worn with shorts—navy blue with gold cuff. Dark blue socks are worn with trousers.

Individual uniform parts may not be worn with civilian clothing.

WEBELOS SCOUT UNIFORM

The Webelos Scout may choose either the blue Webelos uniform based on the Cub Scout uniform, or the khaki/tan uniform similar to the one worn by Boy Scouts. The location of badges and insignia is the same for both uniforms. With the blue uniform, the trousers, shorts, and shirt are the same as those described for the Cub Scout uniform. When the khaki/tan uniform is chosen, official Boy Scout khaki trousers or shorts, with cargo pockets, and official Boy Scout tan long- or short-sleeve shirt, with blue shoulder loops, are worn. Official blue socks or stockings (with gold tops) are worn with the blue uniform, and official olive green socks or stockings (with red tops) are worn with the khaki/tan. The following parts are worn with both uniforms:

Neckerchief. Official Webelos neckerchief—triangular; blue, green, gold, and red plaid, with Webelos emblem. (See page 155.)

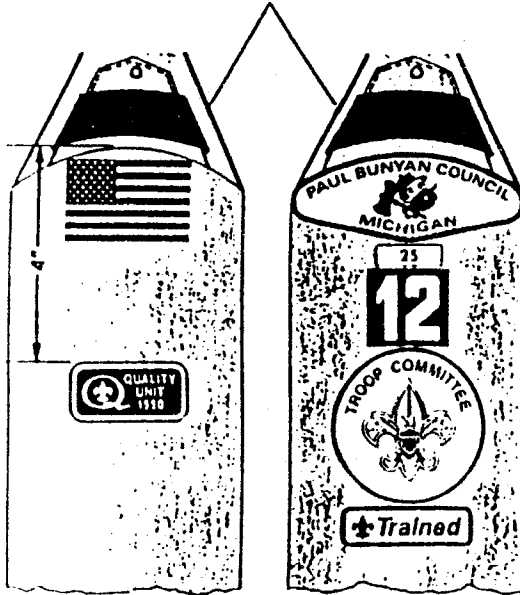
Neckerchief Slide. Official Webelos neckerchief slide—gold-colored metal with Webelos emblem. Handmade slides may also be worn.

Cap. Official Webelos baseball-style cap—navy blue with light blue front panel and Webelos emblem.

Belt. Official Cub Scout navy blue web belt with metal Webelos buckle. Official Boy Scout olive green web belt with metal Boy Scout buckle or the blue belt with Webelos buckle may be worn with the khaki/tan uniform.

MALE LEADER UNIFORM
OFFICIAL PLACEMENT OF INSIGNIA

SHOULDER EPAULETS
 AND LOOPS



RIGHT SLEEVE

LEFT SLEEVE

Right Sleeve. U.S. flag. Den numeral, if applicable, is worn 2 inches below seam. If appropriate, the most recently earned Quality Unit Award is worn 4 inches below the seam.

Left Sleeve. Council patch, badge of office, and unit numeral, if applicable. Badge of office centered 4 inches below shoulder seam, but if numeral is worn, it is centered below numeral and touching it. The veteran unit bar (25, 50, 55, 60, 65, 70, 75 or 80 years) is positioned above and touching the unit numeral and also touching council patch.

Right Pocket. One jamboree insignia worn above BSA or interpreter strip. Order of the Arrow lodge insignia worn on pocket flap. Temporary Insignia worn centered on the pocket. Nameplate is worn centered on the flap of the pocket. If OA flap is worn, nameplate is centered above the BSA strip or interpreter strip, if worn.

Left Pocket. Service stars and medals. Embroidered knots in rows of three. If a medal or embroidered knot is worn, service stars are raised. Badges of rank are not worn by adults.

Shoulder Epaulets. Colored shoulder loops identify the area of Scouting: blue, Cub Scouting; red, Boy Scouting (including Varsity Scout leaders in a troop); blaze, Varsity Scouting; green, Exploring; silver, council and district; gold, national and regional. A Scouter should wear the color shoulder loop of the position which he is functioning.

FEMALE LEADER UNIFORM
OFFICIAL PLACEMENT OF INSIGNIA

SHOULDER EPAULETS
 AND LOOPS



RIGHT SLEEVE

LEFT SLEEVE

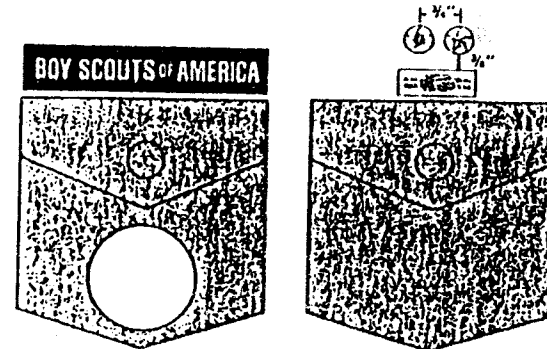
Female Cub Scout leaders wear the yellow blouse. All other female leaders wear the tan blouse (similar to the men's tan shirt).

Right Sleeve. U.S. flag emblem. Den numeral, if applicable, is worn 2 inches below seam. Only the most recently earned Quality Unit Award may be worn, 4 inches below the seam.

Left Sleeve. Council patch, badge of office, and, if applicable, unit numeral. Badge of office is centered 4 inches below shoulder seam, but if numeral is worn, it is centered below numeral and touching it. The veteran unit bar (25, 50, 55, 60, 65, 70, 75, or 80 years) is positioned above and touching the unit numeral and also touching council patch.

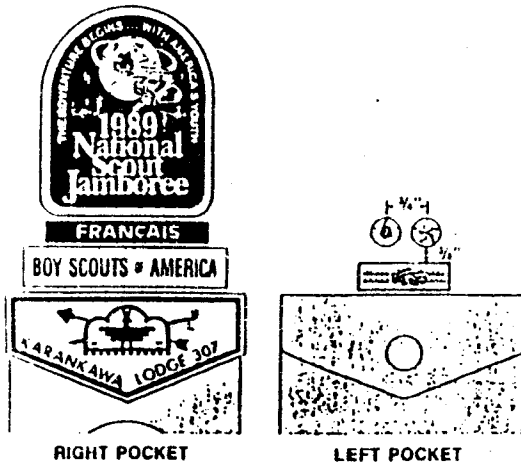
***Right Pocket.** One temporary insignia may be worn centered on the pocket. Temporary insignia on the yellow blouse is worn centered above the BSA strip. The nameplate is worn centered on the pocket flap. On yellow blouses, the nameplate is worn above the BSA strip but below temporary insignia.

Left Pocket. Service stars and embroidered knots worn as shown, above the pocket.



RIGHT POCKET
 (The yellow blouse has no right pocket.)

LEFT POCKET



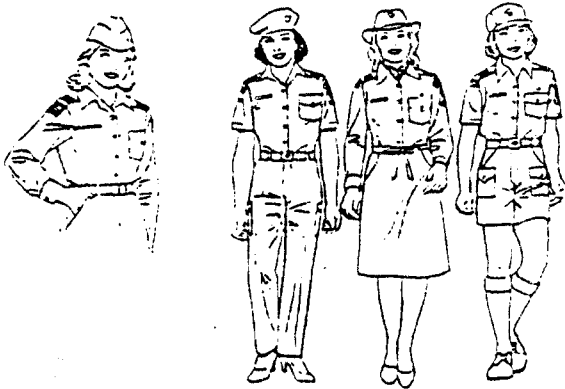
RIGHT POCKET

LEFT POCKET

4-N

ADULT LEADER UNIFORMS

Current uniforms for adult leaders are described below. Older-style uniforms are not obsolete and may be worn as long as they are serviceable.



Female Cub Scouters have several uniform options—slacks, shorts, and skirt worn with blouse—which are suitable for all types of Scouting occasions. (See Female Leader Uniform Inspection Sheet.)

Blouse. Official pale yellow, short- or long-sleeve Dacron polyester/cotton, with "Boy Scouts of America" stitched in red. One front flap pocket worn with blue shoulder loops.

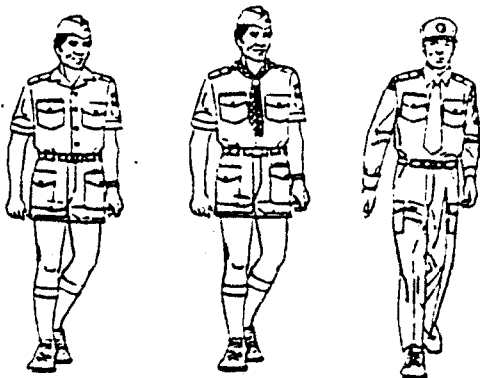
Slacks or Shorts. Official navy blue poly/cotton. One cargo pocket. Shorts worn with knee-length stockings.

Skirt. Official navy blue poly/cotton, wrap-around, with one pocket.

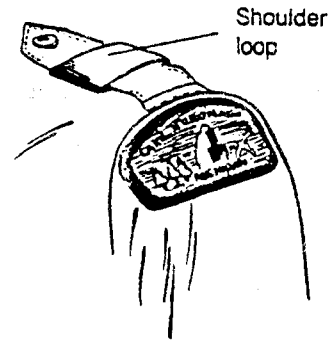
Scarf. Oscar de la Renta signature designer scarf, navy and gold, for optional wear with blouse. Is worn in style of wearer's choice.

Stockings. Official navy blue knee-length stockings with gold cuff. Worn with shorts.

Hats. Three styles of official female Cub Scouter hats are available: Navy blue Dacron poly/cotton with gold trim, navy blue wool blend beret, and navy blue casual hat with circular brim. All hats have Cub Scout emblem embroidered in gold.



All male Cub Scout and Boy Scout leaders wear the same uniform with colored shoulder loops to identify their partici-



pation in different program phases of Scouting. Blue loops indicate affiliation with a Cub Scout pack.

Trousers or Shorts. Official khaki poly/cotton with cargo pockets. Also available for dress wear are polyester and wool blend trousers and shorts.

Shirt. Official long- or short-sleeve tan poly/cotton with button-down pockets and shoulder epauiets. Worn with blue shoulder loops.

Stockings. Official Boy Scout knee-length stockings worn with shorts—khaki with red cuff.

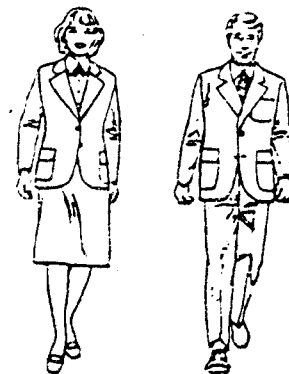
Belt. Official khaki web belt or official leather belt may be worn.

Hat. Male Cub Scout leaders wear the khaki field cap with gold universal Scout emblem or the khaki visored cap with red front panel. (All male leaders in the pack wear the same type hat.)

Tie. Mens' uniform shirt may be worn with or without tan dress tie or Cub Scout leaders' bolo tie.

Webelos Leader Neckerchief. Webelos leaders wear a plaid neckerchief similar to Webelos Scouts except that it is larger and has gold embroidered edging. May be worn with Webelos neckerchief slide or handmade slide.

Cub Scout Leader Neckerchief. Official navy blue Cub Scout leader neckerchief with gold edging and gold Cub Scout emblem may be worn with any official or handmade neckerchief slide. Neckerchief is optional for both men and women.

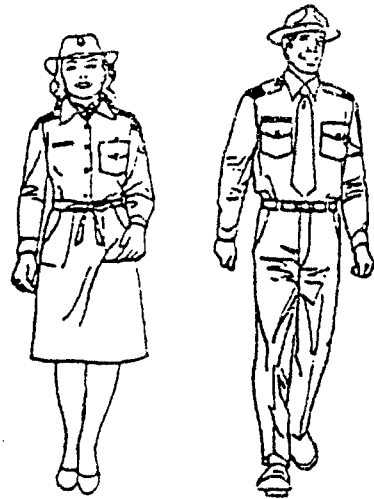


Formal Cub Scout leader uniforms.

The formal Cub Scout leader uniform (navy blue jacket with gray slacks or shirt) may be worn on formal occasions by men and women. Signature scarf or tie is worn by women.

ADULT FIELD UNIFORM

The field uniform should be worn when the focus of the program is directed at young people. This would include Scouting shows, camporees, unit events, camp, unit meetings, roundtables, leader training, commissioner functions and similar events or activities. The field uniform for men and women is described in The Cub Scout Leader Book and Insignia Control Guide, No. 3064.

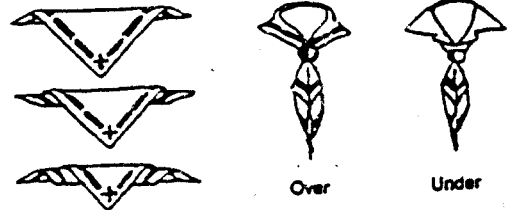


ADULT DRESS UNIFORM

The dress uniform is worn when the volunteer or professional is involved with non-uniformed Scouters, such as district committee, council executive board, and council committees, or with non-Scouter groups such as service clubs, PTA's, or at formal Scouting functions such as annual dinners, annual meetings.

THINGS TO KNOW ABOUT WEARING THE NECKERCHIEF

1. Fold the long edge over several flat folds to about 6 inches from the tip of the neckerchief. A tight fold prevents gathering around the neck and is neater than rolling.
2. Place the neckerchief around the neck of a shirt, either with the collar turned under, or with the neckerchief worn under the collar.
3. Draw neckerchief slide over ends and adjust to fit snugly.
4. The portion of the neckerchief which shows below the back of the neck should measure no more than 6 inches.



Summertime Uniform

BOYS :

Official shorts and Cub Scout T-Shirts are recommended for all outside summer activities. This gives the boys a feeling of being in uniform without wearing the uniform with all the badges, which would be restrictive.

ADULTS :

For both men and women, official shorts and knee socks. Men can wear official T-Shirts.

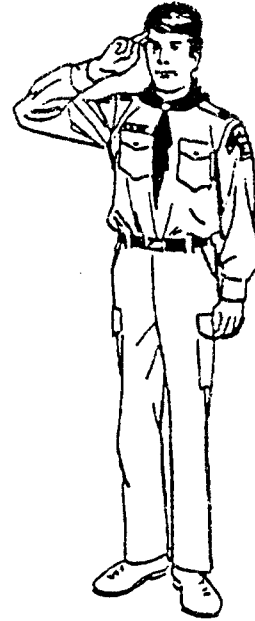
The following neckerchiefs are approved for wear in Cub Scouting:

FOR BOYS:

- Gold Wolf neckerchief
- Light blue Bear neckerchief
- Plaid Webelos Scout neckerchief

FOR ADULTS:

- Cub Scout leader neckerchief (dark blue with gold trim)
- Webelos Den Leader neckerchief (plaid, similar to boys')
- Dark blue Cub Scout Trainers' Wood Badge training neckerchief (if earned)
- Mauve Wood Badge neckerchief (if earned)
- District or Roundtable neckerchiefs (if approved by Council)



INSIGNIA FOR RED JACKETS



The proper universal emblem for the appropriate Scouting branch is worn on the left pocket. The Philmont bull emblem is designed for the red wool jac-shirt (black for men, white for women) and is worn on the left shoulder above the pocket. Boy Scouts may wear their leadership corps patch centered on the right pocket. On all jackets, the Philmont or other high-adventure base emblems may be worn centered on the right pocket or in the same relative position if there is no pocket.

Members of the National Eagle Scout Association, and Order of the Arrow may wear their six-inch emblem on the back of the jacket, as may those who have participated in international activities such as the World Jamboree. Only one such emblem may be worn. No other badges or insignia are approved for the red jackets.

The Red Vest

The red patch vest No. 537 (boys) or No. 539 (leaders) may be worn with the official uniform on all but formal occasions. These exceptions would be Blue and Gold Banquets, uniform inspections, etc.

This vest was designed for your extra patches such as Day Camp, Scouting Show, Pow Wow, Pinewood Derby, etc. since only one temporary patch can be worn on the uniform at a time.

This vest is available through the Scouting distributors. Badges of Rank do not belong on the red vest.

WHERE TO PURCHASE SCOUT UNIFORMS

SCOUT SHOPS:

Bucks County Council
2132 Moreland Road
Doylestown, PA 18902
1-800-244-3080

Monmouth Scout Shop
Monmouth & Deal Roads
Ocean Township, NJ
9008-531-3636

New York City Scout Shop
345 Hudson Street, 4th Floor
New York, NY 10014-4052
212-463-0175

Philadelphia Scout Shop
22nd and Winter
Philadelphia, PA 19103
215-564-0785

Southern NJ Scout Shop
4468 S. Main Road
Millville, NJ 08332-1464
609-327-1700

Valley Forge Scout Shop
1485 Valley Forge Road
Wayne, PA 19087
610-989-9626

SCOUT DISTRIBUTORS:

BUCKS COUNTY COUNCIL:

I. Goldberg
Southampton Shopping Center
Second Street Pike
Southampton, PA
610-357-9388

Leh's
Rts 309 and 313
Quakertown, PA
610-536-1500

Rose Uniforms
1 Scout Way
Abington, PA
215-659-4822

GEORGE WASHINGTON COUNCIL:

Harry's Army & Navy
US Highway 130 & Klockner Road
Yardville, NJ
609-585-5450

High-Tech Hobbies
49 Main Street
Clinton, NJ
908-735-6767

L & S Variety Store
57 Main Street
Flemington, NJ 08822
908-782-4798

SOUTHERN NEW JERSEY
COUNCIL:

Bob's Hobbies
Broadway & Pitman
Pitman, NJ 08071

Delaware Bay Trading
Post
Virginia & Bayshore
Villa, NJ 08251

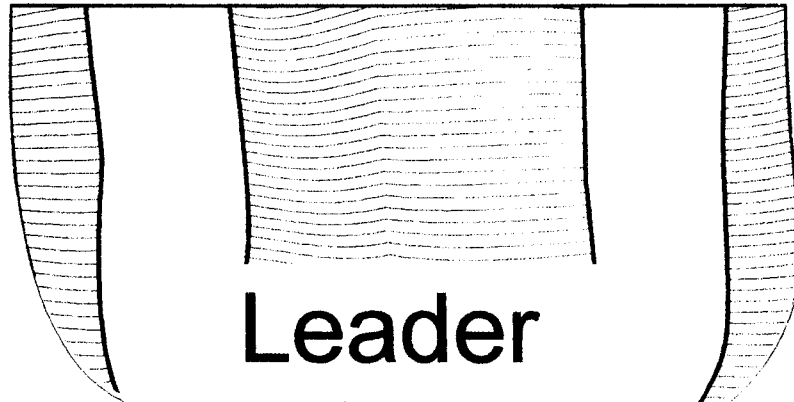
Sam's Men & Boys
Cumberland Mall
Vineland, NJ 08360

CAMDEN COUNTY and
BURLINGTON COUNTY
COUNCILS:

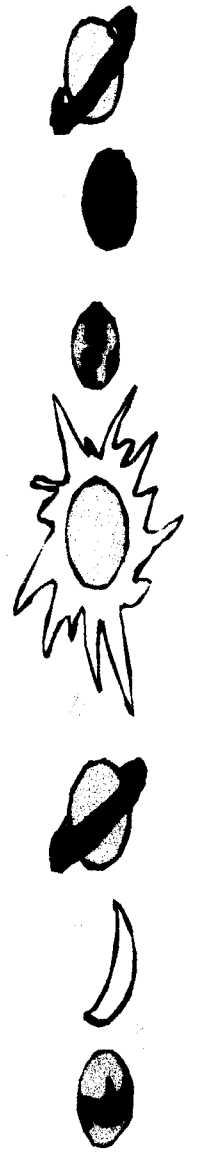
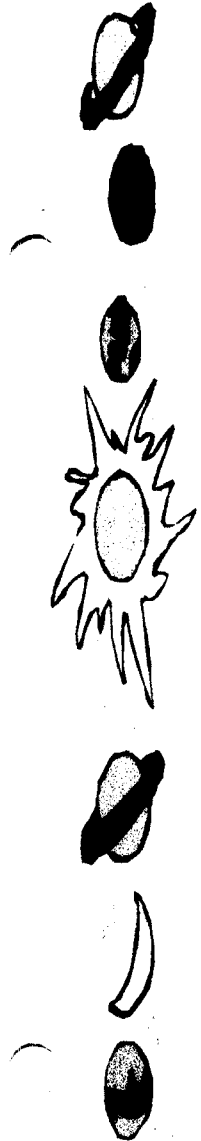
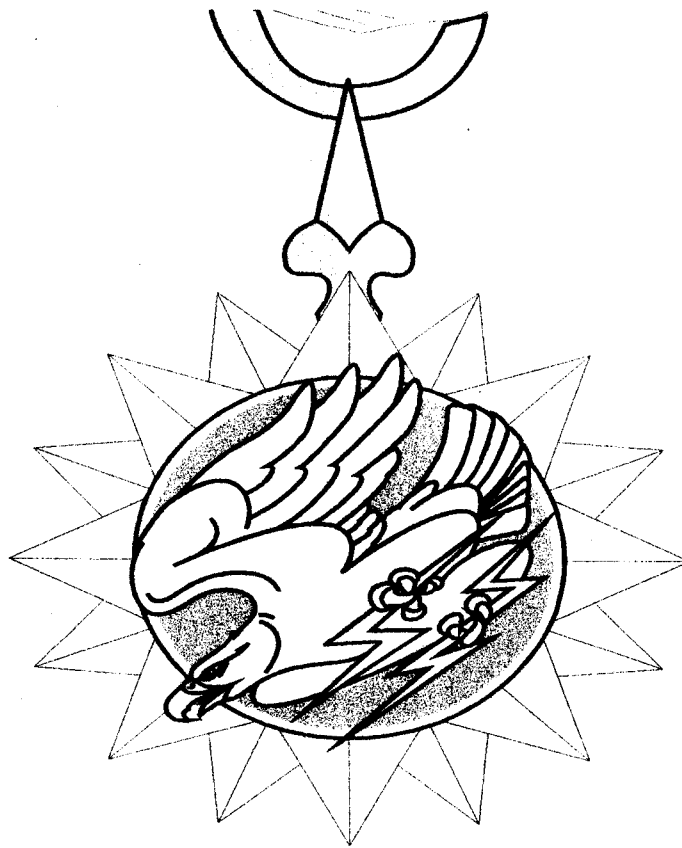
Children's Sample
Shops in area malls:
Deptford Mall,
Echelon Mall,
Cherry Hill Mall, and
Rt 541 Liberty Square
Burlington, NJ 08016

J.C Penney Catalog
Sales

Polsky's Army & Navy
164 S. Broadway
Woodbury NJ 08096



**Leader
Recognition**



Rewarding

Express

appreciation

Creative

Ongoing

Gratitude

Necessary

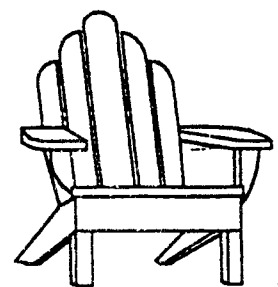
Important

Zany

Essential

"HELPERS"

Many will be shocked to find
When the day of judgement nears,
That there's a special place in Heaven,
Set aside for volunteers.
Furnished with big recliners,
Satin couches and footstools;
Where there's no committee chairmen,
No group leaders or car pools.
No eager team that needs a coach,
No bazaar and no bake sale;
There will be nothing to staple
Not one thing to fold or mail.
Telephone lists will be outlawed.
But a finger-snap will bring
Cool drinks and gourmet dinners
And rare treats fit for a king.
You ask, who will serve these privileged few
And work for all their worth?
Why, all those who reaped the benefits,
And not once volunteered on earth!



The Chancery Italic Hand

A B C D E F G

H I J K L M N O

P Q R S T U V

W X Y Z

a b c d e f g h i j k l m n o

p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

Calligraphy

The word *Calligraphy* means the *Art of Beautiful Writing*. It is an ancient art form created from the first Roman alphabets, further developed and refined by the Monks and Scribes of the Middle Ages. The elegant writing styles from their books and manuscripts became the model for today's calligraphic alphabets.

Calligraphy adds a touch of elegance and personal style to the simplest correspondence.

Calligraphic letters are formed by a chisel tipped writing instrument. This chisel point is what produces the distinctive thick and thin lines which make each letter look so beautiful.



HOW TO USE THE PEN

Positioning the Pen Point

1. Hold the pen so that the point is always at a 45° angle to the base line of the letters. This pen angle is what forms the thick and thin strokes of the letters (see illust. #1).



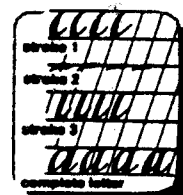
illust. #1

Positioning the Hand & Pen

2. The body of the pen should always be held against the third joint of the index finger, not between the thumb and index finger. The letters should be formed by moving the pen with thumb, index and middle fingers. The heel of the hand and little finger should rest firmly on the writing surface. Remember to hold the pen a little off vertical to the right. Taken together, the angle of the pen point, the hand position and the pen position are what enable you to form the correct letter strokes.

Forming the Letters

3. Once you are holding the pen properly, the rest is easy. By combining several thick and thin strokes, you can create elegant calligraphic letters in seconds. Remember to gently pull the strokes downward and to the right. (see illust. #2).



illust. #2

Sizing the Letters

4. The body of each lower case letter should be five pen widths high. Make five marks and draw light lines as shown for letter guide lines (see illust. #3). For additional help in line spacing see practice sheet, next page.

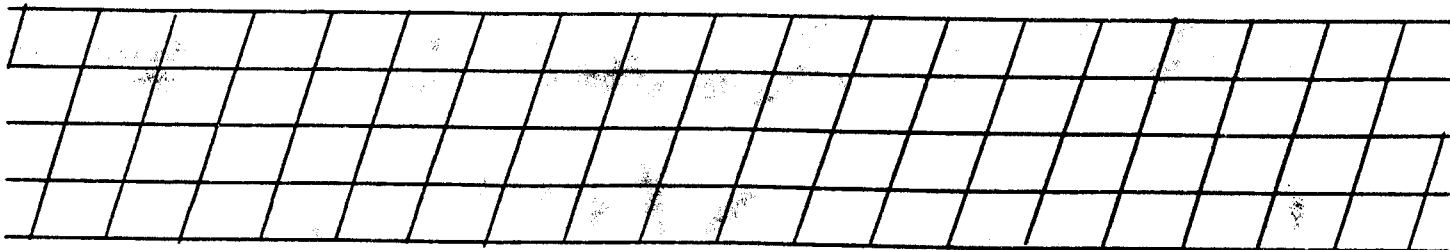
illust. #3



Make Your Pen Last Longer

5. Replace pen cap immediately after use.

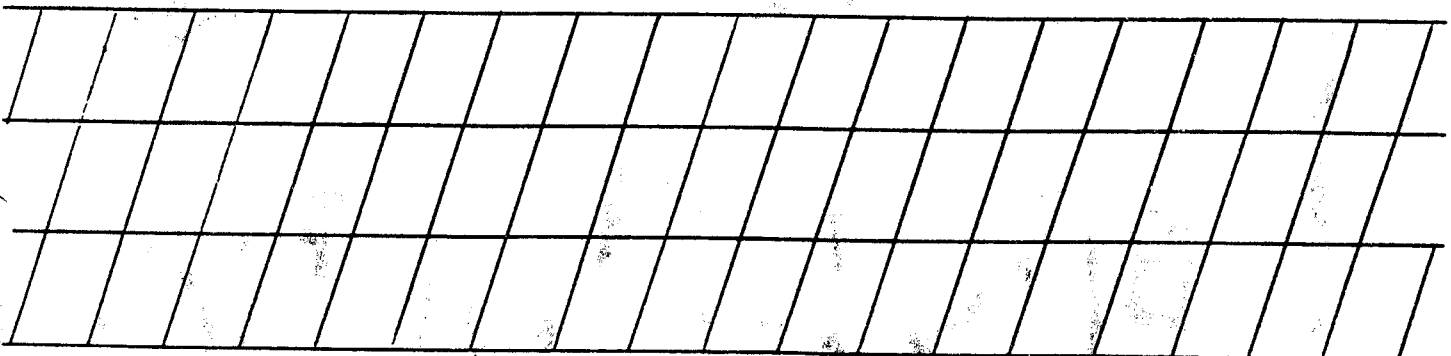
a
FINE POINT



a
MEDIUM POINT



a
BROAD POINT



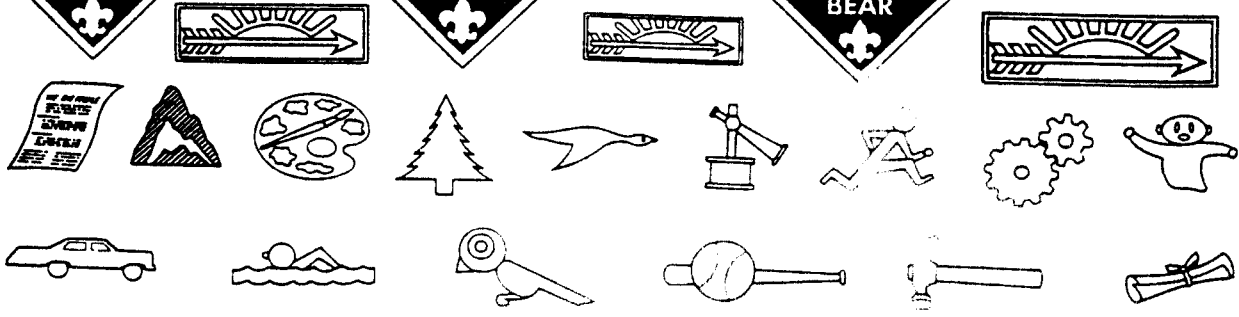
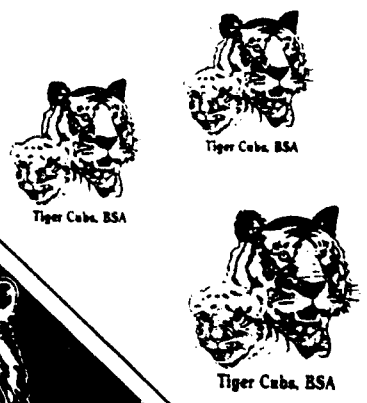
congratulations

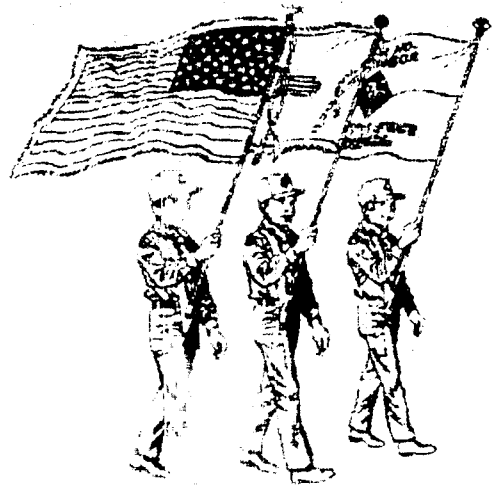
THANKS

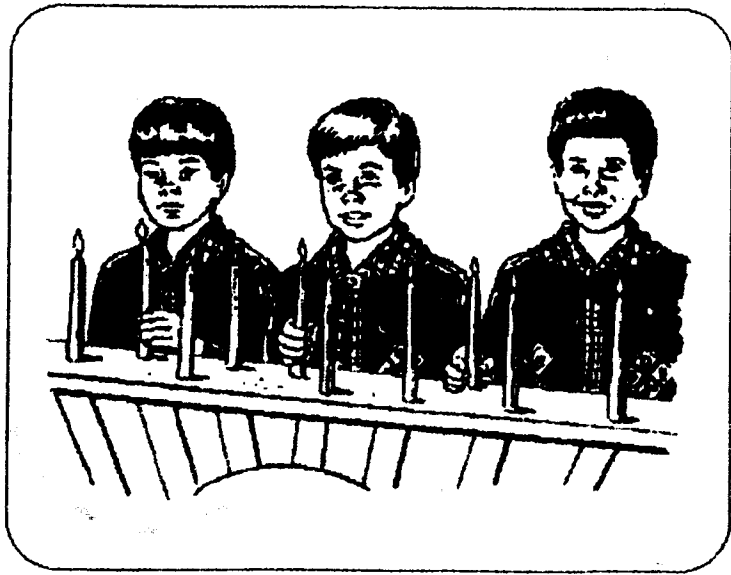
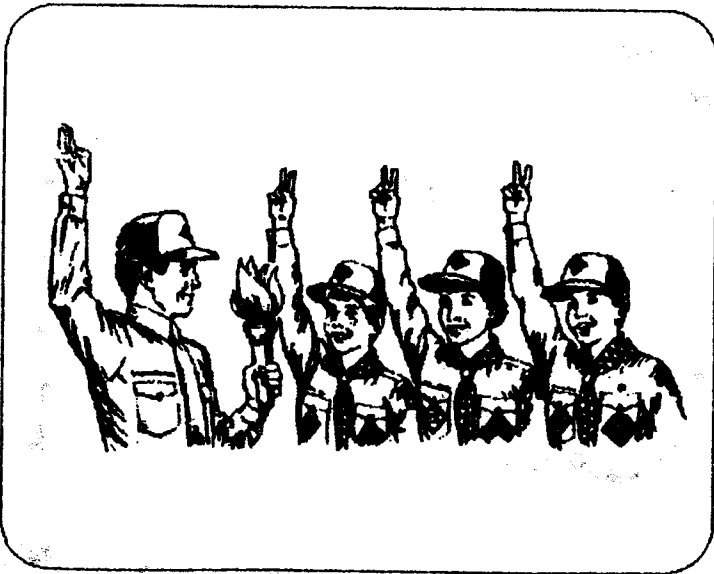
Great Job!

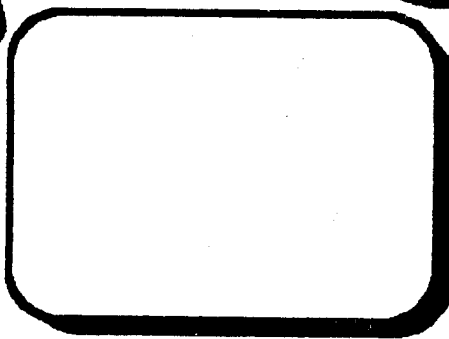
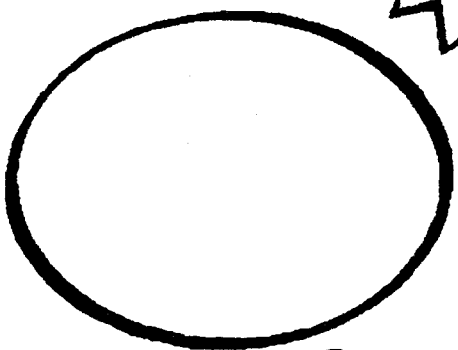
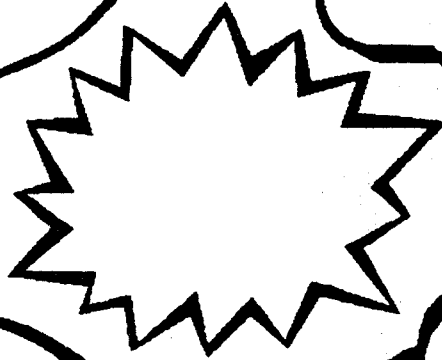
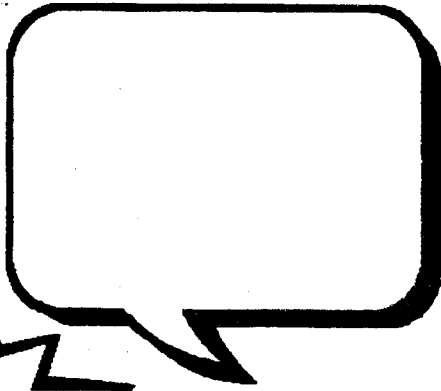
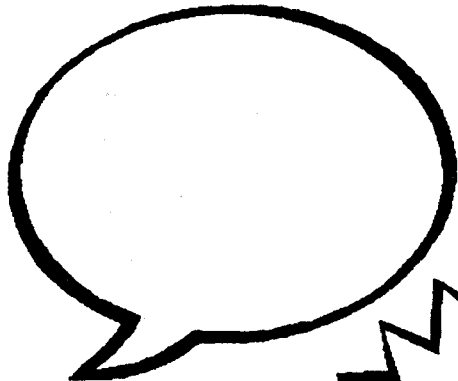
Well Done

APPRECIATION









Recognition

Who?

EVERYONE!

What?

ANYTHING!

Where?

ANYWHERE!

When?

ANYTIME!

Why?

WHY NOT?

Thank You Ideas

1. Look for Thank You ideas using "miniatures" from craft and hobby shops, as well as small toy items. These items could be hot glued to a felt backing and glued to a wooden curtain ring with a magnet on the back; made into a neckerchief slide; or glued to a small piece of pretty paneling as a plaque. Try to find a small item symbolic of the occasion.

2. Consider the following: Most of these ideas can be used in many ways - for thank yous to Scouters as well as non-Scouters. Be adaptable in your plans.

Neckerchief slides

Bookends

Refrigerator magnets

Paperweight

Wallhanging

Statuette

3. Visit your local trophy shop. Some have a stamping (inked) process and can stamp the Cub Scout logo on a wooden plaque. Try making your own plaque by woodburning a design, then to dress it up purchase a brass plate and have it engraved.

4. Watch for unique items, such as the I ♥ SCOUTING bumper stickers.

5. Use candy molds to make plaster of paris forms to spray gold, and hot glue to a finished plaque. Look for molds to suit your needs - like a "ribbon type badge" with #1 on it.

6. Present a helium-filled balloon with the message "THANK YOU".

7. A warm fuzzy made from a large blue pompom. Glue on wiggle eyes: make Cub Scout a hat form yellow and blue felt and glue it on. Glue blue pompom to poster board feet.

8. Ceramic tile - Clean a 4" tile with Windex. Rub on a decal - picture and/or lettering for your message. Use permanent markers for a message.

9. Frame a group picture of the den with contact paper, picture matting scraps or a purchased greeting card with a border to fit the size of the picture.

10. "PAT ON THE BACK" - Use Cub Scout's hand for pattern; cut from plywood; paneling; heavy cardboard. Paint or stain. Print "A Pat On The Back" on the front side of the hand. When presenting it, hang it from a cord on recipient's back.

11. "THANKS A WHOLE LOT" - Cut a shoe sole from old shoe, from leather, or from cardboard. Cut or frill hole in bottom and print "Thanks A Whole Lot".

12. "OFFICIAL BSA 13 HOUR CLOCK" - Clock face with 13 hours: print "Official BSA" under pin for hands of the clock. Message on the back of the clock - "For the person who is very busy and still finds an extra hour to get the job done."

13. SPARK PLUG - Paint an old spark plug gold and glue to a paneling plaque for anyone who "SPARKS" up your meetings.

14. "THE BIG NUT AWARD" - Use a real peanut. Drill holes in the back and run pipe cleaner or twist tie through to form tie slide. Glue on wiggle eyes and a shock of fake fur hair on top. You can also glue a large nut to a plaque or piece of 2 X 3 as a paperweight.

15. "NUTS ABOUT SCOUTING" - Do the same as for the above award.

16. "THANKS FOR KICKIN' IN" - A doll's cowboy boot or a boot cut from plywood or cardboard. Glue to a loop of leather as a tie slide or glue a magnet to the back of it or it can be made larger and used as a plaque.

17. "HELPING HAND" - See "A PAT ON THE BACK". For anyone who helps or the person whose hand is always in the air volunteering to help.

18. "LINK TO SCOUTING" - A few chain links on a plaque for the Webelos Leader or Scoutmaster who did the most to keep the boys interested in Scouting.

19. "LIFE SAVER" - Roll of Life Savers on a plaque for the person who saved the program.

20. "GOLDEN PEAR AWARD" - Plastic fruit (pear) sprayed gold on plaque for the couple who did much for the pack or den.

21. "WET SPONGE AWARD" - This is good for the NEW LEADER to soak up all the ideas and energies of other leaders.

22. "GOLDEN SPONGE AWARD" - Spray sponge gold and glue to paneling plaque for anyone who was "absorbed" in his/her role.

23. "GOOD EGG AWARD" - Cut the white of the egg from white felt and the yolk from yellow felt; glue to paneling plaque. Give a double yolk if it was a couple working together. The award is for someone who is always helping.

24. "BOUNCE AWARD" - "Bounce" fabric softener for the Den Leaders - to give them bounce and soften their hearts.

25. "PURPLE HEART" - Give to someone who sustained injuries.

26. "SUNBURN AWARD" - use yellow poster board to make a big bright sun, perhaps with sunglasses; for someone who endured the outdoors too long.

27. "GOLDEN KNOT AWARD" - Using sizable cord or rope, tie a square knot loosely; hot glue it to a board and spray it gold. This is for someone, like the Cubmaster, who tied it all together.

WHAT ARE VOLUNTEERS?

Volunteers are like Coke - they're the real thing!

Volunteers are like Dial soap - they care more, don't you wish everyone did?

Volunteers are like Hallmark cards - they care enough to give their very best!

Volunteers are like Frosted Flakes - they're GRRRRREAT!

35 WAYS TO GIVE RECOGNITION TO VOLUNTEERS CAMDEN COUNTY COUNCIL-COOPER AND BIG TIMBER DISTRICTS

1. Smile
2. Treat to a soda
3. Send a Birthday Card
4. Give Service Bead
5. Plan annual ceremonial occasions
6. Be Pleasant
7. Provide a baby sitter
8. post on Honor Toll in Pack meeting area
9. Send holiday cards to volunteers family
10. Award Plaques to sponsoring organization
11. Send newsworthy information to the media
12. Recognize by name
13. Always greet: Good morning, Good Afternoon, Good Evening
14. Have a public reception
15. Write thank you notes
16. Surprise with coffee and cake
17. Celebrate outstanding projects and achievements
18. Nominate for volunteer awards
19. Have a volunteer day
20. Praise them to their friends
21. Plan volunteer social events
22. Send impromptu fun cards
23. Plan occasional extravaganzas
24. Promote "Volunteer of the Month" programs
25. Send letters of appreciation
26. Recognize with certificates of appreciation
27. Plan a recognition edition of your pack newsletter
28. Color code name tags to indicate achievements
29. Plan a theater party
30. Send to a sports events
31. Have a picnic
32. Just say "Thank You"
33. Provide scholarships to scouting events (e.g.: Pow-wow)
34. Shake their hand
35. Smile
- 36.

Remember: Recognition does not have to be elaborate, expensive or formal. It could be a simple hand shake, a funny card or a pat on the back. Recognition is something you do for someone special in appreciation for the wonderful things that they do. Volunteers are the back bone and the success of scouting. Let them know you care. Don't let opportunities slip by. Be it planned or instantaneous: **JUST DO IT!!!!**

Annette M. Granato and Diane Mastalski

CUB SCOUT LEADER AWARDS

Cubmaster Award. For Cubmasters who have completed training and performance and served for 3 years (1 year may be as an assistant Cubmaster). Medallion, No. 00949; knot, No. 05022.



Cub Scouter Award. For Cub Scouters who have completed training and performance and served for 2 years at the pack level and/or as a district or council Cub Scouter. Medallion, No. 00951; knot, No. 05017.



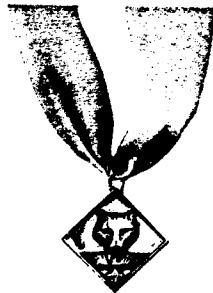
Den Leader Award. For den leaders who have completed training and performance and served for 2 years (1 year may be as an assistant den leader). Medallion, No. 00950; knot, No. 05016.



Den Leader Coach Award. For den leader coaches who have completed training and performance and served for 2 years. Medallion, No. 00953; knot, No. 05023.



Webelos Den Leader Award. For Webelos den leaders who have completed training and performance and served for 2 years (1 year may be as an assistant Webelos den leader). Medallion, No. 00952; knot, No. 05024.



Tiger Cub Coach Award. For Tiger Cub coaches who have completed training and performance and served for 2 years. Medallion, No. 17687; knot, No. 17688.



PROGRESS RECORD

Keep track of the various steps in completing the appropriate Cub Scout Leader Award by using one of the attached progress records. Tear out the progress record for the award you are working on and keep it with you until all work and tenure have been completed. Turn in the completed record to your council service center to receive district approval and to receive your recognition.

PROGRESS RECORD FOR THE DEN LEADER AWARD

Cut along solid lines; fold along dotted lines.



TRAINING

- Complete "The New Den Leader" Fast Start training.
- Complete Cub Scout Leader Basic Training.
- Participate in a Cub Scout leader pow wow or attend at least four roundtables.

Approved by

Pack committee chairman or Cubmaster Date

TENURE

Complete 2 years as a registered den leader, or 1 year as an assistant den leader and 1 year as a den leader.

Dates of Service

From _____ To _____

From _____ To _____

Approved by

Pack committee chairman or Cubmaster Date

PERFORMANCE

Do five of the following:

- During at least one program year, have a minimum of 50 percent of the Cub Scouts in your den earn the rank for their grade or age (Wolf or Bear).
- At least once, re-register a minimum of 75 percent of the *eligible* members of your den as a part of pack rechartering.
- Graduate a minimum of 60 percent of the eligible members of your den into Webelos Scouting.
- Have an assistant den leader, den chief, or den aide who meets regularly with your Webelos den.
- Have 50 percent or more of your Webelos den members subscribe to *Boys' Life* magazine.
- Take leadership in planning and conducting a den service project.

FOLD

- Conduct at least three den meetings per month, 9 months per year or an optional meeting plan approved by the pack.
- Participate with your den in a Cub Scout day camp or Cub Scout resident camp experience.

Approved by

Pack committee chairman or Cubmaster Date

DISTRICT ACTION

This progress record has been reviewed and the candidate has met the standards for the Den Leader Award. The award is approved.

Approved by

For the district Date

PROGRESS RECORD FOR THE DEN LEADER AWARD



Name _____

Address _____

City _____

Pack No. _____ District _____

Council _____

BOY SCOUTS OF AMERICA

PROGRESS RECORD FOR THE WEBELOS DEN LEADER AWARD

Cut along solid lines; fold along dotted lines.



TRAINING

- Complete "The New Webelos Den Leader" Fast Start training.
- Complete Cub Scout Leader Basic Training.
- Complete Webelos Leader Outdoor Training.
- Participate in a Cub Scout leader pow wow or attend at least four roundtables.

Approved by

Pack committee chairman or Cubmaster Date

TENURE

Complete 2 years as a registered Webelos den leader, or 1 year as an assistant Webelos den leader and 1 year as a Webelos den leader.

Dates of Service

From _____ To _____

From _____ To _____

Approved by

Pack committee chairman or Cubmaster Date

PERFORMANCE

Do seven of the following:

- During at least one program year, have a minimum of 50 percent of the Webelos Scouts in your den advance in rank (Webelos Badge or Arrow of Light Award).
- At least once, reregister a minimum of 75 percent of the *eligible* members of your den as a part of pack rechartering.
- Graduate a minimum of 60 percent of the eligible members of your Webelos den into Boy Scouting.
- Have an assistant Webelos den leader, den chief, or den aide who meets regularly with your Webelos den.
- Have 50 percent or more of your Webelos den members subscribe to *Boys' Life* magazine.
- Take leadership in planning and conducting two Webelos overnight campouts or other outdoor den activities each year.

FOLD

- Assist in planning and conducting a Webelos den/Boy Scout troop joint activity.
- Take leadership in planning and conducting a Webelos den service project.
- Conduct at least three Webelos den meetings per month, 9 months per year or an optional meeting plan approved by the pack.
- Participate with your den in a Webelos day camp or resident camp experience.

Approved by

Pack committee chairman or Cubmaster Date

DISTRICT ACTION

This progress record has been reviewed and the candidate has met the standards for the Webelos Den Leader Award. The award is approved.

Approved by

For the district Date

PROGRESS RECORD FOR THE WEBELOS DEN LEADER AWARD



Name _____

Address _____

City _____

Pack No. _____ District _____

Council _____


BOY SCOUTS OF AMERICA

LR-17

PROGRESS RECORD FOR THE DEN LEADER COACH AWARD

Cut along solid lines; fold along dotted lines.



<p>TRAINING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete "The New Den Leader" or "The New Webelos Den Leader" Fast Start training. <input type="checkbox"/> Complete Cub Scout Leader Basic Training. <input type="checkbox"/> Complete Den Leader Coach Seminar. <input type="checkbox"/> Participate in a Cub Scout leader pow wow or attend at least four roundtables. <p>Approved by</p> <p>_____ Date _____</p> <p>TENURE</p> <p>Complete 2 years as a registered den leader coach.</p> <p>Dates of Service</p> <p>From _____ To _____</p> <p>From _____ To _____</p> <p>Approved by</p> <p>_____ Date _____</p>	<p>PERFORMANCE</p> <p>Do three of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least once, serve as den leader coach in a pack that earns the National Quality Unit Award. <input type="checkbox"/> Ensure that 100 percent of your active den leaders have completed Fast Start training. <input type="checkbox"/> Ensure that 75 percent of your active den leaders have completed Cub Scout Leader Basic Training. <input type="checkbox"/> Conduct a planning workshop meeting of your den leaders, either separately or in conjunction with pack leader planning meeting. <p>Approved by</p> <p>_____ Date _____</p>
<p>DISTRICT ACTION</p> <p>This progress record has been reviewed and the candidate has met the standards for the Den Leader Coach Award. The award is approved.</p> <p>Approved by</p> <p>_____ Date _____</p>	<p style="text-align: center;">PROGRESS RECORD FOR THE DEN LEADER COACH AWARD</p> <div style="text-align: center;">  </div> <p>Name _____</p> <p>Address _____</p> <p>City _____</p> <p>Pack No. _____ District _____</p> <p>Council _____</p> <p style="text-align: center;">BOY SCOUTS OF AMERICA</p>

PROGRESS RECORD FOR THE CUB SCOUTER AWARD

Cut along solid lines; fold along dotted lines.



TRAINING

- Complete Fast Start training, if available for your position.
- Complete Cub Scout Leader Basic Training.
- Participate in a Cub Scout leader pow wow or attend at least four roundtables.

Approved by

Pack committee chairman, Cubmaster, commissioner, or other appropriate person Date

TENURE

Complete 2 years as a registered adult leader in Cub Scouting in a pack, or in a district or council Cub Scouting position.

Dates of Service

From _____ To _____
From _____ To _____

Approved by

Pack committee chairman, Cubmaster, commissioner, or other appropriate person Date

PERFORMANCE

Do five of the following:

- Assist in planning a pack program that results in advancement in rank by a minimum of 50 percent of pack members each year.
- Serve as an adult leader related to a pack that earns the National Quality Unit Award.
- Serve as leader of a blue and gold dinner, pinewood derby, space derby, raingutter regatta, field day, picnic, or other Cub Scout activity.
- Give leadership to a promotional effort that results in at least 60 percent of pack members subscribing to *Boys' Life* magazine.
- Give leadership to planning and organizing Tiger Cub groups in at least 50 percent of the Cub Scout packs in the district or council.
- Conduct Tiger Cub group coach training in the district or council.
- Graduate at least 60 percent of the Tiger Cubs in the district or council into Cub Scouting as registered Cub Scouts.
- Develop or update a Tiger Cub activity book listing places to go, things to do, costs, distances, etc., locally for each big idea.

(OVER)

FOLD

- Give leadership to planning and conducting a pack service project.
- Organize participation of a pack in the Cub Scout Sports program.
- Help with two annual unit or district Sustaining Membership Enrollments.
- Help organize or reorganize a Cub Scout pack.
- Serve as a district or council Cub Scout leader trainer.
- Serve as a leader of a Cub Scout day camp or resident camp.

Approved by

Pack committee chairman, Cubmaster, commissioner, or other appropriate person Date

DISTRICT ACTION

This progress record has been reviewed and the candidate has met the standards for the Cub Scouter Award. The award is approved.

Approved by

For the district Date

PROGRESS RECORD FOR THE CUB SCOUTER AWARD



Name _____

Address _____

City _____

Pack No. _____ District _____

Council _____


BOY SCOUTS OF AMERICA

LR-19

PROGRESS RECORD FOR THE CUBMASTER AWARD

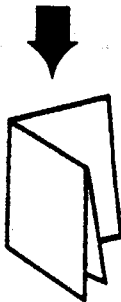
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<p>TRAINING</p> <p><input type="checkbox"/> Complete "The New Cubmaster" Fast Start training.</p> <p><input type="checkbox"/> Complete Cub Scout Leader Basic Training.</p> <p><input type="checkbox"/> Participate in a Cub Scout leader pow wow or attend at least four roundtables.</p> <p>Approved by</p> <p>_____ Pack committee chairman or commissioner Date</p>	<p>TENURE</p> <p>Complete 3 years as a registered Cubmaster, or as a registered assistant Cubmaster for 1 year and a Cubmaster for 2 years.</p> <p>Dates of Service</p> <p>From _____ To _____</p> <p>From _____ To _____</p> <p>From _____ To _____</p> <p>Approved by</p> <p>_____ Pack committee chairman or commissioner Date</p>
<p>PERFORMANCE</p> <p><input type="checkbox"/> As a Cubmaster or assistant Cubmaster in a pack, earn the National Quality Unit Award at least twice.</p> <p><input type="checkbox"/> At least once, earn the National Summertime Pack Award.</p> <p>Approved by</p> <p>_____ Pack committee chairman or commissioner Date</p>	<p style="text-align: center;">PROGRESS RECORD FOR THE CUBMASTER AWARD</p> <div style="text-align: center;">  </div> <p>Name _____</p> <p>Address _____</p> <p>City _____</p> <p>Pack No. _____ District _____</p> <p>Council _____</p> <p style="text-align: center;">BOY SCOUTS OF AMERICA</p>
<p>DISTRICT ACTION</p> <p>This progress record has been reviewed and the candidate has met the standards for the Cubmaster Award. The award is approved.</p> <p>Approved by</p> <p>_____ For the district Date</p>	

PROGRESS RECORD FOR THE TIGER CUB GROUP COACH AWARD

Cut along solid lines; fold along dotted lines.



(Reproduce locally.)

TRAINING

- Complete Fast Start training.
- Complete Cub Scout Leader Basic Training.
- Participate in a Cub Scout leader pow wow or attend at least four roundtables.

Approved by _____

Pack committee chairman or commissioner _____ Date _____

TENURE

Complete 2 years as a registered Tiger Cub group coach.

Dates of Service

From _____ To _____

From _____ To _____

Approved by _____

Pack committee chairman or Cubmaster _____ Date _____

PERFORMANCE

Do all of the following:

- Conduct a Tiger Cub group roundup for your pack with at least five new Tiger Cub boy/adult teams recruited each year (for 2 years).
- Contact the host team each month and provide support as needed (for 2 years).
- Coordinate Tiger Cub group participation in two Cub Scout pack activities each year (for 2 years).
- Graduate a Tiger Cub group into Cub Scouting with at least 75 percent of the Tiger Cubs graduating into a pack as registered Cub Scouts each year (for 2 years).

Approved by _____

Pack committee chairman or commissioner _____ Date _____

DISTRICT ACTION

This progress record has been reviewed and the candidate has met the standards for the Tiger Cub Group Coach Award. The award is approved.

Approved by _____

For the district _____ Date _____

PROGRESS RECORD FOR THE TIGER CUB GROUP COACH AWARD



Name _____

Address _____

City _____

Pack No. _____ District _____

Council _____

BOY SCOUTS OF AMERICA

LR-21

EXAMPLES OF RECOGNITION FOR OTHER OCCASIONS

Apple Award - For the person with great appeal (real or plastic apple).

Basket Award - For the person who carried more than their share of the load (small basket glued to ribbon)

Blue & Gold - Thanks for serving as Blue and Gold chairman, glue wooden spoon, and a Cub Scout sticker.

Bonafide Award - Spray gold or cover with varnish a dog bone for the leader deserving an "Award".

Bud Award - For the person who 'bugs' you to do your best (make with chenille sticks and movable eyes, or buy).

Candle Award - For the person who really lights up (mount small candle on base).

Class A or Flying A - Cut out the letter A (can add wings), spray gold for the first class effort, (use wood or heavy cardboard).

Cone Award - For the person who can lick any job (mount ice cream cone on base).

Broom Award - For the person who sweeps all the mistakes away (small broom)

Crutch Award - For the person whom you can always lean (mount small crutch on base).

Cubby - Cut out a Cub Scout's head or Wolf decal on a plaque for outstanding performance.

Duster Award - For the person who always does the dirty work (small wooden dowel with felt used as a duster part with pompom on top).

Genuine Diamond Stick Pin - The special award for a group activity. Give to each participant (mount a dime and a stick pin on base).

Heads Award - For the person who is 'heads' above the rest (mount small wooden heads on base).

Heart Award #1 - For the person who is all heart (give large plastic heart, wooden or cardboard cut-out)

Helping Hand Award - Picture of a hand tracing with your specific award written within the tracing.

Kiss Award - For the person who deserves a big 'kiss' (mount kiss on base).

Life Saver Award - For the person who saved you (mount Life Saver on base).

Lollipop Award - For the person who can't be licked (mount small lollipop on base).

Match Award - For the leader who may be getting burnout (2 matches, one lit, the other not covered so they stay together and mount saying "stick with it, don't get burned out of Scouting").

Measure Up - Give a 6" ruler to the leader whose performance set the standard.

Nuts about "_____ " Award - Attach nuts to a plaque adding movable eyes and smiles, for the leader who had to be "nut" to take on a hard task.

Order of the Bear - Any type of bear given to the leader who did a "Berry Good Job" made thing "Bearable" or for the "Beary Best".

Our Eyes Are on You - Wiggly eyes glued to ribbon for the leader who sets the example.

Pear Award - For the great "pair (mount a plastic pear on base and give to husband and wife team).

Pedro Salutes - Glue 3 clothes pins together, add twine for a tail and wiggly eyes for outstanding job for leader who carried the heaviest load.

Plaque - (cut to resemble a shoe) Hole is cut in wood for the "o" in whole.

Raise in Pay - For the person who deserves a "raisin" pay (mount a small box of raisins).

Silver Spoon or Gold - For the person who really digs in to help (spray paint plastic spoon).

Successful Scouting - Cut out a key to leaders who are the key to success of a program.

Summer Time Activities Chairman - A plaster sunshine glued to a plaque.

Thank You For The Clean Up - Film canister of dish washer soap, container is used for trash bin with paper, tissue, string, foil, etc., to resemble trash.

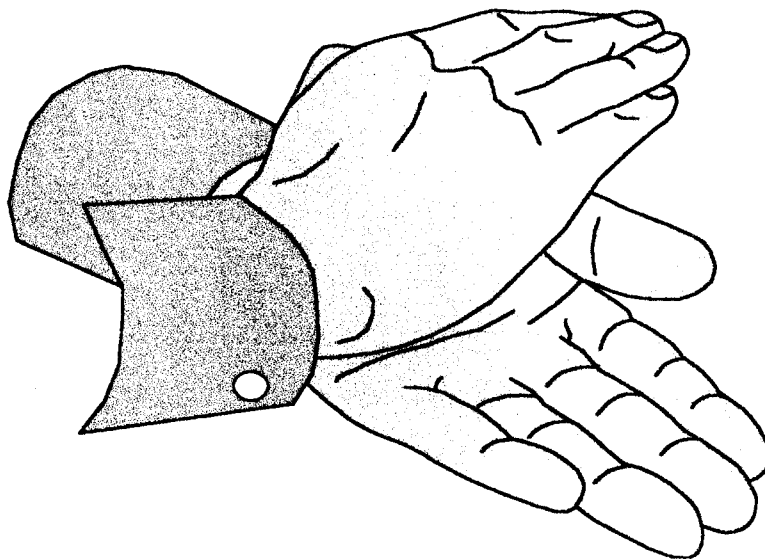
Thanks a Bundle - Thank you for fund raiser of newspaper drive chairman or most contribution from member (newspaper cut in small squares, tied to look like bundle).

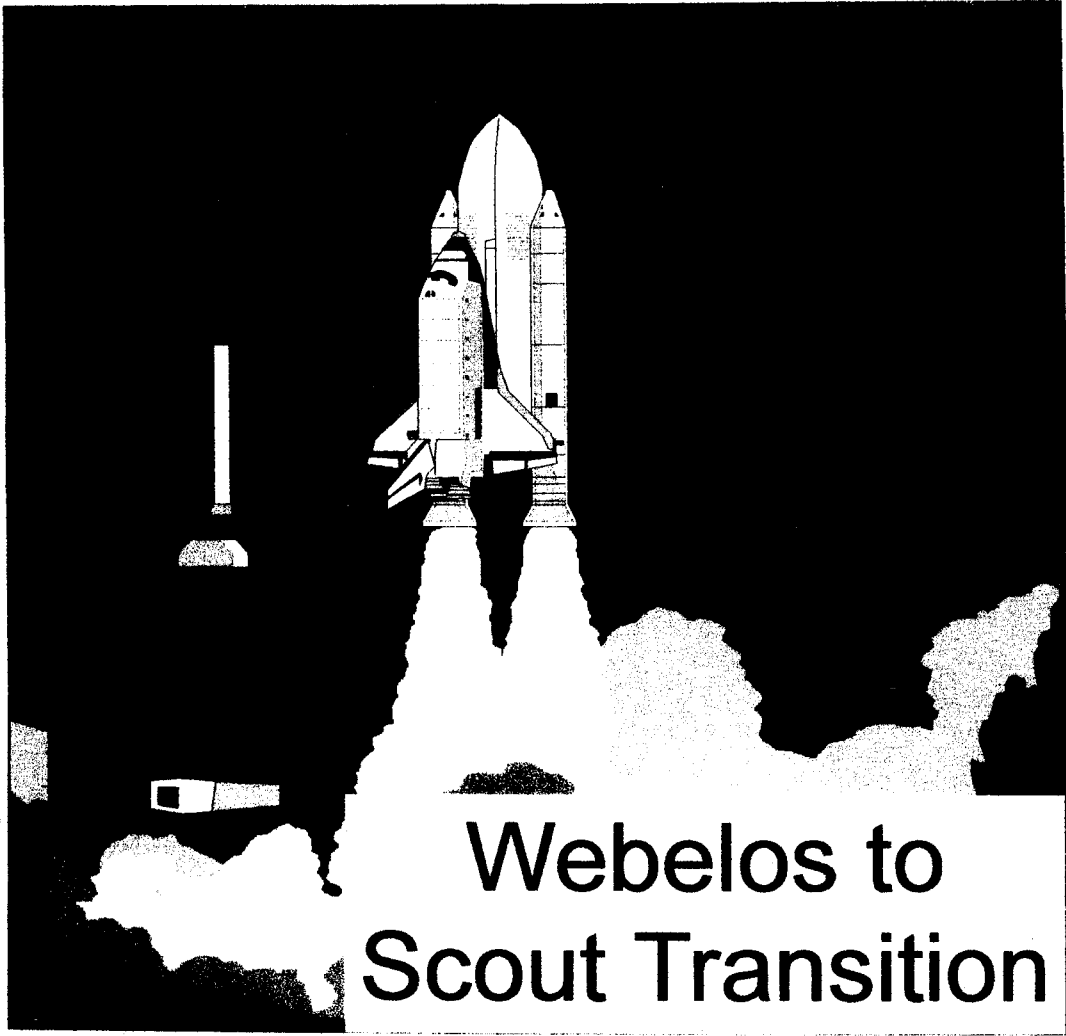
Thank to Leaders - Thank you leaders for the service the have given. Use the emblem of leadership for the center.

Top Hat Award - For the person we must take our hats off to (top hat glued on ribbon).

Whisk Award - For the person who is un'beat'able at 'whisking' away our troubles (small whisk).

Wooly Mitten - For the person who participated in a winter activity (cut mitten shape from fur and attach thong).





Webelos to Scout Transition

WEBELOS TO SCOUT TRANSITION

HOW THE TRANSITION PLAN HELPS THE BOY

Webelos to Boy Scout Transition is one of the most, if not the most important job you have as a Webelos leader. It is your job to guide the boys through the Webelos requirements, their Arrow of Light ceremony, and on to Boy Scouts. Transition to Boy Scouting is not that difficult a task if you plan ahead. Planning is the key.

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 is 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.

You, as a Webelos leader, are the means for the boys transition to Boy Scouting. As a leader you supply the road which the boys must travel for successful transition to a Boy Scout Troop. If the road you provide is not well marked the boys will be fearful of what is around the next turn and they may never complete the journey. The boys' transition involves knowledge, understanding, and communication. Through your leadership and teamwork with other pack leaders, and with the Boy Scout Troops in your area you can supply the necessary road map for your Webelos to follow.

Preparing your Webelos to become Boy Scouts actually begins early in the first year of the Webelos program. As Webelos the boys learn about outdoor skills, about more challenging tasks through activity badge requirements, through greater independence and leadership. As second year Webelos your boys should be exposed to Boy Scout Troops in your area. In their second year they should be learning the Boy Scout Oath, Motto, Slogan, Sign, Salute and Handshake. They have been camping as a den and might have gone to a Webelos Long Term Summer Camp. If all this has been done then the transition has begun and the Webelos you lead are ready to visit troop meetings and camp with the Boy Scouts as guests.

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.

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

SUGGESTIONS FOR A SUCCESSFUL TRANSITION

Sign up for and attend your district's next Scoutmastership Fundamentals Training. The course is not only for Scoutmasters. Parents, committee members and anyone interested is welcome to attend. This is a great way to get firsthand knowledge of how a troop works. You can then take your knowledge back to your Webelos and get them excited.

At every opportunity talk about Boy Scouting.

Take your Webelos camping. Teach them the basics about fire building, knots, camp tasks, cooking, site selection and camp rules.

Introduce them to service projects.

Show pride in your uniform.

Gradually hand over den leadership to the boys. Let them learn what it is like to have the added responsibility.

In their second year expose the boys to as many Boy Scout Troops as you have time for.

Create games as a form of learning the Scout oath, law, motto, and slogan. There is nothing like a little competition to spark boys this age.

If you were a Boy Scout, talk about your adventures and apprehensions. Show the boys some of your old gear or pictures.

Let the boys talk about their ideas of what Boy Scouting is, their anticipation and their fears.

SUBJECT: Webelos-To-Scout Transition Plan

OBJECTIVE: Develop good Pack/Troop relationships and provide a source of new boys and leaders to the Boy Scout troop.

PURPOSE: To engineer a boys smooth transition from a Cub pack (Webelos) to a Boy Scout troop.

KEY PLAYERS (COOPERATIVE INVOLVEMENT):

1. Webelos Leader or Coach: He plans activities, selects resources, contacts Scoutmasters, integrates Webelos activities at pack meetings and keeps Cubmaster informed.
2. Troop Assistant Scoutmaster: Serves as liaison between the troop and the Webelos. His main job is to ensure a smooth transition of Webelos into the troop by working closely with the Webelos den chief, Webelos leader and Scoutmaster.
3. Webelos Den Chief: Program assistant to the Webelos leader and helps prepare Webelos in advancement for the troop experience ahead. First Class Scout and skilled at conducting ceremonies, leading songs and games, teaching skills, and giving demonstrations.
4. Scoutmaster and Cubmaster: The leaders of their respective units and instrumental in program support and transition ceremonies.

GOOD PACK (WEBELOS)/TROOP RELATIONSHIPS:

1. Attend Courts-of-Honor.
2. Share an evening campfire.
3. Joint Good-Turn and Field Trips/Activities.
4. Troop overnight (Camp-o-ree, etc).

GRADUATING (CROSS-OVER) CEREMONY:

1. At Pack meeting with Scoutmaster.
2. See "Wood Wisdom" for Webelos-To-Scout Transition ceremonies (inside and outside ceremonies).
3. Incentive (Cross-over) Plaque. Post in Pack or Webelos area with picture, name, date, and troop.

RESULTS:

1. Additional resources are provided to the Webelos program.
2. Future vitalized adult leadership is available to the troop.
3. More than 84% of graduating Webelos join troops when the Webelos-To-Scout Transition Plan is used.

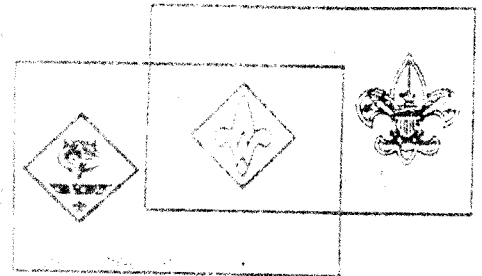
PREPARED BY: Robert Manoil, RTC, BCC, BSA

WEBELOS TO SCOUT TRANSITION

The Webelos to Scout transition plan is a cooperative effort between the Cub Scout pack and the Boy Scout troop which results in increased transition of Webelos Scouts to the Boy Scout program. It gives Webelos and their families a sampling of the troop program, leadership, advancement and relationships. Some Webelos will go into Scouting with no help at all, but just as many need to know more about the fun and adventure in the Scout troop before they make the decision to join.

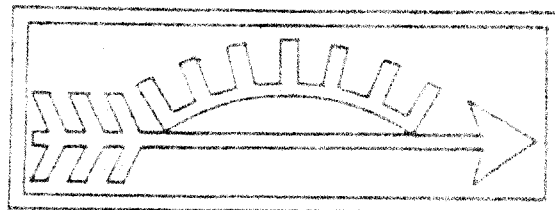
WHY:

- To continue the growth of the boy through the Scout program
- To ensure the boys graduate into Boy Scouting



THE PLAYERS:

- **Webelos Den Leader:** Adult who leads the den in the program.
- **Webelos Den Chief:** Boy Scout selected by Scoutmaster who assists the Den Leader
- **Webelos Resource Person:** Adult on troop committee who is liaison between troop and Webelos den.
- **Scoutmaster:** Adult troop leader - communicator - by advertising program.
- **Cubmaster:** Adult cub leader
- **Parents:** The final word.
- **Activity Badge Counselor:** Adult den helper to assist Webelos in activities and growth.
- **Webelos Den Leader Coach:** Adult coordinator between Webelos dens and Cubmaster
- **Unit Commissioner:** Adult district staff member - the "matchmaker"



RESULTS:

- Stable Webelos meeting
- Stable Webelos activities
- Better ceremonies
- Access to Den Chief
- Fulfillment
- Adult introduction to troop
- Provides life blood of troop - BOYS!

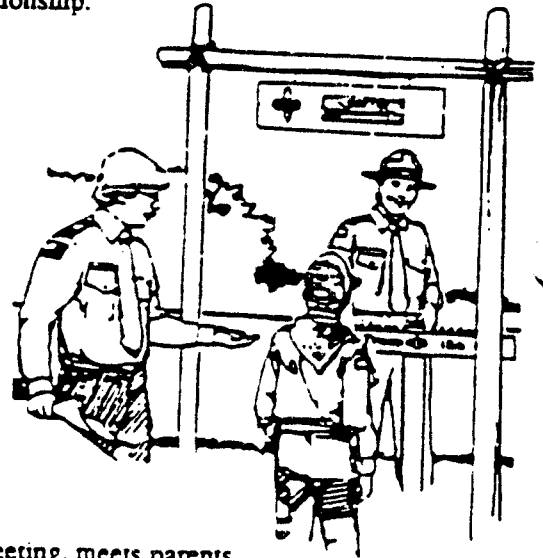


CHAIN OF EVENTS:

The Unit Commissioner sets up meetings with Webelos Den Leader, Scoutmaster and Cubmaster. Communication between these leaders develop pack/troop relationship.

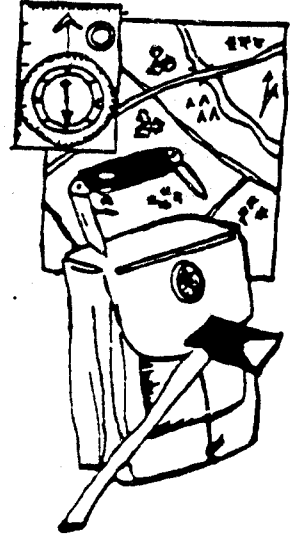
SCOUTMASTER HELPS WITH:

- Transportation
- Equipment
- Overnighter
- Activity badge Counselors (if needed)
- Scout & Tenderfoot badge requirements
- Pack meeting (guest speaker or Eagle Scout speaker).
- Scoutmaster or troop resource person attends pack meeting, meets parents.
- Scoutmaster assists in acquiring Den Chief.
- Scoutmaster talks with Boy Scouts about relationships with Webelos.
- Scoutmaster recognizes Den Chief in troop meetings.
- Scoutmaster always attends Webelos graduation ceremonies: accepts Webelos scout into troop.



PLAYERS SET UP JOINT PACK/TROOP ACTIVITIES:

- Webelos den visits court of honor.
- Scoutmaster and junior leaders join in a Webelos den activity.
- Webelos den and scout troop evening campfire.
- Joint attendance at Scout Sunday or Sabbath services.
- Pack/troop community good turn.
- Pack/troop money-raising project.
- Pack/troop good turn to the chartered organization.
- Webelos den on day hike with scout troop.
- Webelos den and scout troop on a field day.
- Holiday party for Webelos den and troop.
- Troop leaders assist on Webelos parent -son overnighter.
- Roller skating, bowling, swim party, as a Webelos/troop activity.
- Webelos den visits a district camporee with troop as host.
- Order of the Arrow dance team performs at troop event with Webelos invited.



TRAINING FOR WEBELOS LEADERS

- Basic training dates
- Encourage earning of training awards
- Roundtables
- Train Den Chiefs
- Attend joint roundtables twice a year.



OVERVIEW OF THE BOY SCOUT PROGRAM

Like Cub Scouts, a Boy Scout Troop is structured with a chartering organization, a charter representative, a committee, and adult leaders, in the case a Scoutmaster and Assistant Scoutmasters. The boys are divided into patrols, rather than dens, and are boy led. The Senior Patrol Leader fills the position of the troop's boy leader.

The chartering organization provides a meeting place and helps the troop in any way it can. The representative acts as liaison between the troop and the sponsor. The committee insures the troop is following BSA policy, helps conduct boards of review for rank advancement, and considers the troop's means of finance.

The Scoutmaster and his/her assistants carry out the program with the boys and have the closest exposure to the troop as a whole.

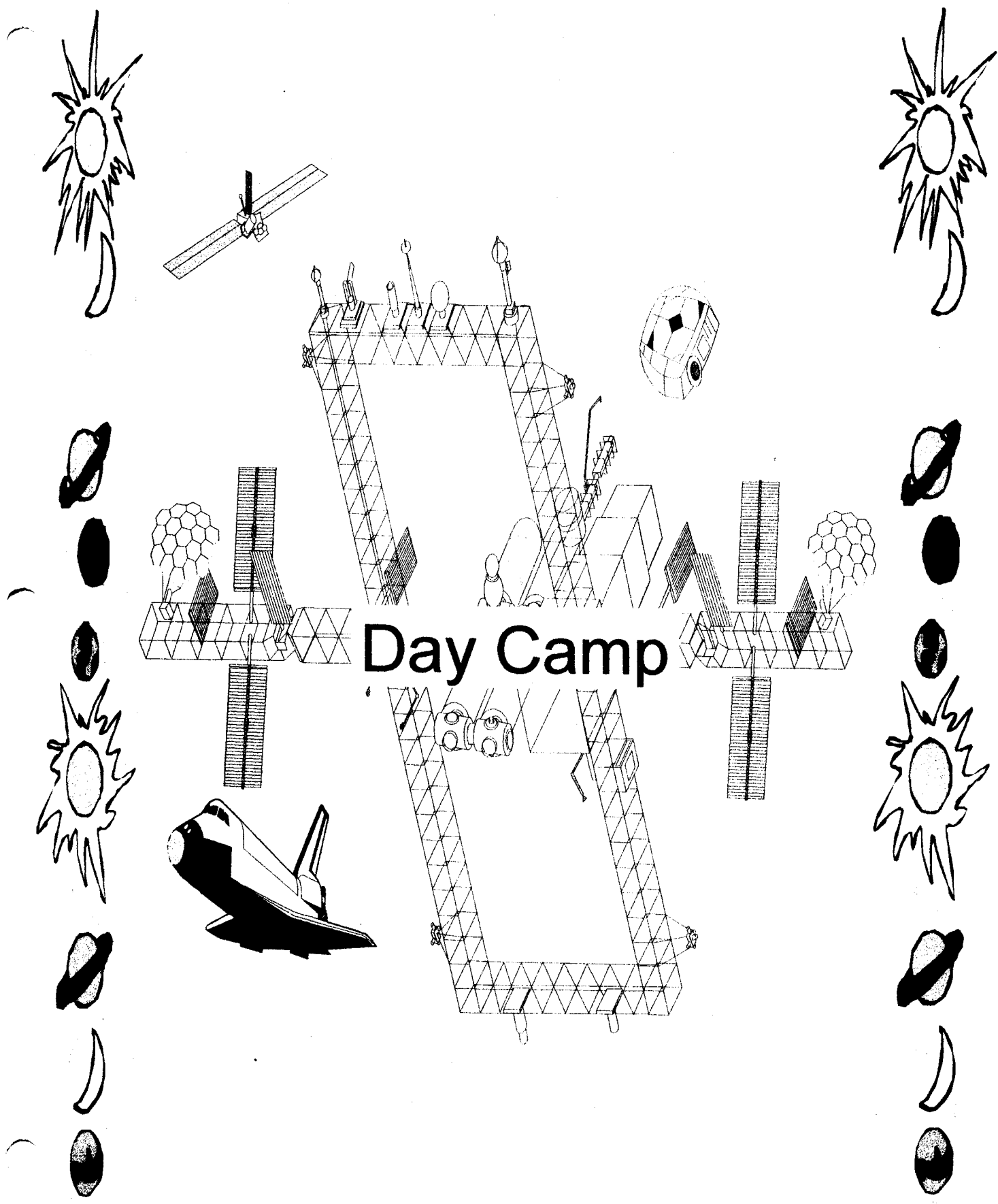
The Senior Patrol Leader (**SPL**) not the Scoutmaster, conducts the troop meetings. The SPL is an elected position, determined by regularly scheduled elections and voted on by the boys in the troop. The SPL is not picked by the Scoutmaster or the committee. Patrol leaders are also elected by the boys within each patrol. The SPL, his assistants, and the patrol leaders comprise the Patrol Leaders' Council (**PLC**). The PLC meets generally once a month to plan and review the troop's progress. With the assistance of the Scoutmaster the PLC determines the troop's program.

The Patrol Leader conducts the individual patrol meetings with the assistance of an adult Assistant Scoutmaster. The Patrol Leader leads the patrol in planning for campouts, other activities, Scouting skills, games, advancement, etc.

As members of a patrol the boys work as a unit, and individually. As a unit they camp, work on patrol service projects, and carry out troop assignments together. As individuals they work on merit badges, rank advancement and self-improvement.

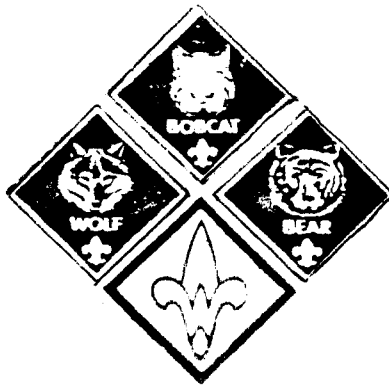


BOY SCOUTS OF AMERICA



Day Camp

CUB SCOUT DAY CAMP



STAFF MANUAL



WHAT IS DAY CAMPING?

FISHING

NATURE

INDIVIDUAL SPORTS

TEAM SPORTS

SIMPLE CRAFTS

FIRST AID

CUB SCOUT
ADVANCEMENT

CUB SCOUT
DAY CAMP
ACTIVITIES

ARCHERY



Organized day camping is defined as an experience of group living in a natural environment. It is a sustained experience under the supervision of trained leadership carried on during the daytime. The program of activities provides fun, adventure, and new experiences in the outdoors at a site which provides seclusion and natural resources.

The day camp program provides an opportunity for continuation of the Cub Scout program throughout the summer (and acquisition of the National Summertime Pack Award). Cub Scout day camping can and should help individual boys maintain the interest generated the rest of the year and also strengthen den and pack organization for a better year-round operation.

Quakesen District welcomes you and your Cub Scouts to this year's day camp experience. We thank you for your support and assistance in providing this meaningful and educational summer program that will be an excellent medium for attaining the purposes of the Boy Scouts of America: character development, citizenship training, and physical fitness.

WHAT IS A CUB SCOUT CAMPER?

Immediately following that period known as spring, an incredible creature known as a Cub Scout camper appears.

The Cub Scout camper is a rare combination of natural freshness, alarming frankness, unpredictable thoughts and actions, tangled hair, boisterous belly laughs, and unequalled sincerity and enthusiasm.

A Cub Scout camper is innocence with mud on his face, a ball of enthusiasm in a T-shirt and jeans, a sun-tanned personality with problems.

Just so you think of him every minute of the day, he sings in a high-pitched voice, makes noises like the mating call of a whippoorwill, flaps his wings in hawklike fashion, throws a temper tantrum occasionally, playfully pushes his best friend over the stump in front of the dining hall, gets himself stung by angry wasps, or becomes an entanglement of emotions which find relief in a yelling match or crying jag.

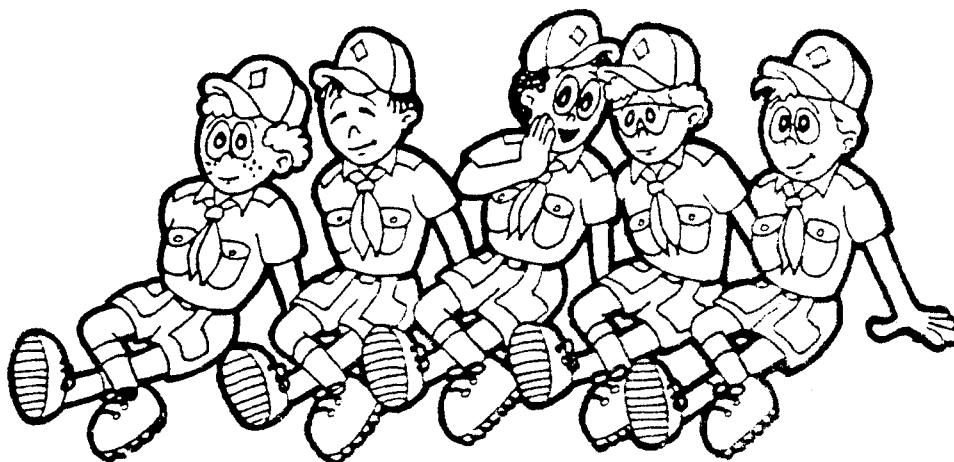
He likes animals of any size, shape, or description, to chew two sticks of bubble gum at a time, to be captain of the team, to get dressed up like an Indian or pirate.

Nobody can spend as much time eating, exploring the creek bed, reading comic books, arguing over who is kicking whom at the table, ordering supplies at the camp store, or just sitting around a campfire having a glorious time dreamily singing favorite camp songs.

Nobody can be so illogical so often yet so warm and grateful the next minute. Nobody can cry so conveniently and become equally effervescent when the occasion demands.

The Cub Scout camper is a magical creature possessing two arms, two legs, a head and torso, all bursting with the breath of life, all anxious to explore the camp, most of which is attempted the first day of camp.

When the last bus has left, there's nothing in the world like knowing that this camper is a real friend who wants your guidance and who has spent a wonderful day with you.





DAILY PROGRAM

The following schedule represents the daily routine. Specific times and program area assignments will be posted daily at the campsite, and den leaders will receive written schedules daily. In general, dens will visit each program area (Arts & Crafts, Nature, Sports, Fishing) once a day.

8:30 Campers arrive. Camp director takes attendance as each boy arrives and sends boys to their dens. Den leaders greet boys, engage them in spare time activities, or in planning for the day's den activities.

8:45 Opening Ceremony at flagpole

9:00 - 11:15 Dens rotate attendance at program areas

11:15 - 11:45 Den Time

11:45 - 12:15 Lunch

12:15 - 1:30 Special programs and guest visitations

1:30 - 3:30 Dens rotate attendance at program areas

3:30 - 3:45 Den Time/Clean Up

3:45 Closing Ceremony at flagpole

4:00 Boys depart

There are two major exceptions to this daily routine:

1. The first hour of camp on Monday will be devoted to Den Time so that the boys can get to know their den leader and each other. Also at this time the boys will make their totems.
2. Friday afternoon will be devoted to Den Time to prepare for the Closing Ceremony, a Sports Carnival, and an extended Closing Ceremony during which each den will make a presentation.

STAFF JOB DESCRIPTIONS AND RESPONSIBILITIES

Arrival time for all staff members is 8:00 a.m. in order to set up and prepare for the arrival of the campers at 8:30. Departure time for staff is 4:30 p.m. so that the campsite can be put in order and plans be reviewed for the next day.

DAY CAMP DIRECTOR

The day camp director is the volunteer or professional on the site conducting the Cub Scout Day Camp. The day camp director shall be a man or woman 21 years of age or older of known character and ability. In addition to being certified by a National Camping School in Cub Scout Day Camp Management, the day camp director shall:

- Be responsible to the Council Scout Executive.
- Supervise the personnel and operating details of the day camp.
- Recruit, interview, and train day camp personnel.
- Conduct, in cooperation with the program director, a camp staff training course prior to the opening of camp to familiarize the staff with the camp program.
- See that high standards for leadership, program activities, and health and safety are maintained.
- Be familiar with the Cub Scout program, the achievements and electives, and with the Webelos Scout program and activity requirements.
- Be a free-lance person at the day camp.
- Always have a "Plan B."
- Possess and display a maximum of "Qualities of a Good Camp Director."
- Conduct post-camp evaluation.

PROGRAM DIRECTOR

The program director is the volunteer or professional on the site responsible for the Cub Scout Day Camp program. The program director shall be a man or woman 18 years of age or older of well-known character and ability. In addition to being certified by a National Camping School in Cub Scout Day Camp program, the program director shall:

- Be responsible to the camp director.
- Promote day camp attendance at roundtables, pack meetings, and activities.
- Be familiar with the Cub Scout program, the achievements and electives, and with the Webelos Scout program and activity requirements.
- Give program leaders the freedom to plan their activities, but assist them in planning their program if they want or need help.
- Aid the camp director in conducting a camp staff training activity.
- Work with director in preparing budget for programs.
- Participate in evaluation of the day camp experience

DEN LEADERS

The den leader shall be a man or woman 21 years of age or older of well-known good character and ability. The den leader shall:

- Be responsible to the camp director.
- Carry out duties as assigned by the camp director.
- Be concerned for camper safety.
- Be knowledgeable of Cub Scout and Webelos program.
- Escort the den from place to place.
- Assist in program areas as needed so that boys make the most of their opportunities.
- Keep the den together at the assigned area during Den Time. Guide the boys to plan a brief flag ceremony for Opening and/or Closing Ceremonies. Help the boys prepare a cheer and a song to be presented at Opening/Closing Ceremonies. Direct the planning of a skit (about 10 minutes) to be presented at the final Closing Ceremony on Friday.
- Build den spirit through songs, yells, spare-time games and activities.
- Develop a "bag of tricks" to keep boys occupied quietly during rest periods and spare time.
- Submit daily log to camp director before leaving for the day.
- Participate in follow-up and evaluation of the day camp experience.

PROGRAM LEADERS

The program leader shall be a man or woman 18 years of age or older of well-known character and ability. The program leader shall:

- In cooperation with the program director, camp director, and den leaders, direct and give leadership to the planned activities in each specific program area.
- With the assistance of the den leaders, teach the skills necessary to complete the selected Cub Scout level projects.
- Supervise use and storage of equipment and materials.
- Consult with the camp director to document advancement.
- Participate in follow-up and evaluation of the day camp experience.

HEALTH OFFICER

The health officer shall be a registered nurse or currently certified Red Cross first aider at least 21 years of age or older. The nurse or qualified first aider shall be available at the first aid station throughout the day to help in event of emergency.

DAILY HEALTH SURVEILLANCE POLICIES

Arrangements have been made with the Emergency Department of Memorial Hospital of Burlington County and Mount Holly Family Practice Associates, P.A. to provide medical emergency services to the Quakesen District Day Camp.

If a child or staff member is suspected of having a communicable disease, he/she shall be isolated and medical assistance obtained.

If a child enters camp with any noticeable marks, it is to be recorded in the daily First Aid Log to preclude any false accusations or charges of negligence or abuse on the part of the staff.

Any person who has reasonable cause to believe that a child has been or is being subjected to any form of hitting, corporal punishment, abusive language or ridicule; or harsh, humiliating, or frightening treatment; or any kind of child abuse or neglect by any person is required by State law to immediately report such allegations to the Department of Human Services, Division of Youth and Family Services, Office of Child Abuse Control at 1-800-792-8610 or 1-609-292-0617.

- N.J.A.C. 8:25-2.4

Day Camp Staffers will refer such situations to the camp director, who will notify the Scout Executive.

All minor and major first aid administration will be logged by the Health Officer.

All prescription drugs and their administration must be documented in the First Aid Log accompanied with permission slip and directions for administration. This also includes non-prescription drugs and sunscreen. When any medications are administered to a child, the camp shall maintain on file a record of:

1. The child's name and parental authorization
2. The name of the medication administered
3. The condition for which the medication is being used and any cautionary information specific to the medication.
4. The instruction for administration, including the dosage and frequency
5. The date, time, and name of the person administering the medication

EMERGENCY PROCEDURES

At the sound of three (3) short blasts of the horn all program and den activities will cease immediately. All Cub Scouts and Day Camp Staff will report to the rally point at the flagpole. Den leaders will take an immediate head count and report to the camp director. The program director will account for all other staff and report to the camp director. Procedures for specific emergency situations will be followed as outlined below. Regular program activity will resume at the sound of the "all clear" signal which is one (1) short blast of the horn.

FLOOD EMERGENCY PLAN

In case of flooding, all campers and staff will be moved immediately to safe, high ground. A head count will immediately be taken, and, if necessary, rescue officials will be summoned. Day Camp will be relocated or postponed as necessary. The Scout Executive will be notified of any and all actions taken.

THUNDERSTORM EMERGENCY PLAN

In case of thunderstorms, all campers and staff will be moved to safe, relatively low areas, or into the building. The "all clear" will be given after the threat of lightening has passed. A head count will be taken and children will be occupied with planned "rainy day" activities until it is deemed appropriate to return outdoors.

FIRE EMERGENCY PLAN

In case of fire, the area will be evacuated immediately following a head count. The Eastampton Fire Company will be summoned. The affected areas will not be used until fire personnel give the "all clear."

ACCIDENT PLAN

In case of any sort of accident, the afflicted person or persons will receive initial first aid treatment as necessary from the Day Camp Health Officer, and will be transported to Memorial Hospital of Burlington County. The camp director or program director will accompany the injured person to the hospital. The Scout Executive will be notified.

SICKNESS/FATALITY PLAN

The Scout Executive will be notified immediately. The proper

rescue authorities will be notified, and in the case of a potentially communicable disease, the New Jersey Board of Health. All interaction with the news media will be handled by the Scout Executive.

LOST CHILD PLAN

A thorough head count will be taken three times. If the missing child is not then located, all campers will remain in the lunch area while a preliminary sweep is made of the area, including bathrooms. Rescue personnel will be contacted if the lost child is not then found.

DISCIPLINARY POLICIES

A child shall not be deprived of food, isolated or subjected to corporal punishment or abusive physical exercise as a means of punishment either by staff or by another camper.

- New Jersey Youth Camp Safety
Act Standards (N.J.A.C. 8:25-2.4)

Appropriate Methods of Keeping Control:

1. Be sure boys understand rules and regulations and what you expect of them. Set limits clearly.
2. Stand where the boys can see you and raise your arm in the Cub Scout sign. Teach the boys that "When the hand goes up, the mouth shuts."
3. Talk quietly to encourage listening. Don't try to "outshout" the boys.

When discipline becomes necessary, be fair, be consistent, treat each boy as an individual, and do not embarrass a boy in front of other boys. Don't warn or threaten: TAKE ACTION. Repeated or continuing inappropriate behavior will be referred to the camp director and called to the attention of the Scout executive.

The camp director reserves the right to call the parent or guardian at their emergency, business, or home to notify said person of any camper having been dismissed from camp because of unreasonable behavior. At that time, parent or guardian must pick up camper from the premises immediately.

RAINY-DAY ACTIVITIES

Each member of the program camp staff should be encouraged to collect novel activities or ideas for rainy-day use. Rainy-day programs can be staged any time of the day—for the sudden shower or the all-day rain. Have program resources ready.

INDOOR OLYMPICS. Award paper medals to the winners.

RUNNING BROAD GRIN. Keep a continuous grin, winner holding for the longest time. Vary with length of grin in inches. Conclude with a laugh contest for volume, for length of time, or laughing on signal from the leader.

SHOT PUT. Throw peanuts into a jug 4 feet away from the contestant. Allow five tries and score for winning den or pack.

SPONGE PUT. Using correct shot-put form, have contestant throw a dry sponge, balloon, or inflated paper bag. Measure distance from starting line to point where the sponge first hit the floor.

BALANCE JUGGLE. Thread a needle while balancing on one foot. Vary by having contestant stand on a small object.

STANDING BROAD GRIN. Variation of laugh contest. Line up by dens or packs, solemnly measure each grin in inches, and compute for total inches. Then divide by the number of boys in the group and arrive at an average length of grin. A variation is testing to see which boy has the broadest grin in the group.

HAMMER THROW. Blow up a paper bag, tie end, and throw for distance.

VOCAL HIGH JUMP. Record the lowest and highest notes reached by each individual boy. Honor the camper with the widest voice range from low to high.

SACK RACE. Each contestant receives a new paper sack or bag or "poke." He must not open it until the signal is given. The winner is the one who first blows up the sack and breaks it with a loud report.

WHISTLING RACE. Contestants must whistle a familiar tune after eating two crackers. Eat on signal. The one who whistles the tune through first is the winner.

BLINDFOLD RACE. Two pairs of contestants are blindfolded and kneel facing each other. They feed each other popcorn with a spoon while holding one hand behind the back. The pair that first succeeds in eating all the popcorn wins.

LIGHTWEIGHT RACE. Carry a lighted candle in one hand and pail of water in the other. If water is spilled or candle goes out, contestant is eliminated.

50-INCH DASH. On one end of 50 inches of string, tie a marshmallow. The object is to gather string and marshmallow into mouth without aid of hands.

MILE WALK. Walk 100 feet with hobbles on ankles. Hobbles are made by tying a rope loosely above the ankles.

CHICKEN RELAY. Cub Scout holds balloon between knees and runs to basket for "laying egg." Den finishing first wins.

LONG GLUM. Player who keeps from smiling longest while the others laugh wins.

DISCUS THROW. Use paper plates. Contestant should use good form. Measure to the point where the discus first touches the floor.

ONE-MILE DASH. Blow race. Stretch wires or strong strings through paper cones across the entire length of a room, parallel to each other and some distance apart. The object is to blow the cone from one side of the room to the other.

STUNTS, GAMES, & PROJECTS

ELBOW BALANCE. From squat rest position (legs bent and weight on hands and toes—knees turned out), turn the elbows out slightly so that the inside of legs rests on the arms just above the elbow. Now with the weight entirely on the hands, balance forward and pick up an object with the mouth.

STAFF OR BROOMSTICK JUMP. Hold the staff or stick loosely in hands. Without letting go, try to jump over and back. After this jump becomes easy, try to jump as great a distance with the forward jump as you can.

BACK DOWN AND GET UP. Lie flat on the back. Fold the arms on the chest. Try to get up without using elbows or hands or rolling sideways.

JAPANESE SOCK 'EM. Boys lie face down, heads toward each other a forearm's length apart. Each is blindfolded and furnished with a roll of stiff paper. One boy whistles or calls and dodges sideways as the other tries to swat him.

PULL HAND FROM NOSE. Two players work against each other. One places the palm of his hand against his nose and the other tries to pull it away with one hand grasped at the wrist. Do not move feet.

STAFF BALANCE. Try to balance staff on the shoulder, on the chin, or on the forehead. A hat placed on the end of the staff makes the feat easier.

TENT PEG WHITTLING. Show a whittled tent peg. Have each camper whittle one.

MAKE BOATS. Shingle pointed with two masts and wax paper sails.

GREEN-STICK WHISTLE. With maple or willow, demonstrate, then whittle a whistle.

OBSERVATION GAMES. Kim's game, using sound, sight, taste, and touch for variations.

FLASH CARDS. A, B, C, D, etc. Name a river, state. Name cars, trees, birds, animals, or other object varying quickly from one to the other.

SONGFEST. See *Cub Scout Songbook*.

BALLOON BLOWING. Hold balloon with teeth only and blow it up until it bursts.

CHEWING GUM GLOVES RELAY. Put gum and gloves into paper bags. Each boy takes out and puts on gloves, removes stick of gum, and puts it in his mouth. Then he places paper and gloves in bag. First den done wins.

PET ROCK HUNT. Each boy finds a small rock or stone and cleans it. He may paint it and/or attach eyes, legs, etc., or he may attach a clip or loop with epoxy and take it home for further care and feeding.

GENIUS KIT

Collect all kinds of odds and ends, scraps, and "junk" in paper lunch bags— one for each boy. Provide various methods of putting things together, such as, glue, tape, and string. Challenge the boys to create the most ingenious thing they can out of their junk collections. Mixing and matching between boys may be permitted if desired, or the activity can be strictly individual. Have boys name their completed designs and display them for all to admire.

Sample Contents of Genius Kit

clothespins
wire
pipe cleaners
rubber bands
paper clips
pipe fittings
sand paper
beads
pebbles
acorns
beans, seeds, popcorn
styrofoam pieces

magnetic strip
yarn
buttons
spool
cardboard
screws
twist ties
nuts and bolts
popsicle sticks
empty film cannisters
clay
scraps of colored paper

Variation: Assemble a larger container filled with enough "junk" for a den to share and have the boys work together to create a den project.

RAINY DAY BINGO

Find someone who fits the description in the boxes and have them sign their name in the box. (You can't sign your name on your own paper!)

Wearing more than one ring	Blue eyes	Blond hair	Freckles
A new friend	Has roller-blades	Black shoes	Lives in Bordentown
Has a pet fish	Born in another state	Likes to read	Has a computer
Has seen Pocahontas	Drives a car	Shares a bedroom	Rides a bus to school
Has a dog	Wears glasses	Had a hair-cut last week	Likes spinach
Lost a tooth in July	Plays soccer	Likes pizza	Played on a baseball team

PIRATE ADVENTURE DAY CAMP
AUGUST 5-9, 1996
SMITHVILLE MANSION

SPIRIT BRACELET

Earn colored beads for your leather bracelet by doing each of the activities listed below. You don't have to do this all in one day, but you probably can. When your bracelet is finished wear it proudly for the rest of the week. When you go to staff members to collect beads, please use good judgement and do not bother people when they are busy talking or teaching. Do not leave your den to do an activity unless you have permission AND your buddy. Collect only one bead of each color, please! Have fun! Use your imagination!

COLOR BEAD	ACTIVITY
Blue	Recite the Cub Scout Promise to one of the Todds (Salerno, Jones, or Kramer).
Clear	Do a good deed and tell Lois Chappell about it.
Yellow	Tell Ray Lewallen why you like being a Cub Scout.
Pink	Tell Cindy or Alissa a joke.
White	Show 2 pieces of litter to Mr. Reale and then throw them away in the right place.
Red	Sing a silly song to Rose.
Orange	Show Sue how to walk like an animal.
Green	Bring Doug or Jim (the fishermen) news from the "world inside the wall."
Gold Bead	Awarded for collecting all other beads. Show your bracelet to Mrs. Reale.



CAMPER'S RULES

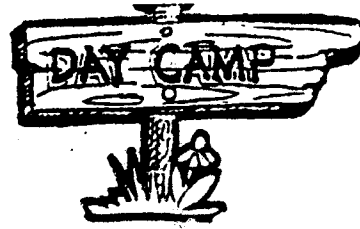
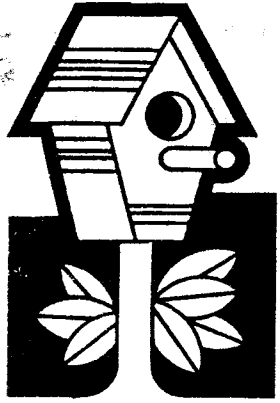
- Please follow the Cub Scout Promise and the Law of the Pack. Conduct unbecoming a Cub Scout will not be tolerated and could lead to dismissal from day camp.
- Be respectful and attentive during ceremonies, presentations, and when directions are being given.
- For safety's sake, please walk in camp, except during sports activities.
- Shoes and socks are required at all times- NO SANDALS OR THONGS.
- Stay with your den at all times, unless instructed differently by your leader.
- Be friendly to our environment. Put trash in its proper place. No chewing gum is permitted. It can be messy and dangerous to wildlife.
- Always use the "buddy system."
- Please do not bring personal toys and games to camp unless specifically requested or approved by your den leader.
- Throwing objects like stones, grass, or sticks is not permitted.
- Preserve our environment: Stay on paths during nature walks. Collect things that are already on the ground.
- If there is an emergency, stay calm and listen for directions.
- BE PREPARED...
 - to have fun!
 - to use your imagination!
 - to share your ideas and opinions!
 - to try something new and exciting!
 - to make new friends!



SAMPLE SCHEDULE

QUAKESEN DISTRICT DAY CAMP-SCHEDULE FOR MONDAY

TIME	DEN 1 WOLF	DEN 2 BEAR	DEN 3 BEAR	DEN 4 WEB 1	DEN 5 WEB 1	DEN 6 WEB 2
8:30- 9:50	BOYS ARRIVE. DEN TIME TO GET ACQUAINTED. MAKE DEN FLAGS. OPENING CEREMONY GROUP PHOTOGRAPH.					
10:00- 10:40	FISHING 1	ARCHERY 1	FOIL ART	GEOLOGY 1	GEOLOGY 1	HANDY 1 ARTIST 1
10:50- 11:30	ARCHERY 1	FISHING 1	SPORTS FITNESS			
11:45- 12:00	DEN TIME. CLEAN UP.					
12:00- 12:30	LUNCH.					
12:30- 1:30	SPECIAL PROGRAM. TOXIC WASTE MANAGEMENT.					
1:40- 2:20	FOIL ART	SPORTS FITNESS	KNOTS 1	ARCHERY 1	FISHING 1	LEATHER 1
2:30- 3:10	SPORTS FITNESS	FOIL ART	ARCHERY 1	HANDY 1 ARTIST 1	WOOD 1	GEOLOGY 1
3:15- 3:40	FIELD SPORT					
3:45- 4:00	GATHER THINGS TO GO HOME. LEAVE TOTEMS. CLOSING CEREMONY. BOYS DEPART.					



DC-15

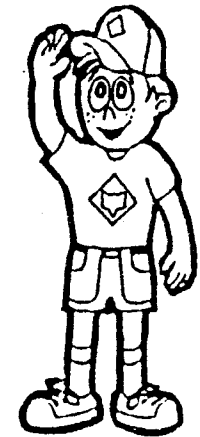
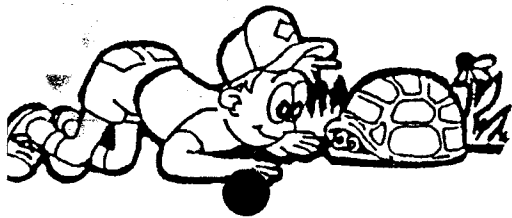
Christopher Stack

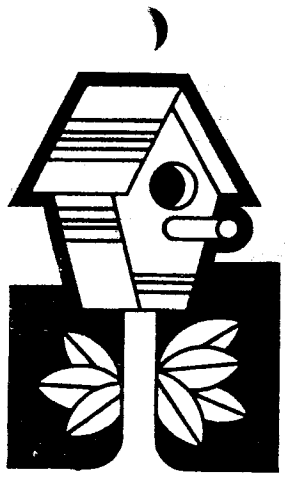
*Has spent the week filled with
fun and friendship, adventure and advancement
at Quakesen District*

Cub Scout Day Camp

SAMPLE

*Smithville County Park
August 1-5, 1994*





DC-16



SAMPLE

ADVANCEMENT REPORT

Dear Parents of Wolf Cub Scouts,

Your Wolf Cub Scout had a busy week at Quakesen District Day Camp. In addition to spending hours of fun and friendship, your Cub Scout has done the work for the advancement requirements indicated below. Please review his work with him, and, when you are assured that he has done his best, sign his book and let his den leader know what he has achieved.

It was my great pleasure to be a part of your Cub Scout's advancement efforts. If you or his Den Leader have any questions about the advancement accomplished at camp, please feel free to contact me at 267-2815. I am looking forward to seeing your Cub Scout at Day Camp again next year.

Yours in Scouting,

Gayla B. Reale
Camp Director

WOLF ACHIEVEMENTS

1. Feats of skill
 - a. Catch a ball
 - c. Front roll
 - d. Back roll
 - f. Jump

2. Your Flag
 - b. Flag ceremony
 - e. Fold the flag

5. Tools for Fixing and Building
 - a. Identify eight tools
 - b. Use pliers
 - c. Drive a screw
 - d. Use a hammer
 - e. Make something (Bookends)

WOLF ELECTIVES

9. Let's Have a Party
 - a. Make a gift (Foil art)

- b. Make a gift (God's Eye)
- 11. Sing-along
 - c. Three Cub Scout songs
- 16. Family Alert
 - c. First Aid kit
- 17. Tie It Right
 - a. Overhand and square knots
 - d. Tie a stack of newspapers
 - e. Tie two cords together
 - g. Wrap rope end
- 19. Fishing
 - c. Bait a hook and fish
 - d. Rules of safe fishing
 - f. Use a rod and reel
- 20. Sports
 - c. Archery

In addition to the Achievements and Electives listed above,
_____ has earned belt loops for Archery
and Fishing.

See you next year!



Ethics In Action

USA

Ethics in Action

I don't know what your destiny will be, but the one thing I know; the only ones among you who will really be happy are those who will have sought and found how to serve.

Albert Schweitzer

Everybody can be great because everybody can serve.

Martin Luther King, Jr.

We become just by performing just acts.

Aristotle



Introduction

What is Ethics in Action?

Ethics in Action is an activities program for Cub Scouts designed to reinforce the character-building goals that have always been a part of the program of the Boy Scouts of America. Ethics in Action activities encourage Cub Scouts and their leaders to “think a little deeper” about values and about some of the decisions and consequences of decisions that are a normal part of growing up. The activities also try to enhance boys’ respect and concern for others by helping them see things from different points of view. But above all, Ethics in Action activities are fun. They are part of the “game with a purpose” that is Scouting.

The Ethics in Action Program

There are 14 activity modules in the Ethics in Action program. Each is built around a single theme. The themes are:

Be a Friend. Promotes discussion of what friendship means, and how friends act toward each other.

Be Aware and Care—1. Discusses physical handicaps with an emphasis on blindness.

Be Aware and Care—2. Discusses other physical handicaps, suggests ways to prepare for getting to know elderly people.

Caring and Sharing. A mock court scenario is used to deal with the issues of taking care of one’s own things and showing respect for the property of others.

Consumer Alert. Helps boys analyze commercial messages on television and in printed advertisement.

Differences. Explores attitudes towards differences in people.

Fire! Fire! Explores the responsible use of fire and deals with the kinds of decisions regarding fire that Cub Scouts and Webelos Scouts are likely to face.

Hard Lessons. Shows boys what it is like to have learning disabilities and underscores the need for understanding problems faced by children and adults with learning disabilities.



Kindness Counts. Stresses responsibility to animals, both at home and in the wild.

Peace Is . . . Discusses ways to introduce the positive aspects of peace and suggests ways boys can contribute to worldwide understanding and peace.

Saying Hello, Saying Goodbye. Provides ways to help boys who are joining or leaving the group.

Saying No! Helps reinforce information that boys already know about personal safety, drug use, etc., through production of a public service announcement.

Shoplifting Is Just Plain Wrong. This activity involves a field trip to see a store security system and provides information that boys should know about the consequences of shoplifting.

What We Say. Deals with name-calling and tale-bearing that, though typical behavior for boys of this age, can be disruptive and painful.

A final section, **When Bad Things Happen**, provides help for leaders in discussing special problems of an individual Scout or of the group.

There are two parts to each Ethics in Action activity:

- A concrete experience shared by the group
- Reflecting, a guided discussion that helps boys “make sense” of the experience and explore the deeper meaning it contains

The parts are equally important. A videotape and the Reflecting section of this book explain more about how reflecting is done. The Helping section discusses ways in which service to others also encourages the development of values.

Why an Ethics in Action Program?

WHY TRY TO TEACH VALUES?

Today’s Cub Scouts are growing up in a very complicated world. They are faced with conflicting messages that are often hard to sort out. Some influences—peer pressure, for example—may provide boys with the positive support they need to help them do the right thing. Or peer pressure may work the other way and urge boys to act in ways that sharply contradict the positive values that their parents are trying to encourage.

Since the very beginning, the program of the Boy Scouts of America has been an educational experience concerned with values. The first Scouting activities were designed back in 1907 to fill what the movement’s founder, Lord Robert S. S. Baden-Powell called the “chinks” left by the education that boys received in school. One of these “chinks,” according to Baden-Powell, was character. The others were physical fitness, practical skills, and service to others. All of these remain key parts of Cub Scouting today.

However, when parents in Minnesota’s Viking Council were asked what more they wished Cub Scouting could do, they said they would like more help teaching their sons to make good decisions based on sound values. Nearly 80 years after the beginning of the Boy Scouts of America, parents still see character as a chink in their sons’ formal education! As a result, the Viking Council and the Center for Youth Development and Research at the University of Minnesota, under the leadership of Dr. Judith B. Erickson, developed the Ethics in Action program.

Ethics in Action for Cub Scouts was created to answer parents’ requests for help. Ethics in Action activities enhance character formation; that is, the development and reinforcement of the worthwhile qualities that are part of the Cub Scout Promise and Law of the Pack.

Ethics in Action activities are designed to build boys’ ability to sort out values. They stress cooperation and open communication between adult Scouters and boys, and among the Cub Scouts themselves. The “reflecting” process provides opportunities to express real feelings without fear of a put-down or ridicule that is so much a part of the culture of American boys. Ethics in Action activities help Cub Scouts develop skills, as well as confidence in and respect for self and others. The program also helps boys understand that their actions may affect others, as well as themselves.

How Ethics in Action Works

Ethics in Action has been designed specifically for boys of Cub Scout age. The activities take into account typical age-related patterns of physical, mental, social, and moral growth during middle childhood. (Some of the changes that take place as boys grow are explained in the videotape, *Ages and Stages*.) In addition to being developmentally appropriate, Ethics in Action activities are challenging and relevant to youth. Ethics in Action experiences encourage growth through such processes as:

- Creating cognitive conflict in situations where things are not as they are thought to be, and by providing experiences that challenge preconceived ideas and prejudices

- Comparing different perspectives that help in learning to see things from someone else's viewpoint
- Providing action opportunities to try new things, gain new information or new skills, and express feelings
- Presenting problem-solving situations that will increase their sense of competence and empower them to make good decisions
- Introducing role models who will help them see better ways of dealing with situations that involve ethical decisions
- Giving opportunities for open, guided reflection so that they can "make sense" of their shared experiences and learn to express their true feelings

Using Ethics in Action

Each Ethics in Action activity is introduced in the same easy-to-follow format so that leaders may fit them into the regular den schedule. Many of the activities require little preparation, and all can be managed by first-time as well as experienced leaders. Councils will provide leader training to introduce and explain the new materials. Various activities will be discussed in greater detail at roundtables throughout the year.

Most of the activities have been designed for use in a typical den of five to eight boys. A few can be done in larger groups, but for "reflecting" session, boys should be divided into sections of no more than 8 boys.

Ethics in Action Format

Each set of Ethics in Action activities is presented in this format:

Overview. Explains the purpose of the activity and why it is important and provides some background information for the leader.

Preparation. Discusses appropriate activity sites, lists materials needed, and describes any other necessary advance planning.

Action. Describes how to conduct the activity. It includes suggestions for reflecting on the experience the boys have just had. Some of the modules also include ideas for follow-up activities, either at home or within the den at another time.

Resources. Lists of organizations or reference materials that relate to the activity.

When the activities require recording forms or other printed materials, master copies are included for the leader to reproduce so that each boy has one.

Cub Scout Involvement

Where possible, the Cub Scouts should help prepare for the activity. They can, for example, help in the choice of activity, field-trip site, or guest participants.

Safety

Safety must be a primary concern in using the Ethics in Action program. We have tried to anticipate and point out situations requiring special attention but, of course, others may arise. We urge that leaders review all den and pack safety procedures as part of the planning process.

Reflecting

Reflecting includes:

- thinking about a past experience, and
- expressing these thoughts out loud.

Ethics in Action activities are interesting and fun—but they all have deeper ideas behind them. Reflecting is the way that a leader can guide boys to their own understanding of the deeper purpose of the activity.

Ground Rules

Regardless of the number of boys who take part in an activity, the discussions should be carried out in small groups (no more than eight boys). The first thing for the group to do is to agree on some ground rules for the discussion. Reflecting should not be used as an opportunity for an argument about what happened, or who did what to whom. Neither should the leader consider it his or her chance to deliver a moral lecture. Rather, it is a chance for all who have shared an experience to think a little deeper about it and share their thoughts. The group members should be encouraged to develop their own rules for

talking about and evaluating what took place. If they need some help in getting started, here are some suggestions that have worked well for other groups:

- Everyone (both leaders and boys) should respect and listen to everyone else. Everyone should reserve judgment.
- Everyone is encouraged to offer a point of view, as well as say how he feels about it
- No one has to talk if he doesn't feel like it.

The boys will undoubtedly come up with some other ground rules they wish to try out.

Questions

Most young boys have had only limited experiences to draw from in forming opinions. Therefore, they may need some guidance if they are to get to the deeper point that the activity is designed to make. The leader can guide their exploration, not by giving them adult answers or opinions, but by asking the kinds of questions that will help the boys discover those deeper meanings for themselves.



This kind of guided discussion is sometimes called *processing*. Processing, or reflecting, is the key to learning from experience. Guided reflection requires some thinking in advance on the part of the leader. As part of the planning for an Ethics in Action activity, the leader should think through what he or she wants the boys to get out of the experience. The leader should come prepared with some questions that will start to draw out the thoughts of the boys. Some ways to do this are:

Ask open-ended questions. Ask questions that cannot be answered with a simple yes or no, but require some explanation.

Ask feeling questions. Ask the boys to reflect on how they felt while they were doing the activity—and about how they feel now that it is over.

Ask judgment questions. Ask the boys to give opinions and to make decisions about things, even if those things are their feelings.

Ask guiding questions. Know where you want the discussion to go and steer a course that stays on track.

Use closing questions. Toward the end, get the boys to think about pulling their ideas together and drawing some conclusions as a group.

Every Ethics in Action activity should include time for discussion and reflection. Each set of activities includes a section on “reflecting.” We have provided some basic ideas and raised some issues that we think are important. To get you started, there are examples of the types of questions we have described above. Each question is labelled with a letter standing for the type of question that it is (O = open-ended; F = feeling; J = judgment; G = guiding; and C = closing). Don’t worry too much about the exact kinds of questions that get asked, as long as the discussion is moving and is stretching the boys’ thinking. The specific content of every discussion will be unique—based on what actually took place and the “reflections” of the particular group of boys who were part of it.

Why We Do Reflecting

As we have already said, Ethics in Action activities are interesting and fun—but they have a deeper idea behind them. Scouting is a “game with a purpose.” Ethics in Action activities try to help boys understand the values that are part of the Cub Scout Promise and the Law of the Pack, and connect them to their daily lives. These activities are designed to help them understand that they have the power to choose how they will act, and that the

choices they make have consequences. Understanding such lessons does not come automatically. Values are learned by the “doing” of them.

The American educator John Dewey pointed out many years ago that every experience a child has is to some extent a moving educational force, because that experience can affect, for better or worse, the attitudes that will influence future experiences. But, Dewey also noted, not every experience is equally worthwhile. The value of an experience “can be judged only on the basis of what it moves toward and into.” He went on to say that adults have a responsibility to act as judges and guides of the experiences offered to children, if they expect these experiences to open new paths of growth.

More recent research has shown the wisdom of Dewey’s observations. Educators have compared values education programs that led to greater moral and social development and those that do not. The differences, it turned out, were not strongly related to the specific experiences the young people had. Rather, the researchers found, programs that worked included a period of guided reflection on what the experience was all about. Creating experiences and helping young people to reflect and form attitudes that will lead to growth are the heart of Ethics in Action.

Holding discussions with young boys is not always easy. Many of them have had few opportunities to express their deeper thoughts and feelings—particularly among peers. Boy culture generally, with its emphasis on competition and put-downs, does not encourage risking such expression. But the experiences that leaders have had with Ethics in Action activities encourages us to believe that good discussion is possible, if you keep trying! The *Reflecting* videotape shows how it can be done.

It is reflecting and processing that help youngsters make sense of experiences. They are asked to use their skills of observation, and to add up facts and feelings in a new way. It is here that learning takes place. Learning *how to learn from experience* gives them power to influence the way events affect them. They learn that what they do, or do not do, can make a difference. It is this sense of power within themselves that will help them resist pressures that come from outside. And it is the knowledge that they have some power to control the meaning of events that leads them toward greater self-respect and sensitivity to others.

Helping

Helping means a lot of things:

- Doing your share so that jobs get done easier or faster or so the burden doesn't fall on one or just a few people
- Doing part of someone else's work
- Doing something for the benefit of someone in need

Any way you look at it, helping means *doing*. Helping is truly Ethics in Action. Several of the activities include ideas for useful follow-up service projects. You will discover that these projects involve being with and helping people, not "doing things," like cleaning up the environment or "making things" like tray favors (although these can also be important and useful). When Cub Scouts and Webelos Scouts follow up their Ethics in Action activity with a project that helps other people, they:

- fulfill the Cub Scout Promise to "do their best . . . to help other people," and they get reinforcement for the idea that ethical "thinking" also means "doing"
- make a connection between "doing the right thing" in their den activities and "doing the right thing" in the world around them
- become real resources—that is, useful citizens—for their communities

There is general agreement that good youth service programs have certain characteristics, including:

- activities that are genuinely useful, and get young people directly involved with the people they are helping
- activities that are challenging, yet appropriate for the developmental levels of the young people who are helping
- a strong introduction at the place where the young people will be helping, that includes a clear explanation about what needs to be done and how the youths will do it
- good supervision while they are helping, from caring, well-informed adults
- time for reflection—that is, a chance to blend experience and thought so as to "make sense" out of it and add to the positive impact of what they have experienced

When young people take part in well-planned programs that help people, there are some predictable outcomes. One of the most important is that some real needs of people in the community are met. Beyond the effects on others, however, helping others has some effects on the young people themselves. They:

- learn to assume responsibility and to cooperate better with each other in getting things done
- increase their problem-solving skills
- develop more understanding of social problems and more positive attitudes to people in need of help
- develop an increased sense of competence and power as well as self-esteem

It appears that giving service to others can help to build the character and self-confidence of young people.

The idea that we should help others is our inheritance from past generations. We must keep this idea alive so that it can become our legacy to pass on to future generations.



Youth Service Through the Years

When Baden-Powell placed service to others at the heart of the Scouting program, he saw doing a daily Good Turn as a bridge to good citizenship. He felt that helping others was another way that the movement could fill one of the "chinks" in boys' education. In stressing service, he was building on a solid inheritance from youth organizations of the past.

The first organized groups for American children began to appear nearly 100 years before Boy Scouting came to America in 1910. From the very beginning, helping others was an important part of their programs. In those early days, for example, butter and sugar were real luxuries and many young church group members gave them up. Then these young people asked their parents for the money that had been saved so that they could give it to the poor or send it to the missions. In the 1830s, thousands of children belonged to the Cold Water Army (an organization very much like today's Just Say No! clubs). They collected food, clothing, and firewood for poor families.

Especially in times of war, children were called upon to do their parts. During the Civil War, for example, the Alerts sewed uniforms for Union soldiers and made bandages for the wounded. During World War I, a group called the Go-Hawks supported Belgian war orphans with the money they earned from the sale of tin-foil they collected. Of course, by this time, there were Boy Scouts, Girl Scouts, Camp Fire Girls, and 4-H Clubs. They helped raise hundreds of thousands of dollars for the war bond drives, planted and tended acres of "victory gardens," knitted thousands of socks and afghan squares, and even collected tons of nut shells that were made into gas mask filters. After the fighting was over, the Junior Red Cross made rooms full of sturdy furniture and collected mountains of books that they sent to schools all over Europe to replace things destroyed in the war.

So, when Cub Scouts and Webelos Scouts promise "to help other people," they are taking part in the rich tradition of youth service that they have inherited from generations of American children past. When they put their promise into practice, they keep that heritage alive for generations yet to come.

Youth Service Today

Americans have begun to realize that a grown-up "me generation" is having some profound effects on our cherished institutions. The 1980s saw families, governments, religious organizations, businesses, banks, the military, and educational institutions rocked by a succession of scandals originating in personal ambition.

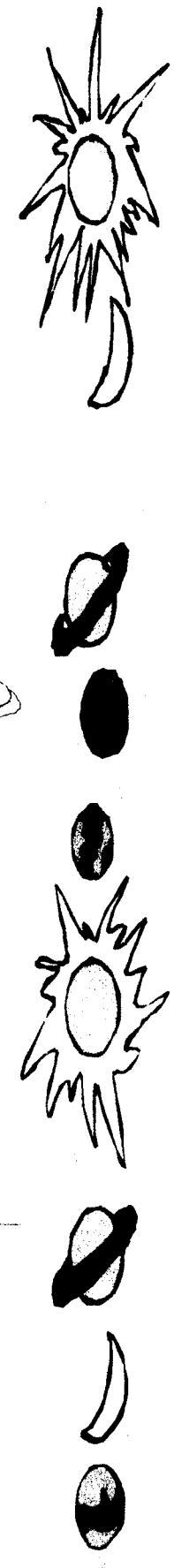
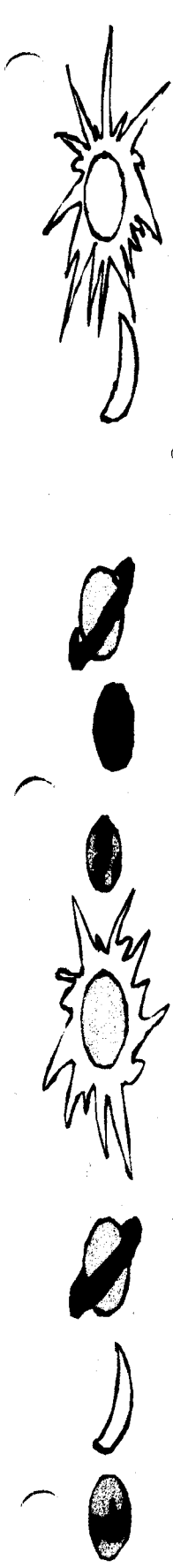
Many believe that these scandals that involve prominent people are making today's young people cynical and suspicious. Concerned adults fear that youths are becoming "disconnected" from the traditional civic values that have held our nation together. They see evidence of the isolation of young people in the U.S. rates of teen parenthood, suicide, and alcohol and drug abuse, which are the highest in the Western world. They argue that the balance between being concerned with individual rights and being concerned with responsibilities to others has been badly upset. There is a growing interest in youth service programs as a way of correcting this imbalance.

Across the nation, in many settings and in many ways, young people from kindergarten to their early 20s are being encouraged to become active resources for their communities. The growth of the youth service movement is leading to more research about what makes a good program, and about the effects that service programs can have on young participants and on their communities. The ideas that we have used in the Ethics in Action program are based on this research.

The suggestions for service that are part of Ethics in Action for Cub Scouts are just a beginning, to help you get started. There are many other things that you can do. For example, some of the ideas for helping people in *Cub Scout Program Helps* will fit right in with the activities. You and the boys will be able to think of many other ways to help people you know in your own community.

Ethics in Action activities can make a difference. One leader reported that for years, Christmas caroling at a local nursing home had been a pack activity, but only a few boys had shown up to do it. After going through the Be Aware and Care-2 activities that helped the boys understand some of the problems elderly people have, they had 100 percent participation from the pack!

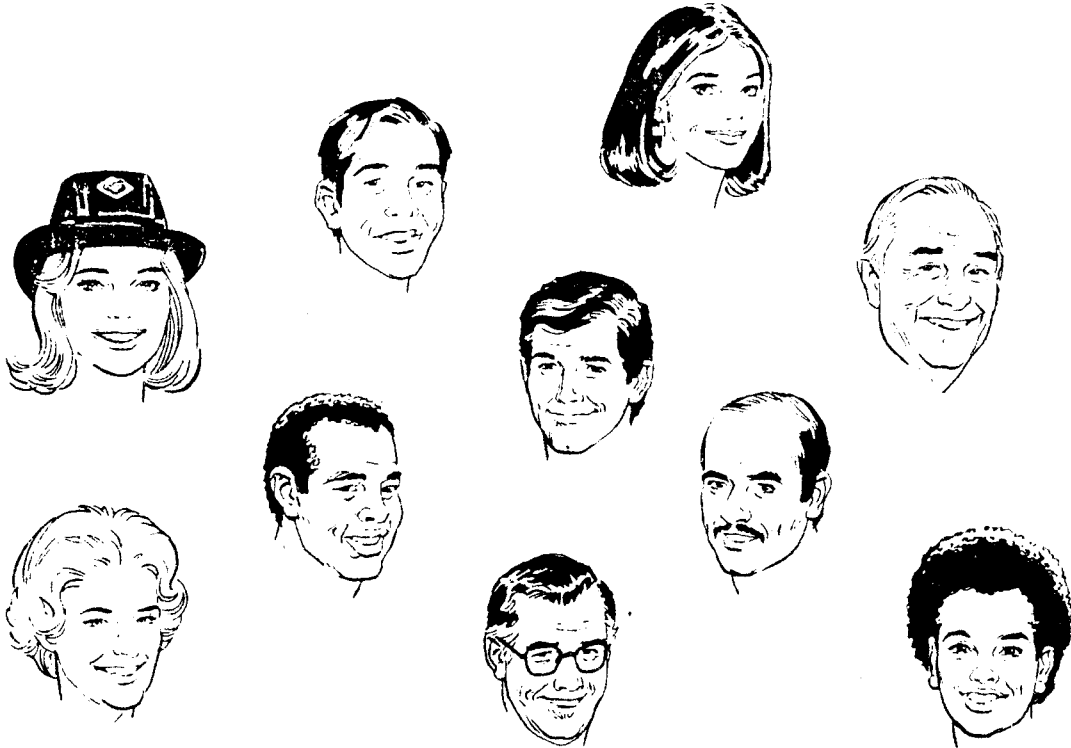
Leader Recruiting





WHEN YOU NEED

DEN LEADERS



TO: THE PACK COMMITTEE AND CUBMASTER

You add a den. A den leader moves away or becomes a Cubmaster. You have to replace that person. How do you go about it? You know that one of the main functions of your pack committee is to provide leadership for your dens and your pack. Usually, you look first within your chartered organization for those leaders.

The quality of the pack's program and of the boys' experience depends on the kind of leadership you select. Following are six steps that can help you. They are just a guide. How you go about it is up to you. Make the whole process fun for those involved. Use your imagination. Adapt the steps to suit your own particular needs. Check off each step as you complete it.

HERE'S TO GOOD CUB SCOUTING

BOY SCOUTS OF AMERICA

STEP 1 GET THE FACTS

- Determine the number of den leaders and/or assistants needed.
- Consider assistant den leaders who are qualified and available to move up.
- List the names and addresses of potential den leaders, such

as: parents and other adult family members of Cub Scouts; members of the chartered organization; members of the pack committee; friends and associates of the pack committee; senior citizens; college students.

- Arrange the names by neighborhood or school district to see who lives or works closest to the den that needs leaders.

Name _____

Name _____

Address _____

Address _____

Phone _____

Phone _____

Neighborhood/school _____

Neighborhood/school _____

Name _____

Name _____

Address _____

Address _____

Phone _____

Phone _____

Neighborhood/school _____

Neighborhood/school _____

Name _____

Name _____

Address _____

Address _____

Phone _____

Phone _____

Neighborhood/school _____

Neighborhood/school _____

STEP 2 PLAN A MEETING

- Plan a get-acquainted meeting for all on your list.
- Select a presenter. This should be someone who can speak well and motivate people. The person could be a community leader and should know the Cub Scout program.
- Pick the place for the meeting. This might be in someone's home or a room in the building of the chartered organization.

Note: The presenter need not be the same person who serves as host.

- Select a time that will be convenient to working adults. It could be in the evening, after church services, or after the regular meeting of the civic or community group.
- Organize the list into groups of three or four. Assign people to telephone and personally invite the people to the meeting.

Meeting place _____

Date _____ Time _____

Host _____ Presenter _____

Phone caller _____

Phone caller _____

People to call _____

People to call _____

STEP 3 EXTEND THE INVITATION

- Brief the telephone callers on what to say. They should give only a minimum of information such as the date, place, and time of the meeting. The purpose of the meeting is to find ways to help families get closer to their 7-, 8-, 9-, and 10-year-old boys. Make the point that when a boy is 9 years old,

he is halfway through living with you.

- Don't give away so much information that those being called will feel there is no need to attend your meeting.
- Leave a phone number for their use.

PEOPLE WHO AGREED TO COME TO YOUR MEETING

STEP 4 HOLD THE MEETING

- Make everyone feel welcome.
- Keep the meeting friendly and informal.
- Start by describing the needs of boys in these formative years and the importance of a positive influence on them.
- Describe the situation. If this is an old den, tell some of the fun things the den has done. Mention the advancement record of the boys. If it is a new den and if the audience is new to Cub Scouting, tell about the program—its purpose and methods.
- Tell them that Scouting is recognized as a proven program both nationally and internationally. By joining, they are taking part in a world youth movement.
- Let all know that they will be asked to help regardless of who is selected as den leader and assistants.
- Recognize that adults in a family may be working. Tell them of the flexibility of Cub Scouting and that they can schedule den meetings to fit their time—after school, in the evenings, or on the weekend.

- Help them to realize that Cub Scouting is designed to help them be better parents. They are not doing a service to the Boy Scouts of America. They are serving boys. Point out that here is a chance to be a positive influence on the boys in their community.
- Stress the fun the boys will have and the personal sense of gratification parents will get from their son's participation.
- Mention that they will be seen as leaders in the community who are working for the good of their community.
- Help them see that they will be furthering the objectives of the chartered organization in its service to youth.
- Tell them about the fine people with whom they will be working.
- Make them feel that this is a challenge they cannot pass up. Assure them that they will be successful.
- Explain that the den cannot meet until a leader is selected.

Results of meeting _____

STEP 5 MAKE SELECTIONS

- Describe the kind of person needed: A person who enjoys children and can motivate others.
- Tell them that a den leader may be male or female. A Webelos leader and assistant Webelos leader must be male. Leaders must be 21 years old; assistant leaders may be 18 years old.
- Mention that they will have help from experienced den leaders, the den leader coach, the Cubmaster, and the entire pack committee.
- Tell of the training opportunities that will help them be successful.
- Invite questions. Anticipate the kinds of questions and be ready to tell them how much of their time will be needed; how the pack earns money for its books and activities; how many meetings they need to attend; the importance of uniforming.
- Ask for volunteers and/or specifically identify those whom you will ask to serve.
- Decide on who will be den leader and who will be the assistants.
- Register those who agree to serve. Use adult registration form, No. 28-501.

THOSE WHO ACCEPTED:

Name	Leadership Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STEP 6 FOLLOW UP

- Have the person who made the invitation phone call follow up with a congratulatory call a day or two after the meeting.
- Orient the new den leaders to the Cub Scout program. This can be done by the Cubmaster, den leader coach, or an experienced den leader in the same pack using *The New Den Leader, AV-015*, or *The New Webelos Den Leader, AV-016*. Explain how your pack operates.
- Make sure that the den leaders have the key manuals to do their job—*Cub Scout Leader Book, No. 3220A*, *Cub Scout Program Helps, No. 7259*, *Pack's First Two Months, No. 6410A*, *First Month's Cub Scout Den Meetings, No. 3146*, *First Month's Webelos Den Meetings, No. 3147*.
- Take the new den leader to visit a den meeting run by an experienced leader.
- Assign someone to help the new leader plan and prepare for the first four den meetings.
- Have an experienced person attend the den leader's first den meeting.
- Assign a "host" to either drive the new den leaders to the first pack meeting or pack leaders' meeting (whichever comes first) or meet them at the meeting and sit with them.
- Have the Cubmaster or den leader coach phone the den leaders occasionally to see how they are doing and to offer help.
- Help them to understand the den chief's role as activities assistant. Advise them how to make the best use of this resource.
- Invite them to district training opportunities, particularly basic training sessions and Cub Scout leaders' roundtables.
- Give them a list of those who are willing to assist them with the den. Provide names, addresses, and phone numbers.
- Thank them and provide recognition at a later date.

Date training completed _____

Recognition _____

Rec-4

Leadership Recruitment Ceremony

SET UP: Prepare all existing leaders by informing them that at the Pack meeting they will be required to introduce themselves and tell of their involvement in scouting (for example, Four years in scouting as a Den Leader, Webelos Assistant, and Den Leader Coach).

They should also be ready to come forward when the Narrator mentions something that effects them. Finally they will sit down when instructed.

AT PACK MEETING

Ladies and Gentlemen I would like to introduce to you the dedicated parents that are the leadership of Pack for the upcoming year. These parents have committed themselves to your sons and the pack, but as you can see they don't represent all the parents. In addition, the leadership is made up predominately of parents who's sons are in the fourth and fifth grades. This means that as their boys move in Boy Scouting they will most likely move up with them to the troop and leave the pack.

Our Pack has a history of providing a year round Quality program. This has occurred not by luck or because of one or two individuals. This reputation is due to the efforts of the leaders who have developed a program and provided the boys with the opportunity to learn, experience and develop.

Some packs are not as fortunate, they do not have the experienced leadership and therefore can do no more than the basics. This leads to disenchantment and possibly their departure from scouting.

This pack has an interesting and varied program which give your son an opportunity to develop skills and experiences which they may have otherwise missed. The reason for this is parents who have taken an active interest in scouting in their boys early years who by working with more experienced leaders, learned when, when and how to keep the Pack vibrant, active and exciting.

I would now like to introduce you to the parents who have taken up this challenge. (BRING UP LEADERS AND HAVE THEM INTRODUCE THEMSELVES AND SPREAD ACROSS THE FRONT OF THE ROOM).

There are many roles that they take, Den and Assistant Den Leader, Committee Member, Treasurer, Pack Chairman, Fundraising Chairman, Special Projects members, Cubmaster, Webeleo Leader. These roles require a varied amount of time and involvement and do not always require working with groups of boys on an ongoing basis.

We are appealing to you the parents of Pack to take an active role in the future of the pack. Any assistance or time you can give makes the future of the Pack that much brighter and the program that much stronger. Your involvement would be on your

terms as dictated by you. The value to the program you provide is up to you but my experience that parental involvement provides added value in the growth of your child and that of the other boys.

Now many of you believe that they can't be part of Pack leadership. There reasons although valid can be also be attributed to our present leadership.

We would like to review some of the reasons why some parents can't become leaders. (AS THE REASONS ARE LISTED THE LEADERS SHOULD TAKE ONE STEP FORWARD AND ONE STEP BACK IF THEY HAVE SINCE THEY BECAME A LEADER EFFECTED THEM).

I work. I work days. I work nights. My spouse and I work. I travel in my work. I give a lot of time to my church, the PTA, and other community programs. I have other children at home. I run my own business. I have a new Baby. My schedule constantly changes. I don't have any scouting experience. I can make all of the weekly meetings. I know nothing about or I don't like camping or outdoor activities. I don't have the room to hold den meeting. I can't work with a lot of boys. I can only give certain nights or times of the week to scouting. I can commit to a continuing role. I am to busy.

As you can see our leaders could have used the same excuses they, however, looked beyond these reasons not to get involved and saw the importance of joining along with their child, the development of this child and the value of the scouting experience to their son, and the other boys in the community.

Finally, we would like to give you a peak at the future of Pack without the continued support of dedicated committed parents. (WHEN THE GRADE OF THE LEADERS OLDEST SCOUT IS CALLED, THE LEADER SHOULD RETURN TO THEIR SEATS. THE REMAINING LEADERS SHOULD CLOSE RANKS)

Will the leaders who have scouts in the fifth grade please return to their seats.

Will the leaders who have scouts in the fourth grade please return to their seats.

Will the leaders who have scouts in the third grade please return to their seats.

Will the leaders who have scouts in the second grade please return to their seats.

(BY THIS TIME THERE SHOULD ONLY THE NARRATOR IN FRONT OF THE PACK) THE NARRATOR END THE PRESENTATION BY READING THE FOLLOWING.

Ann Landers once wrote the following in response to a parent who asked "What we can do about guiding our children and acting as role models." What a terrific letter...the name of the game is involvement. Parents who love their children will find the time

and energy to get involved, and it will be the best investment they will ever make. Trust me."

In conclusion I would like to mention that my son is in the fifth grade and next year will be a Boy scout, therefore, this is my last year and this is what the future of the pack will look like. (NARRATOR WALKS OFF AND SITS DOWN AFTER A FEW MINUTES A CUB SCOUT WILL STAND UP AND READ "A DEN LEADERS PRAYER" AND THEN ASK THE PARENTS TO SEE THE CUBMASTER IF THEY WISH TO BE A PART OF SCOUTING. THE SCOUT THEN ASKS THE CUBMASTER TO COME BACK TO THE FRONT OF THE PACK. THE CUBMASTER THEN EITHER CONTINUES OR ENDS THE MEETING).

Recruiting Leaders

The first responsibility of the pack committee is to recruit the best person available for Cubmaster and provide this person with one or more assistants. In the case of an existing pack where there is a functioning Cubmaster, the committee will simply want to create and maintain a close working relationship with the Cubmaster and assistants.

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

Scouts deserve the best program possible and they will get it from qualified and enthusiastic leaders. Leaders should be selected because of their qualifications and not recruited because no one else would do the job.

When recruiting leaders, don't limit your search to parents of boys in the pack. Many times a former leader or a member of the National Eagle Scout Association is willing to help. Grandparents or other relatives make good leaders, too. There are many Cub Scout leaders who don't even have sons. There are senior citizens and retired persons who would be glad to help. Consider all possibilities.

Once new leaders have been recruited, do not leave them high and dry. Actively help get them started. The Fast Start Videos (available from the district training team or the Scout Service Center) are excellent materials. So You're a New Cubmaster, A New Webelos Den Leader, and A Pack Committee Member are pamphlets available to help in recruiting.

And remember the chartered organization has a responsibility to help provide leadership for the pack.

If you have difficulty in recruiting adequate adult leaders, seek help from your chartered organization, Scouting coordinator, or Unit Commissioner.

Within My Power

I am not a Very Important Person, as importance is commonly rated. I do not have great wealth, control a big business, or occupy a position of great honour or authority. Yet I may some day mould destiny. For it is within my power to become the most important man in the world in the life of a boy. And every boy is a potential atom bomb in human history.

A humble citizen like myself might have been the Scoutmaster of a Troop in which an undersized, unhappy Austrian lad by the name of Adolph might have found a joyous boyhood, full of the ideas of brotherhood, goodwill, and kindness. And the world would have been different.

A humble citizen like myself might have been the organiser of a Scout Troop in which a Russian boy called Joe might have learned the lessons of democratic co-operation.

These men would never have known that they had averted world tragedy, yet actually they would have been among the most important men who ever lived.

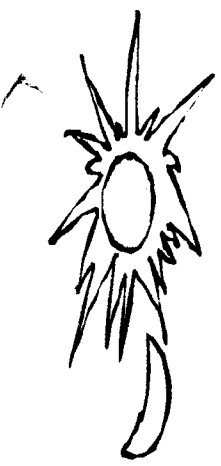
All about me are boys. They are the makers of history, the builders of tomorrow. If I can have some part in guiding them up the trail of Scouting, on to the high road of noble character and constructive citizenship, I may prove to be the most important man in their lives, the most important man in my community.

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a boy.

Forest Witcraft.



Exploring The World



HIKES, TRAILS, CONSERVATION, BOATING, CAMPING, FISHING

Atsion State Park (609) 561-0024
1767 ironmaking community
Camping, boating, fishing, swimming

Barnegat Lighthouse State Park (609) 494-9196
Barnegat Light

Bass River State Forest, New Gretna (609) 296-1114
18,000 acres in the Pine Barrens
Absegami Lake; camping facilities

Batsto Nature Trail, Hammonton (609) 561-3262

Belleplaine State Forest, Woodbine (609) 861-2404

Cape May Point State Park (609) 884-2159

Delaware Water Gap National Recreation Area (201) 496-4458

Edwin B. Forsythe National Wildlife (609) 652-1665
Refuge, Brigantine Division
Over 22,000 acres of coastal wetlands
Auto tours and trails

Gateway National Recreation Area, Sandy Hook (908) 872-0115

Great Swamp National Wildlife Refuge
Preserves a natural marshland near Morristown
Outdoor Education Center, Bernardsville (201) 635-6629
Nature library, displays of local wildlife,
nature trails

High Point State Park, Sussex (201) 875-4800
Highest point in the state; from the
observation tower, see three states-
New Jersey, New York, Pennsylvania

Island Beach State Park, Seaside Park (201) 793-0506
Aeolium Nature Center
Dunes, beaches, swimming, fishing,
birdwatching

Lebanon State Forest, New Lisbon (609) 726-1191
30,000 acres in the Pine Barrens
Roads and hiking trails
Cabins, campsites, bathing beach

Oystershell Road National Historic Trail (609) 261-5850
Burlington County Council, B.S.A.

Palisades Interstate Park, Alpine 2,500 acres with scenic views and roads, picnicing, boat launches, hiking, nature sanctuary, historic museum	(201) 768-1360
Parvin State Park, Elmer	(609) 358-8616
P.A.W.S. Farm Nature Center Hainesport-Mt. Laurel Road, Mt. Laurel	(609) 778-8795
Penn State Forest, Chatsworth Over 3,000 acres- trails for hiking or horseback riding, small boat launch, fishing, picnicing	(609) 296-1114
Pinelands National Reserve More than 1,000,000 acres of marshland, bogs, and dwarfed pine trees in the Pine Barrens	
Rancocas State Park, Mount Holly 1,200 acres undeveloped	(609) 726-1191
Rancocas Nature Center Trails, birdwathcing, and museum	(609) 261-2495
Wetlands Institute, Stone Harbor 60,000 acres protected wetlands Laboratories and educational exhibits Marsh trails	(609) 368-1211
Wharton State Forest, Batsto 111,000 acres; natural areas, wide range of recreational activities, camping sites	(609) 561-0024

Many local, community parks offer opportunities for nature study and outdoor recreation.

For more information about state parks and forests:

Department of Environmental Protection
Division of Park and Forestry
CN 404
Trenton, NJ 08625 (609) 292-2797

WILDLIFE, ZOOS, REFUGES

Cohanzick Zoo, Bridgeton 1,000 acres; animals from all over the world	(609) 455-3230
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Clinton Wildlife Management, Clinton	(908) 735-8793
New Jersey State Aquarium, Camden	(609) 365-3300
P.A.W.S. Farm, Mount Laurel	(609) 778-8795
Pequest Trout Hatchery, Oxford Natural Resources Education Center	(201) 637-4125
Philadelphia Zoological Society	(215) 243-5224
Popcorn Park Zoo, Forked River Shelter operated by associated Humane Societies for Abandoned and Mistreated Animals	(609) 693-1900
Sea Life Museum Marine Mammal Stranding Center Brigantine Research and rehabilitation facility Musuem and educational exhibits	(609) 266-0538
Space Farms Zoo and Museum, Beemerville	(201) 875-5800
Stone Harbor Bird Sanctuary Nationally recognized nesting ground for American egrets	(609) 368-5102
Turtle Back Zoo, West Orange	(201) 731-5800

MUSEUMS

Academy of Natural Sciences Museum Philadelphia Prehistoric animal exhibits and hands-on children's nature museum	(215) 299-1000
Atlantic City Art Center, Atlantic City Monthly series of art exhibitions and juried shows; historical museum	(609)347-5844
Atlantic County Historic Museum, Somers Pt.	(201) 929-5218
Aviation Hall of Fame and Museum of New Jersey, Teterboro Tower-top museum with collection of aviation equipment, motion pictures, photographs and documents	(201) 288-6344
Barnegat Light Museum, Barnegat Light	(609) 494-8578

Bergen Museum of Art & Science, Paramus Features two mastodons discovered locally, Indian artifacts, Nature displays, art exhibits	(201) 265-1248
Burlington County Historic Prison Museum National landmark in Mount Holly	(609) 265-5828
Camden County Historical Society Museum Artifacts of Southern NJ, Camden	(609) 964-3333
Cape May Historical Museum, Cape May Courthouse Glass, china, furniture, whaling instruments	(609) 465-3535
Cumberland County Historical Society, Greenwich Contains Indian artifacts and Civil War objects	(609) 455-4055
Discovery Seashell Museum, Ocean City World-wide collection of shells/corals and local sea life	(609) 398-2316
Franklin Institute Science Museum and Planetarium, Philadelphia, PA 3-D science exhibits include a giant walk-through heart; Fels Planetarium	(215) 448-1200
Franklin Mineral Museum, Franklin NJ and world minerals on display Mine replica	(201) 827-3481
Gloucester County Historical Society Museum 16 rooms of memorabilia	(609) 845-7881
Liberty Science Center, Jersey City Over 250 interactive exhibits and the world's largest OMNIMAX theater	(201) 200-1000
New Jersey Children's Museum, Paramus More than 40 hands-on exhibits for children under the age of eight	(201) 262-5151
New Jersey Naval Museum, Hackensack Explore the WWII submarine, USS Ling and museum	(201) 342-3268
New Jersey State Museum, Trenton Fine arts, dinosaurs, planetarium, native American Indian artifacts, cultural history	(609) 292-6308

New Jersey State Police Museum and Learning Center, West Trenton Exhibits, history of NJSP, Lindberg kidnapping case	(609) 882-2000
"New" Newark Museum, Newark 66 galleries of ancient and modern art, planetarium, education center, mini-zoo	(201) 596-6550
Ocean County Historical Museum, Toms River Victorian house and research center	(908) 341-1880
Old Barracks Museum, Trenton Revolutionary War barracks where Hessians were surprised by Washington's Christmas 1776 attack	(609) 396-1776
Philadelphia Maritime Museum "The Sea Around Us" exhibits focus on civilization and the sea.	(215) 925-5439
Philadelphia Museum of Art America's third largest museum features paintings, sculpture, furniture, armor, etc.	(215) 763-8100
Please Touch Museum for Children, Philadelphia Hands-on science, art and culture exhibits mix learning and play for under-eight-year-olds.	(215) 963-0666
Rodin Museum, Philadelphia Largest collection of Rodin sculpture and drawings outside of Paris	(215) 787-5476
Salem County Historical Society, Salem Alexander Grant House; furniture, textiles, glass, tools	(609) 935-5004
Space Farms Museum, Sussex Early Americana, antique cars, farm equipment, dolls	(201) 875-5800
Sterling Hill Mining Museum, Ogdensburg Underground mine tour, educational displays, historic buildings	(201) 209-7212
Trailside Nature and Science Center Mountainside- natural science museum, live reptiles, planetarium	(908) 789-3670
U.S. Mint, Philadelphia Coinage operation at the world's largest mint visible from glass-enclosed gallery	(215) 597-7350

HISTORICAL/ RESTORED VILLAGES

Allaire State Park, Farmingdale (201) 938-2371
Restored village with blacksmith shop
Pine Creek Railroad

Batsto Historic Village, Batsto (609) 561-3262
State's largest restored village
Traditional crafts still practiced
Visitor Center/Mansion (609) 561-0024

C.A. Nothnagle Log House, Gibbstown (609) 423-0916
Built in the mid-1600's, this is the
oldest log cabin still standing in
North America

Cape May Point Lighthouse, Cape May (609) 884-8656
Built in 1859, climb 199 spiral steps
for panoramic view of the Jersey shore

Cold Spring Village, Cold Spring (609) 898-2300
19th century Southern New Jersey farm
village, general store, museum, craft shops

Cooper Mill, Chester (201) 879-5463
Functioning gristmill, built in 1826

Edison National Historic Site, West Orange (201) 736-0550
Thomas Edison's famed "invention factory,"
first motion picture studio, and Edison's
home, Glenmont

Gardner's Basin, Atlantic City (609) 348-2880
Turn-of-the century maritime village
with waterfront park, historic vessels,
aquarium, museum

Greenwich (609) 455-4055
Site of the tea-burning party that took
place as a prelude to the American Revol-
ution; 18th century buildings; walking tours

SPORTS

Atco Raceway Funny cars, jet dragsters, pro-stocks, sand drags, motocross, thrill shows	(609) 768-0900
Cowtown Rodeo, Sharptown Oldest rodeo on the east coast	(609) 769-3200
Meadowlands Complex, East Rutherford Byrne Arena- Devils Nets Giants Stadium-Giants Jets	(201) 935-8500 (201) 935-3900 (201) 507-8900 (201) 935-3900 or 935-8222 (201) 935-3900 or (516) 538-7200
Spectrum, Philadelphia, PA Flyers Sixers	(215) 755-9700 (215) 339-7676
Veterans Stadium, Philadelphia, PA Eagles Phillies	(215) 463-1000 (215) 463-5500 (215) 463-5000
Waterfront Park, Trenton Trenton Thunder Baseball	(609) 394-TEAM

AMUSEMENT PARKS, RIDES

Action Park, Vernon Theme park, Alpine slides, race cars, tidal pool, scenic sky ride, Colorado River Ride, children's section	(201) 827-2000
Black River & Western Railroad, Ringoes Antique steam and gas, electric trains travel from Flemington to Ringoes, and also to Lambertville on Sundays	(201) 782-9600
Bowcraft Amusement Park, Scotch Plains Family rides and attractions, miniature golf, super video arcade	(201) 233-0675
Clementon Amusement Park	(609) 783-0263
Keanesburg Amusement Park, Keanesburg	(201) 495-1400

Land of Make Believe, Hope Over 30 acres of fantasy	(201) 459-5100
Medieval Times Dinner & Tournament, Lyndhurst Authentic four-course medieval-style banquet; knights on horseback compete in daring feats of skill and jousting; 1200-seat indoor arena	(201) 933-2220 1-800-828-2945
Sesame Place, Langhorne, PA	
Six Flags Great Adventure, Jackson Theme park with rides; drive-through safari park	(201) 928-2000
Storybook Land, Cardiff Over 50 buildings and displays depicting famous children's stories, rides, play- ground, picnic area and petting zoo	(609)641-7847