

SURFS UP



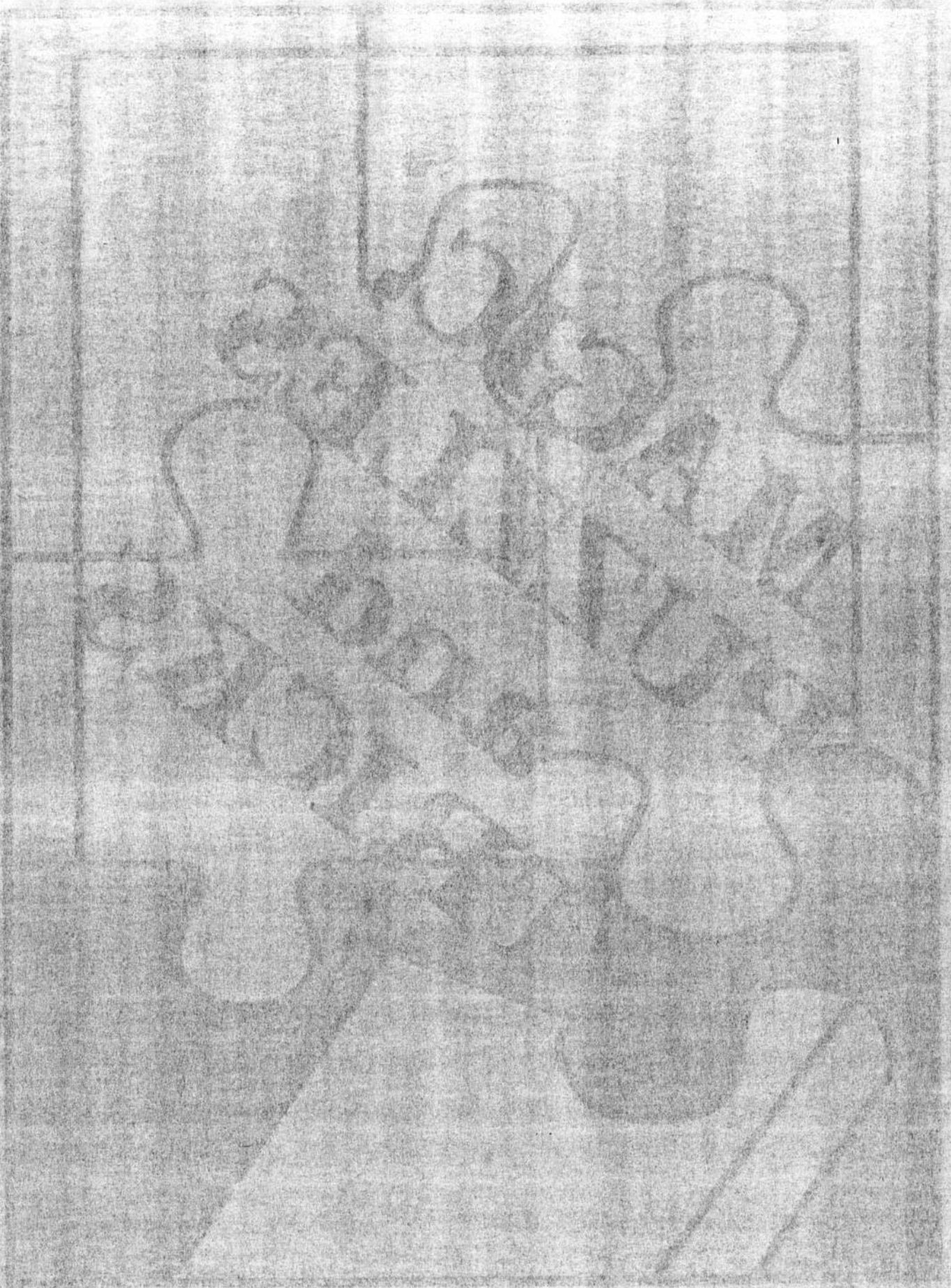
WITH SCOUTING

TABLE OF CONTENTS

Magic, Puzzles, and Tricks	1
How to Use a Den Chief	7
Shell Crafts	14
Leather craft	20
Puppets	33
Flag Etiquette	41
Tie Slides	47
Sports and Academics Programs	57
Games	61
Uniforming	67
Knots	69
Special Needs Scouts & Disabilities Awareness	73
Adults in the Pack	93
Using Program Helps	99
Tiger Cub Program	103
Sand Art	109
Songs	115
Arrow of Light & Webelos Transition	123
Cooking (Indoors and Outdoors)	127
Holiday Crafts	133



**MAGIC
PUZZLES
and
TRICKS**



Is it a trick or is it magic? You decide. Most magic involves “tricking” the audience. Since it would be very difficult to determine which items should be listed as tricks and which should be magic, these have been combined into one section for you. You be the judge. Is it a trick or is it truly magic?

BE A MAGICIAN!

There are four things that will help you do your tricks well and earn you the name “Magician”:

Preparation
Surprise
Misdirection
Presentation

Preparation: Some tricks appear to be done right “on the spot” with no “getting ready” at all. Most magic tricks really do require a little bit of advanced work. You might have to hide a coin or fold a paper in a certain way. Use your “get ready” time wisely. Make sure that everything is ready before you begin your trick.

Surprise: Surprise your audience with your tricks by doing them, not by telling them what you are going to do. A good trick is like a joke; it should take you by surprise. Also if a trick goes a little wrong, you may still be able to cover the mistake. You can’t make it work if you have already told your audience what was supposed to happen, and then it doesn’t work. If your trick still doesn’t work, just laugh it off and go on to a different trick.

Misdirection: Almost every trick needs this magic secret. All it means is that you cause your audience to look or think “here”, while you are doing something “there”. You will get them to watch one hand, while you are doing something with the other. In performing on stage, do everything more flamboyantly than you ordinarily would.

Presentation: A good magician can be anyone. Just be yourself, keep your show simple, and you’ll surprise them all. Relax. Your own reactions to what you do will create marvelous reactions in your audience too. Frankly, you have to *over react* to get your audience to react. If you complete a trick and have no reaction, your audience will probably not react either. If you complete even the simplest trick, take a step back, throw your arms open wide with surprise, and open your mouth to gasp, your audience will break into applause for you. Have fun!

Being a magician takes practice. Practice in private so nobody can see how you are doing your tricks. Once you think you’ve gotten it, go show your trick to your friends.

Magic is all about secrets. How the trick works is your secret. If you are going to be a good magician, you must be good at keeping the secret. (We’ll tell you the secrets of our tricks so that you can “Be a Magician”.)

(Paraphrased from an article by Shari Lewis)

PUTTING ON YOUR MAGIC SHOW

You can have a magic show with as many magicians as you want. By taking turns, with each magician doing no more than two tricks at a time, your audience will stay alert as each new performer comes on stage.

Even if you have a stage manager who is helping everyone, each magician should be responsible for his own tricks. This is the best way to make sure that every prop is where you want it, when you want it.

It’s better to practice a few tricks and have them down very well than to do a lot of tricks and goof some of them up. Concentrate on those tricks that you do best rather than the ones that you are just learning.

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Don't worry about somebody in the audience jumping up and yelling, "Hey, I know how you did that." Most audiences are too polite to let people in on the secret even if they know it (or think they know it).

If you do get a heckler from the audience who shouts, "I know how you did that," just say, "Isn't that amazing. I know how I did that too," and go on with your next trick.

NINE CARD TRICK

1. Put any nine playing cards in a stack, face down (excluding the jokers). Use only these nine cards for the remainder of the trick.
2. Look at the third card. Put stack back together as it was in step 1. Pick up stack.
3. Spell the name of the third card, dealing a card face down into the stack on the table for each letter. For example, if the card is the ten of spades, deal the top card to the table and say "T". Put the second card on top of that and say "E" and then put the third card on the top of that and say "N".
4. Reform the deck by placing the remaining cards in your hand on top of the stack on the table and picking all nine cards up again.
5. Spell the second word, "OF", the same way and reform the pack.
6. Spell the final word ("Spades" from our example), and again reform the pack.
7. Spell M A G I C, using the same method.
8. Look at the top card (the last one dealt). If you have followed the directions, it's the same card you spelled.

Amazingly, this trick works with any card, regardless of how many letters are required to spell out the card's name.

WHERE ARE YOU?

Ask for a volunteer to assist you with this trick. The volunteer can not answer these questions out loud.

1. Think of any number from one to ten.
2. Multiply that number by nine.
3. If there is more than one digit in your result, add them together so that you have just one number.
4. Subtract 5 from the total.
5. Imagine that numbers represent letters in the alphabet, so that one is A, two is B, three is C, four is D, etc. Think of the letter that would go with the number you arrived at.
6. Now imagine you're in Europe, and think of a country that begins with the letter you are thinking of.
7. Whichever country you've chosen, think of the second letter in the name of the country. Now think of any animal that begins with that letter -- not a fish or bird, but an animal, and make it exotic.
8. Now think of the color the animal would actually be if you saw it in the wild. If it's an animal that has two colors, like a tiger or a zebra, choose either of the colors. Now picture yourself sitting on the animal.
9. I'll peer through your forehead into your brain, amid all the neurons to just the right synapse. Ah, I have it! You're riding a gray elephant in Denmark!

QUARTER THROUGH A HOLE

Bet you can pass a quarter through a hole the size of a dime without ripping the paper. To do this, cut a hole the size of a dime in the center of a piece of paper. Try to slip a quarter through the hole without tearing the paper. Won't fit? It will if you fold the paper in half; place the quarter in the fold; and bend the paper upward as you grip it at the outer edges of the crease. With a little manipulation the quarter will slip right through the dime-size hole.

RUBBER BAND RELEASE

Here is another stunt which the magician is able to perform quite easily yet no one else is able to duplicate.

EFFECT

The magician displays an ordinary rubber band, twirling it between the first fingers of each hand. He then proceeds to touch the tips of his right thumb and first finger to the tips of his left thumb and first finger. Even though the tips of the performer's fingers remain touching, the rubber band instantly drops to the table. Yet, when the spectator tries to duplicate the stunt, the rubber band remains trapped between his thumbs and forefingers. No matter how many times the magician repeats the feat, no one else is able to perform it.

METHOD

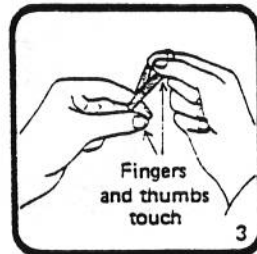
(1) Begin by displaying the rubber band looped over the tips of your two first fingers as shown.



(2) Then rotate your fingers around each other as shown by the arrows — always keeping the rubber band lightly stretched between your fingers.



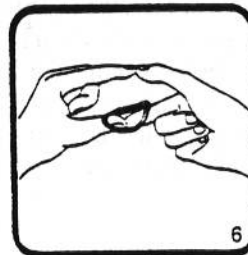
(3) Stop twirling the band and move both thumbs so that they touch the tips of the first fingers of the same hand. The band is now held between both hands as shown.



(4) HERE IS THE KEY MOVE. Rotate both hands a quarter turn in opposite directions so that you are able to touch the tip of your left first finger to your right thumb and the tip of your right first finger to your left thumb as shown. As you do this, continue to hold the tips of the fingers of each hand together as shown in Step 3.



(5) NOTE: This quarter turn move, as you continue to hold the band between your fingers, is the whole secret of the mystery. Later, when the spectator tries to duplicate your moves, he will neglect to hold the finger and thumb of each hand together and to execute the quarter turn. He will probably just touch both thumbs together and both first fingers together instead. Or, even if he touches the first fingers of each hand with the thumbs of the other hand, the trick is still impossible unless he holds the band in place as shown in Step 4.



(6) To release the band, spread your thumbs and first fingers apart as shown. (7) The band will drop free to the table.

(8) This very puzzling stunt is quite difficult to figure out without being shown the proper procedure. Give the band to a spectator and encourage him to attempt to duplicate your moves. He will most surely be unable to do so as he will fail to touch the proper fingers together and make the correct moves in order to release the band from his fingers.

COMMENTS AND SUGGESTIONS

Experiment with the rubber band until you fully understand the *release positions* of the fingers. When you can perform the routine smoothly and without hesitation, you will be ready to present the stunt. This deceptive little maneuver will cause a stir among your friends and keep them busy for some time.

ROLLING UPHILL

Can something roll up a hill? With this trick, it sure can. You will need: a cylindrical box about 6 to 8 inches in diameter, with a lid that makes a smooth, flat rim, so that the closed box will roll like a wheel (try an oatmeal box), a marble or large coin, a piece of tape, a book about 3 inches thick, and a thinner book or a board 8 to 9 inches long to use as a ramp.

Preparation: Take the top off the box and tape the marble to the inside (see figure 1). Before closing the box, make a small mark with a pencil on the outside of the box, exactly where the marble is. Place the thicker book on the table. Then place the other book or board against it to make a gentle slope, or inclined plane.

Start a discussion with your audience, "Naturally, in accordance with the law of gravity, a wheel like this box will roll down this little hill". Place the box at the top of the inclined plane with the pencil mark and the marble a little on the "down" side of the box. (If the round box was a clock face, the marble inside would be at about 1 o'clock--facing you.) Let it go, catching it at the bottom of the ramp.

"Of course, if you put the wheel at the bottom, it will stay there -- or will it?" Put the box at the bottom of the ramp as you say this, with the mark (and marble) a little on the "up" side (see figure 2). (This time, if the box was a clock face, the marble would be at about 11 o'clock.) When you let go, the box will roll uphill, where your other hand will catch it.

Do this once more, first downhill, then uphill. Remember, don't let your audience examine the box. But you can open the cover and show them the "empty" inside before you begin the rolling. Just cup your fingers loosely over the marble inside! You may want to play around with boxes of different diameters, marbles or coins of different sizes, and different ramps until you get the effect you like best.

Figure 1

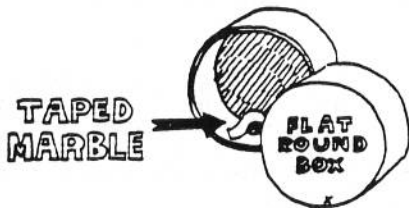
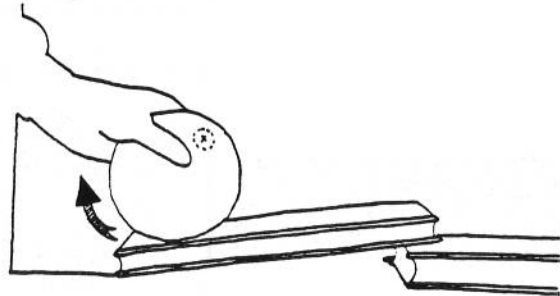


Figure 2



GRAB BAG GRABBER

I bet you can push a plastic bag into a jar so no one can pull it out! Put a plastic bag inside a jar with a wide mouth (big enough to put your hand into). Make an airtight seal by putting a rubber band over the bag. If the jar has screw ridges, place the rubber band below the ridges. Now try to pull the plastic bag out of the jar.

The grabber here is air pressure. To pull the bag out of the jar you would have to create a vacuum inside the jar. Human hands are just not strong enough to create this pressure. Nor is the bag strong enough to resist the force needed to pull it from the inside of the jar without tearing.

CLAIRVOYANCE WITH CARDS

Take 8 cards from a deck as follows: Ace, 2, 3, 4, 5, 6, 7, 8. Tell the audience that one of your friends is gifted with clairvoyance. Your friend goes out of the room. While he is gone, the audience picks a card and places it in an envelope. Your friend is called back and handed the envelope. He feels it and announces what number it is.

The trick: you and your friend assign a number to each of the members of the audience. You both have to memorize these numbers. If a three is chosen, you put it into the envelope and hand it to the person you assigned number 3 to. Your friend knows the number of the card depending on who hands him the envelope.

THE RING THROUGH THE STRING

The trick is to take a ring off of a string while the ends of the string are being held. For a ring, use a white candy mint - the kind with a hole in the middle. You thread this on a string and someone holds both ends tight. Throw a handkerchief over the string. Putting your hands under the cloth, you say a few magic words. You pull away the handkerchief. The candy ring is lying on your hand. Anyone can look at the mint and the string, and won't find anything wrong!

The secret is that you have two rings. Beforehand, carefully snap one of the rings into two pieces. If it doesn't break cleanly into two pieces without loose crumbs, eat it and try again. When you have a cleanly broken one, wet the broken edges and hold it together until it dries. If the crack shows, rub some powdered sugar over it. Put this broken and then mended candy mint back in the pack. Have a handkerchief in your pocket with another unbroken mint.

Borrow the string if you can (it makes for good theater), but be sure to have one in case you can't borrow any. Take out the pack of candy, pry the broken mint off the top, and thread the string through it. Ask two different people to hold the ends of the string. Reach into your pocket and put the extra candy ring in your hand. Bring out the handkerchief in the same hand. Spread the handkerchief over the mint on the string, keeping your hand closed around the extra candy. Reach under the handkerchief with both hands. Snap the already broken mint in two. Be sure not to drop one of the pieces. Close your hand around them. Open your other hand with the whole mint ring on the palm. Say something like "Abracadabra". Bring out the hand that has the broken mint and use that hand to lift off the handkerchief. Stuff the handkerchief into your pocket while everyone is looking at the whole mint in your other hand. Push the pieces of broken candy down past the handkerchief deep into your pocket. Then if anyone wants to look at the handkerchief, you won't spill the pieces when you pull it out.

The reason you break the candy mint ahead of time is so that it won't crack noisily when you break it during the trick.

THE PREDICTED TOTAL

Give your friend a prediction on a piece of paper. He puts this in his pocket where you can't touch it. Then you ask him to write down any three-figure number - such as 981. Then he is to write it down backwards right underneath his first number - 189. Now he is to subtract the smaller number from the larger. If the second, reversed number is larger than the one he started with, he has to subtract the first number from the second.

Last, he is to reverse this answer and add it to the answer of the subtraction. Taking the number we used as a sample, it would go like this:

$$\begin{array}{r} 981 \text{ (any three-figure number)} \\ -189 \text{ (reversed)} \\ \hline 792 \text{ (smaller subtracted from larger)} \\ +297 \text{ (answer reversed)} \\ \hline 1089 \text{ (added)} \end{array}$$

If the third number (792 above) has only two figures, a zero must be added at the left to make it three figures. For instance: Starting with 122; reversed is 221; smaller from larger is 099, not 99; reversed, 990; added, 1089. The answer is always 1089! Have your friend take the paper out of his pocket and read it. You will never be wrong if you put 1089 on the paper!

THE MAGIC NUMBER

This wonderful trick seems to prove you are a lightning calculator. Really, there's nothing to it. Ask a friend to write down the number 12345679. (Notice that the number 8 is missing.) Now ask him to choose any number from 1 to 9. You will tell him a number that, when multiplied by 12345679, will give an answer with nothing but his chosen number in it!

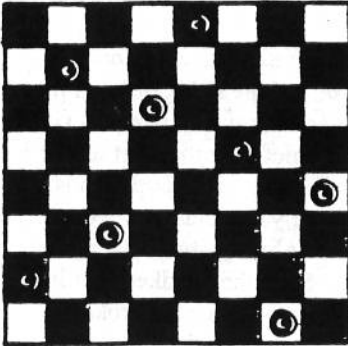
Suppose he says "9". You tell him 81. 81 times 12345679 gives "999999999"! The secret is very simple: just multiply his chosen number by 9. Try this with different numbers. They all work!

CHECKERBOARD PUZZLE

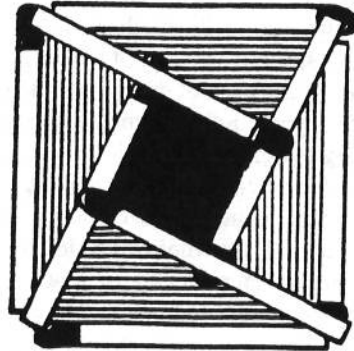
Place eight checkers on a checkerboard so that each checker is in a different square. No two checkers can be in the same horizontal line. No two checkers can be in the same diagonal line.

The formula is 5, 2, 4, 6, 8, 3, 1, 7. The first number (5) stands for the fifth square in the top line; the 2 stands for the second square on the next line, etc. See illustration below.

Checkerboard Puzzle



Tricky Triangles



TRICKY TRIANGLES

The challenge is to form 2 squares and 4 triangles with 8 match sticks. See illustration above for solution.

FIND THE RIGHT NUMBER

Ask a friend to pick out a number from 1 to 30, but not to tell what the number is. Then have him tell you what column or columns his number appears in. He must tell you all columns or this trick will not work.

Solution: Add the top figures at the head of the columns in which his selection appears. Suppose his number appears in column A, D, and E. You would add 2, 8, and 4. The answer would be 14.

Right Number Trick

A	B	C	D	E
2	1	16	8	4
27	25	24	9	23
14	17	28	30	20
15	11	17	10	7
18	9	30	27	12
10	21	21	14	15
22	3	18	26	6
7	29	22	28	30
19	19	23	13	5
26	7	19	11	21
23	15	26	29	14
6	5	27	24	22
3	23	25	12	13
11	13	20	18	29
30	27	29	25	28

Perfect Balance



PERFECT BALANCE

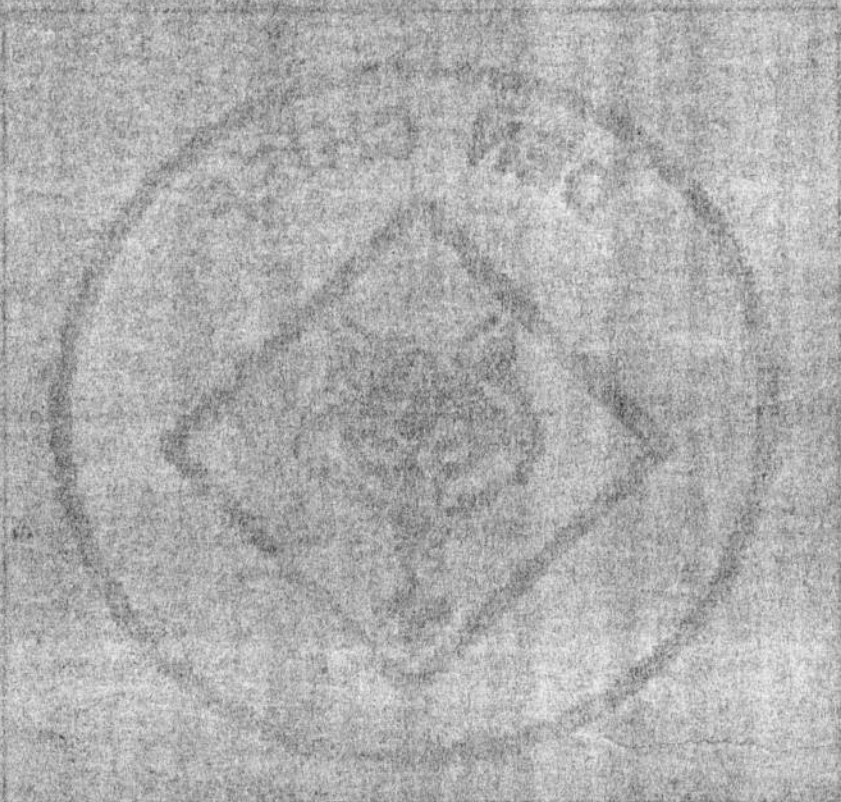
You can balance a glass on the edge of a plate!. Hold the plate in your right hand. Take a glass and place it on the rim of the plate. The glass appears balance on the edge. The trick is that your right thumb is extended upwards, holding the glass in place (see illustration above).

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HOW TO USE A



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MY DEN CHIEF AND I

My heart sank at the sight of him,
With his slim form, khaki clad;
It's true he had a pleasing smile --
He just couldn't be TOO bad.

But I'd pictured broader shoulders --
A big chest with badges dressed;
Here was another "little boy".
Not much older than the rest!

We'd talked about plans for the den,
The ideas were all mine;
"I wanted this -- and I'd have that --"
And he'd say, "Yes, that's fine."

Now one day I was feeling low,
I disliked everyone;
Especially active noisy boys,
Who would shout, laugh, and run.

I was going to send them home
When my Den Chief stepped up to say,
"If it's all right, I'll take over."
Weakly, I agreed, "O.K."

While one group played a game of ball,
He taught knots to another,
I sat entranced and gradually
I saw him as a "Big Brother".

I'd been the one at fault, not he --
I'd pushed instead of guided.
And all my Den Chief's talents,
I'd succeeded well in hiding.

At long last we'd become partners,
Through fair and stormy weather;
My slim, young, smiling Den Chief and I
have learned to work together.

INTRODUCTION

Hello, my name is Patricia Kenyon (phone 825/385-5592). I have been in Scouting for 10 years. I am on Basic Training Staff, Den Chief Training Staff, and the Unit Commissioner Staff. I have been trained within the Scouting program for all positions I hold. With regard to this training, I have been on Den Chief Training Staff for 5 years, two of which I have been the course director. I have also taught computer to Junior High School students for 2 years.

Information has been gathered from many people, Scouting resources, and books written for teachers working with Junior High students. Experience has also played a large part in the information I share with you. I do not take complete credit for all information, however, I did create this report.

PURPOSE OF THIS TRAINING

- To help teach you how to understand what a Den chief is and how to work with one in your den.
- To be aware of development in SELF-RESPECT, PROGRAM, and PURPOSE. (Purpose: to help others grow into leadership.)

WHAT IS A DEN CHIEF AND WHERE DO I GET ONE?

The Den Chief is a Boy Scout (or Explorer) selected by the Scoutmaster (or Explorer Advisor) in cooperation with the Cubmaster. HE MAY BE OF ANY RANK OR AGE, HOWEVER, HE CAN BE OF THE GREATEST HELP WHEN HE HAS COME UP THROUGH THE CUB SCOUT PROGRAM. An older Scout, at least First Class, is ideal. It is desirable that the Webelos Den Chief is an older Scout. Because of his close association with den members, he can encourage them to advance in Cub Scout achievements and live up to the Cub Scout ideals in their everyday lives.

It should be understood by the Scout, and his pack and troop leaders as well, that service as a Den Chief, although an important responsibility, will not be so demanding on his time and interests as to interfere with this patrol and troop activities. Den meetings are usually scheduled at a time that will not interfere with troop activities. REMEMBER THE PRESSURE HE HAS AT SCHOOL AS WELL.

The Den Chief of a Cub Scout Den is a member of a leadership team that includes the Den Leader and Assistant Den Leader. In a Webelos Den, the team consists of the Den Chief and the Webelos Leaders.

The Den Chief acts as activities assistant to the adult Den Leaders. This means that he is expected to lead games and songs, help with crafts or skills, and conduct ceremonies. He is helped by the Denner and Assistant Denner. He should show by his example what leadership means.

It isn't just an accident that in Cub Scouts we use Boy Scouts as Den Chiefs. In fact, it is one of the soundest things about the Cub Scout Program. You see, the Den Chief is already what ever Cub Scout would like to be -- a Boy Scout. So far as Cub Scouts are concerned, Boys Scouts are "tops". As a Scout, the Den Chief is a person whom these young Cub Scouts would like to follow most. That makes him a natural leader for them. By directing this natural leader, and directing him wisely, we influence the Den of boys under this "Chief".

A CUBMASTER SHOULD DISCUSS WITH THE DEN CHIEF

- Relationships: How the Den Chief works with the adult Den Leaders.
- Discipline: How the Den Chief can help the Den Leaders maintain discipline through leading, not pushing.
- Boy Nature: How the viewpoint of an eight year old differs from that of a twelve year old.
- Patience: Needed in dealing with Cub Scouts.
- Skills: How to lead songs, games, yells, and other activities.

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RECOGNITION

Recognition of a job well done is important in the steps of respect from your Den Chief to you and the Cub Scouts to your Den Chief.

- Shoulder cords: Presented in front of the troop.
- Certificates: The pack may use the Den Chief's Appreciation Certificate as a recognition.

RESOURCES

Den Chief Handbook
Cub Scout Leader Book
Junior Leader Handbook
Staging Den and Pack Ceremonies
How to Work With Your Jr. High Students

WHAT MAKES A GOOD TEACHER? (Junior High students answered this question.)

- Nice, kind, helpful, etc.
- Strict, firm, in control.
- Interesting, knows the subject or project.
- Makes learning fun, relates to a story or event.
- Patient.
- Not overly demanding.
- Has reviewed, with thought and practice, what is taught.
- Is fair, has no pet students.
- Is understanding, by listening and trying to hear what the student is saying.
- Gives enough freedom to enjoy, but has control of class.
- Understands the different needs of each student.

If you, as a Leader, or your Den Chief is too strict, the trust to carry on conversations will never develop. Remember we all want to share ideas. KISMIF (KEEP IT SIMPLE! MAKE IT FUN!)

EXAMPLE IS THE BEST TEACHER

Start your Den Chief out right, get him to a Council or District training event for his purpose (Den Chief Training). Teach a Den Chief that if he follows the TWELVE POINTS IN THE SCOUT LAW, he will receive the respect due to him and will teach the Cub Scouts a very important way of learning.

WHAT MAKES A POOR TEACHER? (Junior High students answered this question.)

A poor teacher is often disliked. This could be you or your Den Chief.

- Talks too much, kids want to ask questions.
- Scolds kids in front of their peers
- Acts like he has never made a mistake, or holds a grudge.
- Compares a kid with someone else or puts him down.
- Kids want to have a chance to help choose some of their activities.
- Teachers lose respect when they act better than those they are trying to help.
- When a teacher doesn't understand that a kid is trying to be serious. The kids might not see something the same way that the teachers do.
- Teacher tells stories behind the students' backs.

WHAT TO DO WITH A DEN CHIEF NOW THAT YOU HAVE ONE?

There are many things that could be listed here. No doubt you can think of others that are not listed.

- Use him. Include him in your planning sessions. Assign him specific responsibilities for den and pack meetings.
- Let him know what you want, but let him use his own resourcefulness.
- Give him responsibility and authority according to his position. He will show you how well he can handle it.
- As the Den Leader, you take the lead, but remember that your Den Chief is part of a leadership team. Treat him as a team member.
- Your Den Chief should think, talk, and act as a Boy Scout in order to set a good example. He should not lead the Cub Scouts in Boy Scout activities. Play Cub Scout games, not Boy Scout games.
- During craft periods, the Den Chief should help the Cub Scouts with their projects, not do one of his own.
- Encourage your Den Chief to talk about Boy Scouts. It could make the difference!
- Placing too much responsibility on the Den Chief is as bad as giving him too little responsibility. He also has responsibilities in his patrol and troop.
- Get to know your Den Chief and understand his problems. He will appreciate an indication that you understand.
- Treat your Den Chief with respect. Cooperate with him and he will probably cooperate with you.
- Give recognition to your Den Chief at special times of the year and at times when he has done a job well.
- Build up your Den Chief in the eyes of the Cub Scouts so they will respect him. Criticize privately. Praise publicly.

*OBTAIN...TRAIN...USE...PRAISE
RISE TO A LEVEL YOU EXPECT RETURNED!!!*

THE DEN CHIEF HELPS AT PACK MEETINGS

The Den Chief should be included in the planning for the monthly pack meetings. His job can be one of the following:

- Helps the Den Leader set up displays.
- Helps get the boys organized and seated.
- Helps Den Leader during stunts or skit time.
- Helps with applause stunts and audience participation.
- Helps with Den yell or song or Webelos Activity Badge demonstration.
- Helps maintain good behavior from Cub Scouts.
- Helps remove displays at end of pack meeting.
- Helps return pack meeting room to order.

THE DEN CHIEF HELPS AT DEN MEETINGS

- Gathering period: Helps teach boys tricks, puzzles, games, etc. while Den Leader is busy checking attendance and collecting dues. The activities he uses her could be related to the monthly theme. (Use your Program Helps!)
- Opening: Helps the Den Leader organize boys and get them ready for the more serious part of the Den meeting. He could hold a uniform inspection during this time.

- Business: He will have some good ideas for theme projects, service projects, trips, etc. GIVE HIM A CHANCE TO VOICE HIS IDEAS!!!
- Activities: This is the time when the Den Chief can be the most help. After all, he is your activities assistant. He can help the Cub Scouts with craft projects, or lead a game or song.
- Closing: Helps restore order and quiet for closing ceremony. He can help make announcements.
- After the meeting: Be sure to include him in your planning for next week and assign him specific responsibilities.

***The Den Chief helps a Webelos den similarly. In addition to the suggestions above, he will be helping the Webelos Scouts learn the Scout Oath and Law and other Arrow of Light requirements. He will also be able to help teach the Activity Badges by helping with demonstrations and teaching skills.

WORKING WITH BOYS

Every adult who has a boy in the home has learned from experience something about dealing with boys. The *Cub Scout Leader Book no. 3220A* contains many good ideas on preventing and handling behavior problems. Here are some additional tips Den Leaders have found helpful in dealing with the boys in their dens.

- Set the rules. Establish a den code of conduct with consequences for breaking the rules. A few simple rules are less formidable than a long list. Once you set the rules, stick to them.
- Be fair. Don't permit one boy to get away with something you would correct another boy for doing. Boys can sense when you have a favorite. Avoid "picking out" or "picking on" any boy.
- Be consistent. Boys need to know what to expect. Be consistent from week to week in the way you deal with behavior problems
- Treat each boy as an individual. Get to know each boy and find out why he behaves the way he does. Getting to know the family helps you understand the boy.
- Mean what you say and say what you mean. Don't warn or threaten unless you intend to carry it out. Give compliments only when they are deserved, but remember that we can say something good about almost everything. Don't say one thing and do another.
- Set a good example. Wear the uniform and the boys will wear theirs. Be positive and they will be positive. Be polite and they will be polite. Be unfair and they may be unfair.
- Reward good behavior. When we reward good behavior it is often repeated. The good conduct candle is a good example.
- Correct only the guilty. If the den misbehaves, correct the den. If one boy misbehaves, correct the boy. It's usually best to take a boy aside to correct him rather than embarrass him in front of the den. Praise in public, correct in private.
- You get what you ask for. Boys have a remarkable way of living up to their own expectations of themselves. Well-deserved praise and encouragement can help improve a boy's self-esteem and will usually result in better behavior. Let him know you have confidence in him. If he is continually criticized for bad behavior that's probably what you'll get.
- Be open and honest. If you are disappointed in a boy's behavior, tell him so. He really wants to please you. If you are proud of a boy's accomplishments, let him know. Everyone needs a pat on the back occasionally. If you make a mistake or have been unfair, admit it and apologize.

THE DEN CHIEF, THE CUB SCOUT AND DISCIPLINE
(Strategies for the Den Chief)

(Very close monitoring, by observation, should be in the hands of the Den Leader.)

As a rule, boys of Cub Scout age have a very bad case of "Ants-in-the-Pants" -- that is to say, they cannot sit still for more than 10 minutes without getting restless. This is normal and must be expected. The secret of handling the "TEN-MINUTE-FIDGETS" is simple: KEEP-EM-BUSY. Change your battle plan before they get the "fidgets" and you win the war. "FREE TIME -- FREE MINDS."

STRATEGY NO. 1: Sit down, quiet type activities should be kept to 10 minutes or less.

- After 10 minutes, play a game -- not just a quiet game, but one that will let them blow off steam.
- Any time you see the fidgets starting to develop, stop what you are doing for a few minutes, play a game, then return to the project.
- Always "Be Prepared" with at least 4 active games for den meetings, and don't use the same games each week. A little variety will keep the Cub Scouts interest better and keep the fidgets under control.
- Choose your games to fit your meeting place. Have active games outside if possible.
- You will find some games that Cub Scouts especially like. Use them often, if you wish -- but not every week or the Scouts will grow tired of them.

STRATEGY NO. 2: There will always be a "Super Fidget". Super Fidget is not a bad guy. He just wants to be in the middle of everything, and usually is.

- Use him to your advantage. Don't put him down. He wants to be noticed and made to feel important. Super Fidget is perfect for running errands, getting the ball for the game, setting up furniture for the meetings, cleaning up afterwards. Use your imagination. If you RECOGNIZE him, he will do anything you need done and he will enjoy doing it. This will keep the ant population down in his "Ants-in-the-Pants" problem

STRATEGY NO. 3: The "Hard-Shell Fidget" can be recognized by one or more of these habits: does not want to participate, starts fights, will not play by the rules, generally causes problems.

- Use Strategy No. 2. If this doesn't work, discuss it with your Den Leader or Cubmaster before taking any action on your own. Some dens have a policy of sending a boy home when he will not cooperate. THIS IS A LAST RESORT. Remember: Negative brings negative many times.

WHAT TO DO -- WHAT TO DO??? When the Den is established at the beginning of the year, the DEN LEADER could set a quarter rule. Rules as follows:

The Scout is verbally warned if disruptive behavior does not cease he will get 1 "X" on a chart kept for this behavior monitoring. The parents are told of this warning as well. The Scout will get another warning and "X" if disruptive behavior continues. Parents must then meet briefly with Den Leaders and understand there is only one more warning that will be issued. If, in fact, the third warning should occur, the parents will be called to pick-up their Scout and the Pack committee will decide if the Scout should be asked to leave until cooperative behavior exists. **THIS STRATEGY IS TO BE USED AS A LAST RESORT. THIS IS THEORY FOR A POSSIBLE CHOICE FOR VERY DISRUPTIVE BEHAVIOR. THIS IS NOT PRINTED AS ANY THEORY FROM THE BOY SCOUTS OF AMERICA.**

- Try to find something that you can give him personal attention with. He may just be unsure of himself and your recognizing and helping him will be just the trick to get him involved.
- Above all, don't blow your cool, shout, make silly threats, or clobber him. Remember you are a Junior Leader. conduct yourself in such a way that will give you the respect you deserve.

IF YOU NEED ASSISTANCE TO GET THROUGH A ROUGH TIME, CALL ME!

Patricia Kenyon
(815) 385-5592 or Scout Line (815) 363-0847
3704 W. Young St.
McHenry, IL 60050

HOW AM I DOING AS A CUB SCOUT DEN CHIEF?

1. Do I meet with my Den Leader to plan my part in the den meeting program?
2. Do I always arrive on time at the weekly den meetings?
3. Do I wear my uniform to all den and pack meetings?
4. Do I make the Denner feel important?
5. Do I meet with the Den Leader after each meeting to discuss the plans for the next meeting?
6. Do I make Cub Scouting fun, using different games and ceremonies instead of doing the same old thing?
7. Do I help lead my den at the monthly pack meeting?
8. Do I make sure that my den activities do not include Boy Scout activities?
9. Do I cooperate with my Den Leader in every possible way?
10. Do I always treat my Den Leader and Assistant Den Leader with respect?
11. Do I encourage my Cub Scouts to advance in rank?
12. Do I consult with my Den Leader on all disciplinary problems?
13. Do I build up the Den Leader in the eyes of the Cub Scouts?
14. Do I carry my share of the responsibility for den activities?
15. Do I have the Cub Scouts pay special tribute to the Den Leaders on birthdays or other special occasions?
16. Do I conduct myself with my Cub Scouts in such a way that they like me and will want to become Boys Scouts?
17. Do I find opportunities to tell the Cub Scouts in the den about Boy Scout activities so they will want to join a troop when they are old enough?
18. Do I realize the Den Leader is the one most responsible for the den because he or she is the adult Leader?
19. Do I realize that the Den Leader wants me, as the Den Chief, to be the Activity Leader?
20. Do I encourage my Cub Scouts to join the Webelos den when they are eligible?

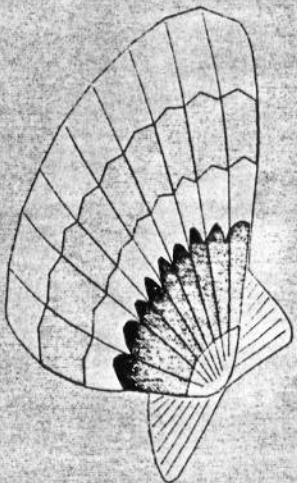
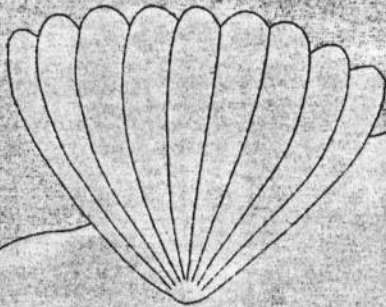
HOW AM I DOING AS A WEBELOS DEN CHIEF?

In addition to the questions listed under "How am I Doing as a Cub Scout Den Chief?", ask yourself these questions:

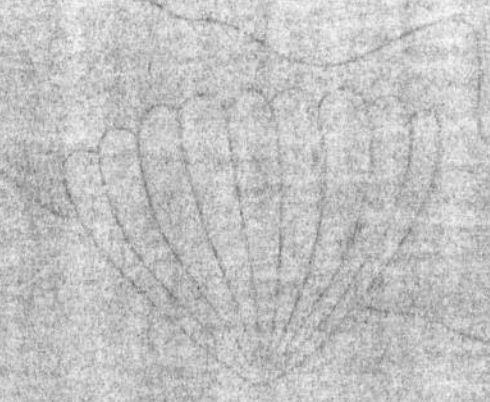
1. Do I coach the Webelos Scouts on their Arrow of Light requirements?
2. Do I help graduating Webelos Scouts join my troop by inviting them to visit troop meetings with their parent(s)?
3. Do I use the skills and terms related to the Webelos activity badges and program?
4. Do I use the Webelos Denner as my right-hand man?
5. Do I go along to help the Den Leader when my Webelos Scouts are on a hike or an outdoor event?



SHELL CRAFTS



SHELL GRAFTS



SHELL PREPARATION

Sea shells may either be purchased or found. If you use found treasures in your projects, it is important that you clean them properly prior to use. A shell that is not properly cleaned may cause unbearable odors. It is sometimes necessary to clean purchased shells also. Use your discretion.

Scrub all empty seashells that you find along the beach with soapy water to remove sand and salt. Be especially careful when cleaning univalves (sea snails), since sand often lodges far inside the spirals and you need to shake it free.

Give any seashell with the animal still inside immediate attention, since the longer you wait, the harder it will be to remove the body. First, place the shell in a pot of water, set it on a stove and slowly heat the water until it boils. Remove the shell from the water and set it to the side until it is cool enough to handle. (Note: high gloss shells lose their sheen when boiled.)

During boiling, the muscles of bivalves (two-shelled) relax and the shells open. When cool enough to touch, scrape off the fleshy parts from the shells and scrub them in soapy water.

To remove a univalve (sea snail) from its shell, pick up the shell just as soon as it is cool enough to hold tightly in one hand. With the other hand, insert a sturdy hooked wire into the body cavity and twist the wire so that it spirals up into the shell. When no more of the wire can be inserted, pull the hooked wire out of the shell, hopefully "unscrewing" the animal's entire body as you do so. You will know if you are successful because the flesh spirals exactly like the shell, right up to the tip. It is important to free every bit of flesh with the wire or with further boiling, because even the minutest piece causes unbearable odor.

Once the flesh is completely removed, scrub the shell with soapy water. Shake water inside the spirals to get the shell cavity perfectly clean.

If your shells lack gloss when dry, spray them with a thin coating of clear acrylic. (If you intend to use your shells for gluing or jewelry, spray them after finishing your design.)

Sea stars should also be washed to remove sand, dirt, etc. While they are still wet, place them on several layers of newspaper to aid in removing the water. If the sea star is still pliable, arrange the arms in the desired position (be careful, they arms break off easily). After most of the moisture is removed, place the sea stars on aluminum cookie sheets or other flat surfaces and place in a sunny, airy window. Smaller stars harden within a few days while larger starts make take more than a week.

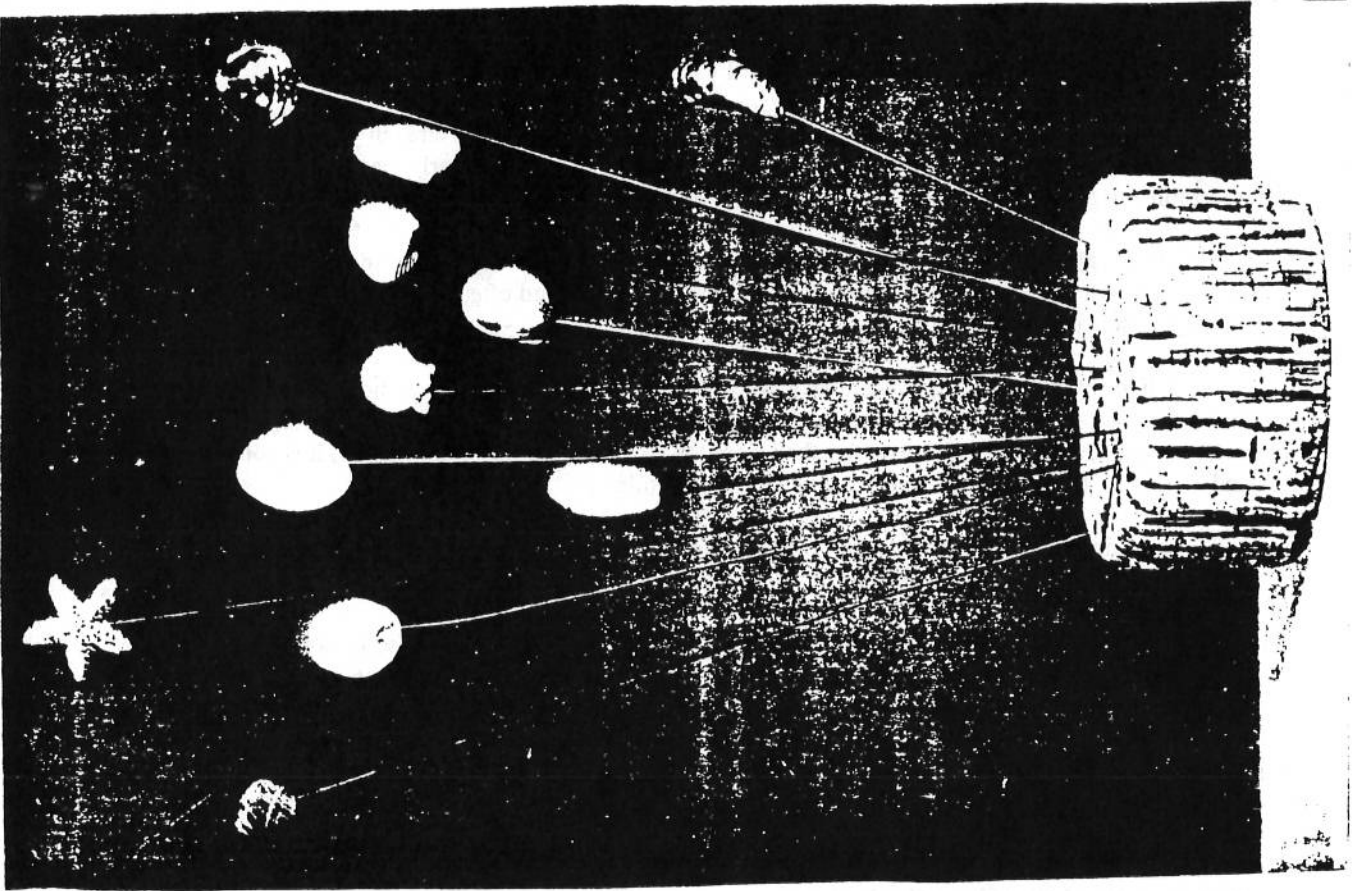
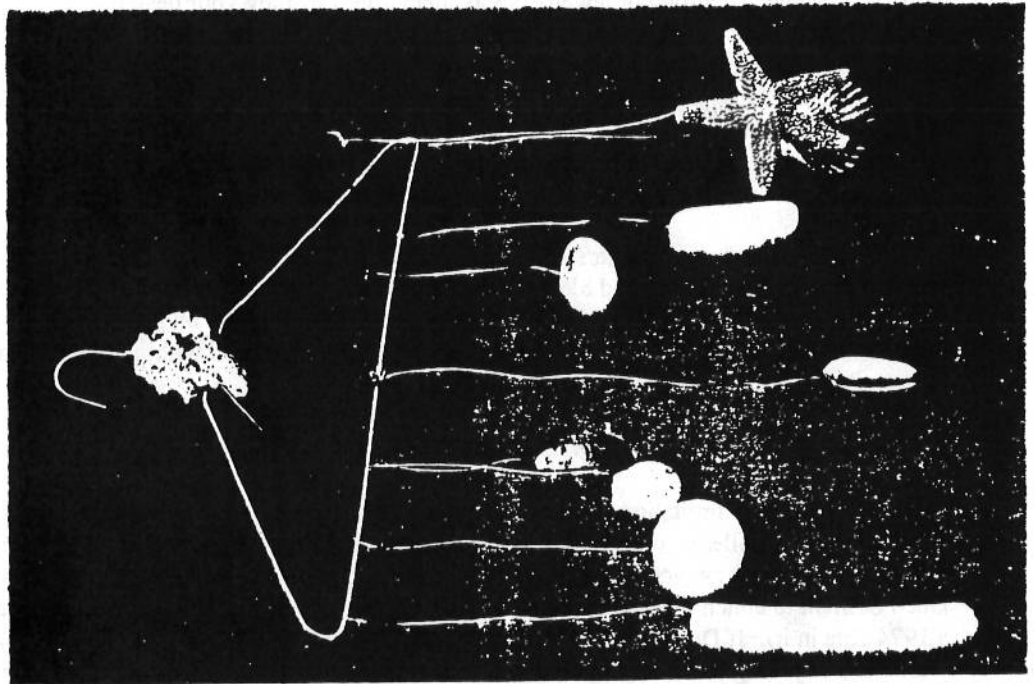
To transform sand dollars into stark white dollars, place them in a shallow dish and cover them with a mixture of one part liquid bleach to one part water. Let stand in the solution for several days or until they become pure white. Then rinse thoroughly. Set the sand dollars on paper towels to dry. When dry, hold each dollar over a garbage can and shake until all the dried sand within the dollar falls out from the hole on the under surface of the dollar.

WHAT TO MAKE WITH SEA SHELLS

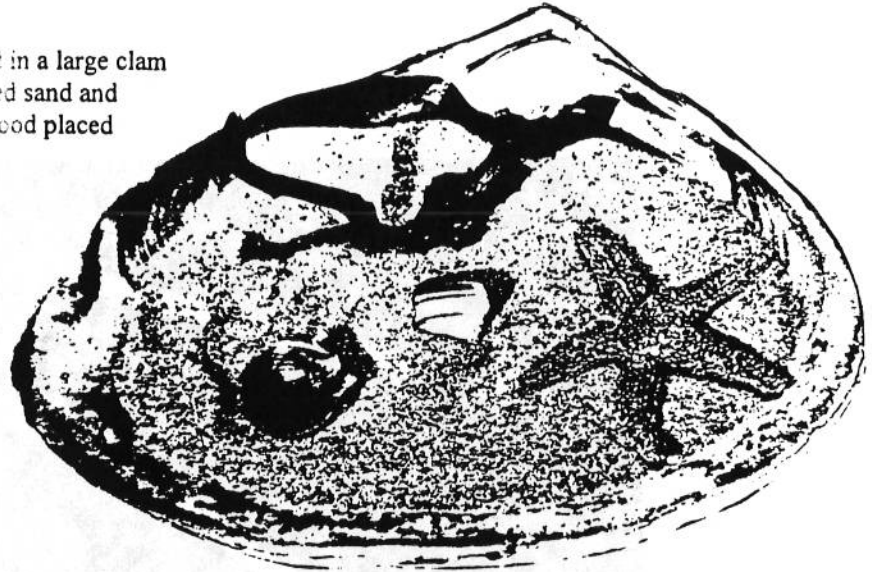
There is no limitation to what you can make with sea shells, except your imagination (of course). You can make mobiles, sculptures, jewelry, plaques, candle holders, animals, box scenes, etc. The next several pages will show you some easy to make items. The book that I copied the pictures suggests using Duco Cement to attach the shells. I am not sure whether or not that product is still available (the book has a 1974 date in it). If Duco Cement is not available, try any other brand. Remember, in 1974 hot glue guns were not a big thing yet, so try that. Another thing to remember is that sea shells can sometimes be dyed using food coloring. Many will also hold a coat of paint very well. Add whatever you wish to your shell projects to be creative!

Create the mobile (below) using 2 coat hangers, thin wire, shells, driftwood, and a sponge or a piece of coral (attached where the coat hangers join).

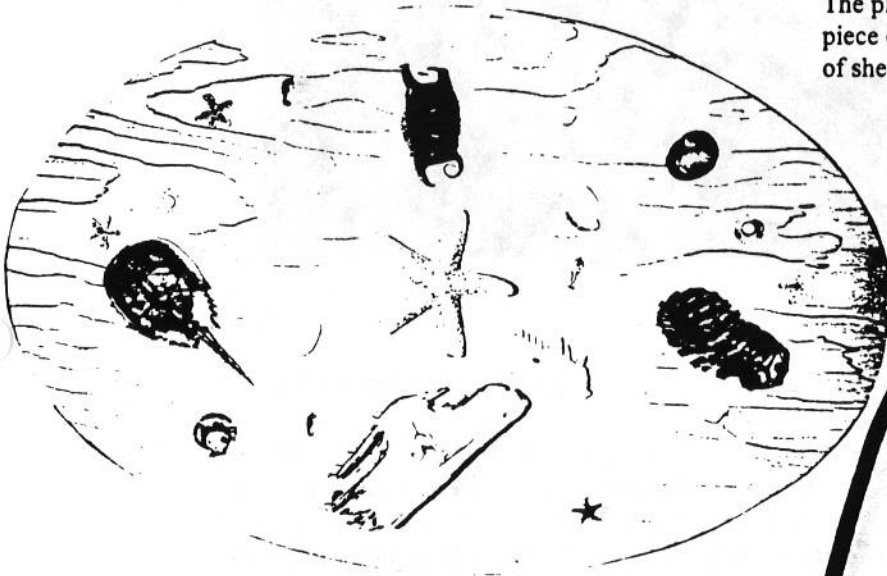
Use a large cork float as the base of the sculpture (to the right). Again, use thin wire and a variety of small and larger shells.



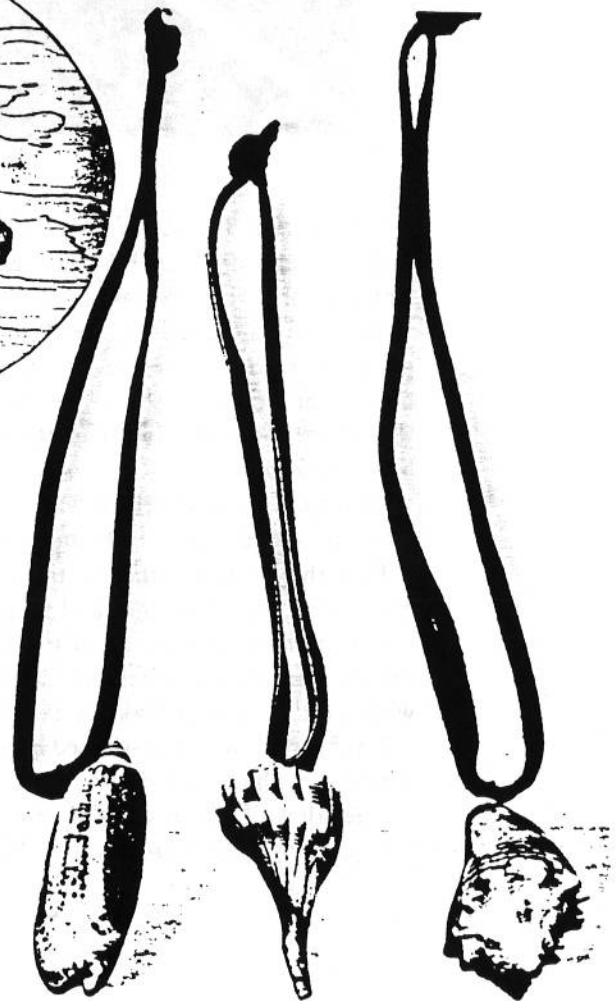
The scene to the right is created in a large clam shell. It is filled 3/4 full of sifted sand and has a few tiny shells and driftwood placed in it. No gluing required.



The plaque to the left is simply a smooth piece of plywood cut to shape with a variety of shells and beach finds attached.



Jewelry can be made by gluing a jewelry pin to the back of a shell. To make a necklace (right) just use a sharp ice pick to create a hole in the shell. You may need to use a power drill to make holes in thicker shells.



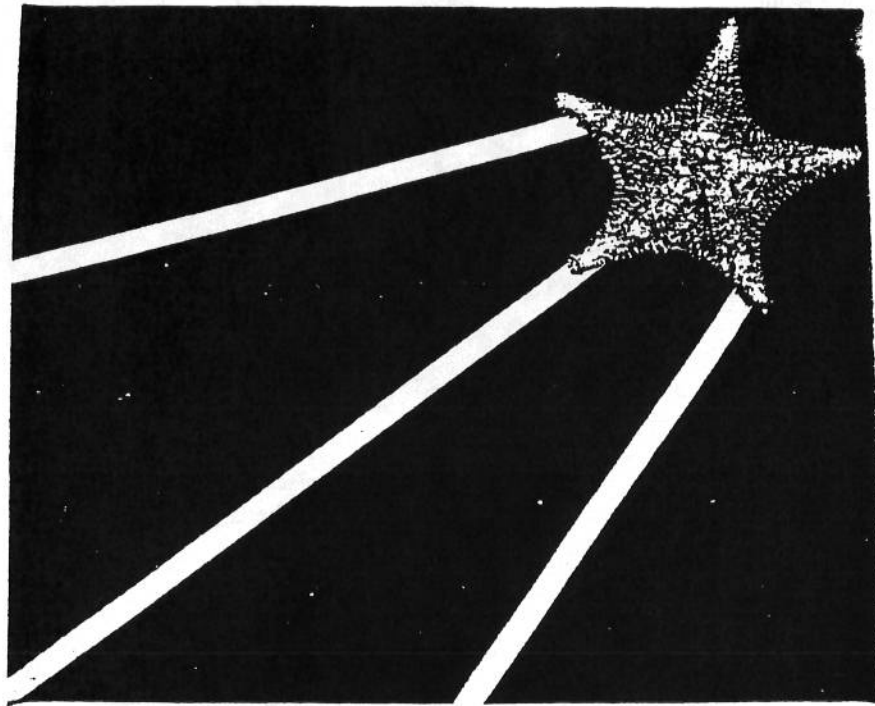


Fig. 7.8

STAR OF BETHLEHEM DOOR PLAQUE

Cut a piece of 1/8-inch Masonite approximately 32 inches wide by 28 inches high, or whatever size suitably fits your door.

Spray a giant sea star (the 10 to 12-inch size commonly sold in shops) with gold paint. When dry, attach several wires to the underside of the sea star. Next, position, but do not attach, the sea star on one of the upper corners of the Masonite, marking the places where the wires will pass through the Masonite. Now drill small holes where you have marked.

Cover the Masonite panel with dark blue cotton cloth, pulling it taut as you thumb-tack the folded edges to the back of the Masonite.

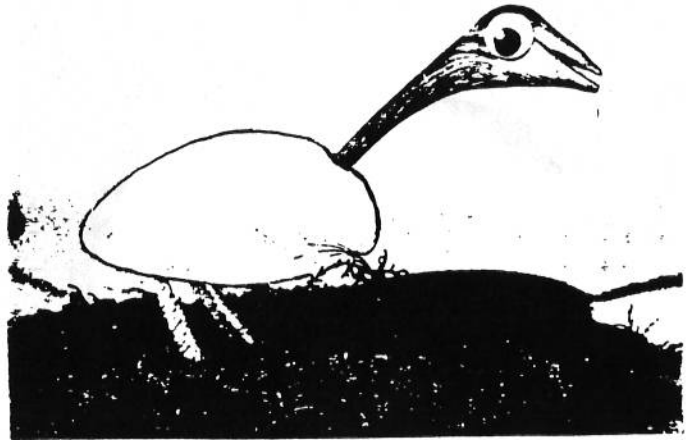
Pass the wires attached to the sea star through the cloth and through the drilled holes. Pull the wires tight and twist them together in the back of the panel.

Use approximately 6 feet of 1 1/4-inch gold ribbon for the three rays radiating from the sea star. Position these and secure with Elmer's Glue-All. (Check the ribbon first with a bit of glue to make certain that it doesn't shrivel when glued.)

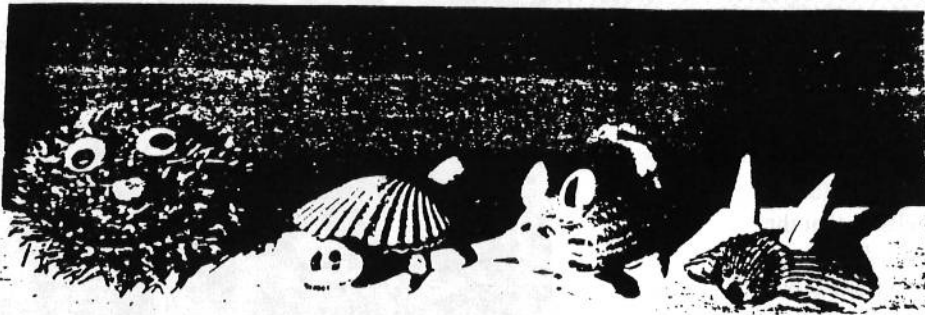
Four screws with star-shaped heads (one in each corner) will hold the sea star plaque sturdily in place on a door (Fig. 7.8).

A small wall plaque can also be made using the above idea. Secure a piece of blue felt to a piece of heavy cardboard or Masonite and glue on small sea stars and ribbons.

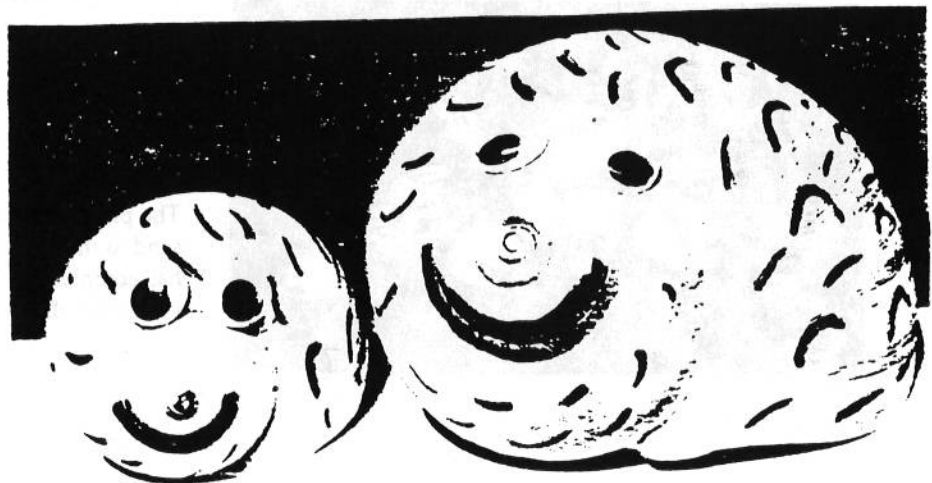
The shell animals are made by gluing different shells together. Add driftwood, chenille, wiggly eyes, etc. Straight chenille makes a good mouth. Bump chenille makes a great curly tail.



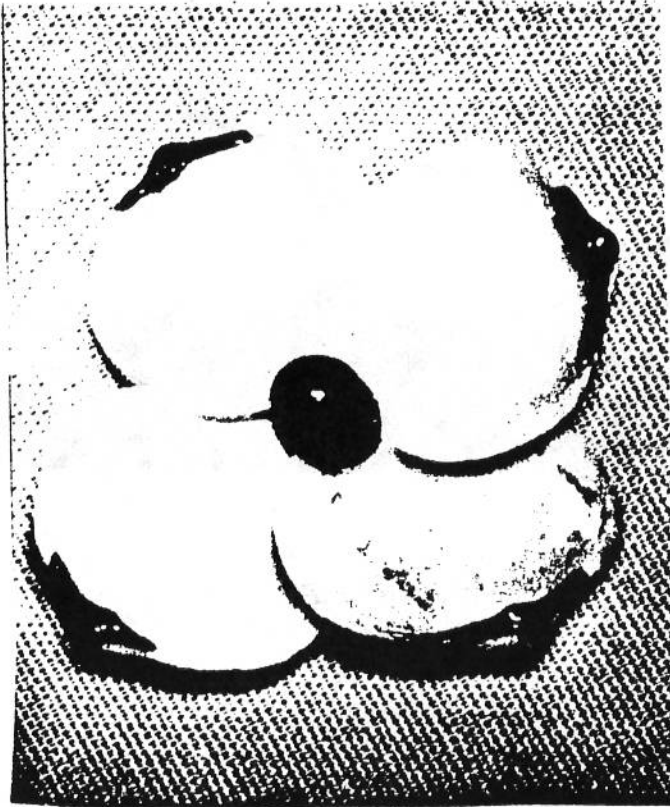
The spined urchin monster (far left) was created using 2 wiggly eyes, a straight chenille mouth, and a pebble nose.



Markings can be painted onto the shells (or use a good permanent marker).

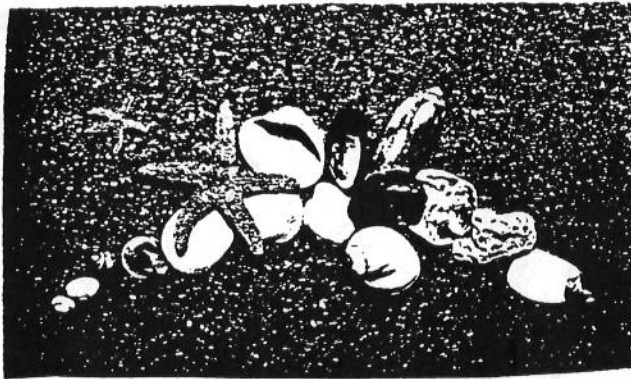
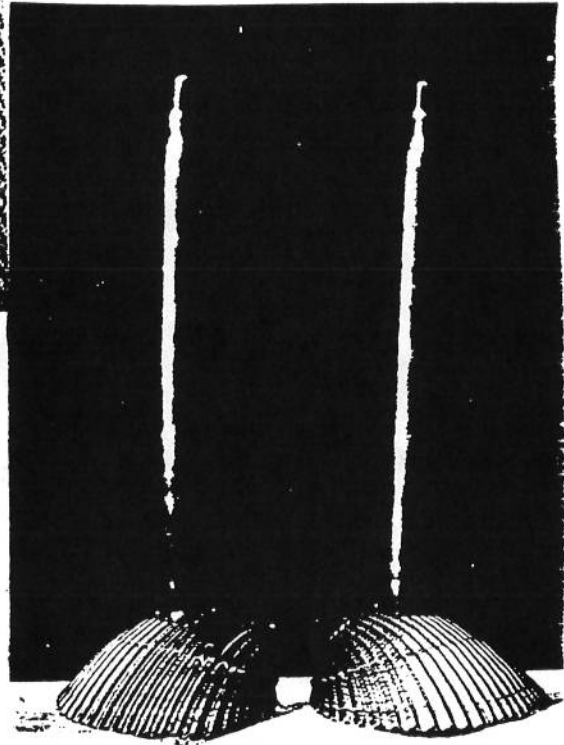


1996 SYCAMORE DISTRICT POW WOW



This flower is made from 4 small round shells. Overlap the shells on drops of glue making certain that the shells are hollow side up and that their hinges are on the outside. A pebble is used for the center. The hinges and the pebble are painted brown (for a dogwood flower) after the glue has completely dried.

In order to drill the 7/8 inch holes for the candle holders, turn the shells so that the hollowed side is facing upward. Use an ice pick and a hammer to tap a small hole near the hinged end of the shell. Turn the shells upright and make a hole where the ice pick broke through (the ice pick hole prevents the drill from slipping on the shell's surface). Sand the hole to remove sharp edges.

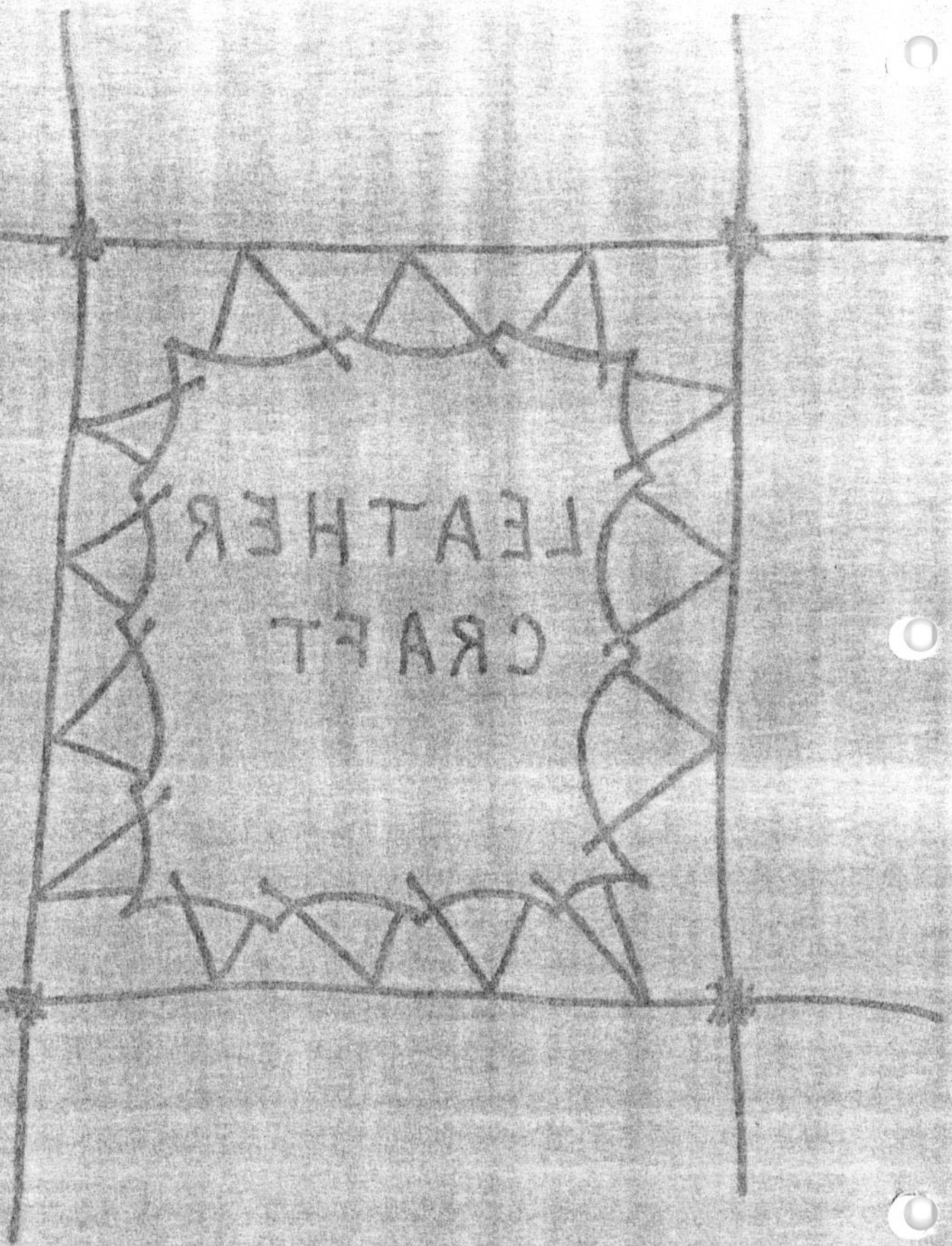


The plaque to the left is made by gluing sand to the surface of a board. After glue has completely dried, shake off excess and glue on shells in desire positions.

LEATHER
CRAFT



LEATHER
CRAFT



ABOUT LEATHER

Leather begins as the "pelt" of an animal that would harden and putrefy unless specially treated. By soaking the pelt in certain chemical solutions (a process called "tanning") it can be preserved. Several tanning agents can be used: primarily chromium salts, vegetable products, and animal oils, each of which brings out different characteristics in the pelt and produces a different type of leather. Due to the nature of the tanning process, it is best left to the experts.

Leather can be purchased in precut shapes such as arrow heads, squares, circles, bears, knife sheaves, wallets, coin purses, etc. Larger pieces of leather are usually sold by the square foot and are measured by special machines at the tanneries. The number of square feet is usually marked on the underside of the hide with a crayon or chalk. Fractions of a foot are always rounded to the nearest fourth of a foot. The measurement includes all irregular shapes, such as the legs and neck of the animal hide.

The thickness (or weight) of leather is usually measured according to the number of ounces one square foot of leather weighs. One ounce equals approximately 1/64" in thickness. Thus, 7-8 oz. means the leather is 7 to 8 ounces in weight or 7/64" to 8/64"- thus making it approximately 1/8" thick. There will always be slight variations in the thickness of the hide. For this reason, leathers are usually shown as 4-5 oz., 6-7 oz., etc.

Most leather is sold with the hair of the animal removed. The side of the leather that the hair was on is called the "grain side"; it has a smooth surface, textured only by the natural skin cells and pores. The other side is known as the "flesh side" and has a coarser, rougher surface. The grain side is generally considered the more attractive side of leather, unless the flesh side has been suede.

Suede has nothing to do with the animal that the hide or skin came from. Rather, it is produced by lightly sanding or buffing the surfaces of the leather to produce a velvety nap.

KINDS OF LEATHER

Of the many different animals whose pelts can be made into leather, those commercially raised for meat are most commonly used since their hides are available to tanners in large quantities. It is important that you buy the right kind of leather, of the correct thickness and pliability, for the article you intend to make. Purchase skins and leathers carefully; make inquiries and feel you way before buying.

COWHIDE: Many types of cowhide are available. Various types of cowhide are generally referred to by the tanning method used to make them. Except for garment cowhide, however, all types can be used for the same sorts of projects. Distinctions between leathers needn't be a concern unless you are after special effects such as tooling, stamping, and dyeing. The middle of the hide, or back of the animal, is the thickest and most attractive part of the skin. The sides are somewhat less uniform in thickness. Cowhide is either smooth or grained, the grained parts being somewhat more hardy. Cowhide also comes in various thick and thin SPLITS (under-sections of a piece of leather that have literally been split). The lowest layer of split leather, the layer nearest the flesh, is called cowhide split. It is sold with an artificial grain and is inexpensive, but it tears easily. You can also get a suede quality that is inexpensive and good. Cowhide is generally used for heavy-duty articles such as bags, belts, cases, etc.

LATIGO: This is cowhide tanned in animal oils. Latigo is somewhat flexible and has a soft surface and slightly oily feel. Latigo is usually unfinished and comes in a brown, red, black, or neutral yellow color. Yellow latigo is excellent for home dyeing and accepts special colors well.

BARK OR OAK: This is cowhide tanned with the tannin acids of the bark of various species of oak trees. Bark or oak tanned cowhide is drier and stiffer than latigo and has a harder surface. Some craftsmen feel this surface makes oak-tanned leather best for tooling and stamping. Oak-tanned cowhide is

usually used for the bottom soles of sandals and other items requiring maximum strength. Otherwise, oak-tanned cowhide has the same all-around versatility as latigo. Oak-tanned leather is usually unfinished and has a buff tan color that can be home dyed or left natural.

CHROME-TANNED: Various chromium salts are the primary agents used to tan this cowhide. The leather is frequently retanned in oil or bark to give it qualities of oak tanning and latigo. Because the chromium salts leave the hides a bluish color, the leather is usually dyed at the tannery during or right after the tanning process. In feel and body, chrome-tanned cowhide is more like latigo; softer and a bit more flexible than oak-tanned leather. It is often stamped or embossed or given an acrylic finish. Chrome-tanned leather is rather difficult to home dye.

GARMENT COWHIDE: Cowhide leather suitable for use in making garments is thin and supple. "Splits" are usually suede on both sides. "Top grain" leather is suede only on the flesh side. A full range of tannery colors may be available. Since home dyes usually mat down or stiffen the nap of suede, you shouldn't try to dye suedes yourself.

CALEFSKIN: The skin of young cattle produces a leather that is finer and more smoothly textured than leather made from more mature cattle. It is close-grained and a very durable leather. Calfskin is well suited for bags, cases, wallets, etc.

SHEEPSKIN: Sheepskin is usually chrome or oak tanned for use as a garment leather and for small articles. Sheepskin may also be called "woolskin" and can be purchased either with or without the wool still on it. It is usually suede on the flesh side. Rub lighter shades of sheepskin with talcum powder to help protect the delicate surface.

PIGSKIN: Pigskin has a very distinctive grain with wrinkles and holes from the pig's bristles. It is often imitated, but you can easily determine the authenticity of a piece: if the small holes go all the way through the leather, you know it is real. Pigskin is hard to find and often rather expensive. It is strong and pliable. Pigskin makes nice bags, garments, and small projects.

GOATSKIN: Goatskin has a delicate surface, but is nevertheless durable. It is available in natural finishes as well as in many different colors. It is very suitable for garments, gloves, bags, and small items.

NAPPA: Nappa leather is a general term for calfskin, sheepskin and goatskin after they have been through the process of tanning, which leaves the skins very soft.

Exotic types of leather, such as reptile and wild game skins, may require a search to find. Don't be fooled if you see leather called "alligator", "sea turtle", or "ostrich". Cowhide is sometimes given an artificial grain pattern or texture resembling an exotic animal and then named for it.

CHOOSING A LEATHER

Rules prescribing certain kinds of leather for specific jobs don't really exist. In selecting leather, your personal taste and the project you want to make will be the primary guides.

A practical and easy guide for choosing any kind of leather is thickness, since more than anything else this determines bulk, flexibility, body, and strength. The tanning method usually will not be of a major concern unless a special effect is to be achieved. Remember that oak-tanned leather is usually stiffer, **harder**, and drier to touch than oil or chrome tanned leather. For this reason, many craftsmen prefer it for **tooling** and stamping.

When looking at leather, remember that a piece usually appears thinner and more flexible on the sales counter than it will when made up into a project.

Buying leather in bulk (by the hide, side, or skin) is the least expensive way if you need a large quantity. Another way of buying leather is by the pound. Shops usually sell their scraps this way. Leather remnants are excellent for small projects and practice work.

Tanneries usually cut hides in half, making two "sides". Other common pieces are backs and bellies. Backs are the least stretchy part of a hide and best for articles requiring strength, such as belts. Bellies are considered the least desirable section since they are stretchy and irregularly shaped.

When purchasing any leather, spread it out on a table first and look for scratches, scars, holes, and brands. Leather is graded and priced according to its blemishes (or lack of them). Grade A is free of marks, scars, and holes, and the most expensive. Grades B and C are blemished and therefore less expensive. Another thing to remember when purchasing leather in bulk is that the larger the hide or skin, the more likely it is that the animal was old and his skin stretchy and blemished.

Always take a pattern of your project shopping with you so that you can lay it out on the leather you want to buy. This will assure that you are getting the right amount of leather with as few scraps as possible.

Pre-cut straps, laces, and strips for belts (called "belt blanks") are generally standard items in leather shops. Leather lacing is quite expensive. You can cut laces yourself for far less. Goat splits are perfect for this. Remember, try to buy only what you need since leather can carry a high price tag.

Never discount the idea of reusing old leather taken from leather articles that have broken or worn out. Shoes, belts, wallets, briefcases, purses, and luggage are all possible sources. Even if torn, badly scuffed, or discolored, old leather usually can be salvaged, renewed, and made into useful items.

The following is a list of popular articles indicating the weights and kinds of leather frequently used to make them. Don't feel that you have to follow the list and suggestions. A difference of 1, 2, or even 3 ounces usually won't make very much difference in many projects.

Belts	8 - 9 ounce cowhide: latigo, oak, or chrome tanned for a 1 to 2-inch-wide belt; 4 - 6 ounce cowhide for thinner belts.
Wallets	2 - 4 ounce cowhide, calfskin, pigskin, or other thin leather
Bags	6 - 7 ounce leather for large bags (or purses), 4 ounce leather for smaller ones
Garments	1 - 2 ounce garment-type cowhide or any other soft, supple leather such as goatskin, pigskin, or deerskin
Moccasins	4 - 5 ounce "moccasin" weight, suede cowhide

HOW TO MOISTEN 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.

Be sure that your hands are clean before working with leather. Any oils or dirt on the hands may be absorbed into the leather.

Leather is moistened by rubbing it with a damp sponge. Make sure that the sponge is free of soaps, oils, dirt, etc. or your leather may become stained. Rub the leather on the flesh side first 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 it. Be sure to "case" the entire piece to avoid water spots or uneven coloration.

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

HOW TO PREVENT LEATHER FROM STRETCHING

Leather projects cut from lighter weight leather may stretch when they are being tooled. When working on a project that requires a very close alignment of edges or lacing holes, special handling of the leather is required to prevent stretching.

Before stamping a design, apply a light coat of rubber cement to the flesh side of the leather and to a piece of cardboard (use hard finish cardboard for easy removal of leather after stamping). Allow the cement to dry. Adhere leather to cardboard (be sure that there are no wrinkles or bulges).

"Case" (moisten) the grain side of the leather and carve or stamp the design. When finished, place the carved side of the leather (face down) on a bench or other hard surface. Peel the cardboard from the leather, holding the leather as flat as possible so that it does not wrinkle.

The flesh side of the leather will be quite sticky from the glue. You can line your project with a piece of cloth. 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 the tackiness.

CREATING YOUR OWN PROJECT

If you have an idea for a project but you do not have a pattern for it, draw a rough sketch of the article and determine how many separate pieces of leather are needed, their sizes and shapes, and the way they'll be held together. Keeping seams, rivers, lacing, and any other fittings in mind, draw a full-sized outline of each part on heavy paper or pattern paper, then cut them out.

To make sure the parts fit properly and the completed project will look the way you've planned, assemble the paper pattern with staples, masking tape, or paper clips. (Be sure to allow for seams and any other fittings that will be added on the actual project.) Adjustments and alterations, if any, should be made in the pattern before you transfer measurements onto the leather.

When the appearance of the paper model satisfies you, take it apart, being careful not to tear any of the pieces. Lay the pattern pieces out flat on the leather, and tape them down with masking tape. (Never use pins to hold a pattern to leather because they will leave noticeable holes in the leather.)

Trace around each part of the pattern with a soft-lead pencil or tailor's chalk. If you don't bear down too hard on the leather while tracing, pencil mistakes can be erased; chalk rubs off. Tracing is easiest if you glue the pattern to stiff cardboard and the cut it out again. After drawing completely around each part, remove the pattern and you'll be ready to cut the leather.

CUTTING LEATHER

Cut leather with scissors, leather shears, or a razor or utility knife. If you use scissors or shears, cut around the outline of each part as you would any other fabric, supporting the leather with one hand and cutting with the other. Note: heavier leathers do not cut well with scissors.

To cut leather with a razor-type knife, first lay the leather out flat on a table top or other steady surface. Press the point of the blade into the surface of the leather and pull the knife along the outline of the shape you want. A piece of linoleum or pressed fiberboard makes a good cutting surface. Never cut against hard surfaces such as formica or metal since this will damage the blade.

Straight lines are most accurately cut if you use a steel ruler or straight edge as a guide for the knife blade. When cutting round or curved shapes with a knife, turn the leather as necessary so that your hand always moves in a comfortable direction.

Never force the knife to slice all the way through hard, thick leather on the first try. Instead, cut only part way through at first, repeating the cut as many times as necessary to finish. (Remember: knives are sharp; the more pressure applied when cutting, the less control you have over the blade and the easier it is to make mistakes or hurt yourself.)

LEATHER STAMPING

Stamping is a way of pressing a design into the surface of the leather using metal stamping dies. Stamping works best if a hard flat surface is placed beneath the leather (such as a piece of wood). Don't forget, your leather must be "cased" (moist) first.

Stamping dies come in a wide variety of designs. The smaller stamping tools are the easiest for young boys or beginners. The larger, 3-D stamps, require much more effort and skill to impress properly because of their size. In addition to purchased stamps, there are many items found around the house that can make interesting impressions in the leather. Some of these items are: serrated bottle caps, miniature cookie cutters, screwdriver heads, nuts, washers, gears, paper clips, hair pins, anything your imagination allows. When using such an item, place a small block of wood over the flat items to protect them and to spread the impact of the mallet strike so that an even impression is left on the leather. You may even make your own stamping dies out of 16 or 20 penny nails. First cut the point of the nail off with a hack saw, then file the head flat and smooth. Using small triangular, round, and half-round files, cut the design you want into the surface of the nail's head.

When using a stamping die, NEVER use a metal hammer to strike the die. Wooden, rawhide, or polypropylene mallets that weigh 6 to 9 ounces are ideal for younger boys (a heavier mallet works better for larger, or older, boys). Brute force is not needed when stamping (as a matter of fact, the stamping die could cut completely through the leather if too much force is used). Sit in a relaxed position with your elbows resting on the table. Holding the mallet at mid-handle, tap the stamping die with the mallet, using the wrist as a pivot point for the mallet swing. It is extremely important that the stamping die be held as flat as possible (any angle will cause one part of the design to make a deeper impression than the other). After tapping the die a few times, lift the stamp to check how well the stamp has imprinted into the leather. If you desire a deeper impression, very carefully align the stamp with the existing impression and then repeat the striking of the stamp. If your alignment is not perfect, however, you may have a double image on the leather.

USING CRAFTAIDS

A craftaid is a piece of clear plastic with an embossed (raised) design on it. They may be found at most leather supply stores. To use a craftaid, place the craftaid face down onto the cased leather. To impress the embossed design into the leather, use a small spoon or edge of a nickel and firmly rub the back of the design covering all areas that you want to impress. When rubbing the back, use your free hand to firmly hold the plastic sheet in place so that it doesn't slip and create multiple images.

When using craftaids, you must be careful when impressing your design. The adjacent design may also be impressed if your spoon comes too close to it. Occasionally you may leave an impression where you are holding the plastic firmly in place. To avoid this, place a clear sheet of plastic (such as a school report cover) between your leather and the craftaid. Be sure to cut a hole in your plastic that is slightly larger than the design on your craftaid. Center the craftaid over the hole and then place onto the leather.

OTHER "PICTURES" ON LEATHER

Choose a picture to transfer to the leather. Avoid complex patterns since these tend to become "messy". After choosing a picture, you must transfer it to the leather. This can be done in a number of ways:

- Free-hand design: Use a pencil and draw your design lightly onto the surface of the leather.
- Cut-out patterns: Use cut-out patterns made from wood or thick poster board. Simply trace around the outside edge of the pattern. This can be done with light pencil strokes (but never a pen -- or mistakes cannot be fixed). A better way of doing this is to use a stylus (see below).
- Tracing: Place a piece of tracing paper over the original design. Trace the design onto the tracing paper with a pencil. The pattern can then be placed onto the leather in one of two methods:
 - Tape the pattern directly onto the leather (to prevent it from shifting). Use a pencil to go over the design and press it onto the leather (this requires using some pressure on the pencil).
 - Place a piece of tracing paper between your pattern and the leather. Tape the pattern into place and re-draw the pattern. (Again, if pressure is used on the pencil, the design will be "pressed" into the leather.)

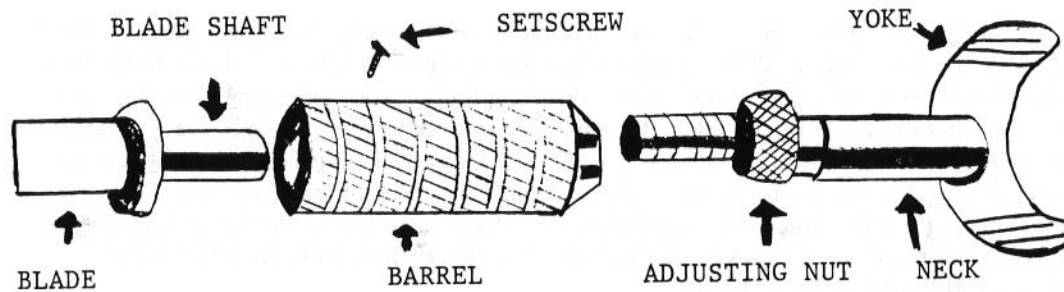
Once the pattern is transferred onto the leather, choose a method of making it a "permanent" part of the leather. One option is to "burn" the pattern into the leather. This is done by tracing over the pattern with the hot tip of a soldering iron or a wood burning iron. Extreme caution must be utilized when choosing this method. Hot surfaces and young boys are often a major problem. Another option for making the pattern permanent is to use a variety of craft tools such as: stylus, swivel knife, modeling tools, etc. These items can all be purchased at a leathercraft store. Before using any new tool on leather, it is best to read any instructions and to practice on a scrap piece of leather first.

THE STYLUS

A stylus is a metal pencil-shaped tool, which has a smooth, rounded point. You can purchase a stylus from a leathercraft shop or you can use various items found around the house. Any article can be used as long as the end is smooth and round, so that it will not tear the cased leather. Homemade stylus items include: small crochet needle, small knitting needle, a cuticle "orange stick", a shish-ka-bob stick, or a nail with its pointed end filed smooth and round. By pressing firmly with the stylus, a permanent impression will be made in the leather (don't forget to "case" your leather first).

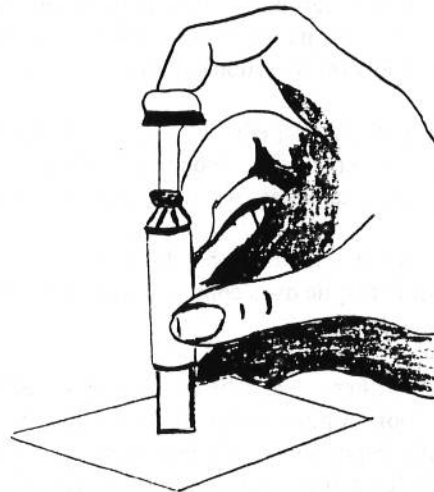
THE SWIVEL KNIFE

The swivel knife is a tool which is used to carve designs in the leather surface. A swivel knife can be very sharp, so caution must be used. It is very important to cut slowly and smoothly. Caution the boys not to press too hard or they will cut completely through the leather. The swivel knife cut should NOT be deeper than 1/2 of the leather thickness.



The view above shows all the working parts of the swivel knife. When assembled, the yoke provides a rest and pressure point for the index finger to control the depth of the cuts. The adjusting nut varies the length of the knife to fit different hands. The blade, barrel, and stem unit turns independently of the neck and yoke.

To use the swivel knife, seat yourself in a comfortable position with a well lighted work surface. Pick up the swivel knife as shown in illustration. (The index finger will be in the yoke, the thumb at the lower part of the barrel, and the second and third fingers on opposite side of barrel. The little finger and hand will rest on the work surface to steady the cutting action.)



To begin the cut, angle the knife so that the top of the knife is angled away from your body. Insert the tip of the blade (far end) into the leather and pull the blade through the leather toward the body (keeping the little finger in contact with the work surface at all times). All cuts are made towards the body. To get curved lines, swivel the barrel and blade as you cut. Circles are created in much the same way. When creating circles, you will also "rock" your hand back and forth

One of the common errors in using a swivel knife is undercutting. This is caused by leaning the hand to the left or right while cutting. Remember to always keep the blade perpendicular to the leather (cutting circles is the only exception to the rule). Starting and stopping during a cut creates ragged cuts. It is also extremely difficult to go over a cut for the second time and cut in exactly the same place.

SHARPENING THE SWIVEL KNIFE

Always keep your swivel knife blade sharpened and smoothly stopped. To begin sharpening the blade, hold the blade firmly against a fine grit oiled sharpening stone. The blade should be at a 30-degree angle with the stone. Move the blade back and forth across the stone, applying firm downward pressure. Complete sharpening one side, then turn the blade over and sharpen the other side. After sharpening and before each use, strop both sides of the blade on leather to remove small burrs and to polish the cutting

edge. To strop the blade, hold the beveled edge flat against a piece of leather coated with jeweler's rouge and PULL in one direction. Turn the knife and sharpen the other side of the blade. If you have difficulty sharpening the swivel knife, a swivel knife sharpener is available at leathercraft stores.

DRYING YOUR LEATHER

After tooling a piece of leather, it has a tendency to curl and/or warp. This is completely natural. If your project is a flat piece leather, this warping can be minimized by drying your leather between layers of newspaper. Put down several layers of newspaper, then your project, and then several more layers of newspaper. Add a book to the top of the pile. The book does not need to be excessively heavy, just a flat surface. Leave the project like this for several hours and then change the newspaper layers. Depending upon how wet your project was when you started this process, it may take several days to completely dry. An alternate to this is to let the project "air" dry and warp. Retrace the original shape of the project onto the leather and then trim away the excess "stretched" leather. Also see the section titled HOW TO PREVENT LEATHER FROM STRETCHING.

COLORING AND FINISHING THE LEATHER

Before coloring or finishing any leather project, be sure that the project is completely dry. Keeping the background natural and coloring only the designs is a good practice. Too much overall coloring hides the natural grain of the leather and detracts from its appearance. If you choose to color your project, follow the directions on the container for the specific product you are using.

The easiest method of applying color is to use permanent felt-tipped markers or painter's pens. These dry extremely fast. Young boys have also had practice using these before, so they have more control when doing small areas. The only thing to remember here, mistakes can't be fixed.

Another method of adding color is to use acrylic paints or dyes. Acrylic paints will leave a dull finish while acrylic dyes contain a waterproof sealer that dries to a shiny finish. Both can be applied with a small paint brush.

Leather can also be dyed. The easiest way to do this is to wipe the dye on with a cloth or piece of lamb's wool. A pipe cleaner or small paint brush is helpful for small areas. A truly even tone of color is practically impossible to achieve since some areas of the leather will absorb more dye than others. It is best to follow a few simple guidelines. Dip the applicator in the dye and blot out all excess dye. Using a circular and back and forth motion, rub the applicator over the surface of the leather as evenly as possible. Work from one end of the piece to the other taking care not to miss spots or to stay longer in one area than another. Replenish the applicator as needed (being sure to blot excess dye out of the applicator).

"Antique" or "natural" finish preparations differ from dyes in that, rather than staining the actual fibers of the leather, they darken the tone of the surface, emphasizing the natural grain and texture of the leather, then polish to a deep luster. Antique and natural finishes have a paste or cream-like consistency. Though easy to apply, they require a method quite different from that of dye. Using a sponge or piece of lamb's wool, spread the finish liberally and evenly onto the leather, leaving a thick coat over the entire surface. Let it soak in for a while, then wipe it off with a clean cloth. The longer you wait before wiping the finish off, the darker the tone of the leather will become. When the finish begins to dry, however (you'll know it's dry when it no longer has a glossy sheen), it must be wiped off. If allowed to remain longer, the finish will be hard to remove and will create streaks. After wiping off the finish, polish the leather with a clean cloth to produce a lustrous shine.

Both dyes and finishes can be applied a second time after the first coat has completely dried. This second application will create a darker coloring.

It is important to color and/or apply a finish to your project after all items have been stamped, modeled, etc. It is also important that any holes, etc. be punched prior to this step. It is best to color and/or apply finishes prior to putting the various parts of your project together. It is difficult to get a good coloration where there are creases and puckers.

MAKING HOLES

Most projects require that some type of hole be punched in the leather for laces, rivets, grommets, eyelets, snaps, buckles, or sewing. There are a number of tools available for this purpose.

DRIVE PUNCHES: These are the least expensive type of punching tools. They are simply hollow metal tubes, sharpened at one end. To use one, hold the sharp end against the surface of the leather, then hit the other end with a mallet to drive the punch through. As with stamping, always place a piece of material such as wood where the tool will go through the leather. Round drive punches come in a variety of sizes. They are numbered 0 - 15; the higher the number, the larger the diameter of the punch. A No. 5 (11/64 inch) punch is a good size for general work. Oblong holes can be cut in three ways: by punching a connected series of round holes, by punching two unconnected round holes and cutting out the middle with a knife, or by using an oval-shaped drive punch called a slot or bag punch. Remember, a small slot punch can make larger holes if you cut two overlapping holes, but a large tool can't be used to make smaller holes.

AWL: An awl can be used to make small holes for hand lacing. To space the holes evenly, measure them out with a ruler.

THONGING CHISELS: These make slits in the leather for lacing. By having slits, rather than holes, the lacing will be kept flat and right side up. Thonging chisels can be purchased in two widths. Be sure to get a chisel with prongs that match the size of the lacing you're are using. Multiple-pronged thonging chisels help in cutting a long series of slits. The multiple-pronged thonging chisel can only be used for lacing stitches that parallel to the edge. Pound a thonging chisel through the leather with a mallet (again, have a wood surface below the leather), just as you would a drive punch. When using a multiple-pronged thonging chisel, assure equal spacing by putting the end prong into the last slit of the set just completed. A single thonging chisel may be required near the ends (or corners) of the project. Spacing of the slits at these places may also need to be adjusted. Be sure to hold the chisels straight up and down.

If you wish to punch a hole in a difficult place (such as one layer of a glass case), insert a wood block into the case. Punch the hole then.

SPRING PUNCHES: These are plier-like tools with a punching tube and soft metal anvil attached to the head. All you do is place the leather between the punching tube and anvil that is beneath it and squeeze the handles together. One drawback is that you can't use them to make holes more than a few inches away from the edge of the leather. The punching tube can be removed from the handle with a wrench so that the same spring punch can be used to cut different sized holes. Cutting different sizes and kinds of holes with the same tool, however, damages the soft metal anvil, which then must either be filed flat again or replaced with a new one.

ROTARY SPRING PUNCHES: These have a number of different sized tubes attached to a head that is turned when you want to punch holes of different sizes. The spring and ratchet mechanism that fixes the tubes in punching position tends to wear out quickly in all but expensive models, causing uneven holes.

When using either type of spring punch, twisting the hand to right or left as you squeeze the handle of the tool will make the process easier. If holes are very difficult to punch due to heavy leather,

place the handle on a bench. This gives added leverage while squeezing with the hand. Simultaneously, twist the leather with the other hand. If the holes are not punching cleanly, it could be that the anvil needs to be filed smoothly so that the edges of the tube make contact all around. NEVER use a spring punch as a drive punch (in other words, DO NOT hit one with a mallet). Tip: After punching holes in wet leather, punch dry leather to clear tubes of all wet cuttings. This prevents corrosion inside tubes by chemical reaction.

ATTACHING PROJECT PIECES

There are a number of ways to attach one project piece to another. The one that you choose will be determined by the project chosen. It is best to test your selection on a piece of scrap leather first.

GLUE: When the surface of two or more pieces of leather must be laminated against each other contact, rubber, or special leather cement are used. (Edges are usually joined together using a different method.) Rubber cement is fine for lighter gluing jobs, but is inadequate where strength is essential. Don't use a glue or cement that becomes hard and brittle when it dries, since these crack and weaken as the leather bends. Always follow the manufacturer's instructions when applying any form of glue. Generally a thin coat of the cement is applied to both surfaces and allowed to become tacky before the pieces of leather are put together. The bond is created as soon as the pieces touch each other, so alignment must be accurate the first time because the pieces can't always be adjusted. If you are cementing the smooth grain side of a piece of leather, rough it up first with coarse sandpaper for best results. Excess cement can usually be cleaned up by just rubbing it into a ball. Cement won't clean up from suede leather.

HARNESS BUTTONS: These are used for buttoning pieces of thick leather together. To install one, first punch a hole in the piece of leather where you want the button to go. Insert the screw through the hole and screw the button onto the threaded end from the frontside of the piece of leather. Punch another hole in the other piece of leather for the button to go through.

SNAPS: A special setting die and anvil are needed to assemble a two-part snap. Follow the directions that come with the snap kit.

RIVETS: These may be used for either joining two pieces of leather together or for decorative purposes. There are split rivets or two-piece rivets. Two-piece rivets are usually the better choice (split rivets are somewhat similar to brass fasteners used to fasten papers together). Two-piece rivets can be driven with a rivet setter (or you can drive without special tools). To set a two-piece rivet, first punch a hole in both pieces of leather at the point where you want the rivet to go. Insert the stem part through both holes from the underside of the leather and place the cap over it. With the stem side against a hard flat surface, such as a piece of steel or iron (the side of a hammer head will do -- but never brick, concrete, or formica), hit the cap hard with a hammer to smash it flat. This causes the stem to mushroom up into the hollow part of the cap; at the same time, the cap is flattened, locking the two parts together. You may have to hit the rivet two or three times to assure that it is well set. A dented or broken rivet can be replaced, but one that isn't well set might pull apart at any time. Dented rivets can be removed by driving a nail or nail setter through the cap. This splits the stem so that it can be pulled free of the cap.

SEWING: Sewing produces a much smoother, finer seam than lacing (see below). Leather may be sewn by hand or by machine. Remember, that unlike cloth, every time the needle enters the leather, it punches a hole. The more holes punched, the weaker the leather.

- Lightweight leather and suedes can be sewn on most home sewing machines. Use a medium-sized needle (sized 16 - 18) and linen or cotton-wrapped polyester thread. Long stitches (7 to 10 per inch) are recommended, depending on the thickness of the leather. The thinner the leather, the shorter the stitch can be. It is best to operate the machine by hand to avoid breaking the needle. Also, it is best not to use the machine's reverse lever.

- An automatic stitching awl makes a strong locked stitch similar to a sewing machine and carries a spool of thread in the handle that feeds out as you sew. Follow the directions that come with the awl for best results.
- Sewing can also be done by hand. If the leather is thin or soft enough to pierce easily, a sharp glover's needle can be used. Otherwise, punch small holes with an awl or No. 0 round hole punch where the stitches are to be made, and pull the thread through them with a blunt harness needle. Cotton-wrapped polyester thread is used to sew lightweight garment leather and suedes. Heavier, 3- or 5-cord waxed nylon thread will hold thick leather. To make spacing hand-sewn stitches easier, a stitch marker is used to make small, equally spaced indentations in the surface of the leather. (This tool looks like a very small pizza cutter with teeth.) Stitches can be countersunk in thick leather by cutting a small groove in the surface of the leather with a stitching groover. (This is a special tool that can be purchased at a leathercraft shop.) The three most common stitches used in hand sewing are: the running stitch, the whip stitch, and the back stitch (see below for directions).

LACING: Lacing involves threading long narrow strips of leather through holes or slits in the leather and is the easiest way to hold edges of two or more pieces of leather together in a long seam. Leather thongs, made out of cowhide, are squarish, and are usually used to lace projects made out of thick leather. Cut lacing holes for thongs with a No. 5 round hole punch. A round hollow lacing needle is usually used with thongs. Calf lace is flattish -- the outer side slightly rounded with a smooth, shiny finish. Calf laces are best for thin leather, small projects, and when flat and non-bulky seams are required. Cut lacing holes for calf lace with a No. 0 or 1 round hole punch. When lacing, the amount of space between the holes and their distance from the edge of the leather depends on how you want the lacing to look. All spaces in a row should be equal to one another. Some of the common "stitches" used in lacing are: the single running stitch, the double running stitch, the single whip stitch, the double whip stitch, and the cordovan stitch.

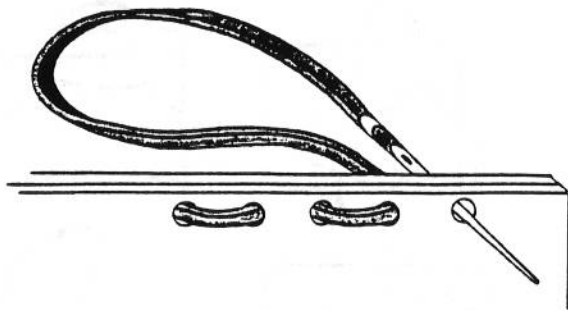
SINGLE RUNNING STITCH

Single running stitches are made by simply drawing the lace or thread through each successive pair of holes, pulling it tight as you go. This stitch requires a length of lace that is about 1 1/2 times longer than the seam. See illustration below.

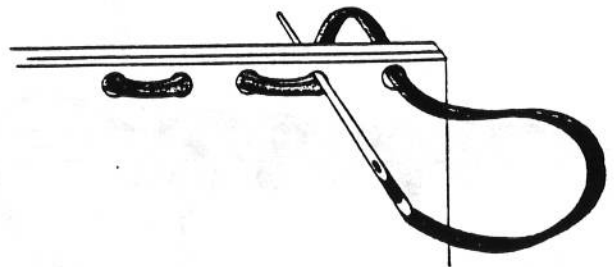
DOUBLE RUNNING STITCH

Double running stitches are made in exactly the same way as the single running stitch except that after going through the last set of holes, you continue lacing back around in the opposite direction, going through each pair of holes a second time. This stitch requires a length of lace that is about 3 times longer than the seam. See illustration below.

SINGLE RUNNING STITCH



DOUBLE RUNNING STITCH



WHIP STITCH

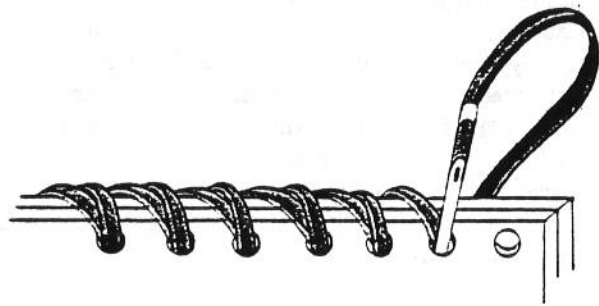
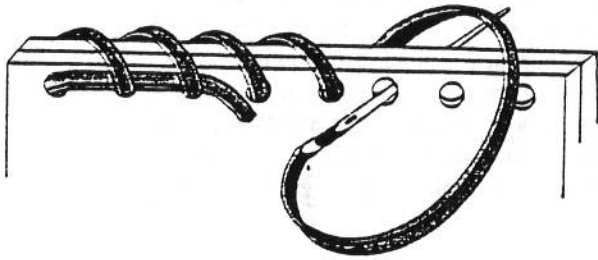
Whip stitches are made by passing the end of the lace or thread through the first set of holes, over the edge of the seam, and then through the second pair of holes. continue lacing in this "through, over, and through" fashion to the end of the seam. A length of lace that is three times the distance to be laced will be needed. See illustration below.

DOUBLE WHIP STITCH

Double whip stitches involve the same "over and through" stitches of the single whip stitch, except instead of going directly from one hole to the next, you lace through each hole twice. The amount of lace needed is about 6 times the distance to be laced. See illustration below.

SINGLE WHIP STITCH

DOUBLE WHIP STITCH



CORDOVAN STITCH

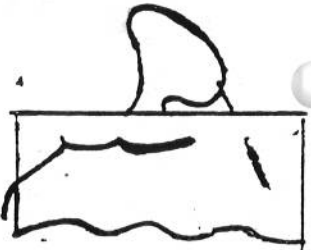
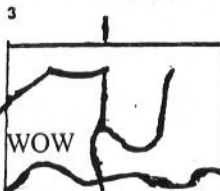
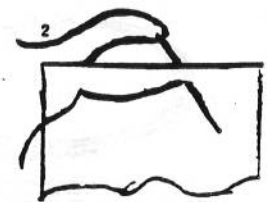
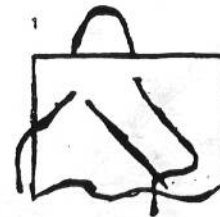
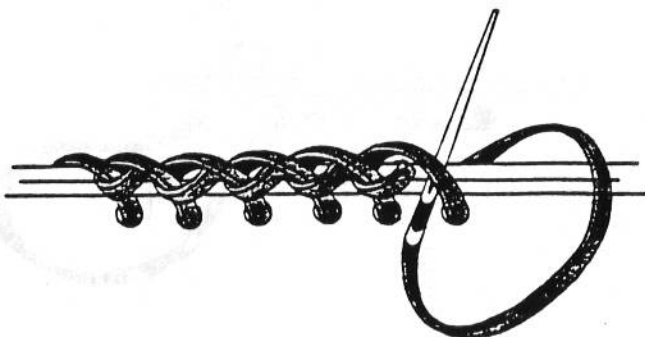
Single cordovan, or button hole stitches cover the edges of the leather with a decorative pattern of the lace. Start as you would the whip stitch. After going through the second pair of holes, pull the end over, back under, and through the section of lace that goes over the top of the seam. The cordovan stitch requires a piece of lace about seven times the distance to be laced. This stitch is rarely used for sewing. See illustration below.

BACK STITCH

Back stitches are similar to running stitches, except that instead of sewing each stitch directly in front of the previous one, you drop back to the last hole and go through it a second time before sewing forward again. Back stitches are rarely used with lacing. See illustration below.

CORDOVAN STITCH

BACK STITCH



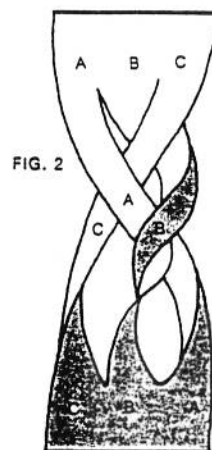
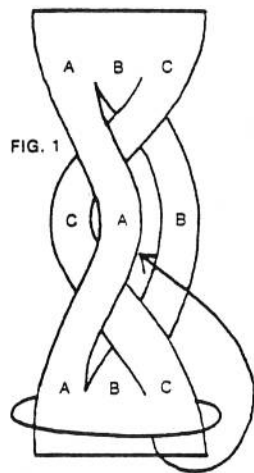
THREE-STRAND MYSTERY BRAID

The three-strand mystery braid can be applied as a decorative touch to straps of all kinds. It can be used for a neckerchief slide, a wristband, a belt, etc. Whatever you decide, cut a length of leather 1/3 longer than you want the finished project to be.

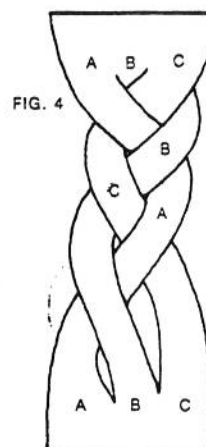
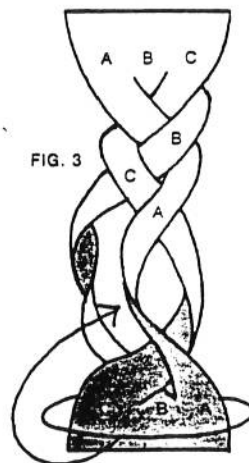
Cut the leather lengthwise down the center to divide it into three equal strips. Start the cuts about 3/4 inch away from the end. Starting at either end of the leather, braid it as follows, referring to the illustrations.

1. Place strip C over strip B and under strip A (Fig. 1)
2. Pull the end of the belt between strips A and B. (Fig. 2). This creates a tangle at the bottom end of the leather that is removed by the following steps.
3. Place strip B over strip A and strip C over strip B (Fig. 3).
4. Pull the tangled end of the leather between strips B and A as in figure 4.

These steps complete one series of braiding. To finish, repeat steps 1 to 4 until the entire length of leather is braided. When there is no more room at the bottom of the leather for another complete series, loosen the braiding and space it over the unbraided section.



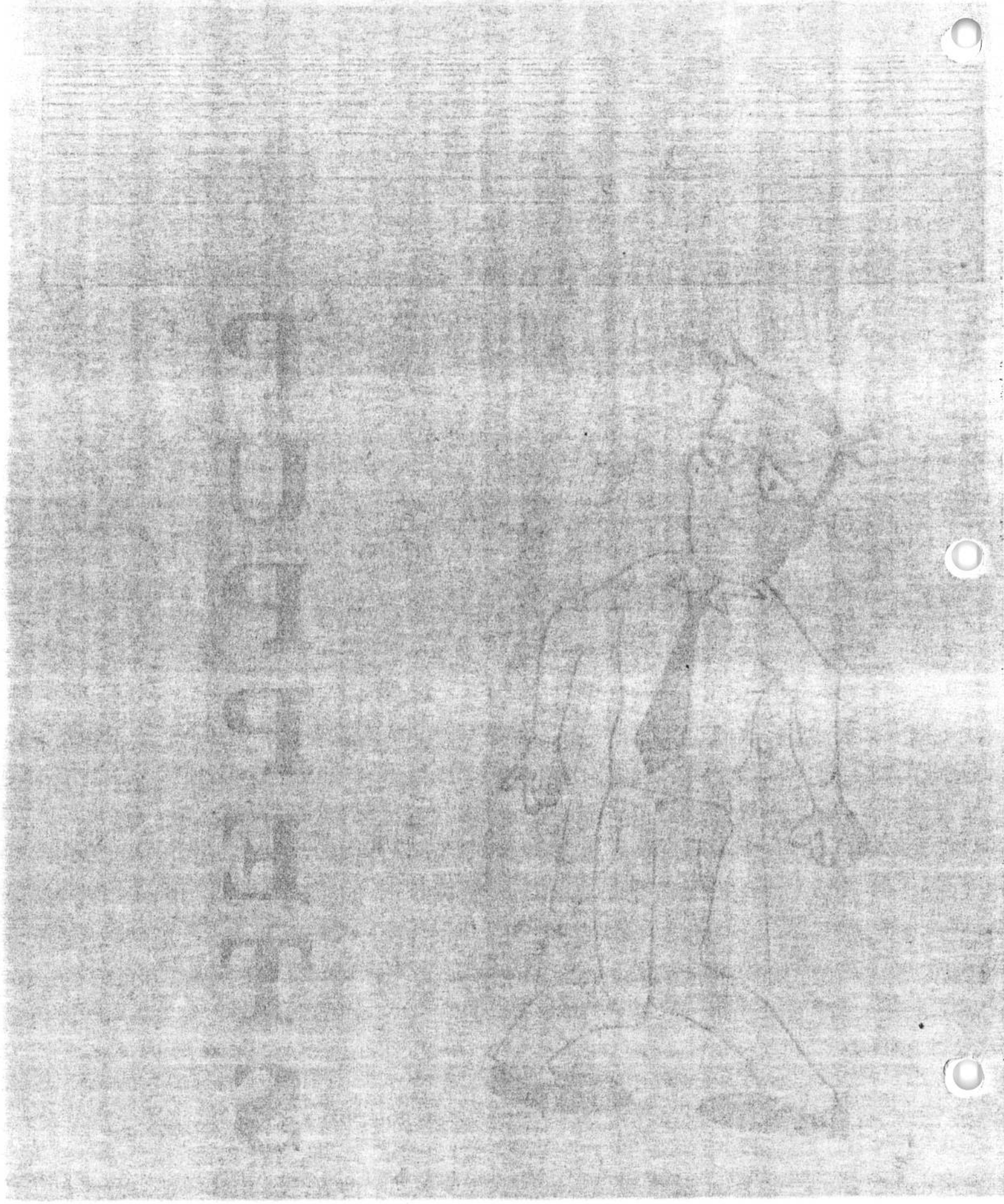
CUT THE LEATHER into three equal strips, then place strip C over B and under A. Pull the end between strips B and A.







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PAPER BAG PUPPETS

Paper bag puppets are the easiest, least expensive and fastest type of puppets to make. Use small paper bags (lunch bag size). Use your imagination for decorating. Almost anything goes. Add felt, yarn, buttons, crayons, paint, markers, etc.

1. Leave the paper bag folded (with fold on top) and lightly mark where the features will go. Eyes and nose should be on bottom of bag. The top of the mouth goes on the bottom of the bag. The bottom of the mouth goes on the side of the bag (illustration 1).
2. Lift up the bottom of the bag and finish filling in the mouth (illustration 2).
3. Glue or draw on hair, ears, clothing, etc.
4. To operate the puppet, place a hand in the bag with the fingers over the fold in the bottom of the bag. Open and close the hand to make the puppet talk (illustration 3).
5. If the puppeteer's hands are big enough, holes can be made on the sides of the bag. Put the thumb and little finger out of the holes to create arms for the puppet.

Illustration 1

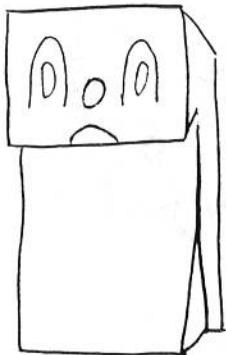
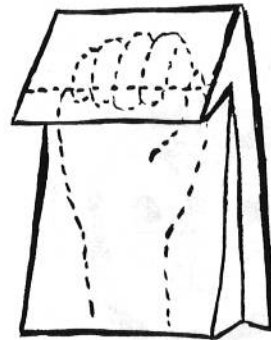


Illustration 2

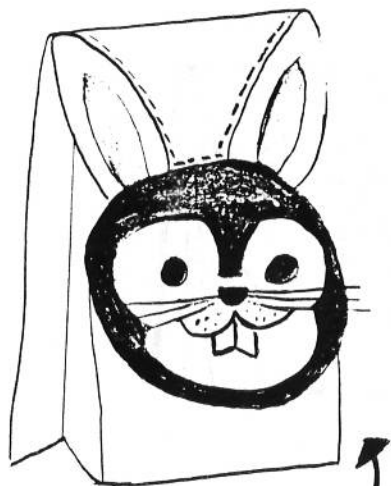
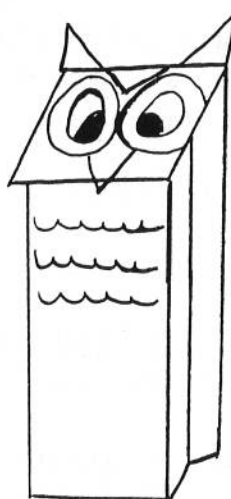
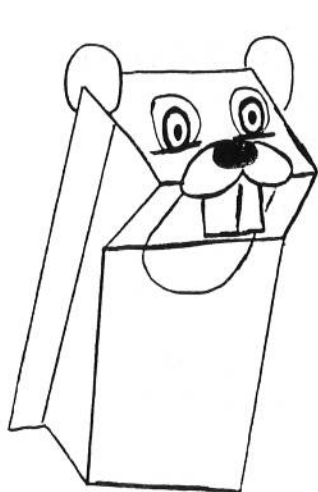


Illustration 3

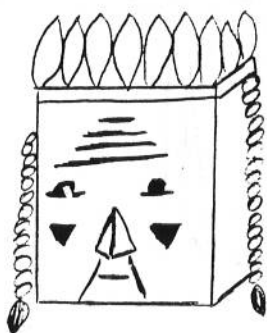


MORE PUPPET EXAMPLES

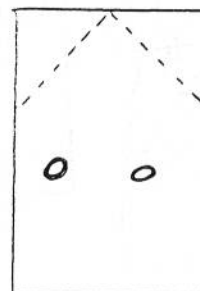
Paper Bag Puppets:



Cut on dotted lines.
Glue layers together.

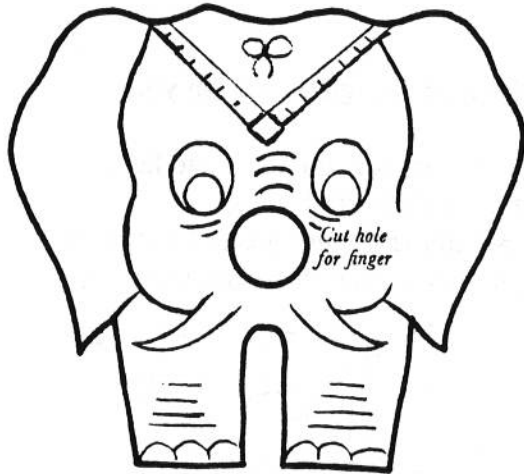


This puppet is made from this bag. Fold back the bottom corners of the bag and glue behind. Cut holes at the front for your fingers. Paint as desired.

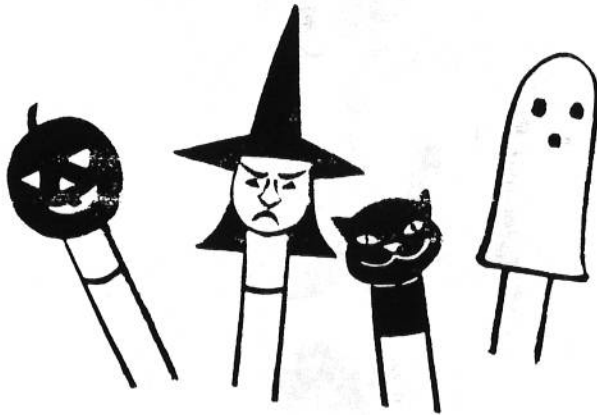


FINGER PUPPETS

There are several variations of finger puppets. Some use a finger to complete the puppet (like the elephant and Santa Claus), some slip over the ends of the finger (like the witch and the cat), and some are put on the fingers like rings (such as the rabbit). Just let your imagination run wild. Sometimes the crazier the puppet, the more fun the puppet show!



Rings



MONSTER:

1. Use a piece of furry material 3" x 3½".
2. Fold the two 3" sides together inside out. Sew around three sides, but leave one of the shorter ends open.
3. Turn the material right side out.
4. Place it over the tube and ball.
5. Glue plastic eyes in place or make features out of felt.

BLOWN EGG FINGER PUPPETS

Although blown eggs are fragile, they will keep forever if they do not get broken.

1. Take a hat pin or long straight pin and punch a hole at each end of a raw egg.
2. Enlarge the holes by carefully moving the pin around with a circular motion.
3. Put one end of the egg to your mouth and blow, over a bowl or cup. The egg will come out of the lower hole.
4. Let the empty shell stand and dry before using.
5. Enlarge the hole at one end of the egg with nail scissors, so the egg will fit on your finger.
6. Decorate the egg to be a pirate, clown, or whatever character you would like to have. (Use cotton, wool, yarn, construction paper, fringe, paint, markers, etc.)
7. To hide your finger, you can paste paper or a cloth around the finger hole and decorate it to look like a puppet costume. Or you can drape a square of cloth or handkerchief over your finger before you stick it into the hole.



STYROFOAM CUP PUPPET (LEAVING CUP IN ONE PIECE)

After determining what the puppet should be, decide where the nose should be placed. Be sure to fit the hole to the hand of the puppeteer. Using a pencil or the points of scissors, poke a hole in the cup as illustrated (illustration 1). Hole should be large enough to push a finger through for the nose.

Now decorate the puppet. To help make decorations stick, lightly sand the surface of the cup with very fine sand paper. This will remove the high glaze on the surface of the cup and help glue stick. The cup may be painted with tempera paint (add a few drops of liquid soap to the paint to make it adhere easily to the surface). The cup can be painted with facial color, facial features, hair, etc. After the paint has dried, use scraps of construction paper, bits of cloth, beads, etc. to create the character desired. Crayons or felt-tip pens can also be used.

Clothing for the puppet is created by folding a piece of fabric (or paper) in half, widthwise, and cutting as illustrated (illustration 2). The sides can be sewn or glued together. Slip over hand as shown.

Illustration 1

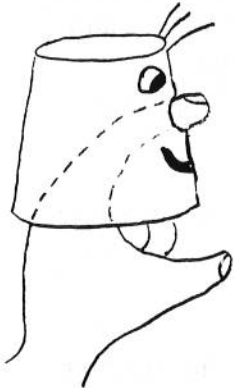
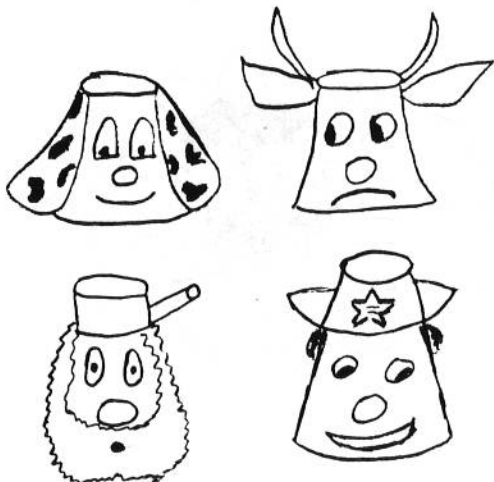
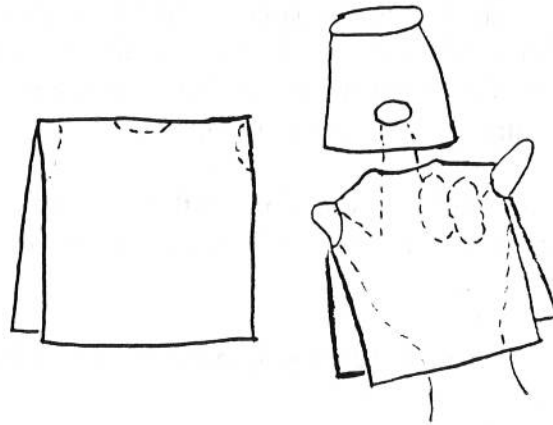
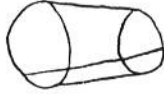


Illustration 2



STYROFOAM CUP PUPPET (CUTTING CUP INTO PIECES)

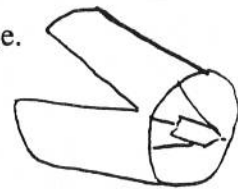
1. Cut a styrofoam cup lengthwise to make the upper and lower parts of the head. The upper section should be larger than the lower section.



2. Cut mouth linings to fit the cup. Use either cardboard or heavy construction paper. Glue lining into place. Use tape to hold together until pieces are dry.



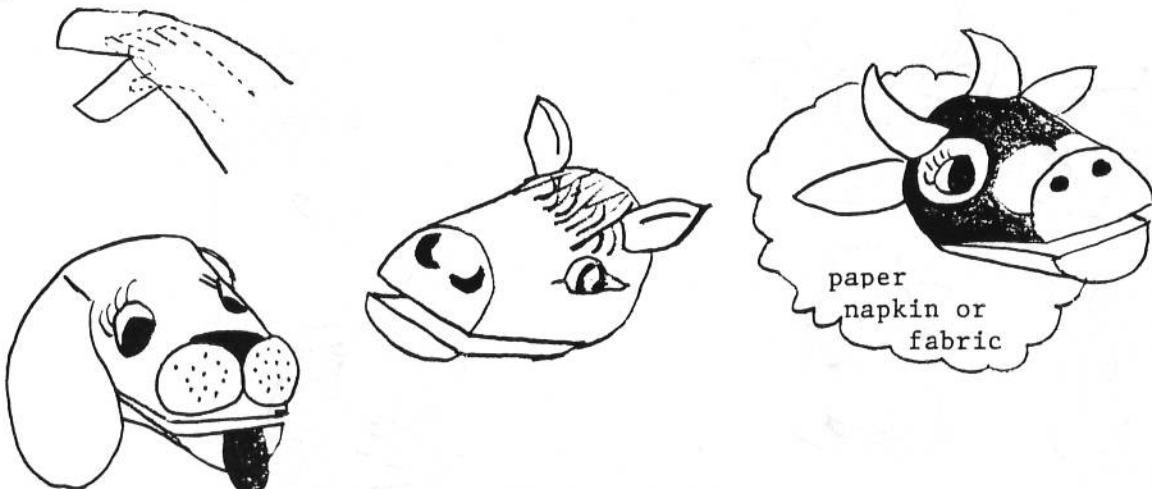
3. Tape the upper and lower sections together at the back, making a hinge.



4. Paint or decorate as desired. To help make decorations stick, lightly sand the surface of the cup with very fine sand paper. This will remove the high glaze on the surface of the cup and help glue stick. The cup may be painted with tempera paint (add a few drops of liquid soap to the paint to make it adhere easily to the surface). The cup can be painted with facial color, facial features, hair, etc. After the paint has dried, use scraps of construction paper, bits of cloth, beads, etc. to create the character desired. Crayons or felt-tip pens can also be used.

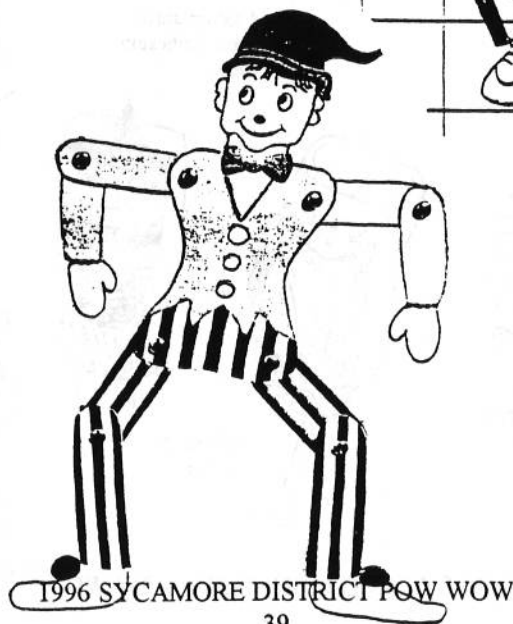
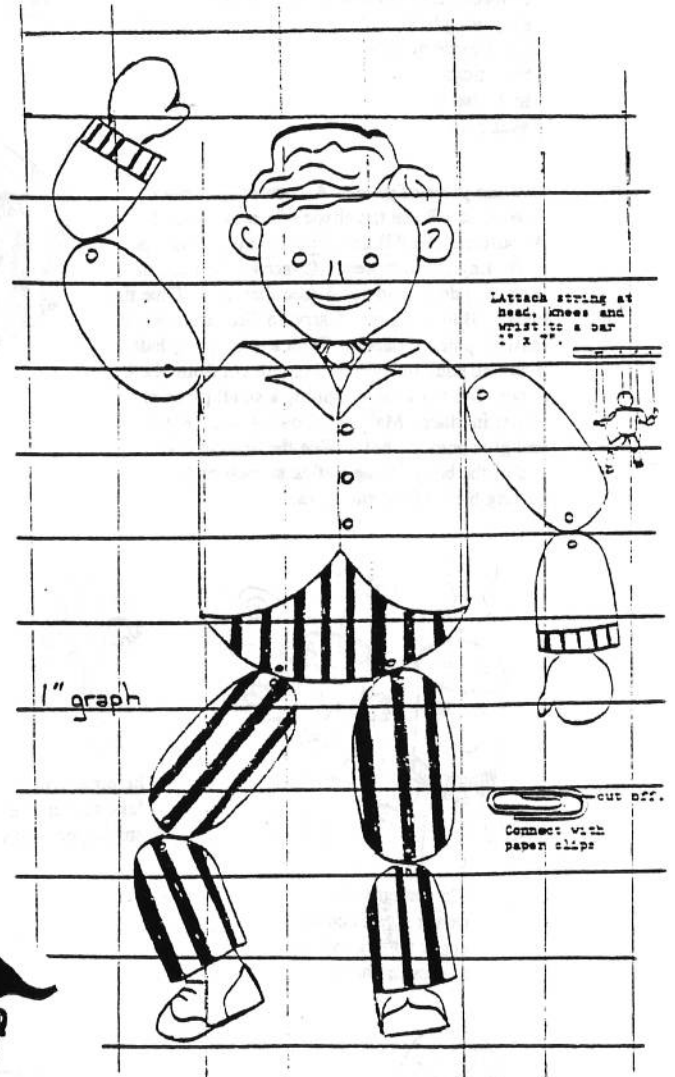
5. For the body, cut a hole in the center of a paper napkin, paper towel, or piece of fabric. slip the napkin over the hand and forearm of the puppeteer. Put the puppet head on the hand.

6. To operate the puppet, insert fingers in the top of the head and the thumb in the lower part.



STRING PUPPETS OR MARIONETTES

String puppets are a little more difficult to create than many other types of puppets. They also require some practice in order to operate them correctly. If a marionette is made from wood, the puppet could be used as a sign-off in both Webelos Showman and Craftsman.



OTHER PUPPETS

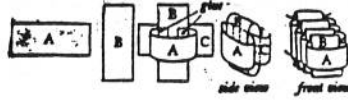
Use almost anything to make a puppet. The only limit is your imagination!

CATERPILLAR PUPPET

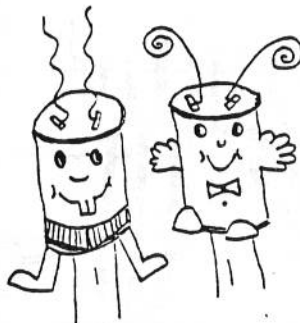
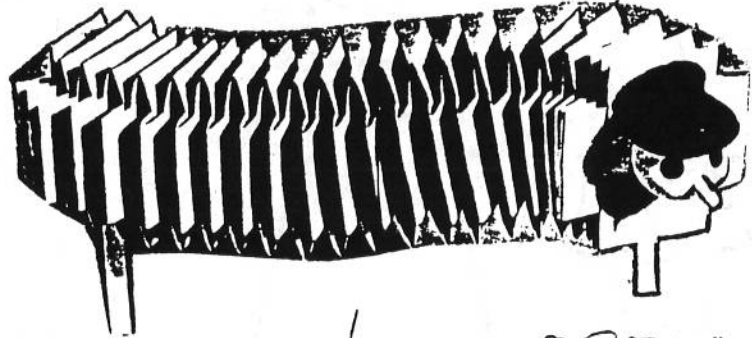
Needed:

- Colored paper cut into 6" X 2" strips
- ping pong ball
- small piece of dowel
- two sticks
- black paper
- pink paint

Lay one piece of paper - A - across the center of another - B - in the shape of a cross. Bend A loosely around B and glue the ends to the back of B. Lay another piece - C - across the back of the glued down ends of A (see diagram). Glue the ends of B to this strip. Carry on like this using at least 20 pairs of papers. Paint a ping pong ball pink and stick on eyes and mouth cut from black paper. Make a nose by gluing a small piece of dowel in place. Make a hat out of black paper and glue onto the ball. Glue the head to one end of the body. Glue a stick at each end, putting them in the end links.



Glove with button eyes



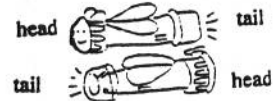
Tin can puppets (make sure to cover edges with heavy tape to prevent cuts)



hammer with fake fur features and paper hands



Nylon pot scrubber with pipe cleaner legs



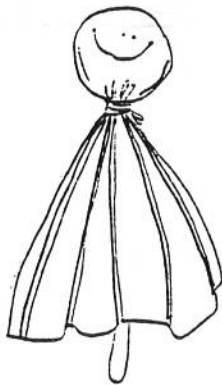
Flashlight firefly: Tape a paper face to the handle end of a flashlight. Add pipe cleaner feelers and tissue paper wings.



Feather duster with clothespin beak



Styrofoam or nerf ball with a hole for one finger



Sheet tied over mop head



shoe with ping pon eyes and paper teeth



Dish soap bottles



Margarine tub on stick



Toe puppets (Picture 8 boys -2 feet each, all on stage)

FLAG ETIQUETTE



DATE

THURSDAY



All information for this section is from the booklet titled "Your Flag" BSA publication 33188.

FLAG TERMS

Canton:	Upper corner of flag's own right. The point of honor. Also called the union.
Case:	Bag or container for storing colors.
Colors:	The national, regimental, or organization flag. A banner, standard, ensign.
Field:	The ground of each division of a flag. The U.S. flag is divided into a red and white striped field, and a white-starred blue field.
Grommet:	Metal eyelet for halyard.
Halyard:	Rope for hoisting and lowering flag.
Hoist:	Width of flag at canton side. To raise a flag.
Leeward side:	The side of the flagpole away from the wind.
Pennant:	Triangular, swallowtail flag or streamer.
Retreat:	Lower flag at sundown.
Staff:	The pole a flag hangs from.

FLYING THE FLAG

The flag should be flown and displayed on all days when weather permits, particularly on national and state holidays, on historic and special occasions.

Weather permitting, the flag should be flown especially on: New Year's Day, Inauguration Day, Lincoln's and Washington's Birthday, Easter Sunday, Loyalty and Law Day, Mother's Day, Armed Forces Day, Memorial Day (flag at half-staff sunrise to noon, full-staff to sunset), Flag Day, Independence Day, Labor Day, Constitution and Citizenship Day, Columbus Day, Veteran's Day, Thanksgiving Day, Christmas Day, and such other times as may be proclaimed by the President of the U.S. Also birthdays of states (dates of admission to the union), and on state holidays.

The flag should be, and is customarily, displayed in or near every polling place on Election Day, at or near every schoolhouse on school days, at all post offices, fire houses, courthouses, and courtrooms, state houses, and all federal and public buildings, Scout camps, etc.

When flags or pennants of states, cities, or societies are flown with our national flag on the same halyard, the U.S. flag should fly at the peak, above all others. The only exception is the Church Pennant (for Navy chaplains and Navy personnel).

The flag of the United States should be at the center and at the highest point of the group when a number of flags of states or localities or pennants of societies are grouped and displayed from staffs.

Flags of other nations must be flown from separate flagpoles of equal height, and all flags should be approximately equal in size with the United States flag. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

HOISTING THE FLAG

It takes two to hoist the flag properly -- one to secure the flag to the halyard and hoist it, the other to hold and keep it from touching the ground.

The two flag raisers march, in step, to the flagpole. Number One, on the right, carries the folded flag. At the flagpole, Number One continues to hold the folded flag while Number Two unfastens the halyard from the cleat on the pole. He quickly tests the halyard making sure it is running freely. This is important -- particularly when ice or rust may have formed on the pulley at the peak in cold weather or when the pole may not have been used for a number of days.

Number One then loosens the folded flag and hands the hoist end to Number Two, union first being careful to hold his end of the flag so that no part of it touches the ground.

Number Two fastens the halyard to both grommets on the flag's hoist. The flag may be secured to the halyard by snap ring through the grommets on the top and bottom of the flag hoist, or with two half hitches. The flag is always hoisted from the leeward side of the flagpole.

Number Two starts hoisting the flag briskly hand over hand without pause. Number One keeps it from touching the ground until the flag is floating freely. Then he steps back a pace and salutes -- which he holds.

As soon as the flag is raised to the peak, Number Two secures the halyard to the pole, steps back a pace, and joins Number One in the salute. Then both drop their salutes in unison and march off.

Special notes: The flag is always kept folded when stored. Hoisting the national flag rolled up and secured by the halyards, so it can be "broken out" on reaching the peak, is not proper. The flag should always be hoisted unfurled.

FORMAL FLAG RAISING

The flag detail should consist of three members. The procedure is practically the same as with a two-person detail, with this difference: Number Three person grasps the hoisting part of the halyard and raises the flag briskly as soon as Number One has fastened the halyard to the flag's grommets. Number Two keeps the flag from touching the ground, stepping back to salute as soon as it flies free. Number One keeps the rising part of the halyard, to which the flag is secured, from bellying out very far from the pole. Number Three secures the halyard to the cleat, then he and Number One step back, join Number Two in the salute. Number One says, "Two," all drop the salute and march off in step.

Note: When advancing, Number Two is in the center, carrying the flag.

THE FLAG AT HALF-STAFF

When flown at half-staff, the flag is hoisted to the peak for an instant, then lowered to the half-staff position (half the distance from the top and bottom of the staff). Before lowering the flag for the day, it is raised again to the top, then lowered.

On Memorial Day, the flag is displayed at half-staff until noon and at full staff from noon until sunset. Half-staff honors the heroic dead; full staff shows that the nation lives, for the flag is the symbol of the living nation.

It is generally believed that the national flag should be half-staffed only when directed or authorized by the President. Nothing in the code or proclamation prohibits local officials or private citizens from flying the flag at half-staff on appropriate occasions at their own option.

LOWERING THE FLAG

Hauling down the colors at sundown (retreat), on land or afloat, has its own time-honored procedures.

A two-person flag detail marches to the flagstaff, unfastens the halyard, and while one stands at salute, the other hauls the colors down slowly. When the flag is down within reaching distance, the saluting person drops the salute and gathers the flag in to prevent its touching the ground. The halyard's ends are clipped or tied together and secure to the flagstaff cleat. It is important to fasten the halyard ends back together after removing the flag -- or you may find one end of it at the top of the pole the next time the flag is to be raised.

If it is not a formal retreat ceremony, the flag detail shouts "colors" just before hauling the flag down. All those within 50 yards come to attention and salute until the flag is gathered in.

On being detached from the halyard, the flag must be folded immediately! The exception to this is if a person is lowering the flag alone. He gathers it into his arms so that it does not touch the ground. He should then find someone to assist him in folding the flag.

FORMAL RETREAT

Lowering the flag at sundown is often a formal ceremony. A three-person flag detail should be assigned to handle the colors. The man who will carry the folded flag from the field gives the orders to the flag detail (softly). He loosens the halyard, holds the down pull; Number Two person holds the up pull. Both stand at attention. Number Three person, who is to gather the flag when it is low enough for him to reach, stands at attention, too. (Note: if music is to accompany the formal retreat, the flag detail lowers the flag as the first note of music is played. The flag is lowered so that the flag is gathered in just as the music ends.) Number Three gathers in the flag. The detail folds the flag while Number Three secures the halyard and all march off the field together.

SALUTING

When in uniform, with you head covered or uncovered, either indoors or outdoors, stand at attention and salute with your right hand when:

- The national anthem is played.
- The colors are raised or lowered.
- During recitation of the Pledge of Allegiance.
- As the flag passes by in a parade or review.
- A flag-draped coffin is passing.
- When "Taps" is sounded at a funeral.

When not in uniform, stand at attention, place your right hand over your heart. A man should remove his hat and hold it over his heart. If in an athletic uniform, stand at attention. Hold hat or helmet in right hand.

SALUTING AT PARADES AND OTHER CEREMONIES

Stand at attention facing the flag and salute at the first note of the national anthem. Hold the salute until the last note is played. If there is no flag or you cannot see it from where you are, face the music. If you can't see the band or orchestra, face straight ahead. When the national anthem is sung without accompaniment or is a recording, stand at attention -- do not salute.

When the colors are being raised, stand at attention facing the flagpole. Come to salute as soon as the flag is started on its way up and hold the salute until it is at the peak. If the flag is to be flown at half-mast, hold the salute until it is lowered to half-mast after being hoisted to the peak.

At retreat, lowering the colors, start your salute at the moment the flag is on its way down and hold the salute until the flag is gathered at the base of the flagstaff. If the flag is at half-mast, salute as it is first hoisted to the peak; hold your salute until it is gathered at the base.

At parades and reviews, start your salute when the approaching flag is six paces (about 12 feet) from you. Drop the salute when the flag is about the same distance past you. This procedure is also followed when the national ensign is carried past you by mounted standard bearers, or when it passes you on a vehicle, provided the flag is flown from a staff, not lying flat, draped, or used only as a decoration.

A flag-draped coffin is the exception to the above rule. It rates the same honor as the flag passing in a parade. It is customary to salute when "Taps" is sounded at a military funeral.

A salute is held during the recitation of the Pledge of Allegiance as you face the flag.

There are times when a salute to the national flag is neither necessary nor feasible.

- When you are separated from the passing flag by a crowd.
- If you are carrying out some duty that requires you to face away from the parade.
- While in a motor vehicle waiting for a break in the parade so you can cross the line of march.
- If you are helping a youngster see over the heads of a crowd.
- At a circus or rodeo where riders gallop past with flags every few minutes.
- Pictures of the flag shown on TV or in theaters are not saluted.

When sitting in a well-filled grandstand it may seem awkward to rise and salute each national flag carried past at short intervals (5 minutes or less). This is a situation that must be handled according to on-the-spot conditions. If constant, undue, and frequent jumping up and down interrupts the dignity of the occasion, it is best to salute only the leading colors.

CARRYING THE FLAG

With colors measuring 3' by 5' or larger it is best to use a carrying sling in parades, reviews, and long marches. At "carry" the heel of the staff (pole) rests in the socket (pouch) of the sling. The right hand grasps the staff slanting slightly forward at the height of the chin. During a long carry the hands may alternate from right to left as they get tired.

If the flag is to be carried without a sling, the flag is carried in a vertical position with the staff resting slightly on the right shoulder. The staff is grasped with the right hand at about shoulder height. During a halt the staff is set down on the ground with its heel close to the right side.

In stormy weather, carry the flag furled in a case. Cased colors are not saluted.

At "order" (during long halts) the staff is lifted out of the carrying sling if one is used. The staff is rested on the ground with the staff heel near the right toe. The staff is held in a vertical position with the right hand, allowing the flag to fall free.

When other flags are carried with the national colors, the color-bears should hold the staffs at the same angle (about a 30-degree forward pitch), grasp the staffs with the same hands at the same height (about chin high) and change hands at the same time. (Other flags follow the lead of the national flag in all maneuvers.)

When the national colors are being carried alone, they should be in the front center of the column. When carried with another banner(s), the national colors are always on the right. If there is a long row of other flags the national colors are carried alone, centered, at a few paces in front of the row. Never carry the flag flat in a parade or at any other time. The national flag always should be carried upright on a staff (except when cased or furled or when draped over a casket).

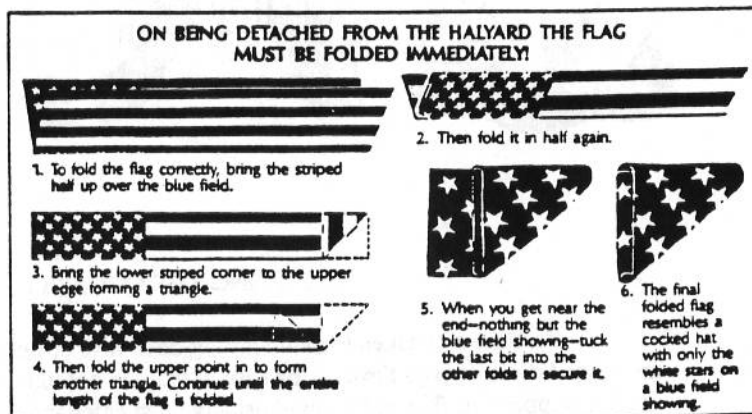
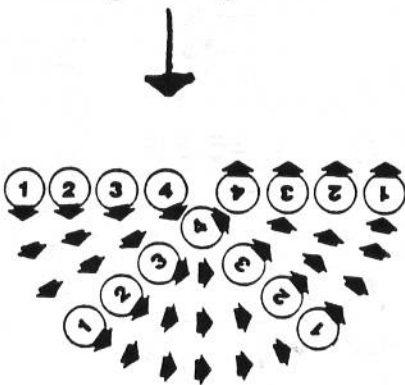
THE COLOR GUARD

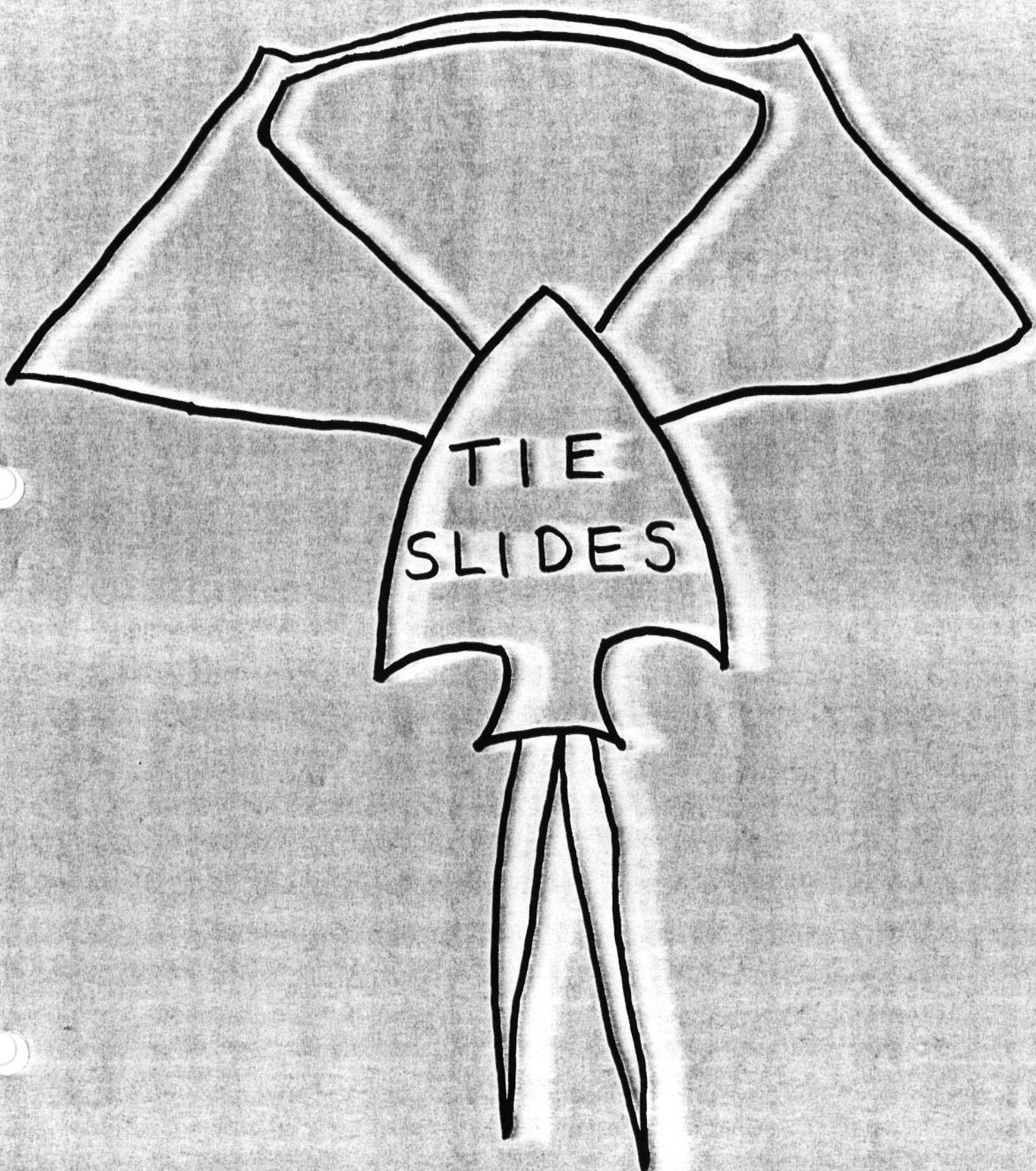
A color guard usually consists of four persons -- numbers 1 and 4 are the guards; number 2 carries the national colors; number 3 carries the BSA, council, pack, troop, team, post, ship, or other organization colors.

Color guards should be familiar with the honors due the national flag and other flags and our national anthem. They should be well drilled in handling the colors during parades, reviews, and ceremonies such as the playing of the national anthem, reciting the Pledge of Allegiance, etc.

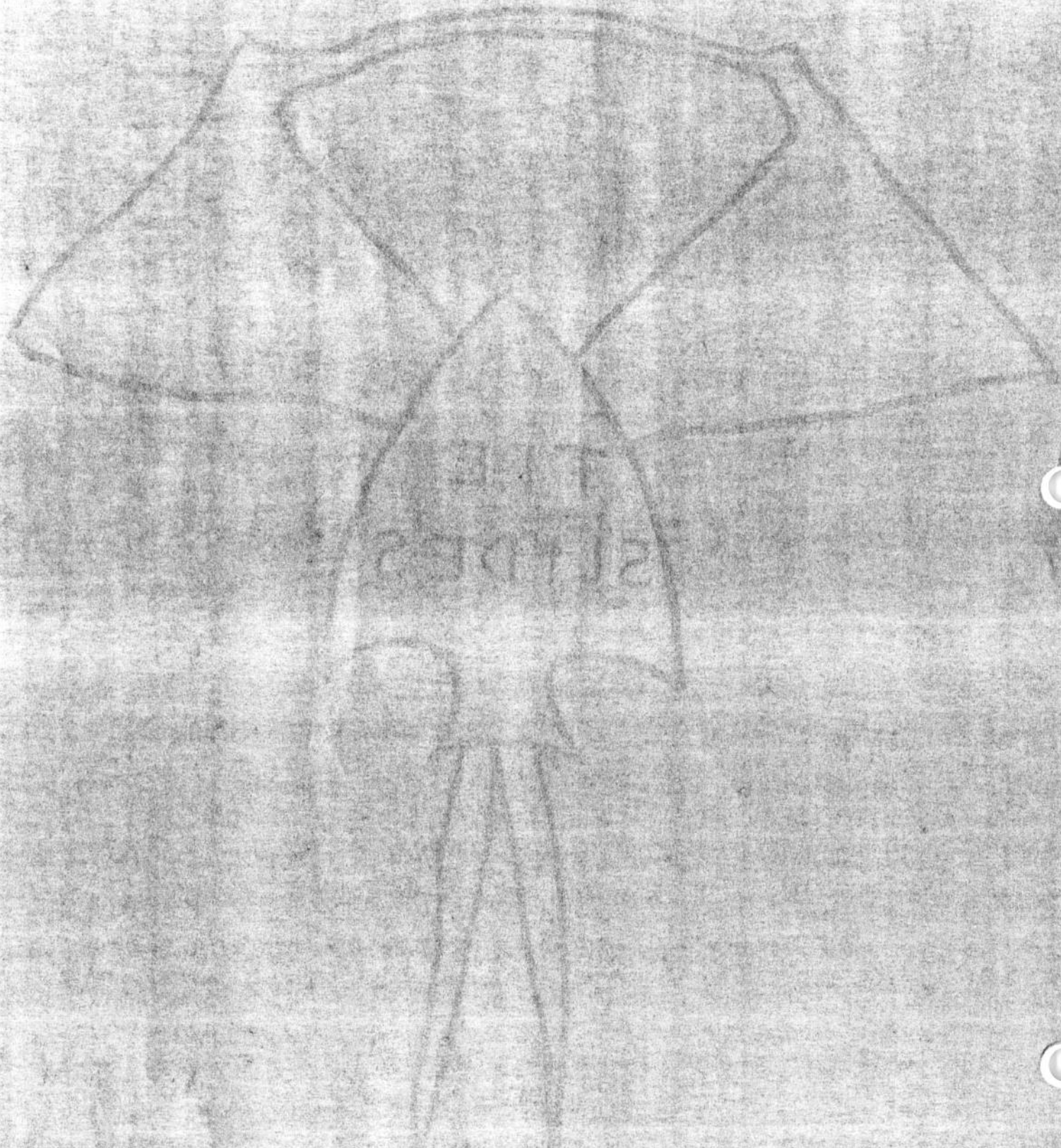
OTHER ITEMS OF INTEREST

- The national flag is never dipped at any person, flag, or thing!
- Parade and display flags may be bordered with fringe, but not those flying from flagstuffs.
- It is perfectly legal and acceptable practice to hoist an organizational flag along with the national colors on the same flagstaff. Both flags may be hoisted on the same halyard provided the national colors is above the other flag.
- Motor vehicles must carry the national flag flying free from a staff firmly fixed to some part of the chassis. It must always be to the right of any other flag. It must never be draped over the hood or any other part of the vehicle. Even a bike or motor bike should carry the flag on a staff affixed to the frame.
- It is preferred that the flag be flown from a staff when on a float. But it may be displayed flat against or suspended from a background, allowing the folds to fall free.
- If a flag is carried in, but not placed in a stand, the color guard sits in the front row of seats with the national colors to the right of their group. If there are more groups with colors, their color guards sit on the right of their group with the national colors to the right of any other colors or pennants.
- A flag hanging over an audience should face toward the main entrance to the auditorium -- the point of honor on the flag's own right (to the left as seen by the people entering).
- A flag hanging from a balcony (or stairway) should never be draped, but allowed to fall free.
- The national flag should never be used as part of the covering of a monument at an unveiling, although it may take a prominent part in the ceremony.
- The flag should not be used to cover a table, a desk or be draped or festooned as a decoration. The only exception to using a flag as a covering is when laid on the casket at certain funerals.
- The flag should always be allowed to fall free.
- The flag should not be used as any portion of a costume or athletic uniform. The wearing of a replica of the U.S. flag to designate this country's representation is permissible.
- The flag should not be embroidered on cushions or handkerchiefs and the like, nor printed or impressed on any article designed for temporary use and discarded.
- When the national anthem is played (or "To the Colors") all flags except the national flag are dipped in salute. This applies to pack, troop, team, post, and ship flags as well as state and any organization flags. Patrol flags, guidons, pennants, etc., are dipped to a 90-degree angle.
- The color guard always forms in a line and marches that way. The senior color-bearer (usually the one carrying the national colors) gives the commands to the detail.
- The color guard never executes an about face. To reverse direction, the detail pivots around in a line making a 180-degree turn.





TIE
SLIDES



USES OF TIE SLIDES

Rewards and Incentives:

1. Present a "jack-o-lantern" neckerchief slide to boys who had perfect attendance at October den meetings or wore their uniforms to all den meetings.
2. Present a hammer-shaped or saw-shaped slide to boys who have completed the woodworking and tools achievements.
3. Present a pencil-shaped or notebook paper-shaped slide to Bears who complete the "Why I like America" theme or the folklore theme.
4. Present a musical note shaped slide to Wolves who learned three songs as part of their electives.

Aid to Completing Achievements, Electives, and Activity Badges:

1. Make a slide in the shape of a state while talking about that state's tree, flower, flag, and bird (Bears).
2. Glue a small leaf on wood (slide of tree branch for this one) while working on Webelos Forester badge or for Bears or Wolves.
3. Make traffic sign-shaped slides when talking about bike safety.
4. How about a collection of tie slides for the Wolf achievement?

FUN!!! Let the Boys be Creative:

1. Themes:
 - "Indian Lore": Make slides from slices of tree branches and use permanent markers or enamel paint to write Indian symbols (Wolf).
 - "Under the Big Top": Make a clown or elephant slide from leather or vinyl.
2. Holidays:
 - Christmas tree: cut shape from wood and let each boy "trim" his tree his own way. Have available: paint, glue, sequins, glitter, stick-on stars, scraps of ribbons, beads, etc.
 - Lincoln's hat: Cut from black leather, or cut from wood and paint.
3. Sports:
 - Football helmets: Cut from wood. Let each boy paint his helmet in the colors of his favorite team.
 - Circle: This simple shape may be painted to look like a baseball, basketball, soccer ball, target, etc.
 - Skating: Cut shape of ice skate or roller skate from wood or leather. Use string to resemble lacing.
4. Hobbies:
 - Music: Cut a note from black leather or from wood and paint. Cut shape of musical instrument like guitar or drum from wood and paint.
 - Model building: From wood cut the shape of a sailboat, car, truck, airplane, rocket, electric train engine, etc. Paint.
 - Photography: Cut wood shape of camera and paint.

GOOD DEED KNOT TIE SLIDE

Materials and Equipment:

Rope or clothesline
Masking tape
Gold paint (optional)



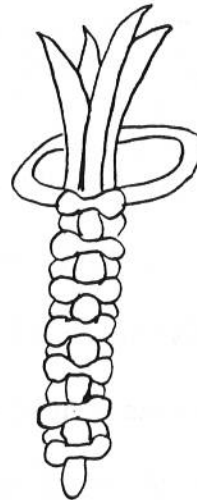
Instructions:

1. Cut a 12 inch piece of rope.
2. Tie a square knot in the center of the rope leaving an approx. 1 inch circle.
3. Take the loose ends of the rope and wrap those to the center (back) of the tie slide. Cut rope to length. Cover ends with masking tape.
4. Paint rope gold, if you like.

INDIAN CORN TIE SLIDE

Materials and Equipment:

Brown pipe cleaner (or chenille)
Tri-beads (7 brown & 7 clear)
Scraps of brown paper bag
Scissors
Glue



Tri-Bead



Instructions:

1. Make a small loop at the bottom of the pipe cleaner.
2. Put on tri-beads, alternating colors.
3. Make a loop out of the pipe cleaner at the top of the beads. Twist end to top of beads. Cut off excess pipe cleaner. Loop should be big enough to hold neckerchief.
4. Cut several scraps of the brown paper bag to resemble corn husk leaves. Glue to the top of the beads (should hide the area where the pipe cleaner is twisted).

BEAR TIE SLIDES

Materials and Equipment:

Vinyl or leather scraps (use 1 color for the bear and a 2nd color for the message strip)

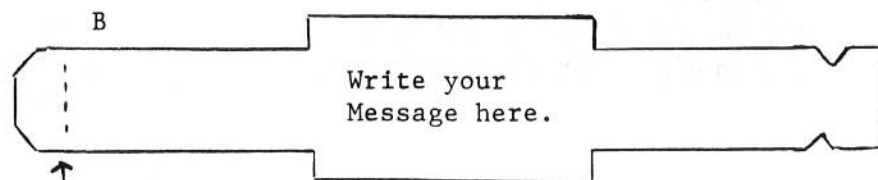
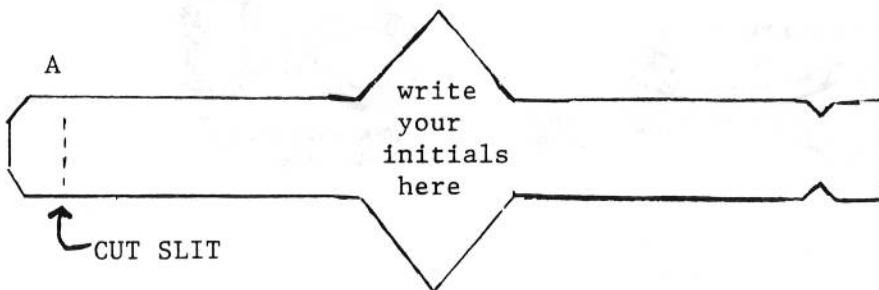
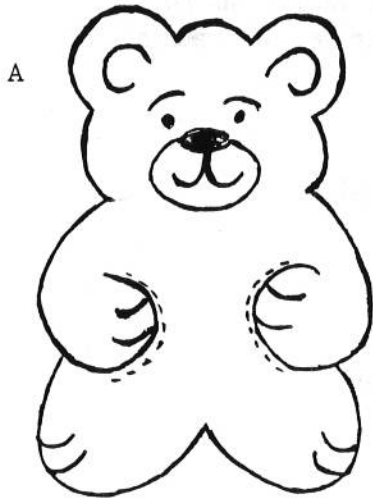
Permanent markers

Scissors

Glue

Instructions:

1. Trace and cut out patterns below onto vinyl or leather.
2. Draw details onto pieces with permanent markers.
3. Cut slits on dashed lines and notches where indicated by pattern.
4. Insert message strip through the cut slits on the bear.
5. Connect the ends of the message strip behind the bear's back to form a circle.
6. Glue ends together.



COONSKIN CAP TIE SLIDE

Materials and Equipment:

Tan fake fur
suitable tie slide material
glue
black marker
scissors



Instructions:

1. Cut tie slide material (paper towel roll or plastic pipe) into 1/2" strips.
2. Cut tan fake fur into strip that is just slightly wider than tie slide material. The length should be the distance around the tie slide material.
3. Glue fake fur to tie slide material.
4. Cut a tail out of the fur.
5. Using a black marker, make strips on the hat and the tail.
6. Glue tail to hat.

WHIPPED NECKERCHIEF SLIDE

Materials and Equipment:

Yellow macramé cord
blue yarn
wiggly eyes
red pompom



Instructions:

1. Make a loop in a length of yellow macramé cord.
2. Whip the ends with the blue yarn as shown.
3. Fray the ends of the macramé cord.
4. Glue on wiggly eyes and pompom nose.



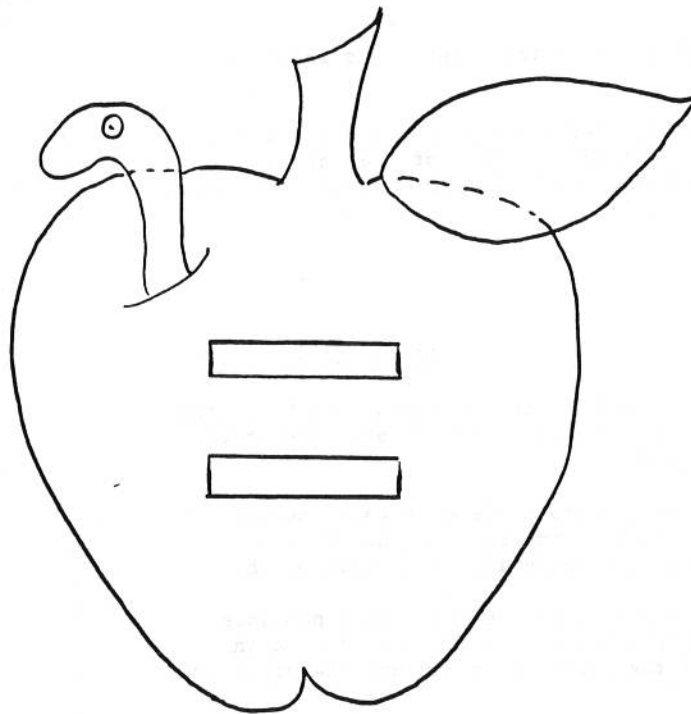
APPLE WITH WORM TIE SLIDE

Materials and Equipment:

Red vinyl
Green felt
Beige Felt
Wiggly eye
Scissors
Glue

Instructions:

1. Trace and cut out apple portion of pattern below using red vinyl (be sure to cut out slits).
2. Cut out leaf pattern from green felt (or use an artificial leaf). Glue to apple.
3. Cut out worm pattern from beige felt. Glue wiggly eye to worm. Glue worm to apple.
4. Neckerchief is looped through slits in apple.



WHISTLE SLIDE

This slide is also a whistle. Each end whistles a different tone, so you can make up a "secret" den signal.

Begin with a 5" length of $\frac{3}{4}$ " X $\frac{3}{4}$ " clear pine or other soft wood. Use a $\frac{1}{4}$ " drill bit to drill a 2" hole in one end and a $2\frac{1}{2}$ " hole in the other.

Now, using the illustration as a guide, make a line $\frac{1}{2}$ " from one end (A). Make a second line $\frac{3}{4}$ " from the first (C).

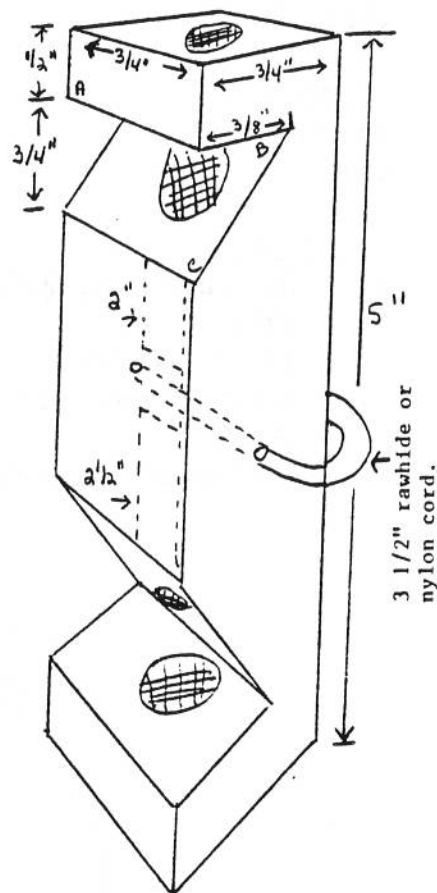
Use a coping saw to cut $\frac{3}{8}$ " deep at the first line (B). With your knife, carefully remove the wood between A, B, and C.

Do the same thing at the other end of the whistle.

With both ends carved, flatten one side of two dowels, each $\frac{1}{4}$ " in diameter by $\frac{1}{2}$ " in length. Insert one piece of dowel into each end of your whistle and adjust in or out for the clearest sound.

Use your knife to shape the whistle, as shown in the drawing.

To make it into a neckerchief slide, drill a $\frac{5}{32}$ " diameter hole through the side of the whistle. Glue the ends of a $3\frac{1}{2}$ " length of rawhide or nylon cord into the hole.



ICE CREAM BAR SLIDE

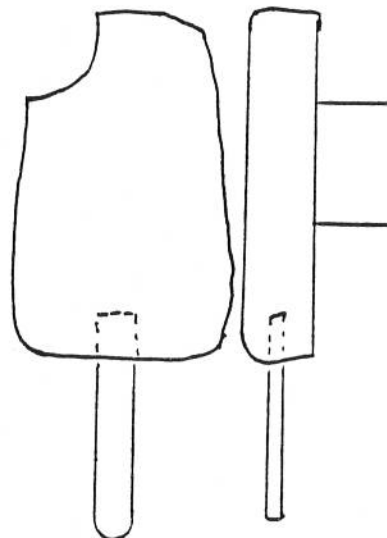
The popsicle is made of any soft wood, such as pine or poplar. The stick is a regular popsicle stick cut down to size.

Trace the drawings onto a piece of wood and cut the outline with a coping saw. Round off the edges with a pocket knife and sand them smooth.

Trace the popsicle stick outline onto a popsicle stick or any thin piece of wood. Cut a slot in the bottom of the popsicle and insert the popsicle stick.

Then glue or tack a loop of sheet metal, wood, or leather to the back of the slide.

Paint the popsicle chocolate brown and white, where a bite is taken out. Use enamel or acrylic paints. The stick is left natural and glued in place.



COVERED WAGON TIE SLIDE

Materials and Equipment:

Block of wood (3/4" X 3/4" X 2")

2 - 1/4" thick slices of 1" round wood (such as dowel rod)

2 small round head nails

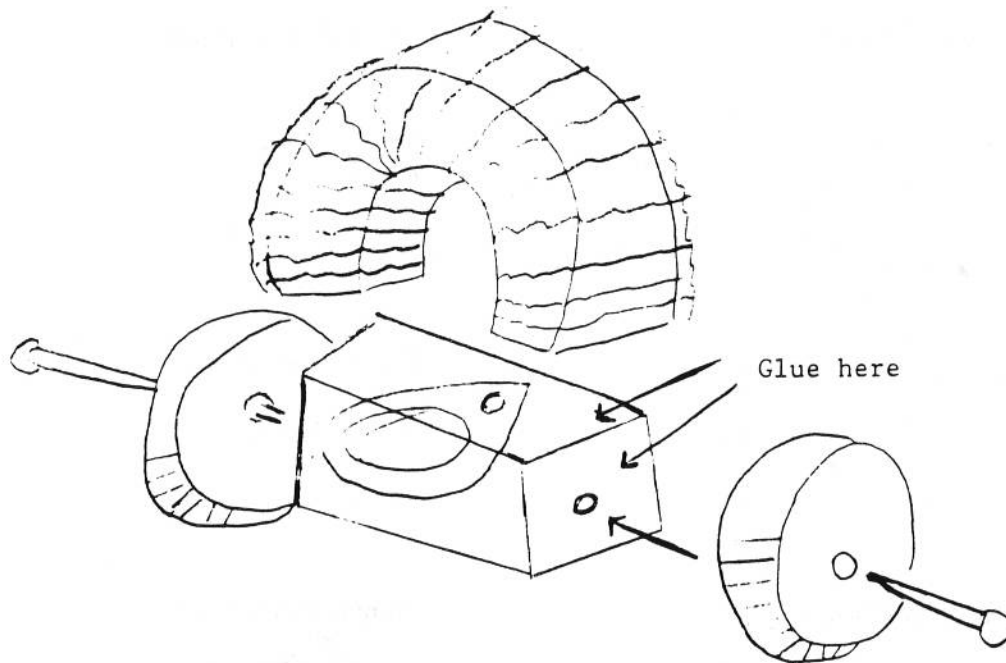
1 pop can ring

White fabric

Thin wire

Instructions:

1. Glue and nail "wheels" to ends of wood block as shown.
2. Paint and allow to dry.
3. Make wire frame for wagon cover from the thin wire as shown.
4. Make a "tube" from the white fabric and slide it over the wire frame.
5. Glue cover to wagon.
6. Glue on pop can ring (or PVC pipe).



FORT TOWER TIE SLIDE

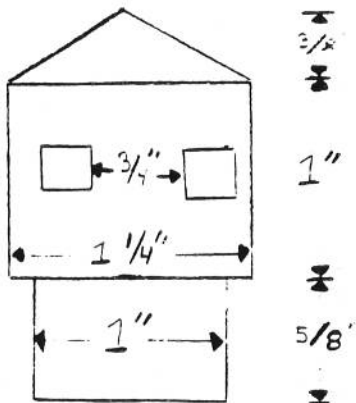
Materials and Equipment:

Pieces of white pine (see dimensions below)
1/8" dowel rod or used wood matchsticks
Fast drying glue or cement
Spray lacquer
PVC tube

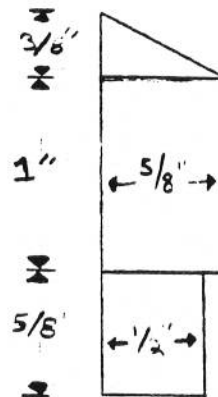
Instructions:

1. Cut piece of white pine to 2" X 1 1/4" X 5/8" according to the diagrams
2. The logs are made by cutting the 1/8" dowel rod or used wood matchsticks to length.
3. Glue "logs" to wood block using a fast setting glue or cement. Be sure to leave spaces for the windows.
4. After all glue has dried, give the completed tower a coating of spray lacquer.
5. Add PVC tube to back for slide.

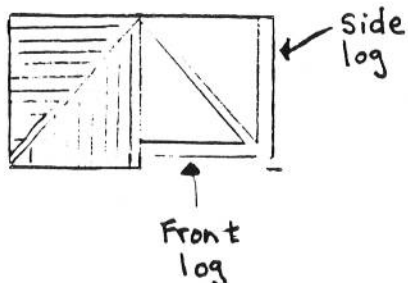
Front view of block



Side view of block



Roof partially finished



Finished Tie Slide



NAUTICAL TIE SLIDE

Materials and Equipment:

Juice can lid

Narrow rope

Plastic or wooden anchor (or one copied on heavy paper)

Small shells

Sand

Piece of PVC pipe

Glue

Instructions:

1. Cut rope to length (it should wrap around the outer edge of the juice can lid 3 to 4 times).
2. Glue rope in place.
3. Glue sand in circle in middle of juice lid.
4. Glue on anchor and small shells. (Small beads may be left hanging from bottom of slide.)
5. Glue on PVC pipe.



TURKEY TIE SLIDE

Materials and Equipment:

Juice can lid

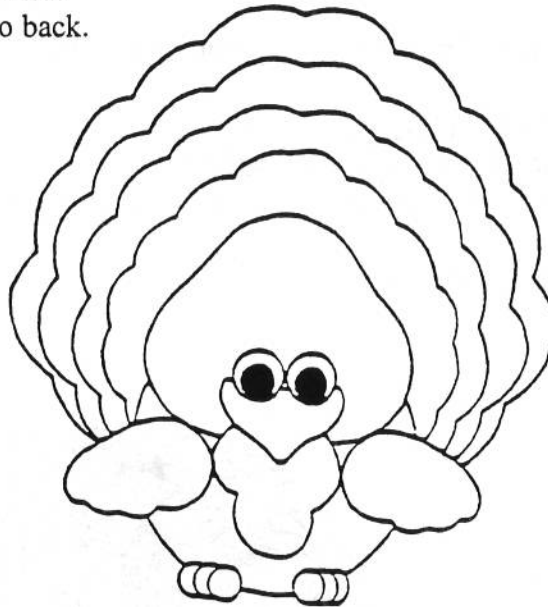
Felt in various colors (brown, beige, orange, yellow, black)

PVC pipe

Glue

Instructions:

1. Cut out various pieces of felt using the pattern below as a guide.
2. Glue the felt to the juice can lid.
3. Attach piece of PVC pipe to back.



HOT DOG TIE SLIDE

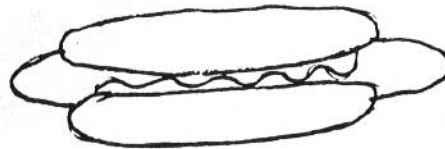
Materials and Equipment:

Craft dough (use any recipe that will dry hard)

1/8" dowel stick cut to 1 1/2" long

Pipe cleaner

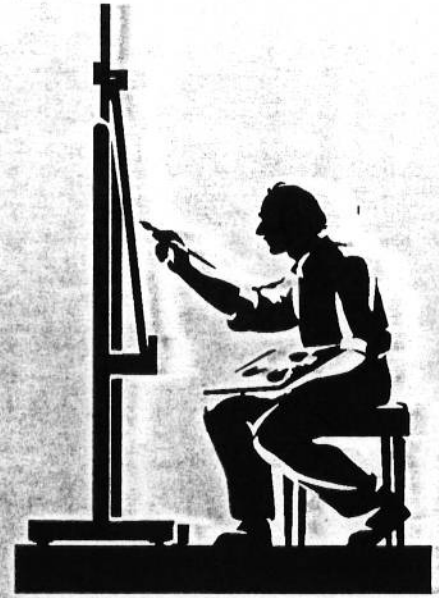
Paint (red, brown, and yellow)



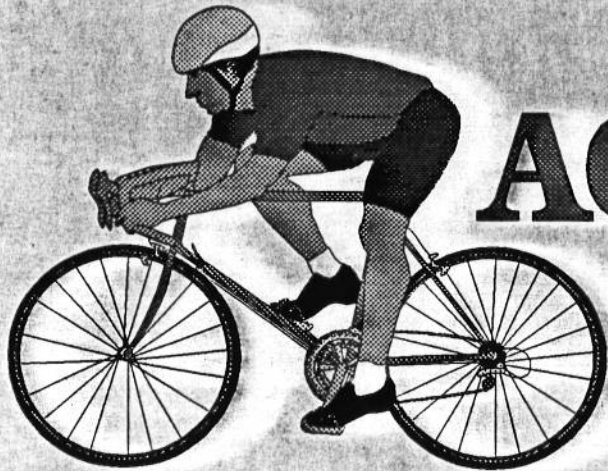
Instructions:

1. Round off ends of dowel stick. Paint stick red.
2. Make up craft dough and wrap a bit of dough around the stick, but not all the way around the hot dog (dowel).
3. Make a ring with the pipe cleaner and insert it in the back of the bun (craft dough).
4. After the craft dough has dried for several days, pain the bun brown and add a little yellow paint for the mustard.

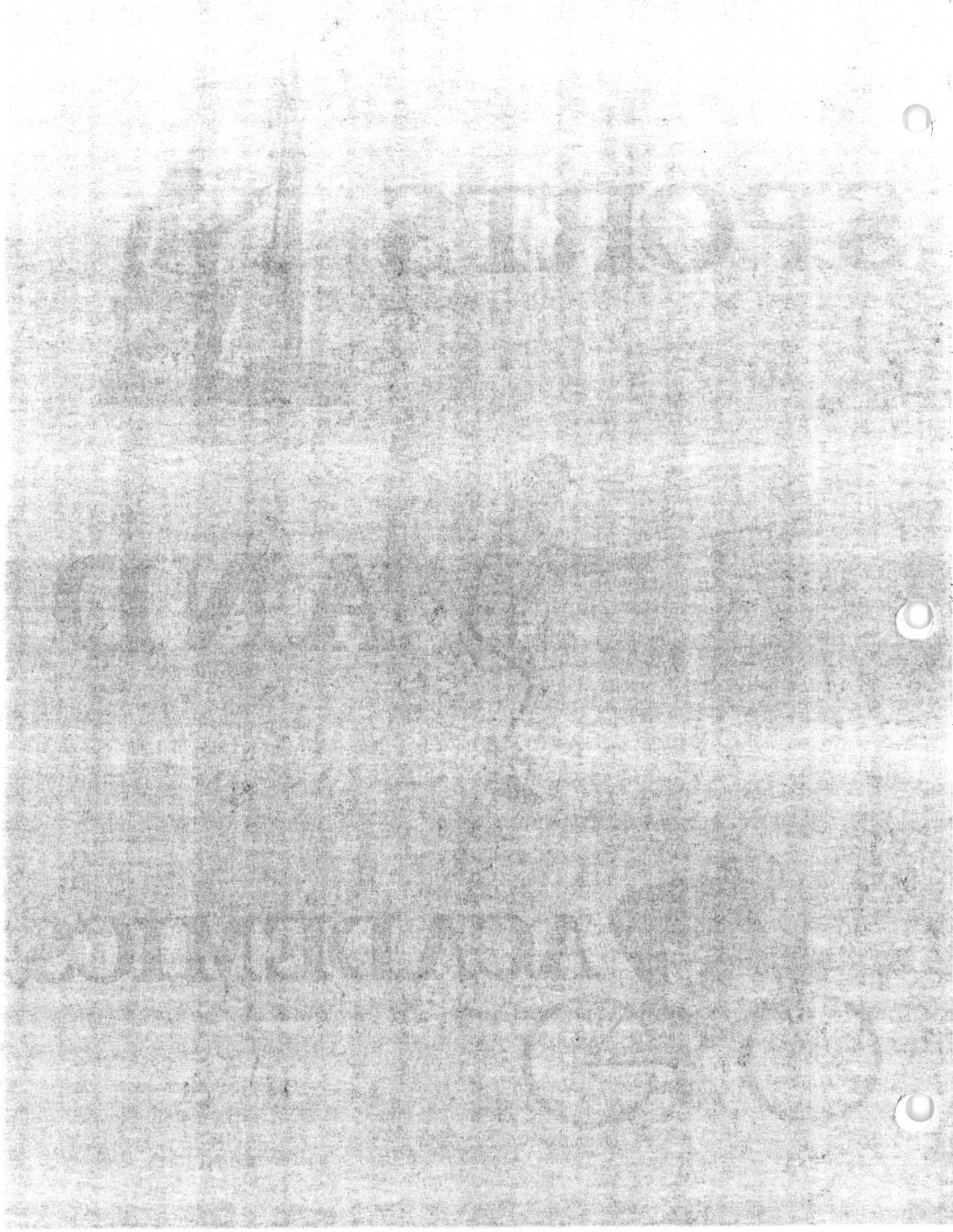
SPORTS



AND



ACADEMICS



CUB SCOUT SPORTS PROGRAM

The sports program was designed to supplement the Cub Scout and Webelos programs. An introduction to a sport is the goal, not winning. Through the Sports Program, a boy will see that Scouting values his desire to learn and participate in a sport! As in all of Scouting, good sportsmanship and doing one's best is emphasized.

HOW TO PARTICIPATE

A Cub Scout may participate in a pack/den sponsored activity, through a community sports program, or as an individual working with an adult.

A leader's guide book (Cub Scout Sports Leaders Guide) is also available to help organize pack and den activities.

Cub Scout Sports Booklets are available on each sport through Boy Scouts of America. These sport booklets are required reading for each sport. Young Cub Scouts can have a parent or other adult teammate read with them the rules and techniques described. Webelos may be able to read and then tell their parent/Den Leader/adult teammate the information that they have learned. After reading the booklet, the Cub Scout must begin to do the sport.

Even though a boy may be involved in a community sponsored sport, he doesn't always have the rules explained as clearly as in the sport booklet. There also may be techniques that a coach hasn't taught yet or the illustrations may help a boy visualize something he could try. Some sports give exercises to strengthen muscles necessary in the sport and some sports booklets give games for practice. The Baseball booklet even gives a suggestion for making an inexpensive batting T.

BELT LOOPS

Belt loops are intended as an introduction to a sport. This generally is not a big time commitment. Mastery of the sport is NOT necessary for receiving a belt loop.

Belt loops are designed to be worn on the Cub Scout Uniform belt. Webelos Scouts choosing to wear the khaki uniform may wear the blue Cub Scout belt. (The belt loops won't fit on the Boy Scout belt.)

Many boys are involved at sometime during their Cub Scout years in a community sponsored sport. Soccer, baseball, and basketball are some of the most popular. Den leaders can listen for boys that mention "soccer practice", "baseball tournaments", etc. They can encourage the Cub Scout or parent to go through the booklet to receive the belt loop. (NOTE: Some dens/packs have a set of booklets available for Cubs/parents to check out.)

REMEMBER receiving the belt loop award DOES NOT mean that a boy must be able to DO everything described in the booklet. It means that they get a "feel" for the sport by trying or attempting the sport.

*****IMPORTANT NOTE:** Sport Booklets are still around with a copyright date prior to 1991/92. These booklets say "I earned my belt loop by participating in the pack tournament" OR "I earned my belt loop by participating in the community tournament". These have all been changed to read "I earned my belt loop by doing my best to learn about the things in this book AND by using the physical techniques in practice or play in my den or pack or in my community or as an individual Cub Scout working with an adult". This gives a greater freedom for boys to earn the belt loop(s) that interest them. It also makes a boy less dependent on the pack/den to provide opportunities to earn sports recognition.

IDEAS FOR SOME OF THE BELT LOOPS

Individual sports can be fun to do together as a den or pack. The following are several programs to consider.

BICYCLING: Almost every boy has a bicycle. Spring is a restless time for most boys. Perhaps your den could ask the boys to bring their bikes to a den meeting. Talk about the parts of the bike, simple repairs, and safety. (Everything mentioned in the bicycling booklet.)

A few weeks later, have a pack bike rodeo in the local school parking lot. A rodeo does not take any special preparations other than chalk markings on the pavement. Ribbons at the end are fun but not necessary. Local police departments may have an officer eager to talk with the boys about bike safety. This could easily be a family event!

At the next pack meeting, all boys receive their bicycling belt loop!

1996 SYCAMORE DISTRICT POW WOW

ARCHERY is a fun activity for Scout camp or as a den outing to the local archery range.

FISHING is a great summertime activity for a den or pack. It can be done for several weeks or as a day activity. Find a fisherman in your community to talk about the kinds of fish caught in your area, how they are caught, what kinds of tackle are necessary, how to cast, etc. Of course, the best part is actually going fishing and catching SOMETHING! Remember, however, the catch is NOT necessary to receive the belt loop. (If you know that a boy's parent/grandparent/neighbor is an avid fisherman, encourage your Cub Scout to get the belt loop as an individual!)

SKIING gives the options for either downhill or cross country skiing. This is a fun winter outdoor opportunity. Again if you know a Cub Scout that already participates as an individual or family in skiing, encourage the individual belt loop.

SWIMMING: Many boys are involved in swimming lessons in the community. Most of the techniques described in the booklet are attempted in Red Cross approved swimming programs. Reading the booklet, combined with the lessons should qualify most boys for this belt loop.

SKATING includes both roller skating (including in-line skates) and ice skating. An individual has the option to choose his favorite. A den/pack skating party is almost always popular. Add the information about the history, warm-ups, and techniques and your boys will be qualified for the skating belt loop. (In areas where ice hockey is popular, a Cub Scout could choose the ice skating option, since there is not a program for ice hockey.)

PHYSICAL FITNESS is part of the Webelos program. A Cub Scout could earn this while working on the Wolf or Bear Badge and again complete it as a Webelos Scout. Being physically fit is a concept that all Scouts should begin to feel as a necessary part of life.

MARBLES: How about using marbles as an opening game for den meetings? Possibly try a marble tournament at a later den meeting.

SPORTS PIN

The sports pin is earned as a Cub Scout develops physically over a 3-month period of practice and experience in a sport. Cub Scouts are encouraged to work with an adult teammate to each earn the pin. Cub Scouts can also earn the pin without an adult participating. Each sports booklet has a chart in the back to record progress.

The 30-60-90 principle makes the concept easy to remember:

30 minutes of practice, exercise, or training earns one point. Earning more than one point a day is permissible; however, earning more than five points a day is not allowed.

60 total points are necessary to qualify for the sports pin.

90 days is the time period to complete the 60 points.

This equals 2.5 hours of involvement per week. Almost any organized sport covers this minimal time requirement. NOTE: If an organized sport is only a 6 or 8 week program, a Cub Scout must make sure that he participated more than the 2.5 hours in order to achieve the 60 total points during the program period. Remember: practice outside of the organized sport time also should be counted!

The sports pin is worn by the Cub Scout on his sports letter (see below) and by the adult on civilian clothes. (If a mom has a "mom's" ribbon tab for the Bobcat, Wolf, Bear, Webelos pins and she works with her son to earn a sport pin, this is a great place for her to wear her pin.)

***IMPORTANT NOTE: Sport Booklets are still around with a copyright date prior to 1991/92. In regards to the sports pins, the old ones may say "Participate...until you accumulate a total of 75 points within any 90-day period. Cub Scouts earn one point for every 15 minutes of exercise, practice, or training. Adult teammates earn one point for every 30 minutes...". Again these have ALL been changed to read "Participate...until you accumulate a total of 60 points within any 90-day period. Cub Scouts and adult teammates each earn one point for every 30 minutes..."

** Cub Scouts and their teammates may earn one physical fitness pin for each sport in which they participate.

Cub Scouts who have handicapping conditions may select their own activities and design their own exercise program with the help of a physician. Cub Scout Sports Leaders Guide has additional adaptations and suggestions for physically and mentally handicapped people. (Examples: Miniature golf instead of a full golf course, bowling using guide rails or ramps, wheelchair soccer, basketball and volleyball, etc.)

SPORTS LETTER

A Cub may qualify for his sports letter by completing ALL of the following in the same sport:

1. Earning the sport belt loop
2. Earning a sports pin
3. Involving an adult teammate in also earning a sports pin.

The sports letter may be worn on your sweater or jacket or "brag" vest.

CUB SCOUT SPORTS EMBLEM

The Sports embroidered emblem (No. 2169) can be awarded to all boys and adults participating in Cub Scout sports.

ADDITIONAL OPTIONAL SUPPLIES FOR CUB SCOUT SPORTS PROGRAM

Cub Scout sports pocket certificate for use with belt loop, pin, or letter.

Cub Scout Sports Den Recognition Report for den leadership to keep track of Cub Scout sports recognition.

Cub Scout medal for special occasions. These come in bronze, silver, and gold. A ribbon is also available.

Sports Trophies designed specifically for each sport.

ACADEMIC PROGRAM

New areas have been developed in recent years for recognizing a Cub Scout's beginning knowledge and achievements in academic areas.

As with the sports program, there are belt loops, pins for active participation during a 90 day period, and a letter 'A', received by involving an adult teammate in earning the academic pin.

From the introduction to the art booklet it says "The word 'scholarship' sounds stuffy. It doesn't sound like fun. But isn't scholarship another way of having adventures? Learning how to read, expressing yourself through art and music, and learning how our world is put together are all adventures".

"The more you learn now, the smarter you will be. Not only will you solve problems and challenges, but you will enjoy life more. You will enjoy life more, because you will know more about it."

COMMUNICATING

This booklet is broken into several sections. An individual boy can choose an interesting area in each section. It is also written to encourage pack/den involvement, although it isn't necessary.

Completing the 30 hours should not be difficult. One Scout needed an extra boost in his reading. This was a great solution. He was able to choose books in categories to read, went to the library and learned to use the card catalog, he wrote a letter, etc. It may be necessary to change and adapt the card catalog section if your library is computerized. There is also freedom for a parent to read to the boy if necessary. (Again the goal of both the sports and academics programs is not mastery but trying, attempting, practicing!)

ART

It would be fun and easy for most boys to earn the art belt loop. Learning about the things in the booklet, plus trying many of these would earn it.

Topics include: drawing & painting, media, elements of design, styles of art, steps for viewing works of art, primary & secondary art, print making, contour drawing, lettering, volume drawing, etc. Encouragement to participate in or set up an art exhibit is given, though not required.

Many of these are fun topics to try at a den meeting. An individual boy that really enjoys the introduction to one or several of these areas of art would probably find the 30 hours working toward the art academic pin quite easy!

SCIENCE

The science booklet focuses mainly on science fairs and science fair projects. If your Cub Scout's local school participates in a science fair, the boys probably would qualify for the belt loop.

If a Cub is involved in a project that takes an extended period of time to study and prepare, he should take the time to record his hours. 30 hours is usually quite long for one project but there may be other things that the Cub Scout does relating to science in the 90 day period.

Also for information, even though the booklet addresses science fairs and projects, a Cub Scout that may be independently very interested in science or is possibly enrolled in a summer science course, could complete the science academic pin without participating in a science fair.

MUSIC

Any Cub Scout enrolled in music classes (piano, school band, etc.) would probably qualify for the music belt loop after reading through the music booklet.

30 hours of practice in a 90 day period is not impossible but it may be a challenge!! It would be a fine goal for any music student!



GAMES



GAVIER

Games are lessons without teachers ... body builders ... mind stretchers ... friend makers ... building blocks ... "user friendly".

Through games, a Cub Scout learns new skills ... develops new interests ... learns fair play ... is taught respect for the rights of others.

Most of all ... games are FUN!!!

Although games are usually considered the fun part of a den or pack meeting, the den/pack leader uses games for various reasons. The games are not just a fun thing to sandwich in between work periods of the meetings. It is a vital part of the Scouting program -- the game of Scouting. Almost everything Cub Scouts do can be done or learned or practiced (or all three) as a game. While playing games, Cub Scouts learn to listen to directions, follow rules, take turns and respect the rights of others. Games stimulate both mental and physical growth, as well as providing an outlet for excess "boy energy".

GUIDELINES FOR GAMES

- Games must fit your group. The size and makeup of your group will differ from that of another, so what your group may thoroughly enjoy, another group may not. Try out several different types of games to see what works best for you. Never quit trying new games and methods.
- Everybody should be an active participant. Cub Scout games are not spectator sports for a few to play and many to watch. Those who are left out will soon find their own entertainment, and the leader might not like their choice of amusement.
- The den is a team. There is no team like a den. It is already formed and it needs to work together. Don't break up dens at a pack meeting to play games. Keep them intact and strengthen them through game playing. In relays it may be necessary for small dens to compete twice to equalize the team membership.
- Let boy leaders lead. It is good leadership experience to lead a game. Pass the opportunity to lead games to as many boy leaders as you can.
- Try an assortment of games. Don't throw out a game because it "doesn't sound good". You may be overlooking a game that could become a favorite with your den.

WHEN LEADING A GAME

- Name the game if it has a name. This will give it a handle by which to identify it the next time it is played.
- Line the group up in correction formation to play.
- Explain the rules. Make them short, but clear.
- Demonstrate the game. Have a quick run-through so everyone can see how it is done.
- Ask for questions.
- Run the game. Be sure you stick by the rules that were announced.
- Try to avoid games that cannot be explained in less than 2 minutes. If it takes more time than that, the game is too complicated for use in a den or pack meeting.
- Stop the game before it loses its novelty or the boys tire of it.
- If it is a competitive game, lead the cheers and applause for the winners. Congratulate all for their efforts.

HOW TO GET EQUAL SIZE / WEIGHT TEAMS

In many games where there are two teams, it is a good idea if opponents are similar in size. An easy way of achieving this is to line the boys up in a straight line from tallest to shortest. Have the boys count off in twos. All the ones are a team and all the twos are another team. In some situations, it may be important for similar sized boys to compete against each other. In this case, simply realign each team according to height.

IT'S TIME TO PLAY! BUT I FORGOT THE RULES!

I have found that it is a great idea to have more than one game ready to play at any given time. What I did to make sure I never forgot exactly how to play was to make up a file on index cards (similar to a recipe file). Before each den meeting, I would choose two to six games from the card file and collect the necessary equipment to play the game. By being prepared to play several games, I always had a plan "B". This came in quite handy when there were sudden changes in the weather, when a parent or two was late to pick up their son, when a project took less time to complete than anticipated, etc. I also made sure that the games I chose were of different types (such as relays, quiet games, skill games, etc.)

HANDLING THE "OUT" PLAYERS

It is sometimes a problem in games where the people who are "out" lose interest in the game and start to goof off. One way to alleviate this problem is to line up six chairs outside of the playing area. As each person is "out", they go and sit in the first vacant chair in the line. When the line of chairs is filled up, the next person "out" goes to the end of the chair row. The first person returns to the game and the remaining "out" players each move forward one chair. This can be continued for as long as the game lasts and keeps the boys interested in the games. (Some people call this the "Sin Bin" but I prefer not to use that term since it sounds like the boys sitting in the chairs did something wrong.)

RESOURCES

There are some excellent places to find ideas for some new games. (There are also a lot of "old" games out there that you will remember from your childhood. It's great to find a resource that has the rules that may have been forgotten.) One obvious resource is the Cub Scout Leader How-To Book. I have also found a large selection of books at my local library (look in the card catalog under either games or parties). The Girl Scouts also publish a book called "Games for Girl Scouts". Most of these games can be easily applied to Cub Scouts (just don't tell them where you found the game). Don't forget the Internet. There are lots of great ideas out there under both "Scouting" and "Kids".

GAMES TO PLAY

PUMPKIN HUNT: Decorate one orange for each player to look like jack-o-lantern (use gumdrops, marshmallows, toothpicks, etc.) and one small pumpkin. Hide all items around the room (or in a field). Be sure to hide the pumpkin particularly well. When everyone arrives, they must hunt for the pumpkin. If a player finds an orange, he remembers where it was hiding and continues hunting until the pumpkin is found. After the pumpkin is found, everyone goes back and picks up one of the oranges. Everyone keeps what they found.

KITCHEN KAPERS: Give each group an envelope containing a pencil, four toothpicks, two paper clips, and two 3 X 5 cards. Instruct the boys to build a kitchen utensil that no home should be without. Encourage humor and silliness. Some of the things the boys might create are a Hot Dog Straightener, Tearless Onion Slicer, Refrigerator Snack Counter, etc. This would be a good den activity to prepare the boys for the Genius Night pack meeting.

FILM CANISTER ID: You will need several 35mm film canisters (not the kind you can see through). Into half of these, place a marble, or other object that will make noise when the canister is shaken. Use about 24 canisters. The boys sit in a circle with the film canisters in the middle. The boys take turns picking up two canisters at a time. If both of the canisters rattle when shaken, the boy keeps them. If both canisters do not rattle, then they are both returned to the place that they were picked up from. The game gets more difficult as more of the canisters are removed as there are then more empty ones left in the game than ones that rattle. The winner is the person with the most film canisters.

MACHINE CHARADES: Have each group meet to select a machine and then practice acting out the movements of that machine (not the person using it, but the machine itself in action). Each group does this privately, then comes to the larger group to act out their machine until someone correctly identifies it.

HULA HOOPLA: Have the participants form a circle and join hands. The leader has a hula hoop resting on his arm. Without breaking hands, he passes the hoop to the next player and it continues around the circle. The leader then invites the players to pass three players through the hoop at the same time, without breaking the hand grip. Then try with four players, five players, etc. Watch how the players develop a strategy for getting a large group through the hoop.

WICKED WITCH'S CANDY HOUSE: Choose a witch. He sits inside a large cardboard box (cut a side out for the door). The other players stand across the room. Place a tray of candy (or crackers, etc.) on top of the box. Then one player goes up to the house, takes a piece of candy off the roof and eats it as noisily as possible. When the witch hears this, he says, "Nibble, nibble, Little Mouse, Who's that nibbling on my house?" The nibbler has to disguise his voice and say, "It's only the wind," or "I'm just a butterfly passing by," or something similar. The witch tries to guess who it is. He guesses once and then runs out of the house. If he was right, the nibbler becomes the next witch and goes in the house. If he was wrong, the nibbler has a chance to run away. If he makes it to the end of the line where the others are standing, he is safe and the original witch goes back into the house. If the nibbler is caught, he becomes the new witch.

ICE CREAM RELAY: Divide the boys into pairs. Give each boy a dish of ice cream. Spoons for each pair are tied together by a six-inch piece of string. The first pair to finish eating their ice cream wins. They must eat together, not one at a time.

APPLE RACE: Contestants are required to balance an apple, orange, book, or other object on top of their heads and walk to a goal line. If the object falls off, the contestant must go back to the starting point and begin again.

BALLOON RACE: Inflate several balloons. Two boys select a balloon, place it between their shoulders, back to back, and walk or run to a designated place, touch it, and return to the starting line in the same manner. If the balloon pops, they must begin again. Each team of 2 boys is timed. The pair with the best time is the winner.

HALF-A-HEART: Cut a number of Valentine hearts for exactly half the number of players. Tear each one in half, jaggedly not precisely. Give one half of the paper heart to each player. You then have them find their heart partner. Variation: choose another shape to represent a holiday such as an egg, shamrock, pumpkin, etc.

SOUND EFFECTS: This is a game that requires the boys to listen carefully. Make an audio tape of different sounds (such as a dog barking, brakes squealing, a door slamming, a doorbell, etc.). Be sure to include some difficult sounds such as a music box or a submarine sonar (many libraries have these sound effects on record or tape). Leave some "dead" space between each sound. Have a list for yourself so that you know what each sound is. This game can be played in two different manners. 1) Play a single sound and have the boys raise their hands when they know what the sound is. The first person with his hand up that can identify the sound correctly gets a point. The player with the most points wins. 2) Give each player a pencil and paper. Have them number their paper for the number of sounds on the tape. Play the entire tape while the boys write down what they think the sounds were. When done, rewind the tape and tell them what each sound was while they check their papers. Winner is the one who correctly identified the most sounds. (This game can be really fun using "spooky" sounds at a Halloween party.)

ELBOW TAG: Everyone stands side by side with a partner, elbows interlocked. Two players remain free. One is a fox (chaser) and one is a rabbit (chased). The rabbit may link elbow at anytime with one person in a pair, yelling "Go" to the other person. This person must disengage, becoming the new rabbit. Roles are instantly reversed when the fox tags the rabbit.

TOWEL VOLLEYBALL: Divide the participants into pairs. Each pair has a towel that they use to catch the ball and in turn send it back over the net to the other team. All other normal volleyball rules apply. A great variation of this for a hot summer day is to use water balloons instead of a volleyball.

LAP BALL ROLL: Form a circle. Sit down on the floor with feet towards the center of the circle, bodies touching. Place a ball on someone's lap. The object of the game is to move the ball around the circle as quickly as possible without using hands. The ball moves from one person's lap to another. Variations: Add more balls, add different size balls, add signals such as "stop" or "go" and "reverse direction" at the sound of a whistle.

FIREMAN SAVE MY CHILD: For this game you will need a drinking straw for each player and paper cutouts of "children" (simple paper dolls about 1 1/2 to 2 inches tall). The players are divided into two teams. Each team has a pile of the cut-out children on a table. Approximately 15 - 20 feet away from the start, place a small pail for each team on another table. At the call of "Fireman, save my child" the first player on each team must pick up a child by sucking up the figure against their straw. While holding the figure this way, they then run to their respective pail and deposit their figure in the pail. If they drop the "child", they must stop and pick it up again using the straw to suck it up. After putting their "child" in the bucket, they run back to the starting line and the next player repeats the process. The first team to save all their children is the winner. Have enough "children" for each player to have two turns.

FOX AND GEESE: This game can be played in the sand or in the snow. Make a large wheel with spokes on the ground. "It" (called the fox) tries to tag the others (called the geese). Players must stay within the wheel and spokes.

STONE: This is a baseball-like game with two teams. You may use a kickball, bat and ball, a Frisbee or anything else you can think of. The batter hits or kicks the object to the outfield and begins to run the bases (use as many bases as you like). The fielders must pass or throw the ball (Frisbee, etc.) among themselves until all of the outfielders have touched it. The last person touching it yells "stone" and the runner must stop running wherever he is until the next batter hits. At this point, runners continue around the bases, scoring a point when each returns home. The runner keeps running the bases until everyone has "batted". When every person has "batted", the batters become the fielders.

GOBBLE RELAY: Each team is given a large feather (use a different color for each team). On signal, the first player throws his feather toward the turning line (about 10 yards away). When it lands on the ground, he picks up the feather and throws it again. When he gets it across the turning line, he picks up the feather and runs back to his group and hands it to the next player. When the last teammate has returned to the line with the feather, all members flap arms and gobble like turkeys.

WATER POND: Set up a circle about 10 feet in diameter (clothesline rope is great for this). One person stands in the middle of the "water pond" blindfolded. He is the "frog". He has a spray bottle of water in his hand. For everyone else (the "insects"), there are 3 X 5 cards with the word "water" written on them. These cards are placed within the circle. The "insects" try to get their water cards without getting "zapped" by the frog's sprayer. Anyone who gets any water on them is out. The difficulty lies in is that the "frog" only get 10 squirts with his water bottle. This game requires listening and being as quiet as possible.

WHAT'S MISSING: Players pick up different thing pertaining to nature and put them all in a circle with the players on the outside of the circle. "It" takes something out of the circle as the players close their eyes. Everyone opens their eyes and tries to guess what was taken out. The one who guesses correctly is the next "it".

FORTY WAYS TO GET THERE; Each boy is given a chance to move across the front of the room in any manner he wishes. Once a child has used a "walk", "hop", or whatever movement, no one following may copy that movement. Any novel way of moving is acceptable.

CRAZYBONE: The idea of this game is to discover how many objects each player can identify by touching it with his elbow. Gather together such objects as an eraser, ring, penny, pencil, etc. Let the players see them in advance. Have each player roll up his sleeves and place his arm on the back of a chair. Pass behind him and hold one of the objects against his elbow. Ask him to write down what he thinks it is. Player with the most correct answers wins.

SIAMESE TWINS RELAY: Pair off players. Draw a turning line 35 to 50 feet away. Give each group a four foot long stick of broomhandle diameter. They stand back to back and straddle the stick, holding it with both hands in front. On signal each team moves toward the turning line, where they stop and without turning around, they run back to the starting line. Pass the stick on to the next pair of players.

BOWLING ON THE GREEN: Roll a golf ball to serve as a marker, then roll croquet balls to as close to the golf ball as you can. The ball closest to the golf ball scores.

HIDE THE CLOCK: Hide an alarm clock with a fairly loud tick in the room. The first player to find the clock and touch it wins the game.

RATTLESNAKE AND BUMBLE BEE: One player is chosen from each of two teams. Both are sent out of the room. Each team is given a small object (easily identifiable). While the two players are out of the room, team captains hid the two articles (team A hides for team B and visa versa). The two players return and begin looking for their articles. Members of either team "buzz" or "hiss" according to the nearness each player is to his object. Repeat with two new "finders". One point is scored for the team who is first to find the object.

MUSICAL CLOTHES: Fill a bag with an assortment of old clothing (hats, shirts, shoes, stockings, suspenders, belts, etc.). Players form a circle. Give the bag to one of them. On signal (start music), he passes the bag to the player on his left, and he to the next, and so on around the circle. As the bag is being passed around, someone stops the music (or says "stop" if no music is available). Whoever is holding the bag must reach inside, take out an article of clothing (without looking) and put it on. Play continues until all clothing is being worn.

TRACK MEMORY: A group sits with their feet up and another group studies the bottoms of the first groups' feet. After 3 min. one of the members of the first group makes some footprints in the soil. The second group has their back to the first group while the footprints are being made. The second group studies the footprints that were made, and tries to guess which person made the prints.

AD GUESSING: Place around the room approximately 36 advertisements cut out from various papers and magazines with the product name removed. Divide the players into teams and stand them all together in the center of the room. The leader then calls out the name of a product, and it is up to the members of each team to find the corresponding advertisement. The winner is the team that has collected the most advertisements.

BALLOON RELAY: Place a blown-up balloon on each of two rows of chairs and form two teams, each standing behind a chair. At the word "GO" Number One in the team dashes around his row of chairs, and when he returns to his original chair he sits down heavily on the balloon. He must burst it before Number Two in the team continues along the same lines. The winning team will be fully seated with a burst balloon under each one.

BLIND MAN'S PUFF: Blindfold one person and let him loose to roam around the room. The blindfolded player must place his hands on someone and guess whom he has caught. If successful, then he is replaced with the person that he caught.

SLOSHY: An ice cube is dropped into a cup of warm water. This is to be removed from the cup using only drinking straws as chopsticks. The person that fishes out the biggest lump of ice is the winner.

PING PONG FOOTBALL: Two teams are chosen and each has a goal at opposite ends of the room. Then, getting down on their hands and knees, an ordinary ping pong ball is placed in the center of the field of play and the players try to blow the ball to their opponents' goal. ONLY blowing is allowed. If the ball touches any part of a player's body, the other side gets a free blow from the center of the field.

SHOPPING: Hide a variety of everyday commodities around the room. Give the players a list of the hidden items and at the word "GO" let them go off to find them. The winner is the one who finds the most.

GIANT'S TREASURE: One boy takes the part of the "giant" who lies guarding a treasure (a small towel or ball). The "giant" pretends to be asleep and the other boys try to steal the treasure. If the "giant" sits up, the others 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".

SECOND HAND SHOP: Place as many clothes as possible in the center of the room (use coats, shirts, scarves, hats, socks, etc.) On the word "GO" the boys dash into the center and put on as many clothes as possible. At the word "STOP" (about two minutes later), count the clothes that each boy has put on. The winner is the one with the most items.

LEMON ROLL: Form two teams with the players lined up behind one another. On the starting signal the first player of each team tries to roll a lemon across the room and back using two pencils. Nothing else can touch the lemon. Pass pencils on to next player.

TAKING IN THE WASH: Tie a length of string to the back of two chairs. Pin about a dozen clothes pins to the string (the "clip-type" works best). Each player takes a turn to collect up as many pins as he can, using only one hand. The player who collects the most without dropping any is the winner.

MUSICAL FLASHLIGHT: As this game is played with the lights out, it is ideal for a Halloween party. A leader takes charge of the music (a radio or recording) and the rest of the players stand in a circle. A flashlight is handed round from player to player, each person holding it just under his chin for a moment to light up his face in a rather eerie manner. Whoever is holding the flashlight when the music stops is out.

KNEE-BALL RELAY: A relay race for two teams, in which they race across the room carrying a beach ball between their knees and a book on their head, neither of which may be dropped without starting again.

INDOOR BALLOON BALL: Two teams sit opposite one another in chairs and a balloon is thrown into the middle by an umpire. Each team member then tries to tap the balloon over the heads of the opposing team so that it falls to the ground behind their row of chairs. The balloon must be kept in the air. If it falls to the ground, the team who was due to hit it loses a point.

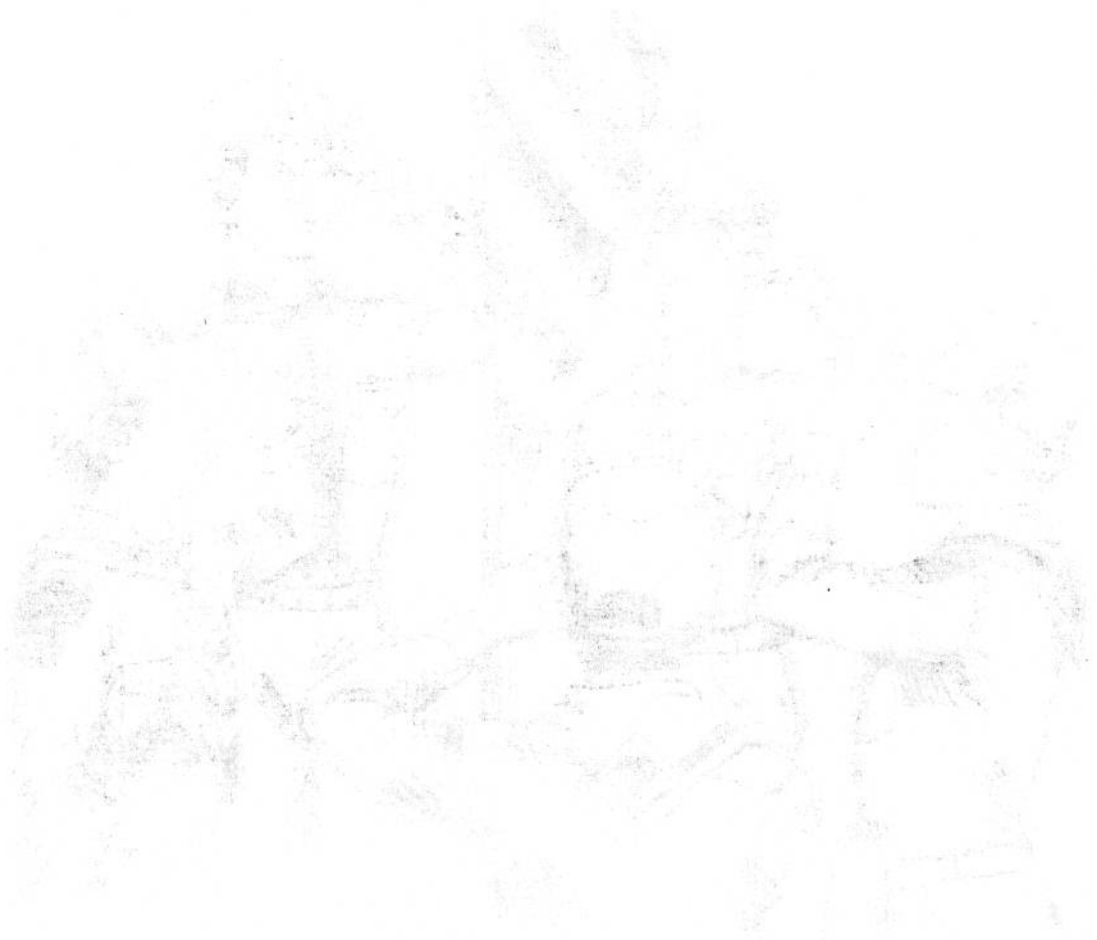
CENTIPEDE RACE: This relay works best in teams of four. Everyone gets down on hands and knees and the teams line up behind their leader. The second member grasps the leader by his ankles, and the player behind him grabs hold of his ankles - as does the last team member. When the starting signal is given, the "centipedes" must race across the room, turn around and return to the starting point without breaking the hand and ankle hold.

TREASURE HUNT: Hide 30 pieces of white paper and 30 pieces of colored paper around the room. Form the players into two teams. One team looks for the white papers while the other looks for the colored papers. The first team to find all 30 of their papers is the winner. If a team finds a paper belonging to the other team, they are to leave it undisturbed.

GUESSING: Each player is given five buttons. Divide the players into pairs and stand them facing each other. Each pair puts their hands into their pockets and brings out as many of the objects as he desires. Placing their fists in front of each other, they must guess how many objects they have between them. The one nearest the correct number advances to the next round, until there is just one eventual winner.



UNIFORMING



UNIFORMING

OFFICIAL PLACEMENT OF INSIGNIA

RIGHT SLEEVE:

Wear U.S. flag centered at shoulder seam.

Den numeral is worn directly below the flag. Webelos may wear den emblem (patrol patch) instead of den numeral. This is to be centered below the U.S. flag.

ONLY the most recently earned Quality Unit Award may be worn on the sleeve. It is centered on the sleeve 4" from the shoulder seam.

Webelos may wear the Webelos colors immediately below and touching the U.S. flag and wear activity badges on the colors. If the Webelos colors are not worn, the activity badges are worn on the hat (see section on hats).

LEFT SLEEVE:

The council patch is centered at the shoulder seam.

Pack numerals are worn directly below the council patch except when a veteran unit insignia bar is worn.

The veteran unit insignia bar is worn by members of a pack that has been in existence for 25, 50, 55, or 60 years. It is centered below the council patch and directly above the pack numerals.

The denner cord or assistance denner cord is worn over the left shoulder.

Den chief cord is worn over the left shoulder and under epaulet.

LEFT POCKET:

Badges of rank are worn here. See the inside cover of the Wolf, Bear, or Webelos book for exact layout.

Gold arrow points are worn beneath the pocket and below the badge for which they were earned.

Silver arrow points are worn below the gold points in double rows.

Service stars are centered 3/8" above the pocket.

Background disks for service stars are as follows: orange for Tiger Cubs, gold for Cub Scout and Webelos, green for Boy Scouts, blue for leaders.

The only knots worn by Cub Scouts are the religious emblem knot and a lifesaving or meritorious award knot. These knots are centered directly over the left pocket. Adults may wear any number of knots. They are placed in rows of three. If a knot is worn, the service stars are raised.

The World Crest may be worn centered over the left pocket midway between the top of the pocket and the shoulder seam (optional).

RIGHT POCKET:

The Progress Toward Ranks (with thong and beads) for Cub Scouts or the Compass Points emblem for Webelos Scouts is fastened to the button under the flap and the flap rebuttoned. Once the Bear rank is earned, the Progress Toward Ranks insignia is to be removed from the shirt.

One National Summertime Award may be pinned centered on the pocket flap.

Adults belonging to the Order of the Arrow may wear their lodge insignia on the pocket flap.

WHICH UNIFORM DO I WEAR?

Cub Scouts wear the blue uniform shirt.

Webelos Scouts may wear either the blue or the olive/tan uniform shirt. If they choose the olive/tan shirts, they are to wear blue shoulder loops.

Boy Scouts wear the olive/tan uniform shirt with red shoulder loops.

Male adult leaders wear the olive/tan uniform shirt with shoulder loops identifying his area of Scouting: blue = Cub Scouts, red = Boy Scouts, blaze = Varsity Scouts, green = Exploring, silver = council and district, gold = national and regional.

Female Cub Scout leaders wear the yellow blouse. All other female leaders wear the olive/tan blouse (similar to the men's uniform shirt).

HAT OR CAP:

The navy blue cap with a gold front panel and Wolf emblem is worn by Cub Scouts.

The navy blue cap with the light blue front and Webelos emblem is worn by Webelos. Webelos activity badges are worn on the light blue front panel of the Webelos cap or on the optional Webelos colors.

NECKERCHIEF AND SLIDE:

Cub Scouts working in the Wolf book wear the gold neckerchief with a blue border.

Cub Scouts working in the Bear book wear the light blue neckerchief with a dark blue border.

Webelos wear the plaid neckerchief.

The "official" tie slide for Wolves and Bears has a picture of a wolf on it. There is a separate "official" tie slide for the Webelos. It contains the Webelos emblem.

The neckerchief may be worn one of two ways: 1) over the turned-under collar or 2) under the open collar. All members of the pack should wear their neckerchiefs in the same manner.

The ends of the neckerchief may be left hanging loose or may be tied in a slipknot. Again, all members of the pack should wear their neckerchiefs in the same manner.

OTHER ITEMS:

It is strongly encouraged that each member of the Boy Scouts of America wears the complete uniform. This is not always possible for financial reasons. Generally, each pack will make up their own rules about what they consider the "proper" uniform.

The "official" uniform includes: cap, neckerchief, slide, shirt, belt, pants or shorts, and socks.

If the "official" shorts are worn, they should be accompanied by the "official" socks.

Many packs require that their members wear only the "official" shirt and neckerchief. They allow their members to wear any clean, neat

pants. They also allow members to wear any tie slide that they choose.

If a Webelos chooses to wear the olive/tan shirts, he should not wear the "official" blue pants or shorts.

A note about the "official" belts. The blue belt may be worn by all Cub Scout members. Even if a Webelos chooses to wear the olive/tan shirt and pants, he may wear the blue belt. The sports and academic belt loops will not fit onto the olive/tan belt.

"Brag" vests are worn by many Cub Scouts to display the patches that they have earned. This is quite acceptable, however, the brag vest is not part of the "official" uniform.

Uniforms are important in the Boy Scouts of America. For one thing, they show that we are all part of a group.

Uniforms should be worn to all den and pack meetings. They should also be worn to all district or council functions.

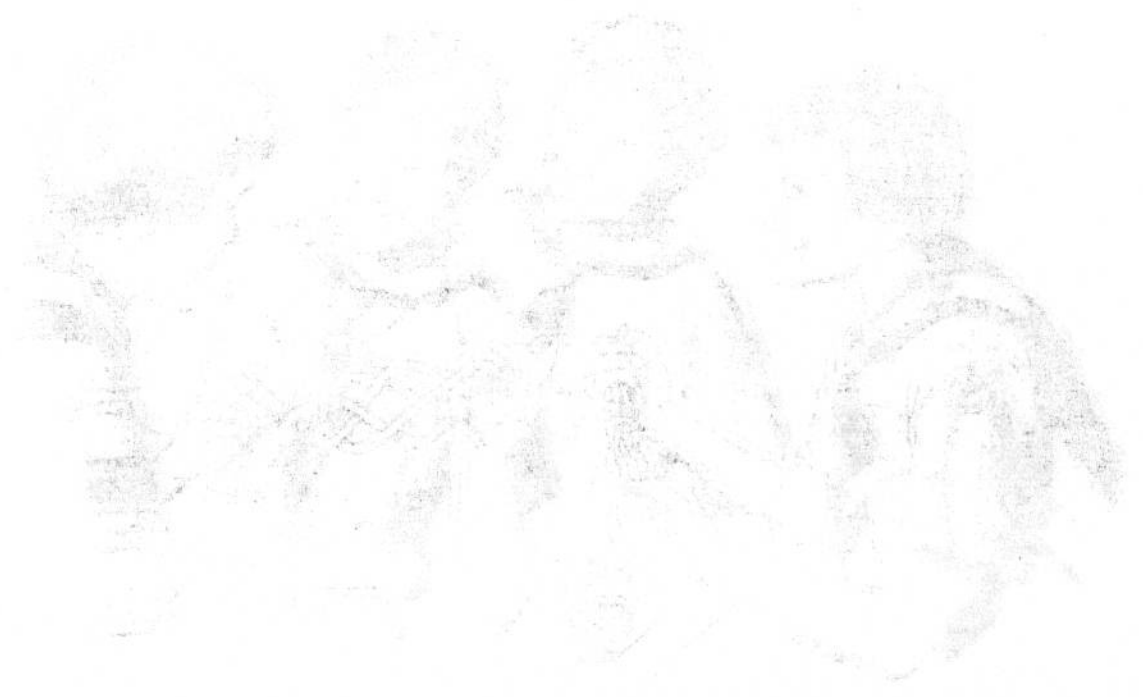
Uniform inspections should be conducted on a regular basis. These inspections can be formal or informal. The Boy Scouts of America publishes uniform inspection sheets that may be used for formal inspections. These forms include:

- # 34282 Cub Scout and Webelos Scouts
- # 34283 Boy Scout and Varsity Scouts
- # 34284 Male Leaders
- # 7281A Female Leaders

KNOTS



STOP



CARE FOR ROPE

- Rope should be inspected periodically for cuts, worn spots and for discoloration that can indicate chemical deterioration.
- Knots reduce the breaking strength of rope as much as 40%. Energy that is normally spread over the entire length of rope directs itself to the knot. For this reason splicing is preferred to knotting.
- Rope will wear excessively when used with pulleys that are too small.
- Use of rope where temperatures exceed 140 degrees Fahrenheit can seriously affect the strength of the rope.
- Rope can be severely weakened when subject to prolonged exposure to ultra violet rays of sunlight.
- Sharp bends greatly reduce the strength of a rope. Avoid sharp angles.

TESTS OF A GOOD KNOT

1. Serves its purpose.
2. Holds until untied.
3. Easily tied.
4. Easily untied.

TIP ON TEACHING KNOTS

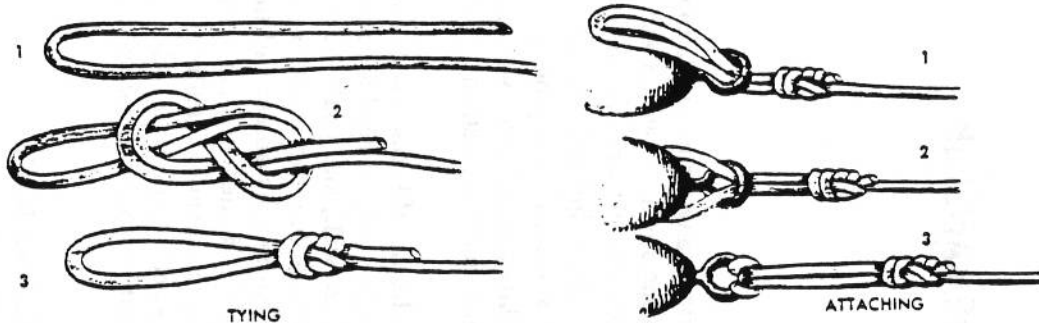
Supply a 3-foot length of sash cord for each member. Whip the ends so they won't fray. When teaching Cub Scouts to tie a knot, stand in front and a little to the left of them. Don't talk about right hand and left hand. Just let them tie the knot with you, step by step. Tie each knot at least three times. Give individual help to boys who need it. A good way to help the boys remember what each knot is used for is to practice each knot in the situation in which it will be used.

KNOT-TYING CONTESTS

Cub Scouts enjoy rope and knot games. After all the boys have learned a particular knot, have a relay race to test their skills.

GOING FISHING

This knot is an easy one, good for tying line to a leader, or a leader to a hook or plug. This is called the simple end loop or lark's head.



KNOTS

The best resources for learning and teaching knots are your Webelos and Boy Scout handbooks. In the interest of space, the knots shown in those books will not be repeated here. The pages that follow were copied from the book "The Basic Essentials of Camping" by Cliff Jacobson.

1996 SYCAMORE DISTRICT POW WOW

8. ROPEMANSHIP

Given enough rope...and time, anyone can rig a snug camp. Add a knife, and anyone can cut one down. Between these extremes are a small number of elite outdoorspeople who can match the right knot to the job at hand — and untie it instantly the morning after an all night rain. Stroll through a wooded campground at season's end and count the number of tightly knotted cords you see hanging hopelessly from the vegetation and you'll understand the importance of "ropemanship."

Outdoor handbooks define dozens of knots, most of which are quite useless in the woods. In reality, all you need to know are two knots and two hitches. Learn these well, and you'll be at home in any situation, even those which require some rescue work.

Old timers will note the conspicuous absence of the square knot and tautline hitch. Except for limited first-aid applications, the square knot is worthless; and the infamous tautline-hitch — so useful in the days of cotton tents and manila rope — has now been replaced by the much more powerful and versatile "power-cinch."

The Double Half-Hitch (two half-hitches)

The double half-hitch is useful for tying a rope to a tree, as for a clothesline or to rig a tarp. The knot is very secure and tends to tighten itself when a load is applied. If you want to get this knot

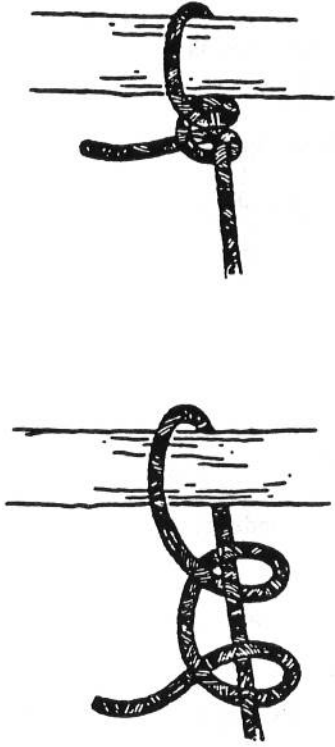


Figure 8-1. Double Half-hitch:

out quickly, finish it with a quick-release loop as shown in Figure 8-6.

The Sheet Bend

Use the sheet bend for tying two ropes together. The knot works well even when rope sizes are dissimilar. The sheet-bend is about the only knot that can be used to join the ends of slippery polypropylene rope.

A friend once won five dollars when he fixed a broken water-ski tow-rope with this knot. When the tow-line snapped, the owner of the ski boat bet my friend he couldn't tie the two ends of the slick polypropylene rope together tightly enough to hold. No problem. My friend won the bet and skied the remainder of the day on the repaired line.



Figure 8-2. Sheet Bend:

It's important that the free ends of the sheet bend be on the same side as shown in Figure 8-2. The knot will work if the ends are opposite, but it will be less secure.

The Bowline

Here's an absolutely secure knot which won't slip regardless of the load applied. The bowline is the most important knot for mountain climbing. Use it whenever you want to put a nonslip loop on the end of a line... or around your waist.

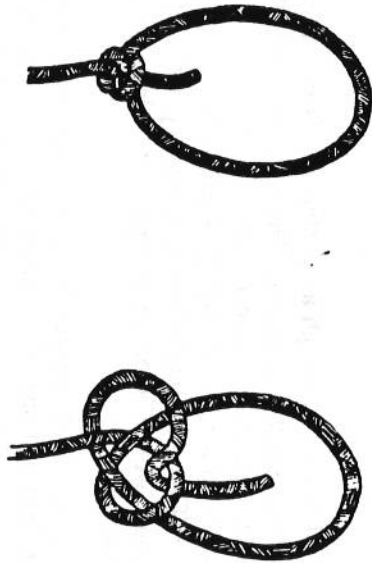


Figure 8-3. Bowline:

Beginners are often told to make the bowline by forming a loop, or "rabbit hole." The rabbit (free end of the rope) comes up through the hole, around the tree (opposite or long end of the rope shown in Figure 8-3) and back down the hole. The knot will slip a few inches before it tightens, so allow an extra long free end.

Power-Cinch

This ingenious hitch works like a winch with a 2:1 mechanical advantage. Use it to secure the lines of a tent to a stake or tree, or to rig a drum-tight clothesline in camp. The power-cinch is the hitch of choice whenever you need a secure tie-down. Carrying canoes on car tops, lashing furniture into the bed of pickup trucks, tying tents and sleeping bags to aluminum pack frames, are all useful applications of this versatile hitch.

Begin the power-cinch by forming the loop shown in Figure

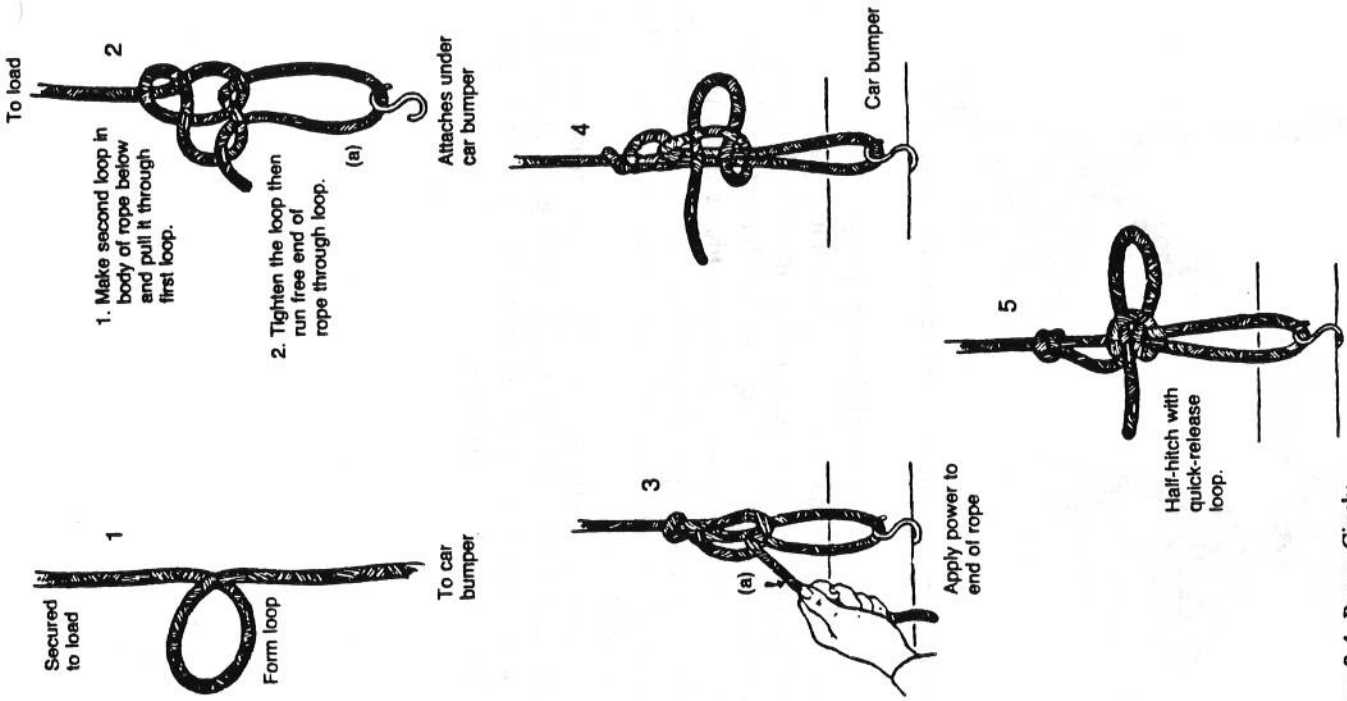


Figure 8-4. Power Cinch:

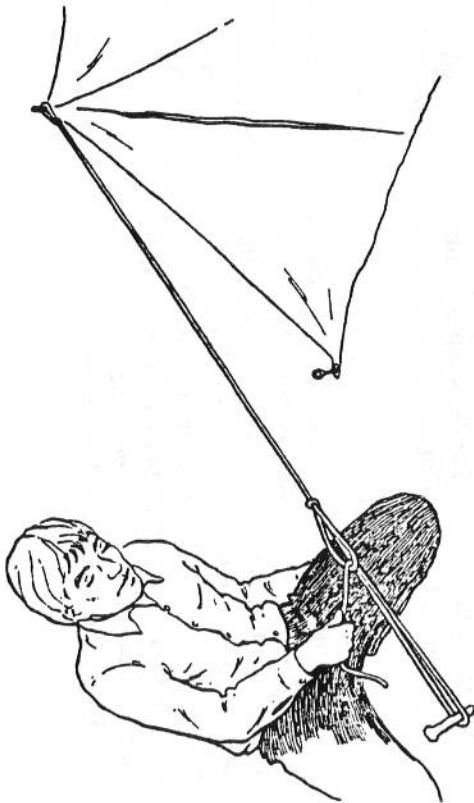


Figure 8-5. Secure your tent to a tree or stack with a power cinch.

8-4, step 1. Pull the loop through as in step 2. It's important that the loop be formed *exactly* as shown. The loop will look okay if you make it backwards, but it won't work.

If the loop is formed as in step 2, a simple tug on the rope will eliminate it. This is preferable to the common practice of tying a knot in the loop, which, after being exposed to a load, is almost impossible to get out.

If you're tying a load in place on top of a car, tie one end of the rope to the load and snap the steel hook on the other end of the rope to the car's bumper — or, if you're using a car top carrier, run the rope from bar to bar, using two half-hitches on one side, a power-cinch on the other. Run the free end of the rope (a) through the loop in the power-cinch (step 2), and apply power to the free end. You've created a pulley with a 2:1 mechanical advantage.

Complete the hitch by securing a double-half hitch around the body of the rope, or use a "quick-release" loop as illustrated.

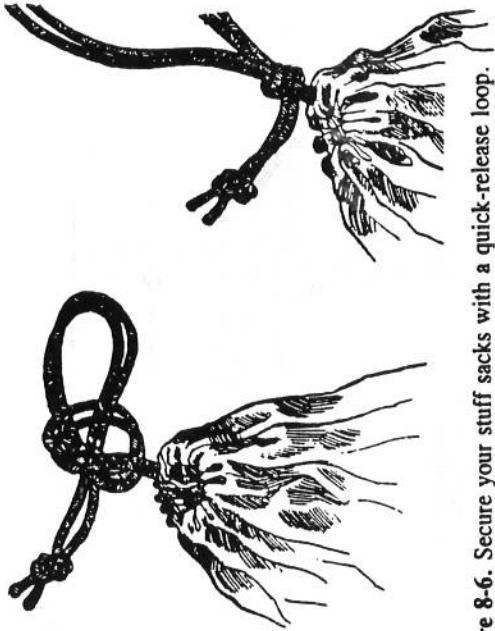


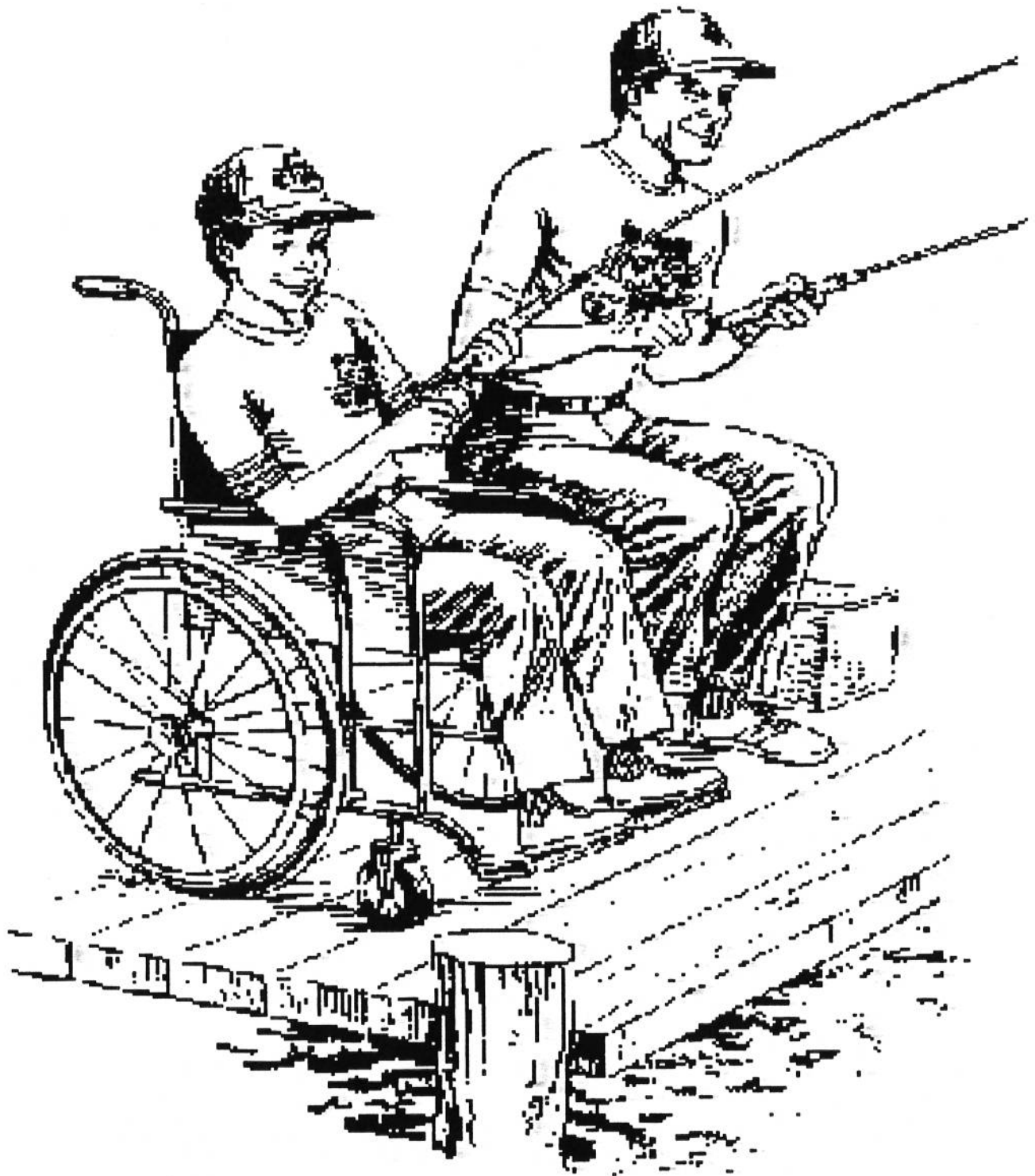
Figure 8-6. Secure your stuff sacks with a quick-release loop.

The Quick-Release Loop

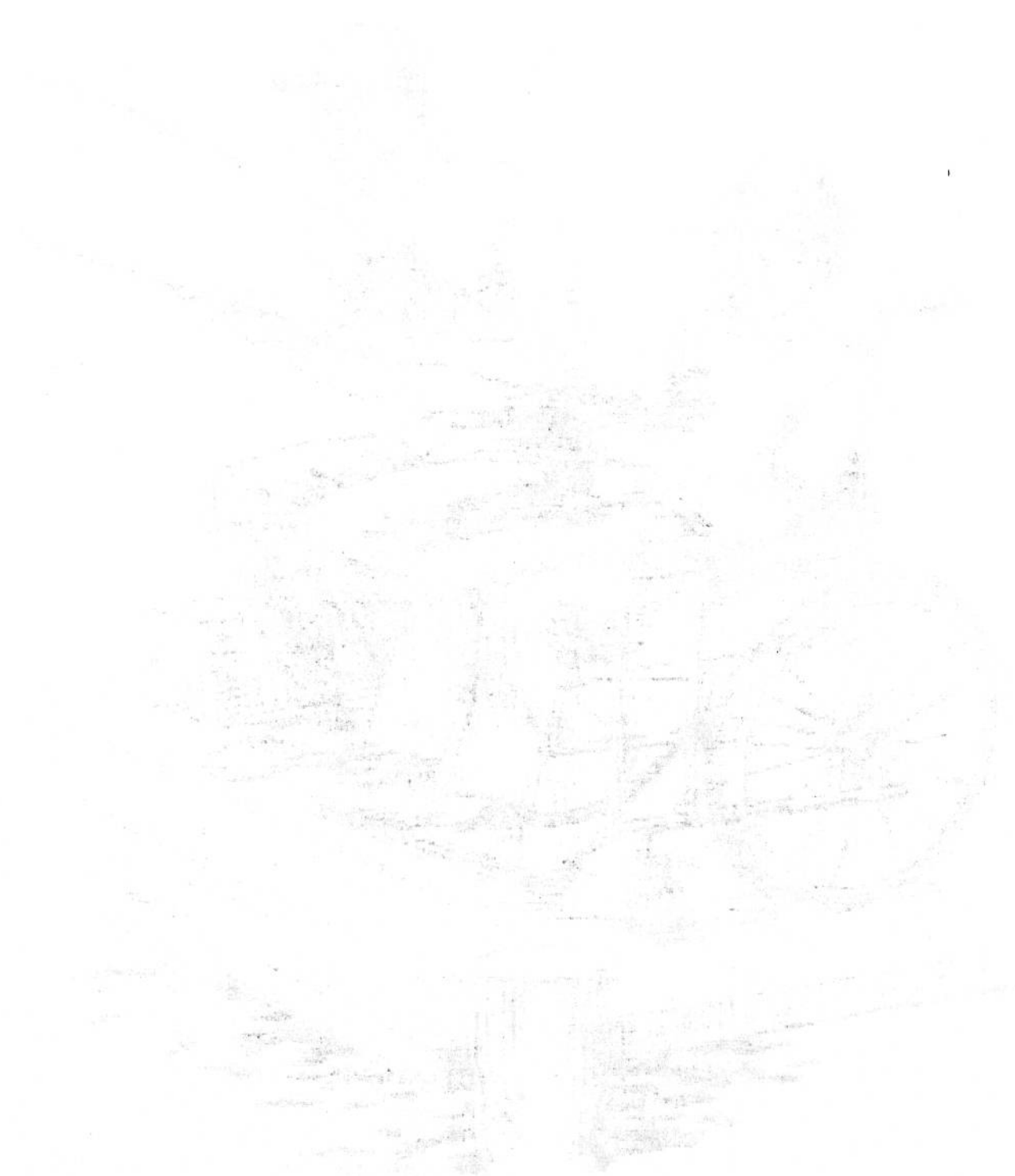
There's nothing more frustrating than untying a bunch of tight knots when you're breaking camp in the morning. If you end your knots with a "quick-release" loop like that illustrated in Figure 8-4, step 5, you'll be able to unie your lines with a single pull.

Form the quick-release feature by running the free end of the rope back through the completed knot — same as making a "bow" when tying your shoes.

Use a simple overhand knot with a quick-release loop to seal the stuff sacks which contain your sleeping bag and personal gear. The plastic "cord-locks" sold for this purpose are for people who don't know how to tie effective quick-release knots.



**SPECIAL NEEDS SCOUTS
and
DISABILITY AWARENESS**



SPECIAL NEEDS SCOUTS
and
CAPABILITY AND FITNESS

Youth With Special Needs

Leader Overview: Inclusion Is The Key

All Scout Leaders want to provide the best possible program for the Cubs in their pack.

Since 1911, the Scouting program has been a proven method for enhancing the moral, mental, social and physical development of young people.

Youth who benefit from this development through Scouting often include individuals who vary in physical, mental and emotional ability.

The Scouting program has assisted thousands of youth, throughout its eight decades, to become wholesome, contributing members of society. Since its inception, if a youth met the basic entrance requirements the Boy Scouts have established, a youth could experience all that Scouting programs have to offer.

Every Scout is special! However, there are those youth who, because of a physical, mental or an emotional disability, require that the Scouting program consider their "special needs". Scouts with special needs make up approximately 8% of the total youth the Scouting program has served in the past 80 years.

Throughout the years, special packs, troops and posts were developed to serve individuals with a variety of disabilities. Although this alternative program was successful in many regards, it is being proven today that children with special needs can be successfully included in neighborhood packs that include youth without disabilities. Children with and without disabilities benefit from working and cooperating together.

Through the caring and hard work of trained and dedicated volunteers, youth with disabilities can find success in traditional Scout programs as well as gain a variety of skills to better prepare themselves for adulthood.

Special Needs Cubs

People can have a variety of handicaps which are a problem to them. These take on forms like big ears, speech defects, protruding teeth, deafness, spastic muscles, blindness, uncontrolled emotions, too little money, red hair, a club foot and hundreds of others. Some handicaps are real - some are imaginary. The degree of a youth's handicap is not nearly as serious as how he feels about it and how he thinks others feel about it.

Although a boy may be handicapped in body or mind, he is still a boy -- no less and no more --and if he is capable of understanding the Cub Scout Promise and Law of the Pack, he may be a Cub Scout. Working with boys with a handicap may mean adapting or extending the ordinary program of activities in order to make it as enjoyable and worthwhile as possible.

Scouting is for each boy, and each boy is different. The Boy Scouts of America recognizes that there are not standard boys - the kind who can be steered about like machines in exactly the same way, to have exactly the same fun, to learn by exactly the same instructions. That is why the program of Scouting is so readily adaptable to a youngster with a physical, mental, or emotional limitation. Scouting welcomes the handicapped youth!

Why Scouting for the Handicapped?

Because it works! Scouting has been proven to be one of the most effective ways to help handicapped persons become prepared to be successful as adolescents and adults.

Benefits for Handicapped Youth

A handicapped child seeks several basic things that all boys seek: love, acceptance, achievement, development, creativity and discipline. How does Scouting fulfill these needs?

Dr. Gunnar Dybwad, former Executive Director of the International Association for Retarded Children stated, "If Scouting is good for normal boys of Scouting age, it is absolutely essential for retarded boys of the same age." Scouting can challenge boys who cannot swim, run, jump, or hike like other boys. The challenge is from boyhood spirits and all boys, regardless of handicap, have boyhood spirit.

For Scouting, the desire is there because the "child is there." Because the desire is there, the determination to reach the child is there and this begets the ingenuity to go around and over barriers. Participation in Scouting gives the child a sense of worth and dignity. It offers them many excellent group experiences enabling them not only to develop sound character and good citizenship, but an opportunity to put these attributes into practice.

Scouting fulfills the first basic need, **LOVE**, because the leader is someone who will talk to him, simply and patiently; someone who will listen to him no matter how hard it may be to understand him; someone to comfort and encourage him when he is disappointed. This in turn satisfies another basic need, **ACCEPTANCE**.

By belonging to a group of boys in a den, he feels acceptance. Within this group he learns that he is accepted as he is, which many times is a completely new experience. When he receives praise for doing something right, that too, is a form of acceptance and this leads on to the third basic need, **ACHIEVEMENT**.

Through the advancement program in Scouting, a boy is rewarded for doing his best and achieving. Every time a craft is finished, or a song is learned, etc., the boy will get a better awareness of himself through the ability of accomplishing a task. This gives him a self-confidence so many times found lacking.

Scouting activities help them to develop creativity, attention span, increased verbal abilities, motivation,

learning, and understanding. Every person has a deep need for achievement.

Scouting teaches them to: compete to the best of their ability, plan, start and finish a project, develop leadership and follower skills, recognize others' achievements, try new things, respect differences in others, play fair and have fun, and to develop and maintain friendships.

Scouting provides social activity or fun with others which is necessary. We know that human potential is determined not by nature alone, but by each individual's response to his environment. It follows that an improved environment can change the course of life. It is nature and nurture that shape human lives - a fact that makes all the difference in current attitudes and actions toward the handicapped.

By belonging to a group of Scouts, they develop feelings of being needed, independence, confidence and friendships with peers and adults.

Scouting just naturally brings out a sense of humor, feelings of self-confidence, pride in appearance, dependability and responsibility, desirable behavior, and good manners.

Program for the Handicapped Scout

Remember - A handicapped boy is more LIKE other boys than he is different. Anything that a leader does to separate him and make him unnecessarily different is a mistake. Being like other boys is important. For this reason, it would be unfair to give a boy anything but genuine Scouting. The official policy of the Boy Scouts of America is to keep the program the same for ALL boys so that no single member is branded as handicapped and different. The main thing is to provide the boys with fun and enjoyment.

Because Cub Scouting is a flexible program, many of the requirements can be fulfilled by all the boys. By implementing the program, every boy in the den will have fun and receive a great deal from it. The family will be better off because they participated in the activities of the pack.

Generally, the requirements in the Cub Scout handbooks and Program Helps can be easily understood by a mentally retarded boy when read and

explained to him by an adult. Use the books available, go through the achievements, allow substitutions only where absolutely necessary. This approach offers the boys real Scouting.

REMEMBER: IF YOU ARE NOT DISABLED YOU ARE T.A.B. --TEMPORARILY ABLE BODIED --THINK ABOUT IT!!

Disability Definitions

The following information provides some basic guidelines to terms currently used within the disability field.

Adaptation: Using alternative methods of reaching a goal.

American's With Disabilities Act (A.D.A.): The Civil Right's Act for people with disabilities.

Autism: A brain disorder that severely impairs the way sensory input is assimilated, causing problems in communication, social behavior and irregularity in learning.

Cerebral Palsy: A condition caused by damage to an infant's brain during pregnancy, labor or shortly following birth. "Cerebral" refers to the brain and "Palsy" to a disorder of movement or posture. Characterized by an inability to fully control motor function.

Developmental Disabilities: A severe, chronic set of functional limitations which result from any physical and/or mental impairment which manifests itself before age 22.

Emotionally Disturbed: A disability that affects an individual's ability to adjust to problems, stresses and situations of daily life.

Epilepsy: A tendency to have recurring seizures. These seizures are a result of sudden, abnormal discharges of neurons in the brain.

Inclusion: The act of including all children in educational, social and recreational activities.

Learning Disability: Difficulty in speaking, reading, writing, listening or reasoning that may require alternative teaching methods of adaptations.

Mental Disability: Difficulty in learning and applying knowledge. Mental growth and social levels are low compared to the average growth of most people.

Physical Disability: One or more type of disability that interferes with life's basic functions of hearing, seeing, being mobile or taking care of personal needs.

Public Law 101-476: A federally mandated law that requires school systems to meet the individual educational needs of children with disabilities.

Special: Should not be used to distinguish Cub Scouts with disabilities from Cub Scouts without disabilities. All Cub Scouts are special! Leaders should find and plan for each boy's special or unique characteristics.

Learning Disabilities

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic.

Every pack has one -- the boy who doesn't seem to keep up; the one who's always late; the discipline problem; the dreamer. Sometimes the cause of the problem is obvious. It may be that the problem stems from his home environment or from some physical difficulty. But more often than not, the problem is that the boy has a learning disability. Learning disabilities manifest themselves in many different ways, but they all have some common traits. They are basically disorganizations in a child's mind which cause him to fail to grasp concepts that are relatively easy for other children to pick up.

Some of the learning disabilities are:

Space: This difficulty makes it hard for a boy to compete in athletics. He's usually very uncoordinated, but not necessarily small. He may have difficulty with drawing or writing because his fine finger movement is impaired. He may also have trouble getting around in the city because he can't remember the location of usually known landmarks.

Sight: This perceptual handicap is very common. He sees things differently. Reading and spelling are often very hard for him. Because he perceives in a disorganized fashion, he will have difficulty recollecting things and places.

Hearing: This disorganization often causes a child to forget names and instructions. His vocabulary is often limited and his ability to express himself is diminished.

Numbers: A boy with this problem will have trouble understanding the relationship between digits and quantity. Math, points, and other uses of numbers will confuse him.

Time: A mixed-up concept of time may pose unique problems for a boy. This Cub Scout may never get started on an activity with the rest and when he does, he'll be frustrated at leaving it incomplete or by always being last. Often he can't grasp the concept of the future in a long-term project, like an upcoming trip.

These are the major learning disabilities. Some boys have only one of them; but others have combinations.

Children with learning disabilities may become easily frustrated and may give up on a task when they perceive its challenge. They may be overactive or underactive.

They may speak too loudly or repetitively to the extent that it annoys others. Clumsiness and difficulties in remembering rules of games may cause them problems in playing with other children.

Suggestions:

- If the boy forgets directions, they should be given to him one at a time. When speaking to him the leader should use as few words as possible and make sure the boy is facing him.
- If he is frustrated by a task, he may need to be assisted or have a simpler task substituted. Group projects in which every boy has a part that he can do, are good.
- Whenever possible, competitive games should be interspersed with games played solely for fun.
- Before changing the customary agenda of meetings or before a special activity, describe the sequence of events to the boy, so he can structure it in his own mind and handle it with a minimum of anxiety.

- If the boy becomes upset or excited he may need to retreat to a quiet room to collect himself. This should not be considered punishment.
- Boys can telephone one another between meetings to remind each other to attend and to bring necessary materials or equipment. Many children receive no phone calls from their peers, so this will mean a great deal to them.

Some of these boys handle themselves in a perfectly normal fashion outside of school, and can be fully functioning members of a den or pack. In this case, it may be necessary for the leader to explain to the other boys why they are behind in school or in special classes.

Impaired Vision Or Blindness

Visually Handicapped

The term "visually handicapped" usually means that a person needs special aids or help in order to go about everyday work and play. "Visually impaired" means that a person has an impairment which can be corrected sufficiently so that it is not a handicap.

Blindness

A "legally blind" individual can see no more at a distance of 20 feet than a person with normal vision can see at a distance of 200 feet.

Impaired vision or blindness is always a handicap, but if newly acquired, the boy requires much help and understanding. He will need to relearn some things or make adjustments in doing them.

Familiarity with location of materials will be necessary. More time should be planned for his care if he is to learn to do things for himself.

Suggestions:

- Use activities in which the handicapped boy can participate.
- Circle and line formations are useful in keeping the group together.
- Counting and clapping help keep the blind in touch with each other.
- The leader should indicate where he is at all times and he should inform the group what the others are doing.
- Rattles and bells should be put inside balls to help the blind follow their movement.

- A totally blind boy should be paired with a sighted or partially sighted one, if possible.
- Balls for the partially sighted should be soft, larger than normal, and painted white.
- The leader's voice should be loud enough to guide the group.
- Music and rhythmic sounds are very motivating. Rhythmic activities and simple dances are recommended.

Impaired Hearing Or Deafness

Postlingually Deaf: those who have lost their hearing at age 5 or after.

Prelingually Deaf: Those who were born deaf or lose their hearing in early years before acquiring speech and syntax. They are 95% of the school-age deaf population.

Leaders who have deaf Cub Scouts must understand that there may be embarrassment on both sides. The hearing-impaired youth will be acutely conscious of his hearing loss, eager to be "normal" in every way and fearful that he will mess things up. The hearing boys will feel uncertain about how to communicate and deal with their deaf friend.

The other Cub Scouts will have to learn to speak directly to the hearing-impaired boy so that he can see their lips. They will have to curb their inclination to shout at him or make exaggerated movements while speaking. Both of these make lip-reading more difficult. They must learn to get his attention by touch or vision cues, written messages or by signs.

Hearing boys must make every effort to include the hearing-impaired boy and accept him as he is. If he is unable to follow fast moving conversation, misses the point of jokes or does not hear instructions or announcements, the boy may find withdrawal more satisfactory than participation. If he feels "out of things" he may decide to stay out of them.

Deaf people have the same needs as those who hear. They need a lot of attention, advice and love. They need to be included in group activities. To be sure that the hearing Cub Scout feels a personal relationship and responsibility to the deaf Cub Scout, appoint one boy to act as the deaf boy's "buddy" for each meeting or activity. This assignment should be rotated among all

the members, making sure that the "buddy" is alert to the special needs of the deaf boy, explains instruction, reassures him that he is liked and accepted.

Make sure he has the opportunity to participate. Sign language and speaking clearly are important so the handicapped boy knows what is expected.

Impaired hearing or deafness requires many adjustments. Warmth and understanding can be communicated by actions and facial expressions as well as by speaking and writing.

Suggestions

- Speak moderately and slowly to allow for lip reading.
- Gestures, sign language and demonstrations should be used when giving instructions.
- The first activity should be something the group knows or has done before.
- The leader should stand where light falls on his face so that his lips can be easily read.

Physical Handicaps

Physically Handicapped: Concerns those who are disadvantaged or limited because of an impairment or disability that hampers psychosocial, physical, vocational, and community activities.

Muscular Dystrophy: This is a general designation for a group of chronic diseases whose most prominent characteristic is the progressive degeneration of the skeletal or voluntary musculature.

Suggestions:

- When assisting a person in a wheelchair to go up low curbs or other obstacles, one should use the small foot bars to tilt the chair backward.
- A wheelchair should be taken up curbs forward and down curbs backward.
- In rainy weather or on wet terrain, it may be more practical and safer to use wheelchairs for those persons who normally get about with crutches.
- When a disabled person falls, he may wish to get up by himself. Offer help, but wait for him to ask before giving it.
- Crutches and wheelchairs are necessary accessories. Don't take them away from handicapped people unless they indicate they would like to have them out of the way. Nothing

is more irritating than to have crutches grabbed immediately after sitting down, leaving the individual stranded.

Mentally Retarded

Many retarded, including both educable and trainable, have short attention spans and poor memories. If they are requested to do too much, they lack emotional stability. Most have problems with coordination, balance, agility, directionality, strength, body awareness and image. Sometimes, these problems are the result of inactivity and lack of opportunities to participate in group activities.

Mentally retarded children are often overprotected and discouraged from exploring the world, consequently, they have fewer opportunities to learn.

Suggestions:

- Dens of 5 or 6 are usually best.
- Play and activity periods should be frequent, but relatively short. Play periods shouldn't last more than 30 minutes.
- Use a variety of different activities to hold the boy's interest. Keep instructions brief and demonstrate as you teach.
- Try to stimulate program with pictures, stories, colorful equipment, and visual aids.
- Coordinate physical activities with art and music activities.
- Use attractive names for the game or activities.
- Repeat games and activities from meeting to meeting, to reinforce the boy's learning process.

Emotionally Disturbed

Emotional Disturbances are usually due to neurological impairment. For example, hyperkinesia, hyperactivity, learning disability, perception, etc., are side effects of "negative" feedback from surrounding environment. This feedback causes the individual to perceive a poor picture of himself, thereby leading to emotional disturbance.

Epilepsy

Epilepsy is not a disease, nor is it a form of insanity or mental retardation. It is, in simplified terms, a malfunction of the manner in which the cells of the brain release energy.

Working With The Handicapped

A Cub Scout leader may feel hesitant about facing up to the opportunity of accepting a handicapped boy into a pack or den. Consider for a moment how being handicapped can in itself be a barrier to many activities enjoyed by ordinary boys. This is true, even when a handicapped boy has considerable skills, abilities and moral strength.

Involve Them All

Clearly, some allowances must be made for the handicapped. He can hardly be expected to compete in relay races, but he can be a starter or a judge.

If his eyes are poor, he may not be able to catch a ball, but he could be a scorekeeper for a ball game.

Boys in wheelchairs can go on hikes with the other boys taking turns as "pushers". Plan your den and pack program to fit the needs and abilities of the boys, whether or not they are handicapped.

Ways In Which Handicapped Boys Are Similar To Non-Handicapped

In reality the differences between handicapped boys and other boys are not great. All Cub-aged boys:

- Like fun
- Want recognition
- Like competition
- Want to achieve
- Want to be self-reliant
- Are turned off by criticism
- Want to help others
- Practice hero-worship
- Like active games
- Have enthusiasm
- Want to prove their abilities
- Can help others achieve
- Are sensitive to right and wrong
- Don't particularly want to be good, but do want to do good
- Want friends
- Want adventure
- Like crafts
- Dislike nagging
- Rebel against authority
- Have short attention span
- Are uncoordinated

- Want acceptance by others
- Have vivid imaginations
- Can become proficient in skills
- Believe in fair play
- Want responsibility
- Dislike being made fun of
- Like water in lakes and streams, but not in washbasins and bathtubs.

There is a great danger in pigeon-holing a boy if a leader's attitude is negative rather than positive.

Ask, "What are the capabilities of these boys?" instead of "How badly handicapped are they?" One question implies a reaching out, while the other question implies no advancement. There are three key words which, if kept in mind, will enable a leader to give the boys the kind of program they need and deserve: **PATIENCE**, **FLEXIBILITY** and **EMPATHY**, not sympathy.

Wise leaders expect problems but do not consider them overwhelming. The handicapped boy is seen as a boy with an individual difference. There are other individual differences between boys: one boy is too fat, another too skinny; one has bad teeth; another has an emotional problem. The *handicap* is **not** as important as the leader's will and the boy's willingness. Working with these boys teaches the value of patience, understanding and friendship.

Getting To Know A Handicapped Cub Scout

To prepare a meaningful program for a handicapped Cub Scout you need to know him as an individual and what his capabilities are. This outline is to help you learn what you really need to know.

1. Know all you can about the handicapped person.
 - A. Knowledge of the nature of the handicapped person's problem should be obtained from the person himself, or his parents.
 - B. Any information you receive about this individual is strictly confidential.
 - C. Do not attempt to diagnose the handicap. Many handicaps are hidden to the average layman.
 - D. Questions you can ask that can assist you in planning physical arrangements and in teaching:
 - What are the boys bathroom capabilities?
 - What is his religious background?

- Does he take any medications you need to be aware of?
- What is his educational level?
- Does he have any language problems?
- What social skills has he mastered?
- Are there any personality problems?
- Does he have special diet needs?
- Family background?

2. Accepting the handicapped person.
 - A. Find several ways you can get to know the handicapped person better.
 - B. What are your real feelings for the handicapped person?
 - C. Define for yourself the behavior of the handicapped person that bothers you the most and ask yourself why?
 - D. The handicapped person can teach us things such as ingenuity, love and tolerance. Be prepared to learn.
 - E. Be honest with yourself and the handicapped person.
3. Five basic responsibilities of a leader of the handicapped:
 - A. To lead and teach the handicapped.
 - B. To assist the handicapped.
 - C. Accepting units of the handicapped to teach.
 - D. Communicating effectively.
 - E. Simplifying and adapting scouting material for the handicapped.
4. Communicating.
 - A. Communication is one of the major keys to success with the handicapped. Be prepared to listen attentively as well as expressing yourself in a way he can understand.
 - B. Learn techniques to assist him to become part of the unit. This is your opportunity to be creative.
 - C. You must be prepared to seek and search out methods of communication. Your first attempts may not be successful but don't stop trying. Try to put yourself in his shoes and you will decide if the effort is worthwhile.
 - D. Try asking questions that require very simple answers.
 - E. Let him know you really want to communicate with him to find out what he has to say.

- F. Choose projects that allow you and the den to know what he is saying, when at all possible.
- G. Avoid pretending to understand him when you don't. Nothing irritates a child so much as an adult who is obviously trying to cover up a problem.
- H. Avoid shouting or raising your voice to get your message across. Shouting will not make a deaf person hear or a mentally retarded person understand.

REMEMBER IT IS POSSIBLE TO HAVE A CUB SCOUT WHO LOOKS MUCH YOUNGER THAN HIS ACTUAL PHYSICAL AGE, BUT THE PROGRAM MUST BE PLANNED FOR HIS PHYSICAL AND MENTAL CAPABILITIES.

Types Of Activity

GAMES: Games serve many purposes. They build Scouting spirit and loyalty. Games can build physical fitness, coordination, teamwork and enjoyment. They should be kept quite simple and require little organization. This can avoid frustration and discouragement.

Games have rules which are explained and enforced by the leader. Everyone in society must learn to abide by rules of acceptable behavior and by laws which are enforced by the leader.

CRAFTS: Through crafts a boy's sense of touch can be used as a learning tool. He learns things like; wood is hard, paper and cloth are flexible, paint is runny, paste is sticky and gooey, some things smell, and others don't.

One of the most important things that can be accomplished through the use of crafts is the developing of muscles, especially the small ones that are probably not used very much. Think for a moment about the things hand muscles are used for. How many opportunities does a handicapped child have to do those very things? Don't be discouraged if the interest span is very short at first. It usually improves with time. Take it step by step. Help the boy plan what they will do with crafts from meeting to meeting.

SONGS: Music is important. Very often, it is the first means of communication they are aware of from the time they were in their mothers' arms.

Singing is also an expressive experience. Many people will express themselves through songs. Songs are happy, silly, sad and solemn.

When a retarded boy learns to sing a simple song with other boys, because of this feeling of happiness and warmth, he begins to enjoy belonging to a group and associates group activities with a feeling of belonging and happiness.

Self control can be increased through music. Music helps to develop a rhythmic sense, which goes a long way toward increasing physical ability. Marching, gliding, "walking like elephants" or doing some other exercises to music develops muscles and coordination.

Handicap Awareness

SIMULATION GAMES: After talking about the boy's handicap, ask the members if they have an idea of what it would be like not to be able to do something they take for granted. Suggest a game to find out. The game played depends upon the handicap the new boy has, such as:

BLINDNESS: Blindfold the Cub Scouts and have them perform such things as "Bring me the blue pencil", identify other boys by voice and locate where they are, write their names, etc.

Have den members take turns using a "sonar" cane to walk among typical barriers (curbs, doors, steps, etc.)

DEAFNESS: No talking. Let the boys try to communicate and give instructions by mouthing words, using signs, etc.

Two den members must communicate a code word to other members using deaf sign language. (Each group will have pictures of signs.)

PHYSICALLY HANDICAPPED: Loosely tie Cubs' feet together and have them try a relay race, or bind newspaper around one knee so that they cannot bend it.

Two teams of four Cubs each have their right arms tied to their sides and have five minutes to attempt to erect a pup tent cooperatively.

SPEECH HANDICAPPED: Cub (with large object in mouth) gives directions for next activity to other den members.

THE MULTI-HANDICAPPED OBSTACLE COURSE: Each den member is "handicapped" by one of the following: Ear plugs and blindfold, one arm tied to body, one foot tied to back of leg and on crutches, mouth taped with adhesive and earplugs. Boys then assist each other in completing an obstacle course of balance beam, walking through ladder on ground, etc. Cooperation and compensating abilities will solve their problems.

The den leader should try to simulate as realistically as possible the boy's handicap, using the information from the family interview. Remember, the handicap can be as simple as a stutter, or a reading or perceptual disability, but without the understanding of the other boys in the den, such a small handicap may make other boys treat him unkindly.

Many things are taken for granted when working with normal boys and the word normal is a bad word to use. Remember, that when working with handicapped children Scouting will increase a boy's potential, and since it is difficult to do, it will appeal to the handicapped boy's intellect. The primary thrust is their senses.

Small Changes Make A Big Difference

Every Cub Scout is special! Each has unique needs that leaders must consider as they plan activities that assist Cub Scouts to learn and advance in rank. To make changes in a Scouting activity may mean the difference between success and failure.

A den leader who traditionally has their den activities well planned can still struggle with the lack of interest that the boys have during den meetings.

In discussing this problem with the boys, the den leader can determine that den activities would be better if some of the activity choices and ideas came from the boys. By making this minor adaptation, the boys will now seem more eager to engage in activities during their weekly meetings.

Making changes in your program may mean:

- Using Additional Support Systems.
- Modifying Traditional Programs.

In using additional support systems, we will discuss the support systems of:

- Parents or Guardians and Teachers.
- Training/Special Needs Division.
- Cub Pack Members.
- Disability Advocacy Organizations.

In modifying traditional programs we will be looking at:

- Meetings.
- Rank Advancement.
- Outdoor Activities.

Leadership Techniques

1. Have all pertinent information on every boy, including his phone number, doctors name and phone numbers.
2. Demonstrate personal discipline about punctuality, conscientiousness, dignity, and dependability.
3. Let the boys know you care. This is essential and it takes only a few moments to put your arm around his shoulders or to praise him for something well done.
4. Make a personal visit to the home of a new handicapped Cub Scout. Learn about his handicap, his abilities and his limitations. Find out what he is not able or allowed to do. Become familiar with his handicap, medication and appliances.
5. Accept the boy as a person and show him respect. Find out his likes and dislikes. Remember that unwanted behavior can be redirected to more acceptable things.
6. Have patience. Plan programs to meet the needs and abilities of the boys. Enlist the help of families and community organizations.
7. Cast aside any preconceived ideas. The handicapped boy is interested in Cub Scouting for the same reason that other boys are - fun and enjoyment.
8. Don't overestimate the handicap of a boy and don't underestimate his determination to be like others.
9. Maintain a good sense of humor.
10. Plan ahead. Plan more activities than you think you'll have time for.

11. Remember that repetition and review are needed by handicapped boys.
12. Push handicapped boys as far as possible. Don't pamper them too much. They discourage easily.
13. Remember that boys need praise, a feeling of achievement and a sense of belonging.
14. If a handicapped Cub Scout forgets directions easily, give them to him slowly, one at a time.

Explain the "buddy" system that the den will use: one boy each week will be asked to help the Cub Scout prepare for the next meeting and help with his achievements. Emphasize that the important factor is "Do Your Best" and the boy who is helping the Cub Scout must be patient - not only because of the handicap but because he is a Cub Scout.

Managing Behavior

As a leader, you are to be several people all at once to the Cub Scout in your den. There are times when you are a friend, an authority, a rewarder, a disciplinarian, a resource person and a teacher.

Listening is an important technique. That means giving each boy an opportunity to express himself, whether as part of the group or alone in a private conversation. Be patient. It may take several listening sessions. Keep yourself in tune to what he is saying by sometimes using phrases such as: "Do you really feel that way?" or "If I understand you right, you are saying.....".

Praise and encouragement are indispensable. Even when a boy does not succeed, he should be praised for trying. A simple thing like applause provides amazing motivation for the mentally retarded child. They generally need more incentives than non-handicapped youth.

Rewarding proper behavior will usually cause that behavior to occur again. Reward can be in the form of a thank you, or it can take a material form such as a badge, a prize or a chance to go on a trip. Focus reward on the proper behavior. For example, if a boy is being uncooperative, put him into a sharing situation with someone else and reward him every time he cooperates with others. As he begins to learn the correct behavior, decrease the rewarding. Eventually, a pat on the back will be all he needs.

Don't reward inappropriate behavior. Praise him when he exerts an effort or has improved a previous performance. But don't praise falsely.

If a handicapped Cub Scout tends to blame others for his failures or poor performance, do not accept his type of behavior. Make it clear that you expect him to answer for his own behavior.

If a boy is behaving in an unacceptable manner, try the 'time-out' strategy. This means removing him from a particular situation because his behavior is unacceptable. For example, if a boy is being over-aggressive, call him aside and say: "Bill, I'm not happy with your behavior. You're having fun at the expense of others. I'd like you to take some time out say ... (be specific - 5,10,15 minutes). After that time is up, come on back whenever you are ready to join the group."

The 'time-out' strategy works only if the activity from which you remove the boy is something he wants to continue. It works best if the time-out room is a dull, uninspiring place - a place to get away from rather than the place to be.

When a leader is teaching a new skill or activity, nature of the 'sensory' information to be used should be considered. Will it appeal to the visual senses, the tactile senses, the olfactory senses or the verbal senses or a combination? Because the 'channel capacity' of the boy is limited, it is difficult for him to handle too many different types of input at once. With normal boys, verbal communication is important to learning. It is more helpful when working with mentally handicapped boys to make use of visual aids. The important thing to remember here is that when demonstrating a skill or activity, remember the mirror trick. Always face in the same way that the boys are faced, or when working with an individual, he should be guided by the leader reaching around him from behind.

Modifying Traditional Programs

General Guidelines

In many ways you, the Cub Scout leader, may already adjust the program to meet the needs of the group. If you see that your den is not grasping a certain skill,

you may stop and verbally go over the directions and show the Cubs visually how an activity is completed.

Most Scouters will agree that making adjustments to the Cub Scout program becomes more automatic the longer you work with the boys in your den, but at first it requires good planning and a conscious effort on the part of the Cub leader.

As you begin to involve special needs Cub Scouts in your program, modifications or adaptations may be a necessary part of the activity. Consider these simple, yet effective, principles and techniques when making program changes:

- Only adapt when necessary. Adapt enough to increase participation, success and enjoyment.

Example: Your Cub Scouts are going to play horseshoes during a den meeting. James, a boy with mental retardation, will be participating in the activity. James is a good horseshoe player and does not need the rules adjusted, simply because he has special needs.

- View any changes or adaptations as temporary. The goal is to teach the youth, if possible, how to participate in activities in a standard manner.

Example: Because of Earl's misbehavior during den meetings you have started a behavior program, with the cooperation of his parents, to help Earl act in a positive way. This behavior plan should be viewed as temporary and be eliminated once Earl matures further and improves his relationships with you and his fellow Cub Scouts.

- Make adaptations on an individual basis. Adaptations should be based on the very specific needs of the individual.

Example: Larry has difficulty remembering the sequence of completing crafts and other projects while at den meetings. Because of this, Larry does not need the directions repeated to him again, but it is helpful if he is shown, visually, what steps are taken to complete the project.

Types of Adaptions

Making changes in your Cub Scout program requires skill as well as knowledge of the boys you work with.

Listed below are some general adaptations:

Material Adaptation

Situation: Cub has little hand strength to carve.

Possible Solution: Soap bar substituted for balsam wood.

Rules Adaptation

Situation: Cub unable to throw horseshoes entire distance.

Possible Solution: Boy moves closer to horseshoe pit.

Architectural Adaptation

Situation: Cub in wheelchair unable to go bowling because bowling alley is not accessible.

Possible Solution: Find alley, in advance, that can accommodate wheelchairs.

Leisure Companion Adaptation

Situation: Cub will not stay on task, misbehaves and runs around.

Possible Solution: Adult or older youth assists with activity.

Cooperative Group Adaptation

Situation: Cub has difficulty remembering sequence of a project.

Possible Solution: Cubs work in a cooperative team to insure success and completion of activity. (Two or more Cubs per project.)

Behavioral Management Adaptation

Situation: Cub doesn't cooperate during meeting.

Possible Solution: Behavior plan is developed with parents.

In summary, all adaptations are temporary and can be used to make Cub Scouting fun for all the participants. Just remember, through all your hard work, to expect the boys to, "Do Your Best".

Cub Scouting

Purpose

The purpose of the Boy Scouts of America is to provide boys with an effective educational program of citizenship, the development of moral character, and physical, mental and emotional fitness.

Since its start in the 1930's, the Cub Scout program has worked with millions of young boys who have engaged in fun-filled activities such as camping, pinewood derbies, service projects and rank advancement. At the heart of the program is the Cub Scout motto, "Do Your Best."

This short, but profound statement, helps set the stage for a boy's success in the program. **In working with Cub Scouts, it is important to remember that a boy should not be compared to other children in the pack, but compared to what he is capable of doing.**

Den Meetings: General Guidelines

A den meeting is a time when the den leader and Cubs have a chance to socialize, practice what requirements they've learned at home and to plan for future activities.

In order to have a successful den meeting for Cub Scouts with or without disabilities, it is important to:

- Be well organized.
- Keep the meeting well paced and no more than 1-1/4 hours long.
- Keep it simple, make it fun.
- Keep verbal directions to a minimum.
- In teaching children specific skills, it is important to give verbal directions, demonstrate and sometimes physically assist them through a project.

Den Meetings: Adaptations

Typically, a den meeting has seven stages. We will be looking at five of those stages: While the Cubs gather, Opening, Business Items, Activity and Closing, and how you can adapt for a child with special needs.

Now, let's follow Rick, a Cub Scout who has special learning and behavioral needs, through these five stages of a den meeting. We will use Cub Scout Program Helps with a typical November theme.

Try to identify the adaptation types used during this den meeting as well as how you might adapt to Rick's special needs.

While the Cubs gather: Boys go outside and toss a Frisbee.

Rick's response: Rick grabs Frisbee and plays keep away from the rest of boys.

Possible cause:

- A. Activity is too loosely structured for Rick.
- B. He doesn't know how to throw a Frisbee.
- C. Rick is angry about something.

Possible adaptations:

- A. Rick, along with the other boys, takes his turn throwing the Frisbee through a 3 ft. diameter circle, while being supervised by a den chief.
- B. Demonstration on throwing a Frisbee takes place.
- C. Rick, after some prodding, explains that he's mad at Jose for pushing him down earlier in the day.

Opening: Sing "Turkey Song".

Rick's response: Rick doesn't sing the song.

Possible cause:

- A. He can't remember the words to the song.
- B. Rick hates singing.
- C. Rick is being distracted by den chief making preparations for the next activity.

Possible adaptations:

- A. The words to the song are printed on a piece of paper and distributed. In addition, Rick, during last week's meeting, was given the words to the song and has practiced at home.
- B. Rick, along with some other boys, plays a crude instrument while the group sings.
- C. Rick is positioned so as not to be facing the distraction, or den leader decides to ignore Rick's lack of participation. Den leader redirects Rick. Rick is given responsibility to lead the song.

Business Items: Den leader check boys' books for passed achievements.

Rick's response: Rick exhibits positive behavior.

Possible cause:

- A. He feels very proud of his achievements and likes to be recognized in front of his peers.

Possible adaptation:

- A. Verbally praise Rick for his positive behavior and his achievements, as well as praise him, during the

next part of the meeting. Also, praise all Cubs for their achievements.

Activity: Begin making props and costumes for Thanksgiving skit.

Rick's response: Rick, after 20 minutes, only has a 5" circle cut out.

Possible cause:

- A. He has difficulty using scissors and cutting out shapes.
- B. Rick is more interested being an actor in the play than making the Pilgrim costumes.

Possible adaptations:

- A. Have another Cub Scout do the cutting while Rick staples or tapes, while giving them a time limit. Have Rick continue to work at home with parent's help.
- B. Explain that the costumes need to be completed before any actors are selected.

Closing: Boys are asked to observe a moment of reverence, or silence. As they leave, boys give Cub Scout handshake to den chief and salute den leader.

Rick's response: Rick is running around the room.

Possible cause:

- A. Rick is excited about all that has happened today.
- B. After sitting for 30 minutes, he is unable to stand still.

Possible adaptations:

- A. Allow plenty of time between clean-up and the closing ceremony so Rick has time to wind down. In addition, give the boys a chance to share what they liked or did well today.
- B. Have Rick be the clean-up coordinator before the closing ceremony, so some of that energy is used up.

In working with Cub Scouts and making adaptations, good planning and a knowledge of the special needs of the boys in your den is important. Planning takes discipline, while knowledge of your boys requires the help from the boy's parents as well as other available support systems.

Advancement For Handicapped Cub Scouts

The advancement program is so flexible that with guidance most boys can do the skills. Advancement requirements should not be watered down or eliminated for handicapped boys, although the speed at which they are completed and the means of explaining those requirements may need to be adjusted and simplified. It may take longer for a handicapped boy to earn his awards, but he will appreciate them even more by knowing that he made the effort.

There is one exception. A Cub Scout who is physically handicapped may be given permission from the Cubmaster and Pack Committee to substitute electives for a few of the achievement requirements that are beyond his physical abilities. It is best to include his parents in this process of determining substitutions since they are most familiar with their son's abilities.

Immediate recognition of advancement is even more important for handicapped boys. The Progress Towards Ranks patch, the den doodle, and the den advancement wall chart all help provide immediate recognition in den meetings as achievements and electives are completed. For immediate recognition in the den, try using applause or a special song. Remember, that a month is a long time to a boy and that completing requirements for a badge may seem like forever to him. Be sure to give him periodic recognition at den meetings and prompt recognition at pack meetings when he earns a badge.

While leaders must be enthusiastic about helping handicapped boys, they must at the same time recognize the special demands that will be made on their patience, understanding, and skill in teaching advancement requirements.

Much of the concern of a leader is aimed at the handicapped boy, but it is important to remember that not too much distinction should be made between him and the other boys. The other boys in the den can become a discipline problem if their needs are not met.

Even though you can't read, write, or run, there's still no reason you can't HAVE FUN!

Rank Advancement: Adaptations

Advancement is one of the methods the Boy Scouts use to achieve its aims of character development,

citizenship training and personal fitness. Each Cub Scout should be encouraged to advance steadily and purposefully with guidance from his family and leaders.

In rank advancement, just as in all areas of the Cub Scout program, the Cub is encouraged to "Do Your Best". Just as in den meetings, adaptations may be necessary in rank advancement in order to provide an avenue of success for Cub Scouts with special needs.

As stated in the Boy Scouts of America's advancement guidelines, authorized flexibility "permits substitution of requirements where a physical or mental handicap becomes an obstacle to a boy passing an achievement."

Let's follow Larry, a child with mental retardation, through various Cub Scout advancement levels and requirements to see some adaptations Larry's parents, den leader or Webelos leader might want to use.

Bobcat

Requirement: Learn and say the Cub Scout Promise.

Larry's response: Difficulty in remembering the Promise.

Possible adaptations:

- A. Larry reads the Cub Scout Promise from a 3" x 5" index card.
- B. Larry chimes in his name when the rest of the boys say the promise, or when asked what the boys just said, Larry may respond, "Cub Scout Promise".

Requirement: Show the Cub Scout Sign.

Larry's response: Unable to put hand and fingers in proper position.

Possible adaptations:

- A. Leader or peer helps position Larry's hands correctly.
- B. Larry has a small picture of the correct way the Cub Scout Sign should be done.

Requirement: Give the Cub Scout Salute. Tell what it means.

Larry's response: Unable to tell what it means.

Possible adaptation:

- A. Other words are introduced to Larry that convey the message of respect. Example: care about, friendly, important.

Wolf

Requirement: Do a front roll.

Larry's response: He rolls sideways.

Possible adaptations:

- A. Adult or peer demonstrates how a roll is done. Larry then tries with help from adult.
- B. Adaptive physical education teacher at school helps him learn and gives ideas to leader.

Requirement: Tell three ways to stop the spread of colds.

Larry's response: Larry is unable to remember three ways.

Possible adaptations:

- A. Parent has six or seven pictures and Larry picks out the three that he might do when he has a cold.
- B. Larry practices things he might do when he has a cold: lie down, cover mouth when sneezing.

Requirement: Make a game like one of these. Play it with your family.

Larry's response: Larry doesn't understand concept of setting up the game.

Possible adaptation:

- A. Parent sets up game and plays it with Larry.

Bear

Requirement: Write or tell what makes America special.

Larry's response: Larry doesn't understand concept of "America".

Possible adaptations:

- A. He does know about his neighborhood and discusses what's special about that.
- B. Larry draws a picture of what he likes in his neighborhood.

Requirement: Read two folklore stories and tell your favorite one to your den.

Larry's response: Larry's reading is at a first grade level.

Possible adaptation:

A. His parent reads two stories to him and Larry records on a tape recorder his shortened version of the story and plays it back to his den.

Requirement: Write an invitation to someone.

Larry's response: Larry only writes the letters A through Q.

Possible adaptation:

A. Larry does the art work on an invitation his parent has written and gives it to the postal carrier or directly to the recipient.

Webelos

Requirement: Aquanaut #1. Jump into water over your head. Level off and swim 100 feet, half of this using the elementary backstroke.

Larry's response: Larry is a good swimmer and completes requirement.

Possible adaptation:

A. None required.

Requirement: Citizen #1. Know the names of the President and Vice-President of the United States.

Larry's response: Larry doesn't remember without any visual clues what the President's and Vice President's names are.

Possible adaptation:

A. Leader has pictures of each person and Larry points to each saying that they are the President or Vice-President of the United States.

Requirement: Engineer #7. Build and show how a catapult works.

Larry's response: He is unable to construct a catapult.

Possible adaptation:

A. Larry constructs a catapult with his mom or another Scout and demonstrates with the help of another Webelos.

Immediate Recognition

Recognition for Cub Scouts is an integral part of the program. Although all boys benefit from recognition, children with special needs may benefit the most when rewarded for a job well done. Although pack meetings are an excellent time to give out achievements, the time lapse between completion of the requirement and the time the boy receives the recognition may be too long.

That is why the Cub Scout Immediate Recognition Kit can be an important part of your program. As soon as the boy completes any three achievements he receives a bead. The kit can be obtained from the Scout Shop.

Outdoor Activities: Planning

Camping and other outdoor activities fulfill a Cub Scout's wish for fun, excitement and adventure. For Cub Scouts with or without disabilities, field trips and other outdoor activities can be a great learning experience if the proper planning takes place. In addition, as a Cub with special needs begins thinking about transition to Boy Scouts, successful outdoor programs will help the youth feel more comfortable and capable of advancing from Cub Scouts to Boy Scouts.

In the planning of Cub Scout outings, it is important to take in consideration a number of factors:

- Where will you be going?
- How long will the trip take?
- Have the Cub Scouts and parents participated in the planning?
- What food and equipment will be needed?
- What roles will the Cub Scouts need to fill while on the trip?
- What fun activities have been planned to involve all the Cub Scouts?

As with other Cub Scout parents, the parents of the Cub Scout with a disability, are a great resource for the Scout leader. If their schedule permits, perhaps they would like to join the pack on the scheduled outing.

Outdoor Activities: Adaptations

Making adjustments to accommodate Cub Scouts with special needs will enable all the boys in your pack to have a fun-filled experience. Let's go on some outings with Jose, a special needs Cub Scout, who uses a wheelchair.

Activity: Five Mile Hike

Issue: Trail is too rugged and long for Jose to complete.

Possible adaptations:

- A. Jose participates in the last two miles of the hike with the assistance of one to two adults or peers.
- B. Jose assists in the meal preparation instead of going on the hike.
- C. Another, more accessible trail, is chosen.

Activity: Overnight Campout

Issue:

- A. Special bed to accommodate his sleeping requirements.
- B. Accessible bathroom and assistance in bodily functions.
- C. Adaptations for planned activities: baseball, soccer, archery.

Possible adaptations:

- A. Jose brings special bedding with him. Parents are involved.
- B. Bathroom is checked for accessibility before campout; assisted in bodily functions by parent or camping aide that has accompanied him on the trip.
- C. Baseball: T-ball is used. Soccer: Jose is pushed around by another Scout. Archery: Target is moved closer.

Activity: Field Trip to Baseball Game.

Issue: Accessible bathrooms and place to sit in his wheelchair during the game.

Possible adaptation: Call stadium in advance to insure that facilities accommodate Jose's needs.

The Good Turn

This distinctive feature of Scouting's emphasis on service to others cannot be overlooked when working with Scouts with disabilities.

Although this resource guide discusses in some detail what modifications you can make and the many ways you can give to the Scouts in your pack, it is important for all children to learn that the daily Good Turn habit is one that all Scouts try to acquire.

Being successful not only means that a person develops methods to have his basic needs met, but also to learn that giving to others is an important part of living in society.

Scenarios

Included in this section are situations that you may face in working with a special needs Cub Scout. Listed are some possible adaptations you may want to use to resolve the problem. What ideas, besides the ones listed, do you have?

Situation #1:

Joe is continually fighting with other boys during den meetings. What can I do?

Possible adaptations:

- A. Have a role within the group that Joe fulfills each week. Help him feel successful and give him positive praise.
- B. Have a discussion with Joe and the rest of the group. State the problem as you see it and see if Joe, or the other boys, can come up with solutions.
- C. Have a meeting with Joe's parent(s) and teacher. These are people that know him the best. How do they deal with Joe's misbehavior? Perhaps their ideas on reinforcing positive behavior could extend into your den meeting.

Situation #2:

I'm a Cubmaster and a parent of a boy with moderate mental retardation has asked if his boy could join our pack. What do I do?

Possible adaptation:

- A. Be prepared to welcome the boy to Scouting and extend your willingness to support this potential Cub Scout.

The Scouting program is open to all boys, regardless of their ability, if they meet the basic age, gender and religious principles.

The first step is to set up a meeting with the parents of the potential Cub Scout. The intention of the meeting is to find out the strengths of the child, what their goals are for their son and how Scouting can help meet these goals. Others in attendance could be the boy, a den leader and his special education teacher.

Situation #3:

Simon is not keeping up with the rest of the boys in his Wolf achievements. How can I help?

Possible adaptations:

A. All children learn in slightly different ways and at different rates. Therefore, it is not uncommon for at least one group member to be learning or getting work done at a different rate than the rest of the group.

B. One question to ask the child is how much help and support he is getting from his parents. How much time is he spending on his requirements at home? How does this compare to the rest of the boys in the group? In addition, you could call Simon's parents to get their perspective on Cub Scouting. In addition to the parents providing support, a grandparent or older brother could help out. Even an older Scout could serve as a mentor for Simon.

C. Perhaps the activities Simon is working on in Cub Scouts could be reinforced at school. Maybe Simon could even have an extra Wolf book at school that a classroom aide or teacher could help work with him on. One other suggestion is having an older boy in the den work with Simon, one on one, to help complete the requirements. Don't forget, though, that the friends, fellowship and informal things Simon learns in Scouting are extremely important, too!

Youth Training

Activity Ideas

Today, more than ever, Cub Scouts are being exposed to individuals with a variety of disabilities. In their classrooms, or in their packs, individuals with disabilities are being included. Although this may be the case for many children, it may still be helpful to engage your Cubs in a discussion about people with disabilities.

Activity #1: (30 minutes)

1. Have Cubs sit in a circle.
2. Ask them to define the word handicapped.
3. Mention that 1 out of 10 people are disabled in some way. Talk about people's "differing abilities" (i.e. some people wear glasses, aren't as athletic, artistic, or as good in math, as other).
4. Discuss the four major categories of disabilities.
 - A. Learning Disabled
 - B. Developmentally Disabled
 - C. Emotionally Disabled
 - D. Physically Disabled
5. Ask your Cubs if they know of someone who falls into these categories. Ask each to consider three ways they are the same as others in the pack and three ways they are different.

ACTIVITY #2: (20 minutes)

1. Cubs sit in a circle.
2. Leader hands out cards, each one has a different saying.
 - You can't remember things
 - You argue a lot
 - You read slow
 - You can't follow directions
3. Have Cubs hold one of these cards in front of themselves as two other Cubs read the saying.
4. Ask the four Cubs how they felt when people pointed out negative attributes.
5. Leader points out that people with a disability sometimes feel that others concentrate on what they can't do rather than what they can do. Ask what would happen if other people always considered what you can't do vs. what you can do.
6. Leader hands out four new cards, one per Cub:
 - You are very artistic
 - You're being very cooperative today
 - I like the way you read that
7. Have Cubs hold a card in front of themselves as two other Cubs read the saying.
8. Ask the Cubs how they felt when people pointed out positive attributes.
9. Leader: "So it is important with all people that we focus on what we can do, not what we can't do."

Activity #3: (30 minutes)

Divide into groups. Give each group one story to discuss and find a solution.

Story #1:

There is a boy in your class that uses a wheelchair. He seems nice, but no one has really paid much attention to him. You would like to make friends with him. List 10 things you could do to become better acquainted?

Story #2:

Peter is mentally retarded. He is going to join your pack. You know him from your church. You aren't sure how the other boys will react towards Peter or you when they learn you know each other. What can you do?

Story #3:

There is a boy in your den that keeps picking on you and not following the rules during meetings. How would you solve this problem?

Activity #4: (One day)

The following activity is designed to help create a sense of cooperation. Through cooperation, Scouts learn to respect differences and bring out the attributes they can offer the group.

- A. Cub Scouts plan a real outing. Boys list all the things they need for the outing.
- B. All Cub Scouts volunteer to help out with the listed needs.
- C. Outing occurs.
- D. After the outing, leader goes back to what the group volunteered to help out with. Did all the Cub Scouts help in the endeavor? If not, how did the rest of the group pull together to work out the problem areas?

Are there other scenarios to solve, that you can think of, for the boys in your den or pack?

Additional Support Systems

You, the Cub Scout leader, are a dedicated adult that cares about the future of the children in our society. In spite of all the skill and abilities you may possess in working with Cub Scouts, it is important to realize that you cannot provide the best Scouting program all by yourself. In fact, a variety of resources are available to a Cub Scout leader in order to assist in the inclusion of a Scout with a disability.

Support systems that can help you include:

1. Parents or Guardians and Teachers: The youth's parent or guardian, as well as the youth himself, serve

as an excellent way of learning about the boy, i.e. what his skills and needs are, and how Scouts can help with these. In addition, the child's teachers also may offer some excellent ideas on how to best work with the youth.

2. Training/Special Needs Division: Training at Pow Wow, Roundtables or Special Needs Supplemental Training are offered during the year for Scout leaders. Basic Cub Scout Leader training can also serve as an added source for providing a good program for all the boys in your den.

3. Cub Pack Members: Individuals within the Scout unit can serve as a base of support when you as a leader need ideas or suggestions in working with a disabled Scout. In addition to unit committee members, youth within the unit can assist in the inclusion of a Scout with disabilities. A youth could serve as an aide or buddy during meetings or trips when the special needs youth needs additional assistance. This cooperative learning environment helps develop leadership skills that are so important in the Scouting program.

4. Disability Advocacy Organizations: Organizations that serve people with disabilities are an excellent source of support for you. They may be able to mail you written literature or video tapes, or even come to a weekly meeting and discuss a certain disability. Contact your Council Service Center or look in your community Yellow Pages.

Sources Of Information

CATALOG - ITEM

- #3008 Scouting for the Emotionally Disturbed
- #3039 Scouting for the Physically Handicapped
- #3058 Scouting for Mentally Handicapped
- #3061 Scouting for the Hearing Impaired
- #3063 Scouting for the Visually Handicapped
- #3094 Scouting for the Handicapped Resource Book
- #3839A Understanding Cub Scouts with Handicaps

The following books may be used with boys who have learning disabilities or limited reading abilities.

- #3900 Family Action Book
- #3901 Bobcat Action Book
- #3902 Wolf Action Book
- #3903 Bear Action Book

#3904 New Scout Action Book

The following are from Education Relationships Service B.S.A.

- 12-217 Thursday's Child (Mentally Handicapped)
- 12-218 Classroom Cub Scouting (In School Scouting)
- 12-119 Books for Scouts Who Have Learning Disabilities
- 12-170 We Stand Ready to Help the Mentally Retarded Boy
- 12-220 Cub Scouting Is For Boys
- 12-226 Kiwanis - Special Kind of Scout
- 12-228 A Classroom Bonanza
- 12-230 Sign Language for the Deaf
- 12-230 Puppet Programs
- 12-234 Scouting Programs for the Handicapped

CHECK WITH THE COUNCIL SERVICE CENTER FOR THE CURRENT AUDIO VISUAL TAPES FOR HANDICAPPED.

Words That Focus On Dignity

The words that we use can inadvertently create both communication and attitudinal barriers. It is very important to us positive terminology. Using positive language can be an important component in making Scouts and Scouters with disabilities feel welcome in your programs.

AVOID:	PREFERRED:
These words have strong negative connotations because they focus on what a person cannot do	These words are more affirmative and reflect a positive attitude by focusing on each individual as a person first.

Do not use:	We suggest instead:
handicapped/handicap	person with a disability
crazy, manic, insane, retard, retardate, idiot	person with an emotional disability
imbecile, feeble-minded	person with an intellectual disability
wheelchair victim	physical disability

wheelchair bound	mobility impaired
confined to a wheelchair	wheelchair user
the blind	visually impaired
sightless	sight disability
deaf and dumb, deaf-mute	deaf, hearing impaired
the deaf	hearing disability
normal, regular person	nondisabled

Points To Remember

...when you meet a person who has a disability

- A person with a disability is a person - just like everyone else.
- We all have handicaps: on some of us they show.
- Relax. Don't worry about what to say. Allow the person with the disability to put you at ease.
- Explore your mutual interests in a friendly manner.
- Offer assistance only if asked, or if the need seems obvious. Respect the individual's right to indicate the kind of help needed.
- Be aware of possible architectural barriers in your facility.
- Don't move a wheelchair or other mobility aids without having been asked. Allow the individual to direct you when moving a wheel chair. This is especially important if steps, ramps, curbs or other obstructions are encountered.
- Discuss the disability if it comes naturally into the conversation.
- Appreciate what the person is able to do.
- Be aware that difficulties may stem from attitudes and barriers created by both society and the individual, not necessarily the disability.
- A person who is disabled may need more time to speak or get things done. Let the individual set the pace in walking or talking.
- Give unhurried attention to the person who has difficulty speaking. Keep your manner encouraging. Try to ask questions that require short answers or a physical response.
- Speak calmly, slowly, and distinctly to a person with a hearing problem. Stand in front of the person and speak directly to them. Use gestures or notes to aid communication.

- When dining with a person with a visual problem, explain quietly where the dishes, utensils, and condiments are located. Quietly offer assistance serving or cutting portions.

The TEN COMMANDMENTS For Promoting Inclusion Of Persons With Disabilities

1. View an individual who is disabled as a developing human being.
2. Recognize the person with a disability as a person first and foremost.
3. Accept the fact that a disability exists, and allow the needs of the individual to be met.
4. Understand that a disability in one area does not mean a disability in all areas.
5. Observe the abilities and strengths of the individual, and encourage them.
6. Promote the active participation of the individual with a disability in all aspects of the activity.
7. See the needs of the individual as opportunities for interaction rather than as impositions on your time and energy.
8. Think creatively to introduce simple adaptations that will enhance the individual's participation.
9. Create occasions that promote positive attitude building among the able-bodied community.
10. Remember that individuals with disabilities are more similar to you and me than dissimilar.

Cub Scout Leader's Self Test

After reviewing this manual, it is hoped that you, the Cub Scout leader, have gained additional insight into working with children with disabilities. Review the following questions to check your "inclusion expertise".

1. What does inclusion mean?

2. Can children with disabilities join Cub Scouts? Why or Why not?

3. List four types of support available to you, to include a child with a disability?

- 1.
- 2.
- 3.
- 4.

4. Besides yourself, who is the most important resource person? Why?

5. List four general methods of adaptations.

- 1.
- 2.
- 3.
- 4.

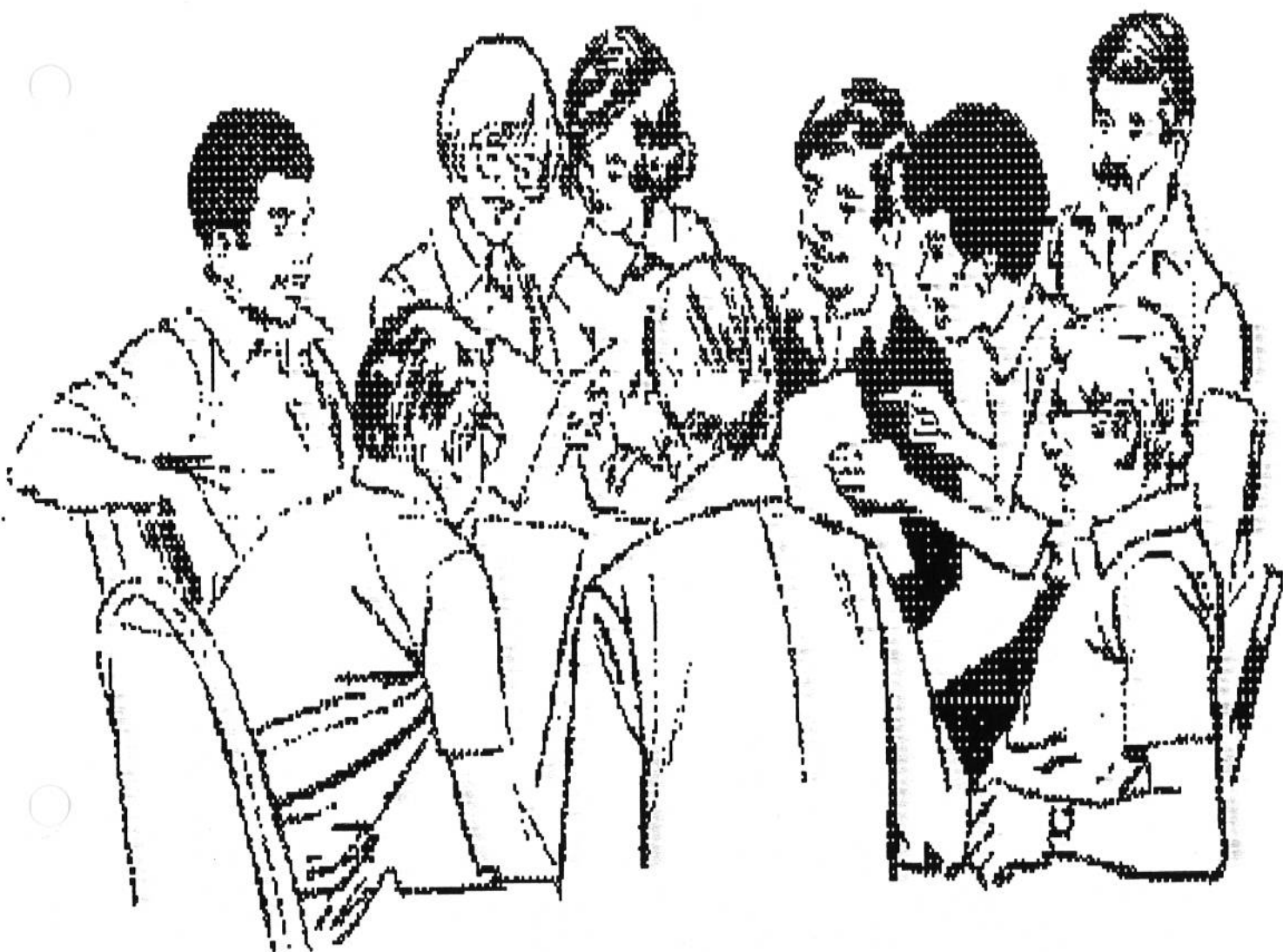
6. What is the most important statement to remember in working with all Cub Scouts?

7. What is so "special" about each Cub Scout?

8. Devote at least one den or Webelos meeting to discuss disabilities. Use one of the Cub Scout training activities listed in this guide.

Date completed:

Cub Scouts' response/comments:



ADULTS IN THE PACK

ADDRESSES

IN THE

BACK

ADULTS IN A CUB SCOUT PACK

We all know that Cub Scouting involves more than just boys. It involves adults in many different roles. Some are active volunteers. Some try to avoid being involved in any way. A successful pack will find a way to utilize all of these adults in some way. The key to this lies in communication.

What about politics? Are there politics in Cub Scouting? There certainly is! Just as there are politics in the work place and even in our school systems. Politics come into play more often than we realize. We, as leaders, must find ways to cut through the "red tape" and make our Packs the best we can. After all, the Cub Scout Motto is "Do Your Best". This applies to the adults involved just as much as to the Cub Scouts.

WEAR ONLY ONE HAT

Ideally, each adult in the Pack has only one job for the Pack. The old saying "Many hands make light work" truly applies to Scouting.

Wear your hat proudly. Do your job to the best of your ability. Communicate your progress to the Pack Committee. Report both successes and failures. Remember, if you cannot do a job that was expected of you, it is the boys that suffer. Therefore, if you inform the Committee of potential problems, they may be able to supply you with resources and ideas that will turn your problems into successes.

But if I don't do a job, no one else will! You would be surprised at how many things others would be willing to do. Just ask them. Be specific about a job. Don't just ask if they would be willing to help out with Cub Scouts. Tell them that you would like them to drive to a specific field trip, weigh cars at the upcoming Pinewood Derby, write a Pack newsletter, etc. Spread the responsibilities around!

KNOW YOUR JOB

Get all the information you can about your position. If you have a registered position with the Boy Scouts of America, there is a written job description for you. Read it and follow it.

There are many resources available to you to help you to "Do your Best". Training is the key. Watch the Fast Start tape for your position as soon as recruited. Attend Basic Training for your position. Attend monthly Roundtable meetings for program ideas. (Sycamore District Roundtables are held the 2nd Thursday of each month at Sedom School in Woodstock, IL.) Attend a Pow Wow. These are all great places to learn ideas and policies. In addition, Leaders talk among themselves about the ideas that they have tried and what has worked and what hasn't.

Read, Read, Read! Use the Cub Scout Leader Handbook. Other resources include: Program Helps, Cub Scout Leader How-To Book, Scouting magazine, Boys Life magazine, etc. The list of resources is endless. As the TV commercials say "Never stop learning".

The most important responsibility that leaders have in Cub Scouting is PROGRAM PLANNING. The quality of the Cub Scout experience each boy receives will depend on how leaders schedule and carry out the planning procedures.

THE COMMITTEE MEETING

Since most of the administration of the Pack goes on at the Committee Meeting, it is extremely important to conduct this meeting regularly. This is the place that politics need to be eliminated. There is "business" to be attended to. "If it's not for the boys, it's for the birds." In other words, unless a subject applies to the boys and their programs, don't bring it up at a committee meeting.

- Keep your meetings to the subject.
- Plan to conduct as short of a meeting as possible (ideally no more than 1 hour).

- Conduct meetings that are organized
 1. Committee chairman runs the meeting.
 2. An agenda is given to each person before the meeting begins.
 3. Get the small items out of the way first or they may be forgotten.
 4. Save the most time for the items of larger magnitude.
 5. Every Leader should have the Pack's yearly calendar available. (This calendar should be available no later than the beginning of August.)
 6. Cut out the idle chit-chat. No gossip allowed!
 7. Don't allow more than one conversation at a time.
 8. If personalities (and politics) do come into play, try to eliminate them. Keep accusations and hurt out of the discussions. Grudges or differences need to be discussed and resolved separately not during the main part of the meeting. Try meeting afterwards with just those individuals involved. It is important to resolve these issues before they are spread through gossip to the parents of the boys.
 9. Order must be maintained at all times.
 10. Make sure everyone leaves the meeting knowing what tasks have been assigned to which person.

The following items are covered regularly at most committee meetings:

- Greeting and introduction of new members or guests (done by Chairman)
- Minutes of last meeting (done by Secretary)
- Planning next pack meeting (usually lead by Cubmaster)
 1. Set-Up
 2. Pre-opening activity
 3. Opening
 4. Game
 5. Song
 6. Skit
 7. Advancements
 8. Announcements
 9. Closing
 10. Clean-Up
- Financial Report and needs (done by Treasurer)
- Den Reports (done by Den Leader Coach)
- Other Activities (see below)

The following items are special activities covered at certain times of the year (note that it may be necessary to cover some of these subjects at several Committee Meetings).

- Determine training needs of adult leaders
- Update registration records of the pack (not just limited to recharter time)
- Annual program planning
- Fund-raising
- Special events such as Blue and Gold, Pinewood Derby, service projects, etc.

The pack committee meeting is conducted by the Committee Chairman with the committee members, Cubmaster, and Den Leader Coach present. Den Leaders and parents are also encouraged to attend. The Cubmaster should make a monthly report and be looked upon for many suggestions but is not responsible for everything!

WHO ELSE DO WE INVOLVE?

There are two persons that should be actively involved with Pack operations that often get overlooked. They are the Unit Commissioner and the Charter Organization Representative.

The Unit Commissioner is there to help. His/her job is to assist you in running the best program possible. This person wants to know about both your successes and failures. He/she should be able to find resources for you to help answer your questions. Ask you Unit Commission for assistance when needed. If he/she can't give you an answer immediately, he/she should be able to find the answers and get back to you or supply you with the name of a person who can.

The Charter Organization Representative should know exactly what the Pack is doing. Send him/her your Pack's monthly newsletter (if you have one). Send him/her your yearly calendar. Occasionally invite him/her to Pack Meeting and special activities such as Pinewood Derby. Notify him/her when your Committee meetings are (if your meetings are disorganized, this may not be the best light for him/her to see you in, but that person has an obligation to know what is going on in the Pack). Definitely invite him/her to the Blue and Gold Banquet! This person represents the organization that charters the Pack. Show your Charter Organization how successfully you can work together FOR THE SAKE OF THE BOYS IN THE PACK!

COMMUNICATION IS THE KEY

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, Members 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 Cubmaster and Den Leaders.
- The Charter Organization and Pack Leaders.
- The Pack and the community.
- The Leaders and the Cub Scouts.
- The Leaders and the parents.
- The parents and the Cub Scouts.

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. When communication is poor, gossip often takes its place. 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 other may interpret the information differently

THE PACK MEETING

This may be a potential hot spot for politics. 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 meeting should be planned with goals in mind. Themes, current fads, or events the 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 Scout 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!**

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.

- ◇ Enthusiastic parent participation
- ◇ Good attendance at Pack meetings and activities
- ◇ Pack administered by the Committee
- ◇ Work shared by all Leaders
- ◇ Treasurer handles finances, keep accurate records, and operates Pack on a budget plan
- ◇ Advancement records are maintained
- ◇ Cubmaster is executive officer of Pack and responsible for program, but not for everything
- ◇ Adult Leaders are correctly uniformed and trained
- ◇ Adult Leaders attend monthly Roundtables regularly
- ◇ All Dens meet weekly and have two deep leadership
- ◇ Trained Den Chiefs in all dens
- ◇ Den Leaders meet regularly with Den Chiefs
- ◇ Pack has at least one Webelos Den
- ◇ Regular monthly Pack Leaders meetings
- ◇ Regular monthly Den Leader/Den Leader Coach meeting
- ◇ Pack holds annual Pack planning conference to plan year-round program
- ◇ Pack has a plan to transfer Cubs into Boys Scouting
- ◇ Pack holds impressive graduation ceremonies into Boy Scouting
- ◇ Pack conducts at least one service project per year (preferably for their Charter Organization)
- ◇ Impressive ceremonies are used for induction of new families and advancement
- ◇ Pack has an effective membership recruiting plan
- ◇ Pack has a close working relationship with a Boy Scout Troop
- ◇ Badges and awards are presented at the monthly Pack meeting immediately following when the boys earned them
- ◇ Pack reregisters on time with at least 50% of its members
- ◇ At least 50% of registered boys advance in rank each year
- ◇ Pack earns Quality Unit Award
- ◇ Leadership and performance of adults is recognized regularly

SCOUTING'S GREATEST SECRET

A PARENT SPEAKS OUT ...

IN A CHALLENGE TO SCOUTERS

Hi. I believe that I am a typical Scout parent. Like many, I'm probably a little lazy, a little too uninformed to help with Scouting. But I do a fairly good job of getting my kid to Den meetings, and making sure he doesn't lose his Webelos book or whatever. And I try to make the Pack meetings if he is getting a patch.

For the most part, I am extremely satisfied with the Cub Scout program. No, I'd make it stronger -- my wife and I are delighted. During my son's three years in Scouting, we have seen Scouting benefit him in solid, visible, tangible ways -- in in sense of self-esteem, his self-confidence, maturity, and his know-how in various areas.

Today Jeff is looking forward eagerly to becoming a Boy Scout. But in one respect, as a Scout parent, I'm kind of upset at Scouting. I'm upset that Scouting hasn't really let me in on what just might be one of the best kept secrets anywhere.

That so-called secret about which I'm talking is the set of ideals and attributes that you have worked so hard to instill in my son: character development, leadership, and a sense of accomplishment, a stronger family bond.

As a parent, I like my kids to have those things. I want them to have all those traits when they grow up. I know darn well that if my boys assimilate those ideals, they are going to have a richer and more rewarding life now and when they become adults. I also know that if my boys gain those ideals that my wife and I will find that being parents is a lot more rewarding -- not to mention a lot easier.

I don't think that I'm the only parent who reacts this way when he finds out what Scouts are trying to do -- really trying to do -- for young people.

Now, that being the case, why in heaven's name haven't you told me about all this? Sure, you're thinking, Scouts put all that information in their literature. There's that fine-print tear-out booklet in the front of my son's Wolf, Bear, and Webelos books. And sure, you're right, the volunteers in my Cub Scout Pack are supposed to be telling me all this. But remember, I'm a typical Scout parent. I'm a little busier and a little lazier than probably I should be. I'm not going to seek out all this information. Like it or not, it has to be delivered to me, and delivered in such a way that I have to go out of my way to ignore it. What's more, I need to hear it not just once, but over and over again, and in a variety of ways.

My first experience with Cub Scouts as a parent came when I attended a Cub Scout orientation meeting (if that's what you called it). That meeting had all the earmarks of a shotgun wedding with the volunteers telling us in no uncertain terms that unless we volunteered that night to work on Cub Scouts that our sons would have no Cub Scouting program.

Those volunteers made a mistake. They assumed that the other parents and I had bought the Cub Scout program for our sons. Those volunteers were sold on Cub Scouting, so they concluded we must be sold on Cub Scouting, too. Wrong!

We were window shopping. After all, there is a YMCA in our neighborhood, too. They have a nice building. They teach swimming and other sports. And all they want from me is my money, not my time and support.

Or the Little League. With Little League, all I have to do is cough up a \$25 or \$30 fee, or somehow get rid of \$25 worth of raffle tickets. They don't ask me to sign off achievements, attend

monthly meetings, build things with my boy, or help a Den Leader with his/her meetings.

My point is this. Don't assume that when I walk into a School Night for Scouting or any other orientation meeting that I understand what Scouting really is. I don't!

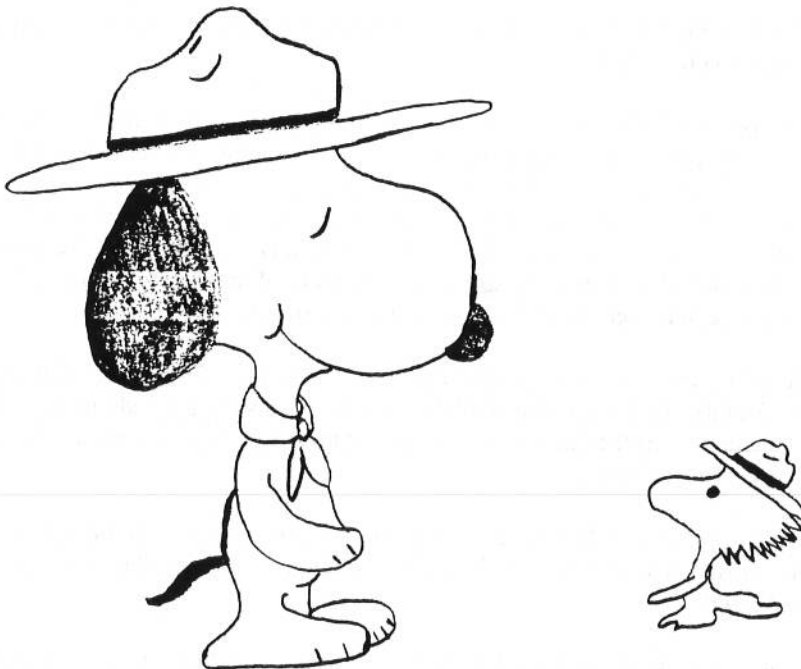
You and your fellow volunteers must work hard during that initial contact to educate me, to sell me. To give me a good first impression of what it is that you are all about. Separate yourselves from the competition. Make Scouting stand out above those other things.

Don't try to sell me by talking just about the Den meetings, or the badge earning, or the Pinewood Derby racing. And for heaven's sake, don't try to sell me on Cub Scouting by threatening to cancel my son's program unless I volunteer to run it!

Instead, tell me why you have those activities. Tell me what the real importance of those badges is. Tell me that the Pinewood Derby is held because it gives me a chance to do something with my sons. And tell me about all the successes you have achieved through the years with literally millions of boys using those very same methods.

Then, and only then, tell me that you cannot do all these things for my son by yourselves. Tell me that you and I need to form a partnership. Tell me that, together, we can accomplish all these things for my son. And another thing -- tell it to me with enthusiasm. You've got a program for son that no one else can even try to match!

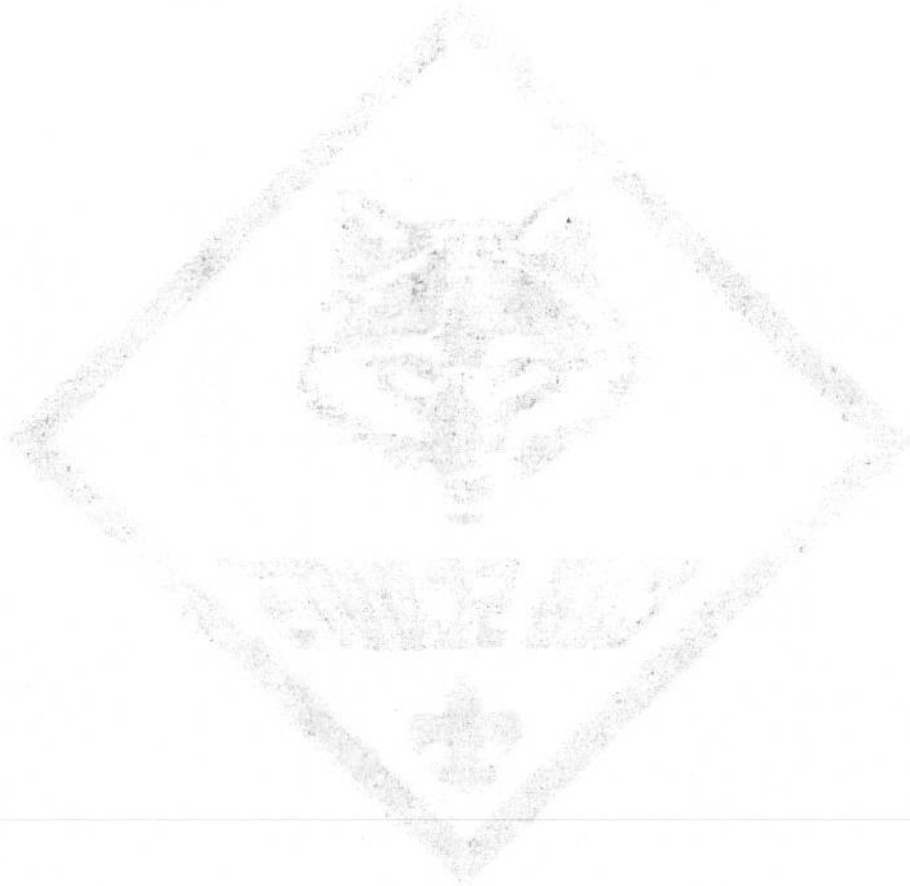
Be proud of it! Brag about it! Drive it home loud and clear!



USING PROGRAM HELPS



UNIVERSITY OF
MICHIGAN
LIBRARY



MONTHLY THEMES

“World of Computers”, “Animation Creation”, “Ancient Greece”, “Helping Other People”, “Family Showtime”, “The Story of the Blue and Gold”, “Weather Observations”, “Cub Scout Bird Watchers”, “Reinventing the Wheel”, “Outdoor Adventure”, “Tomorrow’s World”, “Age of Dinosaurs” -- all are monthly themes suggested by the national office of BSA for programming for Cub Scouts during 1996 - 1997. What do they mean? Why do they do that? What does having a monthly theme do for you, a Cub Scout Leader?

A monthly theme suggests guidelines to follow in setting up your activities and projects for a particular month of Scouting. As you look for inspiration for planning a pack meeting, you might consider the monthly theme to give you some special ideas. It’s easy to think of things having to do with “Family Showtime”, for example: den family acts using a TV variety show format. Then you think about costumes and posters to announce each den’s act. That could click in an idea for a den skit. Making a song-and-dance man’s straw hat could be a great den craft. Some of these crafts might even fit in with the Wolf, Bear, and Webelos advancement program. Play a Mom and Pop relay, a fun game for parents and Scouts, or use the “Magician” Advancement Ceremony. Ceremonies could be developed around the theme of the month. This list goes on and on.

Following a monthly theme makes your job a little easier. It gives you a direction. It gives you a “shopping list” so you don’t buy out the store, so to speak. It keeps you from being overwhelmed in the planning process.

Ideas for everything you need to support the monthly Cub Scout theme abound in your BSA resources. **Program Helps** is a supplement to the BSA literature that may be in your den or pack library, at the public library, or among parents in your pack. This booklet is published yearly in conjunction with the monthly themes. **Program Helps** may be purchased through your local BSA supply store. This booklet contains ideas for each theme for the entire year. In addition, a monthly section of **Program Helps** is included in **Scouting** magazine. This section is mailed to leaders who are registered as Den Leaders. The selection for the month is mailed one month ahead of time so that you have plenty of time to review the material and collect supplies prior to the actual month for that theme.

Program Helps lists ideas for each part of the den meeting. **Program Helps** even lists which requirements have been fulfilled if you follow their suggestions. In some instances, it may make reference to other resources such as the **Cub Scout Leader How-To Book** or the **Wolf** or **Bear** books. In most instances the items listed for a craft, song, or game are explained right in **Program Helps**. Feel free to use all the ideas shown in **Program Helps**. Supplement the ideas with ones of your own.

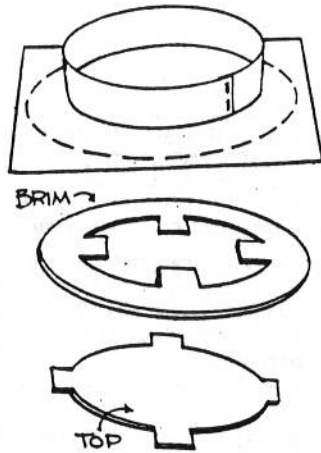
Program Helps is a starting place. It is a booster. Monthly **Cub Leader Roundtables** also support the monthly themes. **Roundtables** are meant to be instructive in den and pack programming, but they are also supposed to be a wild and zany good time. They give you an experience that should be similar to that of the Cub Scouts at a pack meeting. If you had fun at **Roundtable** and use those ideas at your pack and den meetings, you know everyone will have a good time.

The Sycamore District Roundtables are held the 2nd Thursday of each month at Sedom School in Woodstock, IL. As with **Program Helps**, the **Roundtable** themes are presented one month ahead of time. There is a group session (with announcements for all and ideas for pack meetings). This is followed by split sessions. The split sessions normally include: a session for Tiger Cub leaders, a session for Wolf and Bear leaders, a session for Webelos leaders, and a session for Committee members (this may include the Cubmaster). Everyone is welcomed! In addition to learning songs, crafts, and games, ceremony ideas, etc. there is great fellowship among the leaders. What a great place to share ideas!

Everyone should use monthly themes: the ones suggested by national or ones you choose yourselves. Consider the fundamentals of Cub Scouting -- citizenship, moral character, and mental and physical fitness -- in your choices. If you want to have more than one kind of derby during the year, that's okay -- that's a theme. If your pack always does a certain event in an assigned month -- that's a theme. If you want to take a theme out of order from what national suggested for programming, do it. If your chosen theme suggests a program from an outside resource, follow that up! The choice is yours!

Pack meetings and den meetings should be fun. Get everyone into the act to plan, decorate, and perform. Ride the waves of enthusiasm and use your resources.

YOU'LL BE GLAD YOU USE MONTHLY THEMES!



SONG-AND-DANCE-MAN'S STRAW HAT. For the crown, cut light cardboard strip about five inches wide and one inch longer than circumference of the wearer's head. Staple or glue it into an oval. For the brim, cut a cardboard oval three inches wider than the crown; leave tabs for gluing it to the crown. Follow same procedure for the top of the hat.

THIS THEME HELPS CUB SCOUTS EARN CREDIT IN:

Book	Achievements	Electives
Wolf	2, 5, 10, 12	2, 3, 11
Bear	10	8, 10, 13

ADDITIONAL RESOURCES FOR THIS THEME:

- Wolf Cub Scout Book*, No. 33234
- Bear Cub Scout Book*, No. 33228
- Cub Scout Leader Book*, No. 33220
- Cub Scout Leader How-To Book*, No. 33831
- Cub Scout Songbook*, No. 33222
- Den Chief Handbook*, No. 33211
- Staging Den and Pack Ceremonies*, No. 33212
- Group Meeting Sparklers*, No. 33122
- Cub Scout Fun Book*, No. 33213
- Cub Scout Magic*, No. 33219

OTHER BSA SUPPLY DIVISION THEME SUPPORT MATERIALS:

- Trail Camp Stories*, No. 33529
- Cub Scout Balloons, No. 00900
- Cub Scouts B.S.A. Pennant, No. 11018
- Official Scout Harmonica, No. 01399
- Cub Scout Napkins, No. 32004

OTHER RESOURCES:

- School drama coaches
- Scout camp campfire planners

DEN GAMES

JUGGLER TOSS. Pair off players and have them stand about five feet apart. Give each player a rubber ball, orange, or aluminum pie plate. Competing players toss their balls to each other simultaneously. If both boys make the catch, each steps back one step, and they throw again. If one boy misses, a point is scored against him, providing that the throw was catchable. The players continue throwing, catching, and stepping back until one has five points against him.

HANDWALKER RACE. Pair off boys. The paired teams line up along a starting line. Establish a turning line 20 feet away. On signal, the first boy in each pair lies down on his stomach and makes his back and legs stiff. His partner picks up his legs and the boy on the floor does a handstand. The handwalker then starts toward the turning line while his partner steadies him by holding his legs. At the turning line, they reverse positions for the handwalk back to the starting line.

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

MOVIE CHARADES. You need several ads for current movies—preferably movies the boys may have seen. Put them in a bag. In turn, players reach into the bag and take out a movie ad—not showing it to the other players. After a few seconds to think, the player then acts out the title until someone guesses it. The player who guesses correctly goes next.

FAMILY SHOWTIME DEN MEETINGS

DENS MAY MEET AFTER SCHOOL, IN THE EVENING, OR ON SATURDAY.
REVIEW THEME PAGES BEFORE PLANNING DEN MEETINGS.

FIRST WEEK

SECOND WEEK

THIRD WEEK

FOURTH WEEK

Den leader, den chief, and denner review plans before each meeting and check equipment needed.

BEFORE
THE
MEETING
STARTS

Have U.S. flag, movie ads for
Movie Charades (page 1
JAN).

Have equipment for tricks and
puzzles (pages 7-1 to 7-16,
*Cub Scout Leader How-To
Book*); materials for props and
costumes.

NOTE: If possible, schedule
meeting at a time when par-
ents can attend. Have tricks
and puzzles; rubber balls for
Juggler Toss (page 1 JAN).

Den leader collects dues.

WHILE
CUB
SCOUTS
GATHER

Boys play Clowning Around
(page 1 JAN)

Boys practice tricks and puz-
zles to try on parents next
week.

Boys mystify parents with
tricks and puzzles.

TAKE

OPENING

Form den in horseshoe forma-
tion. Assistant denner pre-
sents U.S. flag at open end.
Denner leads Pledge of
Allegiance.

FIELD TRIP

Den chief conducts informal
uniform inspection. Denner
leads den yell.

In honor of parents, boys sing
"Cub Scout Welcome Song"
(page 5 JAN).

TO A LARGE STORE

TO SEE

Den leader checks boys' books for passed
achievements and electives and records them
on Der Advancement Charts. Boys record own
advancement on den doodle, if den has one.

SECURITY SYSTEM

AND

BUSINESS
ITEMS

Discuss Family Showtime
theme and tell plans for pack
meeting. Discuss ideas for
den family act and choose
one. See ideas on page 5 JAN.

Write thank-you notes to store
manager for last week's field
trip.

Check den's preparations for
pack meeting.

TALK ABOUT

SHOPLIFTING.

ACTIVITY

Play Movie Charades. Begin
making props and costumes
for den family act.

BACK AT YOUR

Have Handwalker Race (page
1 JAN). Continue work on
props and costumes. Rehearse
boys' parts in den family act.

Pair off boys and parents for
Juggler Toss game. Have boys
run through den family act
and explain where parents and
other family members fit in.
Then hold dress rehearsal
with all family members tak-
ing part.

MEETING PLACE,

DISCUSS WHAT

WAS LEARNED.

CLOSING

Tell plans for next week's field
trip. Form living circle.
Denner leads Cub Scout
Promise. Ask boys to observe
moment of reverence.

Remind boys to invite par-
ents to next week's den meet-
ing. Practice "Cub Scout
Welcome Song" (page 5
JAN) to sing to parents next
week. Ask boys to observe
moment of reverence.

Ask parents to join in Singing
"Good Night, Cub Scouts"
(page 160, *Wolf Cub Scout
Book*).

Denner supervises putting away equipment. Den leader, den chief, and denner review the meeting
and check details for next meeting.

AFTER
THE
MEETING

Make arrangements for next
week's field trip to a store.

Den leader fills out advance-
ment report for pack leaders'
meeting.

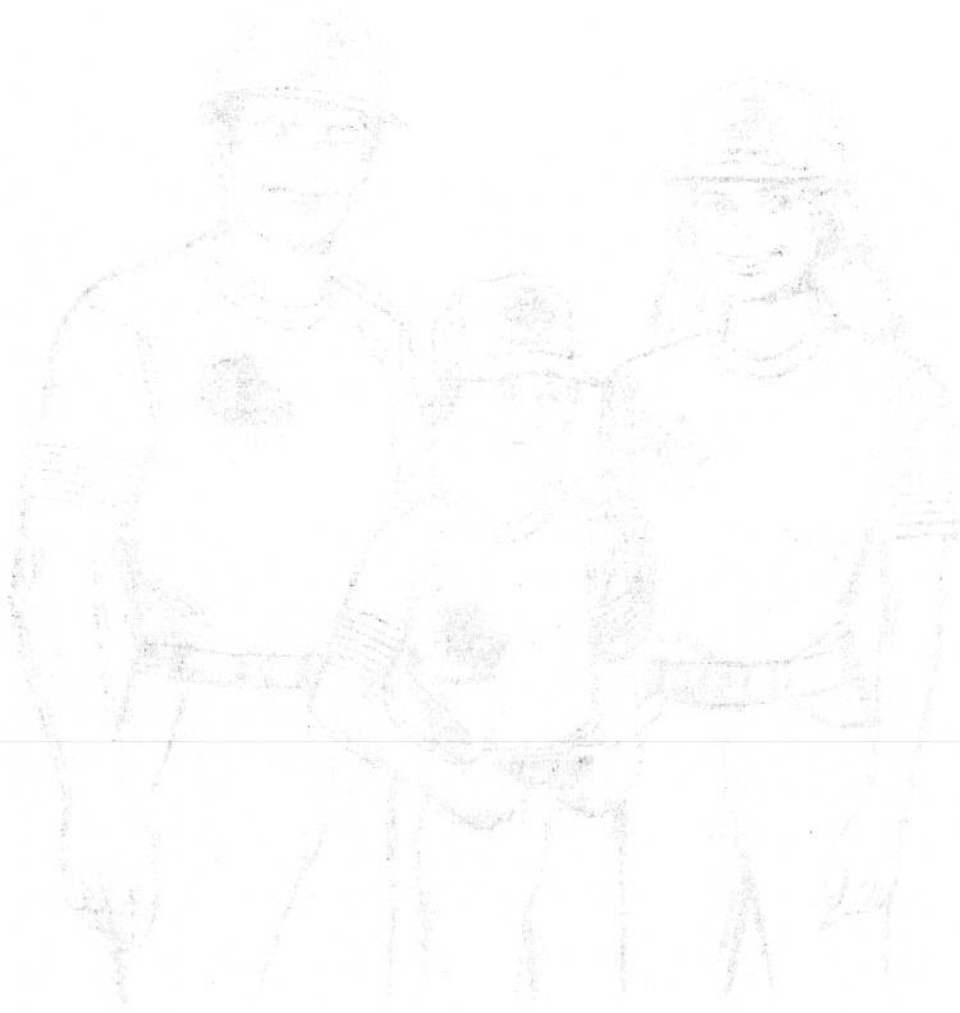
Want more help from den's
parents? Ask! But have specific
jobs for them, not vague re-
quests for help.

CHECK YOUR CUBMASTER FOR DATES OF DEN LEADER BASIC TRAINING AND DISTRICT ROUNDTABLES.

TIGER CUBS



2001
2002



OBJECTIVES OF THE TIGER CUB PROGRAM

1. A strong emphasis on family involvement.
2. Fun for the boy and members of his family.
3. A simple, easy to operate design.
4. An introduction to the Scouting program for both boys and adults, encouraging transition into Cub Scouting.
5. Motivating adults to become involved in the Scouting program, and preparing and motivating them for leadership roles in Cub Scouting.
6. Maintaining the progressive nature of the Scouting program by providing program elements distinctly different from Cub Scouting.
7. The main thrust of Tiger Cubs, BSA, is **fun** for a boy and adult, but many of the activities are suitable for participation by the rest of the family as well.

THE PROGRAM

Tiger Cubs, BSA is for the first grade boy and an adult partner. The adult partner is ideally a parent, but may be any suitable adult (age 18 or over). Grandparents, aunts, uncles, neighbors, older sibling, etc. may act as the adult partner. Both the boy and his partner are registered with the pack as a team (although only one registration fee is required).

The program is built around seventeen different program themes, called "Big Ideas". These include "Getting to Know You", "Know your Community", "Fitness and Sports", "Prepare for Emergencies", "Family Entertainment", and end with "Cub Scouting Here We Come".

The Tiger Cub groups meet once or twice a month using "Big Ideas" group activities. The Tiger Cub and adult should be encouraged to meet weekly in their own home (as individuals) using the "Big Ideas" family activities. "Big Ideas" are contained in the Family Activity book that is part of Tiger Cub BSA Family Activity Packet.

A Tiger Cub group consists of four to eight boy/adult teams. Each boy/adult team shares in group leadership by hosting one or more of the monthly meetings.

Packs should involve Tiger Cub groups as much as possible in Cub Scout Pack activities and meetings. These activities will best show the Tiger Cub and his family the fun and excitement of Cub Scouting and make him eager to join the pack at the end of his Tiger Cub experience. Make sure whenever Tiger Cubs are invited to the meetings, there is something for them to do and be a part of. Make them feel important and not just there to be looked at by the pack.

THE TIGER CUB ORGANIZER

The job of Tiger Cub Organizer is more than just an "organizer", but a coach to help and assist the Tiger Cub Group during the year. This position is a registered position in the Pack.

Communication is one of the most important jobs this person will have. He/she will need to keep the Tiger Cub Group informed and be available for questions that may arise. He/she is also responsible for assuring that the Tiger Cub group meets at least once a month (or more).

RESPONSIBILITIES OF THE TIGER CUB ORGANIZER

1. Attend a Tiger Cub orientation session.
2. Organize group or groups.
3. Inventory boys and keeping an up to date Group Roster.
4. Invite boys and adults to the initial group meeting and sign-up monthly host teams.

5. Make sure all Tiger teams have a Tiger Cub BSA Family Activity Packet.
6. See that the responsibility for hosting group meetings and activities rotates among the boy/adult teams in the group.
7. Confirm with the hosting boy/adult team that plans are on track.
8. Inform all Tiger teams of Pack activities and meetings that they may attend.
9. Attend all Pack committee meetings.
10. Reregister all Tiger Cub teams at Charter renewal time (with the pack).
11. Complete Fast Start training and Cub Scout Leader Basic training.
12. Encourage all Tiger Cubs to graduate into a Wolf den and continue participation in Cub Scouting.
13. Attend Roundtable meetings to share ideas and learn of special events.
14. Arrange for a special Graduation Ceremony for the Tigers when it is time for them to become Wolves.

RECRUITING TIGER CUBS

Ideally, Tiger Cub groups are organized during the months of September through December in conjunction with Pack rallies or School Nights. The Tiger Cub Organizer should have the following items:

- Registration forms
- Pack calendar
- Roster of Pack leaders
- Locations for purchasing T-shirts, hats, etc.
- Tiger Cub Family Activity packets
- Copies of several song, game, craft, outing ideas, etc.
- Tiger Cub graduation emblem (an incentive to graduate).

When the Tiger Cub Organizer leaves the meeting, he/she should have:

- A complete roster of the Tiger Cub group
- Name and phone number of the Host for the first two meetings (at the minimum)
- Location, date, and time of the first two meetings (at the minimum)

WHY SHOULD A PACK HAVE TIGER CUBS?

That is a question you hear from packs on many occasions. The answer is both simple and complex. If the pack has a good Tiger Cub Organizer, the Tiger Cub group could at some point almost eliminate the necessity for a round-up of Wolves. During the course of a year, the Tiger Cub group is nurtured. The group members become friends and in the spring when they graduate they are a "ready made" Wolf den.

Each adult has the opportunity to provide leadership to the group. During the course of the year, one or two of the adults may have shown an interest in continuing in a leadership capacity with the group. Generally, these leaders provide a good program for the boys. Those Packs who have shown an interest in the Tiger Cubs and made them feel important have been rewarded by leaders for not only the new den, but leadership in the form of Assistant Cubmasters and Members of the Committee.

OTHER THOUGHTS

Hold a meaningful graduation ceremony. Make the boys and parents feel special and give them something to remember.

Sometimes those of us with a lot of Scouting experience have difficulty in interpreting the Tiger Cub program. The relatively unstructured program and the shared concept make the program flexible and easy to understand and operate.

Remember, KISMIF -- Keep it Simple, Make it Fun!

1996 SYCAMORE DISTRICT POW WOW

OPENING OR CLOSING CEREMONY OR SKIT

Write the letters to spell out Tiger Cubs on the front of individual pieces of paper. On the back, write the saying that goes with each letter. The boys can read what needs to be said directly from the back. This can be used as a skit or as an introduction to Tiger Cubs.

- | | |
|-------------------|---|
| T = Together | Together Tiger Cub Scouts have fun and learn new things with an adult partner and as a group. |
| I = Ideals | Ideals as well as values of Scouting are shared as Tiger Cubs are introduced into the Scouting life. |
| G = Group | Group Tiger Cub meetings are a shared experience, every member joins in and takes an active part. |
| E = Exciting | Exciting adventures and interesting activities are a part of the Tiger Cub Family Activity Book. |
| R = Relationships | Relationships are strengthened as Tiger Cubs live up to the "Tiger Cub Scout Promise" with the help from their adult partners |
| C = Cub Scouts | Cub Scouts is the next step Tiger Cub Scouts take in the Pack when they graduate in the spring. |
| U = United | United with Tiger Cubs Scouts everywhere we search the Family Activity Book for planning our activities, discover the world around us, and share the Tiger Cub motto. |
| B = Boys | Boys, who with their adult partner, are also a part of the great organization, the Boy Scouts of America. |
| S = Search | Search, Discover, and Share is our Tiger Cub motto. Three words that sum up much of what our Tiger Cub program is all about. |

GRADUATION CEREMONY

Materials: Four large candles set with three in front and one raised and behind. Wolf neckerchief for each boy. Done in a darkened room.

Method: Recitation of ceremony by Cubmaster to boys and adults with assistance from the Tiger Cub organizer.

(Call boys forward.)

“For the past few months you and your family have explored all sorts of new and exciting things and places. You have taken each part of the Tiger Cub motto: Search, Discover, and Share and used it in you home, school and neighborhood.”

(Lights first candle on left.)

“You and your adult partner have searched out in your home and community new activities which have shown you how people work together and have fun together.”

(Lights middle candle.)

“You and your adult partner have discovered that by doing things together with friends and family you feel a sense of being part of a great family, community, and country.”

(Lights third candle.)

“The things you have searched out and discovered have been shared with you family, friends, and fellow Tiger Cubs, which let them learn about you and the things you saw and did.”

(Lights last candle.)

“In Cub Scouting your family is still important as it is throughout your whole Scouting experience. Support in earning each badge comes from you family as well as from your Den Leader. Your parents will help you each step of the way.

“(Boy’s name) and (adult’s name) on behalf of Pack (number) , I’d like to welcome you. (Tiger Cub Organizer’s name) will come forward to welcome you as a Wolf Den Member with the Cub Scout neckerchief.

(Tiger Cub Organizer presents neckerchief to the adult who puts it around the neck of the boy.)

Note: This ceremony is designed to be short because the attention span is limited.

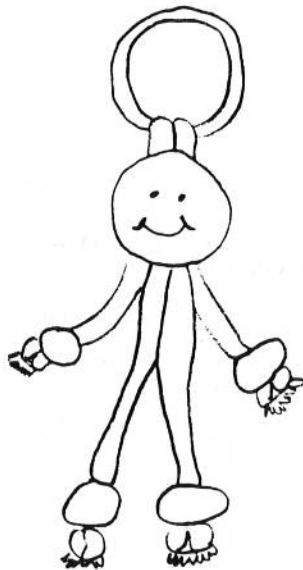
TIGER CUB KEY RING

Materials Needed:

1/2" key ring
3/4" to 1" wooden bead with hole
4 orange pony beads
8" orange 1/4" braided macramé cord
6" black 1/4" braided macramé cord
scotch tape

Instructions:

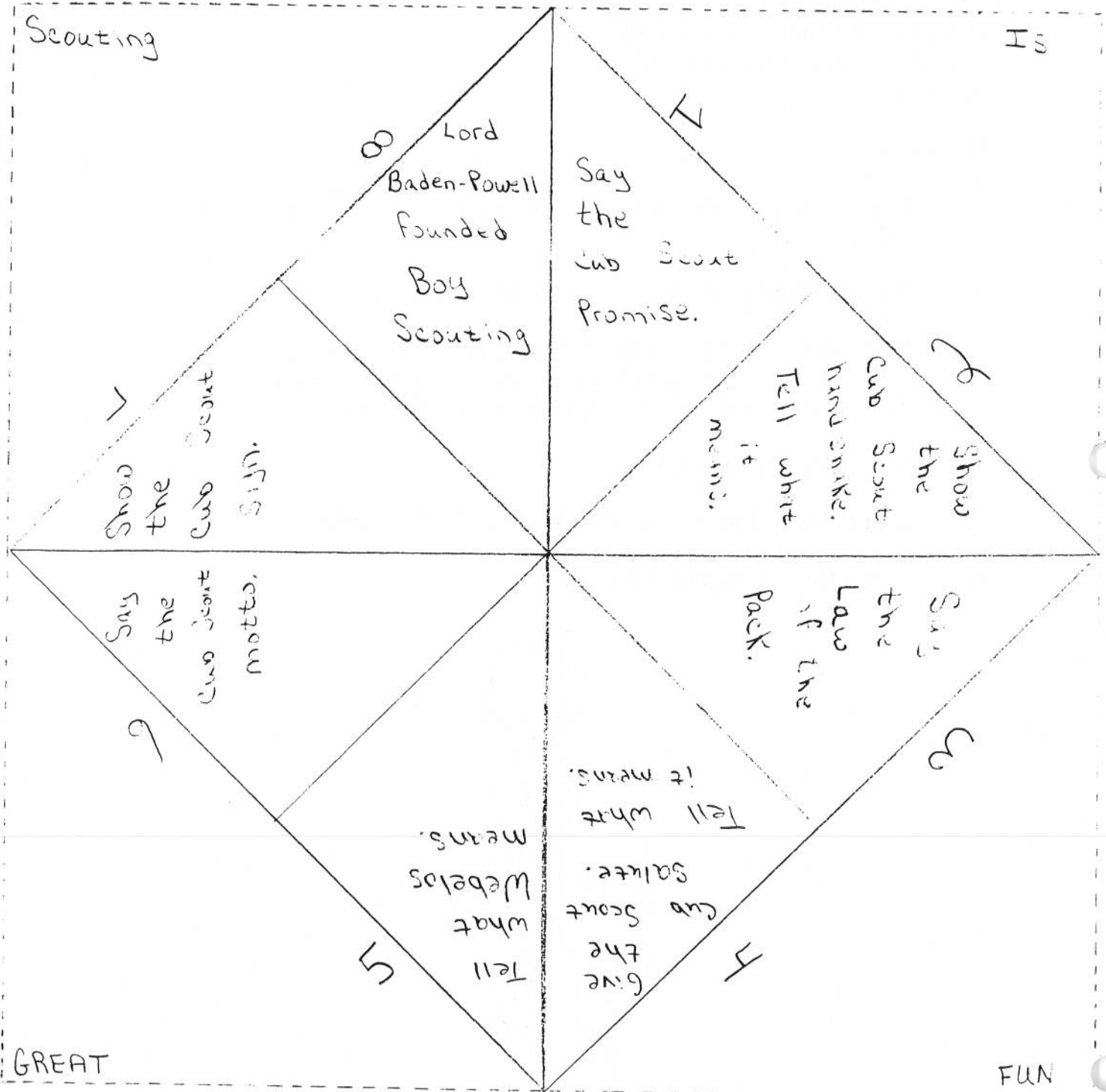
1. Roll a small piece of Scotch tape around one end of each cord to make a pointed end.
2. Put an overhand knot into the other end of the cord.
3. Using the taped end of the cord, go through a pony bead, through the ring, through the wooden bead, back through the ring and through another pony bead. Pull off the tape and put an overhand knot on the end of the cord.
4. Repeat with the other cord.
5. Trim the cords about 1/2" from the knots and "fuzz" the ends.
6. Draw a face on the wooden bead, if desired.



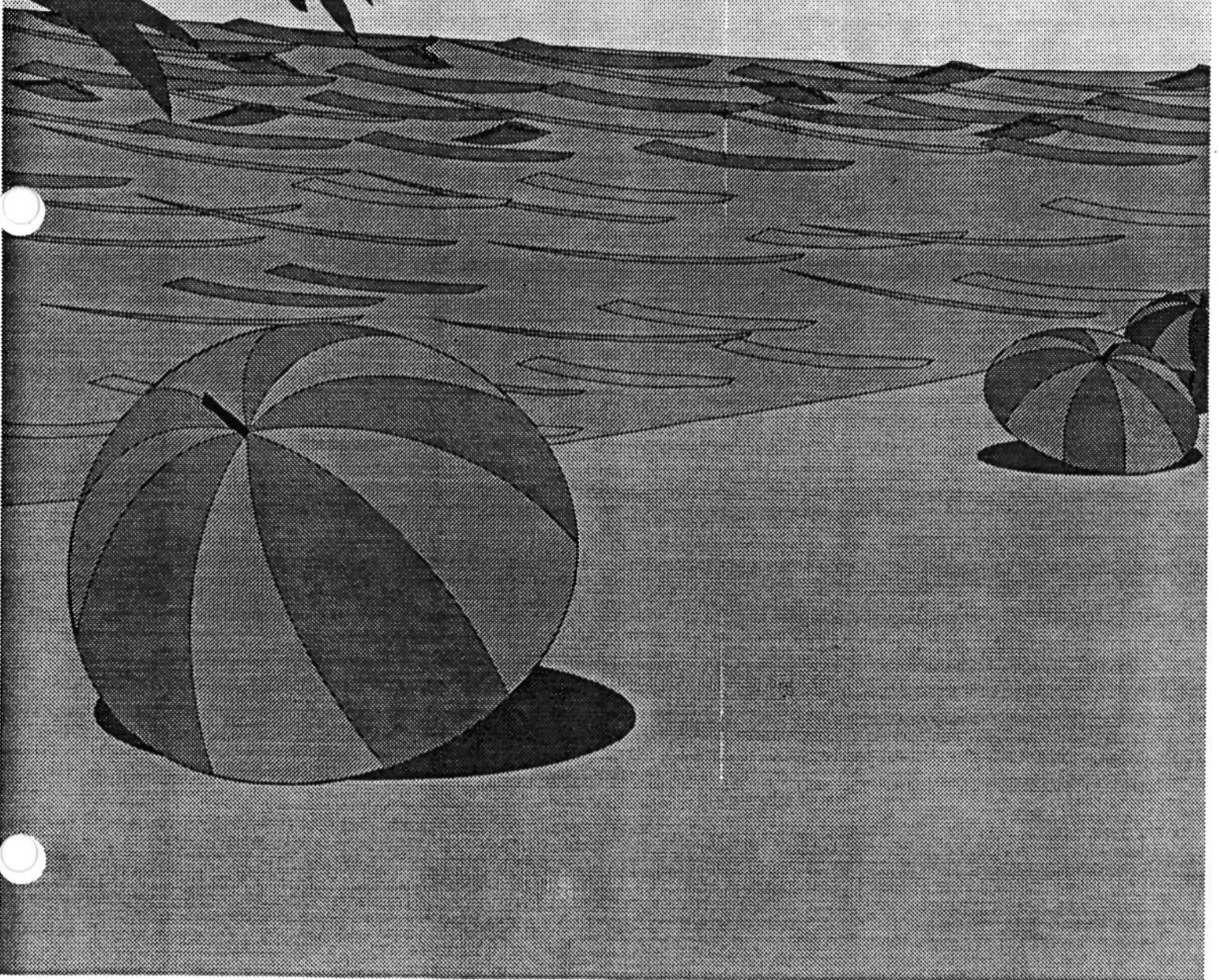
BOBCAT TRAIL GAME

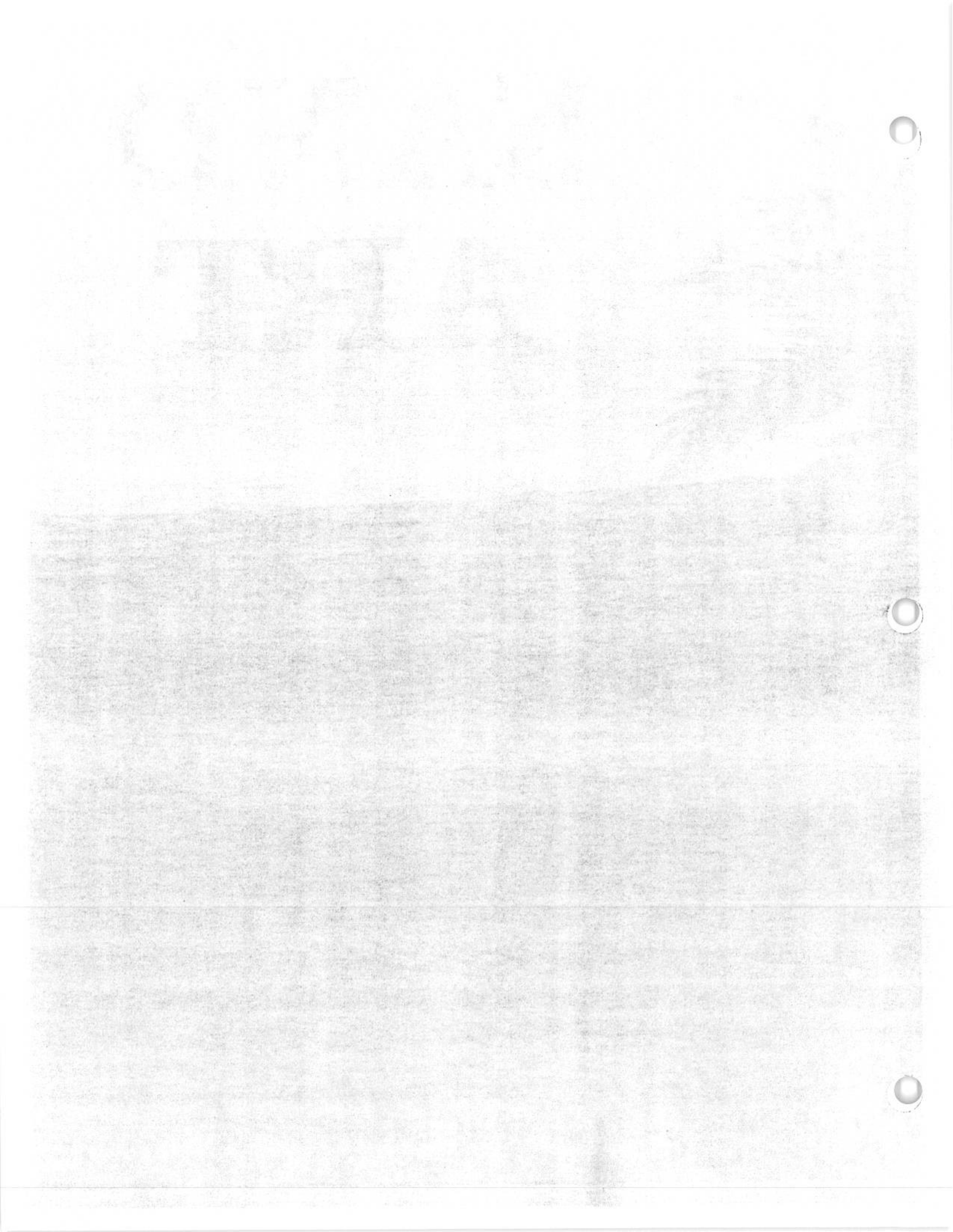
(After folding this game, it is played like the "fortune" game from your childhood)

1. Cut out square along dotted line.
2. Fold into quarters. Then open and flatten out.
3. Fold the corners to the center.
4. Turn over, and again fold corners to the center.
5. Turn back to the first side.
6. Put thumbs and index fingers into pockets to operate the game.



SAND ART





We have all seen examples of sand art. Some artists use bottles or other containers to create beautiful designs. Some artists "paint" pictures with sand. Try both forms to see which works best for you.

COLORED SAND

Commercially colored sand can be purchased at most craft stores. This tends to be a little more expensive than coloring your own sand, but the color is very consistent and saves a great deal of time and effort. There is also a limited supply of colors that you may purchase.

You can color your own sand. This is generally very economical. It also provides you with a limitless supply of colors. You can also determine which colors you need a small amount of and which you need a large amount of. This way, you save by not having to buy a whole container of one color for just a small area.

You can also use sand in its natural state. The color of sand will vary greatly from beach to beach. This is especially true when collecting sand from beaches in different parts of the country.

HOW TO COLOR SAND

Before coloring any sand, it should be sifted in a strainer and washed and thoroughly dried. This will remove any debris. Sand must be completely dry before coloring or the color will not "take". Lake sand will not color as well as fine white sand. It is great for natural designs and as a filler. For bolder colors, purchase fine white sand. It is available from janitor supply firms, pool supply stores, and many home improvement stores. Generally fine white sand will come in a 100 pound bag for approximately \$5.00. Needless-to-say, 100 pounds will take you a long way!

Dry Method: Some say that the dry method for coloring sand is the best. Mix 4 cups of white sand with 1 1/2 Tablespoons dry tempera. Since you can mix tempera colors, you only need to purchase the primary colors: red, blue, and yellow. If you want a black color, you may want to purchase black tempera since mixing colors will generally give you a dark gray rather than a true black color. Adjust color by adding more tempera for darker tones and white sand for lighter tones. Be sure to mix color and sand completely. Another method of dyeing sand and keeping it dry is to crush colored chalk and mix it with the sand.

Wet Method: Many different "wet" items can be used to color sand. Any one of the following items can be added to sand to color it: watercolors, clothing dye, fruit juice (such as grape juice), undiluted ink, food coloring, Easter egg dye, or acrylic paint. Put the liquid coloring into a container. Add the sand until all the color is absorbed. Mix thoroughly. Spread sand on cookie sheets, foil, or newspaper to dry. The sand will dry more quickly if left in the sun or other warm place. It can also be dried in the oven, but use extreme care when doing this.

Store sand in small containers with lids. Baby food jars, margarine tubs, etc. make excellent storage containers.

SAND PAINTING

Sand painting kits can be purchased. Some are designed that you need no additional materials other than the sand. These kits have an adhesive right on the painting surface. They generally have a layer of material covering each section of the picture. All you do is peel away the covering and apply the sand. It is best to work one area of the picture at a time while leaving the other areas covered.

You can also design your own picture. Bold, simple designs are most effective for sand painting. Smaller, more intricate designs may be difficult to "paint" due to lack of space. You may also want to try free-hand sand painting. With this method, you will usually have a much more abstract design.

Choose a surface to put your design on. Heavy paper, cardboard, floor tile, wood, etc. all make excellent surfaces for sand painting. If the design is to be a wall hanging on wood or other sturdy surface, it may be best to attach the eye hooks and picture wire or adhesive hanger to the wood before doing the painting. This will allow you to turn the painting face-down without losing any sand (since it is not on the surface yet).

Transfer your design to the surface to be painted. This can be done with carbon paper or free hand.

Working one area at a time, cover the area to be "painted" with a white glue (such as Elmer's Glue). To do this, squeeze an ample amount of glue into a small container. Then with a thin watercolor brush or a Q-tip, evenly coat the area with the glue. Make certain not to allow any glue to flow outside the section that you are working on.

Using the chosen color, sprinkle the sand onto the glued section. Shake the surface a bit to make sure that all the glued surface is covered with sand. Then add more sand to the glued section, making a thicker layer. Allow to partly dry for a few minutes. Then turn the surface over and let the excess sand fall onto a plate or newspaper. Pour the excess sand from the plate or newspaper back into its original container.

To pour the sand onto the glued section use a teaspoon, a small measuring cup, or a small paper cup that has had its opening pinched closed. Do not use any large container.

Continue to cover the picture one section at a time. It is best to do all sections of one color before beginning with another color. Remember that the glue dries fairly quickly. It is nearly impossible to add more glue to an area that has already had some sand applied to it.

If you are using the free-hand method of sand painting, cover the entire surface material with white glue. Add colored sand here and there, forming an abstract design. The surface should be small, so the glue won't dry before you are finished.

When your sand painting is completed, set it aside for 24 hours so that the glue dries thoroughly. Then spray your painting with several coats of clear acrylic.

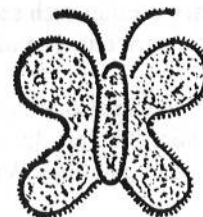
SAND SQUIGGLES

Instead of painting an entire picture, squirt some glue onto a piece of paper, cardboard, etc. Make swirls, write your name, whatever! Cover glue with sand, shaking off excess.

VARIATIONS ON SAND PAINTING

Instead of using sand, try coloring salt. It is colored the same way as you would color sand. Pictures can also be "painted" with aquarium gravel, crushed egg shells that have been dyed, glitter, tiny yarn scraps, household spices, etc. Use your imagination!

For emphasis, "draw" the outline with contrasting cord. Spread glue along outline, then apply cord. Fill in areas between the cord with colored sand. Another idea is to use a broken zipper with the tape portion trimmed off, leaving only the metal parts. See example to right.



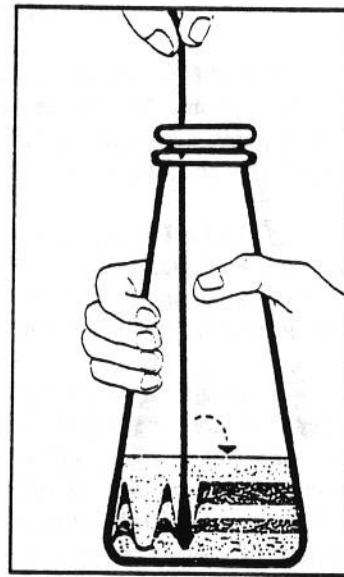
SAND DECORATION IN A BOTTLE OR GLASS

Choose a bottle or glass to create your sand decoration in. Note: it is best to use a small, narrow container for the first attempt at this craft. Wider containers can be used, however, the sand must be leveled off after each layer (see below).

Using a spoon or small scoop, pour sand into the bottle. It is recommended that each layer be at least 1/4 inch thick. It may be helpful to use a funnel in the opening of a narrow container. Repeat the process several times using different colors.

To create images in the sand, you will need some sort of a poker. The poker can be a knitting needle, a nail, a narrow popsicle stick, etc. Generally, several layers are put into the bottle and then the image is created through all those layers. Hold the bottle in one hand and the poker in the other. Gently press the poker against the inside of the bottle and push down through the layers of color. Repeat this step over and over around the bottle. Add some more sand and repeat this step. Remember always be creative and experiment. This way you create images that are truly your own.

The bottle can also be tilted in different directions to create images. Try holding the bottle at an angle while adding the colored sand. Tilt the bottle to different angle and add more sand. The results are amazing! Use extreme caution while doing this. The bottle must be tilted very slowly or the previous layers will shift and the colors will mix.



Quite often, the sand will tend to "pile up" in the middle of your container. When this happens, it is necessary to smooth out the bump. If a spoon can fit inside the container, use the back of it to smooth out the high spots. If the opening of the container is too small for a spoon, use a poker to smooth out the high spots. When doing this, hold the bottle as level as possible and rotate it around the poker. This should eliminate the high spots. If the container is bounced up and down, the colors of sand will mix and leave undesirable images.

SEALING YOUR BOTTLE OR GLASS DECORATION

Your sand bottle decoration can be sealed in a variety of ways. Allow the decoration to settle for several days before sealing it in a permanent fashion.

If the container has a top, that is the best way to complete your project. Press the cap or a cork into the bottle top. Make sure that the cap fits snugly against the sand. You do not want any air space at the top of the bottle, this would allow the sand to move and distort your image. Since the cork or cap can be removed, just take off the cap and add a little more sand to the top and recap the container. This is the easiest way to finish a project and it allows for "fix ups".

If the container does not have a top, it can be finished off with a sealer. It is extremely important that the sand be allowed to settle for several days before applying any type of a sealer. Once the sealer is in place, it is impossible to add more sand to fill in where there may have been settling.

One method of sealing the sand is to mix 3 parts Elmer's glue to 1 part water. Pour the mixture over the top being sure to poke a hole in the center to allow air to escape. The glue mixture will generally seep into the top layer of the sand. If the top layer is colored using the dry method, the colors may run. It is best to have the top layer of sand be natural (preferably white).

Another method of sealing the sand is to mix white sand with the Elmer's glue and press the mixture on top of the container. Make sure that you seal all the way to the edges and with a depth of at least 1/2 inch.

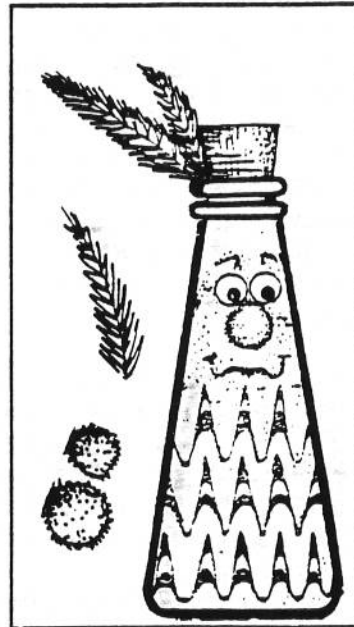
Melted wax may also be used to seal your container. The wax can be dripped from a lighted candle. This will leave a layered look. Paraffin wax can also be melted and poured over the top of the container. This will leave a smooth finish. Use extreme caution when melting paraffin. It is very flammable. Also melt paraffin in a double boiler.

FINISHING YOUR BOTTLE OR GLASS CREATION

Now that your creation is completed, you still have many options. You can decorate the bottle or glass with pom poms, eyes, and any other scraps that you have around the house. Again, use your imagination!

If you have created your work of art in a container with a large opening, you could leave it unsealed and add live plants to the top. It is important to remember that if the container is left unsealed, the sand inside may shift.

To create a desert dish garden, it is best that your container be only about 2 inches deep (although I have seen some wonderful creations in glasses such as brandy snifters). Arrange interestingly shaped rocks in several locations on the top of the sand. Purchase small pots of cacti (or tiny succulents) and insert the pots into the sand in various places. If you do not care for a live desert dish garden, then use green modeling clay to form imitation cacti. Model the cacti to the size and shape to best fit your scene.



To make miniature artificial saguaro cacti, take a piece of green modeling clay and roll it between your hands until it looks like a cigar. The top end should be rounded; the other end, flat. With a pointed object, make many ridges running down from the top of the clay cactus to its flattened base. Then push the base of the finished cactus into the sand wherever you want it. Make as many cacti as you wish, but vary their heights.

SAND CASTING

Give each boy a container full of damp sand. He is to sculpt a design in the sand, using his hands, tools, and any shape available. He can also add small plastic objects to the sand (such as animals, letters, cars, etc.). The important thing to remember here is that everything must be put in upside-down. After the boy is done with his sculpting, pour plaster into the container. Let the plaster dry completely and remove from container.

If a hole is made in the sand, when the plaster sculpture comes out, the hole will now be a bump. By the same token, a bump in the sand will create a hole in the plaster. It is very important to relay this information to the boys. Again, if an object is placed in the sand, it must be placed upside-down in order to come out the correct direction in the sand casting. It is recommended that the containers used in sand casting be of the plastic, disposable nature. That way, if the plaster does not come out of the container easily, the container can be cut away.

The completed sand casting will have sand sticking to the plaster. The completed project can be mounted on velvet, burlap, felt, or a varnished board.

Sand Painting Without Sand

You will need:

1 piece of tan sandpaper 12" x 12"
(30.5 cm x 30.5 cm)

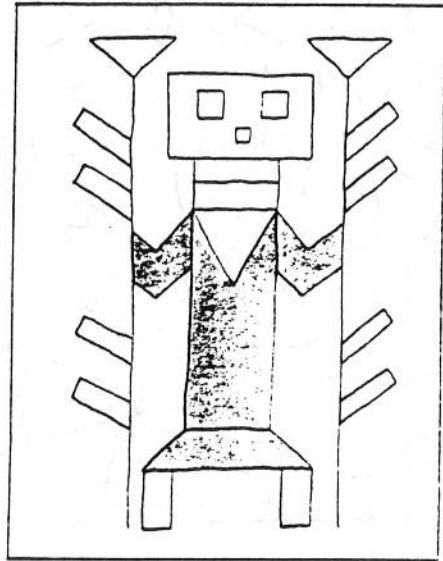
soft pencil

salt, pepper, and paprika

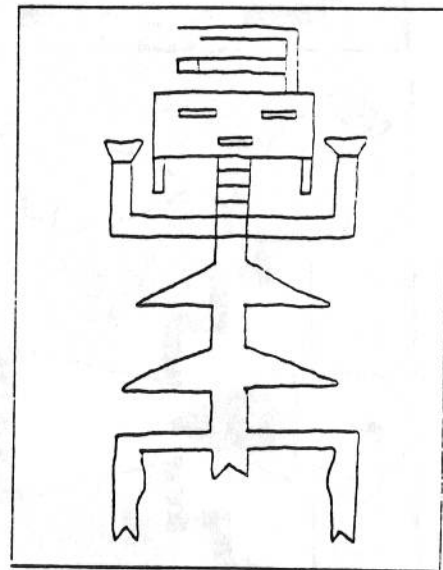
can of clear spray varnish

Draw the design lightly on the sandpaper with the soft pencil. Keep the sandpaper on a very flat surface. Fill in the design with salt, pepper, and paprika. Make a small cone so you can sprinkle the salt, pepper, and paprika easily.

Put the background in first, then the figure. Use the cone to make an outline for your figure. Hold the spray can about 10" (25 cm) above the finished painting. Ask an adult to help you. Spray and let it dry. Spray again, let dry, and spray again. Be sure no salt, pepper, or paprika can come loose.



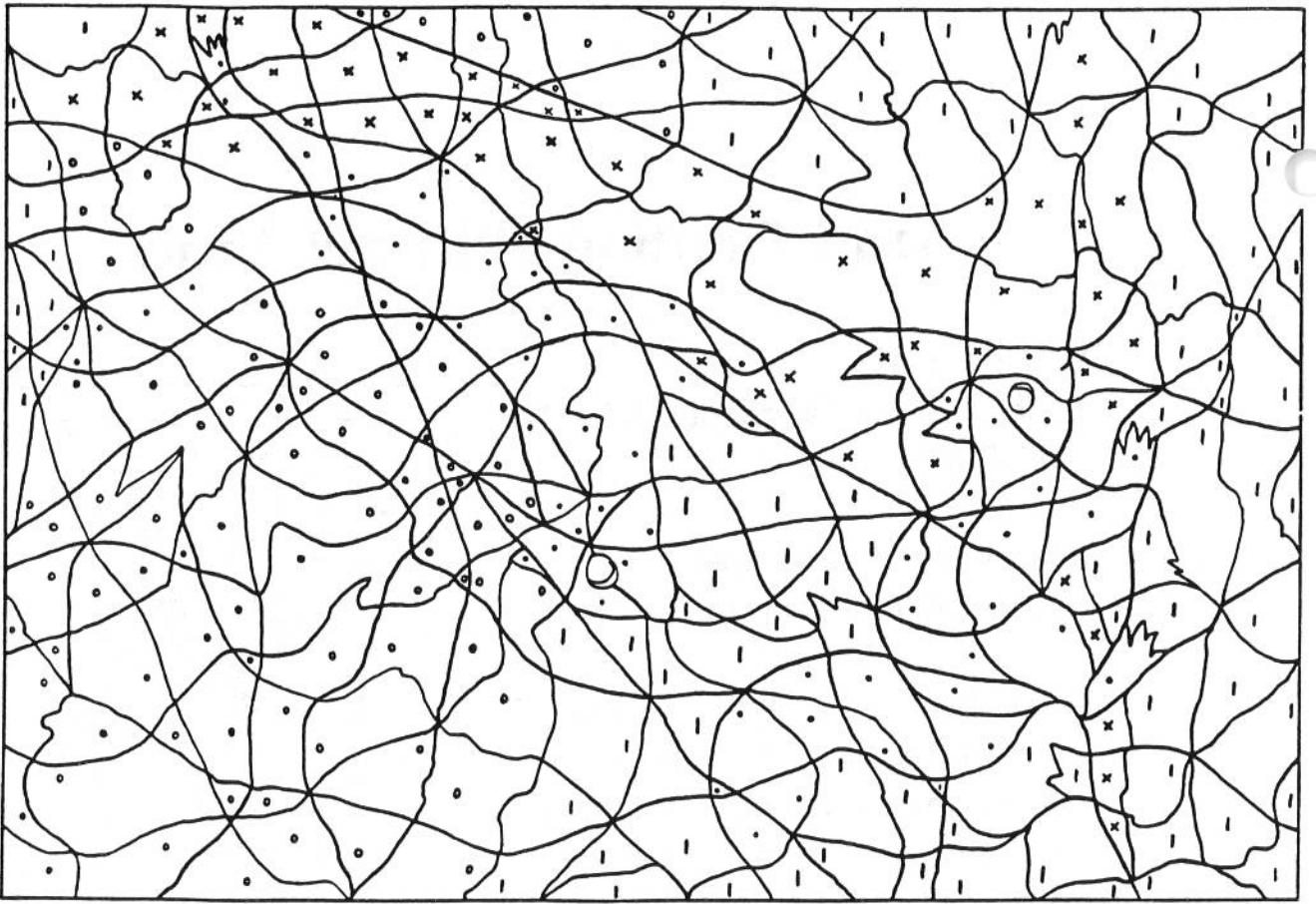
Corn Harvest Figure



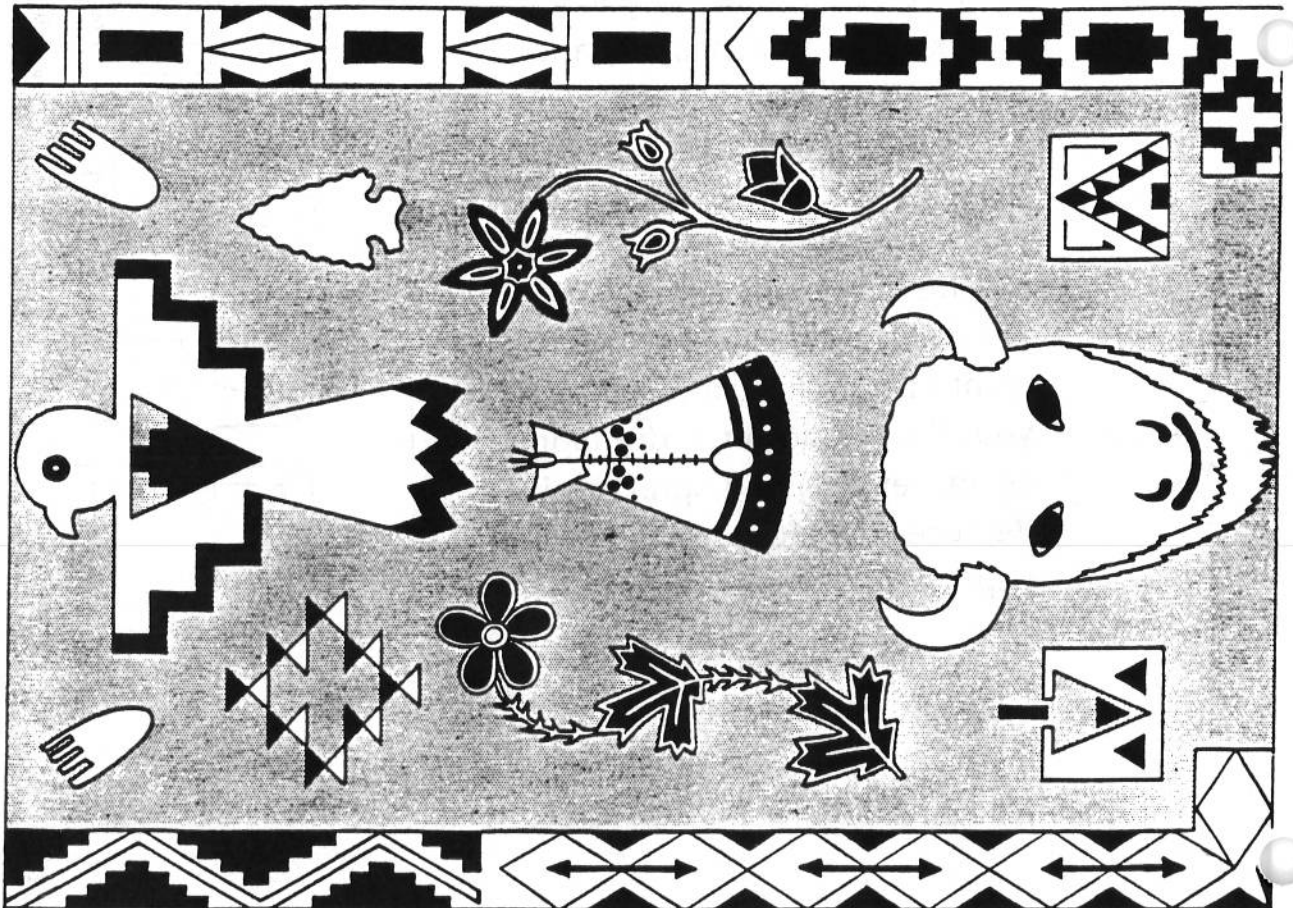
Messenger to the Gods

Here is another idea for a design.
Just paint in the pattern as listed.

- Brown
- Green
- × Gray
- Blue



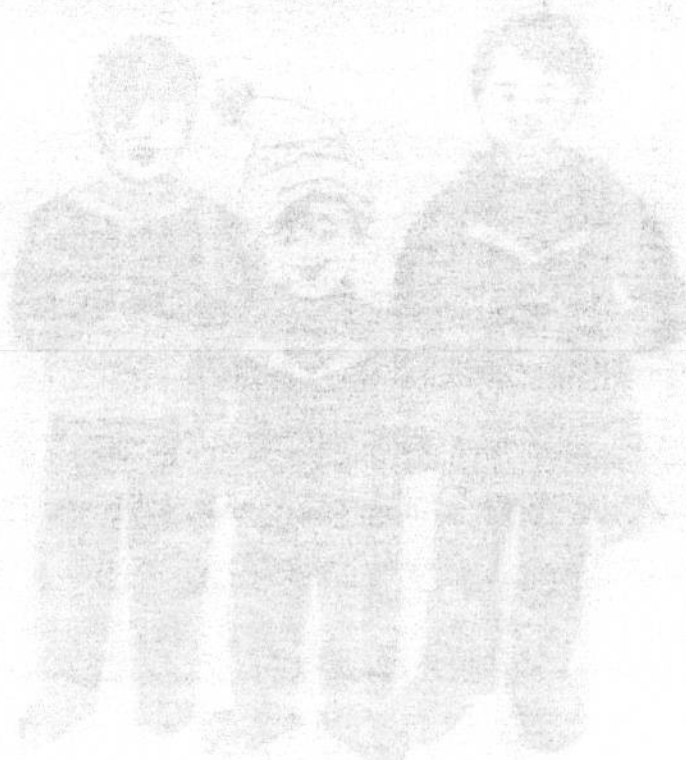
DESIGNS



SONGS



FLORIDA



SONG LEADING TIPS

One of the main ingredients to any Pack or Den meeting is a SONG! Almost everybody likes to sing (although they may moan and groan about it at first). Songs can bring life into your meetings only if they are properly selected and executed.

PREPARATION:

1. Select the song leader. This person does not have to be a virtuoso, but should be someone who would feel confident enough to lead a group in a song. Being able to carry a tune helps, but is not a must. Being enthusiastic is more important.
2. Choose the songs to be used. Be very careful when choosing! Do not use one that might be offensive to someone. If you have a theme for your meeting, have your song fit that theme. Maybe there is a special occasion that would require a special song. Do the choosing well enough in advance and then let the selected song leader know which songs are to be used.
3. Song placement. It is always best to start off with a well-known song or one with a familiar tune. Make it lively and fun. This helps in getting everyone in the mood for the meeting's other activities. Boys love action songs. These fit well at the beginning of a meeting or to wake everybody up after a "boring" part. Use slower, quiet songs at the end of a meeting.
4. Practice! The key to the success of any song is how well the song leader knows it. It is extremely important that you not only know the melody and the words, but how you are going to teach it to everyone else.

LEADING:

1. Relax, smile, be confident! You are not at a talent contest. The audience will follow you if you appear to know what you are doing.
2. Tell the audience the name of the song and the tune to be followed (if it is a parody).
3. Sing loudly enough for people to follow your lead.
4. Teach the audience the song. Hum a few bars, or if needed, sing it through once and then sing it with them to get them familiar with it. Make sure you start off on a key

that is not too high or too low. If it is an action song, show them what to do and when to do it. Divide up the audience if it is needed (such as in a "round").

5. Set the tempo. Use arm motions to keep everyone on the same beat! Start with a slight upward motion and then a decisive downward motion.
6. Control the volume. Raise your hands if you want them louder or lower them if you want them softer.
7. Move around! Don't stand in one place! Put some enthusiasm into leading the song. If the type of song allows, use exaggerated movements to emphasize certain words. Remember, all eyes are on you, and if you are excited, they will be excited too!

WRITING A SONG

1. Pick a subject. Cub Scouts have a limitless imagination and are an excellent source for this. You could use the theme of your meeting as a starting place.
2. Choose a tune. Make it a simple one or one that is familiar, such as "Row, Row, Row your Boat", "The Twelve Days of Christmas", or "Old MacDonald".
3. Make-up your own words. More often than not, the sillier the words, the more exciting the song will be. Here is another excellent place you can use the mind of a Cub Scout.

or

Fit a poem or story to your tune. This will take some picking and choosing to find a tune that will fit the poem. If only a few words do not fit exactly right, change the words to make it work.

Writing your own song (or parody) is easier than it sounds. Just give it a try!

THE TIGER CUB SONG

(Tune: Yankee Doodle)

Chorus:

Tommy is a Tiger Cub,
A Tiger Cub is he,
Tommy can hardly wait
A Cub Scout to be.

Scouting is just great for boys,
Tigers, the beginning,
With Boy Scouts throughout the land,
America is winning.

Chorus

A Tiger is in the first grade,
A Cub Scout, second 'n third.
"Do Your Best" the Cub Scouts sing,
That is the Cub Scout word.

Chorus

Bobcat, Wolf and Bear Cub, Too,
That Tiger he will fly,
On up to the Webelos' Den
Our Tiger's quite a guy.

Chorus

From Webelos to the Boy Scout Troop,
Our Tiger he will go.
Scouting is a special way
To help a boy to grow.

Chorus

From Tenderfoot to Eagle Scout,
Tommy will be prepared
From those good old Tiger days
Of Search, Discover, Share.

Chorus

RECOGNITION SONG

(Tune: Farmer in the Dell)

Our honored guests are here,
Our honored guests are here,
Stand up now and take a bow,
Our honored guests are here.

HALLOWEEN SONG

(Tune: Yankee Doodle)

I'll carve a fearful pumpkin face
As well as I am able.
And when it's done I'll light it up,
And set it on a table.

I'll fix it so the passerby
Will see and get the quivers;
For Halloween's the time to play
That you have shakes and shivers.

TWELVE DAYS OF HALLOWEEN

(Tune: Twelve Days of Christmas)

On the first day of Halloween,
My true love gave to me
An owl in an old dead tree.

(Continue with:)

Two trick or treaters
Three black cats
Four skeletons
Five scary spooks
Six goblins gobbling
Seven pumpkins glowing
Eight monsters shrieking
Nine ghosts a-booing
Ten ghouls a-groaning
Eleven masks a-leering
Twelve bats a-flying

ORANGE TIGER

(Tune: Did You Ever See A Lassie?)

Oh, I saw an orange tiger,
A tiger, a tiger.
Oh, I saw an orange tiger,
With lots of black stripes.

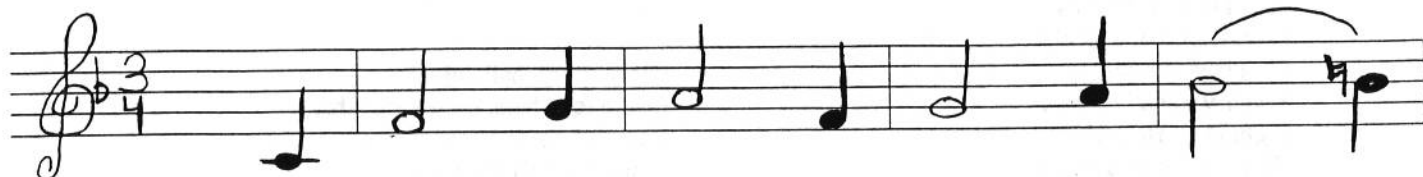
With stripes all in black
In the front and the back.
Oh, I saw an orange tiger
With lots of black stripes.

GOD OUR FATHER

(Tune: Are You Sleeping?)

God, our Father, God, our Father
Once again, once again,
We will ask Thy blessing.
We will ask Thy blessing.
Amen, Amen

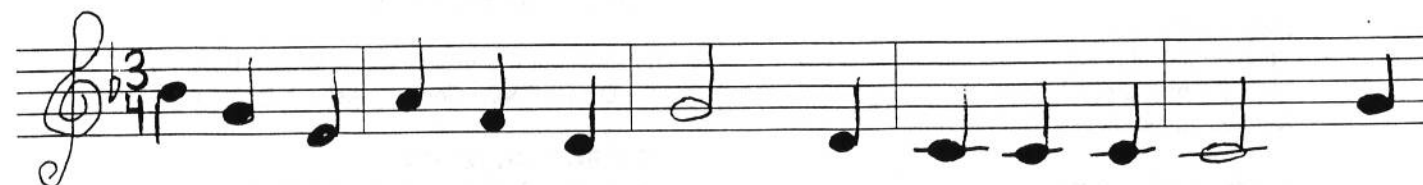
I'LL JUST BE ME



When I grow up, I'd like to be a
 When I grow up, I'd like to be a



doc - tor, a teach - er, or may - be a tree. A law - yer, a
 fire - man, po - lice - man, or may - be a flea. A singer - er, a



preach - er, an el - e - phant's knee, or may - be I'll just be
 danc - er, a bum - - - ble bee, or may - be I'll just be



me. ----- or may - be I'll just be me
 me. ----- or may - be I'll just be me

TWELVE DAYS OF CHRISTMAS

(American Style)

On the first day of Christmas,
My true love gave to me
A Banquet Turkey Pot Pie.

(Continue with:)

Two Subway specials
Three Big Macs
Four Dunkin' Donuts
Five pounds of chocolate
Six Pizza Hut pizzas
Seven Vienna hot dogs
Eight D.Q. Blizzards
Nine Arby's roast beefs
Ten Junior Whoppers
Eleven Wendy's frostys
Twelve Hostess Twinkies

(After singing all twelve days, finish song with the following:)

Plop, plop, fizz, fizz, oh what a relief it is.
Plop, plop, fizz, fizz, oh what a relief it is.

THE INVENTION

(Tune: The Farmer in the Dell)

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

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

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

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

I cut and nailed and glued,
Until the thing I viewed
Was something grand, you understand,
A mechanical dog that moored!

CUB SCOUT SAGA

(Tune: Battle Hymn of the Republic)

Our shirts have seen the coming of another Cub
Scout award;
The Bobcat first, the Wolf came next, and soon
the Webelos, too.
We're proud to wear them 'cause we've earned
them.
Now our question's this: How do we stick them
on?

Glory, glory, hallelujah!
Do we sew them, do we glue them?
Gee, I've got to hand it to you;
How do we get these on?

This tiny patch of glory that our uniform
displays
Can slip right through our fingertips or get lost
in our cars;
Unless we take it home to Mom, for then we can
relax,
We know she'll get it on.

Glory, glory, hallelujah!
Do we sew them, do we glue them?
Gee, I've got to hand it to you;
Thanks, Mom, you got it on.

(By Assistant Cubmaster Kathy Kobos, Pack
611, Daniel Boone Council, Asheville, NC)

NEW BOY GREETING

(Tune: Hail, Hail, the Gang's All Here)

Hi! Hi! Hi! new Scouts
We are glad to meet you,
We are glad to greet you.
Hi! Hi! Hi! new Scouts
We welcome you to our Pack.

HAIL TO TIGERS

(Tune: On Wisconsin)

Hail to Tigers! Hail to Tigers!
Best group of them all.
We're a bunch of jolly Tiger Cubs,
Listen to our call -- Rah! Rah! Rah!

Ever onward, ever forward
Bringing fun to all!
Here's to the group of Tiger Cubs,
Best of all!

THIS SAND IS YOUR SAND
(Tune: This Land Is Your Land)

This sand is his sand
This sand is her sand,
On a beach this crowded
We should bring some canned sand.
And all around us
Beach blankets crammed, jammed
There's not a sandy spot left free.

We begged our parents
To take us swimming
Packed pails and shovels
The car was brimming!
We piled the food in
We brought the dog, too.
What fun the beach would be to see.

The heat while driving
Was tough surviving
Bumper to bumper
When at last arriving
No one went swimming
Or felt like playing.
Back home was where we'd rather be.

This sand is my sand
This sand is your sand
Right in our backyard.
Aren't sandboxes grand?
No crowd of kids with
Their pails and shovels.
This sand is just for you and me.

TWELVE CUB PACK MEETINGS
(Tune: Twelve Days of Christmas)

At my first Cub Pack meeting
My Cub Scouts gave to me
A number one Excedrin headache.

(Continue with:)
Two minor fights
Three gifts for parents
Four field trips
Five advancing Cub Scouts
Six uniform inspections
Seven games for playing
Eight life long friendships
Nine missing tie slides
Ten fund-raiser sales sheets
Eleven brand new Cub Scouts
Twelve months of Scouting

SLIGHTLY ALTERED CHRISTMAS
CAROL (Tune: The Christmas Song)

Jack Frost roasting on an open fire,
Chestnuts nipping at your nose,
Yul and Carol couldn't sing in the choir,
Their lips were skinned by Eskimos,
Everybody's nose is colder than their frozen toes,
Fingers going to frostbite,
Although these aren't really the words to this
song
Merry Christmas to you!

THE CAPTAIN

(Tune: My Bonnie)
The sailors, they eat in the galley,
The captain he eats in the nob.
It isn't he east any better,
It's so they won't know he's a slob.

CHORUS:

Shape Up! Shape Up! O shape up or ship out
today, today.
Shape up! Shape Up! O shape up or ship out
today.

The sailors, they sleep in their hammocks,
The captain, he sleeps in his bed.
It's not that he sleeps any better,
He's 20 feet nearer the head.

CHORUS

The sailors, they ride in the longboat.
The captain, he rides in his gig.
It's not that he rides any better,
It makes the old buzzard feel big.

CHORUS

ROADKILL STEW

(Tune: Three Blind Mice)

Roadkill stew
Roadkill stew
Tastes so good.
Just like it should.
First you go down to the interstate.
You wait for the critter to meet its fate.
You take it home and you make it great.
Roadkill stew
Roadkill stew

(Come On and) Join into the Game



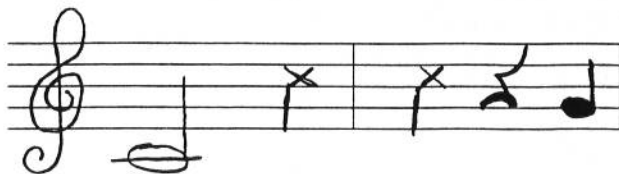
Let eve - ry - one clap hands like me, (clap hands) Let



eve - ry - one clap hands like me, (clap hands) Come on and join



in - to the game; ----- You'll find that it's al - ways the



same. (clap hands) 2. Let

2. Let everyone whistle like me, (whistle)
 Let everyone whistle like me, (whistle)
 Come on and join into the game;
 You'll find that it's always the same. (whistle)

3. Let everyone laugh like me, (laugh)
 (Continue as in previous verses)

4. Let everyone sneeze like me. (sneeze)
 (Continue as in previous verses)

5. Let everyone yawn like me. (yawn)
 (Continue as in previous verses)

6. Let everyone do what he wants. (various sounds)
 (Continue as in previous verses)

FLEA

(Leader sings line and others repeat it back)

Flea
 Flea, fly
 Flea, fly, flow
 Vista
 Kumalda, kumalda, kumalda, vista
 Oh no, no, no, not the vista
 Enee meanie, esta meanie oowah, oowah, alla
 meanie
 Desa meanie sola meanie oohwah oohwah a
 meanies
 Beep Billy oat 'n dote 'n bo bo ba deet 'n dat 'n
 Shhhhhhhhh!

CAMPERS' LULLABY

(Tune: Lullaby)

Lullaby and goodnight,
 Go to sleep little campers,
 Do not fear,
 Do not dread
 Though there's bed bugs in your bed.
 When you go to the john,
 Look for skunks all around
 But please, do not scream
 For it's time now to dream.

NOTHING MORE TO SAY

(Tune: Farmer in the Dell)

There's nothing more to say,
 There's nothing more to say,
 Don't ask me why I must reply,
 There's nothing more to say.

PINK PAJAMAS

(Tune: Battle Hymn of the Republic)

I wear my pink pajamas in the summer when it's
 hot.
 I wear my flannel night in the winter when it's
 not.
 And sometimes in the springtime and sometimes
 in the fall,
 I jump right in between the sheets with nothing
 on at all.

CHORUS:

Glory, glory, Hallelujah;
 Glory, glory, what's it to you.
 Balmy breezes blowing through you,
 With nothing on at all.

MOM WASH MY UNDERWEAR

(Tune: God Bless America)

Mom, wash my underwear,
 My only pair
 We can find them and move them,
 From the heap by the side of the chair.
 To the washer,
 To the clothesline,
 To my backpack,
 To my rear.
 Mom, wash my underwear,
 My only pair.
 Mom, wash my underwear,
 My only pair.

WHERE OH WHERE ARE YOU TONIGHT?

When I started Scouting,
 All they ever told me,
 Was go with the boys,
 And have lots of fun
 Now, all that I do is go to Scout meetings,
 It always seems like I'm on the run.

Where oh where are you tonight?
 Why did you leave me here all alone?
 I fixed the kids dinner
 And they are in bed now,
 Since you found Scouting,
 You never come home.

One day I was told to try Basic Training,
 I went 'cuz it sounded fun.
 No I'm in charge of all of the training,
 Oh, heaven help me,
 What have I done?

Where oh where are you tonight?
 Why did you leave me here all alone?
 So sorry you missed your son's graduation,
 Maybe his wedding will bring you back home.

Where oh where were you last night?
 Your oldest daughter had her first son.
 Should I tell her now of all that she's in for?
 Her life in Scouting has only begun!

BIRDS IN THE WILDERNESS

(Tune: Old Gray Mare)

Here we sit like birds in the wilderness,
Birds in the wilderness,
Birds in the wilderness.
Here we sit like birds in the wilderness,
Waiting for (whomever) to come.

Waiting for (whomever) to come.

Waiting for (whomever) to come.

Here we sit like birds in the wilderness,
Waiting for (whomever) to come.

(put any name in the "whomever" spot)

COMMERCIAL MIX-UP

(Tune: Farmer In the Dell)

Last night I watched TV.
I saw my favorite show.
I heard a strange commercial.
I can't believe it's so.
Feed your dog Chiffon.
Comet cures a cold.
Use SOS pads on your face
To keep from looking old.
For headaches take some Certs.
Use Tide to clean your face
And do shampoo with Elmer's glue,
It holds your hair in place.
Perhaps I am confused.
I might not have it right.
But one thing I am certain of,
I'll watch TV tonight.

UNDERWEAR

(Tune: Over There)

Underwear, underwear,
How I itch in my woolly underwear.
How I wished I'd gotten a pair of cotton
So I wouldn't itch everywhere.

BVDs make me sneeze,
When the breeze from the trees hits my knees.
Coming over, I'm coming over,
In my gosh durned, itchy, woolen underwear.

WE'RE HERE BECAUSE

(Tune: Auld Lang Syne)

We're here because we're here
Because we're here because we're here.
We're here because we're here
Because we're here because we're here.

COWPIES

(Tune: Rawhide)

Watch 'em, watch 'em, watch 'em
Keep your eyes peeled for 'em
Think we're headed for some COWPIES.
They're round and green and mushy
They come from a cow's tushy
And soon they will be covered
With flies.

Walkin' through this pasture
Please don't walk no faster
It could be a disaster COWPIES.
Don't try an' understand 'em
Just try an' walk around 'em
You could miss 'em if
You tried.

Workin' in a stable
Scoop 'em if yer able
Do a dude a favor COWPIES.
He's riding on a pillow
His boots are armadillo
If he steps in one he surely
Would die.

So, scoop 'em up, shovel 'em up,
Rake 'em up, pick 'em up
COWPIES

HEY HO! NOBODY HOME

Hey, ho!
Nobody home.
Meat nor drink nor money have I none;
Still I will I be merry.
Hey, ho! Nobody home.
(sung as a round)

OH! HOW I HATE TO GET UP IN THE MORNING

Oh, how I hate to get up in the morning,
Oh, how I'd love to remain in bed
For the hardest blow of all,
Is to hear the bugler call;
You've got to get up,
You've got to get up,
You've got to get up this morning.

WORST IS YET TO COME

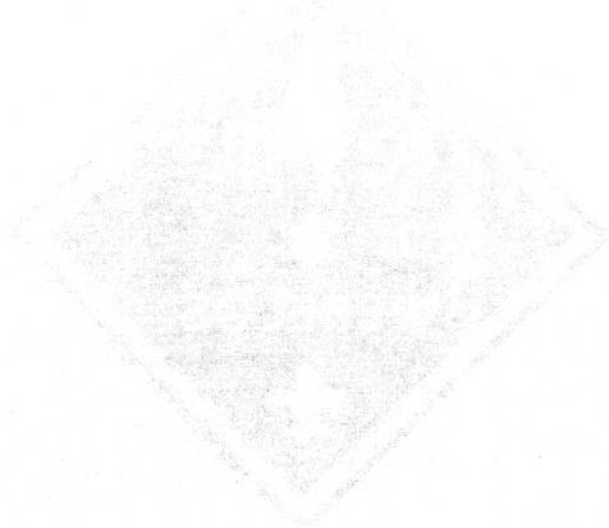
(Tune: Farmer In the Dell)

The worst is yet to come,
The worst is yet to come,
Wait for the speeches, folks.
The worst is yet to come.



ARROW OF LIGHT
&
WEBELOS TO SCOUT
TRANSITION



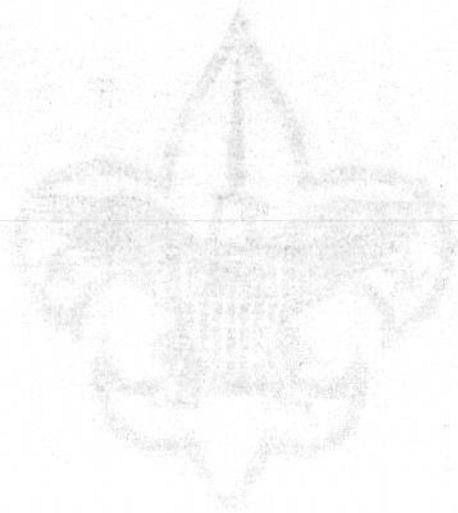


ARROW OF LIGHT

&

WEBelos TO SCOUT

TRANSITION



THE TRANSITION PLAN

The purpose of the Webelos-to-Scout transition plan is to give every Webelos Scout a sampling of the troop program, troop leadership, advancement opportunities, and the fun and excitement of Boy Scouting.

The boy's progress toward the Webelos badge and the Arrow of Light Award introduces him to some of the basic elements of Boy Scouting, and gives him an early taste of Scouting skills and the Boy Scout advancement program. He learns more about the troop through joint den/troop activities, which let him see boy leadership at work and sense his own potential as a leader. He becomes more confident and enthusiastic about his Scouting future as he becomes more familiar with the boys and adult leaders of the troop he will be joining in.

HOW IT WORKS

The Webelos-to-Scout transition begins early in every Webelos Scout's fifth-grade year. His Webelos den and a Boy Scout troop should be linked in a transition partnership. Through this partnership, the Webelos is provided an opportunity, through joint activities, to sample the fun of Boy Scouting. He might also learn more about boy Scouting through council and district activities designed to support the transition plan. In the early spring, after the Webelos has earned the Arrow of Light, he graduates with the other members of his den into the troop.

THE DEN/TROOP PARTNERSHIP

The key factor in the transition process is the establishment of a working partnership between the Webelos den and the Boy Scout troop that most of the Webelos Scouts will join. This partnership should be firmly in place by the start of the Webelos Scout's fifth-grade year. Every fifth-grade Webelos den should be linked to a troop, and every troop should have one or more Webelos dens as partners.

Of course, in many cases these partnerships already exist, and have been effective for many years. But some Webelos dens are not linked to troops, and need help from their district in establishing a partnership. Similarly, troops with no "feeder" Webelos dens might need help.

No Webelos Scout should start his fifth-grade year without a clear path ahead of him that leads to a Boy Scout troop.

JOINT ACTIVITIES

The partner troop may provide Webelos den chiefs for the pack, as well as assistance in planning and conducting outdoor activities, but the most important result of the den/troop partnership is the experience of joint activities.

The fifth-grade Webelos den and the troop should hold several activities together, including one or two joint campouts. The den could also join the troop in a court of honor, campfire program, day hike, field trip, or joint Good Turn for the chartered organization or community. Visiting a camporee or other district or council Boy Scout event as guests of the troop might also be included. Sycamore District encourages the fifth-grade Webelos to participate in the annual Klondike Derby with a Boy Scout troop.

Through these joint activities, Webelos Scouts not only learn of the fun of Boy Scouting, they also get acquainted with the individual Scouts in the troop. When the time comes to move into Boy Scouting, it is no longer a leap into the unknown, but a step into an already familiar and friendly situation.

EARLY SPRING GRADUATION

Webelos Scouts may become Boy Scouts as soon as they have earned the Arrow of Light Award. The Webelos program is designed to allow the Webelos Scouts to earn the Webelos badge in January of their fourth-grade year and the Arrow of Light Award in January or February of the fifth-grade year.

Summer camp is a vital part of the Boy Scout experience, particularly for the new Scout. By having an early spring graduation, the Webelos Scouts become a part of the Boy Scout troop well before attending summer camp. This gives them the opportunity to "cement" relations with the older boys in the troop. It also gives them the opportunity to learn basic skills that they will require at Boy Scout camp. Some of these basic skills may have been missed at earlier joint activities.

JOINT ROUNDTABLES

A joint roundtable, where Webelos den leaders and assistants and Cubmasters are invited to participate in a special Boy Scout roundtable event, is an excellent way to match up Webelos dens with troops in the transition partnership. If the joint roundtable sessions are missed, the Webelos leaders and Cubmasters should feel free to contact the Boy Scout troops on their own. This can be done at any roundtable or with the assistance of the Unit Commissioners.

KEY "PLAYERS" IN THE TRANSITION PLAN

The **Webelos Den Leader** works with the Scoutmaster and the Assistant Scoutmaster responsible for new boys to provide an introduction to Boy Scouting for every fifth-grade Webelos Scout. This is done through the Webelos advancement program, visits, and joint activities with the troop, and an impressive graduation ceremony with the entire fifth-grade den moving into the troop as a new Scout patrol.

The **Webelos Den Chief** is a registered Boy Scout, active in the troop and selected by the Scoutmaster to serve as a program assistant to the Webelos Den Leader. He should be skilled in conducting ceremonies, leading songs, teaching skills, giving demonstrations, leading games, and helping to prepare the Webelos Scouts for the troop experience ahead. By his example, he may be the single most important person in influencing Webelos Scouts to join the troop.

The **Scoutmaster**, as the primary leader of the troop, directs the establishment of a cooperative link between the troop and the pack. He or she selects and appoints the Webelos Den Chief. The Scoutmaster also encourages joint activities and the graduation of Webelos Scouts into the troop. Through the troop's junior leaders, he or she sets the tone for welcoming new members.

The **Assistant Scoutmaster**, in addition to guiding the new Scout patrol in the troop, serves as liaison between the troop and Webelos den. He or she, along with the Webelos Den Leader, helps plan joint activities, including an exciting graduation ceremony. The assistant Scoutmaster also is principally responsible for the smooth transition of Webelos Scouts into the troop by working closely with the Webelos Den Chief, Webelos Den Leader, Webelos Den Leader Coach, and the Scoutmaster.

The **Unit Commissioner** provides continuing program support to pack and troop, and helps establish working relationships between the troop and the fifth-grade Webelos dens of the pack. He or she also encourages and supports joint activities as well as graduation, and promotes participation in district and council transition activities.

The **parents** are the persons that are most frequently overlooked in the Webelos-to-Scout transition. It is important that the parents attend joint Webelos/troop functions. This will allow them to see the differences and similarities in the programs. The parents that do not already have boys in a troop

often have a difficult time understanding that a Boy Scout troop has "boy leadership" that is guided by adults rather than an adult "running the show" (as in a Cub Scout den). Parents should be encouraged to ask questions to attain a "comfort" level. Parents should also be encouraged to join the troop. Although in Boy Scouts, the program is run by the boys, adults are needed in several roles. Adults can become members of the committee, merit badge councilors, Assistant Scoutmasters, Scoutmasters, drivers for outings, etc. Parents do play a vital role in the transition program!

CONTACT SEVERAL BOY SCOUT TROOPS

No two troops are identical. Every troop has something that makes it different. Contact local Boy Scout troops early in the year. Get copies of the troop's newsletter and activity calendar. The troops will be able to assist the Webelos Den Leader in helping the Webelos in earning their Arrow of Light Award. The troop can set up the following: a meeting, outdoor activity, campout, troop visit with parents, and filling out the Boy Scout application (to name a few). This should help make the Webelos Den Leader's job easier and helps put the Webelos right into the troop.

EARNING THE ARROW OF LIGHT AWARD

Many of the requirements for earning the Arrow of Light Award are repeated as requirements in Boy Scouts. A boy should be able to repeat from memory and be able to explain in his own words the following: Scout Oath or Promise, Scout law, Scout motto, slogan, sign, salute, and handclasp. He should also be able to describe the various parts of the Scout badge and tell what each part stands for. These are not just requirements that he should learn for the "test" to receive his Arrow of Light, these are things that he will use over and over in Boy Scouting. Many of these items are requirements for the Webelos badge. Work on them frequently. This adds to a smooth Webelos-to-Scout transition. Although a boy can join a Boy Scout troop without earning the Arrow of Light Award, it is the goal of every Webelos Den Leader to have each boy earn the award and become a member of a Boy Scout troop.

SAMPLE GRADUATION CEREMONY

Equipment: Each Cub Scout rank (on large cards or other way of display) with a candle beside each one.

Setting: Call graduating Webelos Scouts and parents forward. Then turn off house lights.

CUBMASTER: When you boys joined Cub Scouting, you came to us as Bobcats. This was a rank that each of you had to achieve before going any further. *(Light Bobcat candle.)*

You were a member of a Cub Scout den where you worked on projects that helped develop your skills and mental ability. You made new friends and had a lot of fun. Then you earned the Wolf rank. *(Light Wolf candle.)*

When you began working on the Bear rank, you found the achievements a little harder and more challenging. That was because you were growing older. Soon you had earned the Bear rank. *(Light Bear candle.)*

Then when you were old enough, you transferred into a Webelos den with _____ *(fill in name)* _____ as your Den Leader.

WEBELOS DEN LEADER: The activities in the Webelos den were a little different from what you were used to. That's because you were getting ready to become a Boy Scout. First you earned your Webelos rank. *(Light Webelos candle.)*

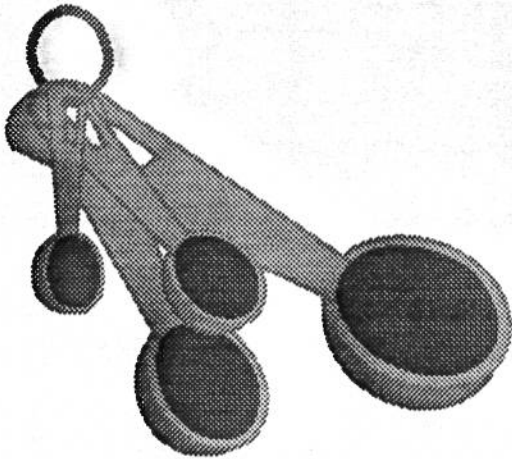
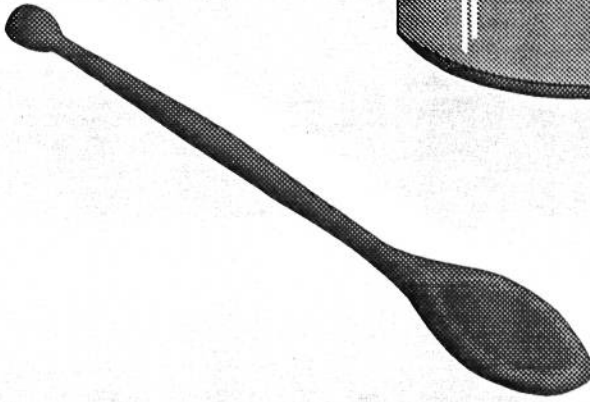
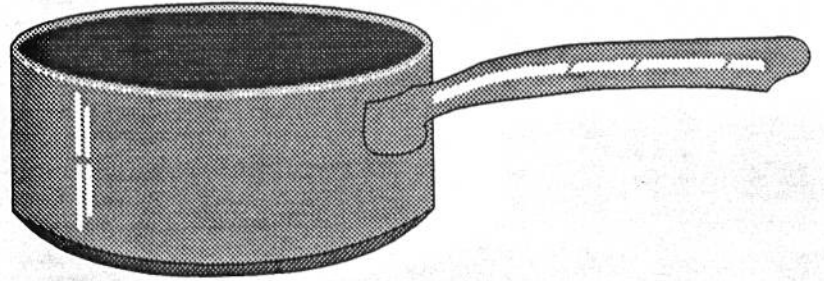
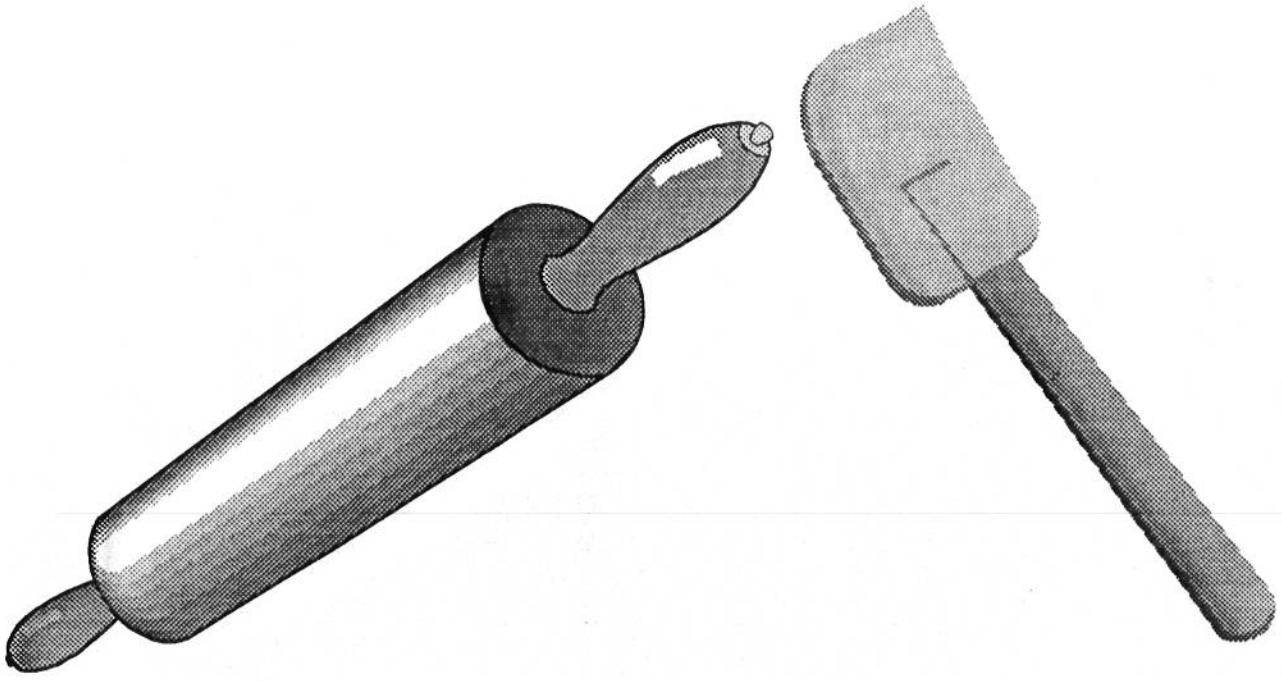
Some time later you earned the Arrow of Light award. *(Light Arrow of Light candle.)*

Do you remember our first campout? *(reminisce at this point, saying something that each boy has done during the past year).*

Well, you boys didn't stay boys long. Look at you! All of you have grown into fine young men who have left their mark on my heart. I am very proud of all of you. I remember how hard you worked to learn the Scout Oath and the twelve points of the Scout law. Now you are going on to something even more challenging and fun.

SCOUTMASTER: *(Welcomes new Boy Scouts and parents to the troop. Tells them a little about what they can expect from Scouting. Issues a challenge to each boy, hoping he will attain the rank of Eagle Scout.)*

(Note: You may also wish to include the exchange of Webelos Scout neckerchief for the troop neckerchief, or presentation of the "Boy Scout Handbook".)



COOKING



COOKING



COOKING WITH CUB SCOUTS

When cooking with Cub Scouts, consider the prior experiences that they have had. Some boys have been cooking since first grade. Others, even though they may be in fifth grade, don't know a frying pan from a mixing bowl. It is best to start out small and work your way up! Even some of the simplest recipes have the tastiest results!

Many items can be prepared either inside or outside. Use whichever setting you believe to be most appropriate. Obviously, some adjustments will need to be made in utensils and methods of cooking. Most items that can be baked in an oven can be adapted to outdoors by making them in a dutch oven. Care must be taken to be sure that the item does not burn. (Of course, dutch oven recipes can be converted to a normal oven!)

Once an item has been made, the work area must be cleaned up. It is extremely important that the boys take responsibility for this. The adults should not clean up while the boys play. The boys need to be responsible for all aspect of the cooking process. Even though adults may find it easier to clean up the mess, make the boys do it. A little responsibility goes a long way!

We all know that the best part of cooking is the sampling! Be sure that your recipes are large enough for everyone to have a taste! If you are cooking during a Den Meeting, a sample of each recipe is adequate. If you are cooking for a meal, plan enough so that there is plenty for everyone. Boys are amazing creatures! The term "bottomless pit" really applies! One word of warning, have a "plan B" (such as peanut butter and jelly sandwiches) available for the boy that just can't stand the item prepared.

Be creative in your cooking! Don't be afraid to make mistakes. Unless you are using expensive ingredients, "nothing ventured, nothing gained".

Have fun while cooking with the den! Set a good example, cleaning as you are preparing. Enjoy the process. If the boys like what they are doing, cooking will be a pleasure instead of a chore! Remember, you may be giving the next "master chef" his first try in the kitchen!

RECIPES

GHOSTLY JELLO:

This jello looks like little white ghosts are floating in it. It is a good addition for a Halloween snack.

INGREDIENTS: 1 pkg. orange jello, 1 cup boiling water, 1 cup cold water, 8 oz. plain yogurt. Optional: one small can mandarin oranges

DIRECTIONS: Mix jello with the boiling water until it dissolves. Then add the cold water. Pour the jello into small bowls. Take a big spoonful of yogurt for each serving and stir it into each bowl of jello. Some of it will dissolve a little, leaving ghostly trails in the jello. Some of it will stay in clumps, like the head of a ghost. Chill until firm.

SPICY BAKED FRUIT SLICES:

INGREDIENTS: 3 apples, 2 pears, a handful of raisins, 1 tablespoon honey, 1 tablespoon butter, 1 teaspoon water, cinnamon, ground cloves

DIRECTIONS: Preheat oven to 400. Cut the apples into slices about 1/4 inch thick (discard core). Cut the pears into sections about 1/2 inch thick (discard core). Grease the baking dish with a little butter. Put in a layer of apple and pear slices. Sprinkle with cinnamon, a tiny bit of cloves and raisins. Repeat process until you have used all the fruit. Mix the honey and water together and pour over the top. Cut the butter into small pieces and dot the top of the fruit with it. Cover baking dish. Bake at 400 for 40 minutes. Serve hot or cold, with or without cream.

PEANUT PUDDING:

INGREDIENTS: 1 package vanilla pudding (the kind you cook - not instant), 2 1/2 cups milk, 1/2 cup peanut butter.

DIRECTIONS: Cook the milk over medium heat. Gradually add the contents of the pudding box. Add the peanut butter. Keep stirring. As the milk gets hot, the peanut butter will melt. When the mixture begins to boil, remove from heat and pour into bowls. Serve hot or cold, with or without whipped cream or ice cream.

PUMPKIN SEEDS:

INGREDIENTS: a pumpkin, 1 tablespoon cooking oil, salt

DIRECTIONS: Scoop the seeds and membranes from inside the pumpkin. Pull each seed out of the membrane. Wash the seed in water and spread them on paper towels. Put them in a warm place to dry overnight. When they are dry, shake them into a mixing bowl. Add one tablespoon cooking oil. toss until the seeds are very lightly coated. Spread the seeds out on a cookie sheet in a single layer. Lightly salt. Bake 15 minutes at 350 degrees.

FORGET-ME-NOT CANDY

INGREDIENTS: 1 egg, 2 cups sifted confectioners' sugar, 2 teaspoons butter, 1/2 teaspoon vanilla, redhots and silver shot candies.

DIRECTIONS: Put all ingredients (except redhots and silver shots) into a mixing bowl and stir until creamy. Separate half the mixture and put it into another bowl. Tint one batch pink with a small amount of red food coloring. Drop small spoonfuls onto waxed paper and decorate with heart-shaped red hots or silver shot candies. Let stand to become firm.

POPCORN POPS

(Makes about 25)

INGREDIENTS: 12 cups popped & salted popcorn (not buttered), 3 tablespoons butter, 3 cups brown sugar, 1 3/4 cups cold water, cooking oil or margarine (Optional: 4 cups raisins)

DIRECTIONS: 1. Put popcorn (and raisins) in a very large bowl. 2. Melt butter in a 2 to 3 quart pot. Add sugar and 3/4 cup of water to the pot. Stir until sugar is dissolved. 3. Boil the mixture, without stirring, for at least ten minutes. Have the remaining cup of cold water nearby to test the readiness of the syrup. Dip a spoon into the syrup. If the syrup forms a thread when it drips from the spoon back into the pot, test the syrup by dropping a small amount into the cup of water to cool. With your fingers, gather up the cooled syrup. You should be able to form a soft ball that does not hold its shape. Keep testing the syrup until it reaches this point. Then remove it from the heat immediately. 4. Pour the syrup slowly into the bowl of popcorn. Stir until all the popcorn is coated. Let the mixture cool. 5. Give each boy a clean, dry ice-cream stick. Have the boys coat their hands lightly with oil or margarine before they handle the popcorn mixture. Each boy should take two handfuls of popcorn mixture to make a ball on his ice-cream stick.

INDIVIDUAL TACO SALAD

INGREDIENTS: 1 small head lettuce, 1 medium chopped onion, 4 chopped tomatoes, 4 oz. shredded cheese, 1 pound ground beef, taco spice, taco sauce, 12 individual bags Fritos

DIRECTIONS: Shred lettuce into a bowl. Add onions, tomatoes, and cheese. Toss and add taco sauce to taste. In skillet, brown beef, drain excess grease. Add taco spice. Carefully open individual bags of Fritos. Add meat mixture then salad and sauce. Serve in individual bags.

APPLE CRISP DESSERT

(A dutch oven recipe)

INGREDIENTS: 2 cans apple pie filling, 2 Tbsp. lemon juice, 2/3 cup sifted flour, 1 cup quick oats, 1/2 cup packed brown sugar, 1/2 tsp. salt, 2 tsp. cinnamon, 1 stick margarine

DIRECTIONS: Melt margarine in dutch oven. in a bowl mix all dry ingredients, add melted margarine, mix until crumbly. Put apples in dutch oven, sprinkle with lemon juice, top with crumb mixture. cover dutch oven. Charcoal should be place 8 coals on bottom and 8 on top. Cook for 40 minutes.

CAMPFIRE CINNAMON ROLLS

INGREDIENTS: Crescent type rolls, green roasting sticks, cinnamon, brown sugar, butter

DIRECTIONS: Open a crescent roll to flat shape, spread with butter. Sprinkle with brown sugar and cinnamon as desired. Roll crescent roll around a green stick. Hold over fire to bake. Do not hold too close to fire as inside cooks slower than outside. Roast until golden brown.

EGGS ON A RAFT

(A hobo stove recipe)

INGREDIENTS: 1 piece of bread, 1 egg, butter

DIRECTIONS: Scoop out the center of a piece of bread, about 2 1/2 inches in diameter and place on a hobo stove greased with butter. Crack open egg and pour into hole of bread. Season with salt and pepper. Cook until done (turning once).

FRENCH TOAST

(A hobo stove recipe)

INGREDIENTS: 1 egg, 2 Tbsp. of milk, butter, bread, cinnamon sugar

DIRECTIONS: Crack egg into a flat bowl and mix in milk. Sprinkle with cinnamon sugar. Drip bread into mixture and place on greased hobo stove. Cook until brown and turn.

FRUIT KABOB

INGREDIENTS: bananas, chunk pineapple, marshmallow, maraschino cherries

DIRECTIONS: Cut bananas into and pineapple into one inch sections. Alternate all items on a stick. Heat over coals until marshmallows are golden brown.

DOGS IN A BLANKET

INGREDIENTS: hot dogs, Crescent rolls, mustard, catsup, relish

DIRECTIONS: Roll a Crescent roll around each hot dog. Cook on a stick over low coals. Remove from stick when done. Add mustard, catsup, and relish as desired.

MINUTE PIZZA

INGREDIENTS: English muffins, pizza sauce, slices of pepperoni, cheese

DIRECTIONS: Place English muffin on foil. Put sauce, pepperoni, and 1 slice of cheese on each muffin. Place on coals 10 - 15 minutes.

EGGS A'LORANGE

INGREDIENTS: 1 egg, 1/2 orange

DIRECTIONS: Remove inside from orange, being careful not to harm the rind. Crack egg into rind. Place rind on coals. Cook until egg looks done. Approximately 2 minutes.

HAMBURGER A'LORANGE

INGREDIENTS: 1/8 pound ground beef, 1/2 orange

DIRECTIONS: Remove inside from orange, being careful not to harm the rind. Put ground beef, patted firmly, into rind. Place rind on coals. Cook until hamburger looks done. Approximately 5 minutes.

SAUSAGE IN A BLANKET

INGREDIENTS: 1 precooked sausage, dough (Bisquick biscuit recipe), soaked skewer

DIRECTIONS: Place sausage onto skewer. Wrap dough around sausage. Hold over coals, rotating frequently. Remove when dough is light brown all around.

CHOCOLATE ECLAIRS

INGREDIENTS: dough (Bisquick biscuit recipe), 1/2" dowel, instant vanilla pudding, milk, chocolate frosting (canned)

DIRECTIONS: Prepare instant pudding as directed on package. Place pudding into a plastic bag. Wrap dough around last 2" of dowel. Hold over coals, rotating frequently, until dough is a light brown all around. Slide dough off dowel. Squeeze vanilla pudding into hole in dough. Spread frosting on top.

FUDGE

INGREDIENTS: 1/4 cup sugar, 1/2 Tbsp. butter, 1 tsp. cream cheese, 2 tsp. cocoa, 1 dash vanilla

DIRECTIONS: Place all ingredients into plastic bag. Squeeze ingredients together until smooth.

CHICKEN WINGS IN FOIL

INGREDIENTS: 2 chicken wings, barbecue sauce, 12" square heavy duty foil

DIRECTIONS: Place chicken wings on square of foil. Pour a little barbecue sauce on top. Wrap chicken loosely in foil. Place foil on coals and cook for 5 to 7 minutes.

NACHOS ON FIRE

INGREDIENTS: 1 cup tortilla chips, 1/2 cup grated Mexican cheese (cheddar, Monterey Jack, Chichuachua, etc.), a few jalapeno peppers, 18" square heavy duty foil

DIRECTIONS: Fold foil in half. Place chips in center of foil, no more than 2 chip deep. Scatter cheese over top and add a few peppers. Fold up edges of foil to create a tented package. Using tines of a fork, puncture top of package about 3 times to allow steam to escape. Place package on coals and heat without turning until cheese has melted, about 10 to 15 minutes.

GARLIC BREAD

INGREDIENTS: 1 1-pound French bread, 1 stick softened butter, 2 Tbsp. garlic powder, 30 inches heavy duty foil.

DIRECTIONS: Using a serrated knife, cut bread into 1 inch slices without slicing completely through bottom crust. Spread butter over both sides of slices. Sprinkle garlic powder over slices. Wrap securely in foil. Place on edge of coals, turning occasionally, until heated through. About 10 to 15 minutes.

BEEF STROGANOFF

INGREDIENTS: 1 pound ground beef, 4 cups egg noodles, 1 pkg. beef gravy mix, 8 oz. sour cream, water

DIRECTIONS: Brown ground beef in pot on medium heat. Once meat is cooked, put aside. Bring 2 quarts of water to boil. Pour in egg noodles and cook until tender (about 10 minutes). Drain water from noodles after they have completed cooking. Leave noodles in pot. Pour ground beef on top of noodles. Add 1 cup of water, package of gravy mix, and stir until gravy thickens. Add 1/2 of the container of sour cream and stir again until gravy and sour cream are well mixed. Use remaining sour cream to individual taste.

PORK WITH CHINESE VEGETABLES

INGREDIENTS: 1 pound boneless pork (or beef or chicken), 1 pkg. chow mien noodles, 1 can Chinese mixed vegetables, 1 small bottle soy sauce, 1 Tbls. cooking oil, water

DIRECTIONS: Cut pork into bite size pieces. Heat pot on medium flame and add oil. Once oil is hot, toss in pork and stir until meat is browned on all sides (make sure pork is cooked!) Remove pork from pot and put aside. Add 1 quart of water to pot and bring to the boil. Add chow mien noodles and cook until tender, about 3 to 4 minutes. Drain off water, re-add cooked pork, add Chinese vegetables (drain water from can). Simmer until dish is heated through, about 5 to 6 minutes. Add soy sauce to individual taste.

BEEF ITALIANO

INGREDIENTS: 1 pound ground beef, 4 cups elbow macaroni, 28 oz. can whole tomatoes, 1 tsp. oregano, 1 tsp. basil, 1/2 tsp. salt, water

DIRECTIONS: Brown ground beef, set aside. Bring 2 quarts of water to boil. Add macaroni. Cook until tender. Drain water from macaroni, re-add cooked beef. Add whole tomatoes with juice, Italian seasoning, and salt. Let simmer on low heat for 10 minutes.

MOST OF THE FOLLOWING RECIPES HAVE BEEN WRITTEN FOR TWO SERVINGS

BANANA MILK SHAKE

INGREDIENTS: 2 fully ripe bananas, 1 cup chilled milk, 1 Tbls. sugar, 1/4 tsp. vanilla

DIRECTIONS: Peel, then slice the bananas into a bowl. Mash with a fork. Beat with egg beater and slowly add milk, sugar, and vanilla. Beat well. Pour into glasses and enjoy!

BREAKFAST IN A GLASS

INGREDIENTS: 1 cup cold milk, 1 egg, 1/4 tsp. vanilla, 1/4 cup orange juice, 1 Tbls. sugar

DIRECTIONS: Measure all ingredients into a bowl. Beat with an egg beater while you count to 100. Pour into two glasses and share with a friend.

ORANGE SHAKE

INGREDIENTS: 2/3 cup orange juice, 1/4 cup instant powdered milk, 1/4 teaspoon vanilla

DIRECTIONS: measure ingredients into plastic container with a lid. Shake vigorously. Pour into glasses.

YUMMY EGGNOG

INGREDIENTS: 1 egg, 2 tsp. sugar, 1/2 tsp. vanilla, 1 cup cold milk, nutmeg

DIRECTIONS: Beat egg until thick. Add sugar and vanilla and beat again. Add cold milk. Beat until foamy. Pour into 2 glasses and sprinkle with nutmeg.

PEANUTS 'N CHIPS

INGREDIENTS: 2 Tbls. powdered sugar, 2 Tbls. chocolate chips, 2 Tbls. sweetened condensed milk, 1/4 cup peanut butter

DIRECTIONS: Measure all ingredients into a small bowl. Mix well. Take a pinch of mixture and roll into a small ball. Eat and enjoy!

ORANGE JUICE SURPRISE

INGREDIENTS: 2 Tbsp. orange juice, 1/4 cup peanut butter, 2 Tbsp. raisins, 2 slices bread

DIRECTIONS: Measure orange juice, peanut butter, and raisins into a small bowl. Mix well. Spread mixture on one slice of bread. Top with second slice. Cut in half and share with a friend.

CHEESE BAKED POTATOES

INGREDIENTS: 2 medium-sized potatoes (for convenience, bake the potatoes in advance), 1/2 cup cheddar cheese, dots of butter, salt, and pepper

DIRECTIONS: Cut potato in half the long way. Scoop out most of the potato, leaving a thin shell of the skin. Mash the potato you scooped out. Chop cheese. Add cheese, butter, salt, and pepper and mix well. Fill the skin shells. Put on greased pan and return to oven for about 40 minutes or until cheese melts.

BAKED EGGS

INGREDIENTS: 2 pats butter, 2 Tbls. bacon bits, 2 eggs, 2 Tbls. bread crumbs, salt and pepper to taste

DIRECTIONS: Butter two small baking dishes. Sprinkle half of the bacon bits into dish. Break egg into each dish. Sprinkle rest of the bacon bits on the egg. Add a shake of salt and pepper. Cover egg with bread crumbs. Dot with butter. Bake 20 minutes at 400 degrees.

MUFFIN MEAT LOAF

INGREDIENTS: 1/4 lb. ground beef, 2 Tbls. cottage cheese, 1 small egg, 2 Tbls. rolled oats, 1 tsp. mustard, 2 tsp. catsup, salt and pepper to taste, 2 tsp. Parmesan cheese

DIRECTIONS: Combine all ingredients and mix well. Press into greased muffin tins. Bake at 350 for 30 minutes.

CHEESIE APPLES

INGREDIENTS: 1 cup apple slices, 1/2 tsp. lemon juice, 2 Tbls. sugar, sprinkle of cinnamon, 1 Tbls. flour, shake of salt, 2 tsp. butter, 2 Tbls. mozzarella cheese

DIRECTIONS: Butter a small casserole dish and add sliced apples. Sprinkle with lemon juice. combine all other ingredients in a small bowl and mix well. Add to apples and toss lightly. Bake for 25 minutes at 350 degrees.

NAVAJO FRY BREAD

INGREDIENTS: 4 cups flour, 1 Tbls. baking powder, 1 tsp. salt, 2 Tbls. powdered milk, 1 1/2 cups warm water, shortening for frying

DIRECTIONS: Measure all ingredients into a bowl. Mix until the dough is soft. Take a pinch of dough and form a small cake. Pull it back and forth until it is flat and round. melt shortening in a frying pan. Place the flat dough in the hot fat and brown on both sides. Navajo Fry Bread is good served with stew, jam, honey or soup.

BUNCH OF PEANUTS

INGREDIENTS: 8 oz. chocolate chips, 1/2 lb. roasted Spanish peanuts

DIRECTIONS: Melt chips. Remove from heat and add peanuts. Stir well. Drop by teaspoon onto wax paper and cool.

CARAMEL CORN BALLS

INGREDIENTS: 28 vanilla caramels, 2 Tbls. water, 10 cups popped popcorn

DIRECTIONS: Melt caramels with water over low heat (it is best to use a double boiler). Put popped popcorn in a large bowl and pour caramel sauce over. Toss. Coat hands with butter or oil and shape popcorn into balls.

CHEWY CHEWS

INGREDIENTS: 6 oz. butterscotch chips, 2 Tbls. peanut butter, 3 oz. chow mien noodles, 1/2 cup chopped peanuts

DIRECTIONS: Melt chips and peanut butter. Remove from heat and gently mix in rest of ingredients. Drop by teaspoon onto foil or wax paper. Wait until they harden before you chew.

SOFT PRETZELS

(Makes from 3 to 5 dozen, depending on size)

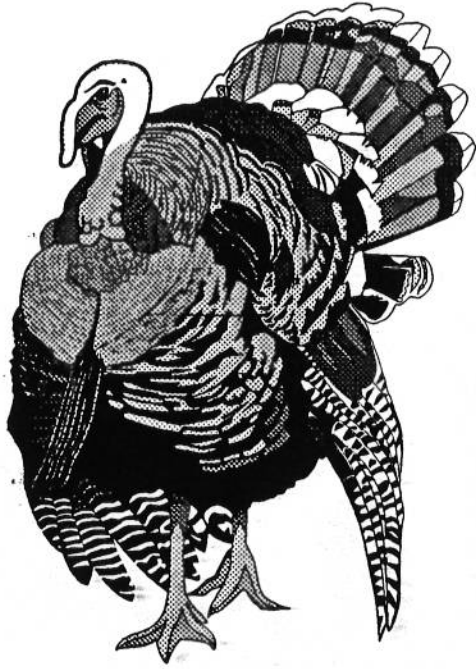
INGREDIENTS: 1 package yeast, 1 1/2 cups lukewarm water, 3/4 tsp. salt, 1 1/2 tsp. sugar, 4 cups flour, 1 egg, coarse salt.

DIRECTIONS: Soften yeast in water in a large bowl. Add 3/4 tsp. salt and sugar. Mix in flour and knead to make a soft, smooth dough. Do not let rise. Cut immediately into small pieces. Roll into pencil-thin ropes and twist into pretzel or other shapes. Place on a cookie sheet covered with foil and dusted with flour. Brush pretzels with egg and sprinkle with coarse salt. Bake at 400 degrees for about 15 minutes or until light brown.

MELT-IN-YOUR-MOUTH COOKIES

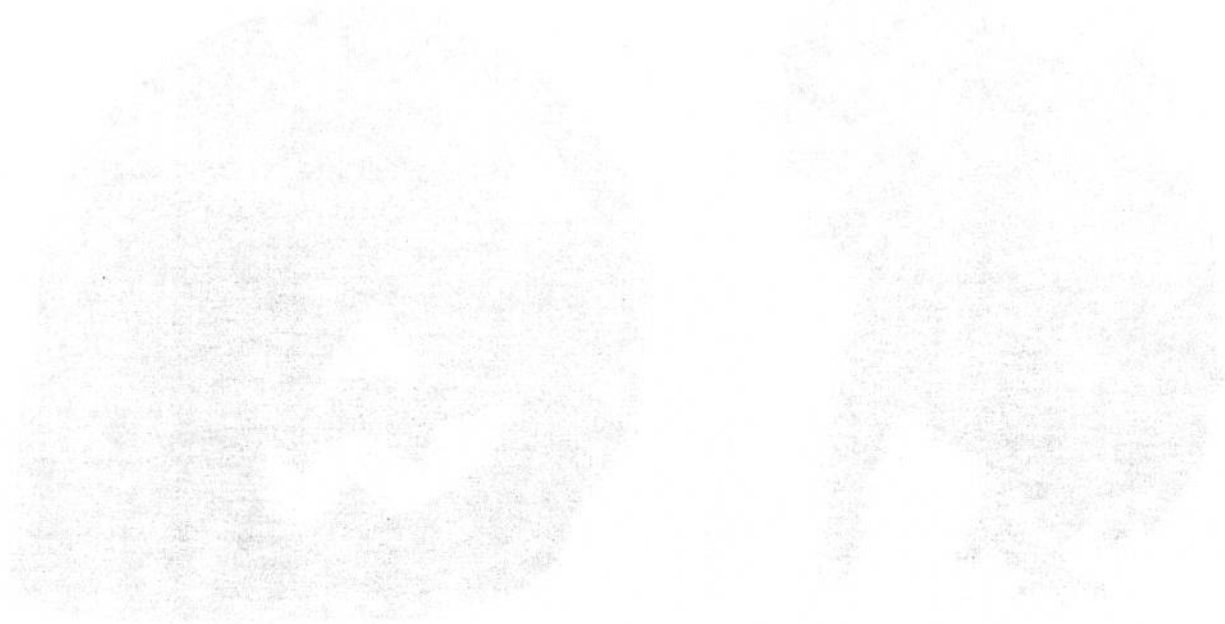
INGREDIENTS: 1/2 cup margarine, 1/2 cup packed brown sugar, 1/4 cup sugar, 1 egg, 1 teaspoon vanilla, 1 cup plus 2 Tbls. sifted flour, 1/2 tsp. baking soda, 1/2 tsp. salt, 1 cup M&Ms

DIRECTIONS: Cream margarine, sugars, egg, and vanilla. Measure and sift dry ingredients and mix with creamed mixture. Stir well. Add M&Ms and mix. Drop by teaspoon onto ungreased cookie sheet. Bake at 375 degrees for 10 to 12 minutes.

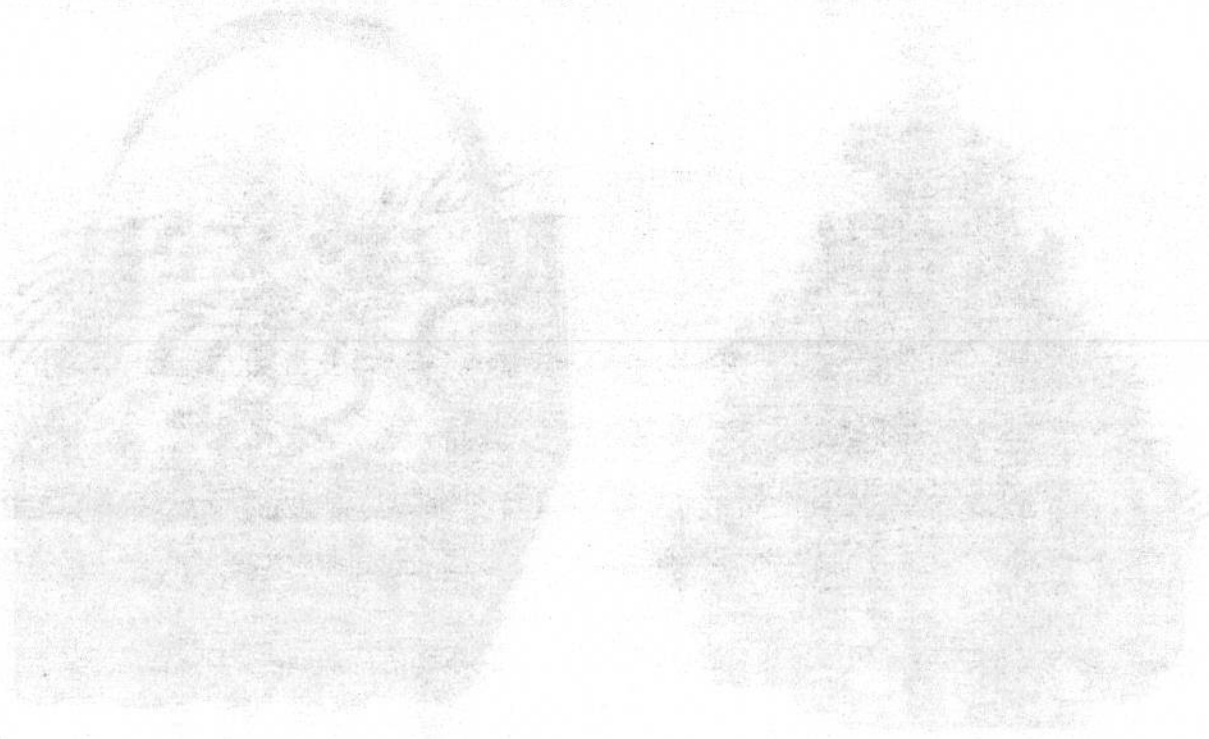


HOLIDAY CRAFTS





HOLIDAY
CRAFTS



CUB SCOUT CRAFTS

CRAFTS IN CUB SCOUTING

A fun filled part of your Cub Scouts' experience can be crafts. Crafts can be an opportunity for a creative outlet, a form of expression, a way to develop imagination, a way to learn a skill, and/or a way to build pride and confidence. Crafts can be used for a gift as well as for advancement.

SELECTING A PROJECT

Whenever possible, projects should result from the natural interest and desires of the boys. The aim of Cub Scouts is to suggest a program offering a wide variety of activities appealing to boys. Monthly themes provide opportunities for many kinds of craft activities, but, *crafts with a purpose*.

Help the boys select interesting and useful projects. Keep them boyish and simple. Whenever possible, have a sample. Avoid "Keep 'em busy" projects. Handicrafts are only one part of the Cub Scout program, so be sure that crafts do not take more than their share of the time. Remember variety will keep the boys coming back.

TEACHING A CRAFT

Everyone is different. Our backgrounds, abilities, knowledge of arts and crafts and related tools; even our reactions to drawing, directions and descriptions all may vary. Some people are visual learners, while others are audio learners. Some people need both audio and visual aids to learn. Consider your past experiences with your boys before undertaking any new craft project.

REMEMBER:

1. Make the craft yourself BEFORE you have the boys make it. This will help you determine if it is appropriate for your den. It will also allow you to "test" the project for possible errors in the directions. It also gives an excellent "visual aid" for the boys.
2. Have everything you need ready BEFORE the boys arrive.
3. Make sure your instructions are clear.
4. Get additional help from parents if needed.
5. Don't expect your boys to make the "perfect" project. Simply encourage each of them to "DO YOUR BEST".
6. Don't remake one of the boy's projects. Let the project be his original work of art. Remember that "One man's junk is another man's treasure". What may look unappealing to you may be "perfect" to the Scout.
7. Be supportive of each boy's attempt. Give help and guidance when needed, but don't "push" yourself on the boy that is having a good time on his own.
8. Show that you enjoy the project. The boys will not be enthusiastic if you lack enthusiasm.
9. Always have a "PLAN B" ready in case things don't go according to your plans.

VALENTINE HEART DECORATION

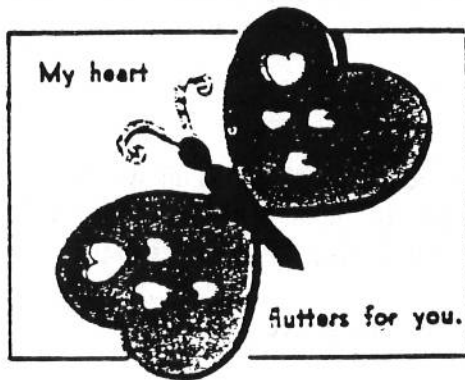
For this decoration, use any size hearts you like. A good size for this is 5-12" long and 6-1/2" wide. Cut six hearts from heavy paper or lightweight cardboard. Paint them red if using cardboard. To bend hearts in half, use a ruler, or lay the center of the heart on the edge of a table. Keeping the creased edges at the center, attach all six hearts by gluing touching halves together. Leave center creased edges unglued so you have an opening for string to go through for hanging. When dry, thread string, ribbon or decorative cord through center of heart. Attach a bow, flower, or butterfly to bottom of cord to keep it from pulling through. If you wish, decorate with paper doily cutouts.

VALENTINE TURTLE

Use wooden hearts to create this turtle. A large heart is the body. Use a smaller heart, painted red, for the head. Add eyes (either painted or wiggly eyes). Use four hearts that are smaller than the head for the legs. The legs are glued directly to the body. The head is attached to a pipe cleaner. The pipe cleaner is glued to the underside of the body heart leaving enough hanging past the body heart to create a neck. Leave the opposite end of the pipe cleaner hanging past the body heart to become the tail. Write a message on the body heart.

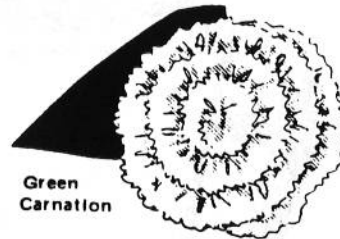
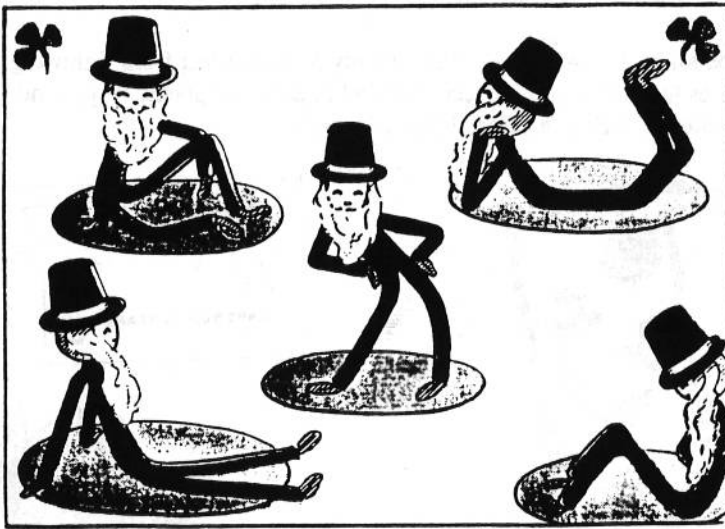
CLOTHESPIN BUTTERFLY

Use two 3-inch hearts for the wings. Paint these hearts red. Decorate with smaller hearts (painted white or pink). Glue tips of hearts inside a clothespin which has been painted black. Glue on white pipe cleaner feelers.



SHOELACE LEPRECHAUNS

For each figure, cut three pieces of shoelace, 5" long. Insert a 6" pipe cleaner into each piece, letting it extend about 1/2" at each end. For the body, place two covered pieces side by side; glue one end together for 2". Hold with paper clips until dry. The unglued portion becomes the legs and feet. Wrap a third pipe cleaner once around the shoulder area on the two glue pieces, making the arms. Bend the ends of the arms and legs back to form the hands and feet of the little leprechaun. Push a 1" Styrofoam ball in place for the head. Cut a paper hat, as shown. Roll the crown into a thimble shape and slide the paper brim down over the crown. Glue to hold; when dry, add a hatband. Glue the hat to the leprechaun's head and add pieces of long, wispy cotton for his hair and beard (or use angel's hair). Draw on smiling eyes and a tiny nose. Bend into position and glue to a heavy paper circle base. (Note: This pattern was created before colored straight chenille was popular. It would be much easier to just use green chenille, rather than covering pipe cleaners with shoelaces. The only advantage to using shoelaces is that they would become the leprechauns "suit" in contrast to his bare feet and hands.)



GREEN CARNATION

For each flower, cut a double sheet of green facial tissue in half, lengthwise. Place the two halves on top of each other. Tear off narrow strips along both edges (of both layers) of each half to give a feathery effect. Fanfold the stack of tissues into 1/2" folds (or narrower). pinch the folded strips together at the center and hold with fine wire, string, or thread. Gently separate all four layers of tissue, pulling them up toward the center to make the fluffy flower. Wear the flower on your lapel on St. Patrick's Day or make several for a centerpiece.

1996 SYCAMORE DISTRICT POW WOW

EASTER GRASS PICTURES

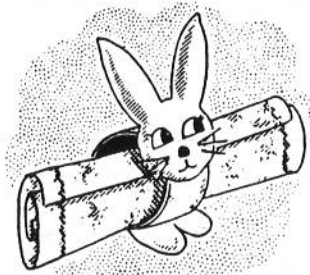
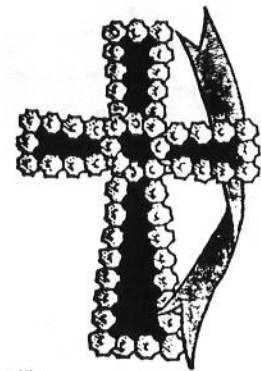
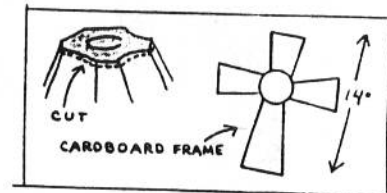
Glue clumps of Easter grass onto backgrounds to make pictures. Use meat trays, heavy cardboard, shoe box lids, etc. for backgrounds. An outline of the picture to be filled in with the grass may be either pre-drawn right on the background or cut out and pasted on the background. Another idea is to cut pictures from magazines and paste them onto backgrounds. Fill in trees, bushes, grass, and details with the Easter grass.

WALL CROSS

Cut a lightweight cardboard backing, shaping as shown, about 14" high. Using the bottoms of egg cartons, cut the egg cups as shown. Glue the egg cups around the edges of the cardboard, slightly overlapped. Glue on a circle of cups at the center. Hint: A dark color of poster board with pastel egg cups looks great!

EASTER NAPKIN RING

Use the plastic ring from a roll of tape for each napkin ring. Cut a bunny head and feet from lightweight cardboard. Color and drawn in features for the face. Glue feet and head in place on plastic ring. Add a little cotton ball tail to complete the bunny. Tuck in a colorful Easter napkin.



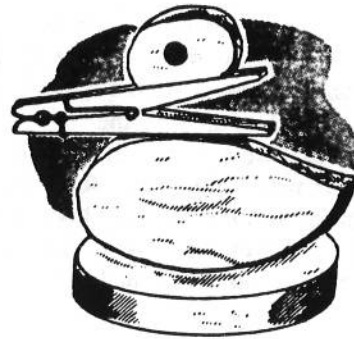
EGG CREATURES

These creatures are made with white blown eggs. To make a blown egg: take a hat pin or long straight pin and punch a hole at each end of the egg. Enlarge the holes by carefully moving the pin around with a circular motion. Put one end of the egg to your mouth and blow, over a bowl or cup. The egg will come out the lower hole. Use the yolk and white for scrambled eggs. Let the empty shell stand and dry before using. Handle with care. The shell is brittle and will crack easily. **Skunk:** Glue paper tail and ears to egg. Paint black with white stripe. **Raccoon:** Make tail from tissue paper, bunched up. Add paper ears. Draw face on egg with felt tip pen. **Beaver:** Make tail from stiff cardboard and glue to egg. Glue on ears made of paper. Paint on face. **Bird:** Tape or glue paper wings, tail, and beak to blown egg. Paint on eyes. Tape string to top of back and hang.



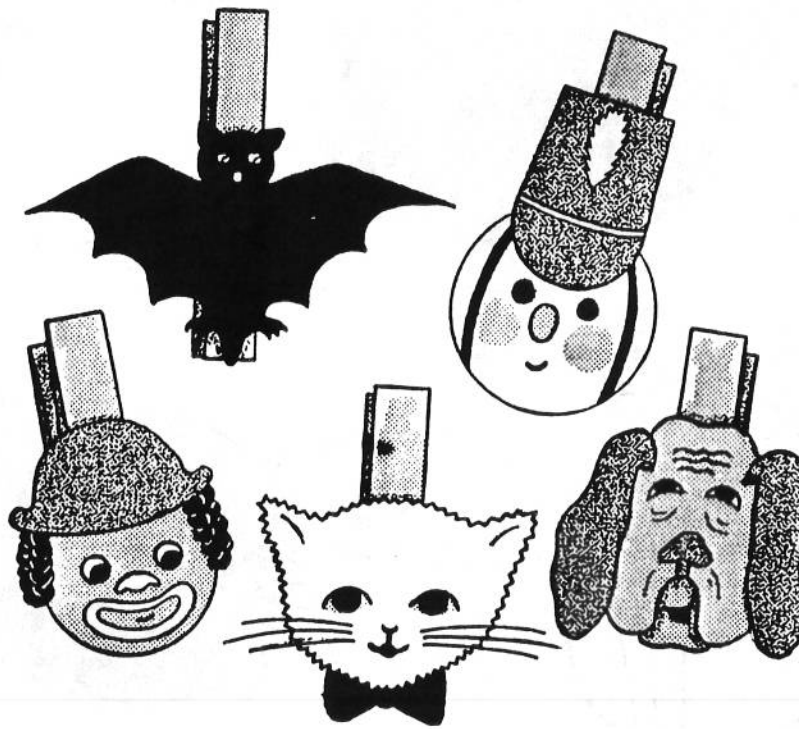
DUCK NOTE HOLDER FOR MOTHER'S DAY

A circle or square forms the base on which the oval-shaped body, painted white, is glued. The clothespin "bill", painted yellow, is glued to the body, and a small circle head, painted white, is then glued to the clothespin. Black thumbtack eyes are added, and this little duckling is ready to "snap to".



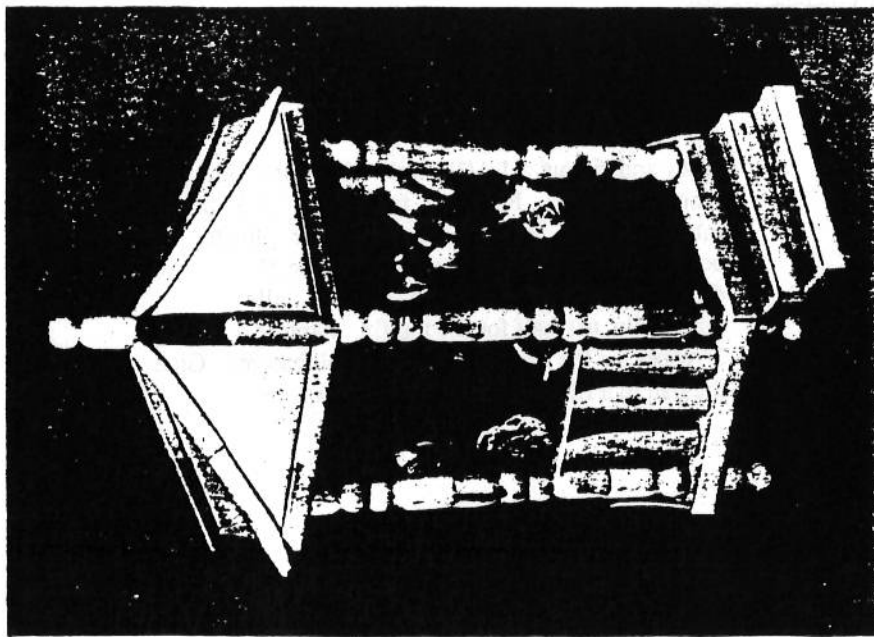
ANIMATED CLIPS FOR MOM'S NOTES

Dress up a clip clothespin with felt to make an appealing character or animal. Cut felt designs, double thick, and glue the two together. Draw the features on with a ball-point pen or markers (or add with felt). Use yarn for the clowns' hair, beads for the bat's eyes, and glue-stiffened thread for the cat's whiskers. Glue a magnetic strip to one prong of the clip clothespin and the character to the other clip.



BATH SALTS FOR MOM

Measure 1/4 cup Epsom salt and 7 drops food color (any color you like) into a large jar. Screw the lid on tight. Shake the jar to spread the color. Pour bath salts into a small jar. Make two different colors of bath salts and layer them in your prettiest jar! When you take a bath, add a big pinch of salts to the water. Bath salts may make the tub slippery. Be careful.

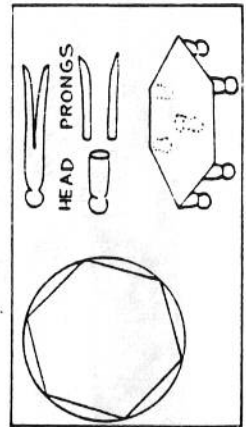


Gazebo Planter

This rustic, summerhouse planter is a bright reminder of sunny, lazy days. This gazebo will brighten your home or make a sparkling centerpiece.

Made mainly with clothespins and popsicle sticks, the gazebo can be painted, stained or varnished. Use acrylic or rubber base paint on any parts made from plastic foam trays. For a truly rustic effect, leave wood parts as they are. For gluing, use plastic or wood glue, depending on what you're gluing.

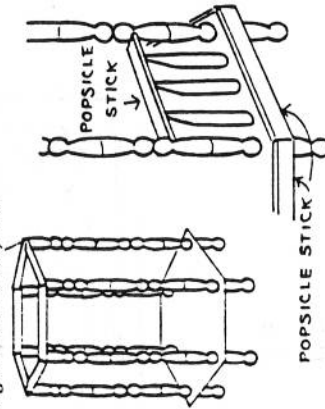
Cut the base from a plastic foam tray or balsa wood. To make the base, set



one. Draw straight lines between markings, making a six-sided figure. Cut out the hexagon. Paint this base, if you want.

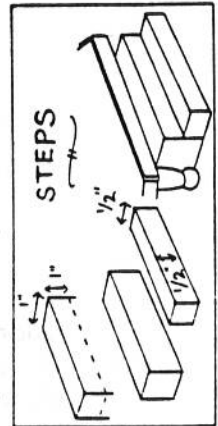
You'll need 38 wooden clothespins; saw each clothespin so you have a head section and two prongs. Sand all rough edges on the pieces. Take six head sections and glue them under the points of the base for legs. Glue another head section under the center.

For each post, stack and glue five heads together, as shown, and glue to a point on the base. On top of the posts, glue popsicle sticks that have been cut to fit. Glue pieces of sticks around the edge of the base, too.



For a railing around the gazebo (leaving front section open), use the prongs from the clothespins. In each section of the gazebo, glue three prongs with cut ends down. Cut and glue a popsicle stick to fit across the top.

For steps at the front of the gazebo, cut a small box to 1" high and 1" deep and long enough to fit between the legs. Cut another box the same length, but 1/2" wide and 1/2" deep, for the lower step. Glue the steps together and then



under the front of the base of the gazebo. Cover the steps with pieces of popsicle sticks, glued in place.

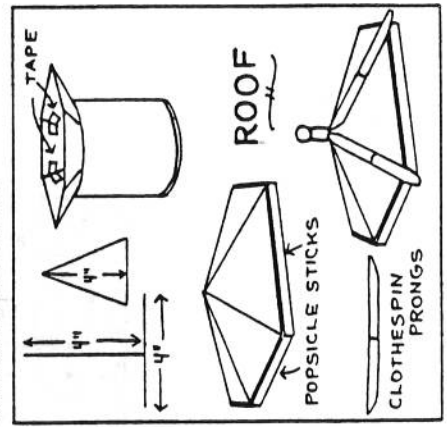
For the slanted, six-sided roof on the gazebo, make a paper pattern of a triangle. To make the pattern, draw a 4" line for a base. Draw a 4" perpendicular line in the center. Draw lines from ends of base to the top to make sides of the triangle.

Using this pattern, cut 6 pieces from foam trays or balsa wood. Glue the sides of the 6 triangles together into a wide cone, trimming edges on underside of pieces for smooth fit. Use masking tape to hold the pieces together while the glue dries. To let dry thoroughly, invert and place the roof in a large bowl or open can.

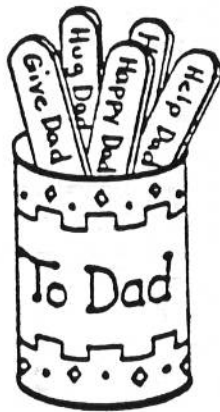
To decorate the roof, glue pieces of popsicle sticks around the edge. Glue a head section in the center. For added decoration and to cover each seam on the roof, glue the cut ends of two clothespin prongs together. Glue the joined prongs to the seams.

Place the removable roof on top of the posts of the gazebo. Paint, stain or varnish the gazebo, if you want.

Place real or artificial plants inside the gazebo. For a flowerpot to hold the plants, use a round margarine tub or other similar container.



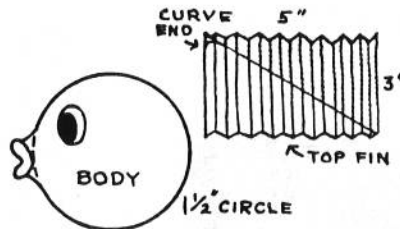
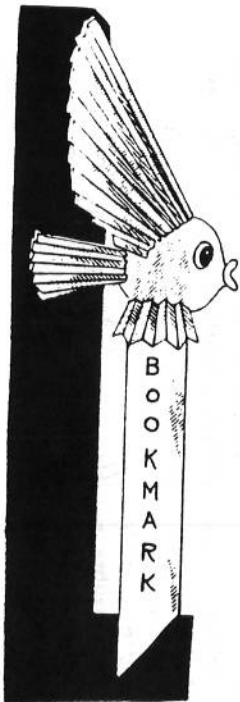
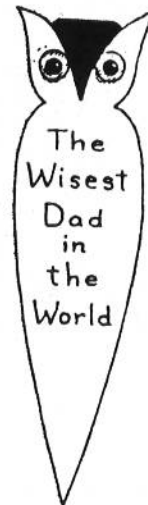
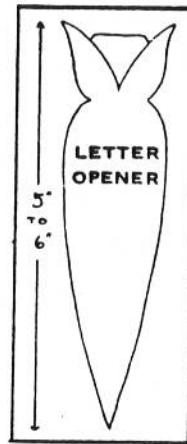
I.O.U. D-A-D



Cover an empty can with a scrap piece of wallpaper, contact paper, or fabric. On a narrow strip of paper, write "I.O.U. Dad". Glue the paper around the can. On each craft stick, write an I.O.U., such as "Bring Dad the paper", "Take out the trash", "Give Dad a hug", etc. Place the sticks in the can. Give to Dad on Father's Day.

OWL LETTER OPENER

This little owl is a letter opener that tells Dad what you think of him. To make the owl, cut the flat side of a plastic bottle in the shape shown. With permanent felt markers, draw eyes and fill in the solid beak area. Also, add your message. Attach moving eyes with epoxy glue.

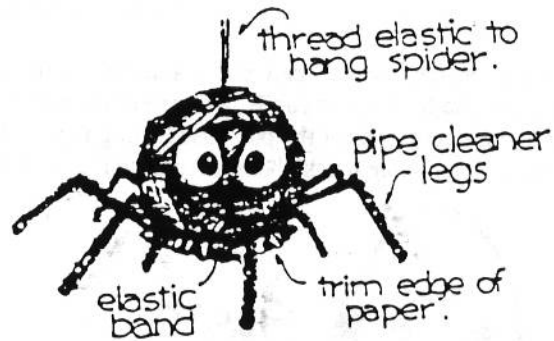


DAD'S BOOKMARK

Draw and cut out a 1-1/2" circle with a protruding mouth, as shown. For a tail, fanfold a 1" X 3" paper into 1/4" pleats. Pinch one end together; glue to body. Fanfold a 3" X 5" paper along the 3" dimension, making 1/4" pleats. Cut in half diagonally; use half for the top fin. Fanfold a 1/2" X 3" paper for the lower fin. Add facial features. Glue the fish to a ribbon or heavy paper strip.

HALLOWEEN BUCKET

Paint a gallon milk container orange (if necessary, add a bit of dishwashing liquid to the paint to make it stick). About 2 inches from the top, cut a circle around the jug. Remove the top. Glue felt features on the outside of the jug, or draw a face with markers.

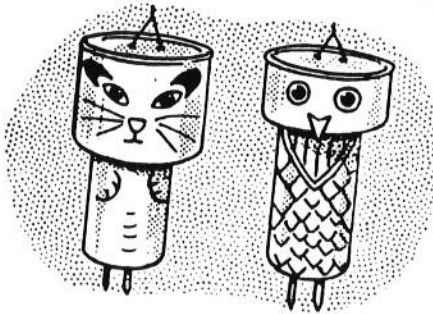


SPIDER

Crumple newspaper into a golf-ball size and cover with black crepe paper. Fasten bottom with a rubber band. Glue black chenille to bottom of ball for legs. For eyes, use red crepe paper dots or wiggly eyes. Attach a piece of thread elastic to top to hang spider.

OWL AND PUSSY CAT BELLS

For the bodies, use two cans 3-3/4" deep and 2" in diameter. For the owl's head, use a can about 1" deep and 2-1/2" in diameter. (Tuna can would do nicely.) For the cat's head, use a can 2-1/2" deep and 2-3/4" in diameter. You will also need two small metal lids, 4 nails, 3-1/2" long, a drinking straw, string and paint. Remove one end of each can. Punch 2 corresponding holes 1/2" apart in the end of each can and in the two metal lids. Paint the cans and the nails white and let dry. Add body and facial features of owl and cat in contrasting colors. To assemble each bell, cut straw in 2" pieces. Tie one end of a 12" piece of string around head of one of the nails; thread a 2" straw section on string and pass string up through one hole of body can. Add another straw section, then the metal lid, a straw section, and finally the head can. Repeat procedure to string the second nail into the second set of holes in can. Tie string together tightly at the top and hang. (The straw sections will help to reduce the possibility of the string tangling.)

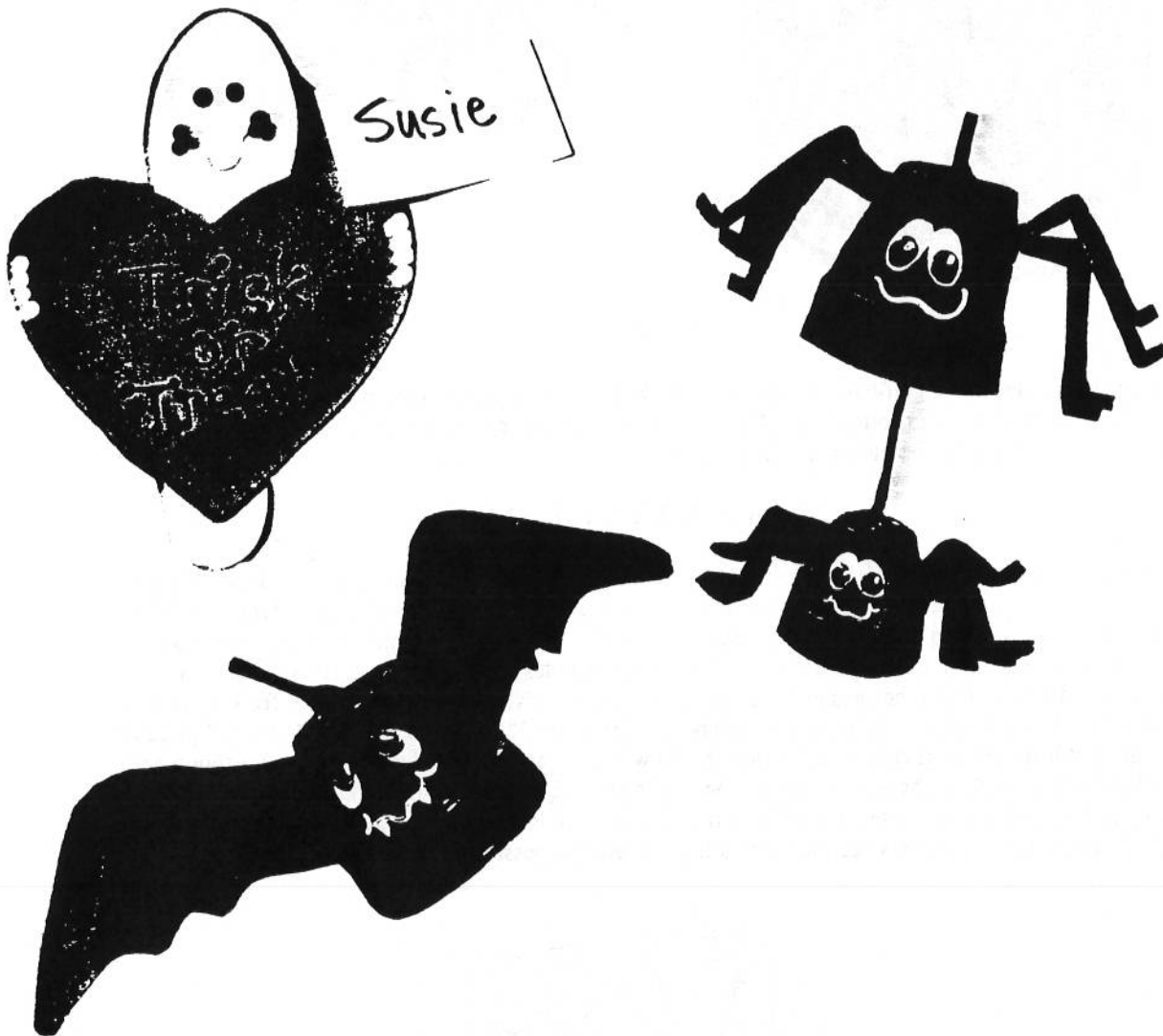


WOOD HEART MAGNET

This little decoration can be a magnet, a pin, or a quick party favor. You can easily change it for other holidays by switching colors and saying. For Halloween, paint a wooden heart orange. Add "fingers" in white. Add saying with black. The wooden ice cream spoon is painted white. Add black eyes and a pink mouth. Note: It may take several coats of paint to adequately cover the wood. glue heart to spoon. Attach a magnet or pin to the back.

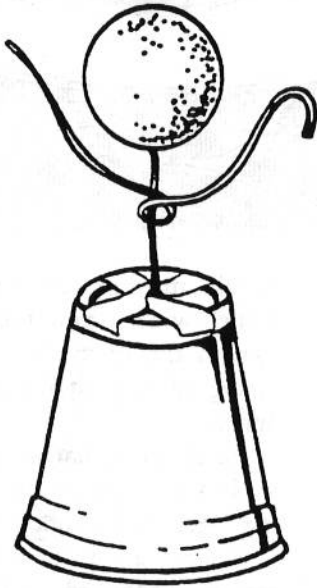
CLAY POT BAT OR SPIDER

To make the bat, use a 2" clay pot. Paint it black using acrylic paint. Paint on white eyes and mouth. The eyes also have black pupils with green outlines. Cut wings from heavy black posterboard and hot glue them to the sides of the pot. Use fishing wire and black cord to hang bat. The spider is made about the same way. Glue black chenille stems to the sides for the legs. Use 2-1/2" or 2" pots for the spider.



CHEESECLOTH GHOST

1. Poke a hole in the middle of an inverted 16 oz. Solo cup. Insert a 8" length of sturdy wire (tape into place).
2. Push a 2 1/2" Styrofoam ball down onto exposed wire. (See diagram below.)
3. Bend a 12" wire around the body wire to form arms and hands. Brace it with tape if necessary.
4. Drape figure with Saran Wrap and place on covered work area.
5. Fold a 22" piece of double thickness cheese cloth into quarters.
6. Dip cheese cloth into Stiffy (available at Michaels') until saturated. Squeeze out extra liquid with finger tips.
7. Carefully unfold cheese cloth and drape over figure. Caution: leave neck wide enough for Styrofoam ball to slide through when figure dries.
8. Cut eyes and mouth from felt and glue to face.
9. Let dry in place overnight. Remove from mold.



CAT CANDY DISH

Cut a plastic detergent bottle, as shown, leaving the back 3" high. With a sharp knife, cut out eyes, mouth and nose. Cut whiskers and tail from plastic; cut slits to attach to body.



A WISHBONE INDIAN AND HIS CANOE

By MARGARET B. GRADY

Materials: three chicken wishbones, several colors of crepe paper or tissue paper, a piece of pipe cleaner, glue, two toothpicks, some brown thread or string, and waxed cardboard from a milk carton.

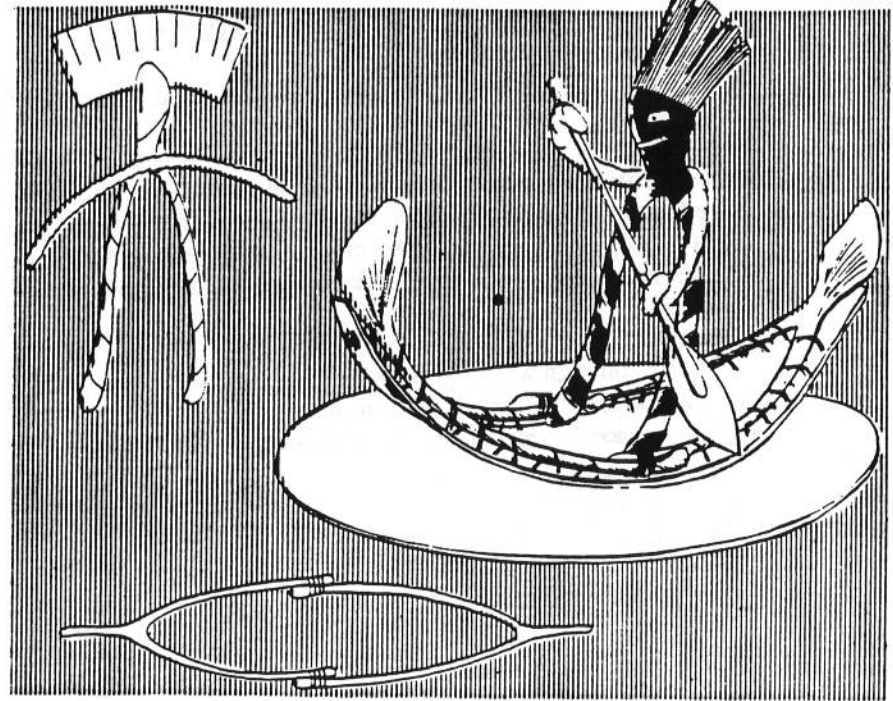
Cover one of the wishbones with red crepe paper. This will be the Indian. Wind $\frac{1}{2}$ -inch strips tightly around the wishbone, gluing lightly in a few places to hold. Then wind a narrow strip of yellow crepe paper around each prong $\frac{1}{4}$ inch apart, as shown.

The Indian's war bonnet is made from a piece of crepe paper 1 by 2 inches. Fold it in half. Along one side, cut a fringe to form the feathers. Glue this around the top of the head.

Cut out two dots of yellow paper for eyes, and a small narrow strip for the mouth, and paste onto the face just under the war bonnet.

The Indian's arms are made from a 3-inch piece of pipe cleaner. Glue the center of it to the back at the place where the legs are joined. When the glue is dry, crook the arms and hands to hold the paddle.

The paddle is made by gluing



the ends of two toothpicks together. Cut a paddle blade out of stiff paper and glue it to the end of one toothpick. Color the paddle with crayon or water color.

To make the canoe frame, glue the prong ends of two wishbones together, and bind with heavy brown thread or string. Use the waxed cardboard of a milk carton for the canoe bottom. Trace around the canoe frame with a

pencil, making the outline about $\frac{1}{4}$ inch wider. Sew the canoe bottom to the frame with thread or string, taking stitches about $\frac{1}{2}$ inch apart.

Press the Indian's legs together a bit and place in the canoe with the legs braced against the sides.

Cut out a 4-inch circle of milk-carton cardboard and place it under the canoe before launching it across the water.



A GOOD-LUCK PIN

Make a good-luck pin from a chicken or turkey wishbone. Scrub it clean and let it dry for a day or two.

Cover the bone with narrow ribbon of any desired color. Start by putting a dab of glue or cement on each side of the flattened part at the end of one prong. Cover the end with a loop of ribbon, then wind the ribbon up the bone toward the top.

Put a bit of glue on the bone every little way to keep the ribbon from slipping. Wind it evenly, lapping one turn slightly over the last, to the top. Cut off the ribbon

By DOROTHY TOOKER

and glue the end to the bone.

Cover the other side the same way. End by looping the ribbon over the top and winding several turns of ribbon over the loop to hold it in place. Cut off the ribbon, turn the end under, and fasten it with a few stitches.

On the back of the wishbone, under the last few turns of ribbon, fasten a tiny safety pin.

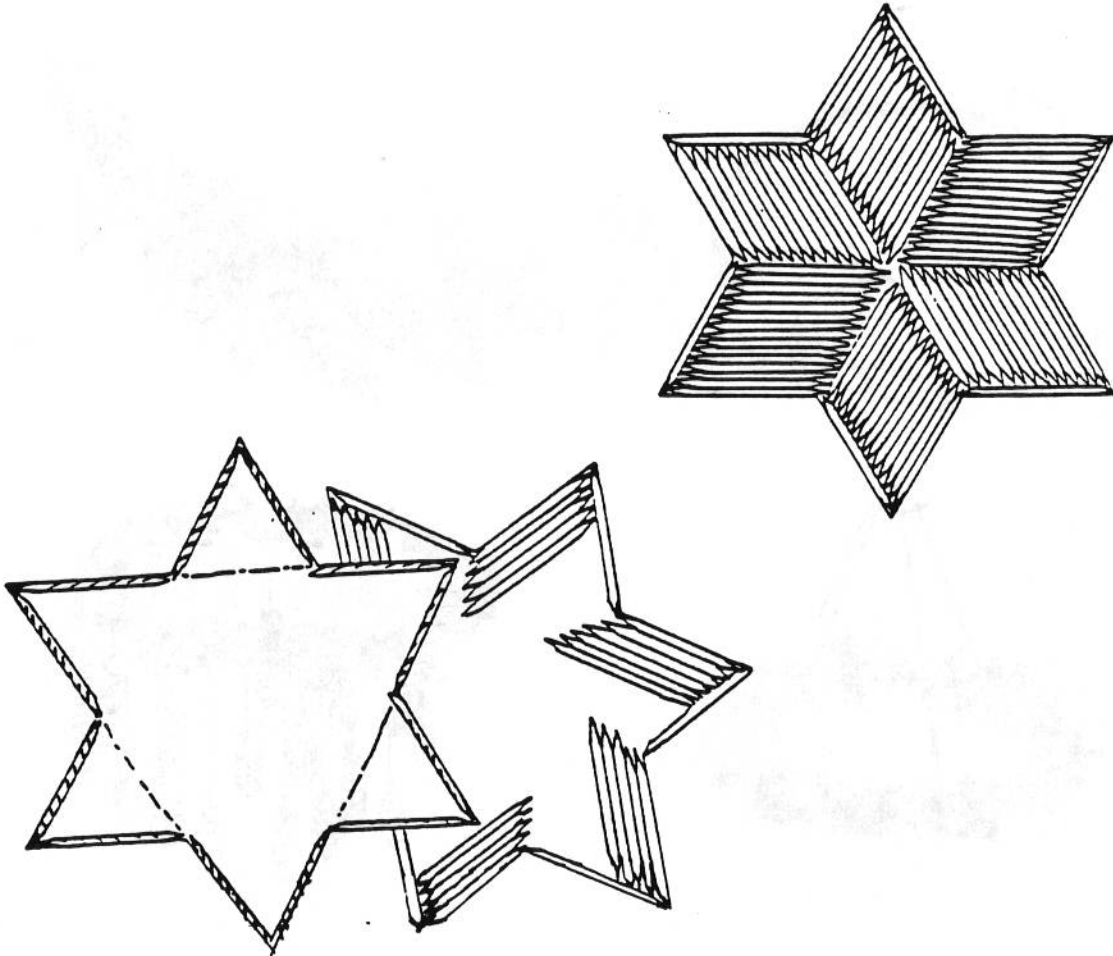
Also try covering a wishbone with enamel or metallic paint. Sandpaper the rough places first. Finish with a bow of narrow ribbon, with a tiny safety pin at the back.

TOOTHPICK STAR OF DAVID

This Hanukkah decoration can be set on a table or hung up with tape.

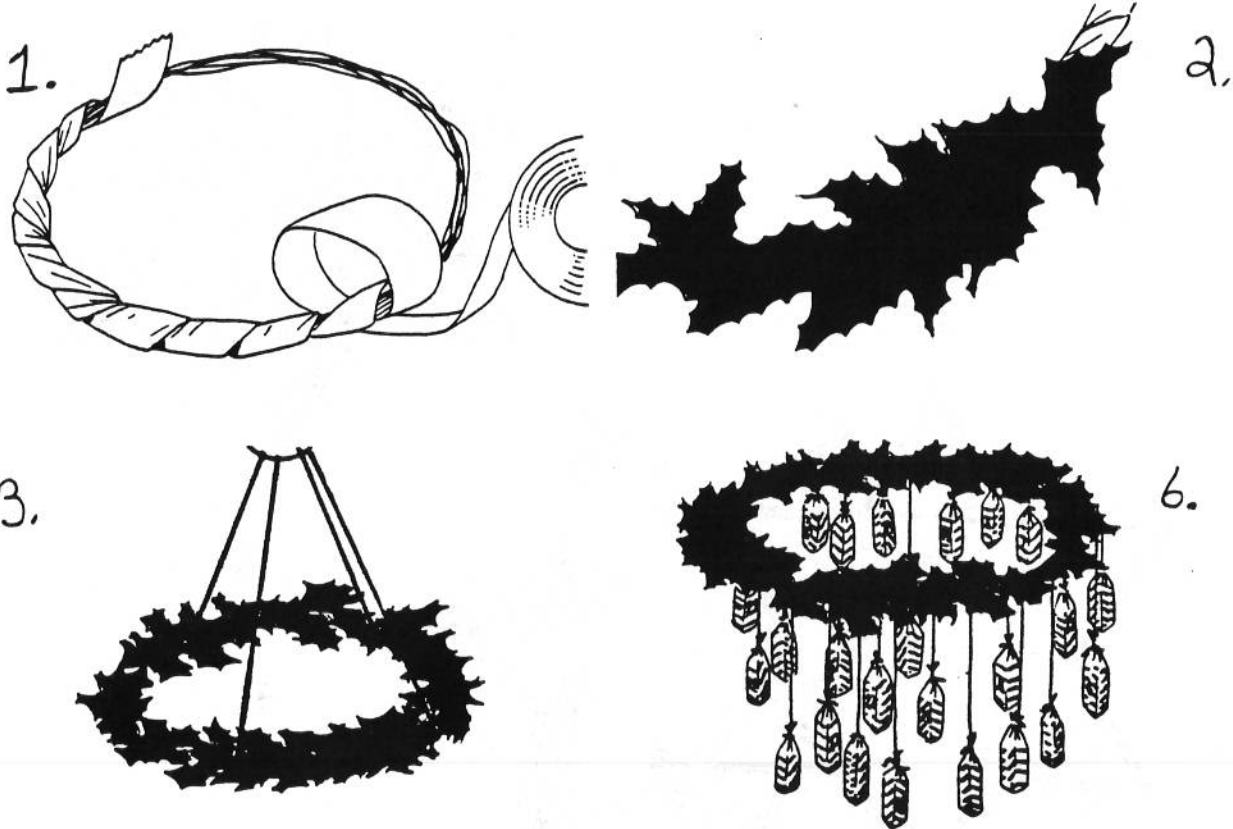
1. Use a ruler to draw two triangles onto poster board. Each side of the triangle should be 8 inches.
2. Cut out the triangles. Turn one triangle upside down on top of the other to make a star shape.
3. Glue in place so that the side of each star point is as long as one toothpick. In other words, use a toothpick as a measuring tool to make sure the triangles are in the right position before gluing them together.
4. Outline the star with glue. Line up a single row of toothpicks around the edges. Spread glue on the star and line up toothpicks along one side of each star point.
5. When the star is filled with toothpicks, lay a heavy book on it to keep it flat. Let it dry.
6. The star can be stained by rubbing with a little brown shoe polish on a soft cloth, or it can be painted blue with model paint.

Note: This star takes approximately 148 round toothpicks to complete. For best results, work around the star rather than doing each side completely (see below for how to glue on toothpicks).



ADVENT CALENDAR

1. Using 2 lengths of heavy wire (40 inches in length), form a circle 12 inches in diameter. Bind together with green sticky tape.
2. Cut sprays of evergreen leaves into 6 inch lengths. Bind them onto the frame, using button thread to hold them in place. Lay the sprays in one direction and overlap each group of leaves a little as you work around the circle.
3. Cut 1 inch wide red ribbon into four equal lengths (each 3 foot long). Space them evenly, tying one end of each ribbon securely to the wreath and gather the four free ends together to make a knot. If you can hang the wreath up now, it will be easier to work on.
4. Wrap a small toy or sweets in bright paper. Leave one end of the wrapping paper free and tie it with 1/4" wide red ribbon. Leave enough ribbon to attach the package to the wreath. You will need 24 different packages.
5. Number the packages 1 - 24 using adhesive stickers.
6. Tie the packages all around the wreath so that they hang at different heights. Any ribbon left over can be made into a bow to decorate the hanging knot.



CHRISTMAS WREATH #1

Cut half-gallon bottles into 1" rings. Tie seven rings together, with cutouts from Christmas cards in each. Trim with cotton, glitter, beads and bows. (See illustration 1.)

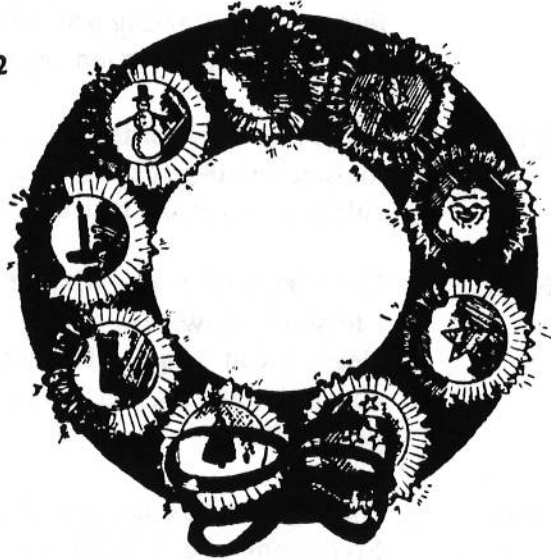
CHRISTMAS WREATH #2

Remove the center from a dinner size paper plate. Glue ruffly paper backing cups around the remaining rim. Glue Christmas sticker, Christmas balls, cut outs from Christmas cards, etc. in the center of each cup. Paint the edges of the ruffles with glue and sprinkle with glitter. Add a ribbon bow. (See illustration 2.)

#1



#2



CHRISTMAS ANGEL

Remove the bottom from a plastic parfait glass. The bottom of the glass then becomes the angel's neck. Glue colored angel hair inside of the glass to add color (although white angel hair is really pretty, too!). Glue glitter hair and features to a styrofoam ball; then glue head in place. Add a halo made from glittery chenille (or other such material). Cut white cardboard wings and edge with glitter. Glue to the back of the angel.



PINE CONE CHRISTMAS DECORATIONS

GARLAND: Spray small pine cones with gold or silver metallic paint. Tie them along a length of gold or silver metallic cord, about six inches apart. Hang in doorway or drape on Christmas tree.

BALL ORNAMENT: Use a medium size Styrofoam ball for the base. Scoop out small holes at regular intervals and insert tiny pine cones about 1-1/2" long. Glue cones in place. Add a bow on the bottom and a hanger at the top.

FLYING ANGEL: Glue a Styrofoam ball head to a cone. Add yarn for hair and add features with marking pen. Glue on a pipe cleaner for a halo. Cut wings from foil or construction paper. Attach hanging cord to center of cone.

REINDEER: Use a pine cone for the body and smaller cones for legs, neck and head. Fit the smaller cones between the scales on the body cone and glue in place. Add paper ears and pipe cleaner antlers. Use tiny beads for eyes and nose.

ANGEL: Use a large pine cone with the tips painted white or spray with white Christmas snow. The head is a small Styrofoam ball. Make halo from pipe cleaner. Cut wings and song book from construction paper and outline with gold marking pen. Draw on features with marking pen. Hair is yellow yarn.

TREE: Use a giant size pine cone. Spray paint desired color. Set in small Styrofoam base. Load it with tiny decorations, such as bits of old jewelry, beads, sequins, charms, etc.

CHRISTMAS CORSAGE: Spray three small pine cones white. Wire around the base of each cone, leaving about 3" of wire. Twist wires together and cover with green florist tape. Add green net, holly, and join together with a colorful ribbon bow.

CANDLESTICK HOLDER #1: Cut away the narrower part of a large pine cone, leaving a flat top. Glue on a small metal candle holder. Paint cone or leave it natural color and touch ends of cone with glue and glitter.

CANDLESTICK HOLDER #2: Cut a 4" diameter circle from heavy cardboard. In the center of each, glue a small metal candleholder. Cover cardboard with tiny pine cones glued in place. The cones can be sprayed gold before gluing if desired.

SNOWSTORM JAR

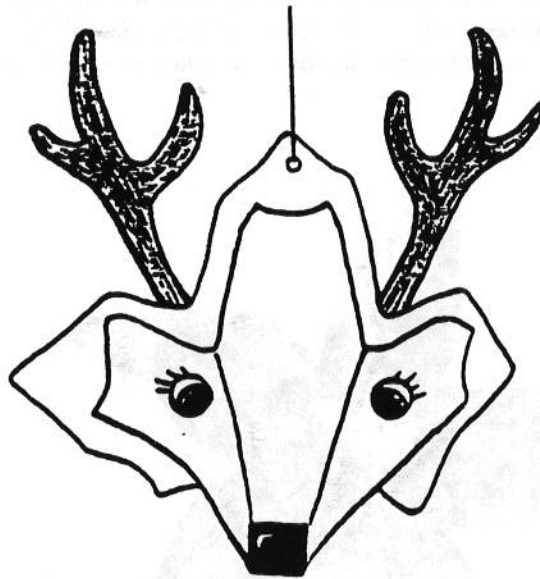
Use a small jar with a screw-on lid, such as a baby food jar. With waterproof cement, glue a small figure, such as a reindeer, Santa, or snowman (plastic or china) inside the bottom of the jar lid. Let glue dry. Fill the jar with water. Add two teaspoons of mica snow or moth flakes to the water. Apply waterproof cement (or chalking) thoroughly around the rim of the jar. Screw lid on tightly. Let dry completely before turning up-side-down. Jars made a few weeks in advance allow the snow to settle rather than float.

HEART REINDEER

Paint three hearts, including edges, brown. Let dry. Place wax paper on work surface. With heart head pointed up, glue pom pom nose to center bottom. Glue eyes just above and to each side of nose. Refer to the photo to glue two hearts for antlers to head with points touching at center. Let dry. Add ribbon bow. Attach a magnet or pin to back or add a loop made from ribbon to make a hanging ornament.

EGG CARTON RUDOLPH ORNAMENT

Cut out a cone from an egg carton. The cone is the portion between four cups (on the inside of the carton). Paint on eyes, nose, and mouth. Make antlers out of cardboard, chenille, or sticks. Glue in place. Hang with string.



RED-NOSED REINDEER

Paint two large cardboard, cone-shaped spools brown. For the head, cut 1/2" off the end of one cone and glue on a small red Christmas ball nose. Cut a hole in the side of the same spool, midway, and insert the small end of the body spool. Glue on eyes cut from black felt or paper. Add gold braid and a tiny bell around his neck. Glue a narrow cotton ring around the base. Paint suitably branched twigs white and insert in the head cone for antlers. If you wish, add a bit of evergreen for added color.



MILKWEED POD POINSETTIA

Thread five dried milkweed pods onto florist's wire. Run the wire through the wide ends of the pods and then pull the ends of the wire together until the pods radiate out from the wire in a circle. Next, twist the ends of the wire together and cut off any excess wire. With spray paint, coat both sides of your "star-flower" with red enamel. Since the dried pods are very absorbent, two coats of enamel are usually necessary. When the enameled flower is dry, cut yellow wool or yellow pipe cleaners into varying lengths from 1/2" to 1-1/4". Glue these into the center of the flower, tipping a few of them with white enamel. Use these milkweed pod poinsettias combined with greens for centerpieces or door designs.



FIR-CONE ANGEL

You will need:

- a hazelnut
- a pine cone

- glue
- gold crochet thread
- scissors

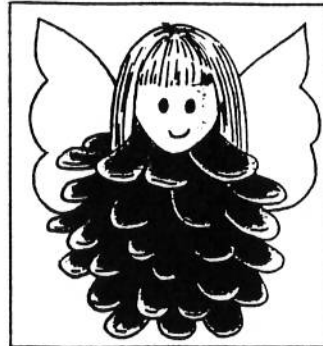
- enamel paint for features
- stiff gold paper or card
- needle and fine thread



1 Glue the hazelnut to the flat underside of the pine cone to make the angel's head. Let the glue dry completely.



2 To make the hair, cut several strands of gold thread about 2 in. in length. Tie together 1/2 in. from one end. Glue to the top and back of the head, bringing the short ends forward to make a fringe.

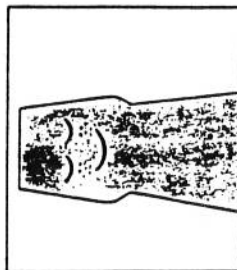


3 Paint on a face using the enamel paint. Draw a pair of wings about 2 1/2 in. across onto gold card. Cut out and glue in place at the center of the angel's back. Sew a fine thread through the hair at the top to make a loop for hanging.

CLOTHES-PEG ANGEL

You will need:

- an old-fashioned (dolly) clothes peg
- colored pens



1 Using colored pens, draw a face on the head of the peg.

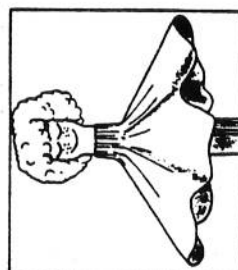
- compass
- white tissue paper
- scissors
- glue



2 Using your compass, draw a circle 6 in. in diameter on a double thickness of tissue paper. Cut out. Fold into four and cut across the tip to make a small hole in the center for the peg to go through.

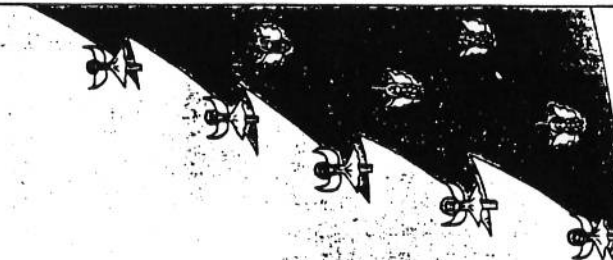


4 Cut out the wings from foil and glue to the back of the angel. Add a scrap of tinsel for a halo.



3 Attach one circle of paper at a time. Glue the edge of the center hole to the neck of the peg, gathering all around. Add cotton for hair.

- cotton
- gold or silver craft foil
- tinsel



Make several angels and hang them all over the Christmas tree. A pretty alternative is to make them from different-colored tissue or from lace doilies and to cut their wings from sequin waste.



