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BOY SCOUTS OF AMERICA

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February 1, 1998

Dear Cub Scout Leader:

Welcome to the 1998 Northwest Suburban Council Cub Scout Leader Pow Wow event. Today is a special day for you and hundreds of other leaders who have made the commitment to attend the Pow Wow. This training experience will prove to be exciting and fun! It will also provide you with numerous ideas and skills to enable you to offer the best program possible to the Cub Scouts of whom you have made a commitment to serve.

Your willingness to share your time, talents, resources, and energy to a program designed to reach out to families and boys in the areas of character development, citizenship, and personal fitness is most commendable. You've joined a great movement.

In a recent research study commissioned by the Boy Scouts of America titled *"The Values of Men and Boys in America"*, Louis Harris and Associates concludes that providing positive role models is the foundation for the future. You are that special role model that will forever remain in the hearts of the youth under your leadership.

Thank you for your leadership and for your participation in this Pow Wow. Our council stands ready to support you in all of your Scouting needs. We are family!

Sincerely,

William F. Fisher
Scout Executive

Feb 1st, 1998

Dear Scouters,

It's been a pleasure to Chair this Pow Wow, to see it grow, develop and come together over the last 12 months. There are so many people that have given their time & energy to bring this event to you. Not because they had nothing better to do, but to create an environment where you can learn and hone those skills necessary to bring a quality program to the boys in your charge. To them, I say Thank You, to you, I hope you enjoy the day and learn.

Please take the time to fill out any evaluation form you receive and turn it in. This will help us in making the next event even better.

Yours in Scouting,

Dave Deutsch

Chairman, 1998 Cub Leader Pow Wow

Welcome to the Jungle

My fellow travelers I can but hope that this guide is of assistance to you on your trek through the Cub Scout Jungle. I know that it can seem like an arduous task at times. With a spirit of KISMIF and the lessons you learn from both this book and your classes it can be done.

Remember some of the best resources are the people that sit around you.

The production of this Book took the efforts of many people I would like to thank the following:

My able staff

Chris Geraghty

Patty Politis

Contributors:

Gail Walton

Patti Mikes

Wayne Solver

Bob Cohn

Bob Walton

Denise Netzel

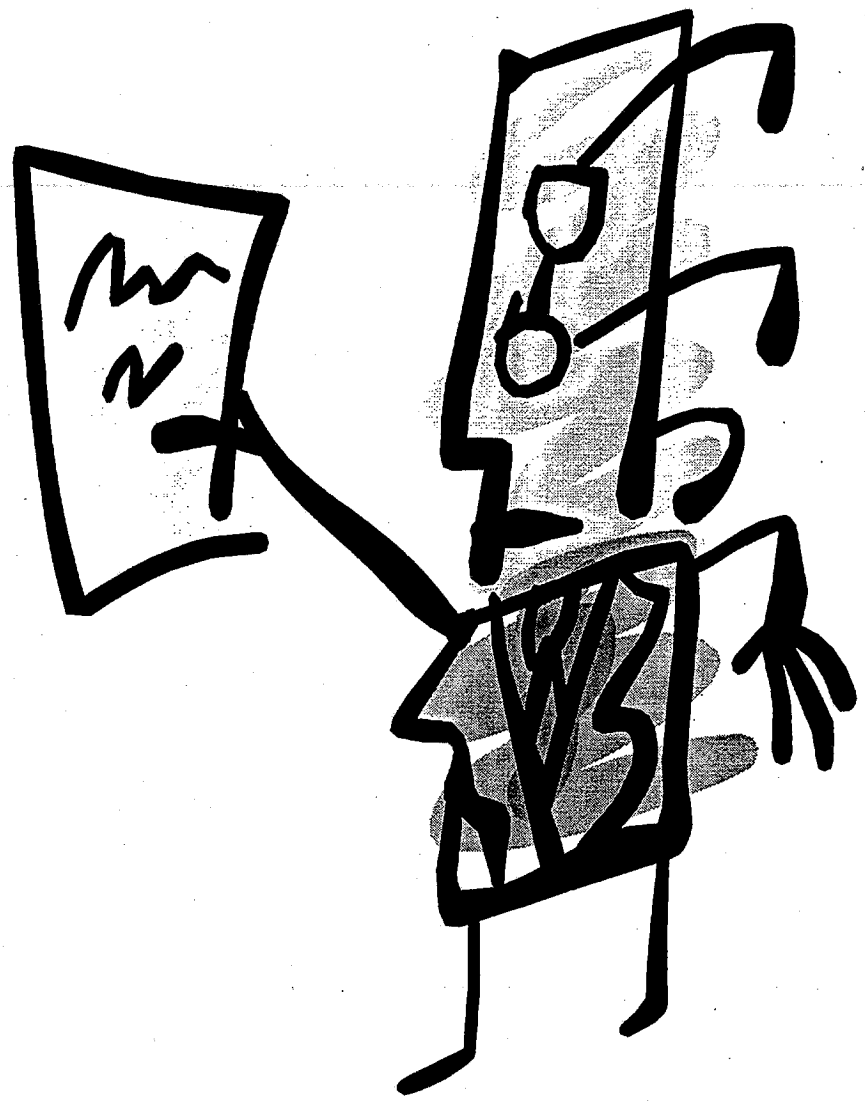
If I have forgotten anyone please forgive me .

Last but not least my fearless leader Dave Deutsch.

In His Service

Brad Compton

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A Taps Closing Ceremony

TAPS - The Bugle Call

"TAPS" is the most beautiful bugle call. Played slowly and softly, it has a smooth, tender, and touching character. It rolls down the curtains on the day or upon life whenever it is played or sung. The origin of the bugle call TAPS in its present form is generally attributed to Major General Daniel Butterfield who commanded a brigade in the Army of the Potomac during the Peninsular Campaign of 1862. After a particularly hard fighting day as the weary troops settled down for the night along the James River near Richmond Virginia, the bugler sounded "Extinguish Lights" or what is more commonly called "Lights Out". On this night Butterfield felt that this bugle call was not as smooth, melodious, and musical as it should be. He felt that the day's final call should bring comfort and peace to tired troubled men. With the help of his bugler, Oliver W. Norton, Butterfield composed the music to what we know today as TAPS. Later in the Peninsular Campaign a funeral was being held during a lull in the fighting. The bugler was ordered to play TAPS in place of the three volleys usually used to render the final honors to a deceased comrade. This was done because it was feared that rifle fire might cause the enemy to renew their attack. The playing of TAPS was eventually written into Army regulations as a part of the honors to be paid at a military funeral.

While there are no official words to the bugle call itself, the commonly used lyrics are derived from the following verses:

Fading light dims the sight,
And a star gems the sky, gleaming bright.
From afar drawing nigh -- Falls the night
Day is done, gone the sun,
From the lake, from the hills, from the sky;
All is well, safely rest, God is nigh.
Then good night, peaceful night,
Till the light of the dawn shineth bright;
God is near, do not fear -- Friend, good night.

Produced by Glen Carter, Owl Patrol 82-49-30. 2215 Lockhaven Dr.
Colorado Springs, CO 80909 (gcarter@WebAccess.net).

This material was derived from the following sources:

The Center of Military History, Department of the Army,
The American Legion Magazine, August 1974, and the National 4-H Club
Song Book,

ARROW OF LIGHT CEREMONY

Webelos DL: The final and highest rank of Cub Scouting is the Arrow of Light. To earn it a boy must be a member of his Den for at least six months since turning ten years old and have earned the Webelos Badge. He must have earned the Fitness, Readyman, and Citizen Activity Pins and five more for a total of eight. He must know the Boy Scout Oath and Scout Law from memory as well as the Boy Scout slogan, motto, sign and salute. He must have participated in a Webelos overnight campout or a Webelos day hike. He must have visited a Boy Scout troop with his parents and den and taken part in a Boy Scout outdoor activity.

Cubmaster: The Arrow of Light is the only Cub Scout Rank, which may be worn on the Boy Scout Uniform. As an Adult he can wear the special square knot badge to always recall his having earned the Arrow of Light.

Asst. CM: Tonight we have (number) Webelos Scouts who have earned Cub Scouting's highest award. Will the following boys and their parents please come forward?

(List boys earning the Arrow of Light badge.)

Asst. CM: Long ago the Indian braves would collect eagle feathers. Regardless of how an Indian brave accumulated feathers, he was not allowed, according to tribal law, to wear them until he won them by doing a brave deed. He had to appear before the tribal council and tell or reenact his deed. If the council thought the brave was worthy, the brave was allowed to wear the feather in his hair or war bonnet. These honors were called "counting coop." The Indian displayed his honors on his clothing, on a banner, or on a stick.

Cubmaster: The Webelos scout "counts coop" by wearing the many rank awards and activity pins on his uniform, but he will soon be a Boy Scout and will not be allowed to wear them any more. I want to present these Webelos with a banner displaying their own scouting honors.

(Cubmaster present banners to boys.)

Cubmaster: You've completed all the requirements for your Arrow of Light badge and have completed the Cub Scout trail. It is our pleasure to award you this certificate of accomplishment, and award your Arrow of Light badge to your parents, who have been your Akela in completing

these requirements. Parents please award this badge to your son and congratulate him on a "job well done."

(Asst. CM awards boys their certificates.)

(Webelos Leaders present the parents with the Arrow of Light badge and ask them to pin it on their son.)

(Cubmaster presents the mother's pin to the boy and asks him to present it to his mother or father.)

Cubmaster: The Arrow of Light is a significant achievement. The Boy Scouts of America recognize it as such. When you become a Boy Scout, you continue to wear the Arrow of Light on your uniform. When you become an adult leader, you wear a square knot, which represents the Arrow of Light on your uniform. In view of that significance, I offer my sincere congratulations to each of you.

(Cubmaster shakes the hand of each scout and parent.)

Cubmaster: In Boy Scouts, when they have an Eagle Court of Honor, a charge or challenge is made to the new Eagle Scout. Tonight, I want to offer such a challenge to each of you. You have achieved the highest rank in Cub Scouts. You have shown what you are capable of doing. Tonight you will be crossing the bridge from the pack to a Boy Scout troop.

I challenge each of you to continue to live by the ideals you have learned in Cub Scouts, especially the Cub Scout motto: "DO YOUR BEST". I challenge each of you to continue your high level of achievement in Boy Scouts. I challenge each of you to look at the Arrow of Light badge and think about what it represents:

The sun shedding its light on all that we do. A reminder that you should be a light for those around you.

The seven rays of the sun, representing the seven days of the week. A reminder that you should do your best every day.

The arrow which is symbolic of everything which is straight and true. Just as you should be straight and true in your life.

I challenge each of you to follow where that Arrow of Light points:

Forward on the trail of Boy Scout ranks.

Upward to higher challenges.

I challenge each of you to soar to great heights and obtain the Eagle Scout Award. As your Cubmaster, I will be honored to join you, wherever you may be, to see you receive this achievement.

Cubmaster: Parents, Guests and Cub Scouts of Pack ____, would you please join with me in giving these boys a standing ovation for achieving

Arrow of Light (Another Style)

Arrow of Light Ceremony

By Rick Clements

People Required:

- 1) Cubmaster
- 2) Asst. Cubmaster (Asst. CM)
- 3) Den Leader and Asst. Den Leader (DL/ADL)

Props:

- 1) One 3 foot length of rope for each Cub Scout
- 2) Arrow of Light Awards (with tape affixed to the card the badge is on)
(The Cubmaster, Asst. CM, Den Leader and Asst. Den Leader are in front for the presentation of the award.)

Asst. CM: Will the following Cub Scouts and their parents please join their Den Leaders and me?

(List names of scouts receiving the Arrow of Light.)

Asst. CM: Our Cub Scouts are guided to Cub Scouting's highest rank by the Arrow of Light. The seven rays of the Arrow of Light represent wisdom, courage, self-control, justice, faith, hope, and love.

(The Den Leader/Asst. Den Leader leads each scout one by one with his parents to the Cubmaster.)

DL/ADL: (scout's name) has earned his Arrow of Light.

(Cubmaster & Asst. CM welcome each boy with a Cub Scout handshake.)

Cubmaster: The Arrow of Light is important. It's the only Cub Scout badge that can be worn on the Boy Scout uniform. But, more important than the badge itself is what you have learned, the work you have done to help others and the fun you have had earning it.

(Hand the card, to which an Arrow of Light is taped, to the parent.)

Cubmaster: Please place the Arrow of Light on your son's uniform.

(After all parents are done...)

Cubmaster: The parents may now be seated.

Asst. CM: (name), can you tell me a memorable event or activity you participated in as a Cub Scout, or do you have some advice for the younger scouts?

(After each boy replies, tie his rope to the rope of the boy before him.

The first boy will tie his rope to the last boy's rope to make a circle. The Arrow of Light Webelos should be standing on the outside of it.)

Cubmaster: This circle represents the circle of brotherhood, which is Scouting. Will the first year Webelos please come to join us now?

Cubmaster: First year Webelos, please stand on the inside of the circle holding onto the rope.

Cubmaster: Congratulations! Second year Webelos, you have now completed your journey in our Pack. As you continue on your journey toward Boy Scouting, strive to serve as the shining example that your Arrow of Light represents. You may now return to your dens.

Cubmaster: First year Webelos, when the second year Webelos cross over to Boy Scouts, you will then be the oldest boys in our Pack. You will be the youth leaders of our Pack. May you serve our Pack well in that rank. Good luck to you!

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JUNGLE BOOK CEREMONY FOR ADVANCING TO SCOUTS

(Crossing Over to Scouts)

By Edward A. Haluska

People required:

- 1) Akela, the leader of the wolf pack (the Cubmaster)
- 2) Scoutmaster and Boy Scouts from the patrol(s) that will be accepting the Cubs Scouts

Props:

- 1) Bridge (a small symbolic one is adequate)
- 2) New Boy Scout bandannas
- 3) Suitable recorded music and tape player

Hints:

1) It is very common for the Boy Scouts to be responsible for the crossing over ceremony. If you want to use this ceremony for crossing over, be sure to discuss it with the leaders of the Boy Scouts who will be participating.

2) The music is mainly for the parents. During the crossing over, play something suitable like "Forever Young" or "Where Are You Going My Little One?"

Akela: The moon is full, just as it was long ago on that night in the jungle when Mowgli first joined the Seeonee wolf pack. It has been many years since Mowgli returned from living with the wolves. After he returned, he taught us many of the lessons he learned while in the jungle. The most important was that the strength of the wolf is the pack, and the strength of the pack is the wolf. That is why we are here tonight in this council ring. But just as Mowgli had to leave the pack, tonight we also have some man cubs among us who have grown strong and tall. The time has now come when they too must leave the pack to find their place in the world of men. They have learned many lessons as they have walked the trails of the bobcat, wolf, and bear. But tonight, because these cubs are ready to begin their next adventure on their way to manhood, we will not look to the way of the jungle for guidance. Instead, we will read from a book that men use when they seek wisdom.

To everything there is a season,

A time for every purpose under heaven:

A time to be born, and a time to die;

A time to plant, and a time to pluck what is planted;
A time to kill, and a time to heal;
A time to break down, and a time to build up;
A time to weep, and a time to laugh;
A time to mourn, and a time to dance;
A time to cast away stones, and a time to gather stones;
A time to embrace, and a time to refrain from embracing;
A time to gain, and a time to lose;
A time to keep, and a time to throw away;
A time to tear, and a time to sew;
A time to keep silent, and a time to speak;
A time to love, and a time to hate;
A time of war, and a time of peace.

Akela: We have now come to the time and season when we must let go. So let us begin. Parents, bring forward these man cubs.

(Akela calls out the names of the Cubs who will be advancing to Scouts. Parents and Cubs come forward and face the rest of the pack.)

Akela: Akela of the humans!

Scoutmaster: What is it that you want, Akela of the man cubs.

Akela: We have among us several boys who have grown tall in body and strong in character. They have learned well the ways of the pack, but now they yearn to run with other boys who are also between their childhood and manhood. They have been with the pack for many moons, and have been a source of pride for us all. But now it is now the season when they must leave us.

Scoutmaster: We understand. Bring them to the bridge between us.

(If you have recorded music, start it now.)

(Akela now leads the cubs, one at a time, to the center of the bridge between Cub Scouts and Boy Scouts. The boy is stopped at the center of the bridge, and Akela then removes the Cub's Webelos bandanna and any other Cub Scout insignias. The Scouts of the patrol that the Cub will be joining then place a Boy Scout bandanna on the boy and lead him to their group.)

Akela: Although these boys are no longer with our pack, we still call on the Great Akela of all Cub Scouts and Boy Scouts to always guide their way. We ask that the Great Akela watch over them as they learn to soar with the Eagles. And, in the fullness of time, after the great wheel of life has turned full circle, when the season again comes to the time to gather

in, and the moon is full, we pray that these boys will return, tall and proud and strong, and present their own man cubs to be accepted into the pack. But until then, let us send them on their way with a last wolf howl.

(Akela leads pack in wolf howl.)

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BEAR BADGE CEREMONY:

Bear DL: When the scout reaches third grade he begins working from the Big Bear book. Just as Akela met the bear with courage, the scout walks the Big Bear trail. On that trail he finds and conquers twelve challenging achievements in the categories of God, Country, Family and Self. He then receives his BEAR badge.

Asst. CM: Would the following scouts and their parents please come forward?

(List boys earning the Bear badge.)

Cubmaster: (scout's name), you've completed all the requirements for your Bear badge and have moved along the Cub Scout trail. Receive now the mark of the Bear, a blue mark, symbolizing bravery.

(Mark each boy with BLUE face paint.)

Cubmaster: It is my pleasure to award your Bear badge to your parents, who have been your Akela in completing these requirements.

Parents please award this badge to your son and congratulate him on a "job well done."

Arrow Points:

Asst. CM: Today we are pleased to present arrow points to some Bear scouts too. These scouts have continued on the Big Bear Trail earning Bear arrow points.

(List boys earning Bear arrow points.)

Cubmaster: It is my pleasure to award (scout's name) [his gold arrow point, {and}] (quantity) silver arrow points.

Cubmaster: Pack ____, would you please join with me in congratulating these Bears by giving them a "Grizzly Bear Growl" cheer?

E-Mail: Bill Dunn at HourAWeek@AOL.COM

Snail Mail: Bill Dunn, 4 Groton Drive, Port Jefferson Station, NY 11776

Campfire Ceremony

Here's one that can be adapted to fit your specific need. I've used it in the past as a Crossover ceremony!

Enjoy!

Peter Van Houten

White Eagle Crossover Ceremony

Participants:

Akela, Scoutmaster, SPL, White Eagle, tom-tom drummer, candidates and Boy Scouts (one for each crossover candidate)

Setup:

Council fire (simulated or real), Crossover bridge or arch, Indian costume, tom-tom, peace pipe, and twig for each crossover Candidate.

[The lights are turned down, if indoors]

START:

AKELA: [Akela calls for the Council fire to light]

"GREAT SPIRIT LIGHT OUR FIRE"

[The council fire is lit]

[Akela signals for the drums to begin. Waves staff in direction of drummer]

[White Eagle Enters Ceremonial area. He cradles a peace pipe in his arms. He slowly walks to the center, facing North lifts the peace pipe to the sky, and says in a loud voice:]

"To live and help live".

[He turns to the East lifting the peace pipe to the sky, and says in a loud voice:]

"To live and help live".

[He turns to the West lifting the peace pipe to the sky, and says in a loud voice:]

"To live and help live".

[He turns to the South lifting the peace pipe to the sky, and says in a loud voice:]

"To live and help live".

[He moves to the back of the Ceremonial area to observe the bridge crossing. When WHITE EAGLE stops, the tom-tom stops]

AKELA: Will the following crossover candidates come forward and

stand before the council fire:

[READ NAMES]

AKELA: You have climbed the Cub Scouting trail, completing ever more difficult achievements. These ceremonies mark the completion of your Cub Scouting adventures. Now as you travel to the land of Boy Scouting, place your twig on the fire, symbolizing your desire to help, as you have been helped.

[Candidates place twigs on the fire]

It is now time for you to cross the bridge (or walk under the arch). Before you begin your journey, please remove your neckerchief. You will give it to me before you embark onto the bridge.

[Candidates remove neckerchief]

Will each of you please step onto the bridge and begin your crossover.

[As the candidates pass before Akela, they give him their neckerchief, and he shakes their hand with the Cub Scout handshake for the last time]

[The Candidates cross the bridge. When they reach the Boy Scout side, the Scoutmaster and SPL shake their hands with the Boy Scout handshake. Each Boy Scout takes one of the Cubs and stands with him]

SPL: As Senior Patrol Leader of Troop ###, I welcome you to our troop.

JUNGLE BOOK CEREMONY FOR ACCEPTING NEW CUBS

(Awarding the Bobcat Rank Badge)
By Edward A. Haluska

People required:

- 1) Akela, the leader of the wolf pack (the Cubmaster)
- 2) Shere Khan, the evil tiger

Props:

- 1) Can of Sterno (the Sterno may be placed in a mock campfire so that the can is not visible)
- 2) Candles for each boy
- 3) Matches to light Sterno

Hints:

- 1) Because Shere Khan is not seen by the audience and may be slightly farther away than Akela and the cubs, he should have a very loud voice. If you are using a microphone but only have one, give it to Shere Khan.
 - 2) The easiest way to attach the badges to the boys is to have the badge stapled to the small cardboard card it comes with. Make a small slit in the cardboard so that the card may be slipped over the button on the pocket of the shirt. Do this ahead of time! The cardboard is quite hard and requires a knife to cut the slit. Have some straight pins for backup in case the boy has not yet been able to get a uniform (they are often sold out at the beginning of the year) and is not wearing a shirt that has a button on it.
 - 3) Have a spare Bobcat badge or two on hand for boys that pop up after the badges have been ordered (this can also save you from having to do another Bobcat ceremony next pack meeting). If you use a spare badge, make sure that a replacement badge is ordered in the cub's name. Otherwise, his records at the council headquarters will not be current!
 - 4) If you are using this ceremony for the first time, practice the wolf howl by using it as a spirit cheer at the beginning of the pack meeting.
 - 5) Dim the lighting at the beginning of the ceremony for better atmosphere and so that the Sterno and candles will show up better.
- Akela: The moon is full, just as it was long ago on that night in the jun-

gle when Mowgli first joined the Seeonee wolf pack. It has been many years since Mowgli returned from living with the wolves. After he returned, he taught us many of the lessons he learned while in the jungle. The most important was that the strength of the wolf is the pack, and the strength of the pack is the wolf. That is why we are here tonight in this council ring. Tonight we have many young boys who want to join this pack. After they have joined, they will have the strength of the pack, and the pack will gain from their strength. But before they join, we must be sure that they know the Promise of the Cubs, the Law of the Pack, and the signs that we use. So let us begin. Parents, bring forward these man cubs.

(Akela calls out the names of the bobcat candidates. Parents and bobcat candidates come forward and face the rest of the pack.)

Akela: First, you boys have studied the Cub Scout promise. Are you boys ready to make that promise now in front of the pack?

(Akela shakes head in yes motion. Boys should also shake their heads yes.)

(Shere Khan now interrupts from an unseen place offstage.)

Shere Khan: The man-cubs are mine! Give them to me!

Akela: Shere Khan! The Evil One! Mowgli knew you in the jungle as an evil tiger and you tried to catch him whenever you could. We know that you still-hunt man-cubs, even here in Pack _____. You may not still be a real tiger, but the Evil One still hunts, doesn't he?

Shere Khan: The man-cubs are mine! Give them to me!

Akela: Silence, Shere Khan, you evil one! Mowgli knew you as an evil tiger, but these boys will meet you in other disguises:

They will meet you as drugs.

They will meet you as street gangs.

They will meet you as vandalism.

They will meet you as lying.

They will meet you as dirty language.

They will meet you as cheating in school.

Akela: You will try to tell them that because their eyes and hair and skin come in all the colors of God's good earth that some of them are better than others. But they will learn from the strength of the pack that this is another of your lies. You will try to tell them because God has given them different gifts, that some of them are better than others. Another evil lie. Yes, some will be stronger, some will be faster, some will be taller, some

will be more nimble, some will be more clever, some will be more patient, and some will have other special gifts. But when we join their different gifts together within their dens and within the whole pack, they will learn the power that working together can bring to them. They will learn that through the strength of being different but still working together, they never have to fear you. But before he left the jungle, Mowgli had to fight with you by himself, alone and without the strength of the pack. But, Mowgli also knew the secret of the red flower, which he used to defeat you when he had to fight you by himself. So tonight, in addition to the strength of the pack, we will also give these boys the secret of the red flower, so that even by themselves, they will be able to stand against you.

(Light can of Sterno, give each boy a candle. Have each boy come forward and light his candle from the Sterno can.)

Akela: Mowgli had to use the red flower to defeat Shere Khan. Tonight, you have received your own red flower. But since Shere Khan no longer stalks you boys in the form of a tiger, the secret of the red flower must be even stronger than just the secret of fire. The secret of the red flower is just this: all the darkness in the world cannot stand against the light of one red flower. After tonight, you will carry the light of the red flower inside of you. The light of your red flower will come from the five things you are about to promise. You will promise to:

1. Do your best
2. Do your duty to God
3. Do your duty to your country
4. Help other people
5. And obey the Law of the Pack.

As you keep the parts of this promise, the fire of the red flower will burn brightly within you, and Shere Khan will not dare come close to that flame. Are you ready to make the promise to yourself, your parents, and to the pack?

(Akela shakes head in yes motion. Boys should also shake their heads yes.)

Akela: Then hold your red flower in your left hand, give the Cub-Scout sign with your right hand and repeat the Cub-Scout Promise with me.

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

Akela: The last thing you promised was to obey the law of the pack. This is the law that binds us all together. So let us all now repeat the law of the pack. Will all scouts that are here tonight please stand, give the scout sign and repeat the law of the pack with me.

The Cub Scout follows Akela.

The Cub Scout helps the pack go.

The pack helps the scout grow.

The Cub Scout gives goodwill.

(Akela motions for audience to be seated.)

Akela: Through the five parts of the Cub Scout promise, you now have the flame of the red flower burning within you. Since you have this flame within you, you no longer need the red flower of your candle to defeat Shere Khan. So blow out your candles now.

(Collect candles.)

Akela: You are now Bobcats in this pack. You have promised to help other people. Helping other people is called a doing a good turn. So that the pack can see that you are living up to your promise to help other people, we are going to put your bobcat rank on upside down by turning you upside down. You may turn your rank around after you have done a good turn. When the pack sees your rank right side up, they will know that you are helping others.

(Akela asks each Cub in turn if he wants to be flipped. If he says yes, Akela and his assistant turn the Cub upside-down while parents' pin on rank.)

Akela: Pack ___! Look well, on your new brothers and know them.

Shere Khan: The man-cubs are mine! Give them to me!

Akela: Silence and be gone evil one! These boys now have the strength of the pack and the secret of the red flower. They have no need to fear you. Pack ___! Let us welcome them to the pack with a good wolf howl!

(Akela leads pack in wolf howl.)

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JUNGLE BOOK CEREMONY FOR ADVANCEMENT

(Awarding the Wolf Rank Badge)

People required:

- 1) Akela, the leader of the wolf pack (the Cubmaster)
- 2) Monkey Person 1
- 3) Monkey Person 2

Props:

- 1) Wadded paper, Frisbees, paper airplanes, foam balls, or other items that the Monkey People will throw

Hints:

- 1) Because the Monkey People are not seen by the audience and may be slightly farther away than Akela and the cubs, they should have very loud voices. If you are using a microphone but only have one, give it to the Monkey People.
- 2) Have a spare Wolf badge or two on hand for boys that pop up after the badges have been ordered (this can also save you from having to do another Wolf ceremony next pack meeting). If you use a spare badge, make sure that a replacement badge is ordered in the cub's name. Otherwise, his records at the council headquarters will not be current!
- 3) If you are using this ceremony for the first time, practice the wolf howl by using it as a spirit cheer at the beginning of the pack meeting.
- 4) Dim the lighting at the beginning of the ceremony for better atmosphere.
- 5) With some minor wording changes, this ceremony can also be used for advancement to bear.

Akela: The moon is full, just as it was long ago on that night in the jungle when Mowgli first joined the Seeonee wolf pack. It has been many years since Mowgli returned from living with the wolves. After he returned, he taught us many of the lessons he learned while in the jungle. The most important was that the strength of the wolf is the pack, and the strength of the pack is the wolf. That is why we are here tonight in this council ring. In the jungle, Mowgli, was protected by Bagheera, the panther and was taught the ways of the jungle by Baloo, the great bear. Tonight, we have several boys who have been following the teaching of the bobcat, the American cousin of Bagheera. They have walked his trail and have learned much. Tonight, in this council ring, we shall welcome these boys

to the rank of Wolf. So let us begin. Parents, bring forward these man cubs.

(Akela calls out the names of the wolf candidates. Parents and wolf candidates come forward and face the rest of the pack.)

Akela: My young cubs who want to be wolves, many moons ago, you learned the Cub Scout Promise and the Law of the Pack. Since then, you have followed that law in your den, and you have learned many things. Tonight.

(From an unseen place off stage, the Monkey People interrupt and throw wadded paper at Akela and the boys.)

Monkey person 1: Laws, laws, laws! Rules, rules, rules! What a drag!

Monkey person 2: Man cubs! Come with us to the tops of the trees. Man cubs! Come with us and play.

Akela: Oh no! The Bandar-log, the Monkey People!

Monkey person 1: We have no laws or rules. We are free! Come and play!

Akela: Silence! Once, when Mowgli disobeyed Bagheera, his teacher, the Monkey People, the Bandar-log captured him. The wolves despise the Monkey People because they have no law of the pack. The Monkey People think they are so smart that they do not need laws. But because they have no laws, they do not help each other. Instead of following Akela and cooperating, they fight among themselves. Because of this sorry behavior, the Monkey People have no pride, no strength of character, they aren't honest, they do not do their duty to God, and all the jungle knows it.

Monkey person 2: Laws and rules! Rules and laws! Who needs all that! Come and play!

Akela: You irresponsible monkeys! These man cubs have learned better! As they have walked the bobcat trail, they have learned that the Cub Scout promise and the law of the pack are important!

[List various pack and den activities; (see last section for examples)]

People crying with happiness because these man cubs came to share their love with them. You good for nothing monkeys! You wouldn't do something like that. You useless monkeys! You would rather have no laws and play in the treetops than even to see that your own friends have enough food. Even now these boys have been helping the pack by selling pizzas! You selfish monkeys! You would only work to help yourself!

Monkey person 1: Yeah! Yeah! Yeah! Talk! Talk! Talk! These boys

would rather not bother with all that! They really don't like all your pack laws and rules.

Monkey person 2: Yeah man cubs! You don't need to follow all those promises and rules and all that junk! Come on and play!

Akela: Silence Monkey People! I will show you that these boys have learned better! I will give them each a choice.

(Call each wolf candidate forward, one at a time, ask...)

Akela: (boys name), I have here your wolf badge that you have earned! Do you want to accept this rank, remain a cub in this pack, and go on to study the ways of Baloo, the bear, or do you want to run with the Bandar-log, the Monkey People who have no laws?

(After the boy has answered yes, Akela gives Cub Scout handshake and hands him his wolf badge.)

(After each boy has accepted his badge)

Akela: Man cubs, you have chosen wisely. So that those useless Bandar-log will know what we expect of you, give the Cub-Scout sign with your right hand and repeat the Cub-Scout Promise with me.

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

Akela: So let us all now repeat the law of the pack. Will all scouts that are here tonight please stand and give the scout sign and repeat the law of the pack with me?

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

(Akela motions for audience to be seated.)

Akela: Pack ___! Your fellow cubs have chosen wisely! Let us salute them and tell these Monkey People to be gone with a good wolf howl!

(Akela leads pack in wolf howl.)

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'GATORS OPENING FLAG CEREMONY FOR PACK MEETING

SPEAKER 1:

Our country's first official flag had 13 stars and 13 stripes, one star and one stripe for each of the first 13 states. In 1795 two more states joined the union and a new flag was made having 15 stars and 15 stripes. It was this new flag, which Francis Scott Key called the "Star Spangled Banner", that was flying over Fort McHenry when the British bombarded the fort during the War of 1812.

SPEAKER 2:

It was during the latter part of August 1814, that a Dr. William Beans was captured by the British Army. Francis Scott Key, a young Baltimore lawyer, decided to go to General Ross of the British army to plead for the release of his friend.

SPEAKER 3:

Going to Chesapeake Bay where the British fleet was massed, Key was kindly received by the British. General Ross consented to release Dr. Beans, but because the British were planning an attack on Fort McHenry, held the American party on the ship.

SPEAKER 4:

The British fleet poured a blazing shower of shells onto the fort all through the night of September 13, 1814. Standing at the rail of the British battleship during the bombardment, Key could see from time to time, by the glare from the rockets, that the American Flag still flew over the Fort.

SPEAKER 5:

It was at the moment of "the dawn's early light", with the Flag still waving triumphantly over the fort, that Francis Scott Key was inspired to write the poem that became our national anthem. Let us now welcome our "Star Spangled Banner". Ladies and gentlemen, please stand for the flag of the United States of America.

Chuck Bramlet, ASM Troop 323

Thunderbird District, Grand Canyon Council, Phoenix, Az.

PRESENTATION OF RELIGIOUS EMBLEMS AND AWARDS

The following is extracted from Bowman & Bryant, A Scout's Duty to God and Country, 3d ed. (1995) and is subject to copyright protection. This extract may be reproduced for local unit use by Scouts-L subscribers, but may not be reproduced for commercial purposes:

Speaking only for myself in the Scouting Spirit, Michael F. Bowman
DDC-Training, GW Dist. Nat Capital Area Council

PRESENTATION OF EMBLEMS AND AWARDS

The church, temple, synagogue, mosque, or other religious body at a religious service or observance should make the presentation of religious emblems or awards. It is especially appropriate to have presentations made or on a day of religious observance when a senior church official officiates. Imagine the thrill a young boy would experience at being presented his emblem by a bishop or similar religious figure of regional, state or even national prominence!

Scouts who have received a religious emblem may also be recognized by their unit at a Pack meeting, a Blue and Gold Banquet, a Court of Honor, or recognition banquet. Many units present Scouts with the universal religious emblem square knot, (No. 5014 - silver knot on a purple background), if the scout has not already received the knot with the religious emblem. The units should not present the religious emblem or medal. The proper setting for the religious emblem presentation is in the religious community that supported the Scout throughout the program.

When presenting the square knot it is important to avoid any hint to any Scout that would cause him to question his own faith or make him feel that he has to be in another faith to get recognition. Often this result is not intended at all. In the excitement of the situation, there is a temptation to create props for the ceremony such as a giant sized replica of the religious emblem to highlight the award or to use language that focuses on the specific emblem presented. Such a situation might discourage a boy from participating in Scouting altogether, if he feels that he has to choose between his beliefs and being in the unit. It is always much better to use a neutral presentation that encourages all of the

Scouts in the unit to participate in a religious growth program, regardless of their faith(s).

SAMPLE RELIGIOUS AWARD PRESENTATION CEREMONY FOR PACKS

Ladies, Gentlemen, Scout Leaders and Scouts, we have just concluded our Pack's awards ceremony where we have honored those Scouts who have demonstrated achievement by earning Scouting awards. Tonight, we also want to recognize a Scout who has demonstrated his commitment to the Cub Scout Promise and have a very special presentation to make. [Dim lights and light a candle in front of a large replica of the religious emblem square knot (can be made with purple felt and rope painted silver).

Cub Scout _____ please escort your parents to the front of the room and then turn to face the pack. We are very proud of _____. For the past ___ months he has worked with both his family and his religious advisor to learn more about his religious faith and his duty to God. After much hard work and personal growth, he has received the right to wear the religious emblem of his faith on his Scout uniform and was presented with a medal by his religious advisor ___ weeks ago.

_____, Like all Scouts who have received a religious award, he may now wear Scouting's universal religious award square knot on his Scout uniform and may continue to wear it as a Boy Scout, Explorer or Adult later in his life.

We now take great pleasure in presenting the religious emblem square knot to his parents, Mr. and Mrs. _____ in recognition of the role they have and will continue to play in his religious growth. Mr. and Mrs. _____, will you present your son with the religious emblem square knot? _____, We know you will wear this square knot centered over your left pocket with pride. Congratulations on your accomplishment. You have lived the Cub Scout promise well. Please escort your parent's back to their seats.

Almost every religious body in the United States has a religious emblems program open to Cub Scouts, Boy Scouts, and Girl Scouts, 4-H and Campfire Incorporated. We encourage all Scouts to consider participating in this program. If any other Scouts in this Pack are interested in working toward the religious award of their own faith, please see

_____ (Awards Chairman) at the end of this meeting. He/she has information on the emblems and will make it available to you.

SCOUTERS PLEASE NOTE:

You will notice that this ceremony did not mention what the Cub Scout's religion was or the name of the church, temple, synagogue, mosque or other religious organization where the medal was presented and only referred to the universal religious emblem square knot. There are three very good reasons for using a non-denominational ceremony:

1. This method avoids creating a situation where another Scout(s) may believe he has to belong to a particular religion (and may even think he should join another faith) just to participate in Scouting;

2. This method encourages other Scouts to consider earning the religious emblem of their own faith, so they can get the same award (the knot) as Jimmy; and

3. This method allows a Scout leader to give the same level of praise to each Scout earning an emblem using the same ceremonial props. The leader doesn't have to know a lot about each religion doesn't have to create new props, doesn't have to worry that any Scout might think a certain religion is favored.

12/10/95

WEBELOS BADGE CEREMONY:

Webelos DL: In fourth and fifth grade, the boy is brought into the tribe of Webelos. He enters a Webelos Den with a name like the Scorpions or the Sharks. The boy prepares himself for Boy Scouting. He works on twenty different activity badges from five skill groups: Physical, Mental, Outdoor, Community, and Technical Skills. After three months in the Webelos Den and after earning three activity pins and learning about the Boy Scout ways, he earns his WEBELOS badge.

Asst. CM: There are Cub Scouts among us tonight who have earned their Webelos Badge. Would the following please come forward with your parents to be recognized and honored by the Pack?

(List boys earning the Webelos badge.)

Cubmaster: (scout's name), you've completed all the requirements for your Webelos badge and have moved along the Cub Scout trail. Receive now the mark of the Webelos, a white mark, symbolizing vigilance, perseverance, and justice.

(Mark each boy with WHITE face paint.)

Cubmaster: It is my pleasure to award your Webelos badge to your parents, who have been your Akela in completing these requirements. Parents please award this badge to your son and congratulate him on a "job well done."

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THE GAME PRESERVE

Welcome

Hello fellow Safari Adventurers and welcome to the Games Section of the NWSC Pow Wow Book for 1997-1998.

Period Games

Since there are many games currently available to Scouts and Scouters published in BSA literature, we have limited the games provided in this section to games not previously published by the BSA. (in current print) We have highlighted teaching games to give you ideas and insight into designing your own games. Also, we have found games that have a long varied history. Many of the "classic" board games we play today were based on ancient games from the Roman Empire, Vikings, or even during the reign of the Great Pharaohs of Egypt. Some example games are provided but feel free to modify these games in any way to meet your and your Den's or Pack's goals.

The Rules

The best thing about games is that they don't have to be long or complicated. The simpler the rules are to understand, the more participation and fun your scouts will have. Games can be educational, whimsical, just-for-fun, or used to help illustrate a point. They can be used to learn new skills or hone existing ones. They can be physical and require strength and endurance or they could be mentally challenging. They can teach us to think strategically or tactically or they can be based solely on luck! Some of the best-loved games usually involve a bit of skill and a bit of luck, take minutes to learn, but a lifetime to master.

Games and Den Meetings

Games can also be integrated into the meeting format where the game is a continuous one played at each meeting, such as an opening or closing ceremony. They can be a highlight of the meeting, such as a tobogganing or soccer outing. Also, multiple types of games can be played during a single meeting.

Chaos vs. Order Game Example

As an example, one perennial favorite of Den Leaders helps keep

control of the meetings and the attention of the boys. (difficult for even the most seasoned leader--sometimes) To kick off the season, a candle is lit as part of the opening ceremony. The boys are told that the candle will remain burning throughout the Den meeting unless they get too unruly. (CHAOS) If this happens then the Den Leader snuffs out the candle and it remains out until the boys have modified their behavior. The candle is again lit when there is some semblance of ORDER until the closing ceremony. The boys are told that when the candle is burned down to a marker made on the candle (the Den Leader can make arbitrary marks with a black pen or something) the whole Den will do something special, such as get some ice-cream and celebrate. This game can be played at each Den meeting whether or not another physical or mental game is played. The game objective is to keep the candle burning for as long as possible. The boys can see their progress and can become excited at the prospect of doing something special when they reach their goal. Additionally, every boy in the Den participates in this game.

A Word on the Cub Scout Program

Be careful when designing or choosing a game to be played by your boys. The Cub Scout Program supports game playing while the game teaches skills, sportsmanship, teamwork, and knowledge. The focus of these games should always be on the positive values that build character, rather than specifically on Winner/Loser or someone's lack of skill. Games need to be age-appropriate and appeal to a wide range of skill levels. Additionally, for physical games that are played, safety must be the number one priority. Boys that play any physical game usually aren't thinking about safety issues, therefore, the Leaders must take this into account and have activity of this sort properly supervised.

Now, on to the Games!

Search and Match Games

These types of games involve searching out partners that can match (or be the opposite of) your entry. (Eds. Note, The Roundtable Staffs are infamous for these types of games, if you're not careful, you too could be afflicted with the fever!) They are simple, fun and don't take a lot of time. (They could, however, if you let them) These are great meeting openers. Basic Search and Match:

Objective:

Have each boy find the "Match" to his entry. The entries can

be of anything. Usually take the theme of the month and go from there. However, any topic can be chosen. It may be a topic of the activities planned for the advancement rank or electives, for instance. This game and others like it provide great opening activities for meetings!

Examples of matches:

For the Jungle Book Theme: Baloo/Bear, Kaa/Hypnotizes with eyes, etc.

For the Olympics Theme: Top Award/Gold Medal, Steeplechase/horses, 10/Perfect score, etc.

For things found in a garage: Has 4 large wheels/Car, lawnmower/cuts grass, Paint can/Paint brush, etc.

Materials:

Paper slips with entries pre-printed on them; enough for every boy. Round up to even number of slips. If you have seven boys, make eight slips with four matched pairs of entries.

Preparation:

Write down entries on separate pieces of paper. (Two pieces of paper will make a match.) Make enough matches for the cubs attending. (the Den Leader or Den Chief can make the last pair with a Cub, if there are an odd number of Cubs)

Have each Cub take a piece of paper with an entry. (they can draw out of a hat or bowl as they arrive) Tell them not to show it to anyone until you say so. When ready have them search and find their match to the entry they selected.

Ending the Game:

When all matches have been "found" the game ends. Den Leaders can discuss the entries and matches which can lead into the meeting theme, or they can just end the game.

Variations:

Instead of matches, the entries can just be a "list" of items that relate to a topic. Then have each boy "pin" it to the back of his hat or scarf/shirt. Tell the boys that they need to write down as many items they can "see" but they should not let anyone else see their own. Game ends based on a pre-determined time limit. (7-10 minutes should be plenty for a small group; larger groups may take up to 15 minutes.)

List opposites for the pairs, such as Hot/Cold, Winter/Summer, Fire/Water, Black/White, Up/Down, etc.

List pairs of authors and books or books and characters.

Try listing pairs of socks. (socks????)

Guessing Games

Basic Guessing:

Objective:

Have one boy come and face the rest of the Den. Have him pick a name of a famous person, place or thing. He can only tell you (the Leader) not the other boys and/or write it on a large pad of paper facing away from the audience. The other boys take turns asking questions that result in YES or NO as they try to guess what it is. After each question, the boy up front (who chose the Person, Place, or Thing) answers with a Yes or No.

Materials:

Paper pad or chalkboard or sheet of paper taped to the back of a notebook. Pencil or marker.

Preparation:

Have the Den sit in a semi-circle and the "Chooser" in the front of the group, facing them.

Ending the Game:

After a time limit of 2-3 minutes (a "good" egg-timer is good for 3) if the Person, Place, or Thing is not guessed, the pad is turned around for everyone to see and the Chooser says it aloud. Then it is the next person's turn to be the Chooser.

Variations:

Have the Chooser draw clues on the pad.

Have the Chooser act out the Person, or Thing.

Instead of Person, Place, or Thing, have the choices be based on musical instruments and have the Chooser sound out what the instrument is and have the other Cubs guess the instrument.

Also, try bird or animal sounds.

Correct guesses could be "rewarded" by giving a treat, such as a piece of candy to all Den members. (Snickers or

M&M's!!)

Other Basic Guessing:

Objective:

Have each Cub take turns reaching into a box, where the contents can not be seen, and "feel" the objects inside the box. Then have them write down what they felt.

Materials:

Large Box (shallow is better). Black cloth to drape over the box top (easier to hide contents). Pens/pencils and paper.

Preparation:

Have the Den sit around a table or in a circle on the floor. Put the box in the center.

Ending the Game:

After a time limit of 1 minute of feeling the objects inside the box, have each Cub write down what they felt. When everyone has finished, remove the black cloth and let everyone look at the contents. Ask them which ones they got right and ask them what they thought of the items since they could not see them.

Variations:

Only put in edible things and then eat them up when the game is over!

Add bowl of water or cold spaghetti??!!! (Good one for Halloween!)

Put in things that might turn into different shapes as the Cubs "feel" the item. (an Ice cube?)

Instead of having them feel the items sight unseen, place lots of little items into the box (the boxtop would be good or some other tray) and cover it up with the cloth. When you're ready take the cloth off the items and let them "search" for certain items (list of specific items have been written down prior to this game variation) Go through a list and then ask them to find pairs, or similar items, such as how many keychains did they find, or how many items were made of all plastic, etc.

Knowledge and Learning Games

Basic Knowledge and Learning:

Objective:

Be the first team to “crown or King” a checker. This is done by answering questions correctly based on a theme or topic giving your team the right to move the checker to a valid square on the checkerboard.

Materials:

Checkerboard with one red and one black checker (other colors are ok) The game starts with two teams choosing one of the four valid checker squares on the back row closest to them and placing their one checker on it. (Note that checkers only uses squares of one color, both sides must be using the same colored squares) Note cards that have the questions and correct answers on them, which are read by the game show host. (yes, you the Den Leader) The number of cards is up to you, a multi-round 30-minute game could take up to 50 cards/questions. (you could put more than one question/answer on a single card)

Preparation:

Write down questions and answers regarding the topic for the game. (Trivial pursuit is very similar to this game!) The monthly theme or specific questions from the advancement activities are all great for the card questions. Just about anything could be made a topic for this game. Set up two teams and alternate asking questions between them. If an answer is correct, that team may move their checker forward toward the other side. Normal checkers rules apply with regard to the valid squares, the forward-only movement of the checker, and the rules for jumping. And, if the opponent's checker is occupying a square, the moving checker can not move into that square—one checker per square.

Ending the Game:

The first team to answer enough questions to move their checker into the back row of their opponent wins the round. Three to five rounds are recommended.

Variations:

If there is a short flight of stairs, have a member of each team step up a single step when that team answers a question correctly. When a team reaches the top stair/landing, the round is over. Experiment with three, five or 10 stairs, if available.

If there aren't stairs, then you could mark "stairs" with lines of tape across the floor.

Play with two or more checkers. (maybe the whole set)

Instead of checkers, play Tic-Tac-Toe!

Instead of alternating questions, have both teams try and answer the question at the same time. If there is room to run, have the two teams run out to a point and then return, the first one to return gets to answer the question. Also, each team can collaborate on the answer, but they take turns running. (The distance across a basketball court would be a fine distance to run "there-and-back")

Just for fun Games

Basic Just for Fun:

Objective:

Participate and reinforce the Cub Scout Program. This game provides a great way to close a meeting!

Materials:

Slips of paper, one for each boy in the Den. Each slip has a different part of the Cub Scout Promise written on it.

Preparation:

Each boy is given a piece of paper with a part of the Cub Scout Promise on it. Have the Cubs form a "living" ring with the left hand towards the center of the circle, holding onto the thumb of the Cub to the left, and your thumb sticking out to the right so the Cub to the right can hold onto your thumb, thus connecting the ring. The right hand goes up in the Cub Scout Sign.

Ending the Game:

Whoever has the first part of the Promise starts to read, when someone else has a part, they read, and this continues until the Promise is completed. This leads into the final words of the Den Leader, such as "May the great spirit of Akela be with us till we meet again."

Variations:

Add the Cub Scout Law and/or the Cub Scout Motto. This may be necessary if the group of Cubs is large.

This could be played without the living circle and the slips of paper could have activity related text.

A Little History

The games included here are by no means exhaustive. We have provided a small sampling of different types of games that can add more fun to your meetings other than typical games boys this age know how to play. Other games included in this section show the history of some board games and could be reconstructed to play at your Den meeting. As you come up with new games and variations to existing games, please forward these games to the Council Office so they can be included in the next edition of the NWSC Pow Wow Book!

ROMAN BOARD GAMES

The Romans played a wide variety of board games, including Knucklebones (Tali & Tropa), Dice (Tesserae), Roman Chess (Latrunculi), Roman Checkers (Calculi), The Game of Twelve Lines (Duodecim Scripta), The Game of Lucky

Sixes (Felix Sex), Tic-Tac-Toe (Terni Lapilli), Roman Backgammon (Tabula), Egyptian Backgammon (Senet), and some others. The rules for some of these games are not all perfectly understood. Descriptions and reconstructed rules follow.

DUODECIM SCRIPTA

LATRUNCULI

TESSERAE

TABULA

TALI

CALCULI

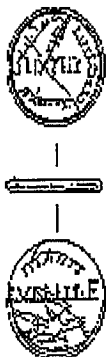
FELIX SEX

DUODECIM SCRIPTA

| | | | | | | | | | | | |
|------|-------|------|-----|----|-----|------|------|-----|----|-----|------|
| I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
| XXIV | XXIII | XXII | XXI | XX | XIX | XIIX | XVII | XVI | XV | XIV | XIII |

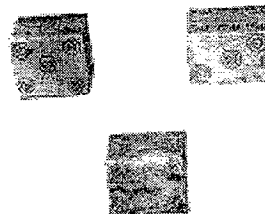
Duodecim Scripta means "Twelve Lines" and was played on a board like the one above. Two players sat across from each other and placed their 15 black or white pieces (presumably stacked) on the first square on their side of the board. They then each tossed a set of three dice from a cup and would move their pieces according to the value of the throw.

The pieces were like the lathed bone roundels shown at right. These seemed to be the standard pieces for most games of this type. Gambling chips looked essentially the same, but DUODECIM SCRIPTA were scratched (on the backside) with numerals representing money values. Game pieces were also distinguishable by the fact that they were often inscribed on the back with the owner's name or initials, as on the piece shown at the left. The colors have faded, but pieces that were not bone-white were either blue or black, but some pieces have been found that were red or even yellow.



The object was to get all one's pieces across the board to the final square. If you landed on a square that had an opponent's piece already on it, that piece would return to (their) square one. If two or more opponent's pieces were already on the square, then it could not be occupied. Presumably you would be forced to fall short, or rearrange the moves of your own pieces.

Some of the squares had names. Square 14 was called Antigonus. Square 19 was Summus. Square 23 was Divus. The special meaning, if any, of these names is not certain. Obviously this game has a great deal in common with modern



ackgammon and with Egyptian Senet. In fact, Duodecim Scriptorum may derive from its Egyptian precursor, since Senet dates to about 1000 years before the founding of Rome in 753 BCE.

Some historians believe that Duodecim Scriptorum is the same as the game of the six six-lettered words, which we call Felix Sex. They have assumed that an extra row was added to create 36 squares, and that the squares were changed to letters so as to form words. But why they would continue to call the game "Twelve Lines" when there were neither twelve items nor any lines is unexplained by proponents of this theory. See the site [on Felix Sex](#) for further discussion on this matter.

Games sometimes split into two major variations. Just consider that Football and Rugby both evolved from Soccer. In the same way, Duodecim Scriptorum may have led to the development of Felix Sex, but it most certainly led to the spin-off version called Alea or Tabula. And Tabula is the forerunner of a group of similar games played in Medieval Europe (Ad Elta Stelpur & Sixe-Ace) and Arabia (Nard) which have produced the modern game of Backgammon.

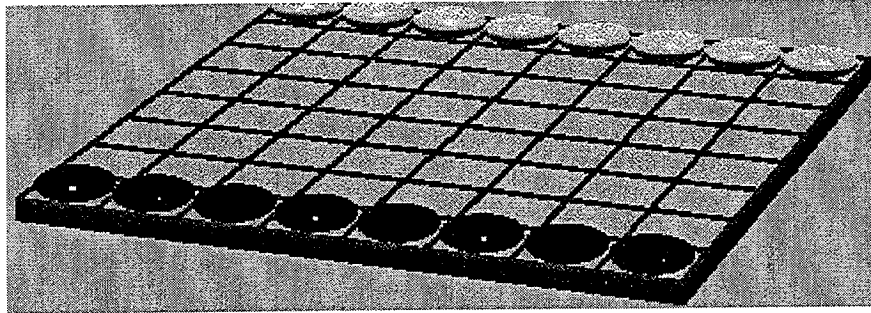
| | | | | | | | | | | | |
|------|-------|------|-----|----|-----|------|------|-----|----|-----|------|
| I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
| XXIV | XXIII | XXII | XXI | XX | XIX | XIIX | XVII | XVI | XV | XIV | XIII |

When the above depiction of a Duodecim Scriptorum board is expanded widthwise, and the playing pieces are set alongside each other, rather than stacked, we immediately see the resemblance to modern backgammon.

In fact, the typical bone playing pieces were so unevenly cut that they may not have stacked well, and this may have caused the board dimensions to change out of necessity.

For the continuation of this story, see the sites on [Tabula](#) and [Felix Sex](#).

LATRUNCULI



Latrunculi means 'robber-soldiers' or 'mercenaries' and was the most popular thinking man's game in the Roman Empire. Numerous boards have been found and they vary in size, but the most common size is 8 by 8. This game seems to have gone through a transition, just as Duodecim Scriptorum changed to Tabula. The result is that writers have described it alternately as having one type of playing piece, two types, or three, and causing considerable confusion. All three variations are considered here.

Latrunculi most certainly derives from the Greek game Petteia, which also means "pebbles". Plato tells us that Petteia originally came from Egypt. In the pictures from Greek amphoras shown here we see Ajax and Achilles playing Petteia. These vases predate Roman boards. Click on the image for a full size version. In a book called Onomasticon by the Greek writer Pollux, he describes Petteia as follows:



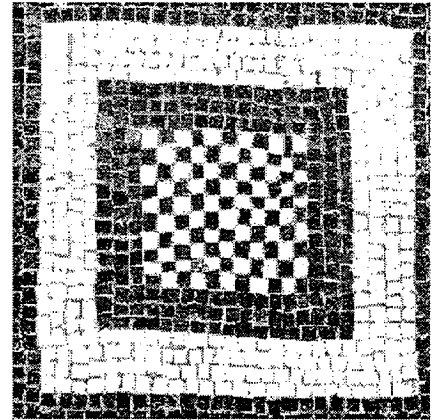
The game played with many pieces is a board with spaces disposed among lines: the board is called the 'city' and each piece is called a 'dog'; the pieces are of two colors, and the art of the game consists in taking a piece of one color by enclosing it between two of the other color.

In these Greek images the war heros Achilles and Ajax are shown playing on a stone board. The Greeks played this game by at least the 5th century BCE. The Egyptians may have been playing this game in the time of Ajax and Achilles, and the Greeks certainly had commerce with Egypt at the time of the Trojan war, but no evidence of this game in Egypt has yet been found. The images may be fancy or fact, but the suggestion that the game involved military style strategy is inescapable. In these images, there are 11 stones lines up on one of the boards, and 9 or 10 on the other, which are suggestive of the board lengths.





Latrunculi was a military strategy style game resembling modern chess in some ways. The exact rules of this game are not known. The board and playing stones shown here were found in Herculaneum. Checkerboards were unusual -- this one was made of tiles and has ten squares by eleven squares.

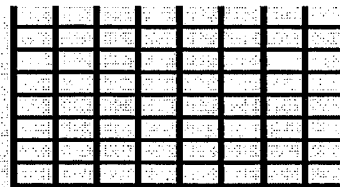


Boards varied in size; some boards were 8 x 8, 8 x 7, or 9 x 10. It may be impossible to determine which of these boards were for what game, but the size of the board may not have affected the style of play. Boards for all these games, therefore, may have been interchangeable. Boards were made of wood, but some were made of stone, marble, or even silver.

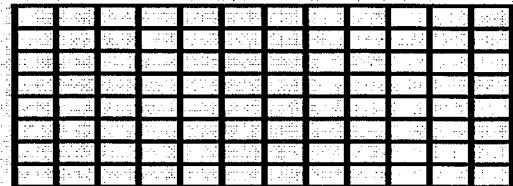
Due to the confusion, both from ancient writers and modern, we have classified three possible versions of this game. The single stone (single type of playing piece) may be the original version of the game, and must be identical to Pet-teia. The two-piece and three-piece versions may represent evolved versions of the game. Descriptions and proposed rules are provided on the following pages :

The pieces could be made of metal, ivory, stone or glass. Boards may have varied in size, without affecting the style of play. Some boards were made of silver, most were made of wood, but some were made of stone or marble.

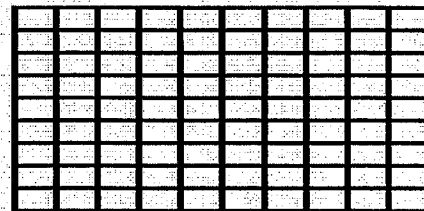
The relationship describing the evolution of Latrunculi and precursors is shown below. The links to modern chess and Go are speculative, but in the case of Go, it is curious to note that the game of Five-in-a-Row was played in China on Go boards and in Rome on Latrunculi boards.



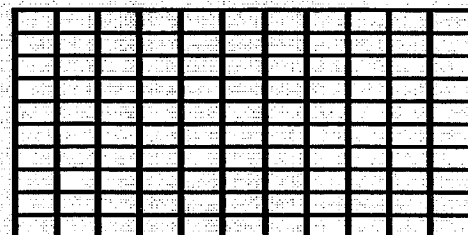
8 x 8



8 x 12

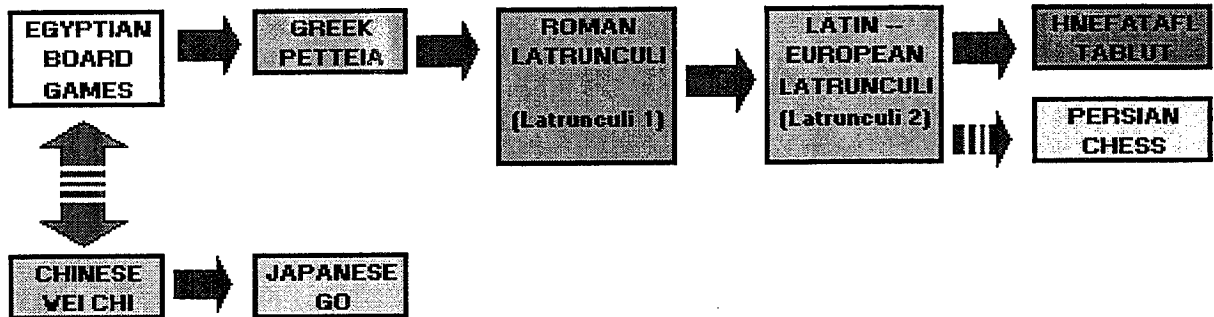


10 x 9

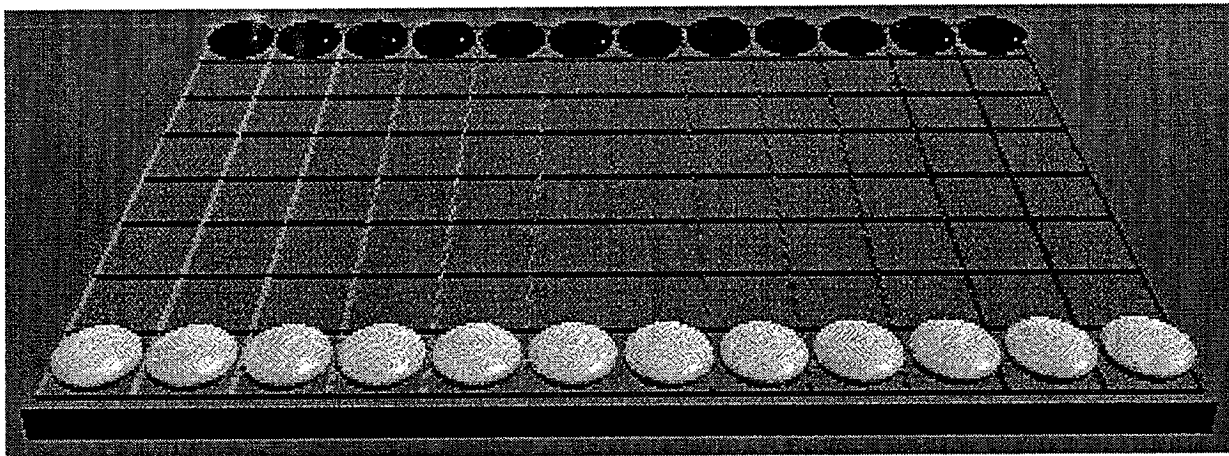


11 x 10

The relationship describing the evolution of Latrunculi and precursors is shown below. The links to modern chess and Go are speculative, but in the case of Go, it is curious to note that the game of Five-in-a-Row was played in China on Go boards and in Rome on Latrunculi boards.

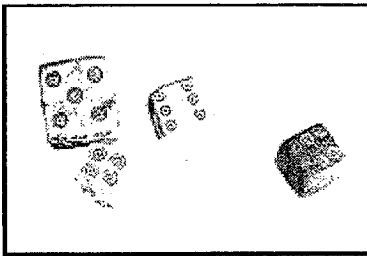
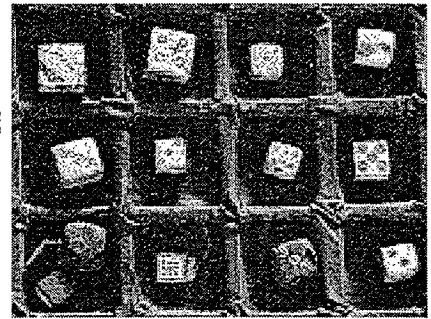


Below is the starting arrangement for Latrunculi on a 12 by 8 board.



TESSERAE

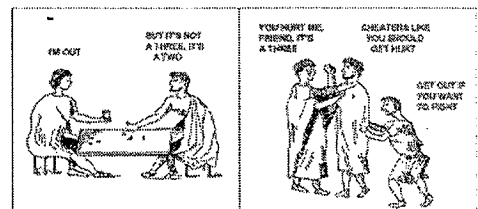
Dice was also a very popular game among the Romans. The pair of dice shown at right was found at Herculaneum. The Romans called these tesserae, but they also had a type with only four marked faces called tali. The only difference between these Roman dice and modern dice is that the numbers were arranged such that two of the adjacent sides would add up to seven. Dice were shaken in a cup then tossed, as croupiers do today. Bets were placed the same manner as we place them today. Greeks played with three dice, but Romans played with two, except for certain of the board games.



This game was played in taverns as well as gambling houses, brothels and on the street. The emperor Commodus was fond of gambling with dice, and once turned the Imperial Palace into a brothel and gambling house to raise money for the treasury he bankrupted. In this he may have followed a precedent set by the mad emperor Caligula.

The game of dice could be played with other pieces, such as knucklebones, or Senet sticks, which would be tossed in the same way. The Romans, in fact, played a variety of games of chance for the purpose of gambling. Coin tossing was known as *capita aut navia*, which means "heads or ships," (early Roman coins always had a ship on the tail side). These games were often played in the streets.

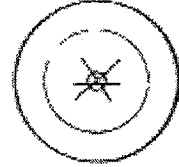
The wall drawing shown at left comes from a tavern in Pompeii. The image was redrawn from Gusman's Pompeii, the City, its Life and Art. Treatments and translations were provided by the author. The Latin captions read 'Exsi' & 'Non tria dvas est,' in the first frame. In the second they appeared to read 'Noxsii amii tria iigo fui,' then 'Urtii. Piillatorii hgo tui,' and the barkeeper says 'Itis foras rixsatis.' Bell and others considered this to represent Duodecim Scripta, and although 'exsi' makes sense in this regard, how a two can be rolled with three dice has never been explained. Of course, this may just be humor piled on humor. Gambling became such an obsession for some Romans, and such a social problem in general, that the government was forced to restrict it. This was indeed unusual for the Romans, as they rarely restricted any type of civil or business activity. The Republic restricted gambling to the week-long festivities surrounding the Saturnalia



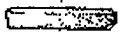
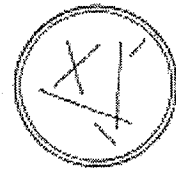
(the modern Christmas & New Year's holidays).



Under Roman Law, games of chance played for money were forbidden under the penalty of a fine fixed at four times the value of the stakes. We can imagine how effective this must have been. It probably caused most gaming tables to simply be moved indoors to so-called private clubs. Furthermore, gambling chips would have replaced actual money in the games. Considerable evidence for this exists in the large number of marked gambling chips that have been found throughout the Roman Empire, examples of which are shown here.

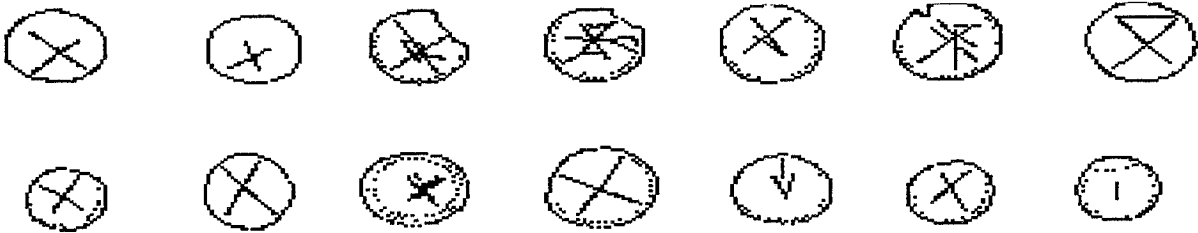


These chips, called roundels, are generally made of bone and carrying numerical markings on one side. The most common markings are X, V and I, with only a small proportion marked with other numbers such as II, III, VIII, IX, or other numbers up to 18. Many of the chips marked with an X have an extra vertical line through the middle, which symbolizes a denarii, or a Roman coin.



Some of the chips are even labeled remittam libenter ('I will gladly repay'), as in the image at left. This is the Roman equivalent of I.O.U. and, presumably, the repayment would have been made to or from the tavern or gambling club, much the same as is done with gambling tokens in Las Vegas today. These chips bear a great similarity to those colored roundels that would have been used for other board games, such as Calculi and Tabula. This should not be surprising since they were made

by the same process, turning and grinding sections of bone on a lathe. In fact, many of these gaming pieces could have served dual purposes.



Betting on horse races and gladiatorial combat was never restricted and this left the gamers some leeway in satisfying their gambling habits legally. In the later Empire it seems enforcement was spotty or neglected altogether, since even the emperors would gamble. Augustus Caesar regularly played dice or knucklebones with his family in the Imperial Palace, giving them handfuls of coins to start with.

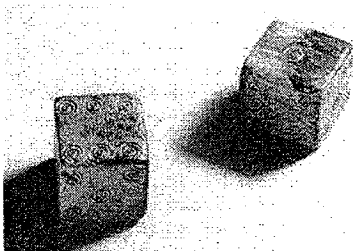
TABULA

In Roman antiquity this game was known as alea, meaning 'gambling', but came to be called tabula, 'board' or 'table', since it was played on a board. Alea dates back to several centuries BCE and appears to have evolved directly from Duodecim Scriptorum, the game of Twelve Lines. Tabula bears some similarity to Egyptian Senet, which dates back to at least 3000 BCE. On the back of a bronze Roman mirror from 200 BCE shown at the right, we see two young people playing at Tabula. The boy seems to be holding the dice, but what he says, ofeinod, is not known. However, the girl is saying, "I believe I've won."



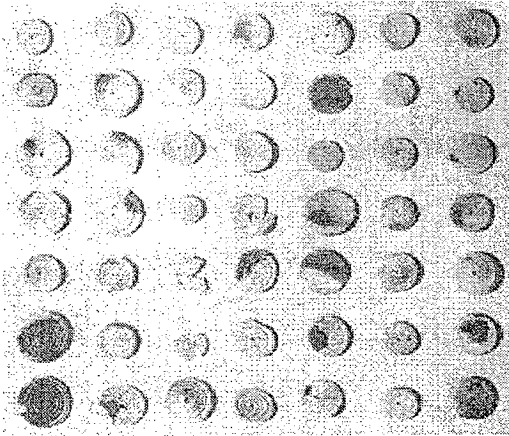
Popular with soldiers, Tabula reached Arabia by Roman expansion into the Mideast in the first century AD. Tabula spawned a series of games throughout Europe, such as Ad Elta Stelpur in Iceland, Taefle and Fayles in England (1025 AD), Sixe-Ace in Spain (1251 AD), and Tourne-case in France. The Arabian game Nard appears to be a slightly modified version of Tabula, perhaps incorporating aspects of Egyptian Senet. Nard spread to the Far East in about 220 AD and became widely popular. Chinese tradition attributes the invention of Nard to western India. The considerable diversity of these types of games, called race games by Bell, all center around common themes of play, and

therefore parallel development and mutual interchange of ideas over the millennia may preclude assignment of absolute credit.



| | | | | | | | | | | | |
|------|-------|------|-----|----|-----------|------|------|-----|-----|-----|------|
| | ○ | | ● ● | ○ | ○ | ● ● | | | ● ● | ● ● | ● |
| XXIV | XXIII | XXII | XXI | XX | XIX | XIIX | XVII | XVI | XV | XIV | XIII |
| I | II | III | IV | V | ○ ○ ○ ○ ○ | VII | VIII | IX | X | XI | XII |
| | | | | | | ● ● | | ○ | ○ | ● ● | ● ● |

The general principles of these race-type games are well known, and detailed explanations exist in Medieval documents for some of the European variants. Our knowledge of the rules of Tabula, however, comes primarily from the record of a game played by the emperor Zeno in 480 AD, which is illustrated above. Zeno found himself in such a remarkably untenable position, that the details of the game have been preserved by posterity. Zeno, playing white, threw a 2/5/6 with the dice and was forced to break up his three pairs, as his men were blocked across the board. No other moves were possible, and the result is ruinous for white.



Tabula is the gambling game of which the Emperor Claudius was most fond. About 50 AD, Claudius wrote a history of the game of Tabula which, unfortunately, has not survived. His imperial carriage was equipped with an alveus, a Tabula playing board, so that he could play while travelling.

Tabula is also the game, which was primarily responsible for the gambling mania, which swept Rome prior to its being declared illegal under the Republic. The fine for gambling at any other time

except the Saturnalia was four times the stakes, although this law was only weakly and sporadically enforced.

The gaming pieces used in Tabula were evidently the same as the bone roundels used in other games such as Duodecim Scriptorum and Calculi, as shown at the right. The colors seem to have been mostly black and white, or blue and white, but some other colors have been found.



Occasionally colored glass pieces were used, such as those shown below.

The Rules of Tabula

1. The board, as illustrated above, can be a backgammon board. Each player has 15 pieces.
2. All pieces enter from square 1 and travel counterclockwise.
3. Three dice are thrown, and the three numbers determine the moves of between 1 and 3 pieces.
4. Any part of a throw, which could not be used, was lost. But a player must use

the whole value of the throw if it is possible. Zeno's fatal situation resulted from this rule.

- 5.If a player landed a piece on a point with one enemy piece, the enemy piece was removed from the board and had to re-enter the game on the next throw.
- 6.If a player had 2 or more men on a point, this position was closed to the enemy, and these men could not be captured.
- 7.No player may enter the second half of the board until all men have entered the board.
- 8.No player may exit the board until all pieces have entered the last quarter. This means that if a single man is hit, the remaining pieces may be frozen in the last quarter until he re-enters and catches up with them again.

Romans played the Egyptian game Senet as well, but it was probably played less than the homegrown version Tabula or Duodecim Scriptorum. An excellent description of Senet with sets of reconstructed rules is available at [The Game Cabinet](#).

The Game of Senet

Article by Catherine Soubeyrand.

Senet is an Egyptian race game and may be the ancestor of our modern backgammon. We know of this game through ancient Egyptian boards that have survived to this day. More than 40 have been discovered, some in very good condition with pawns, sticks or knucklebones still intact. The oldest known representation of Senet is in a

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

painting from the tomb of Hesy (Third Dynasty circa 2686-2613 BCE).

The game board is composed of 30 squares: 3 rows of 10 squares each. If we number each square, the board can be represented like this:

The path of the pawns probably followed a reversed S across the board.

Squares 26 to 30 have symbols on them. We will represent them in order by X, O, III, II and I. It seems that the square with an X, carrying the sign nfr, was beneficial, whereas the one with an O, associated with water, had a negative meaning. Square 15, also called the "square of Rebirth," might have been the starting square.

Other elements found with the gameboards were pawns. The Hesy painting shows a game with seven pawns for each player. Then, some time after 1600 - 1500 BCE, the players were represented with seven or five pawns. Some games have even been found with ten pawns per player.

The movement of pawns was probably decided by the throw of four, two-sided sticks (as depicted in the Hesy painting) or, later, knucklebones might have been used to determine the moves.

What was the function of Senet? A game or something more? In his book, Lhôte notices that the first pictures show two human players whereas later the human player is depicted alone with an invisible opponent. It appears that Senet began as a simple game and later acquired a symbolic, ritual function.

Of course, the original rules of Senet are not known. No record of the rules on papyrus or tomb wall has ever been discovered. It is very difficult to reconstruct the game

through the pieces and the tomb images.

Kendall's Rules

A summary of Timothy Kendall's work on the reconstruction of the rules of Senet is given in the book by Lhôte.

1. At the beginning of the game the seven pawns per player alternate along the 14 first squares. The starting square is counted as the 15th. In the oldest games this square featured an ankh, a "life" symbol. The pawns move according to the throw of four sticks or, later, one or two knucklebones. When using the sticks the points seemed to have been counted from 1 to 5: 1 point for each side without a mark and 5 points if the four marked sides were present together.
2. When a pawn reached a square already occupied by an opponent pawn, they have to exchange their positions.
3. The special squares have the following effects on play:
 - 15: House of Rebirth, starting square and the return square for the pawns reaching square number 27.
 - 26: House of Happiness, a mandatory square for all the pawns.
 - 27: House of Water, a square that can be reached by the pawns located on squares 28 to 30 which moved back when their throws did not allow them to exit the board. They have to restart from square 15.
 - 28: House of the Three Truths, a pawn may only leave when a 3 is thrown.
 - 29: House of the Re-Atom, a pawn may only leave when a 2 is thrown.
4. The winner is the first to move all of their pawns off the board.

Bell's Rules

Another version of the rules was proposed by RC Bell.

Each player has 10 pawns. Four two-sided sticks (one side painted) are thrown to determine movement.

When only one painted side is visible: 1 point.

With two: 2 points.

With three: 3 points.

With four: 4 points.

With none: 5 points.

1. At the beginning of the game there are no pawns on the board.
2. Each player in turn throws the sticks, and puts his pawns on the board on the squares with the symbols I, II, III, X, O according to the number of points thrown. Only

one pawn may be present on each square. So if a pawn is already present the turn is lost.

3.A player may either move one pawn or add a new pawn to the board, if possible, with each throw. The pawns located on the marked squares are in shelters.

4.Pawns may not be stacked. When a pawn arrives on a square already occupied by an opponent pawn, the opponent is removed and must restart from the beginning. This rule does not apply for the marked squares, which are shelters.

5.The first pawn to reach square number 1 earns a bonus of five points and it fixes the goal of the game: that player's other pawns have to reach odd squares whereas the opponent must reach the even squares. The game ends when the pawns of the two players are alternately placed on the first and second rows.

6.When a pawn has reached its last square, it cannot be attacked.

7.The first player to have put all his pawns on his own squares wins the game and earns 10 points. He also gets one point for each move his opponent makes while placing all of his remaining pawns.

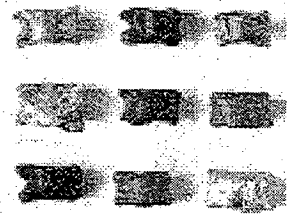
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The Game Cabinet - editor@gamecabinet.com - Ken Tidwell

TALI & TROPA



Tali, commonly known today as Knucklebones, was perhaps the most popular game played among the Romans. It resembled the game of dice except that sets of marked bones were used, called tali. Tali was inherited from the Ancient Greeks, who had originally made the pieces from astragali, or the knucklebones of sheep or goats, like the ones pictured at right. These shapes would sit on one of four sides when dropped. The Romans used a variety of materials to make the tali, such as ivory, marble, wood, bone, bronze, glass, terracotta, and precious gems or metals. The original shape of the tali, however, was preserved.



The four sides of the tali were inscribed with symbols and each had a different value of 1, 3, 4 or 6. Four tali were dropped from a moderate height over a gaming table or the ground. There were variations on scoring. Numerical values did not have precedence over a Venus, the Vultures, or a Senio. Numerical values for the other possibilities would represent a simple variation. In place of numerical values, the concept of pairs of numbers could take precedence, as it does in modern cards. Other rules could be agreed upon at the start of the game, in much the same way as is done at the beginning of a poker hand.

The scoring presented below is based on simple numerical superiority, except for Venus, Senio, Vultures, and Dogs (lowest of the Vultures). In the case of tying values, poker-like rules prevail, that is, a triple beats a pair, but two pair beat a triple. More advanced players could adapt other poker-like rules as they please.

SCORING RULES FOR TALI :

(1,3,4,6) :Venus -- all four tali with different sides

(6,6,6,4) : Total = 22

(6,6,6,3) : Total = 21

(6,6,4,4) : Total = 20

(6,6,6,1) : Total = 19 (high)

(6,6,4,3) : Total = 19

(6,6,3,3) : Total = 18

(6,6,4,1) : Total = 17

(6,6,3,1) : Total = 16

(4,4,4,3) : Total = 15

(6,6,1,1) : Total = 14 (high)

4,4,3,3) : Total = 14

(4,4,4,1) : Total = 13

(4,4,3,1) : Total = 12

(4,3,3,1) : Total = 11

(4,4,1,1) : Total = 10 (high)

(3,3,3,1) : Total = 10

(4,3,1,1) : Total = 9

(3,3,1,1) : Total = 8

(4,1,1,1) : Total = 7

(3,1,1,1) : Total = 6

(6,x,x,x) : Senio -- a single six and anything

(6,6,6,6) : Dogs -- all four tali the same

(4,4,4,4) : Dogs -- all four tali the same

(3,3,3,3) : Dogs -- all four tali the same

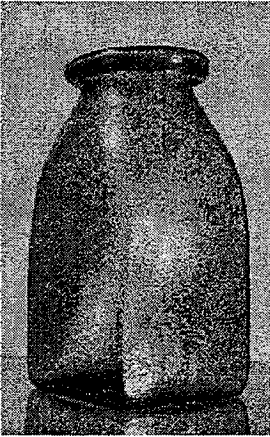
(1,1,1,1) : Dogs -- all four tali the same

Surprisingly, only one ambiguity occurs with the above numerical precedents, at the value 14. In this case the highest pair (the sixes) is assumed to have numerical precedence over the other highest pair (of fours).

In a variation played by the Emperor Augustus, anyone throwing the Dogs put 4 coins in the pot, and the first player to throw a Venus would take all.

One could create a simple set of tali playing pieces by blanking the 2's and the 5's on four dice, but then the ones that came up blank would have to be re-dropped. Tetrahedrons might be a good modern alternative, but one could also cut up a pair of chopsticks and mark the sides.

TROPA



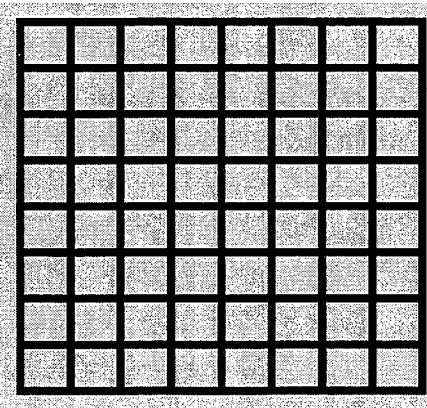
One variation on Tali involved throwing the dice into the narrow neck of a glass jar, such as the one shown at left. Players would compete in this game and it clearly involved skill as well as chance. Three dice were tossed, and only the score of those that entered the jar would count. The scoring may have followed that of Tali, as detailed above.

Alternatively, and this seems to make more sense, the sum total of those dice that went in would decide the winner, regardless of how many dice made got in. In this case one die in the jar with a six would beat three dice with one each. This would make for a simple game.

CALCULI

This game is the familiar game of 'Five in a Row', which was played on the same boards as Latrunculi. This game has been named Calculi which means "stones" (or "pebbles" or "counters") in Latin. The Romans referred to this game as a ludus calculorum, "a game of stones", but the references are general and unclear. Some experts believe the Romans used the term ludus calculorum to refer to any game played with stones as ludus latrunculorum. This view can lead to confusion between the games, and therefore the name Calculi has been coined to distinguish this game from Latrunculi.

Stones were used for counting before the abacus was introduced, hence the word 'calculate'. Some historians and archeologists have referred to this game as Roman Draughts or Checkers because of the similarity of the board and pieces. However, few boards were checkered in black and white -- many were just made of lines.



This game requires a bit larger board, and a lot more stones, than Latrunculi, but can be played on 8 x 8 boards. Some large bags of stones have been found, but they include roundels (gambling chips) as well as glass latro (glass soldier-stones).

ROMAN BALL GAMES

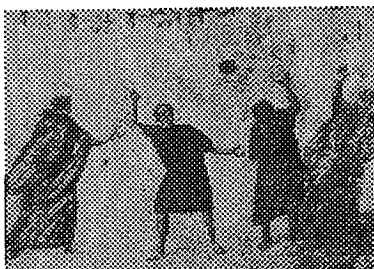
Ball-playing was very popular among the Romans, and they often spent their morning exercises playing games on the fields (palaestra) or ball-courts (sphaerista). The Romans enjoyed a variety of ball games, including Handball (Expulsim Ludere), Trigon, Soccer, Field Hockey, Harpasta, Phaininda,

Episkyros, and certainly Catch and other games that children might invent, like Dodge Ball. We have theorized an additional game called Roman Ball to fill

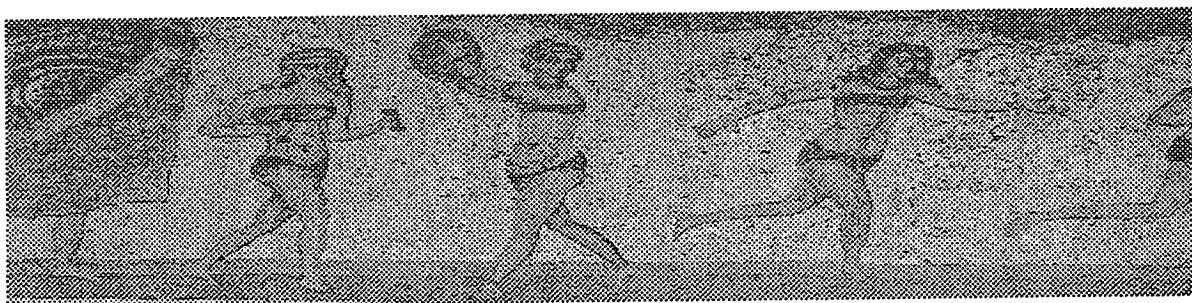
the gaps. The pages linked on the right provide descriptions of these games.



Romans Playing Ball



This fresco shows several young men playing at ball. It is from an underground tomb in Rome, 1st century AD. The one wearing just the tunic may be throwing the ball but it is difficult to judge for sure. They are barefoot like athletes, but which ball game this picture actually represents is not certain, except that it does not appear to be Trigon.



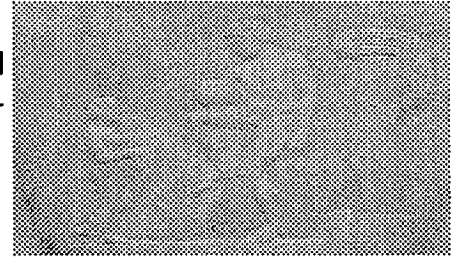
"The Bikini Girls"

This seemingly anachronistic fresco shows Roman girls exercising in bikinis. In the top portion above, the girl on the left is catching what looks like a football, but it is actually a medicine ball of oblong shape, called a paganica. These were commonly used for exercise in Rome. The other young lady is exercising with dumbbells. Note that she has the characteristic deltoids of a female weightlifter -- indicating this is not merely an artistic impression. The bottom portion shown below is even more interesting, because it shows two girls playing catch with a ball. Note that it looks soft-ball sized, in the hands of Roman girls. See The Ideal Roman Ball for details about

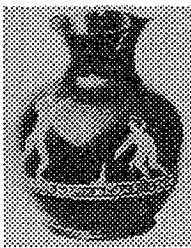
the ball they are playing with, which is either the harpastum or the small follis. This fresco comes from Sicily, the Piazza Armesina, and dates from the first half of the 4th century AD.

Greek Soccer?

This marble relief from the National Museum of Archeology in Athens shows a Greek athlete balancing a ball on his thigh, supposedly demonstrating a training technique to the boy. The ball is clearly a follis, an inflated ball, not a floppy paganica like in the first part of the Bikini Girls image. The Greeks surely played a form of soccer, since the game was popular in the streets of Rome (Ref. Cicero), but the Greeks left us no descriptions. The boy appears to be bouncing a ball, but may be carrying it, or something with the cloth. Click image for full size version.



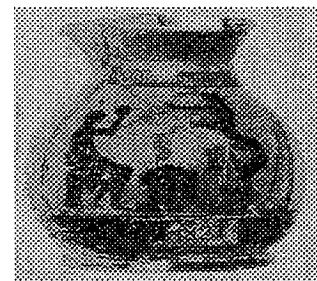
Greek Cricket?



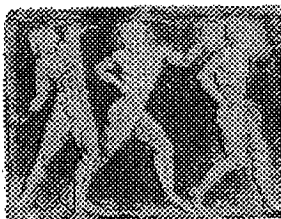
This Greek vase shows two boys playing a game that resembles cricket, without a bat. The boy to the left is throwing a ball and the boy at the right is prepared to catch it if it misses the object, a wicket. This was a children's game, but the rules are not known. This game has been called ephedrismos, and is sometimes referred to as the same game shown in the next image. This vase is from the Metropolitan Museum of Art in New York. Click image for full size version.

Chicken Catch?

This restored Greek vase shows boys playing a ball game in which one player rides on the back of another. The boy to the left is throwing a ball and the boy on top at the right is prepared to catch it. This particular game was common among children, but what the rules were, if there were indeed any, are not known with certainty. This game was played by girls also, and C. Robert in 1879 said this game was still being played in parts of Northern Greece. This vase is from National Museum in Athens. Click image for full size version.



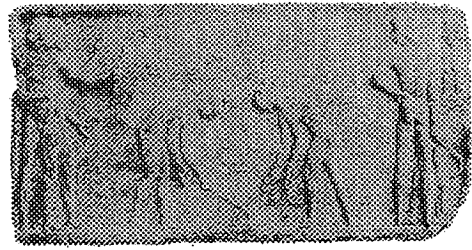
Greek Phaininda?



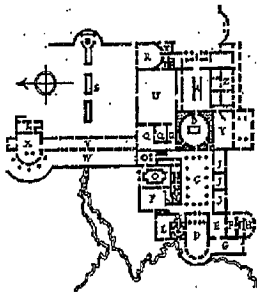
This Greek relief shows athletes playing a ball game which appears to be Phaininda. The athlete at the far left is hurling a ball, and in the full size image it would appear the players are lined up and prepared to catch or bat the ball back. See Harpastum for more on this game. This marble relief is from the National Museum in Athens. Click image for full size version.

Greek Field Hockey

In the marble relief above are Greek athletes playing field hockey, a game that later diverged into lacrosse, and which had come originally from Egypt. This relief is from the National Museum in Athens.



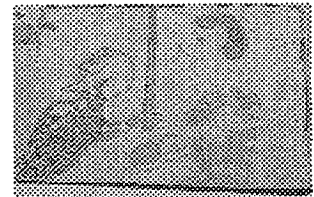
Pliny's House at Laurentum



This is a reconstructed plan taken from Clifford Pember's model in the Ashmolean museum in Oxford. Room P is noted as the ball-court. Pliny's letters, however, include a description of a ball-court within the layout of his villa -- "large enough for several groups of ball-players" and "exposed to the setting sun." This reconstruction, however, is inaccurate, since it shows only a small ball court enclosed with four walls. The ball-court encompassed the entire outside area around the bath (O) and must have had one long wall along the east perimeter.

Ancient Greeks Playing Baseball?

This picture shows two Greeks probably doing some type of metalworking. The fellow to the left who seems to be swinging a bat may be working a bellows with a leather strap. The object held by the other fellow looks quite like a ball, but is perhaps a ball of clay or a lump of metal about to be melted. This ceramic votive was found in Corinth.



PLAYING BALL IN ANCIENT ROME

The Romans had rulebooks for many of their ball games, but no copies survive. The exact rules for most of these games are not known and can only be inferred. They had several different types of balls for their games -- hard balls, soft balls, bouncing balls, large balls and small balls. In fact, at least six distinct types of balls can be identified:

1. The Trigon
2. The Follis or Pila
3. The Follis Pugillatorius or small Follis
4. The Pila Paganica
5. The Harpastum
6. Wool Balls

The two types of follis most certainly bounced. The paganica and harpastum did not. Balls made of wool would have bounced poorly. The Trigon presumably did not bounce, but the follis may have occasionally been used in place of the trigon. But how could the Romans make a bouncing ball? There are at least three good ways the artisans and craftsmen of Rome could have done this :

1. Pig bladders inflated and wrapped tight in leather, pigskin or deerskin.
2. Catgut (animal sinew) wound into a ball (much like a rubberband ball) and wrapped in leather or deerskin.
3. Chopped sponges wrapped in string and cloth.

The first two would probably bounce well, depending on the quality of materials and manufacture, but the third would probably not. Some people in Turkey still make homemade soccer balls this way. They wrap the sponges in string to first define a sphere, and then wrap this in cloth for protection.

The other type of ball made by the Romans, the paganica was large and floppy, and was stuffed with feathers. Paganicas were used as medicine balls. See the oblong one in the Bikini Girls picture.

Trigon

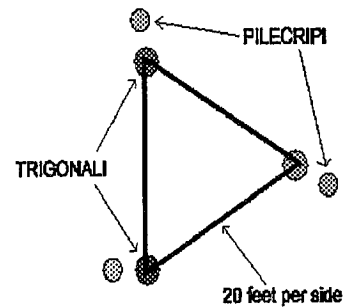
The game of Trigon was played by three players standing at the corners of a triangle, and was played with a hardball, also known as a trigon. The impression from the references is that the trigon does not bounce, perhaps being very much like a baseball or softball. The harpasta (bouncing handball) is never confused with the trigon.

The rules of Trigon have never been successfully reconstructed. The object of trigon was apparently to throw to another player such that he either could not, or perhaps could, catch it. Feinting plays a part in this game and two balls could be in play simultaneously.

Catching a ball left-handed was the sign of a skilled player. Transferring the ball from one hand to the other seems to have been part of the action, in which case feinting may be embodied in this technique along with a reversal of clockwise/counterclockwise play. Batting a ball back rather than catching it seems to have been considered skillful play. Missing a catch was apparently a score for the opponent, per Martial's epigrams. To be "struck" with a ball (and not catch it?) seemed to be part of the object. Since scorekeepers were used, the possibility exists that very complex scoring was involved (that is, left-handed catches could be 2 points, batting a ball maybe 3 points). Trigon is probably the "glass ball game," a reference to a famous player, Ursus, who was so good he, played with a glass ball, and never once dropped it.

A translation of Plautus is provided by Alexander Adam: "the person who had the ball seemed to aim at one, but struck another, ludere datatim, vel non speratofugientem reddere gestu."

Here a descriptive passage from Seneca, who happened to live next door to the baths: I am living near a bath sounds are heard on all sides. Just imagine for yourself every conceivable kind of noise that can offend the ear. The men of more sturdy muscle go through their exercises, and swing their hands heavily weighted with lead; I hear their groans when they strain themselves, or the whistling of labored breath when they breathe out after having held in. If a ballplayer begins to play and to count his throws, it's all up for the time being. The game Seneca refers to here is surely Trigon. The court is the palaestra next to the baths, where both weightlifters and ballplayers would engage themselves. Seneca implies the ballplayer counts his throws from the start. This suggests that the number of throws made (and caught?) are counted. This might also explain why a pilecripus is necessary, although this passage seems to indicate that the ballplayer, the trigonali, does his own counting. Perhaps most ballplayers did not have the luxury of an individual pilecripus.



The Ball Game of the Satyricon -- Is this Trigon?

Balsdon (Ref. 6) considers this to be the game played by Trimalchio in the Satyricon, but this highlights the incongruencies. Trimalchio is described as bouncing the ball, but the trigon isn't a bouncing ball. The Satyricon twice mentions the circle around which the players stood, but trigon is played around a triangle. Balsdon states that trigon was a serious game with each player having his own scorer, and his own ball boy. In the Satyricon there was only one scorer. Trigon is played by three players, presumably, but Trimalchio plays with a "bunch" or a "troupe" of boys.

Furthermore, Trimalchio does not seem to be any kind of serious ballplayer; he was wearing sandals and playing the game purely for leisure. Playing more than one ball at a time is difficult to conceive in Roman Ball, as we have defined it, but in a three-man game like trigon, play might be sequential (clockwise) like a three-court version of volleyball without a net. The scoring of Trimalchio's game could be done by counting either the catches or the misses. In Trigon, the ball is scored only when it is dropped, although catches may have been scored up to 21 points, at which point the game would likely end as a tie if no ball had been dropped.

On the other hand, with more than three players they might be forced form a circle. In fact, the arguments presented above are not conclusive. There may even be problems with the translations as the exact meanings of the more esoteric and specific Latin words remain obscure to us.

Some Proposed Rules for Trigon

These are untested and provided here for experimental purposes. If anyone tries these, we'd be most interested in your impressions or suggestions.

The Rules of Trigon

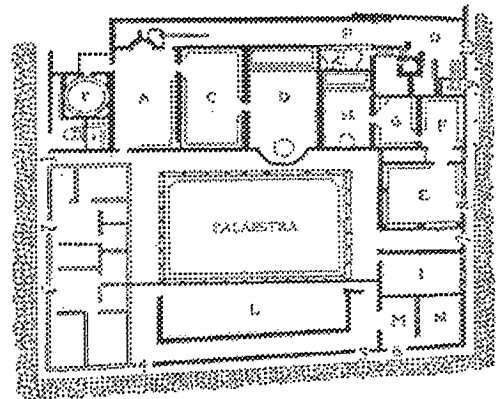
Three players (the trigonalias) stand at the outer points of a triangle about 20 feet per side. Using a baseball or softball, throw left-handed to the player on the right. The player on the right catches, and switches the ball to his left hand, or bats the ball with either, to the third player. Set up a continuous volley in a counterclockwise direction. At any time, a player may change the direction of the ball, either batting it back to the left thrower with his right, or batting it back to the right thrower with his left. If a catchable ball is dropped, the thrower gets a point. The first player to get 21 points wins. A player may hold a ball at any time to pause play. Skillful players may put a second ball in play, at their own risk. A dropped ball may be replaced by the pilecripus (scorekeeper), by handing or tossing it to the trigonalia who dropped it, without stopping play (if there are two balls or more in play).

EXPULSIM LUDERE

Handball (expulsim ludere) was exceedingly popular among the Romans. They used a single wall, playing what is known today as one-walled handball. Handball courts existed at the baths and in private villas, but almost any wall would do for this purpose. Undoubtedly children and boys played this game in the streets.

Although the rules that the Romans played by are not recorded, there is certainly not much leeway for variation. They most probably played to a score of 21. The dimensions of the court could be expected to be about the same as modern courts. The ball was larger than the one used today, and likely did not bounce quite as well, but the court dimensions could not suffer much shrinkage as a result. But no markings indicating the exact dimensions have survived the ages.

The ball-courts (sphaerista) served multiple purposes, and handball was definitely one of them. It is less certain that they would have used the playing fields (palaestra) for handball. In the diagram at right, of the baths at Herculaneum, the area labeled palaestra served the purpose of a sphaerista; it has a hard court and is too small for games like harpastum. The palaestra usually had, or was defined by, surrounding walls, but the playing field itself was dirt, and unless hard-packed, would have made a poor surface for handball.



The playing of racquetball is highly unlikely. Although there is some suggestion in the literature that the Romans had a racket for some kind of tennis game, no evidence for this has been found. They did, however, have a kind of hard glove for a version of this game. The larger, heavier, hand-made leather balls would not be likely to survive the punishment of a racquetball style game.

Alexander Adam provides this translation from (Lucan and Pison): "Those who played at ball were said ludere raptim, vel pilam revocare cadentem, when they struck it rebounding from the ground."

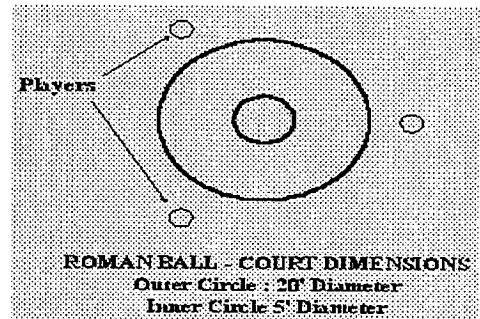
And also this passage from Plautus: "If a small (pila), they drove it with the hand, armed with a kind of gauntlet, hence called the follis pugillatorius."



(Roman metaphor, "under the trowel")

THE RULES OF ROMAN BALL

Draw 2 concentric circles on the ground, 5 feet and 20 feet in diameter. Players (3 or more) may stand or run anywhere outside the large circle. The ball must bounce in the inner circle, the 'strike zone', and pass beyond the outer circle. If the ball is not caught and hits the ground, the thrower gets a point. The player who catches or retrieves the ball throws it next. The first player to reach 21 points wins the game.



STRATEGY:

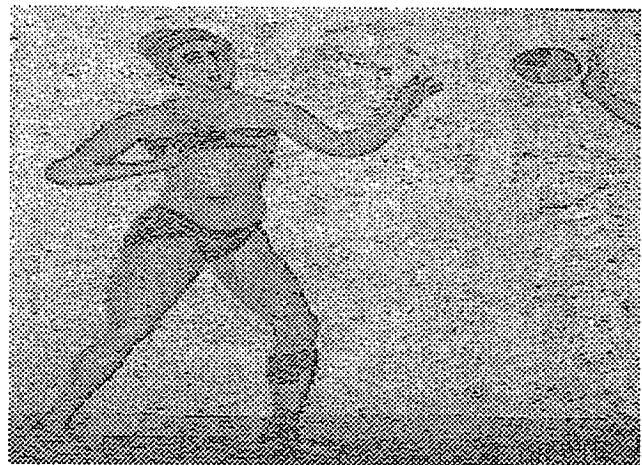
The player with the ball may run around the circle and try to catch his opponents out of position. The player who catches or retrieves the ball may return to the circle quickly for the same reason.

ETIQUETTE:

The first throw can be made by anyone, but should be from standstill. The game then begins on the second throw. If a ball fails to pass beyond the outer circle it should be replayed. Alternatively, "street rules" can allow anyone to grab it, and the thrower loses his scoring opportunity. Offensive interference would have been considered very unsportsmanlike by the Romans. Americans, however, competitive as they are, might ultimately need new rules and a referee.

NOTES: WHAT BALL TO USE & PLAYING FIELDS

Any rubber ball works fine, but a rubber baseball works best. A baseball with a rubber core is probably ideal. The Romans seem to have used a softball-sized ball (see pictures). Tennis balls and handballs work well, but 'superballs' add some dimension to the game. Playground balls, nerf balls and volleyballs don't work well (not enough bounce). See "The Ideal Roman Ball" for some recommended ball specifications. A grass lawn works fine, especially since you can dive for the ball. Use a stick and some string to spray-paint white circles. Balls bounce better on concrete, and chalk works for the circles, but diving for the ball is definitely out of the question, at least without wearing pads. A basketball floor might be ideal. Hard dirt surfaces might be the ultimate in authenticity. Circles could be scratched into the ground with a stick and some string.





INTRODUCTION

The ancient Romans played many ball games, and most of them had specific names. Some of the games, which have gone un-named, are described in ways that are difficult to reconcile with the games that have been specifically identified. The Romans had rulebooks for all their games; unfortunately, no record of the rules or any sufficiently detailed description of play has survived. The rules for Roman Ball are reconstructed based on very scant and obscure references, and on some successful experimentation.

The ball game played by Trimalchio in *The Satyricon* is not named as Trigon, but has been assumed so by many historians. However, several apparent contradictions between this description and Trigon remain unexplained. We explore here the postulate that this game was very different from Trigon, and from all other games, and we call this game Roman Ball. This may be what Romans meant in general when they referred to "ball-playing" and "ball-players," even though this term could be applied to most ball games. The evidence detailed herein is more circumstantial and inferential than it is conclusive, but it does resolve a number of literary and historical loose ends.

Taking it literally, the description of the game played by Trimalchio in the *Satyricon* was played around a circle, not a triangle, and therefore is completely distinct from Trigon. The ball bounces, per the *Satyricon*, and therefore this must be a small pila, or the same ball used in *expulsim ludere* (handball). The trigon was a hard ball. Balsdon states that this was a serious game with each player having his own scorer, called a pilicrepus, and his own ball-boy, and that more than one ball could be in play at a time. In the *Satyricon* there was only one scorer. Trigon is played by three players, presumably, but Trimalchio plays with a "bunch" or a "troupe" of boys. Furthermore, Trimalchio does not seem to be any kind of serious ballplayer -- he was wearing sandals and playing the game purely for leisure. The scoring of Trimalchio's game could be done either by counting the catches, or the misses. Our experiments, in fact, made this quite obvious. In Trigon, the ball is scored only when it is dropped, although it is possible that catches were scored up to 21 points, at which the game would likely end as a tie if no ball had been dropped.

Roman Ball may be the game described as "hop-ball" by LaFaye and by Carcopino. Since the ball must bounce in the center circle, it could be described as "hopping." Alternatively, having experimented with this style of play, we find that players must often jump or "hop" to catch the ball, as it tends to fly over their heads.

The image of Roman ball-players shown on the main page could not be Trigon. The players are in a crowd, instead of being in a triangular position. There is only one ball in play and it is high in the air. The players are not dressed for as serious a game as Trigon -- with togas on they can't be using both hands. Thought there is no apparent

circle drawn on the ground, the game of Roman Ball, as we have postulated it, ends up bearing a close resemblance to this picture. Being a game of pure fun, the scoring, and the clothes, may be of less importance.

RECONSTRUCTING THE RULES OF ROMAN BALL

Following is a summary what we can infer based on the postulated game and new interpretation of existing descriptions:

- ◆ It was played around a circle or circles on flat ground or a stone court (Ref. 1, 4, 5)
- ◆ These might have been two concentric circles (Ref. 2)
- ◆ Several players stood around the (outside) circle (Ref. 1)
- ◆ The player with the ball would bounce it (Ref. 1)
- ◆ The ball could be caught in one hand (Ref. 3).
- ◆ It was a game of action, played barefoot (Ref. 1).
- ◆ If a catch were missed a point would be scored (Ref. 1).
- ◆ There was only one winner (Ref 2).

We can surmise the following:

- ◆ If there were two concentric circles, the ball must be bounced in the inner circle
- ◆ The first person to get 21 point wins, as in handball.

We have determined the following through experimentation:

- ◆ The inner circle should be 5 or 6 feet in diameter.
- ◆ The outer circle should be about 20 feet in diameter.
- ◆ The game is a lot of fun.

DISCUSSION AND ALTERNATE VERSIONS

If there are two concentric circles, the ball must bounce in the inner circle and pass beyond the outer circle; otherwise the inner circle serves no purpose. A game in which the ball is thrown only through the air would require one circle, but not two and a very large one at that. Several courts could be located at the baths, or in private yards such as at Pliny's villa, which suggests moderate dimensions.

Stephen Benko (in one of his books not yet unidentified) makes reference to condemned criminals who were sometimes made to play this game to the death in the arena (presumably the winner was not executed).

We have been researching this matter to attempt to find some corroborating archeological or historical evidence for the design of the courts. No courts with inscribed circles have yet been found, or, if they were, have not recognized as such. The public ball courts called sphaerista, served multiple purposes and therefore the lines for Harpastum, triangles for Trigon or the circles for Roman Ball could be drawn in the

dirt, as necessary. The palaestra was a large field used for athletics and also for ball games. Private ball courts may have been constructed with stone floors. Our hope is that some villa may be found with such a stone court painted or inlaid with two concentric circles.

We have tried to play variations of this game, and discovered that it works very well in its simplest form.

Although there may have been additional rules, none seem to be necessary. Almost any number of players can be accommodated around the outer circle.

We therefore present the rules of the game as we have reconstructed them above, and in lieu of further evidence that might be uncovered by archeologists. Admittedly, the evidence is slim, and without ultimate corroboration, these rules may represent an invention more than a reconstruction. Although we cannot be absolutely sure that we have correctly reconstructed the game, we can be sure that this simple game could easily have been discovered and played by the Romans or any culture capable of making a bouncing ball and drawing circles on the ground.

There is a group at the Milwaukee School of Engineering who is attempting to organize what may be the first Roman Ball Tournament in about 2000 years. For more information on tournaments in Milwaukee contact rozz@earth.execpc.com.

Send any questions or comments to wzk116@psu.edu

Visitor since the Ides of November in the 2749th year after the founding of Rome.

NOVUS ORDO SECLORUM

ROMAN BALL GAMES -- REFERENCES

REFERENCES

1. The Satyricon by Petronius Arbiter.
2. Martial's Epigrams.
3. Ed Champlain "The Glass Ball Game", an article in the German Journal ZPE
4. "Museria Latina" by Courtney, p321-323
5. J.P.V.D. Balsdon "Life and Leisure in Ancient Rome".
6. Justinian, Roman Law, Book 17.1.16 mentions ball courts.
7. Pliny's Letters Book 2 Ch.17 & Book 5 Ch 6.
8. Martin S. Smith, Cena Trimalchionis, by Petronius, an analysis of the latin version.
9. H. A. Treble and K. M. King (1930), Everyday Life in Ancient Rome, Oxford Press.
10. J. Carcopino (1940), Daily Life in Ancient Rome, Yale University Press.
11. Adam, A. (1825). Roman Antiquities. London, A. Applegath.
12. Johnston, H. W. (1903). The Private Life of the Romans. Chicago, Scott, Foresman and Co.
13. Seneca, Epigram 56.

NOTE: There can be considerable variation in the translations of the above sources in regards to details relating to ball-playing. We recommend reading the original Latin versions.

Games You Can't Lose

From the book Games You Can't Lose, American Publishing Corp., 1977.

Analyzation/Logical Reasoning

What's wrong with this picture?
What's wrong with this picture?
Incomplete drawing: what is it?
Find the animal
Find the animal

Language Skills

Word search
Word search
Word scramble

Math/Logic Skills

Counting game
Guess the number of beans in the jar
Connect the dots
Tic Tac Toe challenge

Comparison

Which is bigger?
Which line is longer?
Which one is different?

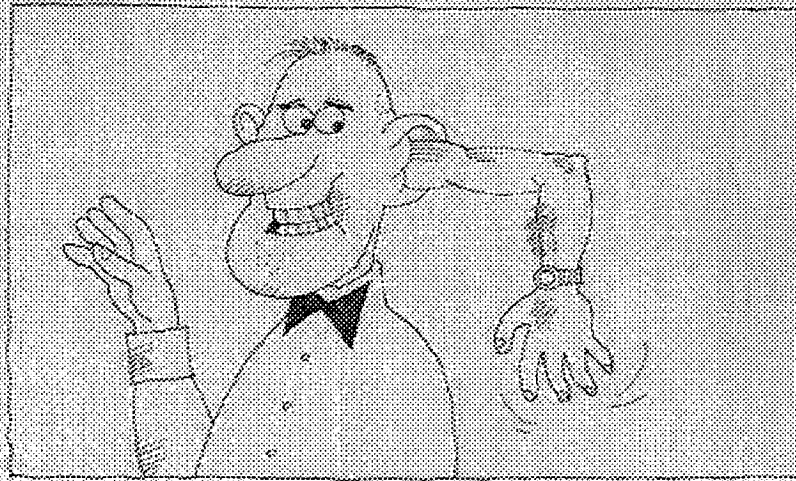
Searching Skills

Find the square
Find your way through the jungle
Find the presidents

Memory

Memory test

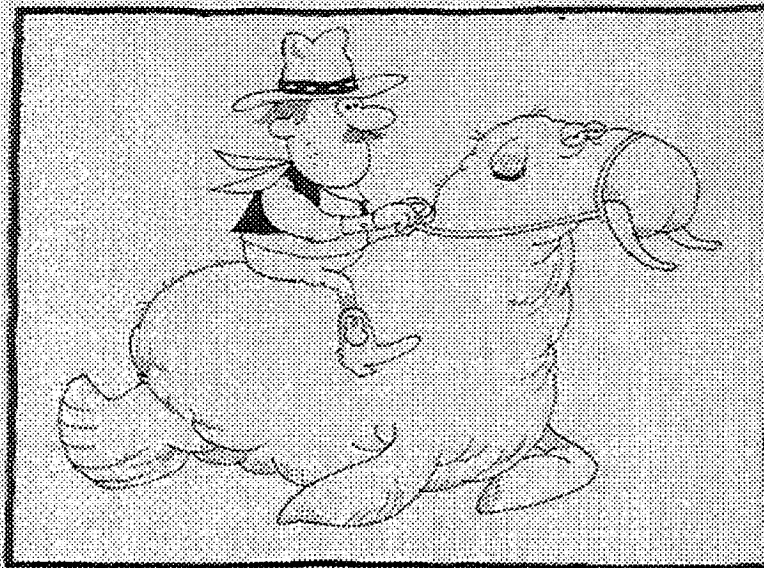
what's wrong with this picture?



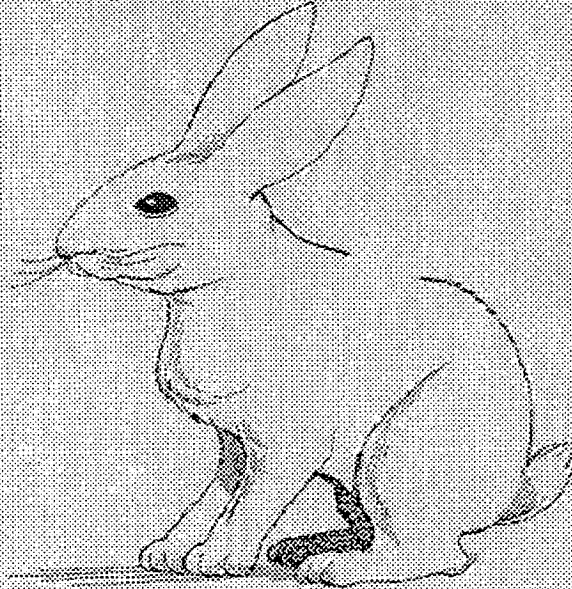
can you tell what's wrong with this picture?
look over the picture above carefully, then
put your answer in the space provided below!

your answer here _____

WHAT'S WRONG WITH THIS PICTURE?

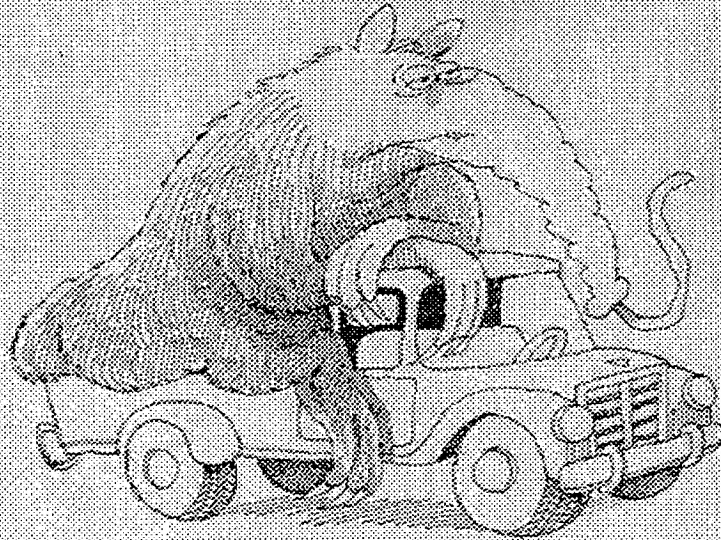


The artist who drew this picture has cleverly left out a part of this drawing. Can you guess what this animal is by examining the incomplete drawing?



Then see if you can complete the drawing.
This animal is a _____.

**FIND THE AARDVARK
IN THE BACK OF THE
PICKUP TRUCK.**



There is an Aardvark hiding in the back of this pickup truck. Can you find him?

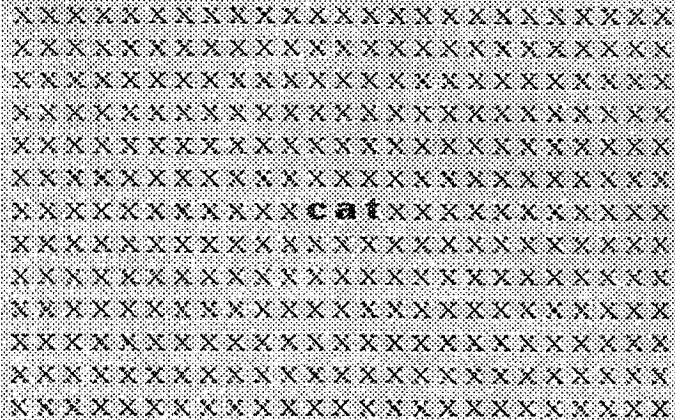
FIND THE ELEPHANT

can you find the elephant hidden in this picture?



Word Search!

Find the word in the word list by looking across, down, diagonally, forwards or backwards. Circle the word you find.



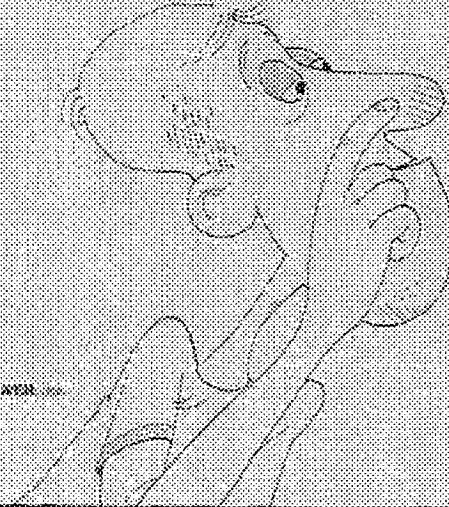
WORD LIST

cat

COUNT YOUR NOSE

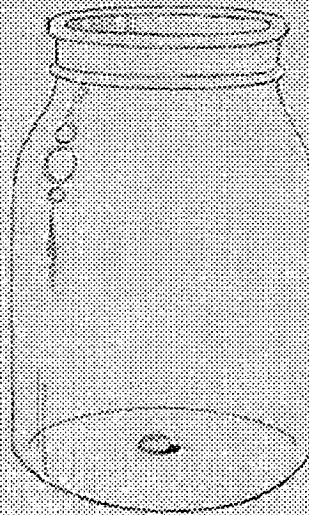
How many noses do you have? Can you find real? Count your nose with your finger or real with your hand below.

How many noses do you have? 1 _____ 2 _____ 3 _____



ANSWER: 1

Can you guess
how many beans
are in the
Jar?



connect the **DOTS!**

●
1.

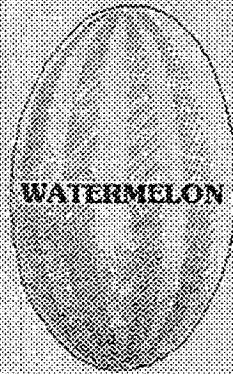
●
2.

Tic Tac Toe challenge

You are battling for the tic tac toe championship of the world. You have the last move and one open square left. Can you win the championship with only one move? You see X. Good luck!

| | | |
|----------|----------|----------|
| X | O | X |
| O | | O |
| X | O | X |

Which is **BIGGER?**



A.

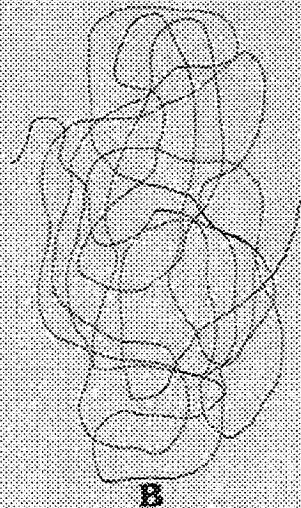
LIMA BEAN



Mark the correct box below with your answer.

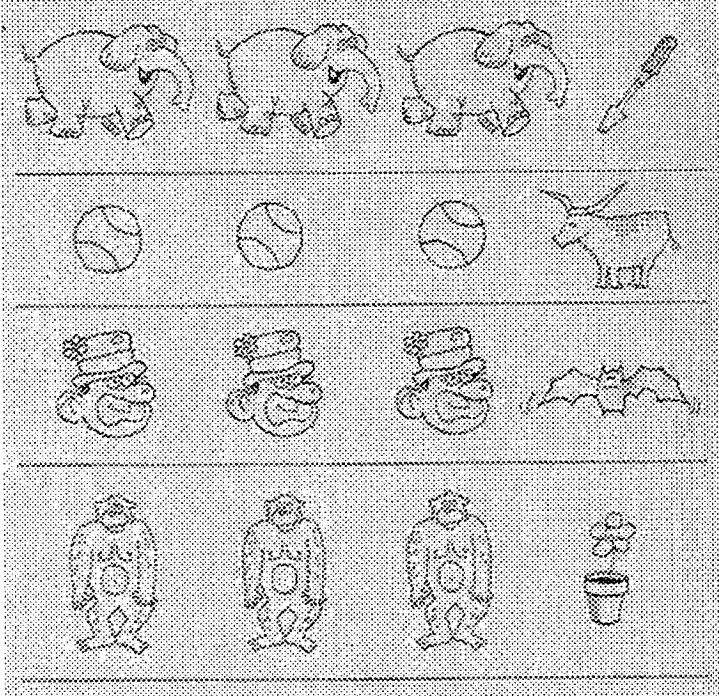
A.
B.

WHICH LINE IS LONGER?

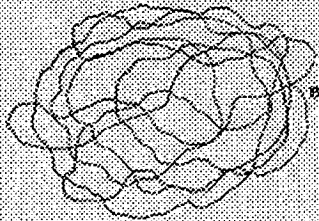
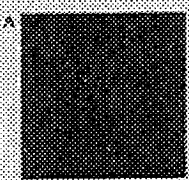


WHICH ONE IS DIFFERENT?

In each of the groups below can you tell which object is different? Try your skill.

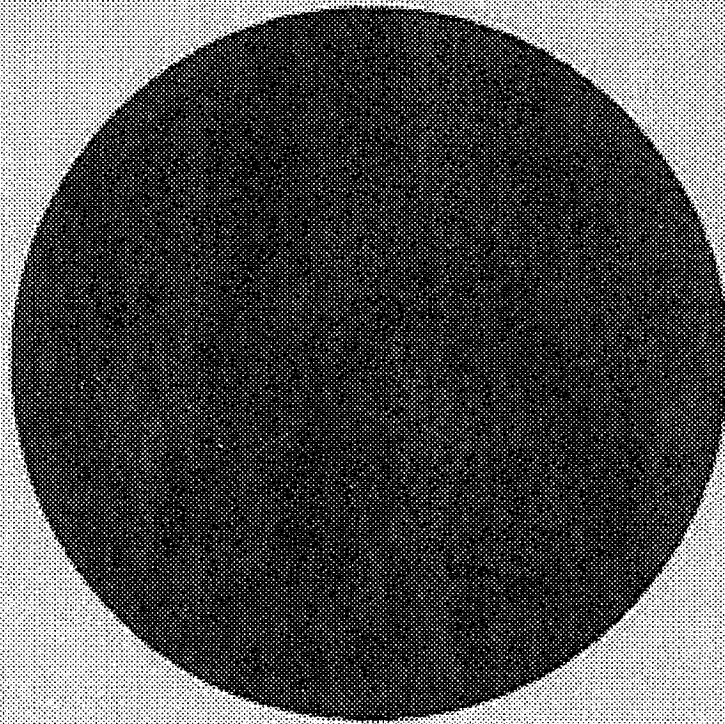


One of these is a square and one is not. which one is the square?



MEMORY TEST

Study this picture for one minute, then turn the page
and see how many questions you can answer.



MEMORY TEST QUESTIONS

1. Is the dot round or square?

your answer: Round _____ Square _____

2. Is the dot black or white?

your answer: black _____ white _____

3. How many dots are in the picture?

your answer: One _____ Two _____ Three _____

YOUR SCORE

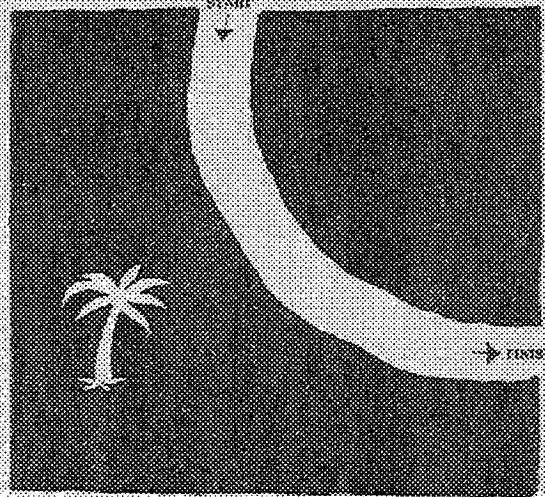
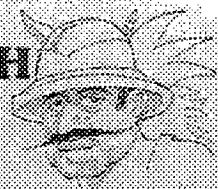
two correct: very good

one correct: excellent

three correct: expert

Answers: 1. round 2. black 3. one

FIND YOUR WAY THROUGH THE JUNGLE!



Find the Presidents

Here's a game that's challenging and educational. Can you find which of the pictures in each row is a famous president of the U.S.

Write your answers here: Game 1 _____ Game 2 _____ Game 3 _____

GAME ONE



GAME TWO

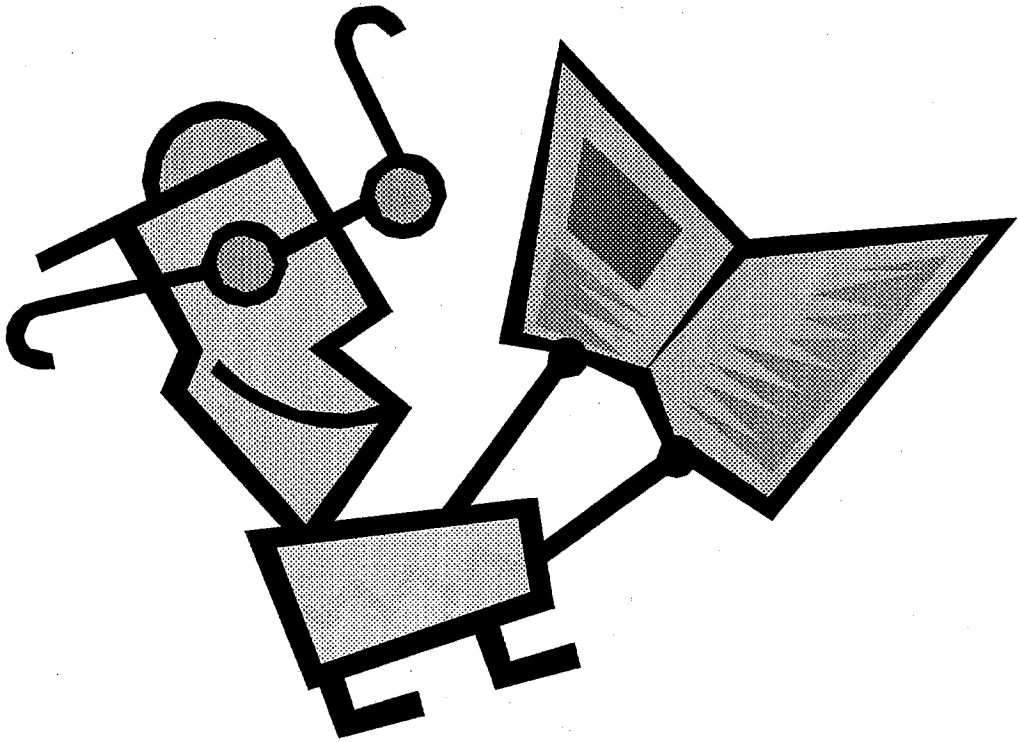


GAME THREE



Akela's Parting Words (of Wisdom)

Now that you've been spotted at the Game Preserve Watering-hole, the well-dressed Adventurer will be loading up their treasure chest with the Game(s) they've caught and can continue on their Pow Wow Safari. Use these games and make up some of your own! Games are for everyone and help add the fun to Cub Scouting!



A
W
A
R
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S



ADULT AWARDS & RECOGNITION

RELIGIOUS AWARDS

CREATIVE AWARDS

I have included for your use the Cub Scout Leader Recognition awards for Cub Master, Tiger Cub Group Coach, Den Leader, Webelos Den Leader and the Cub Scouter Award. You may think it is not important that you track or earn these awards but your scouts do notice and if you read the requirements you will see the scouts program is enhanced by your efforts.

Listed are the religious emblems programs for scouts and adults.

A scouter's resume for you to track your training and positions held in the unit.

Don't forget to say thank you to a scouter for a job well done! There are certificates and plaques you can purchase or use your own computer to create a certificate. My favorite thank you is a handcrafted neckerchief or slide.

Most districts have special leader of the year awards that you can nominate a deserving scouter for a special award that is given out at the annual district dinner. Ask your commissioner or a member of your district committee for the details.

RECOGNITIONS

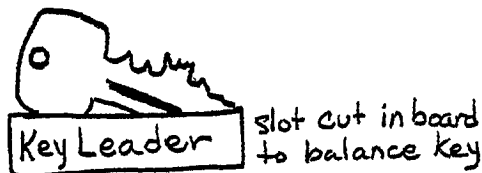
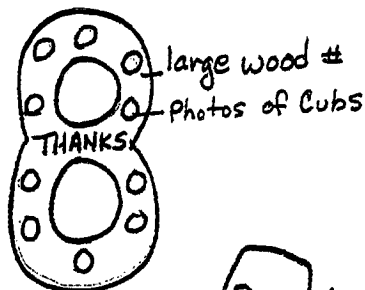
Who: Leaders, Committee Members, Chairmen for special events and committees, Parents who help the pack in any way special or work on special events and committees although not chairing it.

Why: Everyone likes to be told that they are appreciated and that they are doing a good job.

Recognition keeps adults in the program longer. They feel a sense of self-worth. Encourage all to do one's best. Encourages all to do their part so the pack has enough helpers for every project and a successful pack program.

How-tos: Be sincere and appropriate.

Presented in front of peers by an appropriate person. Plan ahead so the presentation is done well. Use a variety of presentation techniques as well as types of awards.



TYPES OF AWARDS

Purchased Awards: Patches, neckerchiefs, neckerchief slides, coffee mugs, T-shirts, plaques. Ideas are many.

Certificates: BSA certificates. Computer generated certificates. Teacher supply store certificates. Make your own paste-up and copy.

Plaques: Display pictures, patches, certificates, molded items. Make out of lumber, paneling, tree branch, leather, and plastic sheet. Stains, decoupage, paint, varnish or leave natural. Letter in many ways.

Trophies: Recycle old trophies or trophy parts. Use miniature cars, action figures, and plastic objects. Make a base from materials as listed under plaques.

Medals: Anything that can be hung on a string around a person's neck. Use party favors, small toys, wooden shapes, and miniature items.

Leather Rounders: Can be stamped or painted or written on with permanent markers.

Ribbons: Purchased or homemade. Use fine-tipped Sharpie markers (press lightly) or glitter glue for writing. Use satin or cloth of choice or felt. Cut from cardboard or stock-card paper.

Magnets: Use molded items or miniature wooden cutouts. Paint and add message. Glue magnet strip on back.

Any of the recognition ideas covered in this section could be adapted to several of the above types of awards.

RECOGNITION IDEAS

Packet of Seeds -- a packet of seeds glued to a plaque. Inscribe "Thanks for helping the Pack grow."

Roll of Tape -- Glue to a plaque or just present a large roll of masking or duct tape. For the person who has stuck with it no matter what.

Eraser figures -- look for "the top banana", lifeboat for a "lifesaver", create the recognition based on the figure found. Display on a plaque or use any creative idea.

Miniature Box of Raisins -- for the person who deserves a "raisin pay".

Helping Hand Award -- Use a backscratcher with a hand shape. Do a salt-dough hand. Make a handprint with finger paint or tempera paints. Outline a scout's hand. For anyone who helps out.

Golden Penny Award -- Large plastic or metal coin from a toy store or cereal box. For the treasurer or fundraiser recognition. Attach to a plaque and inscribe "You're a treasure."

Old Fossil Award -- a rock or an arrowhead attached to a cord or leather thong to wear around the neck. Give to the person who has been in the pack the longest.

Star Award -- for someone who really shines at a job.

Bear Awards -- use pictures or small figures. For a "Beary Good Job" or someone who "Made Things Bearable".

Nut Award -- Attach walnut half shell or peanut in shell. Add wiggly eyes. For the person who was nuts to take on the

task.

Our Eyes are on You -- Wiggly eyes attached to a ribbon or glued on a plaque. For the leader who sets the example.

Measure Up Award -- give a 6" ruler to the leader whose performance set the standard.

Rose Award -- Attach plastic or silk rose to a plaque. Compose a "Roses are red. Violets are blue. Our boys got the best. Because of you." poem.

Candle Award -- Use a birthday candle on a plaque. Or present a full-size candle to the leader who a "shining example".

Bonafide Award -- Spray gold or cover with varnish a dog bone for the leader deserving "an award".

Mounds of Thanks -- small Mounds candy bar.

Duster Award -- for the person who always does the dirty work. Use a feather duster or create one from felt and a dowel rod.

Pudding Award -- mount an empty pudding box for the person who is "pudding" on a good program.

Plastic Party Favor Watch -- Thanks for giving of their time.

Match Award -- mount a safety match. Dip end in varnish or coat so it won't light. For someone whose "Matchless".

Band-Aid Award -- Use a large one. For someone who has helped "hold the pack together".

Smile Award -- smiley face stickers. For someone who "keeps the pack smiling".



RECOGNITIONS

For Cub Scouts and adults who wish a challenge beyond the basic Cub Scout ranks

(Items with "*" may be earned by an adult as well as a Cub Scout.)

National Den Award: The den works on together by doing conservation, sports, academic, camp, and service project activities. Attendance is importance. Described in the Cub Scout Leader Book. Ribbon for the den flag.

Donor Awareness Emblem: Learn about the donor program and help distribute literature about it to family and friends. Information available at the council Scout Shop. Patch for the red vest.

Crime Prevention Program: Learn about crime prevention through badge achievement completion and family discussion. Complete an approved project. Pamphlet available at the Scout Shop. Patch, pin, and/or certificate. **X**

Conservation Good Turn Award: Work on an approved conservation project. Done on a pack level or den level with pack approval. Involves scouts and parents. Pamphlet available at the Scout Shop. Patch for the red vest. **X**



World Conservation Award: Scout completes badge achievement requirements and participates in a den/pack conservation project. Requirements listed in the rank handbook or available at the Scout Shop. Patch for the uniform pocket or red vest.

Cub Scout Sports Awards: 20 sports to choose from. A belt loop is earned by learning the sport (rules and how-tos) and participating in one pack-approved competition. A sports pin is earned by tracking time spent playing, practicing, and learning about the sport. 60 points must be accumulated with 1 point given for each 30 minutes spent on the sport. A letter is earned if the Scout earns one loop and one pin and an adult partner also earns a pin. Sports booklets available at the Scout Shop. **X** for the pin only.



Cub Scout Academic Awards: 8 academic areas to choose from. A belt loop is earned by reading the pamphlet on that academic and following the guidelines in the booklet. A pin is earned by accumulating 60 points learning about and working with that academic. Other requirements involved depending on the academic that build toward the points. A letter is earned if one academic belt loop and one academic pin are earned by the scout and an adult partner also earns a pin. Academic booklets available in the Scout Shop. **X** for the pin only.



Religious Awards: For most faiths can be earned as a Tiger/2nd grader, again as a 3rd/4th/5th grader and as a Boy Scout. Booklets from each faith available at the Scout Shop or through the religious organization with requirements and projects involved. Medal and a knot patch for the uniform. Limited faiths **X**.

Summertime Pack Award: Scout must participate in three activities sponsored by the pack over the summer months. Some units include summer camp programs. Information in the Cub Scout Leader Book or the council-published Lighthouse. Pin for the uniform.

Recruiter Emblem: Earned by the scout who recruits another boy to join scouting. The new boy must become a member in the pack. Patch for the uniform.



BSA Family Award: A major portion is having family discussions on specific topics PROGRAM and doing activities together related to the topics. 12 topics include coping, giving, building self-esteem, trusting, sharing, and traditions. Covers a one-year time span. Patch, pin, and/or certificate. BSA Family Book available at the Scout Shop. **X**

X Registered leaders in the pack may earn a recognition award for their position. Requirements and form are in the Cub Scout Leader Book and include registration tenure, training, and activity involvement. Knot emblem worn on the leader uniform.

MAGIC WORDS

A boy is a magical creature -- you can lock him out of your workshop, but you can't lock him out of your hear. You can get him out of your study, but you can't get him out of your mind. Might as well give up -- he is your captor, your jailer, your boss, and your master -- a freckle-faced, pint-sized, cat-dle of noise. But when you come home at night shattered pieces of your hopes and dreams, he them like new with the two magicwords: "HI



chasing, bun- with only the can mend **DAD!!"**



Nicest Smile



Presented to

for always giving the Pack a great
outlook!

Date _____



RECOGNITION IDEAS

Puzzles -- for leaders who know how to solve problems.

On the Ball Award -- any type of ball. Mount on a pedestal or set in a smaller plastic container that could be decorated around the sides or painted with blue and a yellow ribbon or stripe added.

Go For Award -- small model car mounted on a wood base for the person who runs errands.

Sunglasses -- an old pair inscribed "Thanks for seeing your way clear to help".
Acknowledge a special activity.

Big Stone Award a big stone painted silver with the message on the underside "For one who leaves no stone unturned".

One in a Million -- use a lot of small seeds glued to a board. Paint one a red color (slightly larger in size if desired) to stand out. Inscribe "You're one in a million".

Certificate of Eligibility

for a complete

NERVOUS BREAKDOWN

Whereas: the bearer of this certificate, in pursuit of his/her duties as a Den Leader in Pack _____ did perform above and beyond the call of duty and

Whereas: He/She was required to beg, bribe and threaten a den of energetic Cub Scouts in order to accomplish goals set by a wild-eyed Cubmaster, and

Whereas: In order to maintain his/her den in a Championship Pack, it was necessary to work long hours and plan greatly.

Therefore, This is to certify

That the Bearer of this Certificate is fully qualified to and probably ready for a complete

NERVOUS BREAKDOWN

issued to: _____

Date

Den Number

HAVE YOU HAD YOUR HUG TODAY

Hugging has no age limits and can be utilized with great success in stress situations to both reduce stress and prevent stress. As one writer has described it "Hugging is the perfect cure for whatever ails you." It should not be limited to Valentines Day, anniversaries, etc.

Note the following characteristics of hg:

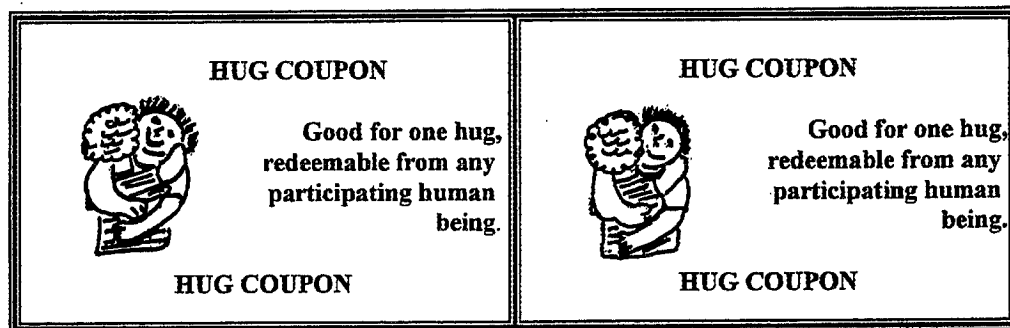
- + No batteries to wear out
- + No periodic checkups
- + LOW energy consumption
- + High-energy yield.
- + Inflation-proof
- + No monthly payments
- + Theft proof
- + Nontaxable
- + Non-polluting
- + And, of course, fully returnable
- + Hugging is healthy



It relieves tension. Combats tension. Reduces stress. Improves blood circulation. Is invigorating. Is rejuvenating. Elevates self-esteem. Generates goodwill. Has no unpleasant side effects. Is nothing less than a miracle drug.

Hugging can be used with children, wives, husbands, sweethearts, older persons, friend's relatives and others. Dogs and, cats enjoy being hugged, gently of course. A lonely older person particularly enjoys hugging-

WHO HAVE YOU HUGGED TODAY?



SCOUTERS RESUME

Name: _____ Address: _____

City, State Zip _____ Phone # _____

Date first registered as an leader: _____

Past Councils and Districts: _____

Present Unit(s) _____

Business or Profession (Title & Company) _____

Church or Synagogue affiliation: _____

| Youth involvement: | Where | How long | Rank |
|--------------------|-------|----------|-------|
| Cub Scout | _____ | _____ | _____ |
| Boy Scout | _____ | _____ | _____ |
| Explorer | _____ | _____ | _____ |
| Girl Scout | _____ | _____ | _____ |
| 4 - H | _____ | _____ | _____ |
| Other Groups | _____ | _____ | _____ |

Unit Scouting Service List Unit and Years

| | |
|-------------------------|-------------------------------------|
| Member of Committee: | Committee Chairman |
| Den Leader | Assistant Den Leader |
| Webelos Leader | Assistant Webelos Leader |
| Den Leader Coach | Charter Organization Representative |
| Cubmaster | Assistant Cubmaster |
| Tiger Group Coordinator | Scoutmaster |
| Assistant Scoutmaster | Advisor |
| Team Coach | Other |
| Other | Other |

Training

| | |
|---------------------------|--------------------------|
| Cub Scout Fast Start | Cub Scout Basic |
| Pow Wow | O W L |
| Boy Scout Fast Start | Scout Leader Development |
| Wood Badge | Show & Do |
| Train the Trainer | Commissioner Training |
| Opik | Commissioner Life Saving |
| Charter Organization Rep. | Other |
| Youth Protection | Other |
| Other | _____ |

A Cub's Duty to God

The Cub Promise:
I ... promise to do my best to do
my duty to GOD and my country,
to help other people, and to obey
the law of the Pack.

Cubs earn Religious Emblems of their Faith:

God and Me
God and Family
Alpha
Light of Christ
Parvull Del
Metta
Faith in God
That of God
Bismillah

These Emblem programs are under
the direction of the local religious
leader. Work books and materials are
available from:

BUDDHIST EMBLEM

Buddhist Churches of America
1710 Octavia Street
San Francisco, CA 94109

HINDU EMBLEM

North American Hindu Association
42955 Ford Road
Canton, MI 48187

ISLAMIC EMBLEM

National Islamic Scout Committee
PO Box 51931
Indianapolis, IN 46251

LATTER DAY SAINTS EMBLEM

Church Distribution Center
1999 West 1700 South
Salt Lake City, UT 84104

QUAKER EMBLEM

PRAY
PO Box 6900
St. Louis, MO 63123

SALVATION ARMY EMBLEM

The Salvation Army
PO Box 269
Alexandria, VA 22313

UNIVERSALIST EMBLEM

Unitarian Universalist Association
25 Beacon Street
Boston, MA 02108

A Scout Is Reverent

The Scout Law:

A Scout is trustworthy ... loyal ...
helpful ... friendly ... courteous ...
kind ... obedient ... cheerful ...
thrifty ... brave ... clean ...
REVERENT

Scouts earn Religious Emblems of their Faith:

God and Country / God and Church
God and Life
Ner Tamid
Ad Altare Del / Pope Pius XII
Light Is Life
Sangha
On My Honor
Spirit of Truth
In the Name of God
Religion In Life
Living Faith

What Is A Religious Emblem Program?

A church program which recognizes Cubs, Scouts and Explorers who do additional study and work for their Faith. The programs are similar to earning an achievement or merit badge. The Boy Scouts of America officially recognize the boy who completes the program of his Faith. Every boy will be proud to achieve this high honor.

How Do I Start Scouts and Cubs Earning Their Emblem?

Every Faith has a program.

Step one: Obtain the study book from the local scout shop. Some books must be special ordered.

Step two: Scout/Cub and parent visit the religious leader at their church, temple, or place of worship and review the work book.

Step three: Begin study as directed in the workbook and with the approval of the religious leader.

Step four: When the workbook is completed, award the Emblem as suggested in the workbook.

Step five: Encourage other Scouts and Cubs to earn their Emblem.

PROTESTANT EMBLEM

God and Country

This series of studies is used by most Protestant Faiths. Materials are available at the local Scout shop. The following churches use this program:

BAPTIST
CHRISTIAN CHURCH
EPISCOPAL
LUTHERAN
METHODIST
PRESBYTERIAN
PROTESTANT

Some Lutheran Churches use the *Living Faith* program.

Scouts study with a leader from the church they attend.

Suggestion: When two scouts work together they encourage each other, and usually they complete the program within the recommended time period.

The information in this folder has been compiled from current publications in March 1996. We hope this guide will assist you as you encourage the boys of your unit to earn the Religious Emblem of their faith. It may be duplicated locally as needed.

The Viking Council Relationships Committee, 5300 Glenwood Ave., Minneapolis, MN 55422 will help you find answers to your questions on Religious Emblems Programs.

ROMAN CATHOLIC EMBLEM

Light of Christ and Parvull Dei Cub Emblems are family directed. The Archdiocese of St. Paul and Minneapolis has trained counselors who conduct classes for the *Ad Altare Dei* and *Pope Plus Emblems*.

Scouts must enroll in these classes to be awarded their Emblem. Contact the Catholic Committee on Scouting through the Scout Office for full information. Books are available at the local Scout shop.

EASTERN CATHOLIC EMBLEM

The Scout works with his church leader on this program. Books are available at the local Scout shop.

JEWISH EMBLEM

This Emblem program is usually conducted by the rabbi or the religious school teacher. The Scout and parent visit the teacher and establish a plan to complete the study requirements.

When the study and activities are completed, the "Certification" is sent away for the emblem. The Emblem presentation should be made at an appropriate event like a service at the synagogue, if possible.

RELIGIOUS EMBLEMS PROGRAMS

Available to members of the Boy Scouts of America

| RELIGIOUS ORGANIZATION | CUB SCOUT | WEBELOS SCOUT | BOY SCOUT AND VARSITY SCOUT | EXPLORER, OLDER BOY SCOUT AND VARSITY SCOUT | ADULT RECOGNITION (Not Earned) | WHERE TO GET STUDENT AND COUNSELOR MATERIALS |
|--|--|--|--|---|--|---|
| ARMENIAN CHURCHES: DIOCESE OF THE ARMENIAN CHURCH OF AMERICA (Eastern Diocese) | None | Saint Gregory | Ararat | Ararat | None | Youth Director, Diocese of the Armenian Church of America 630 Second Avenue New York, NY 10016 212-686-0710 |
| ARMENIAN APOSTOLIC CHURCH OF AMERICA (Western Prelacy) | None | None | Saint Mesrob | Saint Mesrob | None | Armenian Apostolic Church of America Western Prelacy, 4401 Russell Avenue Los Angeles, CA 90025 213-863-6273 |
| ASSOCIATION OF UNITY CHURCHES | None | God in Me | Light of God | None | Distinguished Youth Service Award Nomination | The Association of Unity Churches P.O. Box 610 Lee's Summit, MO 64063 816-524-7414 |
| BAHA'I | Unity of Mankind | Unity of Mankind | Unity of Mankind | Unity of Mankind | None | Baha'i Committee on Scouting Baha'i National Center 1233 Central Evanston IL 60201 (847) 869-9039 |
| BAPTIST | God and Me S, No. 33604 C, No. 33603 M, No. 33606 | God and Family S, No. 33597 C, No. 33598 M, No. 33595 | God and Church S, No. 33599 C, No. 33600 M, No. 33596 | God and Life S, C, No. 33601 M, No. 33605 | Good Shepherd Nomination No. 77-062* | Local Council Service Center or PRAY P.O. Box 6900 St. Louis, MO 63123 800-933-PRAY |
| The God and Me emblem may be earned as early as first grade. | | | | | | |
| BUDDHIST | None | Metta | Sangha | Sangha | None | Buddhist Churches of America National Headquarters 1710 Octavia Street San Francisco, CA 94109 415-776-5600 |
| CHRISTIAN CHURCH (Disciples of Christ) | God and Me S, No. 33604 C, No. 33603 M, No. 33606 | God and Family S, No. 33597 C, No. 33598 M, No. 33595 | God and Church S, No. 33599 C, No. 33600 M, No. 33596 | God and Life S, C, No. 33601 M, No. 33605 | God and Service Nomination No. 17-107* | Local Council Service Center or PRAY P.O. Box 6900 St. Louis, MO 63123 800-933-PRAY |
| The God and Me emblem may be earned as early as first grade. | | | | | | |
| CHURCHES OF CHRIST | None | Joyful Servant Grades 3-5 | Good Servant | Good Servant | Faithful Servant | Members of Churches of Christ for Scouting ACU Station, Box 8169 Abilene, TX 79639 915-674-2298 |
| CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS (LDS) | None | Faith in God | On My Honor | On My Honor | On My Honor | Church Distribution Center 1999 West 1700 South Salt Lake City, UT 84104 801-582-6000 |
| EASTERN ORTHODOX | None | Chi Rho No. EOFB | Alpha Omega No. EOGB | Alpha Omega No. EOGB | Prophet Elias Nomination* | EOCS/PRAY P.O. Box 6900 St. Louis, MO 63123 |

Lutheran Religious Growth Programs

The Lutheran Religious Growth Programs are administered by the Youth Ministries offices of the Evangelical Lutheran Church in America and the Lutheran Church Missouri Synod. They are intended for youth that are involved in a civic youth serving agency, i.e.: Girl Scouts USA, Boy Scouts of America, Camp Fire Inc. or 4-H. For more Information or to order material contact:

P.R.A.Y. (Programs of Religious Activities with Youth)
8520 Mackenzie Road
St. Louis, MO 63123-3433
(314) 638-1017 or 1 (800) 933-PRAY

God and Me (Grades 1,2,3)

The God and Me unit encourages children to tell the story of their lives, think about the life and teaching of Jesus, and see how God is present in their lives today. Each section has projects to be completed by the child with the help of the counselor. Parents or other adults are encouraged to work side-by-side with the child, serving in the role of counselor.

Outline

- 1.Me: The Story of My Life
- 2.God: The Story of Jesus' Life
- 3.God and Me: The Story of Jesus and Me Together

Order Information

God & Me Student (#33604) \$3.00ea.
God & Me Counselor (#33603) \$3.00ea.
God & Me Mentor (#33606) \$3.00ea.

God and Family (Grades 4 & 5)

The God and Family unit is "home-centered," with parents or guardians directly involved under the supervision of the pastor. This unit promotes Christian nurturing in the home and church, and encourages individuals to grow in the understanding of their faith as it relates to their homes, their family relationships to the church, and their own identities in society.

Outline

1. God and Me
2. God and My Senses
3. God, Me and My Family
4. God, Me and My Friends
5. God, Me and People Who Care
6. God, Me and My Future

Order Information

God & Family Student (#33597) \$3.00ea.
God & Family Counselor (#33598) \$3.00ea.
God & Family Mentor (#33595) \$3.00ea.

God and Church (Grades 6,7,8)

The God and Church unit provides individuals with an opportunity to know their pastor and counselor more intimately, to understand the church's structures and objectives, and to participate in service projects that will give them a better understanding of the mission of the church. The counselor manual contains a "Lutheran Supplement" for this program.

Outline

1. God at Work
 With People
 Through Jesus Christ
 In Scripture
2. Christians at Work
 In My Church
 In My Town
 Beyond My Town
 In the World

Order Information

God & Church Student (#33599) \$3.00ea.
God & Church Counselor (#33600) \$3.00ea.
God & Church Mentor (#33596) \$3.00ea.

Living Faith (Grades 9,10,11,12)

The Living Faith unit helps young people to grow as Christians by fostering in them a closer relationship with their Lord, a heightened awareness of their worship experiences, an eagerness and ability to be personal witnesses to their faith, and enthusiasm for sharing in the outreach efforts of their congregation.

Outline

1. Faith
2. Worship
3. Personal Witness
4. Congregational Outreach

Order Information

Living Faith Student (#33637) \$3.00ea.

Living Faith Counselor (#33636) \$3.00ea.

God & Country Mentor Program (Adult Curriculum)

Adults may be involved in the God and Country Series in two ways: One, the adult may be a "counselor" or "instructor" who give assignments to the young people and it is the young people who complete the lessons and do the various projects (the adult would need the Counselor Manual and the child would need the Student Workbook); or Two, the adult may choose to serve as a "mentor" and be an active learning participant (the adult would need the Mentor Workbook, the child would need the Student Workbook, and the pastor would need the Counselor Manual). As a mentor the adult is required to complete the mentor Curriculum, work on the Student Workbook and adhere to the Guidelines as published in the workbook, i.e.: the pastor is required to oversee both the adult mentor and the young person, the adult may not serve as a mentor to more than one child at a time, and the adult mentor (if not the child's parent) must be approved by the parents and the pastor.

The Mentor Workbook has two sections. The first section consists of activities to prepare the adult to work with a child. These exercises will help the adult remember what it was like to be the same age as the young person with whom he or she is working, and challenge the adult to learn about his or her faith and to share it with the child. The second section is the mentor's copy of the student material, which the adult must complete alongside the young person. By completing the lessons and doing the projects together, the adult will have the opportunity to model his or her Christian faith and help a young child talk about his or her belief in God.

This Mentor Program is not be confused with the Adult Recognition Awards. An adult who completes the mentor studies will receive a certificate and a lapel pin for wear on uniform clothing.

Lamb and Servant of Youth Awards (Adult Recognition Emblems)

The Lamb Award is a national award for Lutheran adults through the youth ministry departments of the national offices of the Lutheran Church bodies. It recognizes distinguished service by adults in ministry to young people through service to the Church and one of the civic youth-serving agencies (Boy Scouts of America, Camp Fire Boys and Girls, Girl Scouts U.S.A., 4-H and others).

The award may be given to any Lutheran adult who is an active member of his or her church and who has rendered a minimum of ten years of distinguished volunteer service to young people both through the Church and one or more of the civic youth-serving agencies.

The Servant of Youth Award is a national award designed to recognize adults (not necessarily Lutheran) who have given outstanding service to Lutheran youth for a minimum of five years both through the Church and one of more of the civic youth-serving agencies.

The Lamb and Servant of Youth adult Awards are by nomination only. In other words, they are not a work/study program for adults to "earn" like the God and Country Series for youth. Instead, an outside party must nominate an adult to receive these awards by submitting the required application, letters of recommendation, and resume.

The Most Frequently Asked Questions About the Lutheran Religious Growth Programs

1. Can both girls and boys use the Lutheran Religious Growth Programs?

Yes!

2. What youth agencies use these programs?

The Lutheran Religious Growth Programs were designed for use by Boy Scouts of America, Girl Scouts of the U.S.A., Camp Fire Boys, Camp Fire Girls, 4-H and other similar groups.

3. Do I have to belong to a youth agency?

No. This is a church program so that members of Sunday School classes,

Vacation Bible School, Confirmation classes, and other church groups are welcome to use the Lutheran Religious Growth Programs.

4. Who may serve as counselor?

The pastor, along with the parents or a lay person designated by the pastor.

5. Does each student need a workbook?

Yes. Students are required to keep a personal record of their progress.

6. How can I order these materials?

Call 1-800-933-PRAY

7. How do I order the recognition items?

Information about the recognition items as well as an official application/order form are provided in the student workbook. The awards/emblems can only be ordered through P.R.A.Y. (Please allow 2-3 weeks for delivery.)

8. If I have already earned one award (for example the God and Me Award as a first grader), may I earn another award/emblem when I am older (the God and Family Award for 4th and 5th graders)?

Yes. Students can earn all four segments of the Lutheran Religious Growth Programs provided that they are in the appropriate grade when they work the program. And since each segment is an independent unit, students do not have to start with the first program (God and Me), but rather they would work the appropriate program based on their grade level.

9. What other churches use the God and Country Series (God and Me, God and Family, God and Church, and God and Life)?

Protestant, Independent Christian Churches cooperating in the commission for Church and Youth Agency Relationships. This program is an interdenominational resource with planned flexibility for churches to introduce the unique characteristics of their denomination.

10. What is the difference between the Counselor packet and the Mentor packet?

The counselor packet is the manual for the adult leader. This manual is like a teacher's edition and is used by the pastor (or the parents or lay person designated by the pastor).

The Mentor packet is an adult workbook (not a manual). It is the curriculum that the adult must complete under the supervision of the pastor to prepare the adult to work the God and Country Program alongside a young person. This Mentor Workbook includes the adult's copy of the student material. (Please note that the mentor program is optional: the adult does not have to serve as a mentor.)

11. What is the difference between the Adult Mentor Program and the Lamb and Servant of Youth Awards?

The Mentor Program is a curriculum program for adults to work on while they lead a child through the God and country Series. There is an adult workbook that must be completed. The Lamb and Servant of Youth Awards are recognition awards whereby an adult is honored for his or her outstanding service to youth. The adult is unaware that he or she is being nominated to receive this recognition of honor.

12. What other programs does P.R.A.Y. handle?

Youth: Protestant and Independent Christian, Christian Scientist, Jewish Boys, Eastern Orthodox. Adult: Protestant God & Service, Baptist Good Shepherd, St. George Episcopal, Eastern Orthodox Prophet Elias, Jewish Shofar, Baptist Bolotie/Sweetheart Pin.

For more Information or to order material contact:

P.R.A.Y. (Programs of Religious Activities with Youth)
8520 Mackenzie Road
St. Louis, MO 63123-3433
(314) 638-1017 or 1 (800) 933-PRAY





Y C N G R E M P
S E D E R A R P
E M E R P



Emergency Preparedness for Councils and Districts

*A Program of Family Disaster Preparedness and
Emergency Preparedness at Events, Camping or
Wilderness Programs*



*program development by the Maine Township
Emergency Management Agency and Emergency
Management Explorer Post 808*

*This program is to be used as a guide only.
This program is not a National B.S.A. program*

Bibliography

American National Red Cross - Program excerpts, brochures and posters.

Explorer Leader Handbook, National, B.S.A. - Program notes and forms

Emergency Management Explorer Post 808 - Policies and Procedures

Maine Township Emergency Management Agency - Handbook of Standard Operating Procedures (SOP), Program content and forms

National Oceanic and Atmospheric Administration (N.O.A.A.), National Weather Service - Excerpts, data, brochures, and posters

Federal Emergency Management Agency (F. E.M.A.) - Program excerpts, forms, brochures, and posters

Boy Scouts of America, National Headquarters, Irving Texas --Program concepts

Program

- To prepare the Council or District Events Committee for various emergencies that could occur during various functions, campouts, or wilderness trips
- To acquaint families with ideas for Disaster Preparedness
- The program is designed to outline several areas of Preparedness for the overall safety of the participants
- Attention will be given to the “What If” process of preparedness and like resolutions to the problems that arise
- Further, the program will provide for the necessary training of local units in preparation of events

Emergency Management Explorer Post 808

Needs

- **Far too often, scout units are unaware of the potential dangers of their surroundings or how to recover from incidents, that occur**
- **Council, District and Unit committees as well as family units should have a firm plan established and practiced before any event or activity is undertaken**
- **As you learn in First Aid, Check it out first before you -s -end a false alarm, and practice what to do until help arrives**

◇ **1. Council and District
Emergency Preparedness**

A Program of Family Disaster preparedness Situations at Events, Camping and wilderness Programs

◇ **2 Program**

- To prepare the Council or District Committee for various Emergencies that could occur during various functions, campout or wilderness trips
- To acquaint families with ideas for Disaster Preparedness
- The program is designed to outline several areas of preparedness for the overall safety of the participants.
- Attention will be given to the "What If" process of preparedness and likely resolutions to the problems that arise
- Further, the program will provide for the necessary training of local units in preparation of events

◇ **3 Needs**

- Far too often, scout units are unaware of the potential dangers of their surroundings or how to recover from incidents that occur.
- Council, District and Unit Committees as well as family units should have a firm plan established and practiced before any event or activity is undertaken
- As you learn in First Aid, Check it out first before you send a false alarm, and practice what to do until help arrives.

◇ **4 Program Outline**

1. Introduction
2. Event Survival
 - a. Local campout/event
 - b. Summer Camping
 - c. Wilderness Treks/Camping
 - d. Communications
 - e. Resources

◇ **5 Program Outline (continued)**

3. Working With Emergency Agencies
 - a. Emergency Management, Police Fire, Rescue Squad
 - b. Incident Command Structure
 - c. National Weather Service

4. Internal Mechanisms
 - a. council Mobilization Plan
 - b. District Mobilization Plan
 - c. Permanent Camp Mobilization Plan
 - d. Troop Mobilization Plan
 - e. Calling trees
5. Search and rescue Techniques
 - a. Search Conditions
 - b. Search Boss
 - c. Search Parameters
 - d. Search and Rescue Resources
6. First Aid (a discussion)
 - a. Emergency First
 - b. Wilderness First
 - c. Cold Weather First Aid
7. Keeping Records
8. Teaching Troops, Posts and Packs
 - a. Adult Leadership
 - b. Youth Members
 - c. Youth's Parents
9. Program Review

INTRODUCTION

Welcome to the training program, Council and District Emergency Preparedness. If this is not the program you signed up for, you are in the wrong place.

This program is designed to acquaint Council and District personnel with the importance of Emergency Preparedness for their units. This course will cover several subject areas that can be used as guides for passing the word on down.

We sincerely hope that you will take the concepts of this program and implement training sessions in your own area so that all leaders including scouts have an opportunity to **BE PREPARED**

EVENT SURVIVAL

When planning activities of any type, you should consider some of these often overlooked items to insure a good event.

1. *Events*

- a. If outdoors, what are your backup plans if the weather becomes seriously threatening?
- b. Do you have a communications program set-up for the event in case of problems?
- c. Did you plan for Emergency First Aid?

2. *Local Camping/Summer Camping*

- a. See Items 1,2 and 3 under Events
- b. Did you bring a working battery operated weather radio?
- c. What is your plan if severe weather threatens?
- d. Is there any good shelter, easily accessible to you
- e. Do your scouts now of your backup plans and what to do?

3. *Wilderness Camping/Back Packing*

- a. See Items 1,2 and 3 (under Events)
- b. See Items 2,3 and 5 under Local Camping
- c. Have you discussed with the local Ranger or Guide as to what you can do if severe weather strikes?
- d. Are your scouts accustomed to long hikes and altitude considera-

tions? Higher elevations mean less humidity, which can lead to rapid dehydration. Make sure when hiking/back packing over 3000 feet in elevation that each person brings with a minimum of 1 gallon of drinking water. Plan frequent rest stops and insure that you trek will have places, where you can obtain good water for replenishment

Pre-planning for these occurrences can mean the difference between a safe and successful outing and total disaster. Remember Murphy's Law. Anything that can go wrong usually does go wrong.

You should always be cognizant of the fact that depending on where you are in the country and the time of year, you can experience weather extremes that are sometimes violent, or that someone in your group will suddenly become a klutz and have an accident.

Whether it is torrential rain, heat, wind, tornadoes, hurricanes, flash flooding or blizzards, you need to include these possibilities in your planning.

A check with the local National Weather Service is your best bet. - However, keep in mind that this is not a guarantee.

The key words are **BE PREPARED!**

Be prepared for the worst, bad weather, water mishap, climbing accident or sudden illness. **Advanced preparation and practice always pay off.**

COMMUNICATIONS

Whether it is an event, campout, disaster related activities or assisting Emergency Management Agencies, effective communications play a large part to its success.

Communications come in a variety of formats, each with its own pluses and limitations.

1. Radio Communications:

a. CB Radio

Inexpensive, readily available from multiple sources

No licensing required

Very portable

Subject to distance and terrain limitations

Power supplies (batteries) do not have longevity for prolonged use. Everybody has them and channels may be crowded
Causes extra people to show up even when not wanted

b. Personal Family Communications

More expensive but reasonable price
Lower wattage but clearer channels
A little more forgiving with terrain
Better duration of power supply
Very portable
Not everyone has them
No licensing required

c. Business/Public Safety Radios

More expensive (3-4 times)
Licensing required
Less terrain restrictive
Channeling may not be compatible with others
All police/fire etc. have them (see above)
Power supply endurance w/rapid re-charge endurance

d. Amateur Radio

Licensing required
As expensive as item c above
Less terrain sensitive
Possibility of long range relay
Additional operators all over world
Sometimes capable of phone patch

e. Runners

Can give them written messages
Uses up manpower
Exhaustive over long distances

f. Cellular Phones

Can be expensive for calling
Some wilderness areas do not have connecting cell sites

As you can see, it can become confusing as to which one should be used.
Most Public Safety and Emergency Management Agencies have several modes of communications as listed above.

As such, CB Radio is the most recommended means of communication

for scouting units. An extra benefit is that even though you may be out of range of another person, under emergency conditions, there is probably someone that you can reach and they in turn can reach the other person/party.

When camping or hiking, it would be wise to give each patrol or group that leaves the base camp, a radio set on a pre-determined channel. Leaving at least one person at the base camp, would allow for 2 way communications should the group be needed back or something goes wrong.

Also, if something was to go wrong, the radios may be able to be used by searchers to locate the person(s) by asking questions about that person(s) surroundings.

At events, this would be a useful tool for keeping track of widespread jobs or functions.

RESOURCE MANAGEMENT

Each Council, District and Unit should develop and maintain a listing of resources that they may call upon in emergencies. The resource list should be extensive for their local area and developed for any activity outside of their area as the need arises.

Examples of resources that should be catalogued are: (per area of jurisdiction)

1. Every Police Department (local, County and State)
2. Every Fire Department
3. Every Emergency Management Agency
4. U.S. Forestry
5. Water Way (Corps of Engineer or Conservation Dept.)
6. Civil Air Patrol
7. Red Cross
8. Salvation Army
9. National Guard/Reserve Units
10. Local Merchants for emergency supplies (ropes, radios, flashlights)

For trips out of area for camping, hiking or backpacking, you should compile a list before the event. This will lessen the chance of not finding the information after the fact. They should include:

1. Local Council and District
2. Local Police
3. Local Fire
4. Local Emergency Management
5. Local Ranger

6. Local Outfitters
7. Local Waterway/Corp of Engineers/Conservation Dept.
8. Map of area that you will be in with campsite(s), trails that you will be on.
9. Campsite Contacts

As mentioned earlier, this should be done as part of your activity planning. A copy of which should be left behind in case of emergencies where you may have to be contacted while you're away.

WORKING WITH OUTSIDE AGENCIES

Outside agencies are those Organizations not generally connected to the Boy Scouts of America.

These "Agencies" may include:

1. Police Departments (local, county and state)
2. Fire Department
3. Civil Air Patrol
4. U. S. Forestry Dept.
5. Non-BSA Camp Officials
6. Emergency Management Agencies
7. Red Cross
8. Salvation Army
9. Search and Rescue Groups
10. National Weather Service
11. National Guard/Reserve Units

It is important to realize that even though your scouts are affected, these groups represent the professionals at what they do. Even though your input is valuable, you need to trust them to know what they are doing. Very often, your situation is not new to them. They have in all likelihood been there before many times.

They would also be attuned to their geographical area and what those areas contain in the way of assistance or hazards. In short, cooperation is the key word to accomplishing the goal at hand.

These organizations know, understand and practice Incident Command situations on a daily basis and as such, you need to be, prepared to 'take a back seat at times.

INCIDENT COMMAND (A PLAN THAT WORKS)

Incident Command is a system that was originally developed by Fire Departments to control multi-faceted fire operations.

In general, it establishes a command point (incident) to which smaller operations (Sectors) report to so that there can be a complete overview as to how the operation is going.

This system can be applied to many other types of situations such as:

1. Police Operations
2. Disaster Operations
3. Search and Rescue

It is important to remember that there can only be one overall person in charge and that this person is kept advised on a continuing basis as to the activities of the individual sectors.

As an example, for a Search and Rescue situation, you would have an Incident Command, known as a Search Boss.

Under the Search Boss, you could have several Sector Commands such as one for each area searched, manpower, communications, medical, security, air operations etc.

Each of these report to the Search Boss or Incident Command. The Incident Command would then report to an overall command if more than one activity were occurring. These people would be at an Emergency Operation Center.

In camping or activities, you basically have the same set-up. Scoutmaster or Committee Chairperson = Incident Command

Site setup, patrol assignments, subcommittees = Sector Command. Each does what they are instructed to do and report back to the Incident Command. A simple, basic and effective means for controlling situations.

B.S.A., Standardized Emergency Mobilization, Program

Whereas the Council, and Units of the B.S.A. may be able to provide manpower assistance to local Communities In time of an emergency or disaster, this program was designed to assist the council in its mobilization efforts.

For the purpose of this program, an Emergency is defined as any action, in the community that will exhaust the normal man power resources of that community as it relates to the health and welfare of that community including but not limited to, Flooding, Tornado or other storm related damage, mass evaluation, transportation accident or mishap, nuclear accident, search and rescue for lost persons.

The Intent of this program is not to put any member of the B.S.A. in harms way but Instead to 'the community In non-hazardous activity to relieve the situation at hand.

Duties of scouts and leaders responding to a mobilization shall be limited to functions as follows:

- Communications - both via radio and/or as runners Shelter Assistance
- Shelter Assistance
- Mass Feeding Assistance
- Search and Rescue
- Sand Bagging
- Crowd Control
- Cleanup
- Damage Assessment or activities that may be deemed a necessity by Council Staff.

Activation

Utilizing the mobilization plan requires Council Staff recommendation based on a request from a recognized government agency in writing or by verifiable means of authenticating the request.

The Council Executive, should appoint a Council Mobilization Coordinator that would have the responsibility of Insuring that all steps of a mobilization are carried out and records maintained as to those units contacted and those responding with personnel information. This would be needed

by the requesting community for their records as well as the records of the B.S.A. This person should be someone that is familiar with mobilization of personnel such as a Fire or Police Department official Lt. or above or a senior member of an Emergency Management Agency. This person would ideally be a member of the local Council as a Troop or Post Leader or other council/district position. This person would have a direct report to the Council Executive.

Step 1: All Council Executives will be appraised of the request and situation. Attention must be given as to the extent of the request, how many people are needed, what equipment they should bring, where to assemble and when, and expected time of release from the situation.

Step 2: All District Executives that could be affected would be notified, with the above information.

Step 3: District Executives would request that District Committee members should start their calling tree, passing on the request. They in turn should be the first point of contact to advise council what units can respond and with how many scouts and leaders. It should be noted that in many instances, Webelos Scouts should be included in this process. For ease of use, availability forms (Attachment 1) should be used.

Step 4: The District Committee Members should then maintain communications with the District Executives as to their accomplished manpower resources and response.

Step 5: The District Executives then update the Council Mobilization Coordinator as to all manpower availability.

Step 6: Once the mobilization has taken place, the Mobilization Coordinator will also respond to the community and act as a liaison between the community and the council for units responding as well as for future needs.

Step 7: Upon completion of the mobilization, all records of those responding will be logged and a meeting will be called of all Council and District Executives and District Committee members to review the mobilization with an eye towards making any needed improvements to the process.

LOST SCOUT PROCEDURE

The following procedures should be used as a guideline should a Scout/Leader become lost during any type of activity.

The procedures that are outlined are to be used as a guide. Actual circumstances will dictate how much of the procedure is practical to use. Some areas of the procedure are essential in all situations and will be in bold type.

- 1. Before a campout or activity takes place, a scout leader should know the full names, ages and description of each scout in his/her charge. Additionally, that leader should also be fully aware of any medical problems or medication needs as well as some of the scout's behavioral aspects. Should a scout become separated from his group, these are essential elements to know. Also, each Scout needs to know the name of the camping area or campground, the name of the campsite and any danger areas that are to be avoided in and around the camping area.**
- 2. The campground needs to know that a problem exists. If the camp has a loudspeaker system or warning siren, this should be used to notify other campers that there is a problem. If a warning device does not exist, a loud car horn along with step 3 can suffice to alert other campers.**
- 3. If you are at a campground, and a scout should become lost, send 2 scouts as runners to each of the other campsites to ask the leader at that campsite to assist with the situation**
- 4. While waiting for the runners to return, determine from the other scouts in your charge what the missing scout was wearing and where he was seen last and how long ago. Also ask his/her fellow scouts if there was any area in particular that the scout liked to visit at that particular campground.**
- 5. Have a couple of the scout's write down the information from #3, so that it can be given to other groups to assist.**
- 6. Have 2 runners/messengers contact the local Ranger or custodian of the campground and advise them of what has happened**
7. When all of those that will be helping in the search arrive at your campsite or meeting area, some important things must be considered before

going on the search.

- A. Each search team must have a compass and a whistle, and first aid kit.
 - B. Depending on the time of day, each individual that will be out searching should have a flashlight, clothing appropriate for the weather and drinking water.
 - C. Each group assisting in the search needs to leave 1 adult at their campsite should the lost scout return.
 - D. If units assisting have communication such as CB Radios, they should all be set to the same channel and one (1) of the radios needs to be left behind at the campsite from which the boy is missing.
 - E. It is important to remember that it may not always be wise to use all of the people available but use only 1/2 in case you need to conduct a search over an extended period of time.
 - F. Obtain maps of the area and layout a grid on the map that encompasses the general area, not just the Campground.
 - G. Assign a search group to each of the squares starting from the center and working out until all grids are covered surrounding the campsites.
 - H. Designate a leader for each group.
 - I. Each group should check in every 20 minutes to the primary Campsite. This is a good reason to have radio communications. Otherwise you will need to send two (2) scouts as runners thus cutting down the size of your search group.
 - J. There can only be one person in charge. If the camp has a ranger than he should be the one in charge. If ranger is not available, an adult leader, preferably from a different Troop should be placed in charge of the search. Very often, in a strong troop, adult leaders may be too close to the scouts in their charge. A lost scout and search program can become quite emotional for those leaders. It is therefore recommended that a leader from outside of the primary group be utilized as a Search Boss
8. The Search Boss is responsible for notifying local authorities of the situation and updating them as to the status of the activity. If a scout is missing for more than 2 hours, the scout leader from the primary troop must notify the scouts' parents if they are not currently present.
 9. By using the attached checklist, you should, be able to conduct a thorough search and successful find.

CALLING TREES

Calling Trees are an important part of any mobilization or notification system or activity.

Attached is a blank calling tree form as excerpted from the Explorer Handbook. This can be used to formulate your own tree or use it as a guide for an expanded one.

Every level of the scouting organization should have a calling tree established in writing and should be updated quarterly or more often as needed.

Once established, a copy should be given to those of a supervisory nature in the event it must be utilized in your absence.

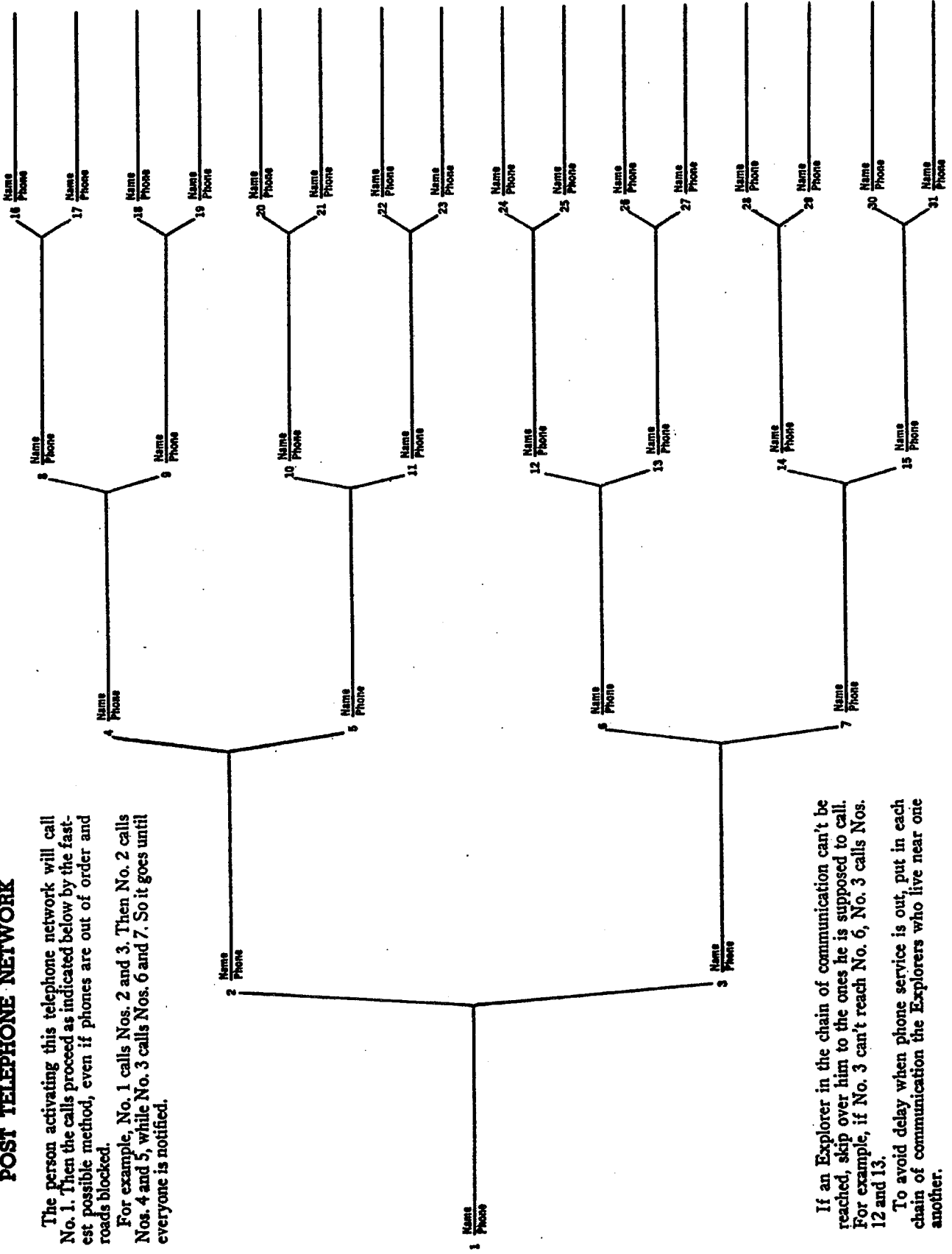
Calling Trees should be established for the following:

1. Council
2. District
3. Troop
 - a. Patrol
 - b. Leadership
 - c. Committee
4. Packs
 - a. Dens
 - b. Leadership
 - c. Committee
5. Team
6. Posts
7. Standing Committees
8. Special Committees
9. Event Committees

POST TELEPHONE NETWORK

The person activating this telephone network will call No. 1. Then the calls proceed as indicated below by the fastest possible method, even if phones are out of order and roads blocked.

For example, No. 1 calls Nos. 2 and 3. Then No. 2 calls Nos. 4 and 5, while No. 3 calls Nos. 6 and 7. So it goes until everyone is notified.



If an Explorer in the chain of communication can't be reached, skip over him to the ones he is supposed to call. For example, if No. 3 can't reach No. 6, No. 3 calls Nos. 12 and 13.

To avoid delay when phone service is out, put in each chain of communication the Explorers who live near one another.

SEARCH & RESCUE PARAMETERS

PURPOSE: TO ESTABLISH GUIDELINES FOR THE PURPOSE OF CONDUCTING SEARCH AND RESCUE OPERATIONS.

KEY COMPONENTS:

1. **INCIDENT COMMANDER:** Also known as "SEARCH BOSS". Responsible for all on the scene decisions and actions.
2. **PLANNER:** Advises the I.C. on search strategy. Responsible to obtain maps, weather information and handle investigations as needed.
3. **FIELD OPERATIONS:** Handles Sector Bosses on large searches, as well as special team liaison. Special Teams should have one representative involved in command decisions.
4. **COMMUNICATIONS:** Responsible for coordination of radio equipment and runners if needed. Maintains all radio traffic logs as well as a log of all activities and times.
5. **MEDIA RELATIONS (PIO):** Responsible for media briefings and as a liaison between the media and the I.C.
6. **CRISIS LIAISON:** Responsible for keeping relatives informed of search progress. Help to maintain a safe distance between relatives and command and communication activities

PRE-PLANNING

In the process of pre-planning, there are some basic materials to be obtained and at the ready should the need arise. Additionally, our agency will conduct periodic drills to ascertain the readiness of the agency and its support groups:

- A. Obtain local area surface, highway and topography maps.
- B. Obtain if possible, up to date aerial photographs.
- C. A box containing the above materials, clipboards, markers, pens, etc.
- D. Barrier tape to mark search boundaries located victims, etc.

GRID SEARCHING

When there is a sufficient amount of manpower available, grid searching is one of the most effective ways to cover a large, non-treacherous terrain area.

By spacing the searchers only a few feet apart, the Sector Boss can cover a large area by using an opposing sweep method of grid searching. (See

Attachment A)

You will always have to balance the factors of distance to cover vs. terrain and manpower. Searchers that are close together are more likely to locate an unconscious victim where as a team that is spread out can cover an area faster and are more likely to hear and triangulate on a live conscious person.

AERIAL SEARCHING

Aerial searches are a great way covering expansive and treacherous terrain where you might expect to find wreckage signals etc. from the ground. The skill of the pilot and searcher come into play by knowing what they might expect to see and their personal knowledge of a given area.

Many times, the I.C. may take up an aerial position to better direct the ground search.

DOG SEARCHING

The use of specially trained dogs for searches are quite intriguing. Their special senses allow the search group to be smaller in size while maintaining a high profile of success.

There are several types of dogs used for searches:

- A. **AIR SCENTING POLICE DOGS:** Trained to track on the strongest human' scent in the area. Usually used for searching buildings and for evidence. The dogs usually bite at the end of successful searches and are therefore not desirable for human rescue searches.
- B. **AIR SCENTING SEARCH DOGS:** Trained to seek out human scents and follow them to there source and. then return to bring the handier to that source location. These dogs work primarily without leads and wearing belled collars. Primarily used for searching debris, lost persons, or water accidents. These dogs will often be given a chance to find a 'planted" person if they had an unsuccessful search. This lets them relax with a successful conclusion.
- C. **SCENT SPECIFIC BLOODHOUNDS-** These dogs will take a scent object or a scent pool and follow it to the person who left the scent. Used primarily in lost persons or criminal searches.

TERMINATION AND DEBRIEFING

There are no criteria set down for when to begin or end a search effort. Each situation must be examined on its own merits. For general consider-

ation to determine the extent of the search:

- A. Availability of outside searchers or trained teams
- B. Danger to search personnel
- C. Weather conditions
- D. The perceived validity of the need to continue searching
- E. Physical/mental condition of search subject

When all is said and done and the search has concluded, successful or not, a debriefing of all key players and searchers should take place immediately in order to assure that the search plans were followed and the best search possible with the tools at hand has been done.

Further to this debriefing would be a critique among all search group heads and commands. This is to discuss what changes might be considered in the future to the plans in place. This meeting can take place after everyone has had a rest but not too long after the search took place. The reason for this is that the day after you concluded a search, you may have to do another one.

SEARCH OPERATIONS EVALUATIONS

For all search activities, the first thing that must be done is an evaluation of the report of a missing person or problem. This evaluation is started by the first responder to the scene. Information obtained during this evaluation may make the difference of having a successful search operation or not. For this reason, the following should be used as a guide to evaluate the situation: (See Attachment B)

- A. Start a missing person report by obtaining basic information about the person reported missing. This information should include the sex of the person, age, height, weight, color eyes, color hair, name, clothing and any standout characteristics. Second, to this is whether the person has any special needs, handicaps, or medical disorders.
- B. Activate the Emergency Responder System (Mutual Aid, P.D., E.M.A./E.S.D.A., Unit Mobilization Plan)
- C. Attempt to determine the immediacy of the situation.
 - 1. Weather conditions
 - 2. Night approaching
 - 3. Storms approaching
 - 4. Physical dangers in area
 - 5. Psychological state of victim

6. Physical condition of victim
- D. Determine the immediate needs of personnel, vehicles and equipment for a quick area search.
- E. Set-up a temporary Command Post maintains custody of the person reporting the incident.
- F. Once established, Incident Command would establish a permanent Command Post and initiate full operations.
- G. If the reported victims personal belongings or vehicle are in the area, assign a security team to them insuring that they secure the area surrounding said materials.

SEARCH PHASE I

This is to be a quick check by vehicle, immediately after a temporary Command Post has been established and manned.

The area covered should be of possible roads, trails or readily accessible areas that the victim may be found. Also included is any physical perimeter the victim may have encountered such as a busy highway, river, stream, lake, tree line or other natural barriers.

SEARCH OPERATIONS PHASE II

A Phase II search is when you will have an extended search using additional personnel, equipment and possibly dogs over an extended period of time. Because this phase of a search requires more resources, several items should be considered in order to effect a solid rescue attempt:

A. Victim information

1. Age of individual - The very young (to age 12) or elderly (over 60) require more concern.
2. Existing health problems: Persons with diabetes, heart or respiratory conditions taking medication as well as pregnancy make the normal situation more critical.
3. Physical handicaps: What type and how severe.
4. Mental condition: Mental instability adds some urgency but of a more serious nature would be those people that have demonstrated suicidal tendencies or signs of dementia whether minor or advanced stages.

B. Weather information:

1. Will current or near future conditions be a danger to the victim or rescuers?

2. Will there be a delay of responders due to bad driving conditions?
- C. Physical area dangers:
1. Is it possible that the victim could have become involved with deep or fast running water, a high drop off, or marshy areas?
 2. Are there any other hazardous areas that the victim might have gotten into?
- D. Time of day:
Are there enough daylight hours available to mount an extensive search pattern or will it need to be extended into night hours?
- E. Local area assistance:
Are there any residences, stores or businesses that may have given the victim comfort or shelter?
- F. If operations will go into the night hours, have arrangements been made for additional personnel (night usually requires 3 to 4 times the amount of personnel that is needed for daylight searches)?
Have arrangements been made for food, water, lighting, lavatories, and a semi-quiet rest area for returning searchers?

All of these must be ongoing considerations to be used for review or expected needs as the search continues or develops.

SEARCH LOG

In addition to the initial evaluation report, staging logs, and communication log, a Search Log must be started and maintained. This log is similar to a response report but entails many items that could not be contained in a response report. (See Attachment C)

LOG CONTENTS

- A. The methods of search used and why.
- B. Areas searched, by what group and what group leader.
- C. The results of any searched area.
- D. Listing of any leads either found or reported.
- E. Any physical evidence found. Status of evidence and who took control of the evidence.
- F. Any change to search Methods and why.

SEARCHER PERSONAL EQUIPMENT

Here is an abbreviated list of items that you as a searcher should have available to you should you be asked to assist in a search.

- A. Small fanny pack or backpack for supplies.
- B. Disposable emergency blanket.
- C. Notebook and pencil.
- D. Flashlight with extra batteries.
- E. Compass.
- F. Whistle
- G. Hand held radio with extra battery if available.
- H. Sunglasses
- I. Insect repellent
- J. Sunblock
- K. Small basic first aid kits with CPR micro shield and rubber gloves.
- L. Nylon cord, 1/8" dia. (for use in first aid, markers etc.).
- M. Chemical lights (Cyalume).
- N. Extra drinking water or Gatorade (1 quart)
- O. Easy to eat snacks (beef sticks, gum, candy).
- P. Small pocket knife, Swiss army knife etc. (not giant combat survival knives)
- Q. Walking Stick
- R. Waterproof matches (for signal fire or warming fire if needed)
- S. Good Hiking Shoes with Sock Liners

PERSONAL CLOTHING FOR SEARCHERS

Clothing should be conducive to the season and weather but should include a rain slicker (with jacket and pants), extra layers of clothes, gloves, socks, hiking boots, and a hard hat. For areas that will be searched close to fast moving rivers, streams or near lakes, persons that will work this area should have a life jacket or floatation device with them.

SEARCH HINTS

There are a couple of basic guidelines you can pretty well count on in searches for different aged people.

- A. Young children ages 2 to 5 are extremely curious and as such may wander off into dense woods or near areas that they can slip into water or off ledges
- B. Older children ages 6 to 10 are apt to be out having fun and lose

- track of where they are. They could be in thickets, dense woods, water areas or out in the open.
- C. Children 11 through 16 can be rambunctious. They like to investigate and try everything. Leave no stone unturned.
 - D. Adults without impairment usually become lost because they lose their orientation or something physical has happened to them.
 - E. Children and adults with impairment will usually not get themselves in areas that make their impairment difficult. (Wheel chair bound or other types of physical impairment will usually preclude rough or rocky terrain involvement)
 - F. Adults with dementia/alzheimers are easily confused but also have an uncanny knack for not going into strange areas. Usually these people will wander off in a straight-line direction and will not get into heavily wooded areas or extremely rough terrain unless that is where they started. These people are usually found walking towards a specific goal as far as they are concerned

FIRST AID

This segment is not to teach a full first aid course. Rather it is intended as a guide of specialty situations that may occur during different types of outings that you normally would not experience on a day to day basis. It is a guide to what you should do in your planning and practice stages of your activity and what can be done when out in the field.

Regardless of the activity, whether it be a Camporee, banquet campout, wilderness trek, water activity or assisting emergency agencies, units and committees must insure that they have a variety of First Aid supplies at the ready and personnel proficient in their proper use.

Even if YOU are in a large metropolitan area, there is no guarantee that emergency medical assistance will arrive when you need it.

When you are out on a wilderness trek, outland camping or on a water activity, the chances are even greater that medical help will not be close.

You must be ready for the worst,

All First Aid (Kits/Supplies must contain:

Large and small Band-Aids

Gauze pads

Ice Packs

Heat Packs

Roller Gauze

Eye Pads

Adhesive tape

Triple antibiotic ointment

Calamine lotion

Ace Bandage

Scissors

Alcohol

Hydrogen Peroxide

Tweezers

Rubber Gloves

CPR Micro Shield

Triangular Bandage

Snake Bite Kit (for Wilderness areas)

Dental Floss

The quantity of the items is to be based on the number of possible participants in the activity.

Emergency First Aid

- a. See First Aid Kit List
- b. One or more persons (based on participant number) must be thoroughly versed in First Aid procedures
- c. For local activities of moderate to large attendance, you may be able to secure the services (on a voluntary basis) of local paramedics/EMT or Red Cross First Aid Instructors
- d. Send/call for help if possible

Wilderness First Aid

- a. See First Aid Kit List above
- b. Same as Emergency First Aid, Item b
- c. Make certain that several people have walking staves
- d. Be prepared to "carry the victim out" to medical assistance
- e. Carry signaling devices, mirror, flashlights, emergency strobe
CB. Radios (see Communications Section)

- f. Know the area that you will be in or arrange for a guide.
- g. Carry with group, several hundred feet of climbing rope
- h. If an accident occurs that causes someone to lose a limb or Appendage, you would be better off tying off the veins and arteries that are exposed rather than using a tourniquet. An improperly applied Tourniquet can do more harm than good
- i. If limb or appendage is severed, wrap it in a clean towel or cloth if possible. It may be able to be re-attached

Winter First Aid

- a. See First Aid Kit List
- b. Same as Emergency First Aid, item b
- c. Keep the victim warm; use heat packs if needed
- d. In addition to previous signaling devices, a marine type flare or road flare would be good to use. The road flare can also be used for starting a fire
- e. Protect from additional exposure and frostbite
- f. If frostbite occurs, warm the affected are gently, DO NOT RUB

RECORD KEEPING

Record keeping is an essential part of any disaster or related incident. Anything that is put in writing, regardless of its significance should be kept for a minimum of three years following the incident. They may become the basis for any investigation or lawsuit that arises and you should be prepared.

Whenever possible, use pre-made forms for notes and activities including ones for communications, search information or work projects etc. (see attached).

Records should be maintained of everything that occurred by date and time and with which individuals the notes were on.

These records or notes can then be reviewed periodically and re-written for fluency.

It is important however that all original papers, notes and logs are maintained and not thrown out as backup for the nearby done papers.

Very often, an answer to a problem may be found in what some people call "Chicken Scratches"

TEACHING THESE FUNDAMENTALS

As with any type of instruction, planning is everything

This course is designed to be given over (four) eight-hour days allowing for a 2-hour lunch and breaks no more than every two hours.

Each participant should be given a complete set of materials that they can use to take back to their Councils and Districts or Leadership Corps.

It is intended to be taught, on the first level to Council and District members, Scoutmasters, Assistant Scoutmasters, Post Advisors and Assistants etc.

The overall intent is for these individuals to take the information back to their Leadership Corps and train them in turn.

The course can, be given over a series of evenings but at the least, it is recommended that there be 1 full day in the beginning to kick it off.

By not having to have as many breaks or long lunches, it could be given in (one) 8-hour day and (three) four-hour evenings.

Whenever possible, YOU should recruit the services of your local Emergency Management Agency and where available, an expert in Search and Rescue and Emergency First Aid to present segments of the program.

Should you have any questions or comments about this course, please feel free to contact us at:

Emergency Management Explorer Post 808
c/o Maine Township Emergency Management Agency 1700 Ballard Rd.
Park Ridge, IL 60068
(847) 297-2510

VICTIM EVALUATION FORM

DATE: _____

TIME: _____

NAME: _____

NICKNAME: _____

ADDRESS: _____

CITY: _____

STATE: _____

ZIP: _____

PHONE: _____

HEIGHT: _____

WEIGHT: _____

SEX: _____

COLOR HAIR: _____

COLOR EYES: _____

CAUC/SPAN-AMER/ASIAN/AF-AMER./OTHER: _____

CLOTHING: _____

DISTINGUISHING CHARACTERISTICS: _____

LAST SEEN: _____ AM/PM NEAR: _____

FAMILIAR WITH AREA: Y/N. IF YES, IS THERE ANY PLACE THE VICTIM IS LIKELY TO GO? Y/N

IS THERE ANY REASON FOR THE VICTIM NOT TO BE FOUND? etal: ARGUEMENT, DESPONDENT, SUICIDLE ETC. Y/N. If YES, EXPLAIN: _____

ANY PHYSICAL HANDICAPS, Y/N: _____

MENTAL DISORDERS Y/N: _____

COMMENTS: _____

INFORMATION TAKEN BY: _____ OF _____

INFORMATION GIVEN BY: _____ RELATIONSHIP: _____

ADDRESS: _____

CITY: _____

ST: _____

ZIP: _____

PHONE: _____

SEARCH LOG PART I

DATE: _____

TIME: _____

GENERAL REASON FOR SEARCH: _____

LOCATION: _____

SEARCH PERIMETERS: _____

METHOD OF SEARCH AND REASON FOR USE: _____

CHANGE OF SEARCH METHOD AND REASON: _____

INCIDENT COMMANDER: _____ OF _____

LOG KEEPER: _____ OF _____

PAGE _____ OF _____

SEARCH LOG PART II

GROUP # _____

GROUP LEADER: _____

AREA ASSIGNED: _____

OF PERSONNEL IN GROUP: _____ TRAINED: _____ UNTRAINED: _____

PHYSICAL EVIDENCE FOUND: _____

PHYSICAL EVIDENCE/SCENE TURNED OVER TO: _____

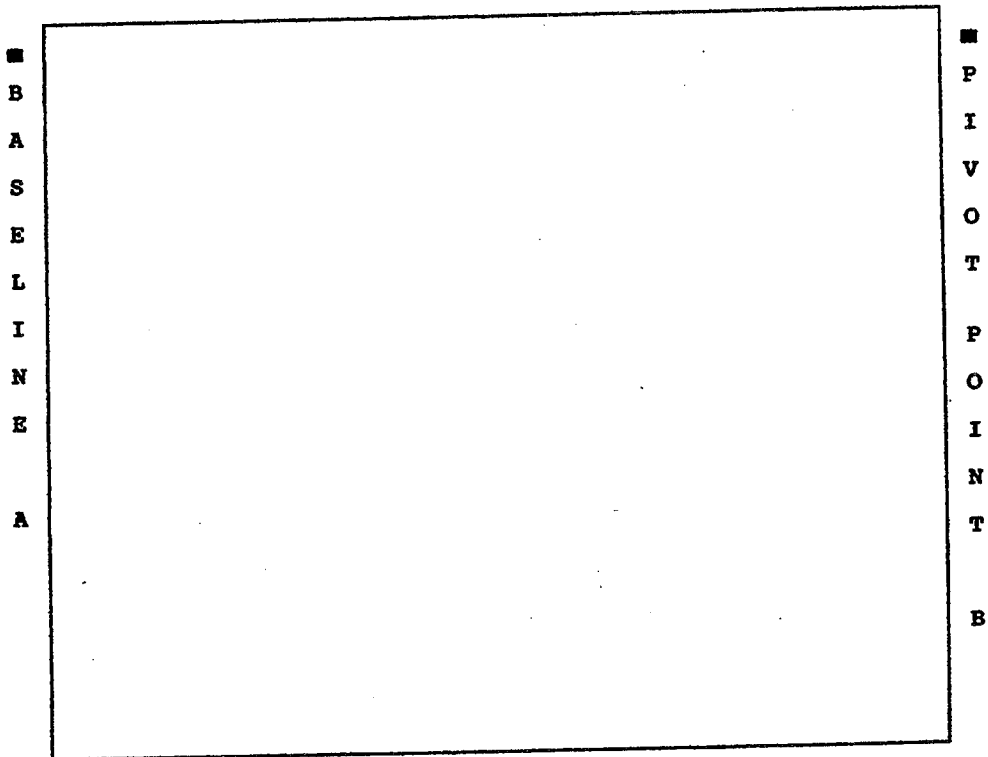
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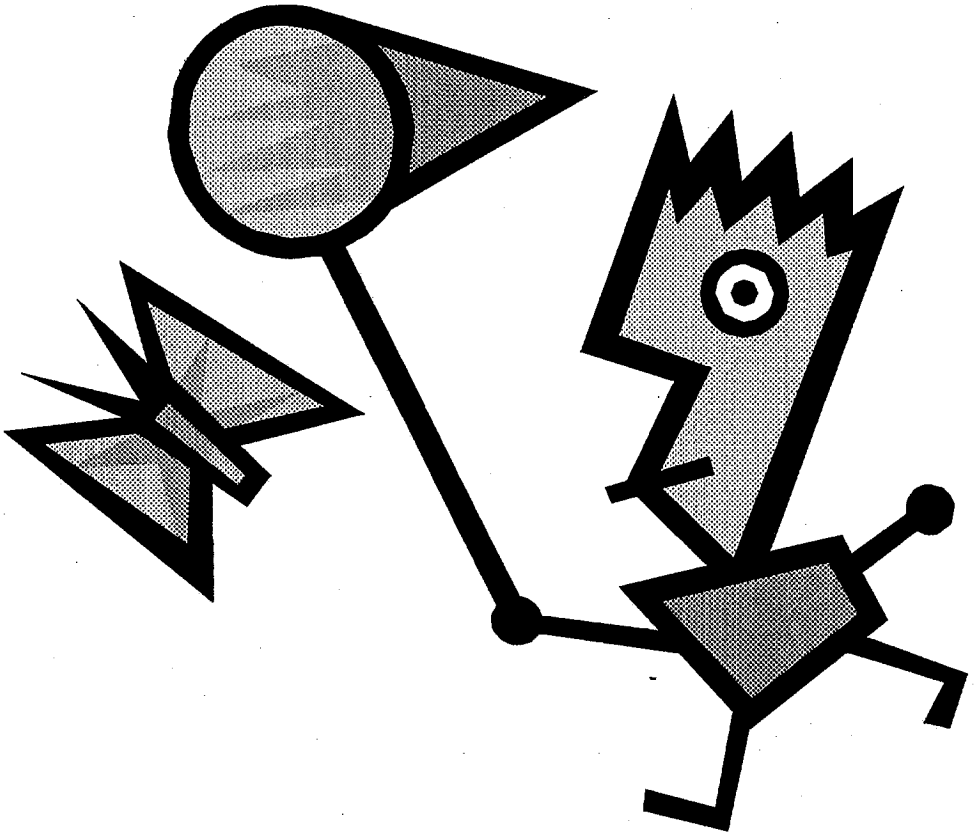
LEADS FOUND OR REPORTED: _____

SEARCH DETAILS

OPPOSING SWEEP METHOD
FOR
GRID SEARCHES

COMPLETION OF GRID SEARCH PATTERN





S L L D E S



WAYNE'S WORLD SLIDES

1. Idea
2. Design to -fit Cub level
3. Build a sample
4. Workout any construction bugs
5. Have Scouts make
6. Finish, sand, paint,
7. Display at Packnite

Plaster of-Paris"

1. Make a mold, clay or candy molds
2. Mix plaster
3. Pour and tap out air bubbles
4. Place wire
5. Add yarn or any other props
6. Let dry
7. Remove from mold
8. Paint
9. Display at Pack night

IDEAS

Den
Theme of Month
Webelos Theme
Sports
Holidays
Seasons
Birthdays
Advancements
Field trips
Pack activities
Animals
Stamps
Decals
Knots

MORE IDEAS

Film cans are great for many slides
Use eyes from store or pins
Nutshells can be made into animals, insects or natural
Styrofoam balls are good ideas
Clothespins make reindeer, donkeys cows, totem poles
Fake fur is used for animals
Decals and stamps are easily put on cardboard or wood
Cork and pipe cleaners
Don't forget leather
Cut parts of wood to get different grain looks
Craft stores have all kinds of small items
Shells are neat
Dominoes can be painted or scratched and stained

Just color cardboard or plastic or wood and put at tie in

WOOD CARVINGS

1. If carving must have Whittlin Chip before start
2. Use bass, pine, butternut, and wood
3. Knife must be very sharp
4. Transfer pattern to block
5. Saw, cope, extra wood away
6. Drill hole for slide or cut away back
7. Be careful in carving the grain
8. Do not carve too long or when tired
9. When finished stain, paint or leave natural
10. Display at Pack night

Almost anything small can be made into a slide just tie it on.

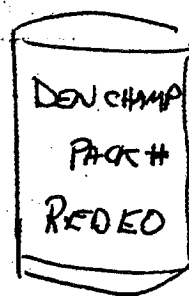
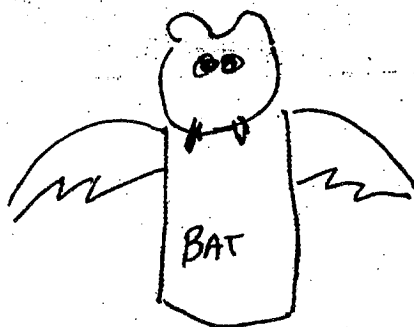
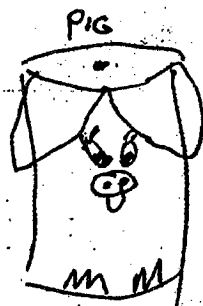
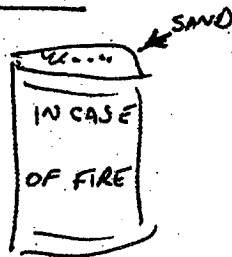
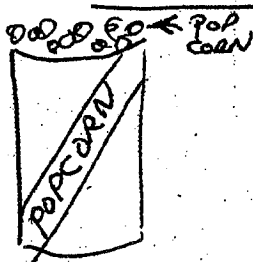
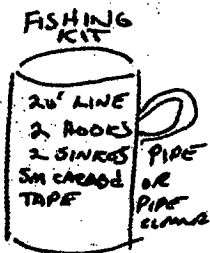
YEAR OF SLIDES

| Month | Theme | WEBELOS |
|-------|--------------------------|---|
| FEB: | Let's CELEBRATE SCOUTING | SCHOLAR/ENGINEER CANDLE, SCOUT I LAW BOOK, LINCOLN'S HAT, PENNY QUARTER, BOWLING, HEART, WEBELOS BADGE, CATAPULT |
| MAR. | CUB SCOUT SAFARI | HANDNDYMAN/ENGINEER 4 LEAF CLOVER, HAMMER, SAW, SPRING, EASTER EGG, BUNNY JELLYBEAN |
| APR | CLIFF DWELLERS OF THE SW | SPORTS/ATHLETE BEAR CLAW, CANOE, SHIELD, RATTLESNAKE EGGS, FULL MOON, GLOVE, BAT, BALL, SOCCERSALL, BOWLING PIN/BALL, BASKET- BALL, FOOTBALL, DREAM CATCHER, POTTERY, TEPEE, FEATHER, TOTEM POLE, TOM-TOM |
| MAY | KITCHEN CHEMISTRY | OUTDOORSMAN/FAMILY MEMBER #5, FISHING LURES, FLOWER, MOM, TANK, SHIP, PLANE, WOLF, BEAR, HOT DOG, FISHING LURES, TENT, MATCH, MESSKIT, DUTCHOVEN, TIE ME, SQUARE KNOT |
| JUN | ADVENTURES IN THE SKY | TRAVELER/ARTIST ROCKET, COMPASS, CAR ARTIST PALETTE, FLYING SAUCER, FLAG, DAD, |

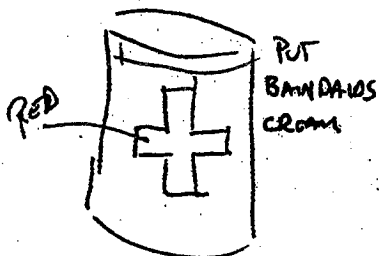
JUL SEE WHAT YOU CAN SEA AQUANAUT/GEOLOGIST
 SHELL, LIFE RING, SURFBOARD, PIRATE, SHARK, FIN, TOOTH,
 SAILBOAT, MASK, FIRECRACKER, FOOLSGOLD, FOSSIL
 AUG. RODEO TRAIL NATURALIST/FORESTER
 CHAPS, HORSE, SIXGUNS, STEER HORNS, ROPE WOOD RINGS,
 PINE CONE, NUT, LEAF PRINT, INSECT HOLDER, OWL, INSECT, LA-
 DYBUG
 SEP. BE A DETECTIVE COMMUNICATION/SCIENTIST
 MAGNIFYING CLASS, LEAF, FOOTBALL, DEN FLAG, FINGER PRINT,
 OCT. IMAGE THAT SHOWMAN/SCIENTIST
 GHOST, PUMPKIN, BAT, CANDY BOXES, FIRE BUCKET, SAND,
 MATCH, CLOWN,
 NOV. STOP THE PRESSES CRAFTMAN/CITIZEN
 TURKEY, TURKEYBONES, AMERICAN FLAG LEATHER SLIDES
 DEC. LET'S CELEBRATE CRAFTMAN/CITIZEN
 SNOWFLAKE, EVERGREEN, SNOWMAN, REINDEER CANDLE, STAR
 JAN. CUBSTRICKION FITNESS/READYMAN
 #98; SLED, RACE CAR, BAR BELLS, 1ST AID KIT, BAND-AID,

WAYNE D. SLOVER

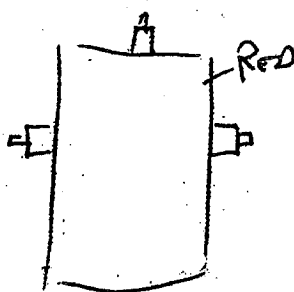
FILM CAN SLIDES



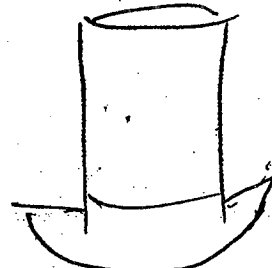
1ST AID



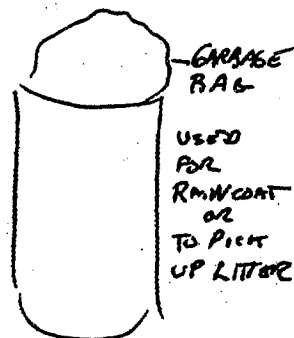
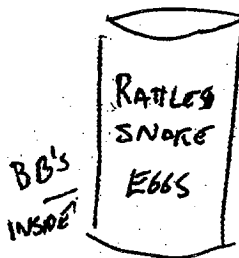
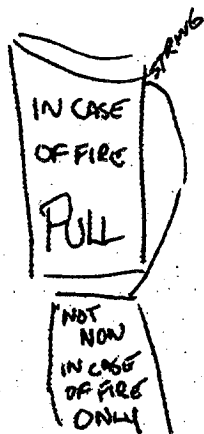
FIRE PLUG



LINCOLN HAT

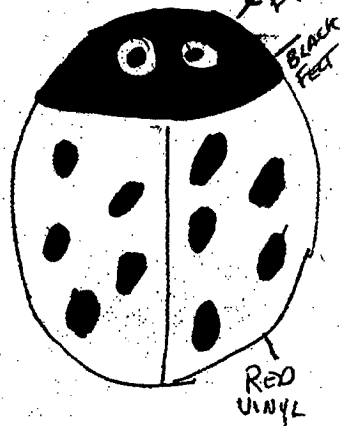
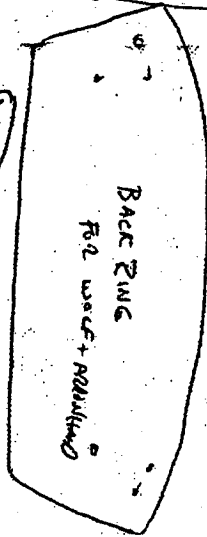
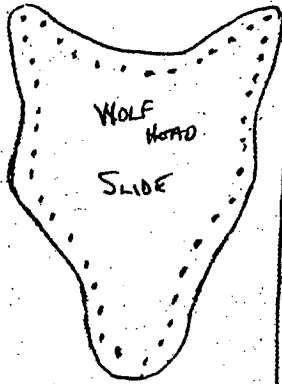
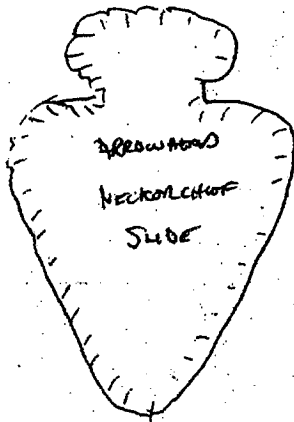
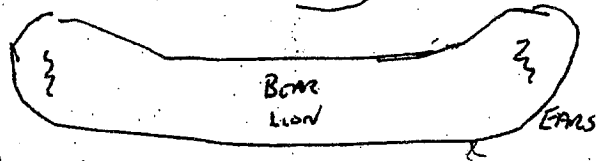
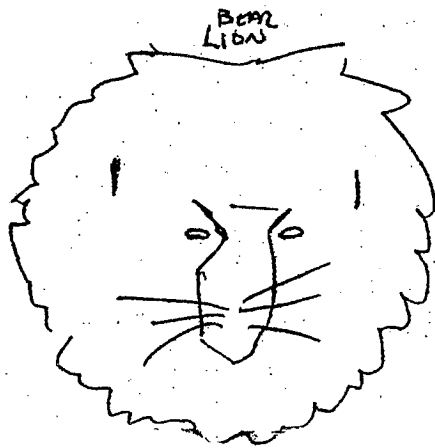
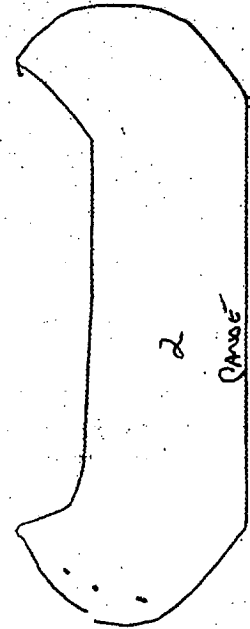
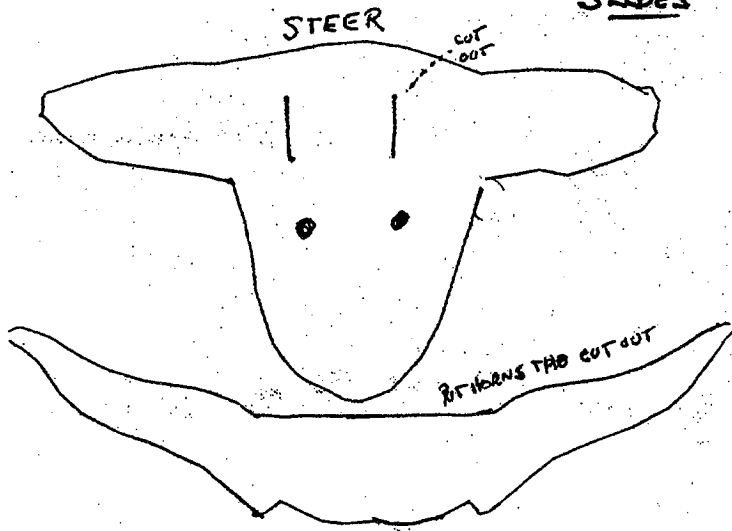


BIRD

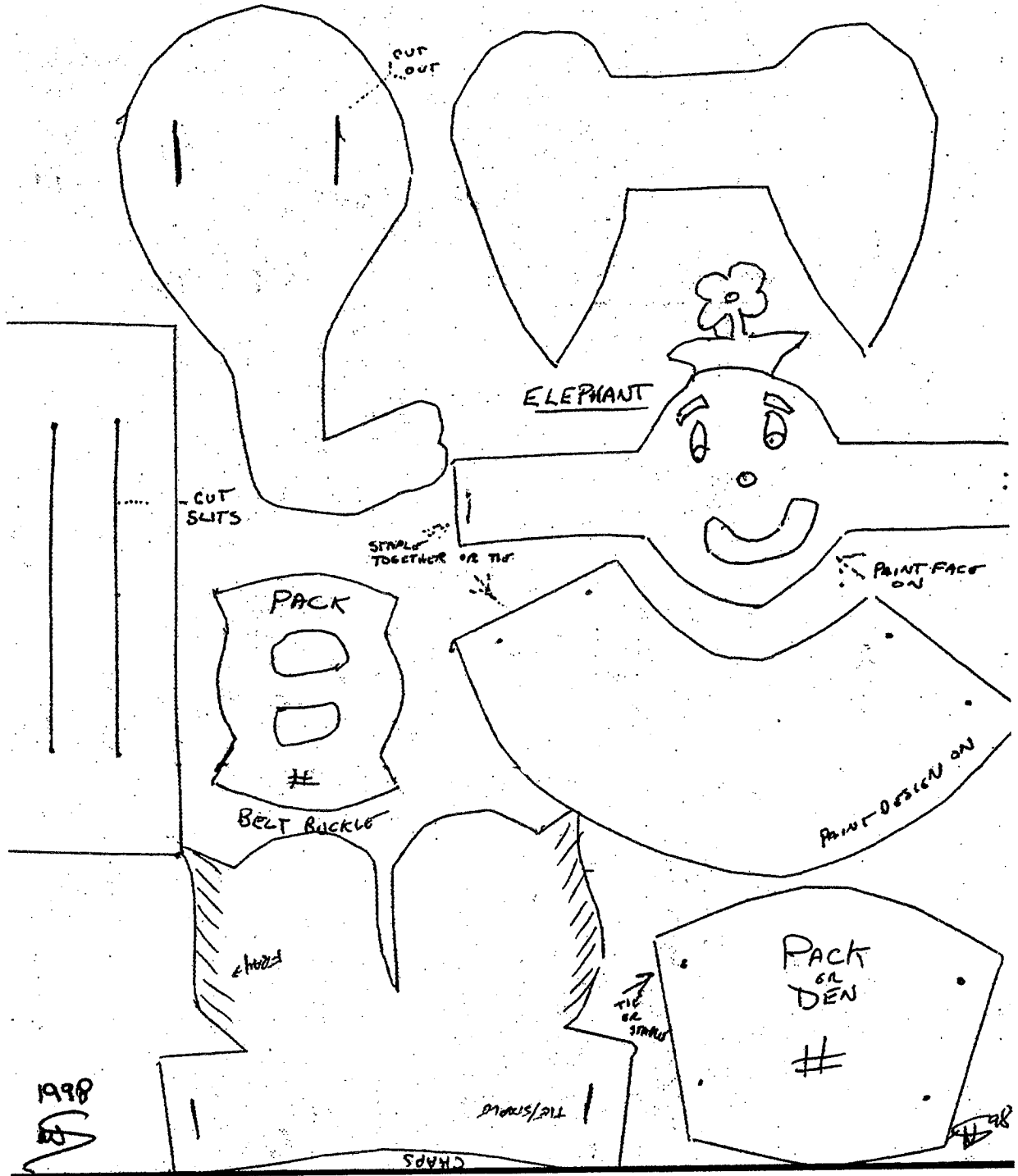


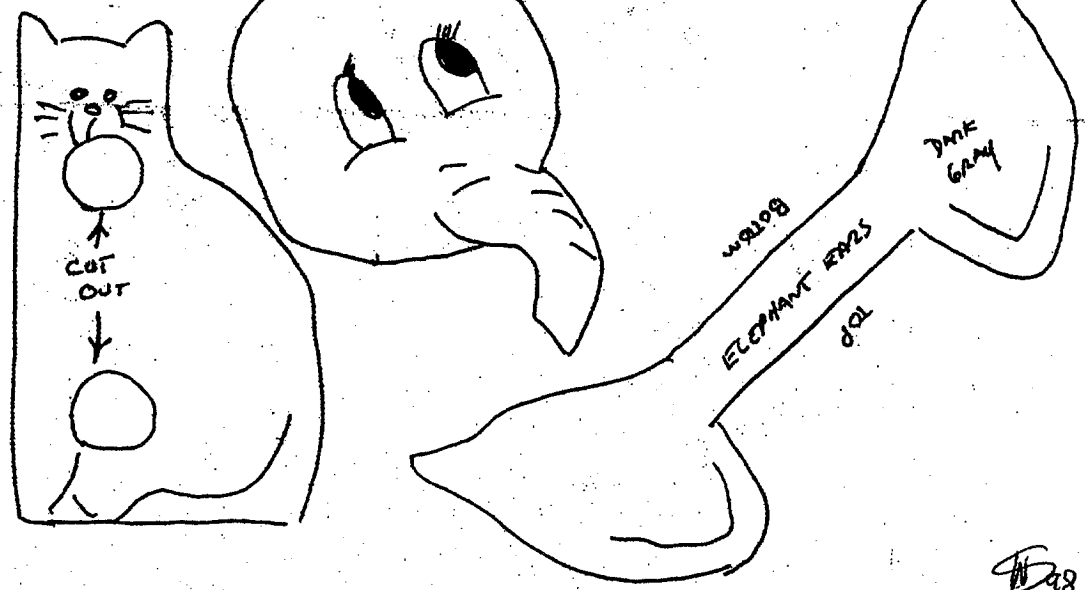
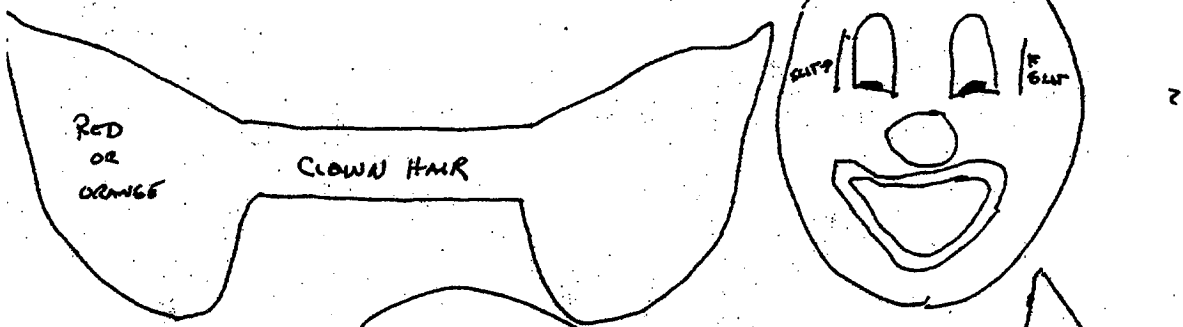
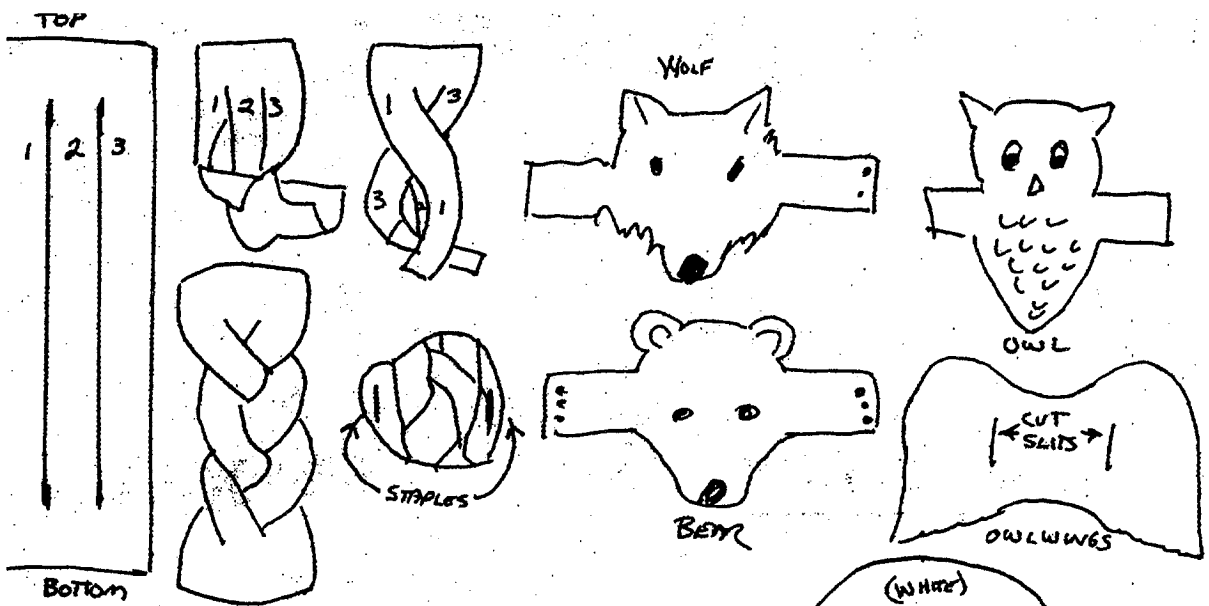
War

LEATHER SLIDES



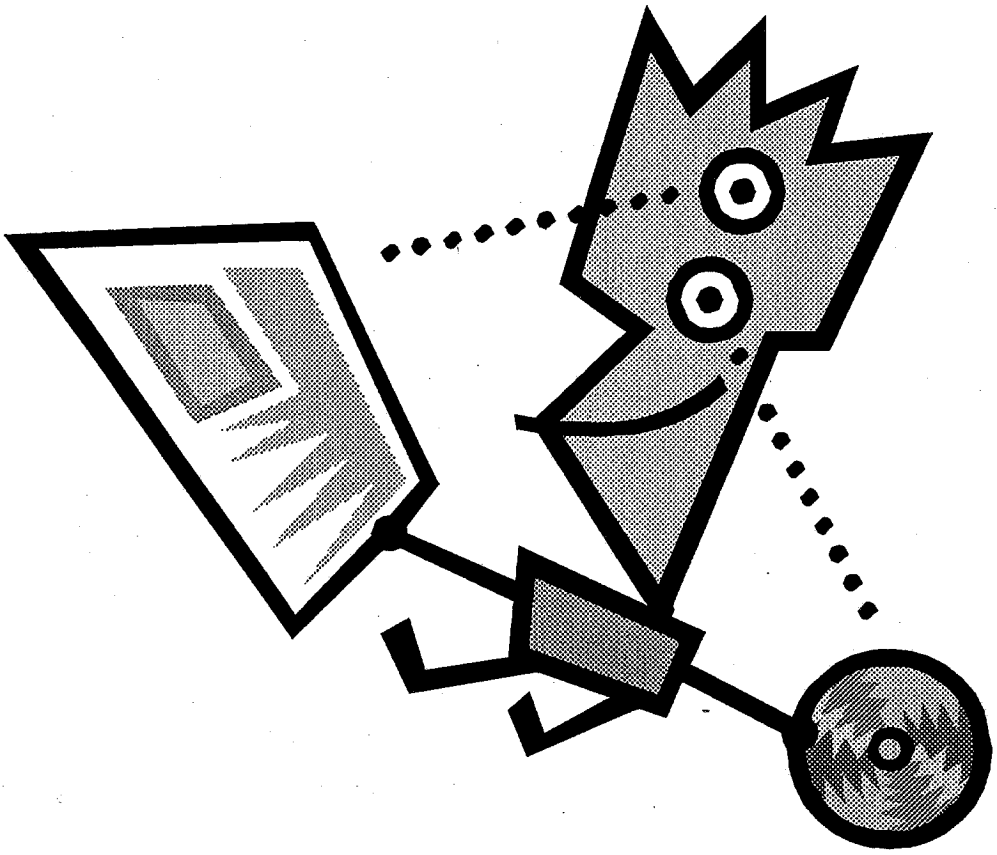
LEATHER
SLIDES







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POW WOW ' 98 CHALLENGES

Cub Scouting is for boys, and each boy is different. Cub Scouts come in all sizes, shapes, and color and form a variety of backgrounds. We realize there are no "average" boys, and that's why Cub Scouting is easily adaptable to a boy with physical, mental, or emotional limitations, just; as it is adaptable to boys who come from low-income or rural areas. When a youngster with a challenge participates, there is little doubt that Cub Scouting can be one of the most valuable aids to his physical and mental development.

Scouting is a worldwide brotherhood, is unique and different. It is based on the principles of duty to God and country, human dignity, the rights of individuals, and recognizing the obligation of all members to develop and use their potential. It is a movement dedicated to bringing out the best in people, and of the few left in the world in which the emphasis is not on winning as an end result, but on the far more demanding task of DOING ONE'S BEST.

Cub Scouts with any form of challenges have the same needs you do. They need to love, be loved, -be independent, and have fun. The purpose of the Boy Scouts of America applies to all boys with and without challenges.

Challenges come in two different categories 1) disability and 2) handicap, and each challenge has their own set of rules. The difference be-

tween a disability and a handicap is:

A disability is a condition that limits or restricts a person's ability to walk, talk, reason, etc.

A handicap is an impaired barrier that makes achievement unusually difficult.

People with disabilities are handicapped mainly by society's mistaken beliefs about their abilities. Working with Cub Scouts, it is important to remember that a boy should not be compared to other boys in the pack, but should be expected to do his best.

**'WITH A BIT OF MAGIC THE IMPOSSIBLE MAY TAKE,
A LITTLE LONGER
BUT IT GETS. DONE!**



DEFINITIONS OF DIFFERENT CHALLENGES

ATTENTION DEFICIT DISORDER: (ADD)

A medical condition that affects concentration, impulse control, and attention. The overactive behavior is often called "hyperactivity".

AUTISM

Inability to face reality, characterized by staring at space, non-response to sounds, and a total lack of interest in other people. Autistic children do not make eye contact. Other common characteristics include serious difficulties in toilet g, in feeding, and in the development and use of language. Autistic children do not understand common dangers, such as a busy street, yet some show above normal skill m isolated areas of math or music. Autism is often mistaken for retardation.

BLINDNESS

An inability to see. A "legally blind" individual can see no more at a distance of 20 feet dm a person with normal vision can see at distance of 200 feet. 'Functional blindness" is generally defined as the inability to read newspaper @ even with the best possible corrective l or to perform ordinary @ necessary to daily living.

CEREBRAL PALSY

A condition that makes a person unable to control muscles because of brain damage. "Cerebral" refers to the brain and 'palsy" to the lack of control over muscles. It is a group of disorders. Any combination of physical and mental status is possible. Symptoms range from slight awkwardness of gait to more uncontrolled movements and an inability to see, hear, speak, or learn as other people do. Cerebral palsy is not always associated with mental retardation.

DEVELOPMENTAL DISABILITIES

A severe, chronic set of functional limitations that result from any physical and/or mental impairment that manifests itself before the age of 22 years old.

EMOTIONALLY DISTURBED

People, who are unable or unwilling to adjust to the problems, stresses and situations of daily life. They might react aggressively or withdraw from situations rather than attempt to adjust to them.

EPILEPSY

Epilepsy is not a disease. It is a malfunction of the manner in which the cells of the brain release energy. Epilepsy is characterized by sudden seizures, muscle convulsions and partial or total loss of consciousness. While the condition cannot be cured, sometimes epilepsy that started in childhood will disappear in later years; it can be controlled through use of medication.

LEARNING DISABILITIES

A disorder in one or more of the basic physiological processes involved in understanding or in using language, spoken or written. The disorder can manifest itself in ability to listen, think, speak, read, write, spell, or do mathematical calculations.

MENTALLY RETARDED

People who are limited in their ability to learn and are generally socially immature. Some are further handicapped by emotional and physical disabilities. Mental retardation is a condition, not a disease, manifested during the developmental period. It is important to realize that retarded people have the same hopes and emotions as non-retarded people.

MILDLY RETARDED

About 90% of retarded people are mildly retarded. They are similar to non-retarded persons. Differing primarily in the degree of intellectual development. They are capable of being educated. Adults, given proper training, can work in competitive jobs, live independent lives, and be a part of daily community life.

MODERATELY RETARDED

People who can learn to care for their personal needs and perform many useful tasks in the home or in a sheltered workshop situation as an adult.

MULTIPLE SCLEROSIS

A chronic, progressive disease of the neurological system. It affects im-

portant functions such walking, talking, seeing, eating, tying a shoe, and opening a door. There is no known cure, and the cause is yet to be found.

MUSCULAR DYSTROPHIES

A general designation for a group of chronic diseases; the most prominent characteristic is the progressive degeneration of the muscles.

PHYSICALLY DISABLED

People who are limited because of an impairment or disability that hampers physical, vocational, and community activities.

POSTLINGUALLY HEARING IMPAIRED

People who have lost their hearing after having developed speech (usually over 6 years of age) and hence have some understandable speech or at least can make speech-like sounds, or might "sign", or have a hearing aid, etc.

PRELINGUALLY HEARING IMPAIRED

People who were born deaf or lose they're hearing in early years- before acquiring speech syntax. They make up 95% of the school-age deaf population.

PROFOUNDLY RETARDED

People who often have physical disabilities and severe impairment in coordination and sensory development, making constant care necessary. With special techniques, some can be taught useful tasks and can participate in some activities.

SEVERELY RETARDED

People who have defects in minor development, speech, and language and often have physical handicaps but can be taught self. Their ability to learn and adjust is severely limited.

SPEECH/LANGUAGE IMPAIRED

A communication disorder such as stuttering or a voice impairment that adversely affects a child's educational performance.

VISUALLY IMPAIRMENT

Usually, a person who needs some type of corrective glasses or help in order to go about everyday work and play. Visually *impaired* indicates the impairment can be corrected sufficiently so that it is not a handicap.



A BIT OF MAGIC

The following are a few ideas and thoughts to consider when helping a boy through Cub Scouting with a specific challenge.

GENERAL TIPS

Cub Scouts, with any kind of challenges, want to be treated like everyone else.

Be understanding. Cub Scouts with any kind of challenges have the same obligations you have, though their obligations might be harder to meet.

Be natural. Don't worry about using words related to the disability. Example: Don't be embarrassed to say "see you later" to a blind person.

Be yourself. Smile and relax; keep in mind that you and the Cub Scout have a lot more in common than you might think

Maintain eye contact. Everyone deserves the courtesy of being looked in the eye.

Speak directly to the Cub Scout, not to his companion.

Don't assume the person is sick. Most people with challenges are healthy. Remember that you can't catch a disability or handicap.

MOBILITY IMPAIRMENTS

Never move equipment out of the Cub Scout's reach.

Before you go out with the Cub Scout who has mobility impairment, make sure facilities at your destination are accessible.

Never pat a Cub Scout in a wheel chair on the head. This is a sign of disrespect.

When helping, ask how the equipment works if you are unfamiliar with it.

Prevent strained necks by standing a few feet away when talking to

the, Cub Scout in the wheel chair.

HEARING IMPAIRMENTS

Make sure the Cub Scout is looking at you *before* you begin to talk.

Use gesture to help make your points.

Ask him to repeat the direction or watch to make sure the direction was understood correctly. Use visual demonstration to assist verbal direction.

In a large group, it is important for only one person to speak at a time.

The speaker should never stand with his back to the sun or light.

Shouting at a hearing impaired Cub Scout very seldom helps. It distorts your speech and makes lip-reading difficult.

VISION IMPAIRMENTS

Identify yourself by speaking up.

Offer your arm, but don't try to lead the person.

Volunteer information by reading aloud signs, news, changing street lights, or warnings about street construction.

When you stop helping, announce your departure to the Cub Scout.

SPEECH/LANGUAGE DISORDERS

Stay calm. The Cub Scout with the speech disorder has been in this situation before.

Don't shout. Cub Scouts with speech disorders often have perfect hearing.

Be patient. They want to be understood as badly as you want to understand.

Don't interrupt by finishing sentences or supplying words.

Give your full attention.

Ask short questions that can be answered by a simple yes or no.

Ask them to repeat themselves if you don't understand.

Avoid noisy situations. Background noise makes communication hard for both of you. Model slow speech with short phrases.

MENTAL DISABILITIES

Be clear and concise.

Don't use complex sentences or difficult words.

Don't 'talk down' to the Cub Scout. 'Baby talk' won't make you easier to understand.

Don't take advantage. Never ask a person with mental retardation to do anything you wouldn't ask a friend to do.

Be understanding. Cub Scouts who are mentally retarded are often aware of their limitations, but they have the same needs and desires as those who are non-retarded.

People who are socially/emotionally challenged have a disorder of the mind that can make daily life difficult. If someone is obviously upset,

Stay calm. People who are mentally ill are rarely violent.

Offer to get help. Offer to contact a family member, friend or counselor.

ATTENTION DEFICIT DISORDER (ADD)

Structure the Cub Scout's meeting time, activities, and rules so that the child knows what to expect. Post a calendar of events.

Be positive. Praise appropriate behavior and completion of tasks to help build the Cub Scout's self-esteem.

Be realistic about behavior and assignments. Many boys with ADD simply can't sit for a long time or follow detailed instructions. Make learning interesting with plenty of hands-on activities.

Monitor behavior through charts that explain expectations for behavior and rewards for reaching goals. This system of positive reinforcement can help the Cub Scout stay focused.

Test the Cub Scout's knowledge and not just his ability to take tests. Testing orally might help.

Begin a formal achievement program. Weekly reports to parents could increase their involvement.

Work closely with parents and members of the education team. People working together can make a big difference.

LEARNING DISABILITIES

Learning disabilities are known by many names: minimal brain damage, perceptual handicaps, communication disorders, and others, are usually disorders of the central nervous system that interfere with basic learning functions.

Listen and observe carefully to find clues as to how the Cub Scout approaches problems and what his difficulties are.

Praise and, encouragement can help build self-esteem.

Let other den members show the Cub Scout he belongs, with their friendship and support. Use short, direct instructions that help the child know what is expected of him.

As much as possible, stay with a regular den schedule, allowing the Cub Scout to help with assigned duties.



CLOSING THOUGHTS

'The child with any form of challenges has a right to grow up in a world which does not set him apart, which looks at him not with scorn or pity or ridicule but which welcomes him, exactly as it welcomes every child, which offers him identical privileges and identical responsibilities.'¹

'Lots of our Scouts' frustrations come from what their challenges prevent them from doing. Our biggest emotional involvement is with a youth who has withered arms, because all the rest of the kids in the pack can pick up a spoon and put something in their mouths, but he can't. And there are so many things he can't do that it builds up a personal frustration. It's not so much that the challenged are a minority group or that they think people are laughing at them as it is that they think, "dam it, I wish I could get up and do that." And with all the animation and spirits of a youth, it must be a powerful thing to deal with.'²

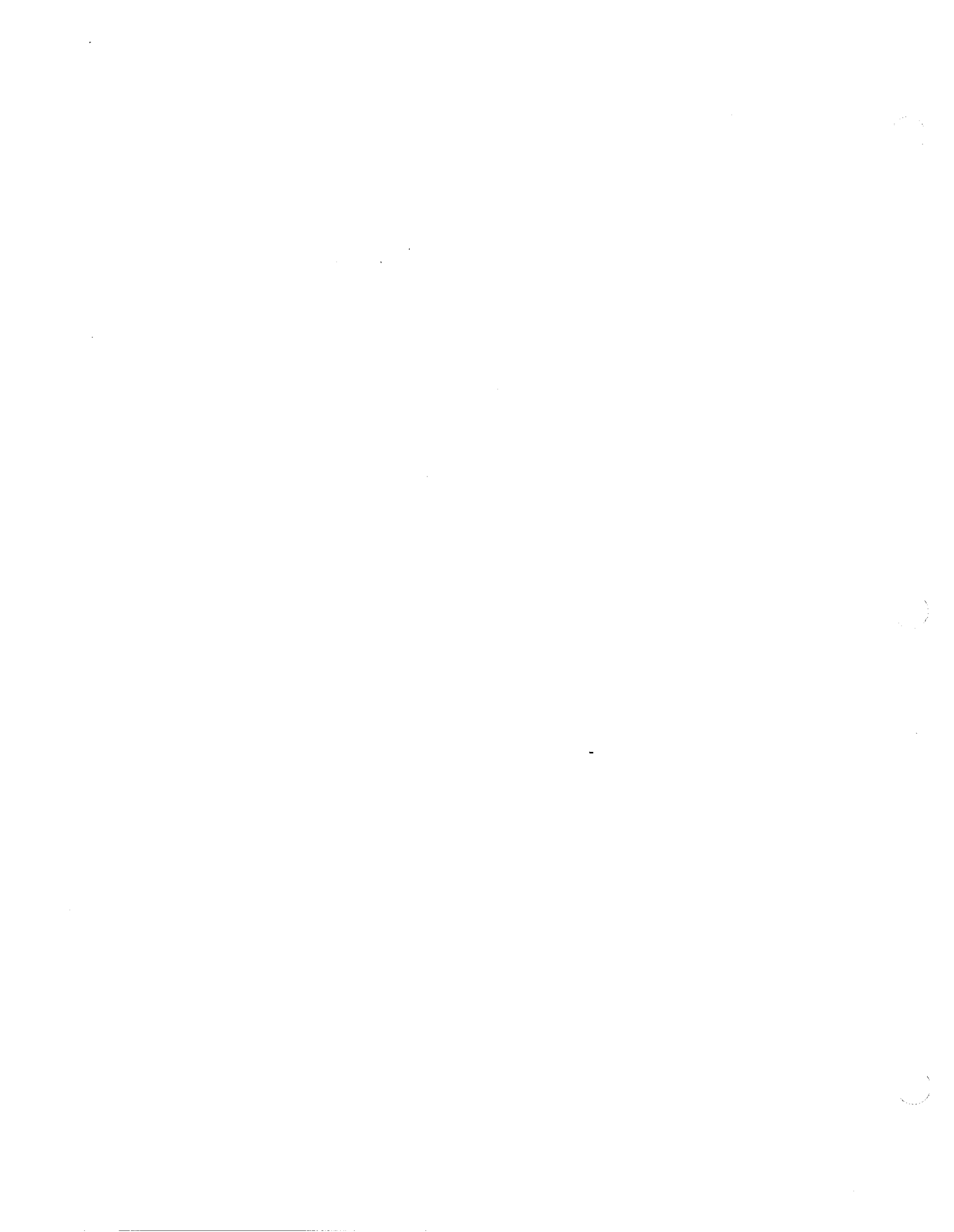
'Handicapping conditions create difficult psychosocial problems for the youth and his family. In some instances, a family has over-protected, overindulged, and over-emphasized the handicap by preventing the youth from having social experiences that would develop him and give him a sense of belonging and doing some of the things that all youth enjoy. On the other hand, some handicapped youth actually are rejected by the family and have a few socializing experiences.

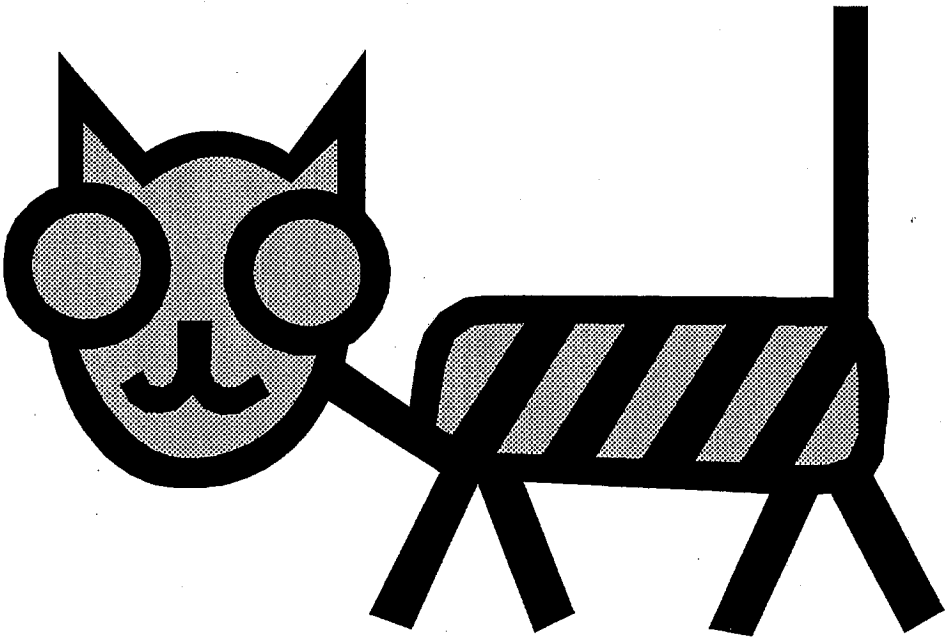
Regardless of which of these extremes of reactions have 'impaired the youth, Scouting presents him with an opportunity to participate to the extent of his ability in the educational, recreational, and character and citizenship building programs that are inherent objectives of Scouting.'³

Working with Cub Scouts with challenges has rewards beyond all riches.

References

1. White House Conference on Child Health and Protection
2. Scout Master
3. Chester A. Swinyard, M.D., PhD.





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TIGER CUBS



Tiger Cubs -- Keep It Simple!!!

A big part of the "magic" of the Tiger Cub program is its simplicity. The relatively unstructured program and the shared leadership concept make the program flexible enough to fit almost any situation, and, at the same time, easy to understand and operate.

Sometimes those of us with a lot of Scouting experience have difficulty/ interpreting the Tiger Cub program. We're used to thinking in terms of highly structured leadership, advancement programs with requirements and badges, and weekly den meetings. All of these are important parts of Cub Scouting and Boy Scouting, but are not used in Tiger Cubs, BSA.

We, all have to recognize that Tiger Cubs BSA is a different program for a younger age group, and that the relative lack of structure and complication are essential elements in the success of the program. The basis of the program is the boy and adult having fun together, and it works! Let's keep it simple!!!

TIGER CUB MOTTO

Search., Discover³ Share

TIGER CUB PROMISE

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

The Tiger Cub promise and motto embody the fundamental ideals of Tiger Cubs, BSA.

BACKGROUND:

1982 - Tiger Cubs was started.

1986 - Tigers were invited to 1 or 2 pack meetings.

1988 - Tiger tracks.

1993 - Tigers were given meeting plans in an activity book and the coordinating adult was implemented.

1996 - Tiger Cub Dens, Tiger Cub Coordinator in each den, Belt totem, Resource book, and the Tiger Graduation strip.

Tiger Cub Volunteers in the Pack

See the Tiger Cub Guidebook (No. 34710, 1996 printing) for more specific information

Position

Tiger Cub Coach

Responsibilities

- Is a member of the pack committee and is not a Tiger Partner.
- Organizes and registers the Tiger Cub Den(s).
- Conducts orientation for the Tiger Cub Coordinator(s).
- Assists in planning the first den meeting (Big Idea #1).
- Maintains frequent contact with the den(s) and serves as a resource.
- Reregisters Tiger Cubs in the pack at charter renewal time.
- Coordinates Tiger Cub participation in pack and district/council events.
- Coordinates the den activities for Big Idea #17.
- Arranges for graduation of Tiger Cubs into Cub Scouting.



Training Available

- Tiger Cub Coach Fast Start.
- The New Tiger Cub Coach Orientation (found in the Tiger Cub Guidebook, No. 34710, 1996 printing).
- Cub Scout Leader Basic Training with Tiger Cub split.

Tiger Cub Coordinator

- Is an adult partner in the Tiger Cub den.
- Is NOT the leader of the den (Note: this is not a registered position).
- Maintains shared leadership by seeing that the responsibility for hosting den activities rotates among the boy/partner teams.
- Maintains the Tiger Cub Resource Book and Tiger Cub instant recognition kit and distributes them as indicated.
- Assists the Tiger Cub Coach with Tiger Cub graduation

"Welcome to Tiger Cubs" video (AV-00V010).

Attends a short orientation conducted by the Tiger Cub Coach or pack representative.

Tiger Cub Adult Partner

- Is the Tiger Cub's registered adult partner
- Takes part in the shared leadership of the Tiger Cub den.

• "Welcome to Tiger Cubs" video (AV-00V010).

AIMS OF TIGER CUBS:

- Strengthen family relations
- Introduction to scouting
- Leadership source
- Membership source
- Sharing FUN activities*
- Build self esteem & confidence

MEMBERSHIP REQUIREMENTS:

TIGER TEAM: 1st grade boy / Adult (1 8yrs. old, a person who has a strong interest in the child's well-being)

- EACH TEAM:**
- Hosts a meeting
 - Plans a meeting
 - Shares leadership

UNIFORMS:

YOUTH - Orange shirt

COORDINATOR - Orange shirt

ADULTS - Optional orange shirt

OPTIONAL - Hat / Belt

TIGER CUB COACH - Yellow shirt / Khaki shirt

- Tiger Cub Coach patch
- Blue shoulder loops
- Optional orange Tiger scarf

RECRUITING TIGER CUBS

HOW TO CONDUCT A RALLY

It is recommended you have a RALLY just for Tigers.

They do not need to hear the Cub Scout part.

Tiger Cub Guidebook Pg. 17

Greeter (specific to Tigers)

- Have someone to greet tigers at the door
- Direct them to where they should go
- Give them information paper to fill out

Person #2

- At the table to help parents fill out information form
- Separate Tigers into dens (take into account friends who want to be together)

Person #3

Do opening activity with tigers (get ideas from Tiger Cub Resource Book)

Have Tiger Cubs and their partners' stay for opening ceremony then take them to a separate room for their meeting.

Tiger Cub Split

- a. Ice breaker
- b. Information
 - Have them watch Tiger Cub Video
 - Give over view of Tiger Cub Family Activity Packet
- c. Cheer
- d. Have parents choose what month they will host
- e. Have Tiger Teams fill out registration form
- f. Send them home with the Date, Time, & Location of the 1st Tiger meeting (this should be done by the Tiger Cub Coach)

RECOGNITION:

Den meeting (immediate recognition):

Belt totem (5/kit)

Scouts get totem when they learn the Tiger motto and promise. -

Orange beads are given for each den activity the scout participates in (den meeting/pack meeting)

One white bead is given for every 5 family activities completed.

Pack Meeting:

Iron -on paws. (They do not have to earn all 17 paws)

Home:

Poster put one sticker for every family activity completed. When he reaches 5 he gets a white bead.

PACK ACTIVITIES & THE TIGER CUB:

Pack activities should be adapted for tiger cubs.

Examples:

Pinewood Derby, have tigers race earlier than other boys, Have older scouts donate old cars for the tigers to race.

Raingutter regatta - Have tigers use a dish soap bottle or a small fan to blow boat. (their lungs get tired)

Pack meeting skits: Have Tigers sing a scout song along with a tape.

DEN MEETINGS:

Boys should be included in the planning of the den meeting.

Tiger team should do family activities once a week.

Den meetings should be twice a month - Go and see it pack meeting

ACTIVITIES:

Cooking, games, songs, crafts, field trips, service projects, pack meeting, fitness and computers

RESOURCES:

Family activity book, Tiger Resource book, library, chamber of commerce, where to go book teachers

3 KEYS TO A SUCCESSFUL DEN MEETING:

1. Planning
2. Communication
3. FUN

TIGER CUB PARENT MEETING PRIOR TO GRADUATION:

The Tiger Cub Coach, Cubmaster, and the Den Leader Coach should have a meeting for graduating Tiger parents.

Take a few minutes to go over the graduation ceremony. Most of the time should be spent on Cub Scouts. This is a time to explain how Cub Scouts works. Have the Den Leader Coach explain how a typical den meeting is run. Answer any question the parents may have.

TIGER CUB GRADUATION:

WHEN? - May pack meeting

WHY? - This allows boys to participate in summer activities. Including Cub

Scout day camp and resident camp.

WHAT?

Ceremony - **KEEP IT SIMPLE**

WHO?

Tiger den coordinator

Tiger Cub Coach

Cubmaster

SUGGESTIONS:

Send Tiger Cubs and their parents a graduation invitation in the mail.

When graduating Tiger Cubs to Cub Scouts - keep them in their dens, do not split them up.

Big Idea #17

"Cub Scouting Here We Come"

Provides the steps for graduation into Cub Scouting.

Unlike other Big Ideas, # 17 is not confined to one month, but gives suggestions to be carried out at several times during the Tiger Cub Year.

RESPONSIBILITIES FOR GRADUATION:

Tiger Cub Coach

Make ceremony

Take part in ceremony

Scout count for graduation

Work with coordinator

Plan ceremony

Coordinate Big Idea #1 7

Meet with parents to go through

What Cub Scouting is

Introduce boy to Den Leader

PACK

Ceremony

Advancement

Cubmaster, Den leader

Coach for ceremony

Supplies for graduation

Invite Tiger Cub Families

to pack activities

Props

Trained Tiger Cub Coach

Fast start den leader training

BOBCAT BADGE

Tiger Cub Scouts may earn their Bobcat Badge at the time of graduation.

The Tiger Cub Coach is to help coordinate boys receive the Bobcat badge, but does not teach the boys.

SAMPLE SCHEDULE FOR BOBCAT TRAIL-

OCTOBER - Cub Scout Sign

NOVEMBER - Scout handshake

DECEMBER - Cub Scout Salute

JANUARY - Cub Scout promise

FEBRUARY - Law of the pack

MARCH - The meaning of Webelos

APRIL - Cub Scout Motto

MAY - Parent's guide exercises

TIGER GRADUATION RECOGNITION:

BOYS:

Graduation strip to be worn under the right pocket on the Blue scout uniform

Graduation certificate

1 year star with Orange background (this star may be worn on a scout uniform forever, even as an adult)

ADULTS:

NEW FAMILY (BOBCAT) INDUCTION

EQUIPMENT: A white candle for each family, large blue/gold/white candle

ARRANGEMENT: Large white candle in center, with blue and gold candles to either side.

CUBMASTER speaks:

Cub Scouting is an organization that is very special and unique. It is one to which many parents devote their time and talents to provide a program that will aid and guide their sons' growth. As parents work to strengthen Cub Scouting, so Cub Scouting helps to strengthen families.

<Call forward Bobcat candidates and their parents.>

I call your attention to the blue and gold candles on the table. The blue and gold stand for Cub Scouting.

Blue, like the color of the Cub Scout uniform, stands for truth, love of God, loyalty, and the blue sky.

Gold, like that in the Wolf neckerchief stands for sunlight, good cheer, and happiness.

The white of the candle that you hold represents parents and the important part they play in Cub Scouting.

Parents, would you please light a candle for your sons, as a symbol of the encouragement and support you will be giving him as he moves along -the Cub Scout trail.

<Parents light candles.>

Will you accept the responsibility to participate in den and pack activities, help your son with advancement, and support the pack as much as possible?

<Parents answer.- "We will.':>

Please give the candles to your sons to hold in their left hands.

Boys, you have completed the requirements for your Bobcat badge and have be-

gun your journey on the Cub Scout trail. Please raise your right hands 'in the Cub Scout sign and repeat with me the Cub Scout promise.

And now, with your parents guiding your hands. As they have just promised they will do to help you in Cub Scouting, I will ask that all of you join your individual flames together and light the center candle as a sign that we are all united as members of Pack

<Parents are asked to extinguish candles.>

Parents, we now ask that you pin this Bobcat badge on your son's shirt. Each time he advances in rank-, it will be your privilege to present his badge. It is your support that will help him along the trail.

Congratulations to you all! Pack _____ is proud of your achievements. We look forward to fun and excitement with you this coming year.

OPENING CEREMONY

The word "TIGERS" is spelled out on cards, with the words to each line written on the back,

Boys may hold cards and adult partners may read lines,

What is Tiger Cubs?

T - Time spent building a stronger relationship with a boy and his family.

I - Introducing a boy and his family to Scouting.

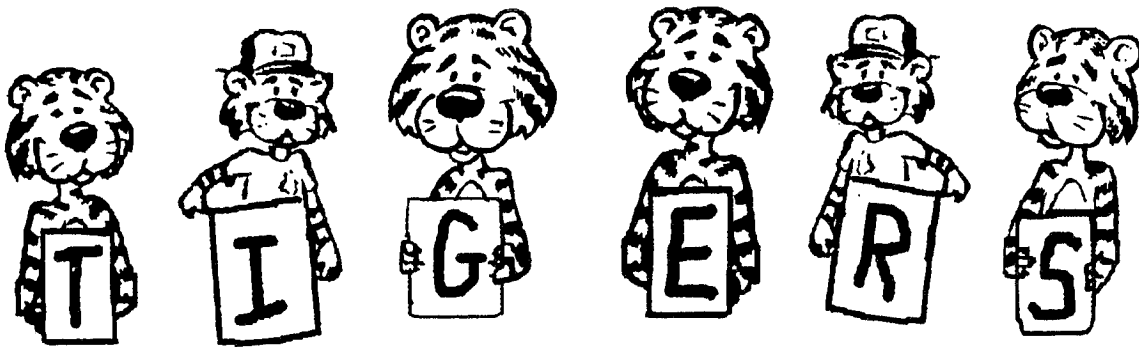
G - Getting to know others and oneself better.

E - Entering into a group, being part of something special,

R - Reaching out to one another and getting hands-on experience.

S - Sharing and discovering new things and ideas.

This is what Tiger Cubs is all about Searching, Discovering, Sharing.



INDUCTION OF TIGER CUB COORDINATOR

Will (name) please come forward. At this point either the Cubmaster or a pack leader presents the Tiger Cub Coordinator with scrolls of paper like diplomas. Each scroll has one word on it: Enthusiasm, Knowledge, Responsibility, and Tiger Cub Promise.

I present you with **ENTHUSIASM** - enthusiasm to **SEARCH** out new and exciting things to do with your Tiger Cub den.

I present you with **KNOWLEDGE** to be able to **DISCOVER** new adventures and new activities to do with you Tiger Cub den.

I present you with **RESPONSIBILITY** -- the responsibility to **SHARE** all the great things you have discovered and grown in knowledge with Your Tiger Cub den.

I present you with the **TIGER CUB PROMISE**. Tiger Cub Coordinator opens the scroll and reads: "I promise to love God, my family and my country, and to learn about the world,"

Living up to this will be a challenge for your and Your Tiger Cub den. Welcome to the wonderful world of Tiger Cubs.



CANDLE, TRANSITION CEREMONY

Equipment Candleholder with spaces for four candles. A fifth candle is used to light the other four. (If you have the Tiger Paw from the Tiger Induction Ceremony, use it.)

Call the 'Graduating Tiger Cubs and their adult partners to the front. Dim the lights and proceed as follows. -

Cubmaster (or Tiger Cub Den Coach) 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 second candle. - You and your adult partner have, discovered that by doing things together with friends and family that 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 your family, friends, and fellow Tiger Cubs, which let them learn about you and the things you saw and did. Now it is time to move along the Scouting trail to the next part of the program.

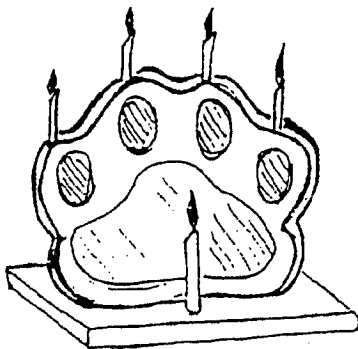
Lights fourth candle. - In Cub Scouting your family is still important, as it is throughout your whole Scouting experience. Support in earning each badge comes from your family as well as from your Den Leader. Your parents will help each step of the way.

Tiger Cubs and parents, on behalf of Pack____, I'd like to welcome you as our newest Wolf Cub Scouts. Will the den leader, (NAME) Come forward to welcome these members to the den with the Cub Scout neckerchief (or whatever item you choose),

Den leader presents neckerchief to adults who put it around the neck of the boy.

Den howls and applause from the pack-.

From 1992 Pow Wow Book, Heart of America Council



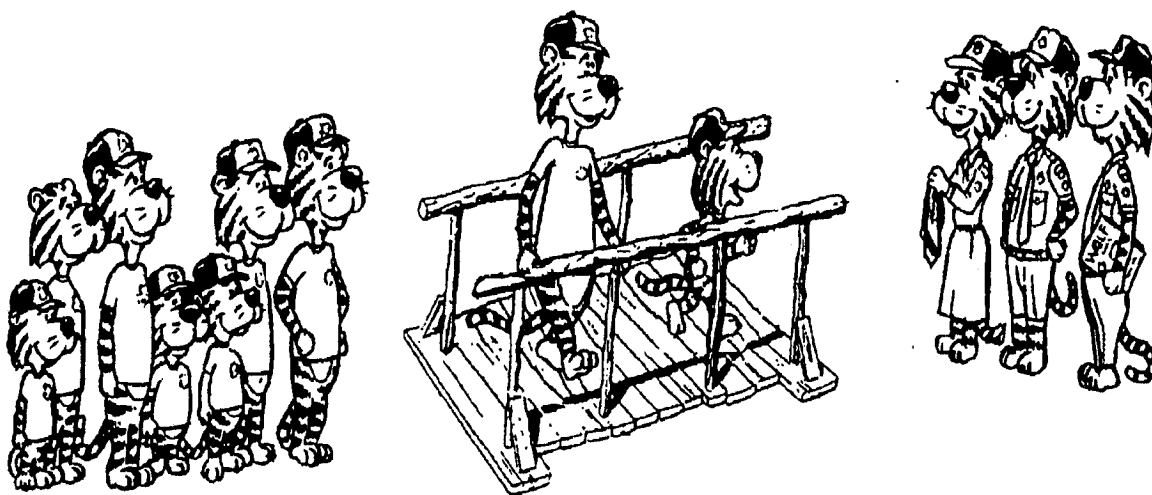
THE BRIDGE CROSSING

Equipment: Bridge, Tiger Cub Graduation Certificate, Graduation Patch and Service star for each Tiger Cub

Tiger Cubs, you have been working together, learning about many interesting things during the months you have been a Tiger Cub. The entire family has had a chance to be a part of that fun.

You have taken each part of the Tiger Cub Motto, "Search, Discover, Share" and used it in your home, school, and neighborhood. Parents, on behalf of Pack, thank you for taking the time to "Search, Discover, and Share" the Tiger Cub program with your son. May you and your son experience the many wonders awaiting you as you climb the Scouting trail. Tiger Cubs, as you cross over the bridge and graduate from Tiger Cubs, I would like to present you and your adult partner the graduation certificate, graduation patch, and a one year service star with an orange backing. When I call your name, please cross over the bridge with your adult partner and begin your Cub Scouting adventures,

1994 Pow Wow Book, Last Frontier Council



TIGER GRADUATION

Personnel:

Bobcat candidates, their parents (family, guardians), Cubmaster, den leaders, group of Cub Scouts

Equipment:

Tom-tom for each Cub Scout



Setting:

Candidate and parents in front row or standing to one side of semi-circle. Cub Scouts sit in semi-circle to one side of the Cubmaster with the den leaders on either end accompanied by a Webelos. Each Cub Scout in the semi-circle has a tom-tom.

While the boys beat the tom-toms softly, the Cubmaster recites the following.

Come, come, come, come to the council fire to light the fire of your desire.
Akela, Akela.

Candidate and parents are brought to a position next to the Cubmaster.

During the past year in the Tiger Cub program, you have prepared for today. Remember the Tiger Cub motto: "Search, Discover, Share." And the Tiger Cub Promise: "I promise to love God, my family and my country, and to learn about the world."

The Cub Scout colors are Blue and Gold. They have a special meaning. BLUE stands for truth, spirituality, steadfast loyalty, and the sky above. GOLD stands for the warm sunlight, good cheer, and happiness.

Your family and I, and all those who will influence you, will represent Akela.

We would like to present you with the Tiger Cub patch, which is to be worn below the right shirt pocket of your uniform.

Now, with your parents, you are to enter the Cub Scout program. You and your family will find many new adventures along the Cub Scout trail.

Parents, remember to always guide your Cub Scout. May the Great Spirit always be by your side. Seek to help him follow the Cub Scout motto, "Do your best", and to respect and appreciate all the things around him.

--- 1991 Pow Wow Book, Indian Nations Council

FAMILY GRADUATION CEREMONY

Cubmaster The family is one of the basic components of the Cub Scout program, Tonight; we are honoring a very special group of our pack family. We are graduating our Tiger Cubs into Cub Scouting. Will the Tigers and their families please come forward?

Tigers, it is your wish to become Cub Scouts? If so, answer, "I do."

Tigers I do.

Cubmaster Parents, do you wish your son to participate in pack activities, and do you understand that it is your responsibility, as parents, to help your son work on his rank and help make the pack grow?

Parents We do.

Cubmaster Now, Tigers, do you know the Cub Scout promise and sign? Please say the promise together now with me. (Boys will say promise with arms raised in the Cub Scout sign.)

Do you wish to follow Akela, grow in strength, citizenship, and develop your character in the right things? If so, say, "I do."

Tigers I do.

Cubmaster Will you help your pack grow" If so, answer "We will."

Tigers We will,

Cubmaster Since you have completed your Tiger Cub trail and shown your desire to become Cub Scouts, I now present you with your Tiger Cub patch, your Tiger Cub graduation certificate, and your Tiger Cub service star (one _year star with orange backing.)

Congratulations! You are now officially a Cub Scout in Pack



1994 Pow Wow Book, Last Frontier Council

'THE, PATH OF A NEW CHALLENGE, TIGER CUB GRADUATION

Supplies: 8 pieces of construction paper, cut into paw prints Graduation certificate, pin, and patch Wolf Book, 7 candles in holders 1 white (tall), 3 orange, 3 black Rope, string or crepe paper to make bridge or use pack bridge



Arrangements The white candle (taller than the rest) is centered on a ceremonial table with 3 black candles on one side and 3 orange candles on the other. Place the 8 paw prints on the floor of the bridge in such a way to make walking on them difficult. On each piece of paper write one of the following: Sign, Handshake, Salute, Motto, Promise, Law, the symbol of the Arrow of Light, and Webelos.

Characters Cubmaster, Den leader, Tiger Cub Coach, and Den Chief
CUBMASTER Tonight we honor our Tiger Cubs Will (name), our Tiger Cub Coach, come and introduce them? (Tigers and adult partners come to front.)

TIGER COACH (as each candle is lit):

WHITE is for the purity in living

BLACK is for the unknown... the fear... the doubts.

ORANGE is for the knowledge... the joy... and confidence.

These are the colors of the Tiger Cubs. You have completed the Big Ideas in the Tiger Cub program. Adults, here is a patch for your Tiger Cub, sew it beneath his right pocket. Tigers, here is a pin for your adult partners who worked with you through your deeds as Tigers. Place the pin on their collar. Here, too, is your certificate for all to see. As your Tiger Cub Coach, I bid you farewell and show you the path of a new challenge: the challenge of Cub Scouts. Each step you take tells you what you must learn, so you can earn your first rank of Bobcat. Walk the bridge of Cub Scouts and meet your new leaders.

At the other end of the bridge stand the Cubmaster and Den Leader.

CUBMASTER Welcome, new Wolf Scout, to Pack _____. (Places yellow Wolf neckerchief on boy.)

The Den Leader will hand each boy the Wolf Book and say, -“This is your next challenge. Read and do each requirement of the Bobcat Trail. When you are finished, you will have earned the Bobcat Badge.

The Cubmaster then invites the new Cub Scouts to sit with the pack and proceeds with the pack meeting.

1991 Pow Wow Book, Heart of America
Council

Games for Tigers Cubs & Partners

Icicle Hunt

Before the meeting, the host tiger cub and adult partner hide string or yarn of different lengths all around the room. When the game begins boys and their adult partners gather as many "icicles" as they can in two minutes. At end of hunt, each team counts their icicles. Team with the highest numbers wins. Then, have each team lay their icicle end to end. Team with longest line of icicle wins.

New and Good

Tiger Cubs and their adult partners are seated in a circle. The game leader has a ball or a stuffed animal. Leader invites the players to think of anything that is new and good in their lives. The leader begins by sharing a "new and good" and then tosses the ball to a person whose hand is raised. That person tosses the ball to the next person until everyone who wants to share has had a turn.

Kitchen Kapers

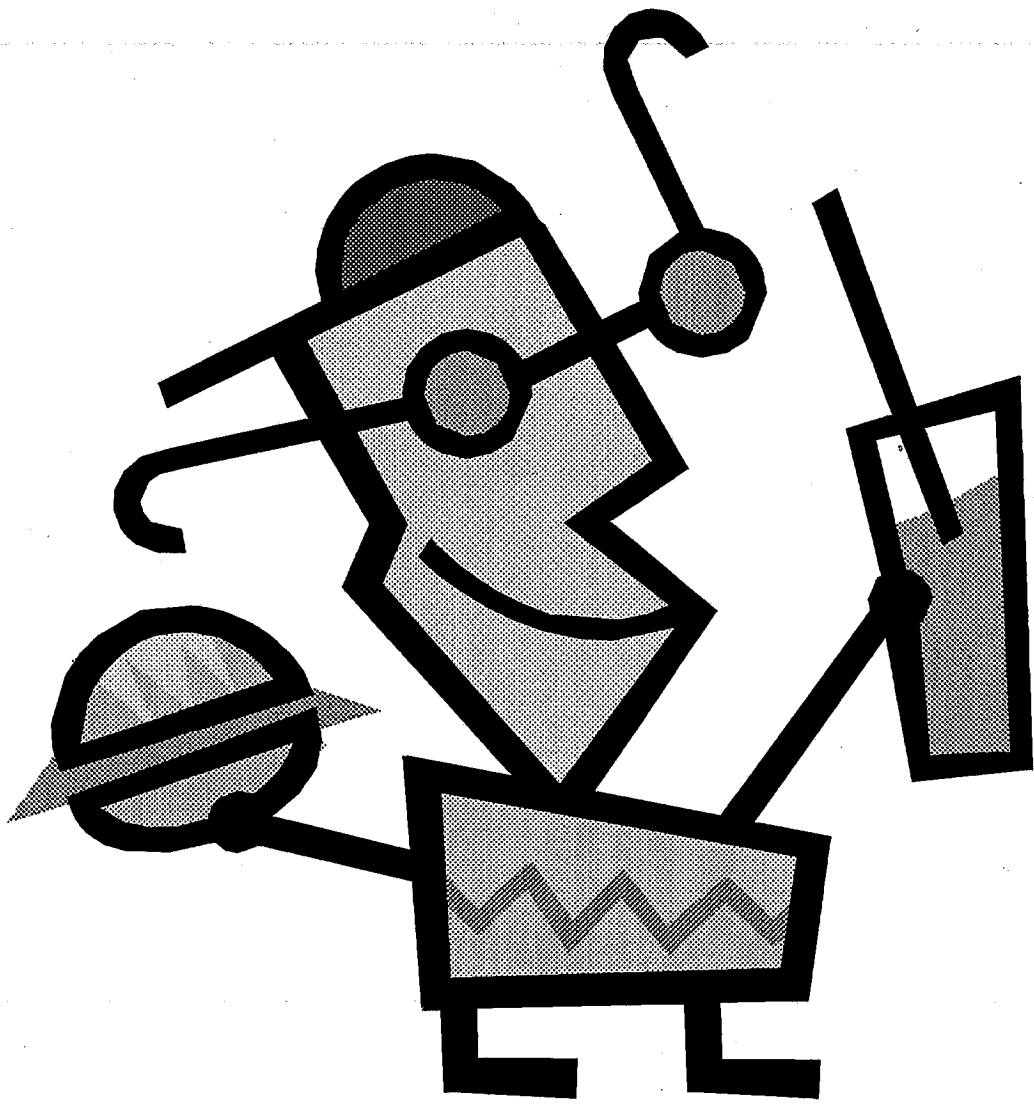
Give each tiger cub/adult partner team an envelope containing a pencil, four toothpicks, two paper clips, and two 3x5-note cards. Instruct teams to build a kitchen utensil, that no home should be without. Encourage humor, silliness, and creativity. Have each team explain their invention to the other members of the den.

Story Web

Tiger Cubs and their adult partners sit in a tight circle with the game leader holding a ball of yarn. Leader makes a partial statement, such as: "My favorite game is _____, I like to help people by. _____", "My favorite day of the week is _____". Leader then tosses the ball to another player who catches it, completes the phrase, and tosses the ball to another player. Each person catching the ball holds on to the yarn so by the time everyone has completed the phrase, an interesting "spider web" is formed by the yarn. Leader may then ask a second question and invite players to reverse the process, winding up the ball of yarn.

Teamwork

Have players sit around a large table. Provide each player with one toothpick. Place a saucer containing ten beans in front of each tiger cub/adult partners team. Using the toothpicks, and working together, each team is to lift a bean



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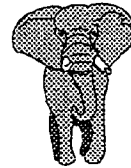




CUB COOKING

Cub Scouts enjoy eating and they enjoy cooking or making what they eat. Measuring is a good use of math skills. Following directions is a skill all need to develop and following a recipe is a fun way to work on the skill. This section of our PowWow book offers recipes that fit into the different Cub Scout themes for the following year.

CUB SCOUT SAFARI



BROWNIE SLOWPOKES

66-72 slowpokes

Utensils:

Cookie Sheet (1 for each 2 cubs)
large bowl
long-handled spoon
teaspoon (1 for each scout)
pancake turner
wire cooling rack
spatula or knife to ice (1 for each scout)

Ingredients:

1 package (22.5 ounce) fudge brownie mix
1/3 cup water
2 eggs
198-216 walnut or pecan halves
Canned frosting white or chocolate

1. Heat oven to 350 degrees.
2. (Leader mixes, boys take turn adding ingredients). Mix the brownie mix, 1/3 cup water, and 2 eggs in large bowl. The dough will be stiff.
3. Have scouts arrange 3 walnut or pecan halves so that they form a Y on their half of an ungreased cookie sheet. Make 8-10 per scout depending on number of nuts bought. Cookies should be 1-2" apart. Drop a rounded teaspoonful of dough onto center of each group of nuts.
4. Bake in 350 degree oven 10 minutes. Cool on the cookie sheet about 2 minutes. Lift the cookies to wire rack with pancake turner.
5. Spread a little frosting on each slowpoke with spatula or knife.

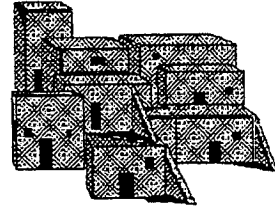
Betty Crocker Cookbook for Boys And Girls

Kangaroo Pocketful of Goodies

| | |
|--|------------------------------|
| 1/2 to 1 pocket bread per scout | mayonnaise or salad dressing |
| 1/4 to 1/2 cup chicken or turkey per scout | lettuce |
| tomato slices if they want | 1 slice cheese per scout |
| 1 tablespoon chopped walnuts | |

Slice the pocket bread in half (if using a whole per scout) and open it. Spread mayonnaise or salad dressing in center. Add turkey or chicken and cheese slice. Cook in microwave for 30-40 seconds for a 1/2 or 1 minute for a whole pocket. Insert tomato slices, lettuce, and chopped walnuts.

CLIFF DWELLERS OF THE SOUTHWEST



INDIAN MAIZE PANCAKES

Utensils:

electric griddle or fry pan
measuring cups and spoons
spoon
medium bowl
egg beater
pastry brush
pancake turner

Ingredients:

½ cup canned whole kernel corn
1 egg
1 ¼ cup all purpose flour
2 tablespoons shortening, melted
1 teaspoon sugar
1 teaspoon baking powder
½ teaspoon baking soda
½ teaspoon salt
1 ½ cup buttermilk
Maple or pancake syrup



Heat electric griddle to 375 degrees.

Allow scouts to take turns measuring and adding the ingredients. Beat 1 egg in bowl until the white and yellow are mixed. Add flour, shortening, sugar, baking powder, baking soda, and salt. Gradually add the buttermilk. Beat until smooth (each scout gets to do a few turns each with the egg beater). Stir in the corn.

Grease the hot griddle with shortening if necessary, using pastry brush. For each pancake, pour ¼ cup batter in a pool onto the hot griddle. Cook until bubbles appear. Turn with pancake turner and cook until golden brown on the other side. (Lift edge and peek.)

Serve with syrup. Makes about 16 pancakes.

Betty Crocker Cookbook for Boys and Girls

FLOUR TORTILLAS

3 cups all-purpose flour, unsifted (½ cup)
¾ teaspoon salt (1 pinch)

2 teaspoons baking powder (¼ slightly rounded teaspoon)
about 1 cup warm water (2-3 tablespoons)

Allow Scouts to take turns measuring or use amounts in parentheses and have each scout make his own.

Stir together flour, baking powder and salt. Gradually stir in enough water to form dough that will hold together. Work it with your hands until it forms a ball. Turn onto floured surface and knead until smooth. Divide dough into 2 pieces (or more if need be) and form into a smooth ball. Cover with towel or plastic and let rest for a few minutes.

Flatten each ball into a patty, then roll into a 6-9 inch round. Roll from center to edges.

As each tortilla is ready, place on preheated electric griddle (375 degrees). Turn when lightly browned and blistered. Cook on both sides and remove from heat. If tortillas stick, reduce heat.

Stack within a folded cloth towel until all are cooked.

Serve with butter or shredded cheese. Youth Club Program Inc. Ken Clark



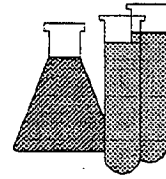
KITCHEN CHEMISTRY

VOLCANO SUNDAES

Ingredients: Per Scout

1 scoop chocolate ice cream (sherbet or flavor of choice)
1 sugar cone

Pop Rock candy
½ cup 7-UP or Club soda



Break tip off sugar cone to create volcano mouth. Place scoop of ice cream in dish. Turn sugar cone upside down on top of ice cream. Pour Pop Rocks in center of volcano mouth. Pour Soda slowly into volcano mouth until volcano explodes.

SHAKE IT UP

| | |
|--|--|
| <p>What happens to cream when it is shaken for a while?</p> <p>A) The cream will turn sour. _____ B) The cream will turn to butter. _____ C) The cream will get hot. _____ D) Nothing will happen. _____</p> | <p>Where does cream come from? Is it thinner or thicker than milk? Taste it by dipping finger in and licking your finger.</p> <p>*****</p> <p>Compare butter and margarine. Look, feel, taste and smell it. What is margarine made of?</p> |
|--|--|

Give each Scout a baby food jar (or small jar with tight lid) and 1 tablespoon whipping cream. Be sure lid is tight on jar. Shake the jar as you count to 100. Look at the cream. What change do you see?

Shake the jar and count to 100 again. Look to see if there is a change? Keep shaking and counting until you see a lump in the cream.

Rinse the remaining milk from the lump of butter. Spread on crackers or toast for a snack.



| | |
|---|---|
| <p>Do you think store-bought butter is made in just the same way? Does it look, feel, and taste the same? (This is unsalted and not chilled.)</p> | <p>Cream consists of butterfat suspended in water. When you shake the cream, you force the fat drops to separate from the water and come together. This is called coalescing.</p> |
|---|---|

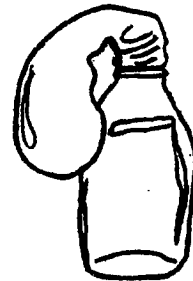
Science Series: Kitchen Chemistry. Evan-Moor Educational Publishers and Kinder -Krunchies. Karen Jenkins

Mix It Up

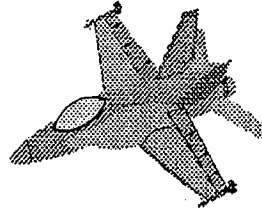
Items needed: Soda bottle - Balloon - Baking soda - Vinegar - funnel - large spoon - paper towels for clean-up (1 for each scout or for each 2 scouts)

1. Use the funnel to help you put 2 spoonfuls of baking soda in a balloon. Clean the funnel before the next step.
2. Use the funnel to help you put 8 spoonfuls of vinegar in the bottle.
3. Carefully stretch the end of the balloon over the top of the bottle. Do as quickly as you can.
4. Tip the baking soda out of the balloon into the bottle.
5. Watch what happens when the baking soda and vinegar mix.

Science Series: Kitchen Chemistry. Evan Moor Educational Publishers



ADVENTURES IN THE SKY



TIN CAN ICE CREAM

4 - 3 LB. Coffee cans with lids
4 - 10-12 oz. Coffee cans with lids
duct tape
crushed ice (beat ice with hammer)
rock salt (for ice cream making)

6 cups milk
2 cans Eagle Brand condensed milk
6 tablespoons vanilla

Stir the milk, condensed milk, and vanilla until well-blended.

Put 1/4 of the recipe into small coffee cans and tape lid on. Put ice in bottom of 3-lb coffee can. Set the small can inside the larger can. Layer ice and rock salt around the small can. Put ice on top of the small can. Tape lid to 3-lb can.

Roll on ground for 20 minutes.

CAUTION: Do not shake. Lids come off if you shake.

HANDMADE ICE CREAM

Ingredients: For each scout
ice cubes
larger container to set small can in
1/4 cup whipping cream
1/2 tablespoon maple syrup

Small clean metal can (6-8 oz)
table salt
1/8 teaspoon vanilla
pinch of salt



1. Crush ice cubes in a plastic bag (with hammer).
2. Mix whipping cream and vanilla in small metal can.
3. Add maple syrup and pinch of salt.
4. Stir until dissolved.
5. Put small can inside larger container (bucket or pan). Surround with crushed ice and lots of salt.
CAUTION: Do not let salt get into the ice cream.
6. Stir once every 5 minutes for 30 minutes.
7. Enjoy.

Make different flavors by adding crushed fruit, carob powder, or cinnamon. Experiment!

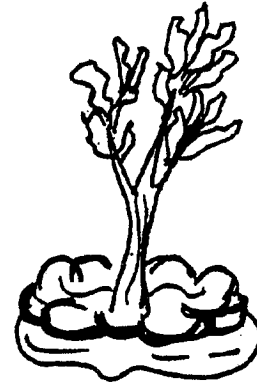
Kinder Krunchies, Karen S. Jenkins

SEA WHAT YOU CAN SEA

SAILBOAT SANDWICHES

Ingredients: For each scout

- | | |
|------------------------------|---|
| 1 soft roll (boat-shaped) | 2 oz. Tuna, drained |
| ½ stick chopped celery | 1 celery stick with leaves |
| mayonnaise or salad dressing | (Optional: pickle relish or chopped pickle) |



1. Mix the tuna, chopped celery, (chopped pickle) together. Add enough mayonnaise to hold together.
2. Make a big pocket in soft roll.
3. Fill with the tuna mixture.
4. Use the celery stalk for the sail. Push the celery down into the top of each roll so it stands straight up.
5. Clean up. Sail into your sandwich!

Buddy's No-Cook Cookbook, Pauline C. Peck

CUCUMBER CANOES

Ingredients: For each 2 scouts. One mixes the filling and one prepares the "canoe".

- | | |
|-----------------------------|---|
| 1 cucumber | ¼ c. Cream cheese, softened |
| 2 Tablespoons peanut butter | 2 tablespoons chopped dry-roasted peanuts |



- First Scout: Peel the cucumber with a vegetable peeler. Cut in half the long way. Scoop out the seeds.
Second Scout: Mix the peanut butter, cream cheese, and peanuts together.

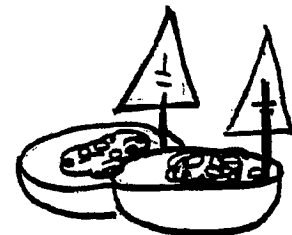
Each scout can then fill his cucumber canoe with the mixture. Chill while cleaning up (or up to an hour). Eat your cucumber canoe.

Buddy's No-Cook Cookbook, Pauline Peck

EGG BOATS

Ingredients: For each Scout

- | | |
|-------------------|------------|
| 1 hard boiled egg | Mayonnaise |
|-------------------|------------|
- paper sail on toothpick or cut a triangle of salami or bologna and thread on toothpick.
(experiment with a little mustard or pickle relish)



1. Peel the hard boiled egg. Cut in half.
2. Remove the yolk and place in a small bowl. Crumble with fork.
3. Add enough mayonnaise to yolk to stick together. Experiment by adding a tiny amount of mustard or pickle relish. Stir.
4. Prepare sail.
5. Put yolk mixture and sails into the egg halves. Sail it into your mouth.

Kinder Krunchies, Karen Jenkins

RODEO TRAIL



DAD/LAD OUTDOOR BREAKFAST (Welcome Mom when Dad not available.)

Menu:

Muffins ☺ Eggs prepared their way ☺ Bacon or Sausage (their choice) ☺ Juice/Coffee/Milk

At a den meeting prior to the breakfast, make the buddy burners, tin can stoves, invitations to parents, and muffins. Divide the scouts into 3 or 4 groups, and have the groups rotate from task to task until each scout has each task completed. Use a Den Chief, another adult, or visiting Boy Scout helper to work with the boys at the muffin-making and buddy burner stations.

BUDDY BURNERS: 1 clean tuna can, corrugated cardboard cut just smaller in width than the tuna can is tall, paraffin, piece of string for wick, lid from tuna can, clip clothespin. **SUPERVISION REQUIRED.**

1. Protect counter under tuna can with cardboard or newspaper. Wind cardboard in a snake-like fashion and tuck into the tuna can.



2. Melt wax in an old pan over low to medium-low heat. If desired, do in a double boiler.
3. While adult holds string in center of tuna can, Cub pours wax carefully into can. Reverse role, if desired.
4. Wax should fill the tuna can but not overflow. Set aside for wax to harden.
5. Attach clothespin to lid. Lid is used to control the flame/heat from the burner.

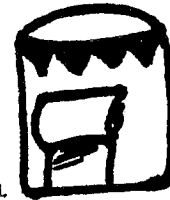
TIN CAN STOVES: a 3 lb coffee can or #10 bulk food metal can, church-key style can opener, roller style can opener. (Check with the school cafeteria or a local restaurant to get the #10 cans.)

At the den meeting, complete the following:

1. Use the roller style can opener and remove one end from the large can. Discard carefully.

2. Punch holes around the top of the metal can opposite the end that was removed. **CAUTION** not to punch the holes in the end that remains as that is the top surface for cooking on.

The day of the breakfast, when each pair arrives, have the parent use tin snips and cut a door at the bottom edge (from open end). Bend upward so the buddy burner can be slid inside the stove.



INVITATIONS: Have a sample of the information to be written inside for each scout to copy on his or use a copied inside with date, time, place, what to bring (spatula, skillet and such), etc. Allow the Scout to decorate the outside in whatever way you choose (splatter paint, color, markers, stickers, glue on small sticks and color a flame in a fire design). Put invitation in a place where the scout won't forget to take home.

Choose a time early enough so all may attend and still get to ball games after the breakfast -- AM?

MUFFINS: for each scout -- will make 4 muffins

| | | |
|--|--|----------------------------|
| muffin tin with 4 slots available to him | medium bowl | large spoon |
| small bowl | measuring spoons | measuring cup |
| Ingredients: 1 Tablespoon beaten egg | 1/4 cup milk | 1 tablespoon salad oil |
| 1/2 cup flour | 1 tablespoon sugar | 3/4 teaspoon baking powder |
| spray shortening | raisins or dried fruit or 2 teaspoons jelly if desired | 1/4 teaspoon salt |

1. Spray each muffin tin bottom with one squirt of spray shortening. Use finger to spread around bottom only. Wipe on paper towel.
2. In medium bowl, mix until well blended: beaten egg, milk, and oil. (Beaten egg may be difficult for the scouts to measure and get into their bowl. Adult may need to assist.)
3. In small bowl, mix flour, sugar, baking powder, and salt. (Place the correct measuring spoon with each ingredient and scouts will be less likely to put wrong amounts in. Tell them not to move the measuring spoon from one area to another.) Add raisins or dried fruit now if using.
4. Add the flour mixture all at once to the liquid mixture in the medium bowl. Stir just until the flour is moistened. Batter will be lumpy. (If they overstir, muffins will be tough or have pointed peaks.)
5. Spoon batter evenly between greased muffin cups. If using the jelly for a surprise muffin, put half the batter in first, drop the jelly onto the center and then cover with the rest of the batter. Wipe off any batter spilled on the pans.
6. Bake in a 400 degree oven 20-25 minutes or until golden brown. Loosen with spatula and remove them at once. (Leader may want to bake all muffins after Cubs have left.)
7. When cool, place each scouts muffins in a plastic bag or wrap carefully and freeze. Label with names.

The night before the breakfast, remove muffins from freezer.

On the breakfast morning, wrap in foil and heat in 350 degree oven 20-30 minutes if you wish to serve the muffins warm.

THE BREAKFAST



Preparation: Heat the muffins, if desired. Make coffee.

Set-up: On a patio, driveway, or large concrete tile, set up area for each scout to cook with his parent. Have available an extra coffee can for extra grease produced when the meat is cooked. Set up eating area separate from the cooking area.

Arrival: Each parent needs to cut the door in the tin can stove (unless an adult has done ahead of time). Each scout gets his eggs, meat, a fork, a spatula, plate and matches. (Request they bring with if you do not have enough supplies yourself.)

Food Preparation: Parent lights the buddy burner. Allow the stove to heat slightly. Cook meat until done. Pour off extra grease if need be. Cook eggs as desired (sunny side up, over easy/medium, or scramble around on top). Control heat by putting tuna can lids partially over the flame. Remove clothespin of keep off the top flame. Extinguish buddy burner by covering flame fully with tuna can lid. Parent and scout work together to do the cooking. (If desired, you can ask each family to bring small skillet (8-10") and cook in the skillet on the top of the can.)

Meal: Claim muffins, beverage, and join the eating area.

Clean up: If you wish to save stoves, have a washing area or soapy rags to wipe tops. Buddy burners can be reused until wax is burnt out. Or have sacks for each family to take theirs home.

Entertainment: Plan some games or a treasure hunt, parents and scouts participating.



BE A DETECTIVE

Jeweled Sundaes

8 Sundaes

Utensils:

strainer
small bowl
medium bowl
small mixer bowl (not plastic)
small saucepan or microwave-safe
Measuring cup
long-handled spoon
egg beater or electric mixer
ice cream scoop or large spoon
8 dessert dishes
tablespoon

Ingredients:

1 can (8.75 ounces) fruit cocktail
1 package (3 ounces) cherry-flavored gelatin
Or flavor of choice
 $\frac{1}{2}$ cup water
 $\frac{1}{2}$ cup chilled whipping cream
4 cups vanilla ice cream

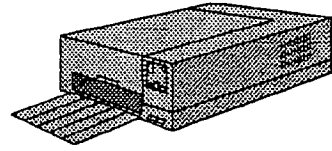


Have scouts take turns doing the different steps.

1. Empty the fruit cocktail into strainer over medium bowl.
2. Empty the gelatin into small bowl. Take out 1 tablespoon of the gelatin and empty it into small mixer bowl (you will use it to sweeten the whipping cream). Refrigerate bowl.
3. Heat $\frac{1}{2}$ cup water just to boiling in saucepan over medium-high heat (or for 1 minute 30 sec in microwave). Pour the boiling water over the gelatin in the first bowl.
4. Stir until the gelatin dissolves. Stir in the drained fruit.
5. Pour $\frac{1}{2}$ cup whipping cream into the chilled mixer bowl with the 1 tablespoon gelatin.
6. Beat until stiff.
7. Scoop 4 cups ice cream into 8 dessert dishes ($\frac{1}{2}$ cup in each dish).
8. Spoon a few tablespoons of the warm gelatin mixture over the ice cream in each dish and watch it thicken!
9. Spoon 1 or 2 tablespoons of the whipped cream on top of each sundae. Serve right away.

Betty Crocker Cookbook for Boys and Girls

STOP THE PRESSES



APPLE DROP BISCUITS

For each Scout

Equipment:

measuring cups and spoons
small mixing bowl
plastic bag
rolling pin
wooden spoon
vegetable peeler
waxed paper
shredder
paper towel
large and small spoon
cookie sheet (enough room for 1 row per scout)
hot pads
pancake turner

Ingredients:

½ cup packaged biscuit mix
½ tablespoon sugar (1 ½ teaspoons)
1/8 teaspoon ground cinnamon
Pinch of nutmeg
2 tablespoons walnut pieces
1/4 apple, seeds and core removed
2 tablespoons apple cider, apple juice or milk
Shortening

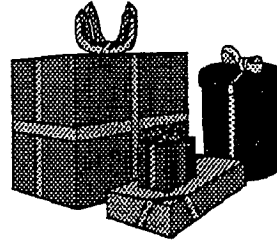


1. Measure the biscuit mix, sugar, cinnamon, and nutmeg. Put into the mixing bowl.
2. Measure the walnut pieces. Put the walnut pieces into a plastic bag. Close bag. Use a rolling pin to crush the nuts. Put the crushed nuts into the mixing bowl with the biscuit mix. Stir with wooden spoon.
3. Use a vegetable peeler to remove the skin from the apple. Throw the skin away (or eat). Put a sheet of waxed paper under the shredder to catch the apple as you shred it. Hold the shredder with one hand and move the apple down across it to cut into long, thin pieces. As you shred, keep turning the apple around to shred it on all sides. Watch your fingers and knuckles! Put the shredded apple into the mixing bowl.
4. Turn the oven to 450 degrees. Measure the apple cider (or juice or milk). Pour into mixing bowl with the biscuit mix, nuts, and shredded apple. Stir with the wooden spoon till dry ingredients are wet. Batter should be lumpy, so do not stir too much.
5. Grease the cookie sheet by putting a little bit of shortening on a folded paper towel. Spread the shortening evenly over the cookie sheet.
6. To drop biscuit dough onto the cookie sheet, get enough of the dough on a large spoon so dough is slightly humped in the spoon. With the back of a small spoon, push dough onto the cookie sheet. Leave about 2 inches between biscuits.
7. Put the cookie sheet into the hot oven. Bake for 10 to 12 minutes or till the biscuits are golden. Turn off the oven. Use hot pads to remove the cookie sheet from the oven. Use a pancake turner to remove the biscuits from the cookie sheet. Serve the hot biscuits immediately.

Makes 3 biscuits per scout.

Step-by-Step Kids' Cookbook, Better Homes and Gardens

LET'S CELEBRATE



QUICK PEANUT BUTTER FUDGE

For each Scout:

- | | |
|--|--|
| 1 1/4 tablespoon margarine | 2 Tablespoons Karo red label syrup (light) |
| 1 1/2 tablespoons peanut butter (creamy or chunky) | |
| 1/8 teaspoon salt | 1/4 teaspoon vanilla |
| 1 cup plus 2 tablespoons confectioners sugar | |
| 2 tablespoons chopped nuts | |

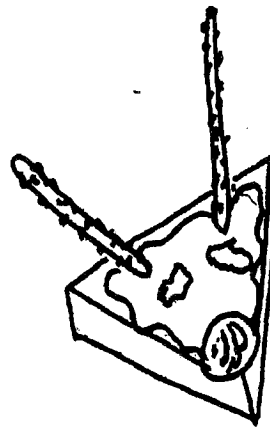
Blend margarine, corn syrup, peanut butter, salt and vanilla in mixing bowl. Stir in confectioners sugar gradually. Turn onto board and knead until well blended and smooth. Add nuts gradually, pressing and kneading into candy. Press out with hands into square 1/2 inch thick. Cut into serving pieces.

Makes 1/2 pound fudge per scout
Dandy Homemade Candies, Best Foods

Make for fun or make as a gift for parents. Wrap in saran and decorate with ribbon or make a special decorated box or candy dish to put fudge in. Remind scouts to refrigerate once the gift is taken home.

RUDOLPH SANDWICHES

- Whole wheat bread (1 slice per scout)
- peanut butter
- raisins
- cherries
- straight pretzels



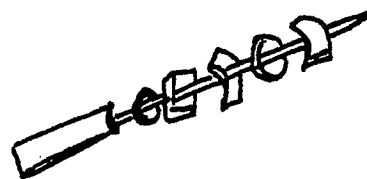
1. Trim the crusts off slices of whole wheat bread.
2. Toast the bread and cut each slice into four small triangles.
3. Spread peanut butter on each triangle.
4. Decorate with raisins for eyes, a half cherry for a nose, and straight pretzels for antlers.

CUBSTRUCTION

QUICK KABOBS

Give each scout $\frac{1}{2}$ of one fruit/cheese. Have him cut up and place pieces in a bowl that all will make their kabobs from.

Banana Apple Melon cheese
Orange juice Shredded coconut



1. Cut up fruits and cheese.
2. Put some of each on a skewer.
3. Dip in orange juice (use a cake pan with $\frac{1}{2}$ inch of juice in the bottom or a tall glass that entire fruited-skewer will fit down into).
4. Roll in coconut (placed on a plate or wax paper).

Eat and talk about: What does Kabob mean? Have they ever eaten shish kabob? What makes the coconut stick? What could we dip the Quick Kabob in instead of coconut?

Vary fruits and cheese if desired.

Kinder Krunchies, Karen S. Jenkins

QUICK ENERGY PICK-UPS

For each scout:

Utensils:

waxed paper

medium bowl

spoon

teaspoon

cookie sheet

Ingredients:

1 graham cracker square

$\frac{1}{4}$ cup powdered sugar

$\frac{1}{4}$ cup crunchy peanut butter

$\frac{1}{4}$ cup semisweet chocolate chips

2 tablespoons instant nonfat dry milk

$\frac{1}{2}$ tablespoon water



1. Crush the graham cracker with your fingers onto a sheet of waxed paper.
2. Mix remaining ingredients thoroughly in bowl.
3. Shape a teaspoonful of mixture into a 1-inch ball. Repeat with all of the mixture. Roll the balls in the graham cracker crumbs until coated.
4. Arrange the coated balls on ungreased cookie sheet and refrigerate about 20 minutes until firm.

Note: In place of the graham cracker, use 2 tablespoons prepared graham cracker crumbs or 3 tablespoons flaked coconut.

Betty Crocker Cookbook for Boys and Girls

BALOO AND GOLD



PUDDING PIE SQUARES (Blue and Gold Squares)

The no-cook version: For each scout -- small flat-bottomed dish for individual pudding square
5 graham crackers 1 tablespoon squeeze-style butter
1 single serving vanilla pudding 1/4 cup blueberry pie filling

1. Place graham crackers in plastic bag. Close bag. Using a rolling pin, crush crackers. Place in flat-bottomed dish. Remove 1 tablespoon crumbs and put back in bag.
2. Add squeeze-style butter to crumbs. Stir until stick together. Flatten in bottom of dish to dish is bottom is covered.
3. Chill in freezer 10 minutes.
4. Scoop vanilla pudding out of container onto crumb crust. Spread evenly in dish.
5. Carefully spoon pie filling over pudding mixture. Spoon to cover pudding.
6. Sprinkle reserved graham cracker crumbs over top. Chill.

Make from scratch: Have scouts take turns doing each step.

20 squares graham crackers 1/3 cup butter or margarine
1 8-ounce carton dairy sour cream 1 package instant pudding mix (4-serving size)
1 cup milk 1 21-ounce pie filling

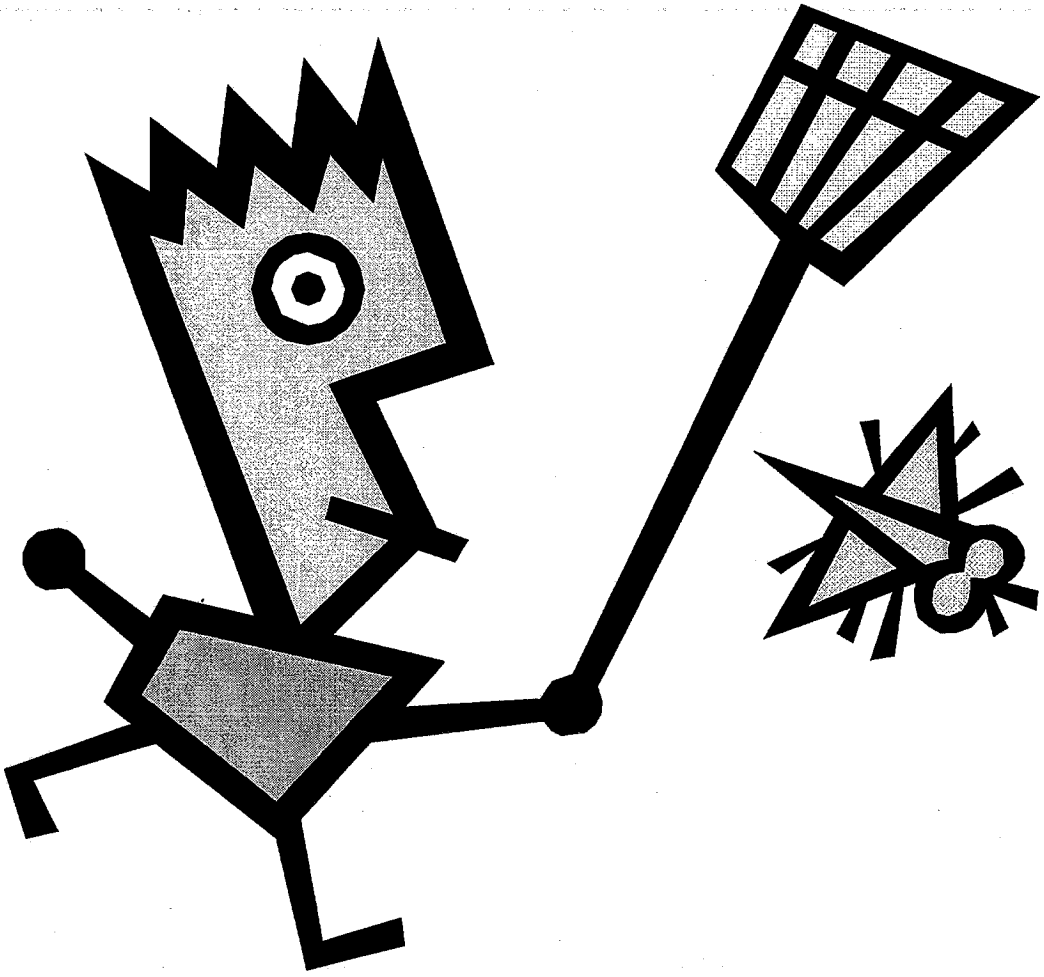
1. Place 10 graham crackers in a plastic bag. Close bag. Using a rolling pin, crush crackers. Place in an 8x8x2 baking dish. Repeat with remaining crackers. Set aside 2 tablespoons crumbs.
2. In a small saucepan or microwave-safe cup, melt margarine. Pour into baking dish. Using a fork, stir together crackers and margarine. Using your hands, pat mixture evenly over bottom. Chill in freezer for 10 minutes.
3. Meanwhile, place sour cream in a small mixer bowl. Add dry pudding mix and milk. Beat with an electric mixer on low speed 1 minute. Turn mixer off. Using a rubber spatula, scrape sides of the bowl. Beat for 30 seconds more. Pour into dish; spread over crust.
4. Carefully spoon pie filling over pudding mixture. Sprinkle with reserved crumbs. Cover the dish with clear plastic wrap. Chill for at least 3 hours or overnight. Cut into 9 squares.

Experiment with flavors: chocolate pudding/cherry pie filling - vanilla pudding/cherry pie filling - lemon pudding/blueberry filling - banana cream pudding/strawberry filling. Make up your own. Make 2 or 3 dishes and provide dessert for your den at the Blue and Gold dinner.

After-School Cooking. Better Homes an Gardens



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WEBELOS ACTIVITY PINS Breakdown

- TO RECEIVE THE WEBELOS BADGE a boy must earn:
THREE activities pins from THREE different groups to include FITNESS
- TO RECEIVE THE WEBELOS EMBLEM a boy must earn:
an additional FOUR more activities pins
- TO RECEIVE A COMPASS POINT a boy must earn:
FOUR additional activity pin for each of the compass points
- TO RECEIVE THE ARROW OF LIGHT a boy must earn:
 - > the Webelos Badge (see above for the requirements)
 - > plus the Readyman and Citizen PLUS 5 more activities pins.

DIFFERENT GROUPS:

COMMUNITY

Citizen
Communicator
Family Member
Readyman

OUTDOOR

Outdoorsman
Naturalist
Forester
Geologist

PHYSICAL FITNESS

Aquanaut
Fitness
Athlete
Sportsman

MENTAL SKILLS

Artist
Scholar
Showman
Traveler

TECHNOLOGY

Craftsman
Engineer
Handyman
Scientist

BOY SCOUT TROOP VISITATION QUESTIONNAIRE FOR WEBELOS, THEIR PARENTS AND LEADERS

- 1) Do you accept boys into the troop year around? _____
- 2) Size of your troop - _____ boys _____ adults
- 3) The location of the troop and patrol meetings _____
- 4) The time and day the troop and patrol meets _____
- 5) Is there a fast turn-over of boys or adults? _____
- 6) Has the Scoutmaster been in the troop for more than 2 years? _____
- 7) Is the Scoutmaster been fully trained? _____
- 8) Does the Scoutmaster have any advanced training:
Scouters Key _____ Wood Badge _____
- 9) How many Assistant Scoutmasters are in the troop? _____
- 10) Will graduating Webelos be put into a new boy patrol under an experienced Scout or will they be split up into established patrols? _____
- 11) Who helps new boys in the troop learn the basic Tenderfoot skills? _____
- 12) How fast do new boys seem to progress through the following ranks?
 - Scout to Tenderfoot _____ months
 - Tenderfoot to Second Class _____ months
 - Second Class to First Class _____ months
- 13) Does the troop have a reputation for producing Eagle Scouts? _____
- 14) Does the committee have a written plan/calendar for the entire year? _____
- 15) Does the troop have a year round activities plan? _____

Webelos questionnaire

- 16) Does the troop have a written policy for the By-Laws? _____
- 17) Does the troop have a written policies for Summer Camp? _____
- 18) Does the troop have a plan for summer camp? _____
a) location: _____
b) cost: _____
c) Will new boys be permitted to go to camp with the troop? _____
d) Are there any fund raising plans to help defray camp costs? _____
- 19) What troop fund raisers are done, if any? _____
- 20) What camping equipment does the troop have?
a) Troop equipment: tents, propane stoves, lanterns, axes, saws, etc.
b) Patrol equipment: chef's kits, utensils, extra dishes and mess gear
c) Loaner equipment: backpacks, sleeping bags, air mattresses, canteens, cook kits, etc.
- 21) Who is the sponsoring organization? _____
- 22) How active is the sponsoring organization with the troop? _____
- 23) Does the troop participate in Webelos Graduation Ceremonies? _____
- 24) What is the initial cost of joining the troop:
a) uniforms: _____
b) books/publications: _____
c) troop fees/dues above and beyond BSA registration & Boys' Life _____
- 25) What level of parent participation is required? _____
- 26) Does the troop emphasize any special interest (e.g. rock climbing, white water rafting, 50 mile hikes, etc.) _____



AQUANAUT



Every Scout a swimmer! The Aquanaut Activity Badge teaches swimming skills, water and boat safety, and snorkeling. Aquanaut is in the Physical Skills group.

OBJECTIVES

To teach safety precautions on, in or near the water. To increase the boys' swimming skills and endurance. To introduce Webelos to snorkeling.

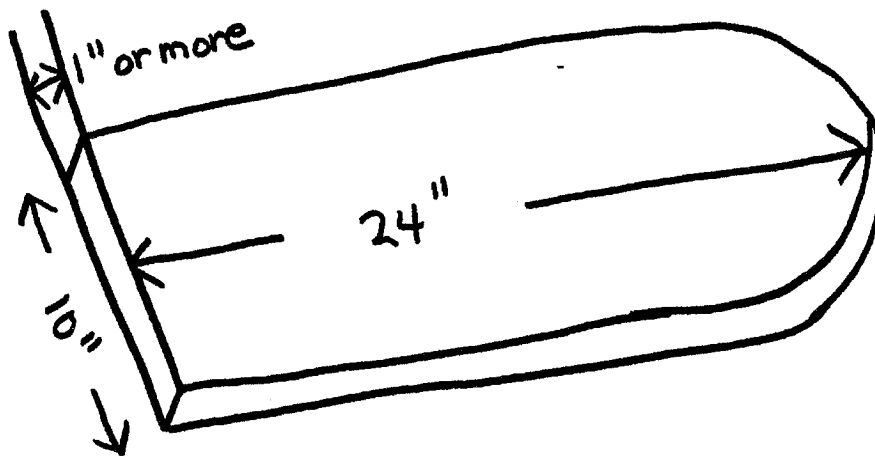
WHERE TO GO AND WHAT TO DO

- * Have a pack meeting at a local public pool. Be sure to make a reservation!
- * Have a splash party for your Webelos and allow them to bring their friends (a good recruiting idea). Alternately, have a parent and scout swim coupled with swim tests and instruction in using fins, mask, and snorkel.
- * Demonstrate boat safety and practice at a local body of water. Watch the sun set from offshore.
- * Invite a scuba diving expert to a den meeting to tell about his equipment and activities.
- * Invite a Boy Scout who has recently visited the Florida High Adventure Camp and who is skilled in snorkeling and scuba diving tell about his experiences.
- * Ask Boy Scouts to demonstrate and teach water rescue techniques.

PROJECTS

KICKBOARD

Make a kick board. Use foam board like Celotex Tuff R, available at building centers and lumber yards, 1-inch or thicker if possible. This may also be a Craftsman Activity Badge project.



GAMES FOR AQUANAUT

YACHT RACE

Line up your gang at one end of the swimming area, giving each racer a soda straw and a small sailboat made of a flat piece of board, an upright stick and paper sail. Make the sailboats as much alike as possible so that everyone has the same chance of winning. The Cub Scout regatta boats could also be used. On a signal, the swimmers must begin to blow their craft forward by puffing through their soda straws. The use of hands to put the boats back on course is forbidden. Whoever blows his boat across the finish line first is the winner.

NUTS AND BOLTS

A good way to get used to being underwater is to play this game. Toss a large bolt with a nut on it into waist-deep water. Bend down to find the bolt and unscrew the nut while you are under the water. If you can't finish the job, you must drop the bolt, come up for air and go down again until you have separated the two. When they are separated, straighten up to show them, throw them in again and go under to replace the nut on the bolt. This may be played individually or as a team relay game.

Note: Be careful of throwing these bolts into a plastic lined swimming pool so you do not damage the liner. Be sure to remove all nuts and bolts after the game so they do not rust and stain the lining of the pool.

FIND THE NUMBER

About 20 large, flat rock are plainly marked on both sides with numbers ranging from one to five. These are thrown into water that may be from two to six feet deep, depending on the swimming ability of your group. On a signal, everybody dunks to try to bring back as many numbered rocks as possible to his station on shore. Only one rock may be carried at a time. The player who collects the highest total when the numbers on his rocks are added up is the winner. Any flat, non-floating objects may be used instead of rocks.





ARTIST



Part of the Mental Skills group. An excellent way for a Scout to express himself and an opportunity for him to try working in a new art media.

OBJECTIVES

To allow Webelos to experiment with different art media. To give boys a sense of pride and accomplishment in their work. To familiarize Webelos with the color wheel. To introduce Webelos to various art supplies.

WHERE TO GO AND WHAT TO DO

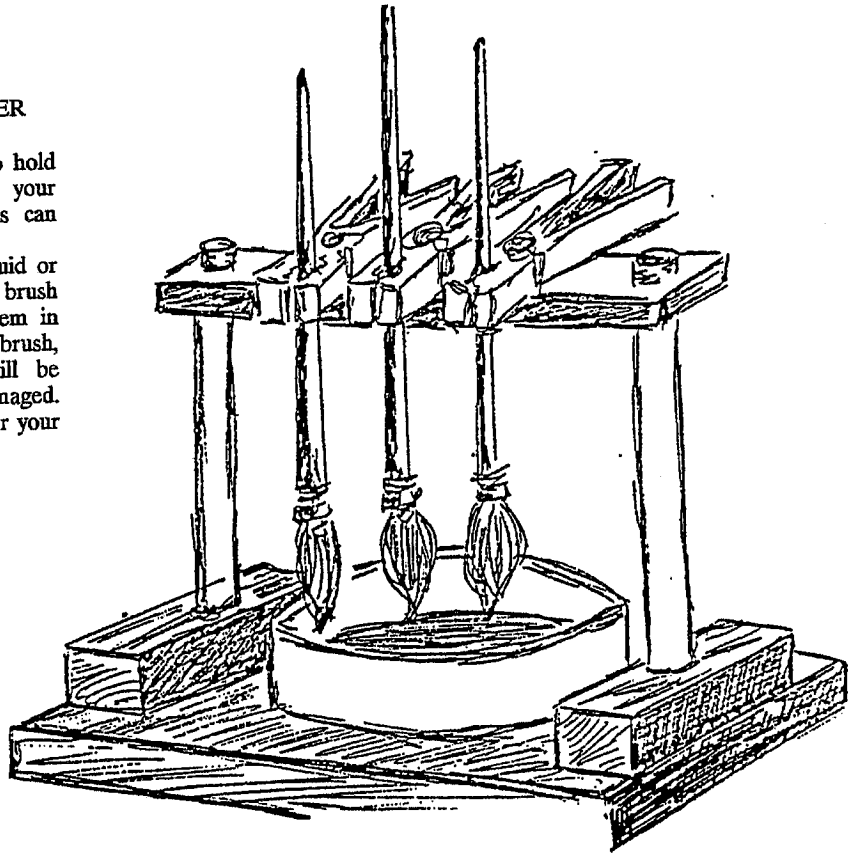
- * Visit the Chicago Art Institute and/or art galleries locally and in Chicago.
- * Arrange to have a local architect explain his business to your den. Have him show how to read a blueprint.
- * Have each Webelos make a logo for himself or his family. He can get inspiration from looking at business logos. Use various drafting tools to make a design.
- * Invite the school art teacher to demonstrate various art media.
- * Reproduce a pattern using a grid technique and make a project.
- * Have the boys design a patch for a council, district, pack, or den activity. Learn how embroidered patches are made and how colors are used.
- * Design a Badge-a-Minit button and make several to commemorate a special occasion.

PROJECTS

MAKE A BRUSH HOLDER

Use spring-type clothespins to hold brushes, use a tuna can for your brush cleaner. Your designs can vary, use your imagination.

After using the cleaning liquid or rinse in the tuna can, let the brush hang and drip dry, clamp them in clothespins. By hanging the brush, the shape of the brush will be maintained and not get damaged. This is especially important for your fine detail brushes.



MAKE YOUR OWN CHALK AND PASTELS

MATERIALS: Plaster, food coloring or powdered tempera, 1 (1 lb.) plastic margarine tub for each color.

HOW TO:

1. Fill margarine tub 1/3 full of water. Sprinkle plaster on water until it looks like no more plaster can be absorbed. Then add a little more plaster and stir.
2. Add enough food coloring or powdered tempera to get desired color.
3. Let plaster harden for about 30 minutes. Then, with a kitchen knife, slice colored plaster into 1" strips.
4. Let it dry in the tub for another hour. Then run knife around edges of plaster to separate it from tub. Chalk will come out easily.
5. Spread chalk on waxed paper and let it dry overnight.
6. If tempera is used, it is necessary to dip the tips of the chalk in water to use on paper or chalkboard.

GAMES FOR ARTIST

ZOO GAME

Equipment: Sheet of plain wrapping paper for each team. Divide den into two teams.

Game: Teams line up in relay fashion. On a signal, the first boy on each team runs to a leader who gives him the name of an animal. The boy goes to the paper and draws his subject. When his team recognizes what he has drawn, the next boy tells the leader. If correct, he is told what to draw until his team guesses it. The game continues until all have drawn an animal. First team through wins.

DRAW THE CLOWN FACE

Each boy is blindfolded and asked to draw a picture of a clown. After each boy has finished, the boys try to find their own drawing. You may have many winners, and you may not have a winner at all. If the pictures are good enough, have the boys make frames for these pictures and display them at a pack meeting. See if the parents can locate their son's drawing.





ATHLETE

Part of the Physical Skills group. An activity where a boy can really "Do his best".

OBJECTIVES

To encourage pride in growing strong in mind and body. To foster a sense of personal achievement by developing new skills and interests. To convince boys that fitness is essential to good health.

WHERE TO GO AND WHAT TO DO

- * Attend high school track and field meets, football games, etc.
- * Use a local gymnasium for a den or pack olympics.
- * Attend a professional sports event.
- * Invite a high school athlete to discuss his training, including the importance of diet and rest.
- * Set up and run a physical fitness obstacle course and run it as a race.

WHAT IS AN ATHLETE?

An athlete is one who keeps his body physically fit... strong, graceful, coordinated and agile... a desire of practically every boy. Tell your boys about the athlete and what it takes to become one. Impress them with the fact that the body is a priceless gift and only a few minutes of exercise each day are required to keep it physically fit. By adequate exercise, getting the proper food each day -- adequate servings from the four food groups -- and taking care of himself, a boy can become an athlete.

The activities of the Athlete Activity Badge can help a boy measure up to the standards of strength, agility, endurance and coordination necessary for good active Boy Scouting and activities in later life.

Many Webelos leaders use Athlete as the first badge a boy earns upon joining the den. This starts off their year in Webelos with an early badge to inspire them onward. By laying out a permanent, accurately measured 50-yard dash and 600-yard run near your meeting place, you can easily test your new Webelos in less than half an hour. Use a stop watch when timing these sprint and distance runs.

As the boy completes the requirements, fill in Column 1 of his Fitness Progress Chart in his Webelos book. Check your boys, using the following chart for 10-year-olds, and then help them overcome their weak areas.

| Rating | Sit-Ups Number | Pull-Ups Number | Broad Jump Ft. In. | | 50-Yd. Dash Seconds | 600-Yd. Run Minutes |
|--------------|-------------------|--------------------|-----------------------|---|------------------------|------------------------|
| Excellent | 60 | 6 | 5 | 6 | 7.6 | 2:15 |
| Good | 47 | 3 | 5 | 0 | 8.1 | 2:30 |
| Satisfactory | 30 | 2 | 4 | 8 | 8.6 | 2:45 |
| Poor | 22 | 1 | 4 | 4 | 9.0 | 2:58 |

For fun and to stimulate interest in improving their physical abilities, use some of the dual contests found in the *Webelos Book* and the *Program Helps*.

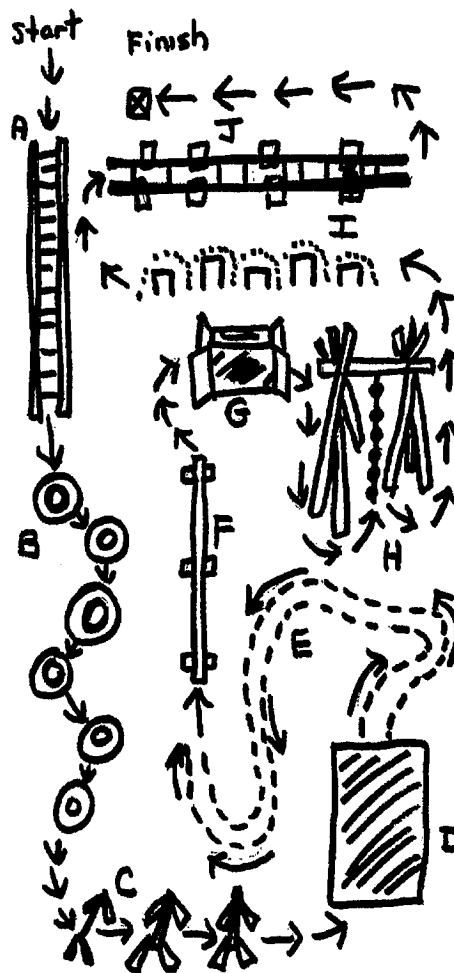
To be an athlete, a person must be physically fit. This means he can rise to each task with bounce and enthusiasm and enjoy life more than anyone who is physically unfit. If he is fit as a boy, he can be fit as a man.

REMEMBER: When putting boys to any test, the important thing is that they do their best! While some in physical feats do excel, some others in mental abilities do well. So don't compare and expect the same of all; let each set his Personal Best goal. "Give them encouragement and praise their skill, and you'll find they will strive their best to fulfill."

OBSTACLE COURSE

These are some suggestions on how to layout an obstacle course, depending on the abilities of the boys. Missed obstacles have to be repeated.

- A. For hand-over-hand crossing obstacle, use a 12" ladder raised 6" above ground.
 - B. Old tires from a service station placed flat on ground for broken field running obstacle.
 - C. Three sawhorses to jump over and under.
 - D. Tarp, 6'x8' (or larger) on ground for somersault.
 - E. Curved 2' wide path, marked by string or by other means. Runner must stay in bounds.
 - F. Wooden 2x4 10' long laid on the ground with narrow side up to cross without losing balance. Peg the board at intervals to prevent it from wobbling.
 - G. Large carton or crate to crawl through.
 - H. For hand-over-hand climb, use 9' knotted rope or broomstick rope ladder.
 - I. Series of 2' and 4' high boxes to dive over head first, landing on hands.
 - J. Ladder laid on bricks or boards about 6" off of the ground. Run fast through the ladder rungs.
 - K. Marked path to the finish line.
- *Boys' Life, January, 1972, and Theodore Roosevelt Council, 1987 Pow Wow Book*





CITIZEN



One of the purposes of Cub Scouting is "Developing habits and attitudes of good citizenship." A Scout promises to do his duty to his country. The Citizen Activity Badge helps the Webelos understand what a good citizen is and teaches him the history of our flag. Citizen Activity Badge is in the Community group.

OBJECTIVES

To foster citizenship in Webelos. To teach boys to recognize the qualities of a good citizen. To introduce boys to the structure of the U.S. government. To familiarize boys with basics of American history. To convince boys that laws are beneficial. To encourage Webelos to become community volunteers.

WHERE TO GO AND WHAT TO DO

- * Invite a guest speaker from a local board to explain his duties and tell the Webelos why he volunteers his time.
- * Buy a packet of used U.S. commemorative stamps. Distribute several to the Webelos and challenge them to discover the "story behind the stamp". At the following meeting allow each boy ample time to describe his stamps and their significance.
- * Take part in the annual Lincoln Pilgrimage in Springfield.
- * Take a day trip to Springfield to visit the state legislature.
- * Do a Good Turn by conducting a litter pickup campaign.
- * Have each Webelos write a letter to his Senator or Congressman to express an opinion on an issue. It would be especially interesting if two Webelos wrote an opinion about opposite side of the same issue. See what responses you receive!
- * Encourage Webelos to fly a flag at home particularly on appropriate flag holidays.
- * Arrange for the Webelos den to do a community service project.



GOOD TURN IDEAS

- * Give some of the toys Webelos may have made as part of the Craftsman badge to needy children. Use Craftsman skills to repair and refurbish toys for the same purpose.
- * Give a holiday party for children or adults in a residential situation. Plan games, songs, small gifts, party favors, and treats.
- * Participate in the Food Drive in the fall to stock food pantries for needy families.
- * Collect toilet articles and used clothing for the homeless.
- * Salvage used books to be sold at the public library or to be used to set up libraries for children or adults in a residential situation.
- * Read to someone who cannot see.
- * Provide snow shoveling, yard care, errand service, or other aid to an elderly person or couple in your neighborhood.

GAMES FOR CITIZEN

NEWSPAPER STUDY GAME - for dens or small groups

Equipment: one current newspaper per den

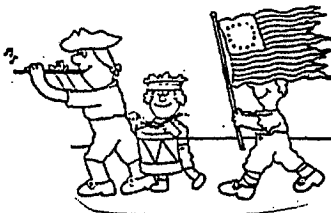
Teams gather in groups, each with the same day's issue of a newspaper. On signal, teams start a search for news items that definitely illustrate the 12 points of the Scout law. Items are cut out and numbered according to the point of the law. Team with the most clippings in a given time wins.

Strategy: the smart team leaders distribute pages among his team members.

DO YOU KNOW YOUR FLAG?

When the Stars and Stripes first became our national flag, no one was sure just what the design of the flag should be. Since the time of that first flag, official descriptions of the national colors have been very careful and clear. Not only is the design of the flag carefully described today, but there are many special rules for displaying it. The following questions are based on the universal flag code of the United States. See how many you and your Webelos den can answer correctly. Some of these questions are tricky.

1. The flag is raised (a) slowly; (b) briskly; (c) at any speed that is comfortable.
2. If you carried the flag in a parade and passed before the President of the United States, you would dip the flag slightly in salute to the President as you walked past him. True or False?
3. The flag must never be lowered no matter how bad the weather conditions. True or False?
4. The flag is never allowed to fly after daylight hours anywhere in the world. True or False?
5. When the flag is carried in a procession or on other occasions, it is escorted by an honor guard. True or False?
6. The flag's honor guard walks (a) on the flag's right; (b) just behind the flag; (c) on both sides of the flag.
7. If you are a Cub Scout, Webelos, Scout, or Explorer, you always give the Cub, Scout, or Explorer salute to the flag even if you are not in uniform. True or False?
8. When you carry the flag in a parade with other flags, the U.S. flag must go on the left of and in line with the other flags. True or False?



Answers: 1. (b) briskly - it's a happy occasion! 2. False. The flag is never dipped to anyone. 3. False. The flag is not flown in bad weather. 4. False. Although it is the custom to display the flag only from sunrise to sunset, there is no law prohibiting its being flown both day and night. 5. True. 6. (c) on both side of the flag. 7. False. When you are in civilian clothes, you remove your hat and place your hand over your heart when the flag passes. 8. False. It is carried at the right of the other flags or at the front and center of a line of other flags.

CITIZENSHIP RATING SHEET

I will try to rate myself fairly on each of the following traits of good citizenship. I will try to improve myself so that on future rating I can honestly give myself a higher score.

Name: _____

| Traits | Scores | | |
|--|--------|-------|-------|
| | Date | Date | Date |
| 1. I am honest, even in little things. | _____ | _____ | _____ |
| 2. I am courteous, loyal and kind to my parents, teachers and Webelos leaders. | _____ | _____ | _____ |
| 3. I try to show good sportsmanship. | _____ | _____ | _____ |
| 4. My parents and friends can trust me to do what I say I will do. | _____ | _____ | _____ |
| 5. I work and play cheerfully with others. | _____ | _____ | _____ |
| 6. I always keep my promises. | _____ | _____ | _____ |
| 7. I take good care of my own things and things that don't belong to me, such as school books, school property, etc. | _____ | _____ | _____ |
| 8. I do my best to keep the Cub Scout Promise at all time. | _____ | _____ | _____ |
| 9. I always help to clean up after Den meetings and when I'm needed in my school classroom. | _____ | _____ | _____ |
| 10. I never make fun of people (except maybe kidding around with my friends). | _____ | _____ | _____ |

Rating Scale: 5 = Very Good, 4 = Good, 3 = Fair, 2 = Poor, 1 = Very Poor





COMMUNICATOR



Part of the Community group. The activities required for this badge help a Webelos understand how he and others communicate.

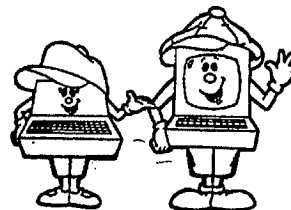
OBJECTIVES

To learn about various forms of communication. To learn about communication problems that other people may have. To become aware of different ways that people can communicate.

WHERE TO GO AND WHAT TO DO

- * Visit a local newspaper office, radio station, cable TV station.
- * Have a visually impaired, hearing impaired, or speech impaired person or a teacher for those with these impairments explain their compensatory forms of communication.
- * At the local library, find books about secret codes and various forms of communication.
- * Visit the base of a ham radio operator.
- * Have a parent who uses a computer in his/her job explain its functions.
- * Visit a travel agent to see how a computer is used to book a flight. This could also be used as part of the Traveler Activity Badge, as you determine cost per mile of various modes of transportation.
- * Learn the Cub Scout Promise or Boy Scout oath in sign language.

ACTIVITIES



KNOW TO WHOM YOU'RE SPEAKING (A Skit)

Webelos #1: The captain of a ship saw what looked like the lights of another ship heading toward him. He ordered his signalman to contact the other ship.

Webelos #2: The message was: "Change your course 10 degrees to the south."

Webelos #3: The reply was: "Change YOUR course 10 degrees to the north."

Webelos #4: Then the captain said: I am a captain, so you change YOUR course 10 degrees to the south."

Webelos #5: The reply was: "I am a seaman first class -- change YOUR course 10 degrees to the north."

Webelos #6: This last exchange infuriated the captain, so he signaled back: "I am a battleship -- change YOUR course 10 degrees to the south."

Webelos #7: The reply was: "I am a lighthouse. Change YOUR course 10 degrees to the north!"

DEN NEWSLETTER

Have the boys use their knowledge of communications to set up a den newsletter with a calendar of upcoming events, a listing of supplies needed for future den meetings, a reporting of den activities, and acknowledgments of people who have helped with recent den programming.

GAMES FOR COMMUNICATOR

WIN-LOSE-OR-DRAW! -- two teams

Divide into two teams. The equipment you will need for this activity includes a one-minute timer, drawing marker, a pad of newsprint on an easel, and a box with object cards in it. One member of a team chooses an object card and tries to draw it on the newsprint. His team tries to guess what he is drawing within one minute. If the team guesses the object, then they get three points. But if the team is unsuccessful, the drawing is passed to the other team to guess within 30 seconds. An accurate guess is worth 2 points. If they, too, are not successful, guessing is opened up to both teams together for another 30 seconds, and an accurate guess is worth only 1 point. Play continues when the second team chooses an object card and draws it. The winner is the team with the most points after a designated period of time. charades are not allowed for hints!

IDEAS FOR OBJECT CARDS

| | | |
|------------------------|---------------|-----------|
| Blue and Gold | U.S. Flag | Cub Scout |
| Neckerchief Slide | Award | Cubmaster |
| Table Decorations | Parents | Den |
| Summer Activity Award | Bobcat | Campfire |
| Pack Flag | Council Patch | Bear |
| Pinewood Derby | Wolf | Tiger |
| Arrow of Light | Skit | Applause |
| Webelos Activity Badge | Uniform | Webelos |

PANTOMIMES

This amusing way for expressing actions and moods will cause boys and parents more fun than you can imagine. A fun way to start is to have boys in a circle. Leader makes an action and players exaggerate their version. Then, make up your own mime and have fun!

1. Say with your hand, "Stop!" (Raise palm up.)
2. Say with your head, "Yes!" (nod)
3. Say with your shoulder, "I bumped the door." (Bump shoulder vigorously.)
4. Say with your eyes, "I don't understand." (Tap toes impatiently on floor.)
5. Say with your foot, "I'm waiting." (Tap toes impatiently on floor.)
6. Say with your ear, "I hear something." (Tilt ear upward and look sideways.)
7. Say with your waist, "I'm dancing." (Sway hips.)
8. Say with your jaw, "I'm surprised." (Drop jaw suddenly.)
9. Say with your tongue, "Yum, this tastes good." (Lick lips.)
10. Say with your finger, "Come here." (Beckon with finger.)
11. Say with your fingers, "This is hot!" (Jerk fingers away from imaginary hot object.)
12. Say with your nose, "I smell fresh pie." (Sniff in appreciation.)





CRAFTSMAN

A favorite of most boys because it offers the opportunity to use real tools and feel the satisfaction of making something useful. Part of the Technology group.

OBJECTIVES

To introduce boys to possible life-long hobbies. To increase boys' proficiency in the handling of tools. To increase boys' knowledge of tool terminology and safety. To develop Webelos' creativity.

GAMES

TOOTHPICK CASTLE BUILDING - Give each boy ten flat toothpicks. Boys take turns placing one toothpick on top of an open soda bottle. The boy whose toothpick causes the "castle" to fall gives his remaining toothpicks to the boy behind him. The one with the most toothpicks at the end wins.

TOOL BOX SORT OUT - Use an egg carton for the tool box. Have an assortment of nuts, bolts, screws, etc., to be sorted. The first boy to sort by size in the proper places in the "tool box" wins.

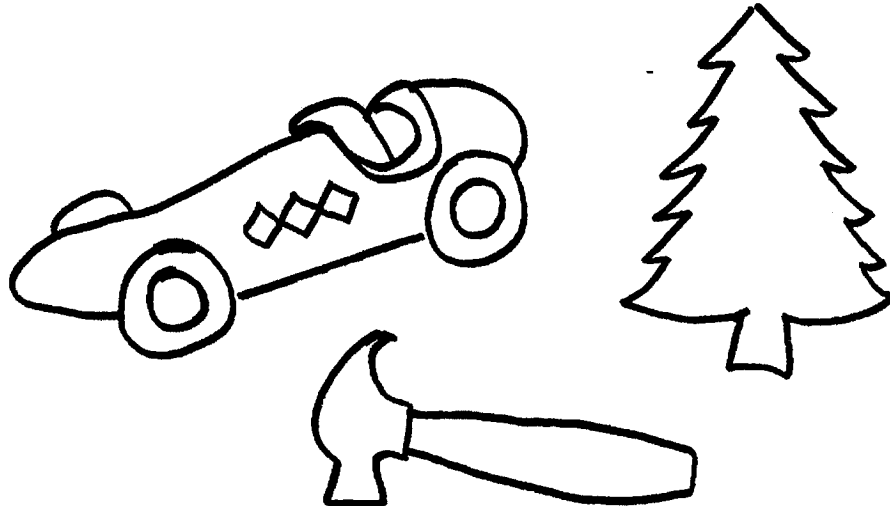
TWENTY QUESTIONS - Each boy has five minutes to write down twenty things it takes to BUILD a house. First one to get 20 items wins.

NAIL DRIVING CONTEST - Into 4 x 4's. Individual or relay race style. Fewest number of strokes, not the "fastest". Safer.

ACTIVITIES

SUNCATCHERS

Draw design on paper, trace on heavy plastic sheet and cut out. Tear tissue paper in colors appropriate for design into small pieces. Brush Elmer's Glue-all on a small area on the back of the plastic shape. Place a piece of tissue on the moist glue and then brush a thin coat of glue over the tissue. Repeat with more tissue overlapping as you go. Add details on the front with a marker. Punch hole, insert string, and hang in window. Especially good with new Craftsman requirements.



WEBELOS COUPSTICK (Coo Stick)

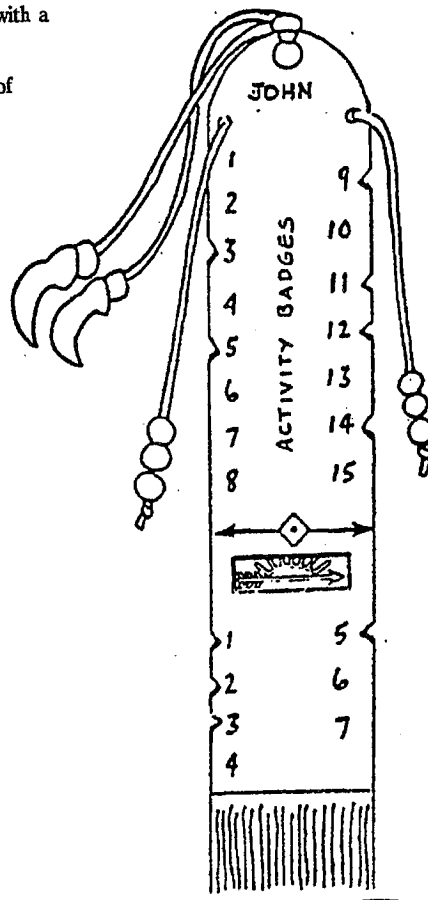
The coupstick is a wooden scorecard for a Webelos Scout. It is cut from 1/4" pine and measures 1-1/2" wide by 12" long. When the boy first comes into the Webelos den, He is given the blank piece of wood and directions on how to complete it. As the boy earns activity badges, they are notched by the Webelos den leader. The Arrow of Light award requirements are also notched when they are completed.

The decoration of the coupstick can be decided by the den leader or left up to each individual boy. Beads may be added as the boys take part in pack activities or in joint Webelos den/troop activities. They could also receive beads for parent-son overnight campouts.

The coupstick is kept at the den meeting place except on pack meeting nights when it is either carried by the boy or displayed on a coupstick display board. when the stick is notched and the boy is ready to graduate into the troop, the stick can be presented to the boy by the Cubmaster in an appropriate ceremony.

Leather thongs can be used to hang beads on the stick and for eagle claw decoration at top. Leather is also used for fringe at the bottom. The numbers can be burned into the wood with a woodburning pen or painted on.

These coupsticks make an attractive record of the boy's advancement in the webelos den.





ENGINEER



Boys have a natural interest in how things work. The Engineer Activity Badge gives an introduction to how the big things in our lives work, such as things that we take for granted in our houses and our communities. Engineer is in the Technology group.

OBJECTIVES

To introduce Webelos to a variety of engineering careers. To give the Webelos some insight into the kinds of problems engineers solve. Keep in mind that an engineer's job is to apply the laws of physics and chemistry to solve a variety of problems in construction, manufacturing, and other areas.

WHERE TO GO AND WHAT TO DO

- * Measure the dimensions of your meeting place and include the locations of doors and windows. Show how to sketch a simple floor plan with these measurements.
- * Make a block and tackle and demonstrate its use.
- * Make catapults and have a contest. Demonstrate for the pack meeting.
- * Have a resource person demonstrate the use of drafting tools.
- * Invite an engineer (of whatever kind) to a den meeting to tell about his job.
- * Invite a surveyor to tell about his job and tools.
- * Invent a machine to do a task. You might even have fun concocting a "Rube Goldberg" invention.
- * Visit a construction site with a contractor. Ask him to explain the use of blue prints and the order of construction.
- * Have someone explain how to read topographic maps.
- * Take a field trip to an operating draw bridge, grain elevator, ship loading operation or other large industrial operation involving large cranes or other lifting equipment.
- * Compare design and construction of various kinds of bridges and make a model of one or more.

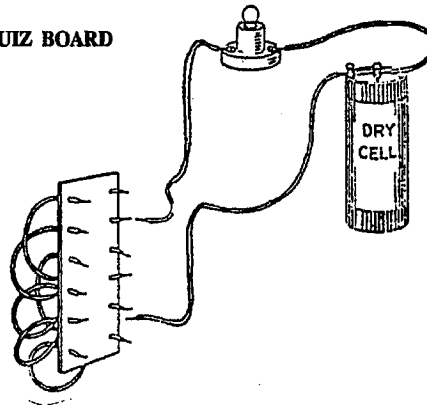
CRAFTS FOR ENGINEER

BATTERY-OPERATED QUIZ BOARD

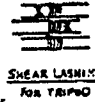
Materials:

- Dry cell and battery holder
- 22 gauge insulated hook-up wire
(Radio Shack)
- Nail
- Miniature 1.5 volt bulb (Radio Shack)
- Miniature socket to fit bulb (Radio Shack)

1. Use the nail to punch six holes down the left side of a piece of cardboard and six holes down the right side.
2. Cut the wire into 6 pieces that will comfortably extend between any hole on the left side of any hole on the right side of the cardboard.
3. Strip 1/2" of the insulation from both ends of the wires. Place the end of each wire in any vacant hole on the left and the other end in any vacant hole on the right. Secure wires in place with hot glue.
4. Cut another length of wire, strip the ends, and connect one end to one of the dry cell holder terminals and the other end to one of the socket terminals.
5. Connect a second wire (with the insulation stripped off the ends) to the remaining terminal of the dry cell holder.
6. Attach a third wire (with stripped ends) to the remaining terminal of the socket.
7. Test: by touching the two free ends of the wires together briefly, the light should go on.



8. Write a question next to one of the holes on the left side of the cardboard. Follow the wire from the left side to its end on the right. Write the answer to this questions next to the hole on the right side of the cardboard that holds the opposite end of the wire. Continue this procedure for all 6 wires.
9. Ask a friend to take the two free ends of the wires from the cell holder and socket and touch the matching questions and answers. The light bulb will light up when the answer is correct.
10. This works because the circuit is completed by touching the question with one end of the wire and the answer with the other.



MODEL MONKEY BRIDGE

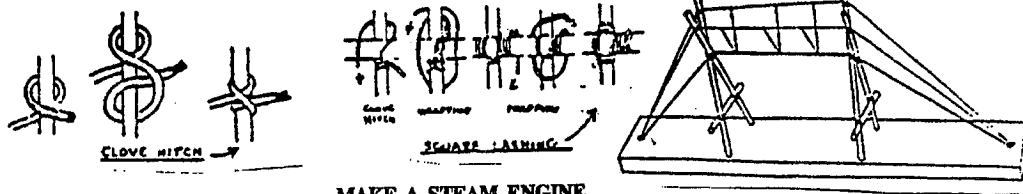
Based on a foot bridge found in the high mountains of India, the monkey bridge uses one thick rope to walk on and two others as hand ropes.

The same design and knots used in the full-sized version are used in this model. The monkey bridge is often built in Scout camp as part of the Pioneering merit badge.

You'll need some hemp cord, some pieces of strong string, four 1/4" dowels 10" long, and two 1/4" dowels 4" long. A piece of scrap lumber at least 30" long and 4" wide makes a good base.

Make the shear lashings first, about 4" from the top of the shear legs. Tie loosely so the legs can open. Add the crosspieces, fastened with square lashing about 2" from the bottom. All lashings begin and end with a clove hitch.

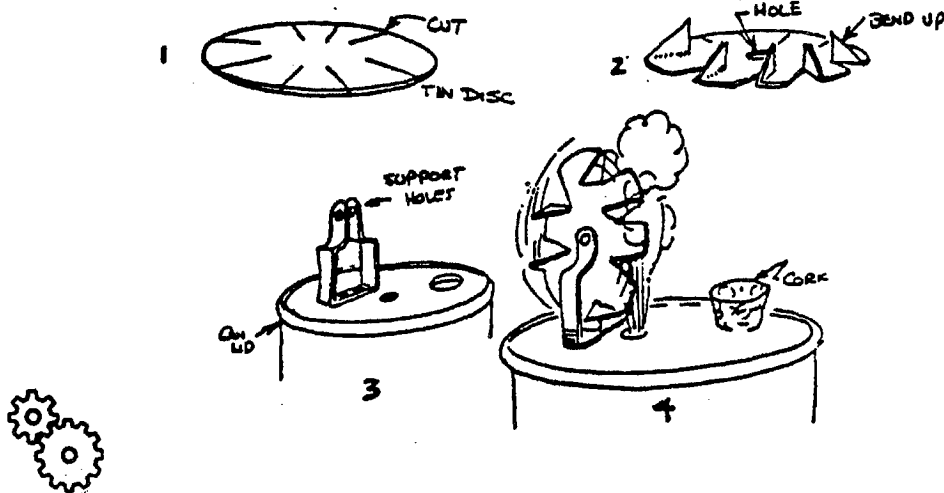
Stretch the cord between the supports and tack the ends in place. Add the hand ropes and fasten them to the same anchor. Paint or stain the wood to give the bridge a rustic look.



MAKE A STEAM ENGINE

A Webelos Scout may get a graphic demonstration of the power of steam by building the simple steam turbine shown in this illustration. Materials needed are a tin can, a lid from a second tin can, a pair of tin snips, a sheet metal screw, a cork, a power drill, an extra piece of tin to make the support for the turbine wheel, a finishing nail, and a source of heat.

Assemble to look like the illustration.





FAMILY MEMBER



One of the purposes of Cub Scouting is "Improving understanding within the family". Family Member Activity Badge has the Webelos working and planning with his family. Family Member is in the Community group of badges.

OBJECTIVES

To Help Webelos develop a sense of family responsibility. To help the boys see how finances affect their families. To help Webelos gain insight into the running of a household.

WHERE TO GO AND WHAT TO DO

- * Invite a Mom to talk to the boys about clothes washing. Announce that next week's meeting will be at the local laundromat. Each Webelos is to bring a load of wash, soap, and change for the washer and dryer. Better bring a Mom along, too.
- * Invite a professional housecleaner to tell the Webelos about his/her job and short cuts for cleaning. Use this information in a cleanup project for the chartering organization.
- * Have a den car wash.
- * Do a craft project that includes hand or machine sewing and sewing on buttons. How about learning to sew on uniform patches?
- * Invite dietician to a den meeting to talk about the four food groups and menu planning. Plan menus for your next campout. this may also apply to Physical Fitness Activity Badge.
- * Cook a breakfast as a den. Meet at a forest preserve and cook pancakes on the grill.
- * Inspect your den site for safety hazards. How can they be corrected?
- * Plan some fun den-family outings. Invite the families and do them!

HOME ENERGY SAVERS' QUIZ

Over 37 million homes in America are insufficiently winterized. By answering the few simple questions below, you can see where your energy dollars are going.

- | | SCORE |
|--|-------|
| 1. What is your Thermostat Setting? | |
| If your thermostat is set at 65 degrees F. or less during daytime in winter, score 6 points; 5 points for 66 degrees; 4 points for 67 degrees; 68 degrees or above, score 0. | _____ |
| If you have central air conditioning and keep your temperature at 78 degrees F. in summer, score 5 points; 4 points for 77 degrees; 3 points for 76 degrees; no air conditioning, score 7 points; below 76 degrees, score 0. | _____ |
| In winter, if you set your thermostat back to 55 degrees F. or less at night, score 10 points; 9 points for 56 degrees; 8 points for 57 degrees; 7 points for 58 degrees; 6 points for 59 degrees; 5 points for 60 degrees; above 60 degrees, score 0. | _____ |
| 2. Is Your House Drafty? | |
| To check for drafts, hold a flame (candle or match) about 1" from where windows and doors meet their frames. If the flame doesn't move, there is no draft around your windows, and you score 10 points. | |
| If the flame moves, score 0. | _____ |
| If there is no draft around your doors, add 5 points. If there is a draft, score 0. | _____ |

HOME ENERGY SAVERS' QUIZ (continued)

If you have a fireplace and keep the damper closed or block the air flow when it is not in use, add 4 points. _____

If you do not have a fireplace, add 4 points. _____

If you leave the damper open when the fireplace is not being used, score 0. _____

3. How Well is Your Attic Insulated?

Check the map at the end of this quiz to determine the inches of ceiling insulation recommended for your zone. _____

If you already have the recommended thickness of insulation, score 30 points. _____

If you have 2" less insulation than you should, score 25 points. _____

If you have 4" less insulation than you should, score 15 points. _____

If you have 6" less than you should, score 5 points. _____

If you have less than 2" of insulation in your attic, score 0. _____

4. Is Your Floor Insulated?

If you have unheated space under your house and there is insulation under your floor, add 10 points; if there is no insulation under your floor, score 0. _____

If you have a heated or air conditioned basement or if there is no space under your house, score 10. _____

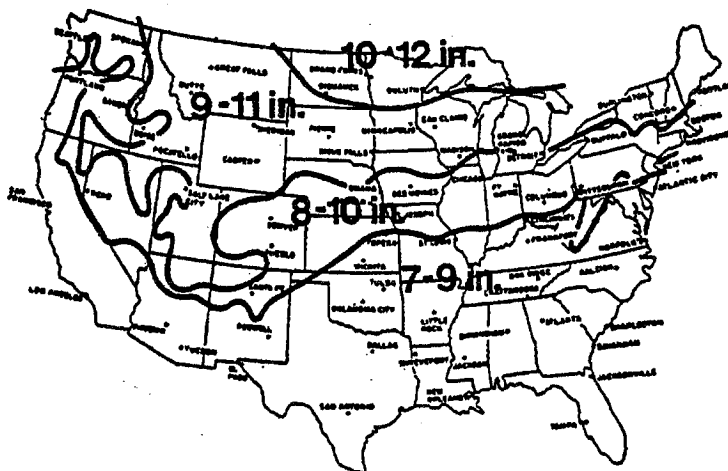
5. Do You Have Storm Windows?

If you live in an area where the temperature frequently falls below 30 degrees F. in winter and you use storm windows, score 20 points. _____
 If you do not have storm windows, score 0. _____

Your Energy Quotient: _____

Total _____

If your score is less than 90 points; it is likely that you can save fuel (and money) on the heating and cooling of your home.



Provided for Cub Scout Energy Inventory Day by Federal Energy Administration and Energy Research and Development Administration.





FITNESS



Fitness is important to everybody. The Fitness Activity Badge teaches what is necessary to maintain a healthy life-style. Fitness is part of the Physical Skills group.

OBJECTIVES

To show Webelos how to be strong in body and to make them aware of substances which will weaken their bodies.

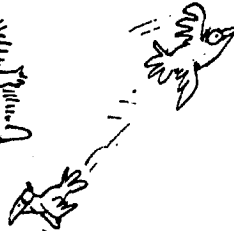
WHERE TO GO AND WHAT TO DO

- * Visit with a dietician and talk about the four food groups and planning meals.
- * Visit a dentist's office and talk about dental health.
- * Talk with an aerobics instructor about exercising.
- * Have a doctor visit your den and talk about tobacco abuse.
- * Keep a chart of what you eat for a whole week and record the foods in columns for the four food groups and one more for "junk food".
- * Have a pharmacist visit your den and talk about use and abuse of drugs and safe handling of medicines.

EXERCISE

Here's an exercise that's great for your heart and lungs, and great fun too! Some people call it Dancerobics. You can do it alone or with your friends. All you need are your running shoes and some fast-paced music. Try doing the following steps to the rhythm of the music. Start slowly, but keep moving!

1. Jog in place for about 30 seconds. Keep your back straight, chin up, and arms bent at your sides.
2. Jog forward a few steps and clap your hands.
3. Jog backward a few steps and clap again.
4. Jump up and down on both feet 10 times. Remember to breathe!
5. Jog in a circle and wave your arms.
6. Make a circle the other way and wave again.
7. Pretend you are jumping rope. Jump high and make big circles with your arms. Keep Jumping for about 30 seconds.
8. Now do any steps you want. Dance to the music for 10 or more minutes. Have a great time!



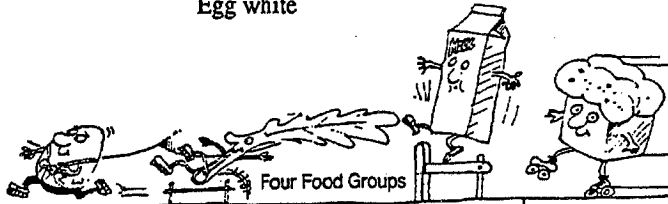
FITNESS

GOOD NUTRITION WORD SEARCH



Find these nutritional foods:

- | | | |
|-------------|-----------|--------------|
| Banana | Turkey | Broccoli |
| Corn oil | Lettuce | Apple |
| Grape juice | Popcom | Pear |
| Skim milk | Corn | Orange juice |
| Bran flakes | Sherbet | Chicken |
| Margarine | Yogurt | Green bean |
| Wheat bread | Egg white | |



| Meat (two servings daily) | Fruit and Vegetable (four or more servings daily) | Milk Products (three to four servings daily) | Bread and Cereal (four servings daily) |
|--|--|---|---|
| meat, eggs, poultry, nuts, fish, dried beans | lettuce, oranges, potatoes, carrots, and other fruits and vegetables | milk, cheese, yogurt, and other milk products | bread, rolls, rice, oats, noodles, and other grains |





FORESTER



The Forester Activity Badge is part of the Outdoor group. The Webelos will learn how to identify the trees around them, how trees grow, and how to prevent forest fires.

OBJECTIVES

To make boys more observant and appreciative of trees. To instill the idea of conservation in Webelos. To teach boys the value and uses of trees. To make Webelos aware of devastation due to wildfire.

WHERE TO GO AND WHAT TO DO

- * Visit the Morton Arboretum in Lisle. There is a fee. Guided tours are available. Call ahead, 968-0074, and explain that your group are Webelos. They are aware of your needs.
- * Visit a lumber yard, a sawmill, or a tree farm.
- * Spend a den meeting teaching Webelos how to measure tree heights (see *Official Boy Scout Handbook*, page 200).
- * Contact a local tree service and see if you can arrange to have the den watch a crew "in action".
- * Walk the Tricky Tree-Key Trail at Green Valley Forest Preserve (DuPage County). Reservations required. Must have Local Tour Permit filed. Call the DuPage County Forest Preserve District.
- * Plant saplings in the spring as a conservation project.

ACTIVITIES



SAPS THROUGH THE TREES (A Skit)

CAST: Den Leader, Webelos, 5 or 6 Parents, Den Chief.

PROPS: Signs with different tree names, like Red Oak, Maple, Ash, Apple, etc., one for each parent.

Den Leader announces he is going to teach his den all he knows about trees, but he needs the help of the parents. He then calls parents up one at a time and gives each parent a sign to hold. He spaces his forest of parents across the room so there is enough room to walk between each 'tree'. The Den Leader lines his den in a single file row behind himself. He calls out, "Follow me!" The leader then runs a zig-zag pattern between the trees with Webelos right behind.

The Den Chief, looking puzzled, stops the leader and asks, "What are you doing?" The leader answers, "I'm teaching my Webelos how saps run through the trees."

LEAF COLLECTIONS

DRY LEAF COLLECTION - Put each leaf between a separate sheet of newspaper. Put several folds of newspaper on top of and underneath the sheets you are using to press the leaves. Put something heavy on top until the leaves are pressed out and dry.

CRAYON PRINT - Lay a leaf on the table with vein side up. Put a clean sheet of paper on top of it. Hold the leaf in place with your hand and make parallel strokes back and forth over the leaf with your crayon until the print shows on your paper.

INK PAD LEAF PRINTS - Put a leaf, vein side down, on your ink pad. Cover it with a piece of newspaper and rub your hand back and forth over it. Then put the leaf, ink side down, on a clean sheet of paper. Put a newspaper over it again and rub.

PARAFFIN COATED LEAVES - Melt paraffin in a double boiler. When it is melted, turn off the heat. Dip one leaf at a time into the melted wax. Shake off the extra drops of wax into the pan. Hold the leaf until the wax hardens, then lay it on waxed paper. Using this method, you can get the leaves in their green color, or in the brilliant colors of autumn.

FORESTER GAMES

NAME THE TREE - Fill sack full of different leaves. Pull a leaf from the sack; the first boy to correctly identify it, keeps it. At the end of the game the boy with the most leaves is the winner.

ONE-LEAF TRAIL - A trail is laid using one kind of leaf as the marker and letting the stem point the direction to go. At the end of the trail, the players will hunt for the tree whose leaves were used.

TREE TAG - The game is like regular tag except a player cannot be tagged when he is touching a safety tree. "It" decides which tree, such as an oak, is the safety tree.

PINE CONE BATTLE - Go on a nature hike to collect pine cones - twice as many pine cones as players. Divide boys into two equal teams, each 20 yards from a dividing line. At "go" signal, the battle starts with each player throwing as fast and far as he can - first the two cones from his hands and then picking up and throwing cones which have been thrown from the other side. At a signal, all stop and cones are counted. Those lying beyond the 20 yard mark score two. Others score one.

ARBOR DAY TREASURE - Find the name of the tree hidden in the following sentences.

1. The ranger's map led us safely through the woods.
2. Will owls hoot in daylight if they see someone in the forest?
3. It's fun to tramp in every direction before enjoying a picnic in the woods.
4. Forest rangers wear white helmets.
5. In a beautiful glade, we saw a honey bee checking clover blossoms for honey.
6. Many forest fires are caused by human carelessness, according to rangers.
7. Woodcutters have expensive tools, and keep them locked in sheds.
8. Don't plant those seedlings so thick or you won't give them room to grow.
9. We got soaked when we were caught in a spring cloudburst.

Answers: 1. Maple; 2. Willow; 3. Pine; 4. Elm; 5. Beech; 6. Fir; 7. Hemlock; 8. Hickory; 9. Oak.

THE BOTANY EXAM

The answers to these questions are the names of trees, flowers and vegetables. Can you pass?

- | | | | |
|----------------------------------|-----------------|--------------------------------|----------------|
| 1. A body of water? | (Bay) | 2. Shepherds watch them? | (Phlox) |
| 3. A traveling Hebrew? | (Wandering Jew) | 4. A flower that denotes time? | (Four O'Clock) |
| 5. They mark the march of time? | (Dates) | 6. Found in an old boat? | (Leeks) |
| 7. Has a smart, trim appearance? | (Spruce) | 8. It is in the alphabet? | (Yew, U) |
| 9. Knows "Old Man River"? | (Currants) | 10. Necessary to a book? | (Leaves) |

WHAT FLOWER?

- | | | | |
|-----------------------|-----------------|---|------------------|
| 1. Four? | (Ivy, IV) | 2. Gold Digger's quest? | (Marigold) |
| 3. A tattered bird? | (Ragged Robin) | 4. For mother's foot? | (Lady's Slipper) |
| 5. Time of day? | (Four O'Clock) | 6. A good wild beast? | (Dandelion) |
| 7. A church official? | (Elder) | 8. The rising sun? | (Morning Glory) |
| 9. An amiable man? | (Sweet William) | 10. What pa did when he proposed to ma? | (Aster) |

WHICH TREE?

- | | | | |
|------------------------------------|---------------|-------------------------------|-------------|
| 1. Has the softest wood? | (Balsa) | 2. Is shaped like a vase? | (Elm) |
| 3. Is the tallest? | (Redwood) | 4. Are the oldest? | (Sequoia) |
| 5. Has a leaf shaped like a mitten | (Sassafras) | 6. Gives maple syrup? | (Maple) |
| 7. Has paper thin bark? | (White birch) | 8. Is used for baseball bats? | (White ash) |





GEOLOGIST



Discover the world of volcanos and learn why there are earthquakes. Find out what minerals are used in our everyday lives. Geologist is in the Outdoor group of Activity Badges.

OBJECTIVES

To teach boys to recognize common rock specimens. To acquaint boys with uses of different rocks and minerals. To make boys aware of the earth and its resources. To introduce boys to earth's devastating forces.

WHERE TO GO AND WHAT TO DO

- * Visit the Lizzadro Museum of Lapidary Art, 220 Cottage Hill, Elmhurst 60126. Open Tuesday through Saturday 10 a.m. to 5 p.m., Sundays from 1 p.m. to 5 p.m. 833-1616.
- * Have a contractor tell the den about construction materials.
- * Make a rock collection.
- * Make your own fossils.
- * Under the supervision of a knowledgeable cautious adult, have the den build a "live" volcano.
- * Construct a geyser to see how it works.

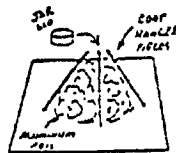
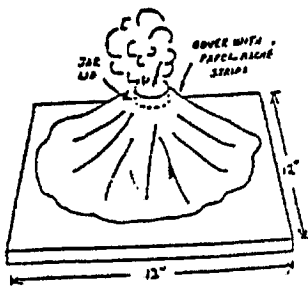
ACTIVITIES

MAKE A VOLCANO

MATERIALS

12" square board
newspaper
wallpaper paste
1-piece jar lid

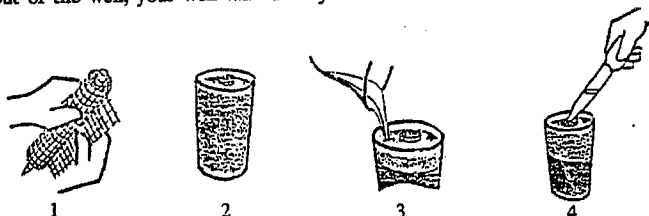
aluminum foil
coat hanger (cut in half)
paper towel
ammonium dichromate



1. Stick ends of wire in holes in board diagonally. Fill under wires with aluminum foil wadded to give a base for paper mache.
2. Cover with several layers of newspaper strips and glue jar lid on peak. Put on a final layer of paper mache, using paper towel strips. Allow to dry.
3. Paint with tempera or enamel.
4. To make volcano erupt, place about 1 teaspoon ammonium dichromate (obtained from chemical hose or druggist) in jar lid. Light with a match and watch the action.
5. This is safe indoors and is very impressive when the room is darkened.
6. If you use chicken wire for the base of the volcano, and lower the jar lid into the crater, you can use it with a red electric light bulb and drop a small piece of dry ice into the crater. This way you will only see the smoke.

HOW A WELL WORKS

1. Roll a piece of wire window screening around a pencil to make a cylinder. Enlarge the cylinder so it is about 1/2" across and fasten a piece of wire around it to keep it from unrolling.
2. Place the cylinder upright in a glass with sand, keeping the sand out of the cylinder.
3. Pour water into the sand. The sand will take up the water but the water will also go into the cylinder ... your well.
4. If you remove water from inside the cylinder with an eye dropper, additional water will go into it from the sand, but the level of water in your well will be lower than at first.
5. You can raise the level of water again by pouring more water into the sand. If you don't add water and still pump out of the well, your well will run dry.



MAKE YOUR OWN FOSSILS

The shells and bones of many prehistoric animals have been preserved as casts and molds. In this type of preservation, the original shell or bone has been destroyed, but it left behind a trace of its presence. Suppose that the shell of a prehistoric clam was pressed down into the ocean floor before the sediments hardened. This produced an impression of the exterior of the shell. As time passed, the sediments turned to rock, and the shell became completely encased in stone. Then, some time later, the shell decayed or was dissolved by water. This left behind a cavity called a *mold*.

A mold formed in this way shows the nature of the exterior of the shell and is called an *external mold*. If at some later time this mold became filled with mineral or other sediment, a cast was produced in the mold. The cast would be a reproduction of the original shell from which the mold was originally formed.

MATERIALS

| | |
|---------------------|---------------------------|
| small cardboard box | clay |
| plaster | small clam or snail shell |

1. Cover the bottom of the cardboard box with modeling clay to a depth of several inches. This represents the soft mud found on the ancient sea floor.
2. Press the shell firmly into the clay. Lift out the shell carefully so a clear imprint remains. You now have a mold.
3. Mix a small amount of plaster with water in a paper cup. Stir it with a wood stick or spoon. When it is the consistency of thick cream, fill the mold.
4. After the plaster has thoroughly hardened, carefully remove it from the mold. You will now have a cast of the original shell.
5. Compare the original shell with the plaster cast. Notice that even some of the more delicate markings on the shell have been preserved in the plaster.

A paleontologist uses this same technique in reconstructing the shells of long-dead animals. Casts are especially useful in working with fossil footprints.

Make a neckerchief slide with one of your own fossils and wear it to the next pack meeting!





HANDYMAN

Scouts learn how to make minor repairs at home and around the garage. They also learn how to take care of tools and their proper use. Handyman is part of the Technology group Activity Badges.

OBJECTIVES

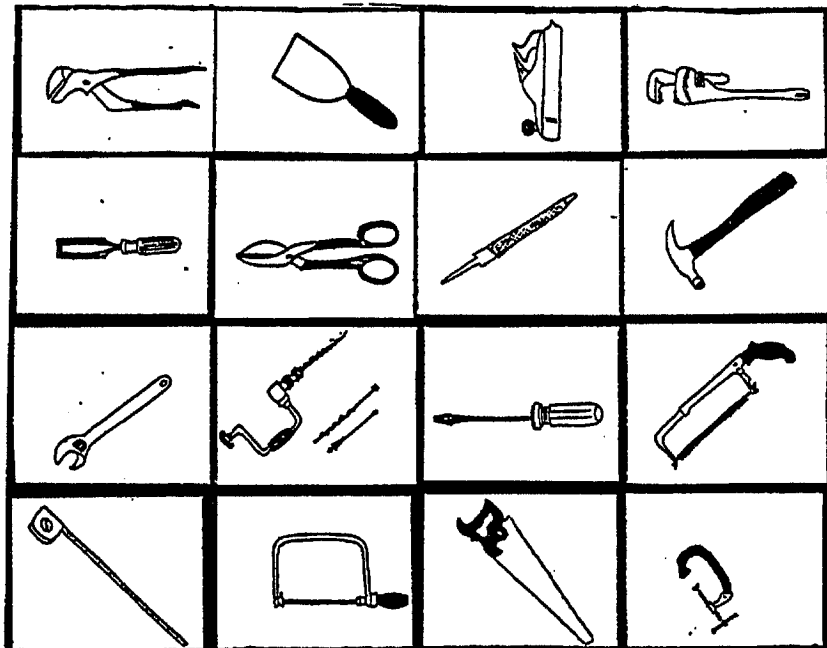
To acquaint Webelos with odd jobs that they could do to help out around their homes. To help Webelos learn the proper care and storage of tools. To make Webelos aware of the importance of the proper storage of household chemicals.

WHERE TO GO AND WHAT TO DO

- * Have a clinic on the care and repair of bicycles. Set it up like a shop and have each boy bring his bike and do repairs, etc.
- * Demonstrate different ways to mark tools for ownership identification.
- * Hold a nail hammering contest. See who can hammer a nail in the fewest number of strokes.
- * Visit a good home workshop and have the owner explain the use, storage and care of tools.
- * Arrange a visit to a service/repair station. Have a mechanic explain the use of different types of equipment. He may show how to check oil level, fluids and belts, tire pressure, and change light bulbs in a car.
- * Organize a pack car wash.
- * Organize a pack bike rodeo.

TOOL BINGO

Make up bingo cards using these designs in different arrangements, and play like regular bingo.

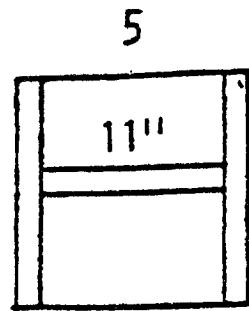
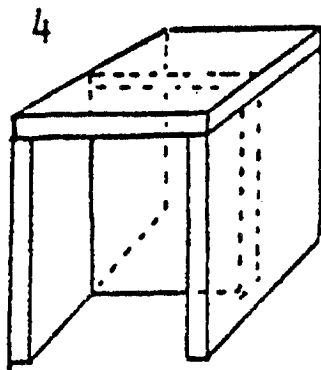
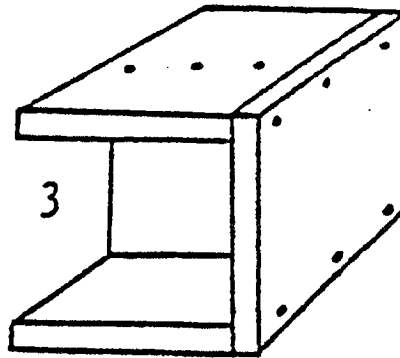
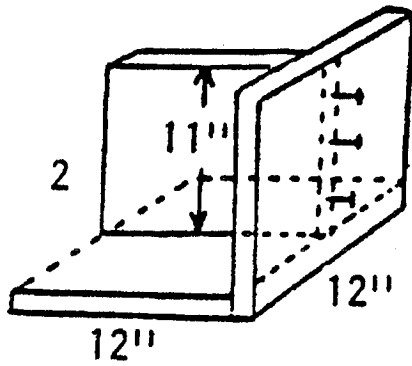
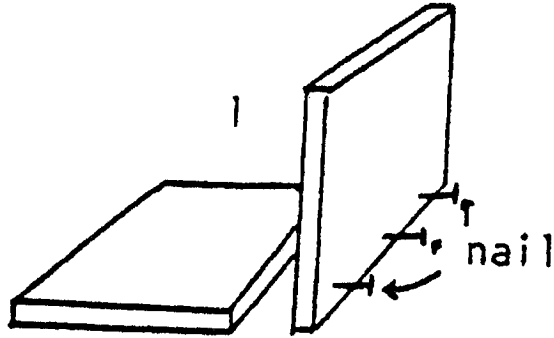


FOUR BOARD STOOL

MATERIALS FOR EIGHT STOOLS:
One 4' x 8' piece of plywood, white glue,
80 6-penny nails.

Cut plywood into 12" square. Take eight
of the 12" squares and cut off 1" on one
side so that there are eight pieces
11" x 12".

1. Lay one 12" square on a flat surface
and butt a vertical 12" square to one
side of it.
2. Nail and glue one 11" x 12" piece as
shown in illustration.
3. Attach third 12" x 12" piece as shown.
4. Finished stool will look like this.



Bottom View





NATURALIST



Scouting and the outdoors go hand-in-hand. The Naturalist Activities Badge makes a Webelos aware of all the living things in the outdoors; it is in the Outdoor group.

OBJECTIVES

To increase boys' awareness of animal behavior. To kindle a love of nature. To teach wildlife conservation. To encourage Webelos to visit local animal preserves. To introduce boys to animal kingdom classifications.

RELATED BOY SCOUT MERIT BADGES

Beekeeping, Environmental Science, Fish and Wildlife Management, Insect Life, Nature, Bird Study, Mammals, Reptile Study, and the Cold Conservation Award.

RESOURCES

Official Boy Scout Handbook.

Boy Scout Field Book.

Program Helps, 1989-90, pp. W18, W29, W30.

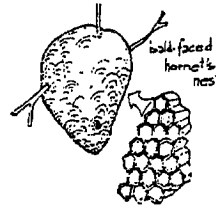
Webelos Den Activities, pp. 54-59.

Ranger Rick magazine.

National Geographic World magazine.

Lincoln Memorial Garden, Springfield.

Fullersburg Woods, DuPage Forest Preserve, has a wonderful "Nature Detective Hunt" guide.



WHERE TO GO AND WHAT TO DO

- * Red Oak Nature Center, Rte. 25, North Aurora, has hiking trails, a cave, and excellent hands-on displays inside the visitor's center.
- * Field Museum of Natural History, Chicago.
- * Visit a forest preserve in Kane or DuPage County. Some locations have special trails for educational purposes.
- * Build an ant farm.
- * Take a special kind of hike, such as one suggested in the *How-To-Book*.



ACTIVITIES COLLECTING SPIDER WEBS



MATERIALS

One can white spray paint

Black paper

Clear plastic

Spray spider web with white spray paint. Put a sheet of black paper under it, then break the spider support lines. Cover with clear plastic if keeping for any length of time.

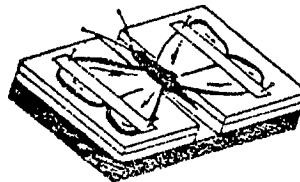
SPREADING BOARD

MATERIALS

Heavy cardboard
Nails

Wooden base
Pins

Butterflies and moths should be pinned on a spreading board in order to dry their wings in a spread formation. This can be made by nailing two stacks of several layers of heavy cardboard to a wooden base, leaving a small even groove down the center. Lay the body of the insect in the groove and spread the wings over the cardboard. Hold the wings in place by pinning them down with little strips of paper.



RELAXING JAR

MATERIALS

peanut butter jar

cotton

cardboard disk

If an insect has been dead for some time, it will become too brittle to mount without parts breaking off. Make the relaxing jar by soaking in water enough cotton to cover the bottom of the jar. Place wet cotton in jar and cover with a cardboard disk. The insect should be placed on the cardboard rather than directly on the wet cotton. Cover tightly for a few hours. The high humidity inside the jar will make the insect flexible enough to mount.

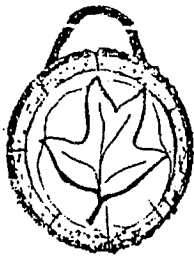
LEADING A NATURE HIKE

Try a night hike in the woods. Have the boys identify objects in the dark. How do they describe it? Is the tree's bark smooth or rough? Is there any Particular odor connected with it? Get to know plants and trees without using eyesight.

The use of all five senses should be emphasized. It is not enough to merely look and listen ...but they should taste, feel and smell, too.

At the end of the hike, get each boy to describe what he liked the most. They usually remember the simple things. Don't worry about knowledge. Get our in the fascinating world of nature and enjoy it! See the *Cub Scout Leader How-To book* for many ideas for theme hikes.

WOODLAND SLIDE



Find a fallen branch with a 1 1/2" to 2" diameter. The wood should not be rotten or so old that the bark is peeling. Cut sections about 1/4" thick on either the straight or diagonal cut. Many slides can be made from one branch.

Pick leaves small enough to fit onto the piece of wood. New, smaller leaves at the end of a branch are best.

The leaves must be dried. Place them flat between two sheets of paper and put a large book on top. Allow them to dry three or four days.

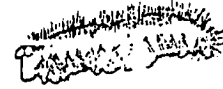
Sand the cut end of the branch smooth. Then stain, or leave it natural. Fasten a wood, metal, or leather loop to the back with hot glue.

Glue a leaf onto the wood with white craft glue. When the glue is dry, coat the entire slide with clear varnish.

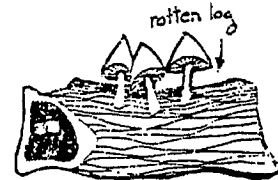
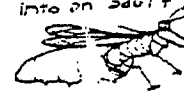


Stay together as a den and try to find or figure out each item. Time limit is 30 minutes. The key to this scavenger hunt is to use your IMAGINATION...

1. One piece of litter per person.
2. The roundest rock.
3. A freckle.
4. Something that will become oil.
5. A flock of red-winged blackbirds.
6. A pine cone or acorn.
7. One green eye and one blue eye.
8. a beautiful view of a park.
9. A seed that is not an acorn or pine cone.
10. The biggest and widest smiles.
11. The muddiest finger or toe --just one, please.
12. A two-headed giraffe.
13. A mosquito bite.
14. Something that has become something else.
15. An elf egg.
16. A song that has the color blue in it sung as a den.
17. A single drop of water.
18. Something that depends on something else to live (parasite).
19. Your den's dance to celebrate the sun.
20. Something that we all need but can't see.
21. A very crooked stick.
22. One dead fly or ant.
23. One wild onion plant.
24. Any type of can tab -- 1 for every 4 boys.
25. BONUS POINTS --A big bear hug!



a young animal changing into an adult



GAME FOR NATURALIST

TEN FINE BIRDS

Have the den sit in a circle. The denner starts the game by saying: (1) "A good fat hen." This is then repeated by each player in turn. When all players have said, "A good fat hen," the starter begins again. This time he says, (2) "Two ducks and a good fat hen." This is repeated by each in turn again. As others are added the reciting becomes a bit more difficult. Players always begin with the last bird mentioned and repeat them in order back to "A good fat hen." (3) "Three squawking wild geese." (4) "Four plump partridges." (5) "Five pouting pigeons." (6) "Six long-legged cranes." (7) "Seven green parrots." (8) "Eight screeching owls." (9) "Nine ugly turkey buzzards." (10) "Ten bald eagles." If a boy leaves out anything or makes a mistake, he must pay a penalty.





OUTDOORSMAN

Webelos learn the basics of camping and cooking in order to live outdoors and be comfortable. The Outdoorsman Activity Badge is in the Outdoor group.

OBJECTIVES

To encourage Webelos to camp with their families. To introduce Webelos To Boy Scout camping. To familiarize boys with fire safety. To emphasize the "outing" in Scouting.

WHERE TO GO AND WHAT TO DO

- * Demonstrate how to make an improvised bedroll.
- * Practice building a fire for cooking and for a campfire, and have a den cookout.
- * Webelos Father-Son Campouts.
- * Camporees and Camporalls.
- * Contact a local boy Scout troop, affiliate with them, and arrange to camp with them.
- * Take hikes at different times of the year and have boys notice the differences in their surroundings.
- * DuPage and Kane Counties have excellent forest preserves, some of which have planned programs for scouts and school children.
- * Have a knot tying contest or play knot tying games to learn and improve skills.
- * Make some camp gadgets.
- * Invite a member of the district or council camping committee to talk about low impact camping.

OPENING CAMPFIRE

PERSONNEL: Narrator, Chief Akela, 3 Webelos Scouts

EQUIPMENT: Council Fire, Teepee Fire

CHEMICALS FOR SMOKE: YELLOW SMOKE --table salt; GREEN SMOKE -- copper sulfate crystals;
RED SMOKE -- strontium nitrate or lithium nitrate OR: use colored rail-road flares. Take powder out of casing and put into a burnable container for each color.

NARRATOR:

Before our Council Fire may be lit, we must ask the gods if we have their blessing. When the smoke of the Webelos' teepee fire rises, then and only then can our Council Fire be lit.

CHIEF AKELA:

Many moons have risen since our last meeting of the Webelos Tribe. It is I, Great Chief Akela, who bids you welcome to our fire.

Webelos braves of the past have always been known to meet the challenges of the tribe. It is in this way that our tribe grows strong and builds Akelas out of young braves.

I have sent 3 most trusted Webelos braves on a mission to bring back to this camp the colors of the Webelos tribe.

I have told the 1st brave to climb the highest peak in our council and ask the great eagle to gather the rays of the morning sun to bring back to us.

(Webelos brings in container and Akela puts it in the fire, giving off yellow smoke.)

I have told the 2nd Webelos brave to go into the meadows of our valley and ask the fox to give to him the color of growth and life that lives in abundance there.

(Webelos brings in container and Akela puts it in the fire, giving off green smoke.)

I have sent the 3rd Webelos brave on all but the hardest of missions. He was told to go out into the unknown and bring to me the color that unites all tribes into one.

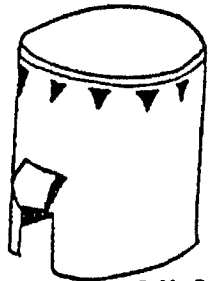
(Webelos brings in container and akela puts it in the fire, giving off red smoke.)

The yellow, green and red smoke of the Webelos tribe has risen into our sky. Let our Council Fire burn bright to show all that our tribe is whole and our spirit lives forever.

(At this point the Council Fire is lit by a torch.)

OUTDOOR COOKING

BUDDY BURNER TOAST AND EGG: To fry egg easily, grease burner well, toast bread on one side. Grease burner again, tear hole in center of toast. Put untoasted side of bread down on burner, break egg into hole. Use turner to remove when egg cooked solid.



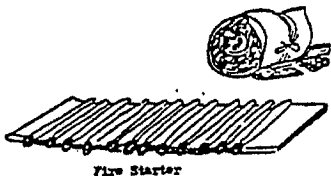
Buddy Burner



BREAD ON A STICK: use a broomstick at least 24" to 36" long. Cover one end with aluminum foil about 8" up on stick. This is so any paint or wood sap will not permeate your bread.

Mix Bisquick and milk into a very thick dough. Flour your hands and put a large glob on the end of the stick, patting to an even thickness. Do not make too thick as it will burn outside before it is done on the inside. Hold over coals - not direct fire - and keep twirling slowly until done. When it can be taken off the stick without sticking, it is done. Fill with camper's stew, butter and jelly, or hot dog.

For quicker cooking, this dough may be spiraled onto the stick, but it cannot be filled.

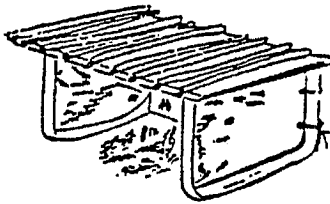


Fire Starter

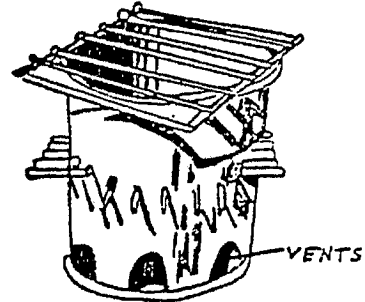
STICK TOAST: Just weave bread on a stick so it won't fall off.

HOBO DINNER: Use a one-pound coffee can covered with foil and secured with wire. This may be cooked on top of the Buddy Burner, or put directly into glowing coals.

Dinner - put a nice, big hamburger (or a thin pork chop or minute steak) into the bottom of your cooking pan. Add chopped or thinly sliced carrots, potatoes, and onions. Salt and pepper to taste. Add a little water or tomato juice. Cook about 20 minutes. Add water if steaming stops. Serve over Fritos.



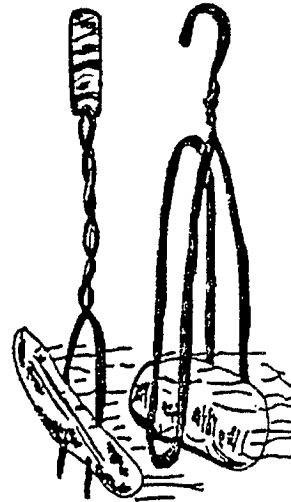
Cookie Tin Burner



Bucket Burner

CANDIED APPLES: Sear the end of a sharpened green stick, then plunge in cold water. Spike an apple on the stick and roast until the apple skin peels off easily. Roll apple in brown sugar (in a mug). Hold over coals and turn slowly until sugar candies.

SPUD HOLDER



Fork

EGG AND BACON IN A PAPER BAG: This required a green roasting stick; a small brown paper grocery bag, #3 with a rectangular bottom; a strip of bacon; one egg; salt and pepper.

Place bacon on the stick and broil it slowly over hot coals. When partially cooked, place the bacon in the bottom of the bag. Put stick through the two sides of the bag. Hold the bag over hot coals for a short time to get bottom of bag greasy. Break egg into bag. Put over coals again. DO NOT get bag too close to coals or it will go up in flames. Do this slowly. Use the bag as your plate. Toast bread on a stick. **BREAKFAST IS READY!**

ALUMINUM FOIL DINNER:

One chicken leg (or 1/4# hamburger); sliced potatoes; sliced carrots, thin; slice of onion; cubes of green pepper; one or two tablespoons of water to prevent scorching; salt and pepper. Use double thickness of heavy foil. Center all ingredients on foil. Fold over edges, leaving space for steam. Make air-tight fold. Place directly in hot coals; avoid puncturing package while handling. Use tongs. Turn when half-cooked. To test if sufficiently cooked, unfold, refold in airtight fold. Eat directly from foil.



REVERENCE TO GOD

As leaders we teach our Webelos that a Scout is reverent. When your den/patrol gathers to eat together, say or sing a nondenominational grace. Remember, too, that since campouts are usually over a weekend, one of your camping days may fall on the Sabbath, whether it's Saturday or Sunday. A Scout leader is obligated to provide a worship opportunity for his Scouts. If he must take them to a house of worship, that is his responsibility. If that is impossible, he must see that a worship or devotional service is part of the campout. See the *Cub Scout Leader Book*, pages 89-90, and *Rules and Regulations of the BSA*, article IX, section 1, for more information.

Songs appropriate for devotions are in the *Cub Scout Song Book*. The booklet, *Pathways to Worship*, is often available through the service center. It is a collection of devotional services for campouts and outdoor worship.

PHILMONT GRACE

(may be said or sung)

For Food, For Raiment,
For Life and Oppor-
tunity,
For Friendship and Fel-
lowship,
We thank Thee, oh, Lord.

JOHNNY APPLESEED GRACE

(May be sung)

O, the Lord is good to me,
And so I thank the Lord
For giving me the things I
need:
The sun and the rain and the
apple seed;
The Lord is good to me.

GOD IS GREAT

*(Tune: Rock Around the
Clock)*

God is great, God is Good,
Let us thank Him for this
food,
We're gonna thank Him
morning, noon, and
night,
We're gonna thank Him in the
broad daylight,
Gonna thank, gonna
thank, gonna thank our
Lord tonight.
A-men.





READYMAN



The Boy Scout Motto is **BE PREPARED**. Should someone ask, "Prepared for what?: -- "Prepared for anything," is the answer. Readyman Activity Badge prepares the Scout for First aid hurry cases, teaches how to get help when needed, and teaches safety. Readyman is in the Community group.

OBJECTIVES

To teach Webelos simple first aid and emergency first aid for the "hurry cases". To make Webelos more aware of safety around the home, bicycle safety, and car safety.

WHERE TO GO AND WHAT TO DO

- * Visit a fire station, hospital, or police station to learn how they handle first aid in emergency situations.
- * In coordination with the Aquanaut activity badge, study *Safe Swim Defense*. Be sure Webelos can explain it and its importance.
- * Invite a police officer to explain to your den about car and bicycle safety.
- * Invite a fireman to discuss a family fire escape plan.
- * Practice hurry cases.
- * Invite a Boy Scout working on his First Aid Merit Badge to teach Webelos first aid skills.
- * Make First Aid kits for (a) personal use; (b) family use; (c) car; (d) den hiking or camping trips.
- * Check to be sure emergency and medical information on all den members and leaders is up-to-date. Be especially sure to have date of last tetanus inoculation because of danger of infection from camping and other outdoor accidents.

GAMES FOR FIRST AID (To make learning fun)

ARM SLING RELAY

Equipment: Scout neckerchief or triangular bandage for each scout.

Teams line up in relay formation with one Scout acting as patient and standing in front of his team on the opposite side of the room. There is a judge for each team. On signal, the first man on each team runs to the patient and applies an arm sling. The judge observes. the instant he sees that the sling is correct, he shouts, "Off!" and the Scout removes the sling and runs back to touch off the next member of his team. This continues until all on the team except the patient, have tied a sling. The first team completed wins.

TWO-MAN CARRY RELAY

Scouts line up facing a single turn-around post located 30 feet from the starting line. Scouts on each team shall be numbered from 1 to 8. On signal, Scouts #1 and 2 will carry Scout #3 with a four-hand seat carry (for conscious patient) up to and around the turn-around post and back to the starting line. Scout #3 will then join with #4 to carry #5 around the course. Then #5 will join #6 to carry #7 around, and finally #7 will join with #8 and carry #1 around. If at any time a victim touches the ground, the Scouts transporting this victim must stop, re-form their carry, and continue. The first team to make the full circuit with the four victims is the winner.

FIRST AID KIM'S GAME

Equipment: Blanket or tarp, collection of 10 or more first aid items: gauze pads, bandages, splints, etc. Also 10 or more items not used in first aid: penny, photo, shoe, etc.

Spread all items on the floor and cover with blanket or tarp. Group teams around blanket, then remove cover for exactly 1 minute. Afterward, teams huddle separately and write down all first aid items they remember.

Scoring: Team with most complete list wins. Subtract 1 point for each non-first aid or absent item listed.

READYMAN "STEAL THE BACON"

For this game you will need two objects that are readily distinguishable from each other. For example, a black ball and a white ball. Any type of objects can be used.

For the game you will need to divide the den(s) into two equal groups. The two teams line up facing each other about 10 feet apart. The two objects are centered on the floor between the teams. One object is identified as being "TRUE", the other word as "FALSE". The first player of each team listens as a T-F questions is read. He then runs to the center to try to beat his opponent in retrieving the appropriate object to indicate the answer. He then must run back to his team without being tagged by his opponent. If he is tagged, he must drop the object at that point and they both try to pick it up again.

The team gets 1 point for a successful return with the correct answer. They lose 1 point if the answer is incorrect. If a player picks up the wrong object and is tagged by his opponent, both teams lose one point.

This game can be played with a time limit, or you can just go until you run out of questions. The following questions were taken from the Readyman section of the Webelos book.

- (T) 1. You should carry a list of emergency phone numbers on a card with you.
- (F) 2. The 3 Ws when you call for help stand for Who, Where, and Why.
- (F) 3. Always try to move an injured person to a more comfortable place.
- (T) 4. The first thing to check on an injured person is to see if they are breathing.
- (T) 5. The first method to use to try to stop bleeding is direct pressure.
- (F) 6. If a child has swallowed poison, you should try to get him to vomit to get rid of it.
- (T) 7. You should always treat an injured person for shock.
- (T) 8. If a 1-year-old baby is choking, you should lay him across your knees and hit him between the shoulder blades with your open hand four times.
- (T) 9. An adult must be in charge when you go swimming.
- (F) 10. If you wake up and smell smoke, the first thing you do is get out of the house.





SCHOLAR



One of the Mental Skills group of Activities Badges. The Scholar Activities Badge experience can help to improve the Webelos' relationship with his school. It will help the Scout understand why an education is important. When presented with interest and enthusiasm from the leader, this badge will not seem like drudged up school work! Help the boys to learn that there is more to school than just homework.

OBJECTIVES

To familiarize Webelos with "roots" of a school system. To convince Webelos that schooling is essential. To introduce Webelos to careers in education. To teach Webelos the benefits of a good education.

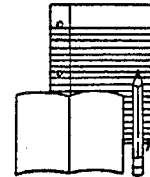
WHERE TO GO AND WHAT TO DO

- * Plan a trip to the library to have the librarian demonstrate the use of a microfilm or microfiche viewer. Be sure to make a reservation. Look for the news of the day each boy was born.
- * Invite the parents of Webelos to come to a den meeting dressed in the type of clothes they wore to school. Have them bring along such things as class pictures, yearbooks, report cards, etc., and allow each ample time to share his/her school days with the den.
- * Have a panel of parents with various jobs explain their schooling and training for these jobs.
- * Invite an educator to talk with the den about some of the scholar requirements.
- * Do a service project for your school.
- * Contact the parent-teacher organization of your school and offer to do a flag ceremony at their next meeting. Perhaps the Webelos could report to the organization about their work on the Scholar Activities Badge.
- * Briefly visit a school board meeting. Let them know you are coming. They may be interested to know the boys are working on the Scholar Activities Badge.
- * As a den, talk about good study habits.
- * Have someone from the public library talk about the local literacy project.

ACTIVITIES

BRAIN TEASERS

1. Take the number of pennies in a dollar. Multiply by the number of thirds in a circle. Divide by the number of inches in a foot of string. Subtract the number of nickels in a quarter. Answer: 20.
2. Take the number of toes on both feet. Multiply by the number of pints in a quart. Add the number of months in half a year. Subtract the number of thumbs on two hands. Divide by a dozen oranges. Answer: 2.



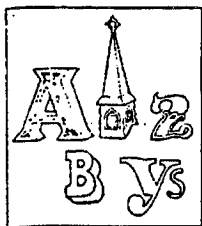
OLD ENOUGH (A Skit)

One Webelos tells the audience that he can tell a person's age. He tells a person to add 90 to his age and to cross off the first digit of the answer. Add the digit to the remaining two digits and tell the answer. The boy adds 9 to that answer and gets the person's age.

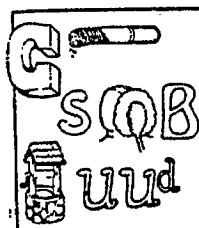
REBUS

REBUS

Some lessons in early American schools were actually fun. One of the most popular classroom games was rebus: a representation of words using symbols, pictures, letters, and numbers whose names resemble the intended words. Each rebus is actually a riddle or puzzle to be solved. For example, in the first rebus puzzle the letter A is added to an illustration of a spire to make the word ASPIRE. The number 2 and the letter B are joined to read TO BE. The letter Y is pluralized to make the word WISE. This rebus would then read ASPIRE TO BE WISE. The other rebuses are decoded in a similar way.



Rebus puzzles were included in many classroom books, not as a game of pleasant amusement but primarily as a lesson used by the teacher to "strengthen the brain" and to teach "independent thinking, logic, and reason". Today the rebus is used to help teach illiterate people to read and write. There are even TV game shows and magazine contests that use the rebus puzzle. With a little thought, you can make up your own rebus puzzle using cutouts from old magazines and newspa-



pers.

Another form of rebus uses the names of letters and numbers only. A familiar American rebus is IOU, which stands for I OWE YOU. Combinations of letters can also be used to make words. The word BUSY can be made from the two letters B+Z, or the word CITY can be written C+T.

REBUS DICTIONARY

A = a
 hay
 hey
 B = bee
 be
 B + 4 = before
 B + Z = busy
 B + U + T = beauty
 C = see
 sea
 C + L = seal
 C + N = seeing
 C + T = city
 D = the
 D + R = deer
 D + Z = dizzy
 E = he
 me
 E + R = here
 E + Z = easy
 F = if

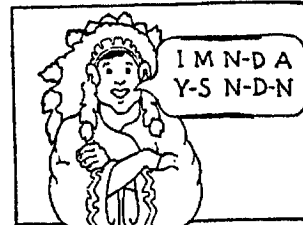
G = gee
 G + P + C = gypsy
 L + F + N = elephant
 L + T = healthy
 L + O = hello
 L + F + 8 + R = elevator
 M = am
 ham
 N = hen
 an
 in
 and
 N + Q = thank you
 N + M + L = animal
 N + E = any
 N + M + E = enemy
 N + D + N = Indian
 N + D = indeed
 N + 6 = insects
 o = oh
 owe
 know
 P + K + N = pecking
 Q = you
 Q + T = cutie
 R = are
 S = is
 yes
 has
 T = tea
 T + S = tears
 T + P = tepee
 U = you
 U + R = your
 X = eggs
 X + M + N = examine
 X + L + N = excellent
 X + L = excel
 Y = why
 Y + N = wine
 Y + S = wise
 1 = run
 2 = two
 to
 3 = tree
 4 = for
 6 = sex
 8 = ate
 hate

NOTE: See William Steig's book, *CDB*.

-- from Theodore Roosevelt Council 1987 Pow Wow book.

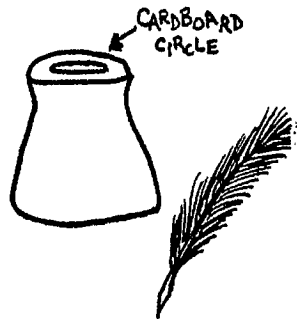


SCHOLAR



INKWELL AND QUILL PEN

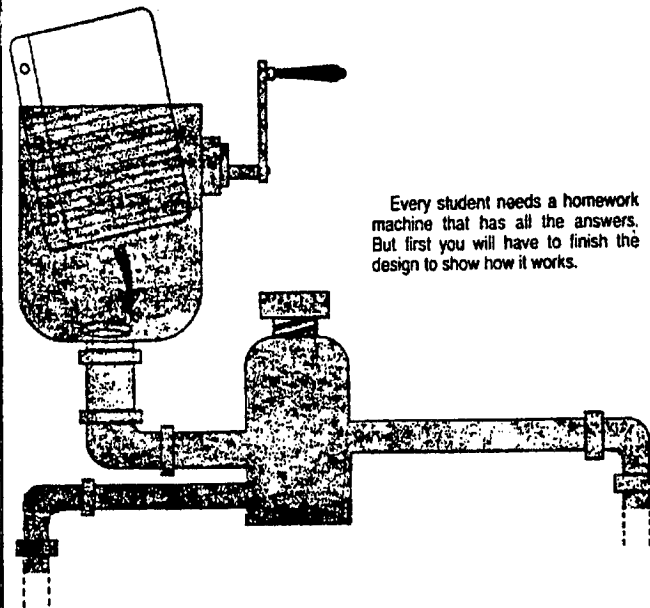
The inkwell is made from a baby food jar. Cover the top with a circle of cardboard with a hole poked through the center for the pen point. Cover the jar with Baker's Clay (see "Crafts on a Shoestring" in this Pow Wow book) and let dry. Decorate inkwell and spray with acrylic to seal.



Turkey feathers make nice quill pens. Trim off the rounded tip of the feather. Split through the middle of the shaft for about half an inch, using an X-acto knife. Cut away one side of the split part. Sharpen the remaining part of the tip into a point. Dip into ink, shake off excess carefully, and write. Do not press down too hard or point will get dull quickly or could break. Point can be sharpened again with the X-acto knife.



THE HOMEWORK MACHINE



Every student needs a homework machine that has all the answers. But first you will have to finish the design to show how it works.

This Think-erciseSM comes from *Decide and Design: Inventive Ideas* by Doris Spivack, ©Kathy Kolbe Concept Inc., 3421 N. 44th St., Phoenix, Ariz. 85018.





SCIENTIST



Everyone likes to experiment. The Scientist Activity Badge will teach some of the basic laws of science and how to prove them through experiment. Scientist is the Technology group of badges.

OBJECTIVES

to acquaint Webelos with basic laws of physics. To give boys the opportunity to perform experiments. To introduce boys to atmospheric science. To teach boys a little about optics. To demonstrate a few "mysteries" of science.

WHERE TO GO AND WHAT TO DO

- * Visit the Museum of Science and Industry in Chicago in order to learn more about selected exhibits.
- * Visit an optometrist's or ophthalmologist's office and ask him/her to explain the tools of the trade.
- * Arrange to have the boys visit a school science lab to see those tools.
- * Grow crystals or a coal garden

Remember the Scientist Activity Badge is a "doing" badge, not a "watching" badge. For best results, follow this procedure:

1. Demonstrate the experiment.
2. Explain the experiment.
3. Ask questions to test understanding.
4. Allow Webelos to do the experiment.
5. Have each boy log the experiment.
6. Have each boy explain the experiment.
7. Ask again for questions.



EXPERIMENTS

Alessandro Volta, an Italian physicist, produced electricity by chemical reaction in 1800. He did this with a device that became known as a voltaic cell. It was the first wet cell battery. Volta's battery was made with pairs of zinc and silver pieces. The electric current ran from the zinc to the silver through pieces of board soaked in salt water. You can make your own simple voltaic cell.

MATERIALS: piece of copper wire fresh lemon paper clip

PROCEDURE:

1. Straighten out the paper clip and copper wire. They should be about the same length.
2. Thrust both wires deep into the lemon. They should be side by side, but not touching.
3. Put the free ends of the wires to your tongue. The slight tingle and metallic taste you feel is due to the passage of electrons through the saliva on your tongue. The acid in the lemon acted as an electrolyte. An electrolyte is a substance that is not metal that carries electricity. The chemical reaction caused electrons to build up on one of the wires and decrease on the other wire.



CONCLUSION:

When you put the free ends of the wires to your tongue, you closed the circuit between the two wires. Electrons flowed from the wire with more electrons, through your saliva that acted as a conductor, to the wire with fewer electrons. The entire system of lemon, wires, and saliva is a simple battery. It is similar to the first battery made by Alessandro Volta.

BALANCE

MATERIALS: Three baseball bats of similar size.

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

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

VARIATIONS: Do the same experiment using three knives with the blades being the handles. Or use three pieces of wood that are the same general shape.

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

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

EXPLANATION: The handles of the forks serve as a counter balance for the coin and prongs. Precarious through it looks, it is like adjusting weights on an ordinary pair of scales, the only difference being the materials used.

DEMONSTRATE BERNOULLI'S PRINCIPLE

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

PROCEDURE: Tape each ball to an end of the thread. Hold the center of the thread so that the balls dangle about one foot below your fingers and about one or two inches apart. Have the boys blow through a straw exactly between the balls, from a distance of a few inches. Instead of being repelled, the balls will attract to each other.

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

FOAMING FOUNTAIN

Place two teaspoonfuls of baking soda in the bottom of a quart glass bottle. Drop a burning match into the bottle. It will continue to burn. Next pour four teaspoonfuls of vinegar on top of the baking soda, being careful not to pour directly onto the match. Watch what happens. The scething, foaming mass is carbon dioxide, released from the soda by the vinegar.

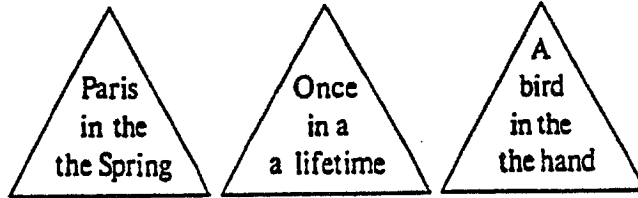
What happens now to a lighted match? Is carbon dioxide gas heavier than air? Than oxygen? Tip bottle slowly over a lighted candle. What happens? The heavy gas can even be poured so the flame flutters and may go out. This is the principle behind some fire extinguishers.

LOOK WHAT YOU SEE

A quick eye and, better still, a quick receptive mind can lead those with "double vision: to a new understanding of what they see. Few of us possess such insight, which explains why geniuses are rare. But we can watch and think as we move through life; after all, we have problems to deal with, too. If what everyone has been accepting as right has actually been wrong all the time, it could be a simple, clear-eyed person like you or me who picks out the error. Look at the three statements on the next page, for example:



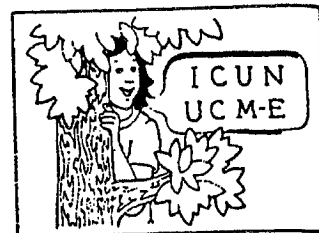
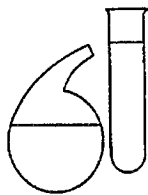
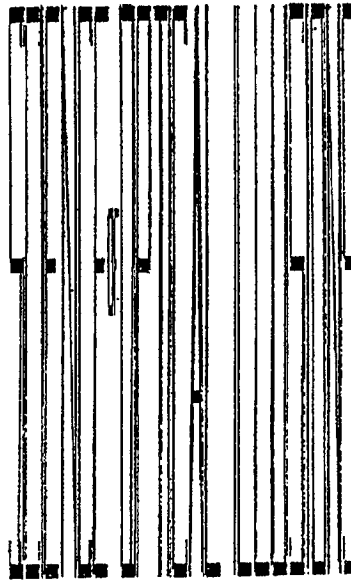
SCIENTIST



Do you see anything wrong here at first glance? If you don't catch the errors, go back and read each word.

--experiments from DuPage Council 1988 Pow Wow book

Hold this figure below eye level and slant it away from you. The words will appear distinctly.





SHOWMAN



The Showman Activity Badge offers a choice of puppetry, music, or drama. A Webelos can pick the area that suits him best. Showman Activities Badge is in the Mental Skills group.

OBJECTIVES

To instill an appreciation of the fine arts. To expose boys to entertainment professions. To expand the imagination and creativity of Webelos. To increase boys' self-confidence in front of audiences.

WHERE TO GO AND WHAT TO DO

- * Junior high and senior high school plays.
- * Make up a Webelos band to entertain at a pack meeting.
- * Contact a local chapter of SPEBSQSA to learn about barbershop quartets. Webelos parents might even get in on the fun of creating a barbershop quartet skit.
- * Learn magic tricks to do as a skit. Or take your magic show on the road to a residential center for seniors or children.
- * Make a video tape of a play the Webelos write and perform. Show it to parents or in a demonstration corner at a pack meeting.
- * Invite an artist, an actor, and/or a musician to a den meeting to tell about their profession or hobby.
- * Write and/or perform a skit complete with scenery and costumes.
- * Attend a folk music festival. Learn to sing a folk song. Learn about the history of the song.
- * Invite the boys to tell about the instruments that they play.
- * Make an audio tape of a radio program the boys perform.

SKITS FOR SHOWMAN

TOPSY TURVY

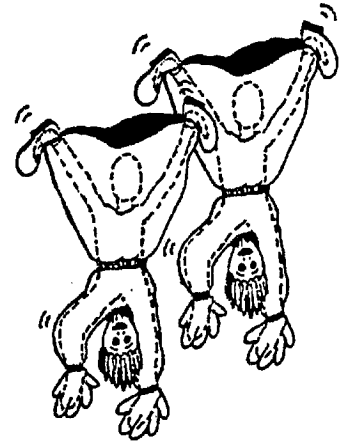
A line of dancers, in these topsy-turvy costumes, will have your audience in hysterics.

To make the costume, first pull the arms of an old sweater, blouse or sweatshirt up over your legs. Pin the bottom of the sweater around your waist, or baste with heavy thread.

For the head, stuff a piece of old sheeting or flesh-colored material --pantyhose will work, too. Pin the head to the collar of your sweater between your knees. Add yarn hair or a wig.

For the skirt, use a piece of an old sheet. Make it as long as the distance from your waist to the wrists of your unraised hands, and as wide as necessary for a full skirt. Gather one long edge to fit your waist, adding toes. Gather the other long edge the same way; add elastic loops to slip over wrists. Cut holes at eye level; cover holes with gauze.

Place socks and shoes on your "feet", put oversized work gloves on "hands". At the end of the dance, lower your arms to take your bows.



WHISTLE WHILE YOU WORK

Boys take the bottoms of their T-shirts that they are wearing and pull them up to contain their heads and arms. Their bare chests are painted to look like faces, using their belly buttons as whistling mouths. They then dance or perform to a sound effects tape of a whistled song. A variation of this "costume" would be a head and arms cover-up to look like an elf's stocking cap at Christmas time and "whistle" a Christmas tune.

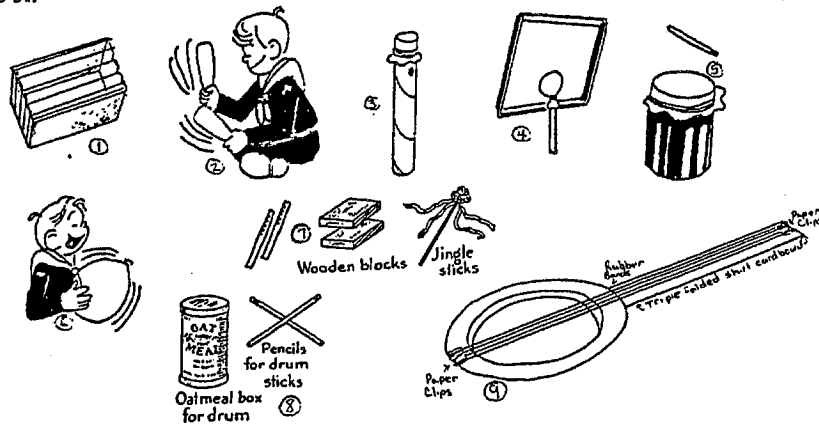
GAMES FOR SHOWMAN

FASHION SHOW

Divide the den into teams of about four persons each. Give each team a bundle of newspapers and a package of pins. They select one person from their team to be the model. The others dress him in a newspaper costume, tearing the paper where necessary and pinning the pieces in place. Do not provide scissors. The most sensational costume wins.

MUSICAL INSTRUMENTS

Webelos troubadours can make beautiful music together with these ingenious instruments. Other instruments are described in the *Cub Scout Leader How-To Book*, pages 3-48 through 3-51.



1. The **Shoe Box Strummer** is made by putting rubber bands around the box, fitting each band into grooves cut into box ends.
2. **Bottle Maracas** are catsup bottles filled with small bolts and nails.
3. The **Kazoo** is a cardboard tube with wax paper fitted over the end and secured with a rubber band. Play by humming into the open end.
4. The **Kettle Drum** is a metal tray, beaten with a broom handle which has an old wool sock tied around it.
5. **Tin Can Tom-Tom** is a large fruit juice can with a top of strong wrapping paper. Beat it with the eraser end of a pencil.
6. **Balloon Rumbler** is a blown-up balloon with four paper clips inside it. Shake it rhythmically.
7. **Rhythm Sticks** can be **Wooden Clappers** made of 2 blocks of wood; a **Ratchet** made by rubbing together the ends of two notched pieces of wood; and a **Jingle Stick**, which is a dowel with bells and ribbons (for decoration) attached to the end.
8. **Drums** can be made from an oatmeal box, a bucket, or a coffee can with the end covered with pieces of innertubes laced together. Pencils could be drumsticks.
9. **Paper or plastic plate Banjo** is made by stapling a folded shirt cardboard to a paper or plastic plate. Attach rubber bands to paper clips for attachments and stretch from the bottom of the plate end to the top of the shirt cardboard. Secure the paper clips at both ends.
10. **Bass Jug** is played by blowing "oompa" style into a gallon jug.
11. **Kitchen Percussion Instruments** can be a variety of pot covers for cymbals, a hand beater, utensils rubbed on a washboard, a whisk on a pan. You could really get into interesting sound effects if you also included the electric appliances!





SPORTSMAN

To be a true Sportsman is more than just playing games. A Sportsman knows how to conduct himself with good sportsmanship. The Sportsman Activity Badge is in the Physical Skills group.

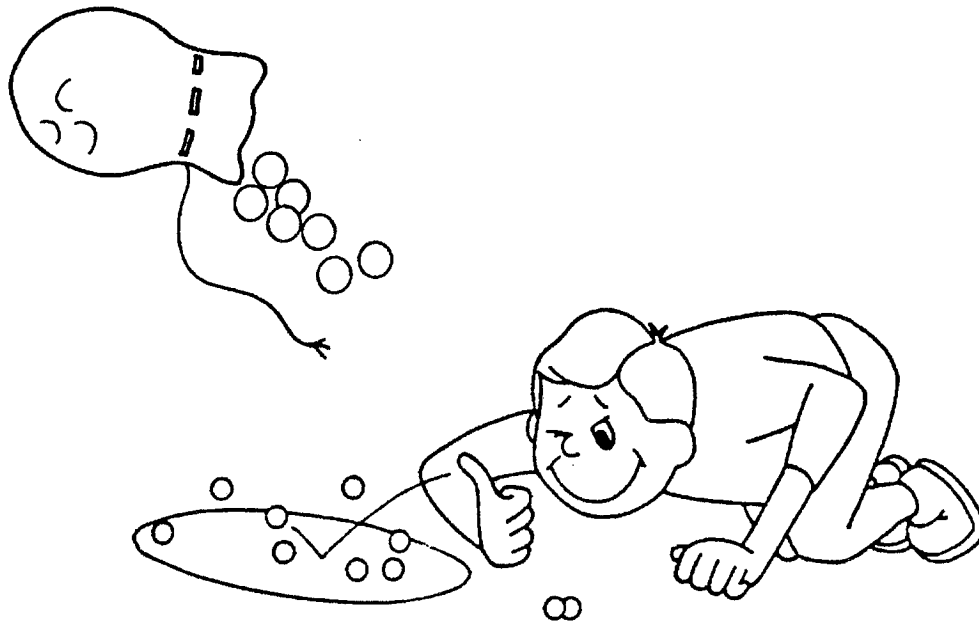
OBJECTIVE

To teach boys good sportsmanship. To introduce boys to a variety of sports. To familiarize boys with the care and handling of sports equipment. To emphasize the need for safety in sports.

WHERE TO GO AND WHAT TO DO

- * As a den, attend a professional or amateur sports event.
- * Go roller skating or ice skating.
- * Visit an archery range and receive instruction on safety and procedures.
- * Invite a referee or official to your den meeting to teach signals and talk about teamwork, fair play and sportsmanship.
- * Hold a parent/son sports tournament, such as bowling, tennis, volleyball, archery, etc.
- * Have a den board game marathon. Provide treats and boys bring their favorite board games to play. Allow time for rotation to different games.
- * Teach a card game to the boys and set up a couple of stations for playing.

You hear a lot of talk about being a "good sport", but just what does it mean? A "good sport" learns the rules so he will not break them. He competes with all his heart, striving to outclass his competitors. If he wins, he doesn't act smug, but instead compliments the losers for the fine job they did. If he loses, he should accept the fact and find out why. Maybe he can win the next time. A good sport takes pleasure in the game right to the end, even if he is not winning, for the purpose of the game is not merely to win but to find joy and strength in trying.

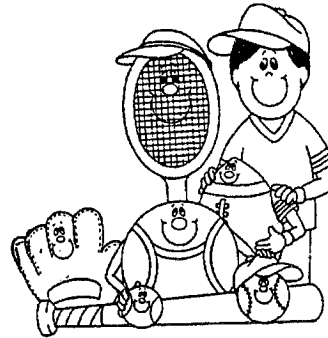


BRAIN TEASERS FOR SPORTSMAN

MATCH UP

Match each sport with the appropriate term:

- | | |
|---------------|-------------------|
| 1. Bowling | a. Grand Slam |
| 2. Ice Hockey | b. Right Hook |
| 3. ARchery | c. Slalom |
| 4. Baseball | d. Gutter Ball |
| 5. Golf | e. Love |
| 6. Basketball | f. Place Kick |
| 7. Tennis | g. Bull's-eye |
| 8. Skiing | h. Bogey |
| 9. Football | i. Icing the Puck |
| 10. Boxing | j. Free Throw |



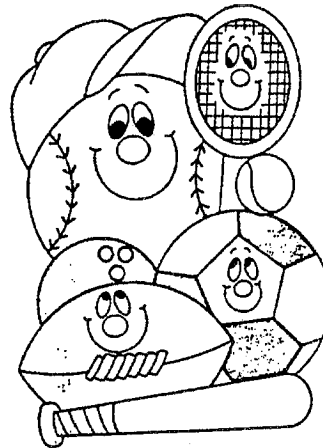
Answers: 1-d; 2-i; 3-g; 4-a; 5-h; 6-j; 7-e; 8-c; 9-f; 10-b.

BASEBALL TERMS

Each of the phrases listed below represents another meaning of a term used in baseball. Write the term next to the definition before you look at the answer column.

ANSWERS

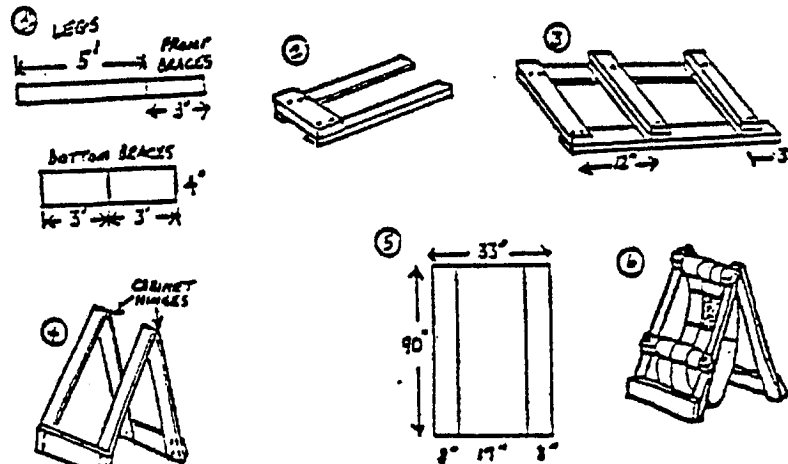
- | | |
|--|----------------|
| 1. A summer pest | 1. Fly |
| 2. Hosiery tears | 2. Run |
| 3. Refuse to work | 3. Strike |
| 4. Holiday dinner entree | 4. Foul |
| 5. Used for pancakes | 5. Batter |
| 6. A successful movie | 6. Hit |
| 7. Vessel for pouring | 7. Pitcher |
| 8. A good foundation | 8. Base |
| 9. To take unlawfully | 9. Steal |
| 10. A brief visit | 10. Short-stop |
| 11. A dinner necessity | 11. Plate |
| 12. Not at home | 12. Out |
| 13. A disguise | 13. Mask |
| 14. Twenty | 14. Score |
| 15. What toast does | 15. Pop up |
| 16. Proprietor of dog pound | 16. Catcher |
| 17. A coveted jewel | 17. Diamond |
| 18. Given for charity | 18. Ball |
| 19. Dangerous on highways | 19. Curves |
| 20. An offering | 20. Sacrifice |
| 21. To multiply by two | 21. Double |
| 22. It flies only at night | 22. Bat |
| 23. Unmarried | 23. Single |
| 24. A famous Greek poet | 24. Homer |
| 25. Used to gain relief in hot weather | 25. Fan |



BUILD A BASEBALL CATCHER

MATERIALS: Four 1"x2"x8" pine furring strips, one 1"x4"x6' white pine board, eight 1 1/4" wood screws, four 3/16"x3" stove bolts, eight 3/16" flat washers, four 3/16" wing nuts, two 1 1/2" cabinet hinges, one 33"x90" canvas or other heavy fabric, wood sealer, paint.

1. Cut furring strips and pine boards to measurements shown below.
2. Screw pine boards to legs as bottom braces.
3. Hold front braces in position on legs. Drill 1/2" hole through braces and legs at the same time.
4. Join front and back halves with cabinet hinges.
5. Cut fabric to size. Make strike zone on cloth with felt tip marking pen.
6. Clamp ends of fabric between the upper and lower front braces. Bolt braces to frame with stove bolts and wing nuts.



-- from DuPage Council 1988 Pow Wow book

GAME FOR SPORTSMAN

BARREL BASKETBALL

Even the shortest guy in your den can dunk if you play barrel basketball. All you must do is place two 50-gallon steel drums 40 feet apart. Any asphalt parking lot not in use can be turned into a barrel-basketball court. On this court, you can learn to pass, dribble, shoot block, and set up plays. What's important is that you'll be learning how to play. If you have no steel barrels, use a big, plastic garbage can. Even a paste-board box will work if you put sand or dirt in the bottom to hold it down.





TRAVELER

The Traveler Activities Badge explores the preparation involved in taking a trip. Traveler is in the Mental Skills group of badges.

OBJECTIVES

To introduce Webelos to the excitement of traveling to see new places and meet new people. To show the Scouts some of the practical skills that are needed to get "there" successfully and efficiently so that when "there", they can have a rewarding experience. To have the Scouts practice planning in a fun way.

WHERE TO GO AND WHAT TO DO

- * Invite a travel agent to explain to your den about planning for a trip and the use of computers in making reservations.
- * Hang travel posters around den meeting place and discuss ways to travel to these places.
- * Plan a trip to downtown Chicago and take the train. As a den, plan your itinerary.
- * As a den visit the control tower of an airport.
- * Invite a parent or other resource person to tell of an unusual vacation he/she has taken.
- * Just for fun, keep a notebook of funny or unusual Vanity License Plates.



MOTION SICKNESS

CARSICK -- To prevent carsickness, try sitting in the front seat. It's less bumpy and you get a better view.

Avoid reading in the car or staring at the road out of a side window.. Instead, play some travel games as a mind bender distraction.

If you do start feeling carsick, roll down the window a little to let some fresh air blow on your face. Or, if there's room, lie flat in the back seat and go to sleep.

SEASICK -- If you start to feel seasick, go on deck in the fresh air and watch the shore, birds, other boats -- anything except the waves.



GAMES FOR TRAVELING

ALLITERATIVE TRAVELERS

The leader announces that everyone is going on a trip. They can go to any place they choose, but when they tell what they are going to do there, they may use only words beginning with the first letter of the place to which they are going. The leader says to some player: "Traveler, where are you going?" That person answers: "California." "What are you going to do there?" "Can corn, cucumbers, and carrots," or , "Capture caged circus cats." If the answer is "Boston", it could be "Borrow big boots," or "Bring back Boston baked beans."

CITY TO CITY

You need a road map, dice, and, for each player, a small marker. Choose two cities several hundred miles apart on the map. Each player rolls the dice in turn and moves his marker from the starting city toward the finishing city by an appropriate number of towns on the map. Players may take any route they wish toward the destination city. First to arrive there wins.

I PACK MY SUITCASE

One boy starts the game by saying, "I packed my suitcase and I put in it ____." He says something beginning with A. The second player adds to the list by naming something beginning with B and so on down the alphabet. This is a memory game. You may go forwards or backwards through the alphabetical list. For example, you could name "apple" then "apple and banana" or the second player could say, "banana and apple". Decide which way to add to the list before the game is begun. A more difficult version of this game is to name random items without an alphabetical order. When playing the alphabet version in the car, play continues until the end of the alphabet is reached. When playing the random version, play continues until only one player can remember the sequence.

STATE LICENSE BINGO

Make a list of about 30 states. Cut shirt cardboards in half and mark them into squares -- five across and five down. Print the names of states in all squares except the center one, which is "FREE." Make several cards with no two alike. While on a car trip, each player takes a card and puts a small check with a pencil when he sees a license plate from that state. First to complete a row across, down, or diagonally wins.

LICENSE COUNT

While on a trip, watch for license plate numbers which begin with 1, 2, 3, and so on, up to 10. Then use the first two numbers of the car tag. The person who sees the highest number (counting consecutively to that number) wins. or, try to spell the alphabet by using the letters on car tags, or the letters on billboard signs.

CIRCLE GEOGRAPHY



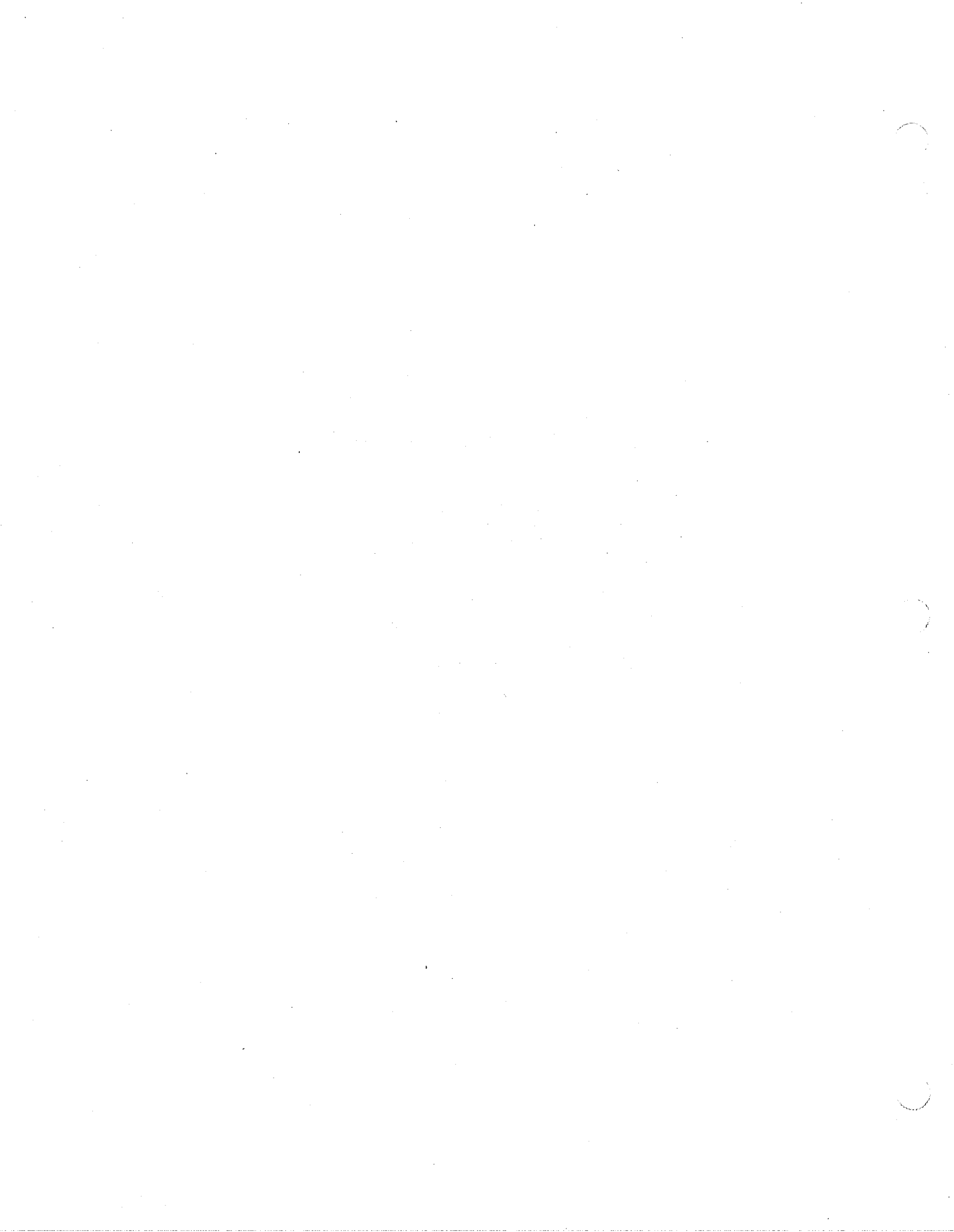
Play goes around a "circle", from one player to the next in line. One person begins by naming a geographical location (city, state, or country). The next player to the right names another location which begins with the last letter of the previous work. For example, "California" may be followed by "Aberdeen", which is followed by "North Carolina", and so on.

***Many thanks to the Two Rivers Council 1989 Pow Wow Book for the wealth of input.



P & u n z z l e s T r i c k s





PUZZLES, STUNTS AND TRICKS

Hopefully this session will give you suggestions for some fun and interesting ways to interject amusement into your pack and den meetings.

During this session we will outline how to solve puzzles perform stunts and magic tricks.

Now follow along into the exciting world of solving puzzles, performing stunts, and fooling your friends with tricks.

PERPLEXING
and PUZZLES
TANTALIZING
TEASERS

by Martin Gardner

ILLUSTRATED BY *Laszlo Kubinyi*

SIMON & SCHUSTER *New York*

9 The Dime-and-Penny Switcheroo

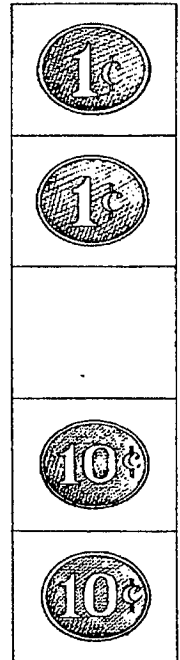
Put two dimes and two pennies in the spaces that contain their pictures. The object is to make the pennies and dimes change places in exactly eight moves.

You are allowed two kinds of moves: 1. You can slide any coin into an empty space next to it.

2. You can jump any coin over the coin next to it, like a jump in checkers, provided you land on an empty space.

The puzzle isn't as easy as it looks. Time yourself to see how long it takes you to switch the coins in eight moves. If you solve it in five minutes, you're a genius. Ten minutes is excellent. Twenty minutes is about average.

Remember, only eight moves are allowed. If you do it in more moves, you haven't solved the puzzle.



9 The Dime-and-Penny-Switcheroo

1. Slide the penny.
2. Jump the penny with the dime.
3. Slide the dime.
4. Jump the dime with the penny.
5. Jump the other dime with the other penny.
6. Slide the dime.
7. Jump the penny with the dime.
8. Slide the penny just jumped.

11 Tantalizing Toothpick Teasers

You'll need about fifteen toothpicks, or burned wooden matches, to test your wits on these six clever toothpick puzzles. If you can solve three, you're average. Four is good, five is excellent, and six makes you a genius.

1. Change the positions of four toothpicks to make three small squares, all the same size, and no toothpicks left over.

2. Change the positions of two toothpicks to make four small squares, all the same size, and no toothpicks left over.

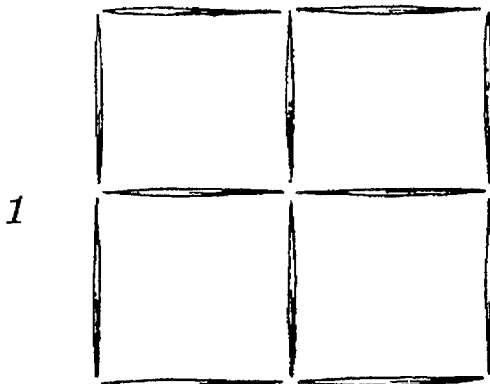
3. Remove six toothpicks completely, leaving ten on the table.

4. Move the position of one toothpick and make the house face east instead of west.

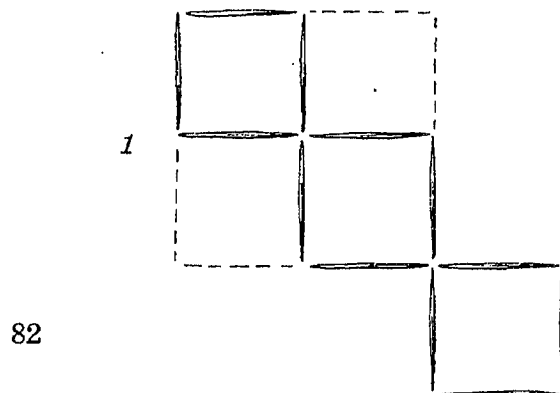
5. Change the positions of three toothpicks so that the triangular pattern points down instead of up.

6. The picture shows how to make four triangles with nine toothpicks. Can you find a way to make four triangles, all the same size as the ones shown, with only six toothpicks?

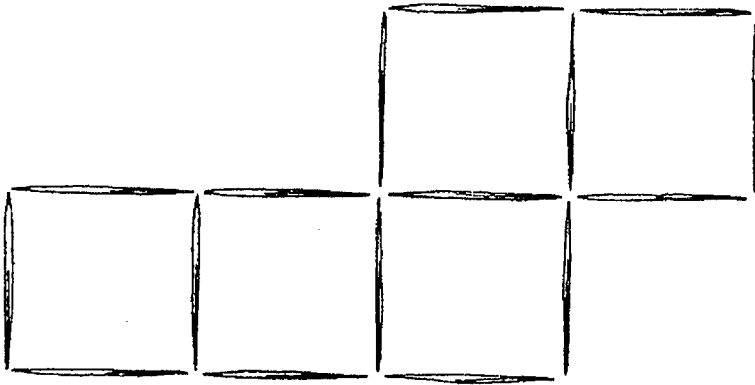
Hint: The solution to this toothpick teaser is different from the other five. It will require a completely new approach.



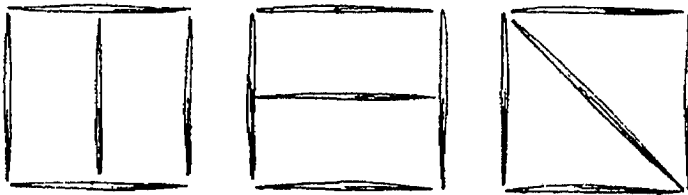
11 Tantalizing Toothpick Teasers



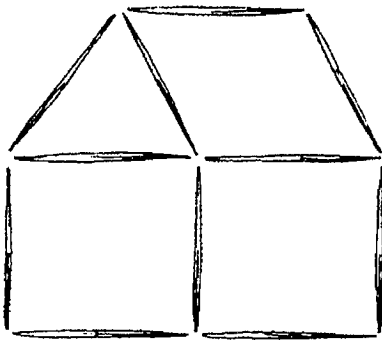
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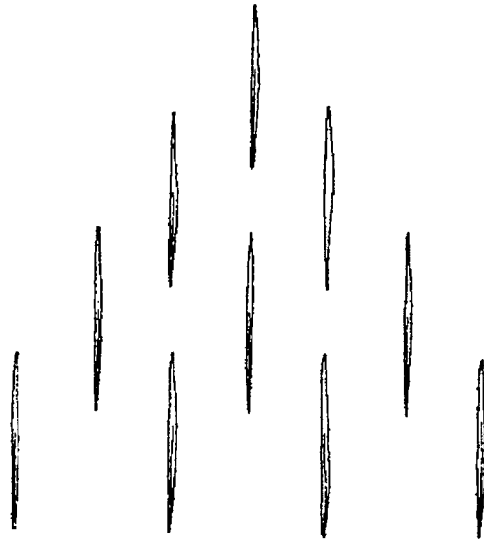
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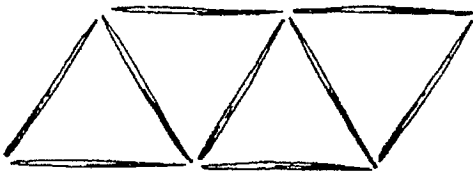
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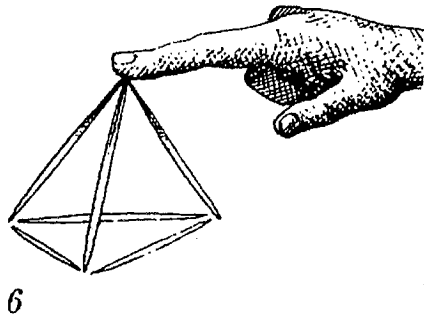
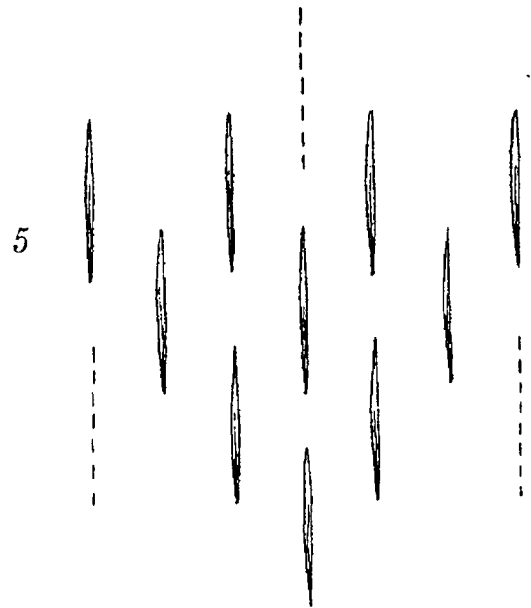
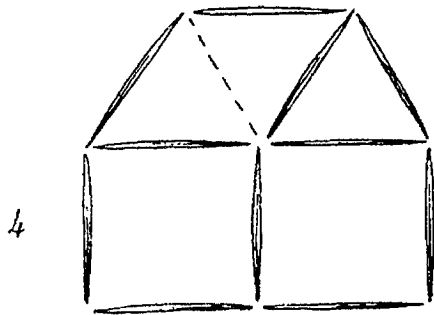
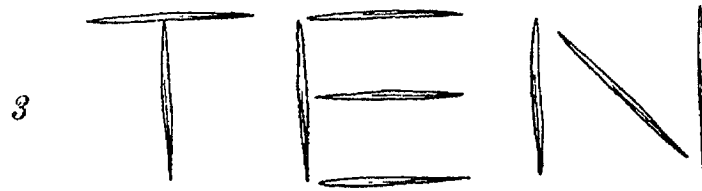
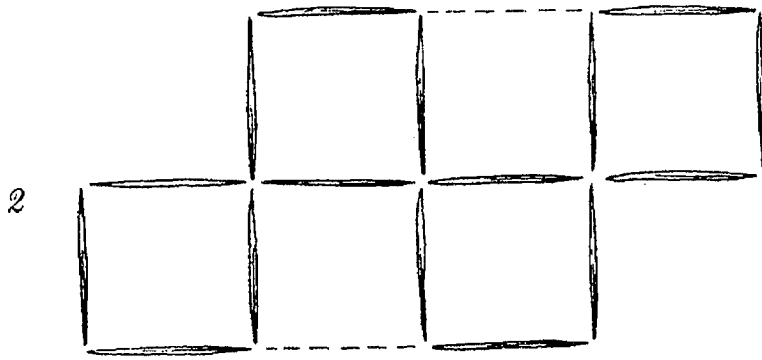


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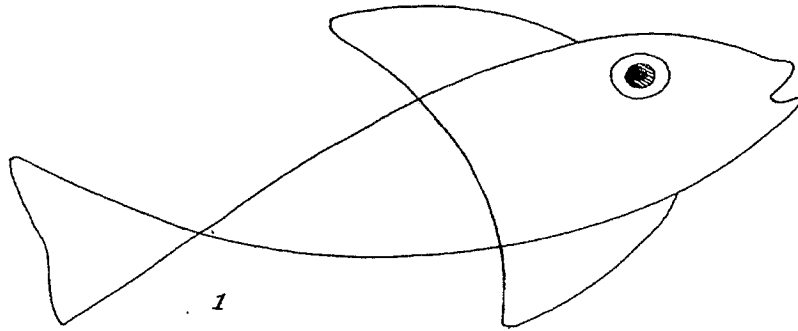


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21 The Fish and the Robot

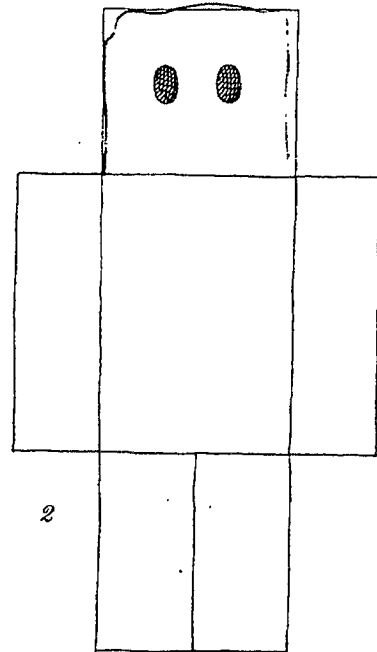


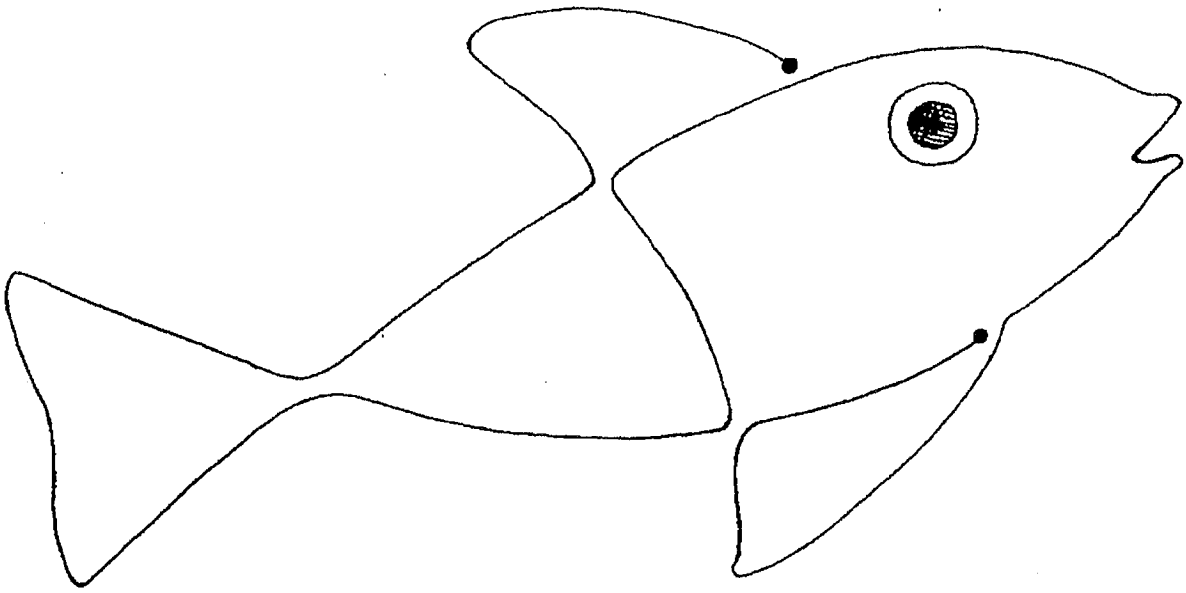
Get a pencil and a sheet of blank paper, then see if you can draw this fish in one continuous line without taking the pencil point off the paper, without going over any part of the line twice, and without crossing over any part of the line.

After you've learned how to draw the fish, see if you can draw the robot in the same way.

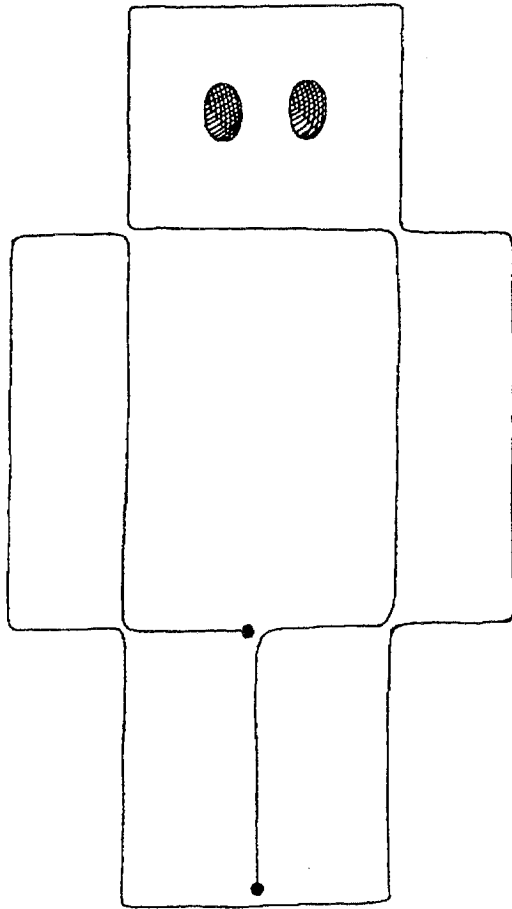
The eyes of the fish and robot are not part of either puzzle.

There are many ways to draw both figures according to the rules, but in every case you must always begin and end the single line at the spots marked with dots.



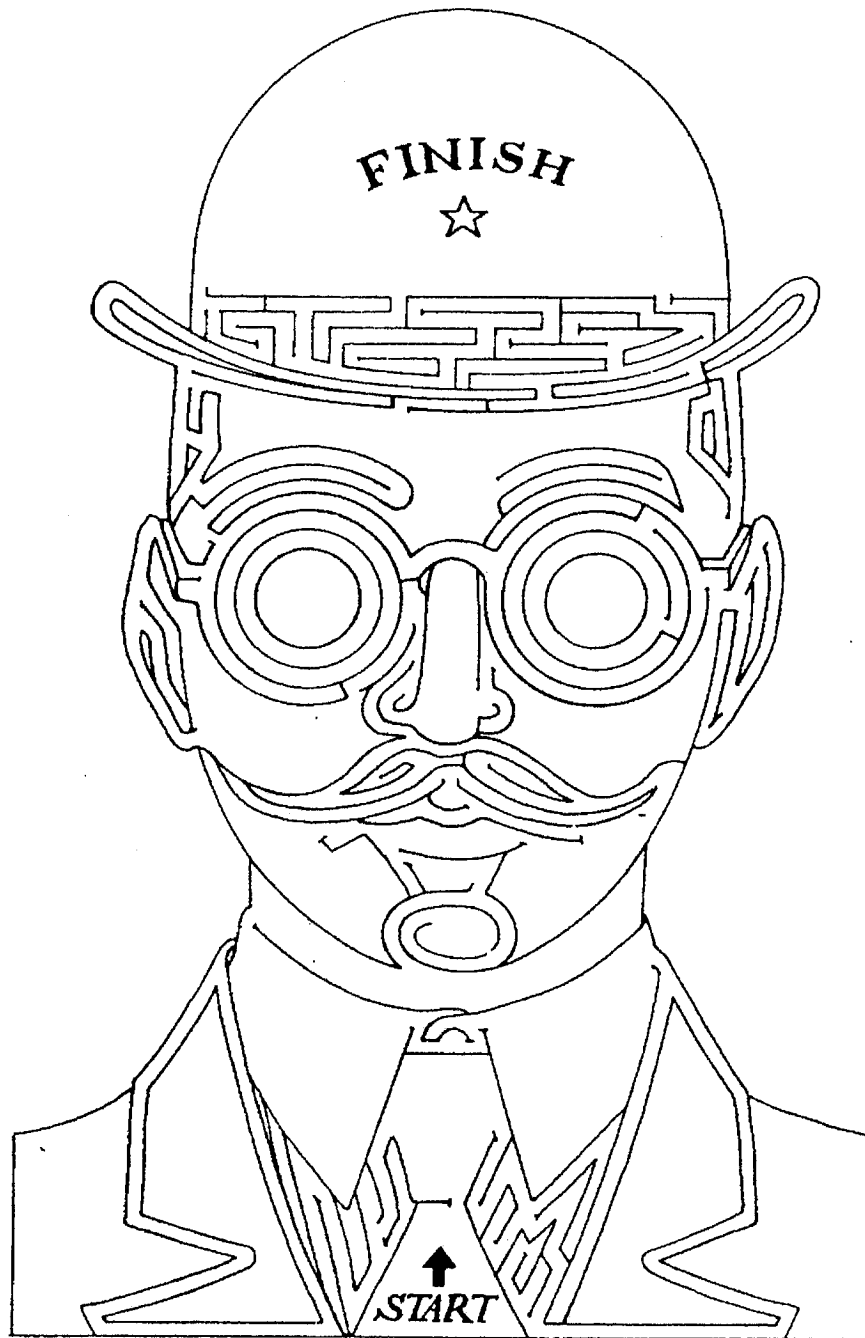


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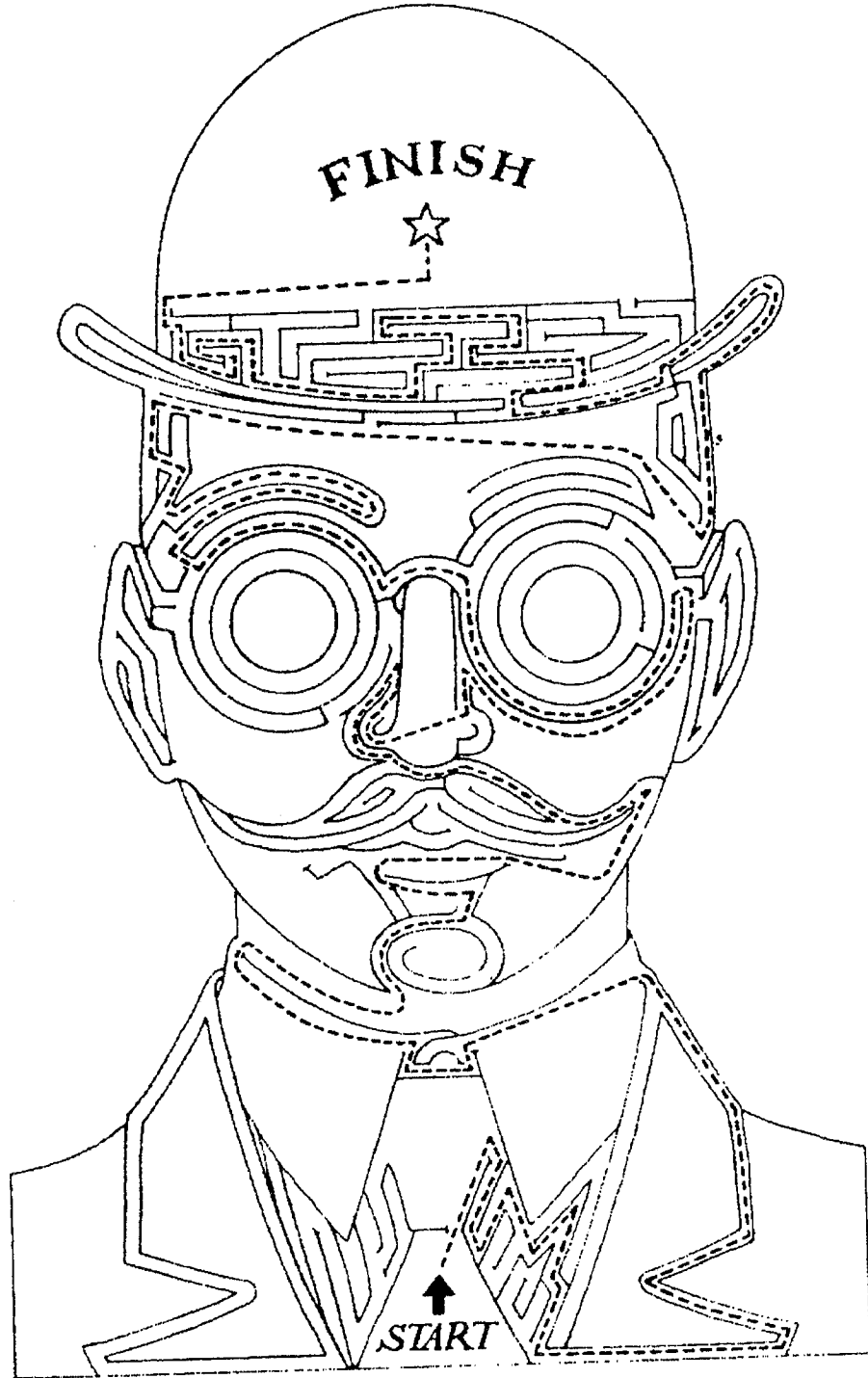
39 The Amazing Mr. Mazo

Start at Mr. Mazo's necktie and find a way to reach the inside of his hat without crossing any lines. Use your finger or a toothpick, instead of a pencil, to follow the route, so you can show the puzzle to your friends without giving away the answer.



39 The Amazing Mr. Mazo

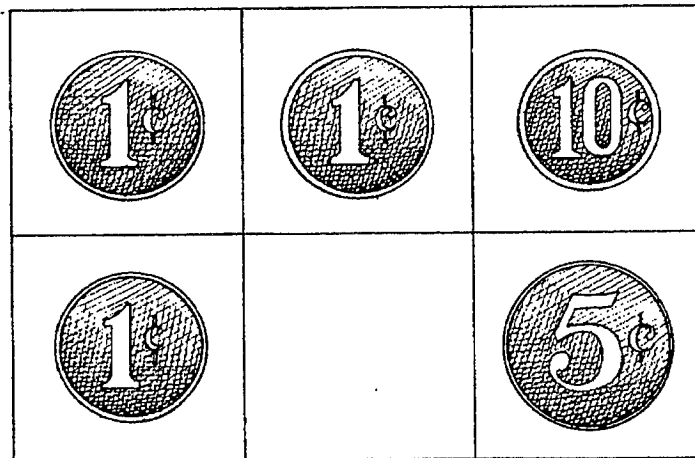
The dotted line shows how to go from Mr. Mazo's necktie to the inside of his hat.



44 The Dime-and-Nickel Switcheroo

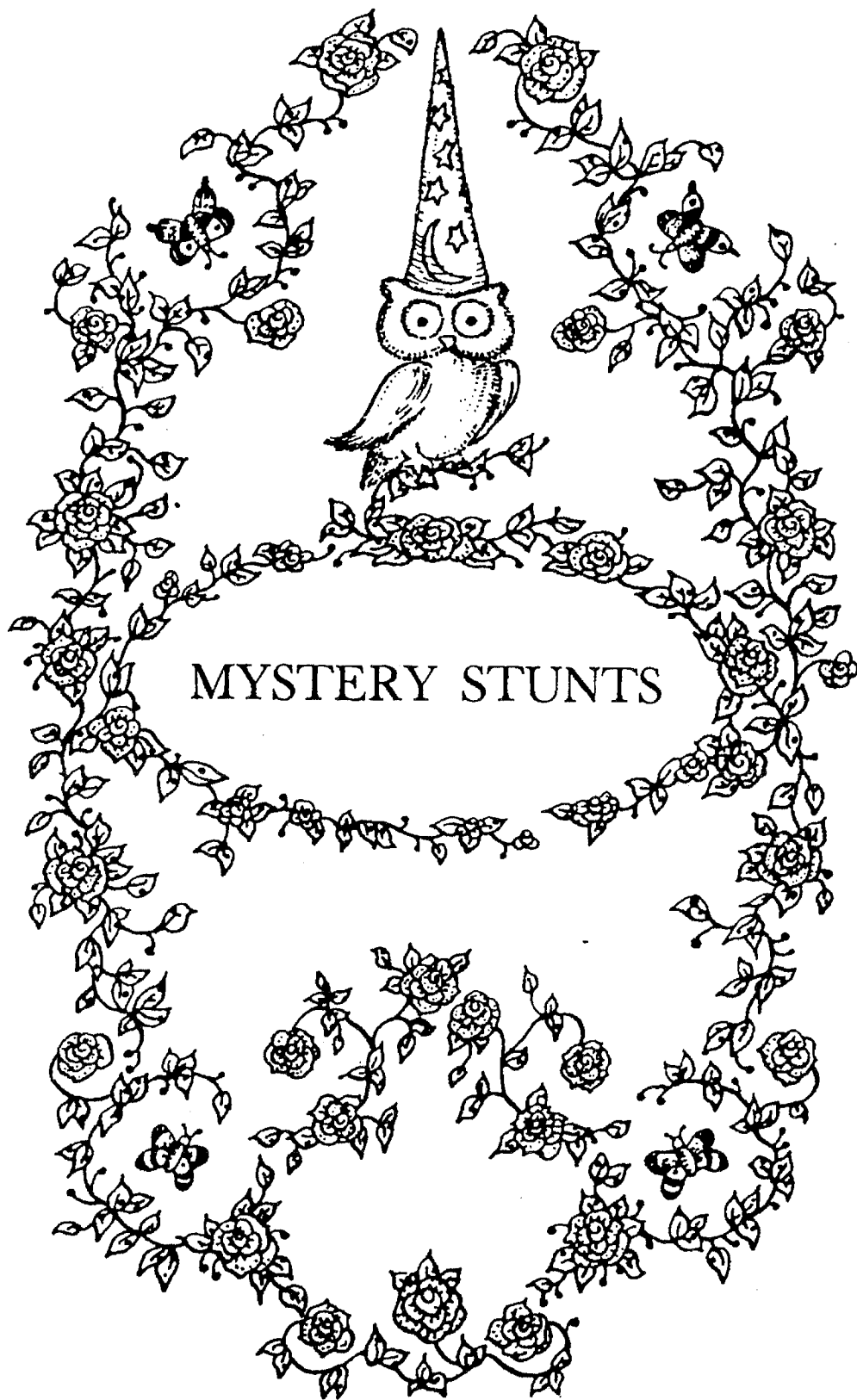
Put three pennies, a nickel, and a dime on top of their pictures. By sliding one coin at a time, into a neighboring empty cell, can you make the dime and nickel change places? You are allowed to move a coin left or right, up or down, but not diagonally.

It's easy to switch the dime and nickel if you keep sliding the coins long enough, so try to figure out how to switch them with the smallest number of moves. It can be done in fewer than twenty moves, but it takes more than twelve.

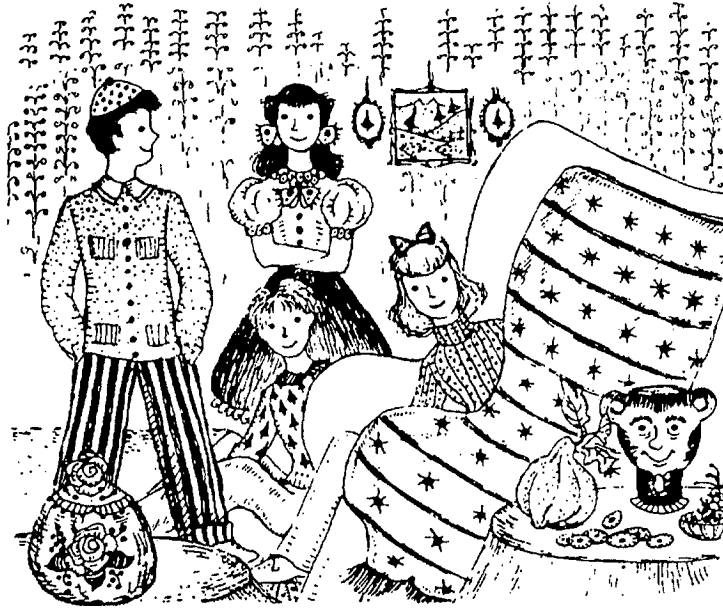


44 The Dime-and-Nickel Switcheroo

1. Nickel left
2. Dime down
3. Penny right
4. Nickel up
5. Penny right
6. Penny down
7. Nickel left
8. Penny left
9. Dime up
10. Penny right
11. Penny down
12. Nickel right
13. Penny up
14. Penny left
15. Penny left
16. Dime down
17. Nickel right



MYSTERY STUNTS



If you and a friend will learn these mystery stunts, you can mystify your friends at parties. It will take people a long time to figure each trick out.

Each is based on a simple system of signals which you two will know, but which nobody else is supposed to know. It's a good idea to change or vary the signals from time to time. You will think of many ways to do this.

You will also think of lots of ways to make each trick more puzzling and entertaining. You can add jokes, useless comments, an air of bewilderment - anything to throw your audience off the scent.

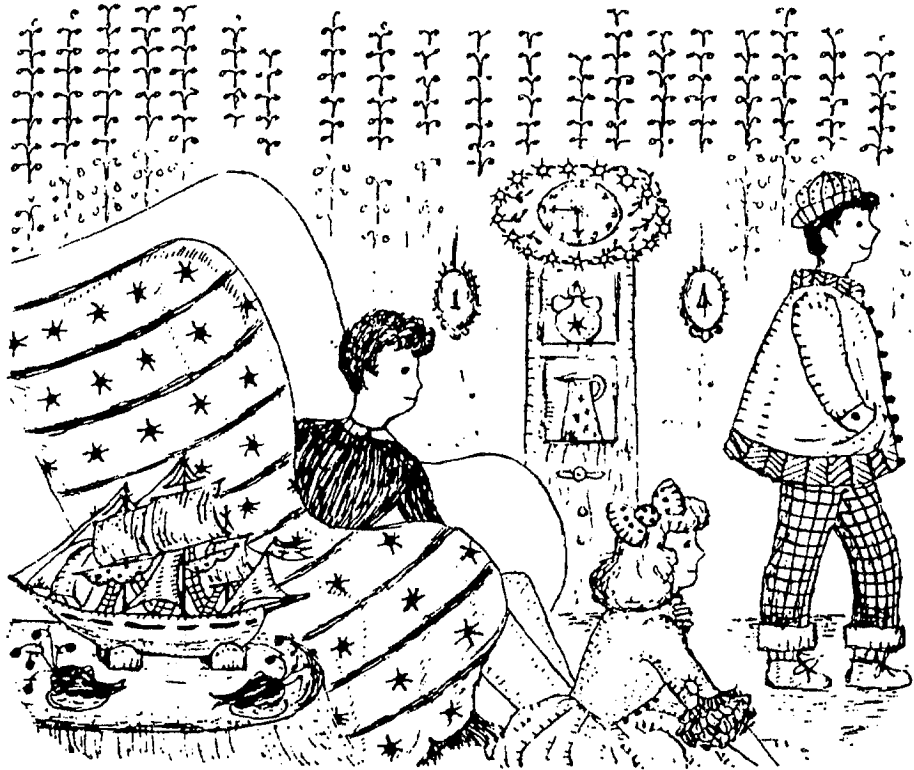
You and your partner should exchange roles frequently in performing these tricks. Let him be the clever one half the time!

White Magic

Offer to name any object selected by a group while you are out of the room. Your assistant, of course, stays with the party. When you return he will ask you, "Did we select this?" - naming one wrong object after another. To each question you answer "No." Finally he names the correct object, and you say "Yes."

How do you know when to say "Yes?" He names a white (or nearly white) object immediately before mentioning the correct one.

Then let him go out of the room, while the players select another object. When he returns, you query him. But this time, name a black object before naming the right one.



Shake Hands

Announce that you will leave the room and, when you return, be able to tell whom your assistant shakes hands with while you are gone. Wait awhile before leaving, until several people have spoken. Your assistant will shake hands, while you are out, with the one who spoke first. Name this person as soon as you come back into the room.



This and That

Go out of the room and let the players select an object, as in White Magic. When you return, your assistant will point to various objects and say, "Is it this one?" "Is it that one there?" "Is it this one over here?"

"Is it that one?"

The cue will be the words, "Is it that one?" The first object your assistant points to after saying those exact words will be the correct object.

What Number?

Ask the players to select a number while you are out of the room. Suppose they select 6i. When you come back, your assistant calls out a string of numbers, for example, 24, 32, 77, 6i, 13, 80. The last digit of his first number tells you that the fourth number in his list is the correct one.



Where Were You Born?

Tell the group you have the strange power of being able to name the city where anyone was born. Then go out of the room. Your assistant will learn the birth cities of three people, before calling you back.

For the first person he will ask you something like this: "Was he born in Boston?" You answer "No." "In New York?" "No." "In Syracuse?" "No." "In San Francisco?" "Yes."

For the second: "Was he born in Oshkosh?" "No." "In Denver?" "No." "In Savannah?" "No." "In Cleveland?" "No." "In New York?" "Yes."

For the third: "Was he born in Santa Fe?" "No." "In Nashville?" "No." "In Kalamazoo?" "No." "In Chicago?" "Yes."

How did you know when to answer "Yes?" The first city he mentioned after a city with three syllables was correct for the first person. For the next person, he mentioned the correct place second after mentioning a three-syllable city. For the last person, he named the right city third after the three-syllable city.

This may sound hard, but it's as easy as one, two, three -and extremely mystifying!

Which Match?

Lay ten matches in a row on a table, and ask the group to select one while you are out. When you come back, your assistant will point silently, one by one, to all the matches.

You will know the correct one by this fact: He will point to it immediately after pointing to the match which lies farthest to his right.



The Mysterious Sentences

Everyone except your assistant writes a short sentence, folds the paper, and puts it in a bowl. The assistant pretends to do the same, but conceals his paper.

Now you draw a folded paper from the bowl, pretend to concentrate, and finally speak a sentence. Your assistant says, "That's mine." You unfold the paper, quickly read and memorize what is actually written on it, put it into your pocket, and say gravely to your assistant, "That's right!"

Draw another sentence from the bowl, concentrate again, and finally repeat the sentence from the previous piece of paper. Someone will have to claim this sentence also. Then unfold the paper and memorize what is on it. Continue in the same way several more times. You Must Stop while several sentences are left in the bowl, or someone may notice that there is one sentence less than the number of players.

The Talking Cup



Drop a coin loudly into a cup and say to the party, "This cup will tell me who takes the coin out of it when I leave the room."

Go out of the room until someone has removed the coin and the group calls you back. Now have everybody touch the cup in turn. Be sure to remember which two people touch the cup before your assistant touches it. And notice carefully which hand he touches it with.

Now pick up the cup and ask it, "Who took the coin?" Put the cup to your ear, listen carefully, and then name the person.

If your assistant touched the cup with his right hand, he touched it immediately after the person who took the coin. If he touched it with his left hand, he touched it second after the one who took the coin.



Invisible

Say to a group, "I have an invisible substance on my finger. But my friend here has eyes so keen that he can tell when I touch anybody's forehead with it."

Send your friend (assistant) out of the room. Then carefully select someone and touch that person's forehead lightly with your finger. Suppose you select a girl named Carolyn Smith.

Now call your assistant back, and let him spend some time looking at people's foreheads. Finally, say to him something like this: "Come now, show us how bright you are - or how silly!" He will "search" awhile longer and then name Carolyn Smith.

How did he know? You picked someone whose two initials were different from anyone else's in the room. Then you made up a sentence in which the first letter of the first word was one initial, and the first letter of the last word was the other.

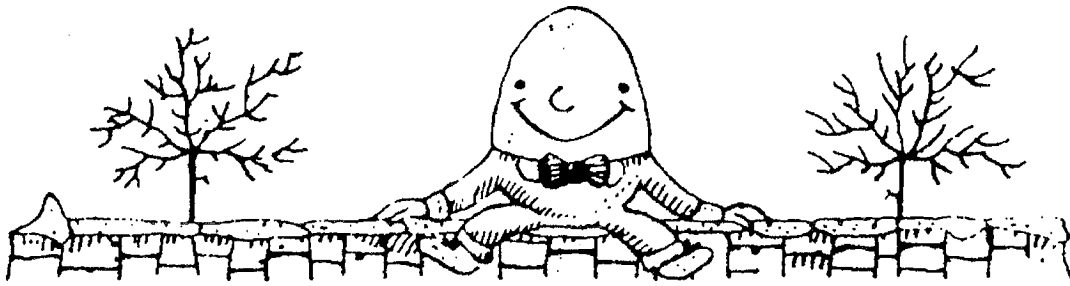
Magical Ashes

For this one you need no assistant, but you do need to keep an honest face. Ask for a pencil and some slips of paper, and sit at some distance from the group. Ask them to call out, one by one, the name of a famous person. You write a name on each slip, fold it, and drop it into a bowl.

At the end, ask someone to draw a slip from the bowl. Burn the rest. Now ask the person who drew the slip, to hold it against your head, while you try to "get" the name. At last say the name. Let someone unfold the paper, and, you will almost certainly be right.

The reason: You wrote the second name that was called on every slip after the first one.

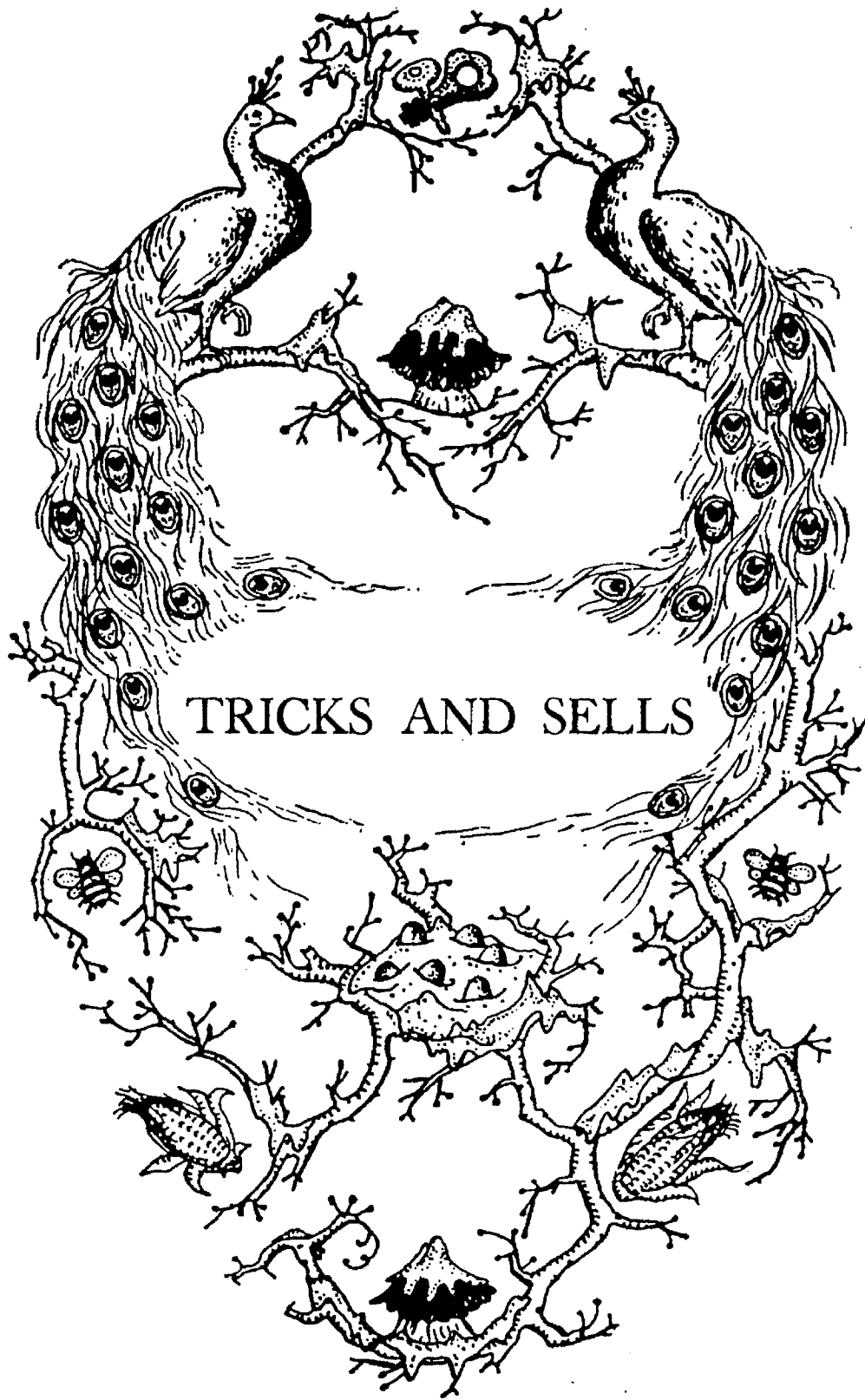
If you want to be sure to be right, then write down on every slip the first name that is called.



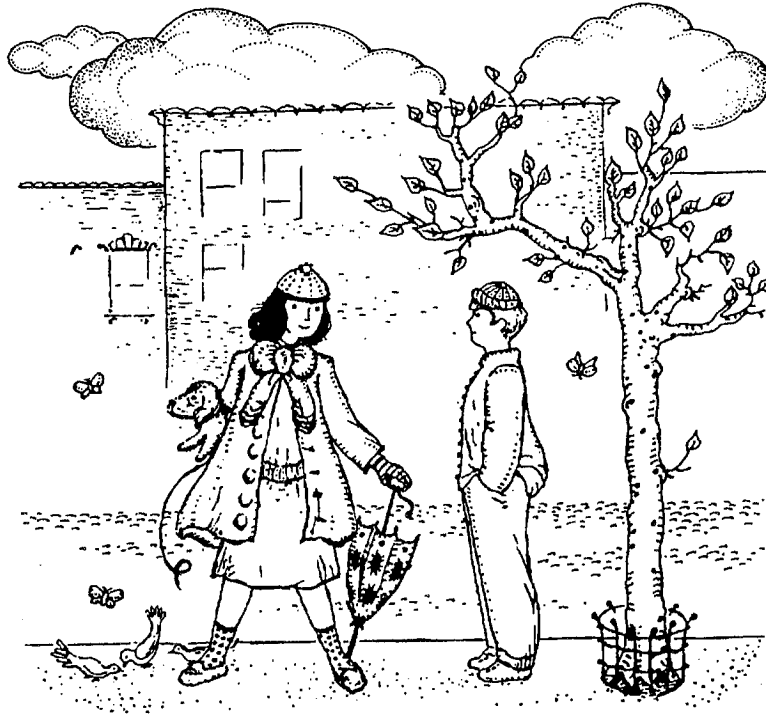
Nope

Go out of the room and let the players select any name famous in history.

When you return your assistant will say, "Is it Julius Caesar?" or any name except the correct one. Answer "Nope." He will continue giving you false names as long as you answer "Nope." When you get tired of mystifying your audience, say "No" instead of "Nope." This will be the signal for your assistant to give you the right name, and your next answer will be "Yes."



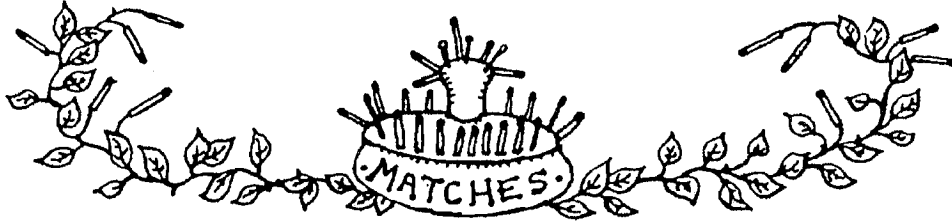
TRICKS AND SELLS



The Other Side of the Street

Next time you are standing on the sidewalk with a friend, offer to prove to him that he is really standing on the other side of the street. He will no doubt be glad to give you a chance to prove anything so absurd. So just point across the street and say, "That's one side of the street, isn't it?" He will have to admit that. Next say, "This is the other side of the street, isn't it?" He'll have to admit that, too. Then say, "So you are on the other side of the street." He won't admit that, but he will have to

A Game You Can't Lose



admit that you have trapped him very nicely.

Here's a game you can't lose - at least not until your fellow player finds out the secret of why you always win. Play it with twenty-one matches (or cards or any other small objects).

Lay the matches down in a pile, and invite your opponent to play first. The rules are that each player, in turn, may draw one, two, or three matches from the pile. The one who draws the last match loses the game.

If he draws one match, you draw three. If he draws two, you draw two. If he draws three, you draw only one. In other words, whatever number of matches he draws, you draw enough to make a total of four. If you follow through in this way, your opponent will have to draw the last match, so long as he makes the first play in the game.

You can even risk making the first, play yourself, so long as your opponent has not caught on to the principle of the game. Draw one match the first time, and then let him draw. But keep track of the total number of matches which both have drawn. Now, if, on your second draw or on any later draw, you can draw enough matches so that the total number of matches drawn is divisible by four, you can win the game

Joke

Ask someone to spell the word "joke." Then ask him to spell "folk." Next ask him to spell "poke." Finally, ask him to spell the white of an egg. He will usually spell "y-o-l-k"- but the yolk is the yellow part of an egg. The white part is called albumin.

Something Strange

- You: "Want to see something strange?"
Friend: "Yes."
You: "Put your right hand over your left eye. Now put your left hand over your right eye."
Friend: (After a moment) "Now what?"
You: "Dark, isn't it?"

Is That Right?

- You: "I'll bet you can't answer four questions in a row and answer them all wrong."
Friend: "I'll bet I can."
You: "Well, let's see. Are you an elephant?" (Oi, any other question.
Friend: "Yes."
You: "Do you live in the zoo?"
Friend: "Yes."
You: "Do you eat hay?"
Friend: "Yes."
You: "Let me see. That's the fourth question, isn't it?"
Friend: "No, that's only three." (If he says this, he has answered a question correctly and you have won.)

Shell Game

Offer to show your friend (or a whole crowd) something no one has ever seen before and will never be able to see again. Your offer will probably be accepted. If so, take a peanut from your pocket, crack the shell, and ask, "Did anybody ever see this kernel?" Then eat it and ask, "Will anyone ever see it again?"

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