MID-IOWA COUNCIL

1985

November, 1985

Welcome to the Magic of Scouting,

We have compiled material from Councils across the United States in an attempt to give you many new ideas. Hopefully, they will be helpful to you in the coming year.

Be sure to attend your district's monthly Roundtables for additional ideas pertaining to the monthly themes. Remember, your most valuable resource is fellow Scouters. Share your ideas with each other and watch your program grow and glow.

Hope you enjoy your 1985 **"Magic of Scouting"** Pow Wow Book!!!!

In Scouting,

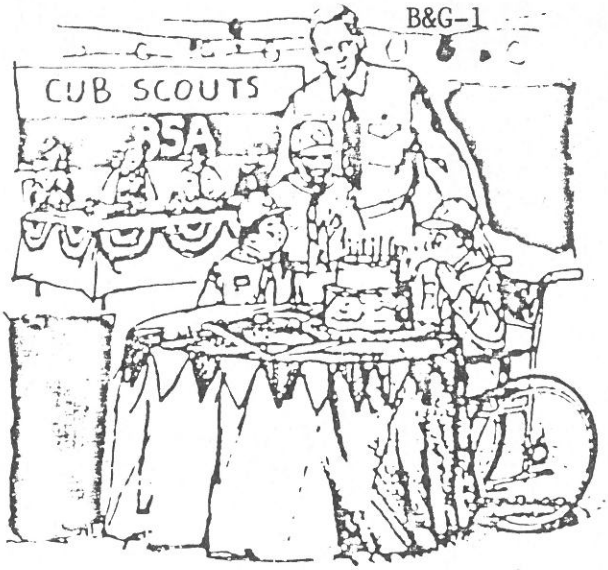
Mary Linda

Mary King and Linda Greethurst

P. S. Watch the pages in the Den Administration Section. The numbering is tricky!!!!

BLUE AND GOLD

BANQUET



BLUE AND GOLD BANQUET

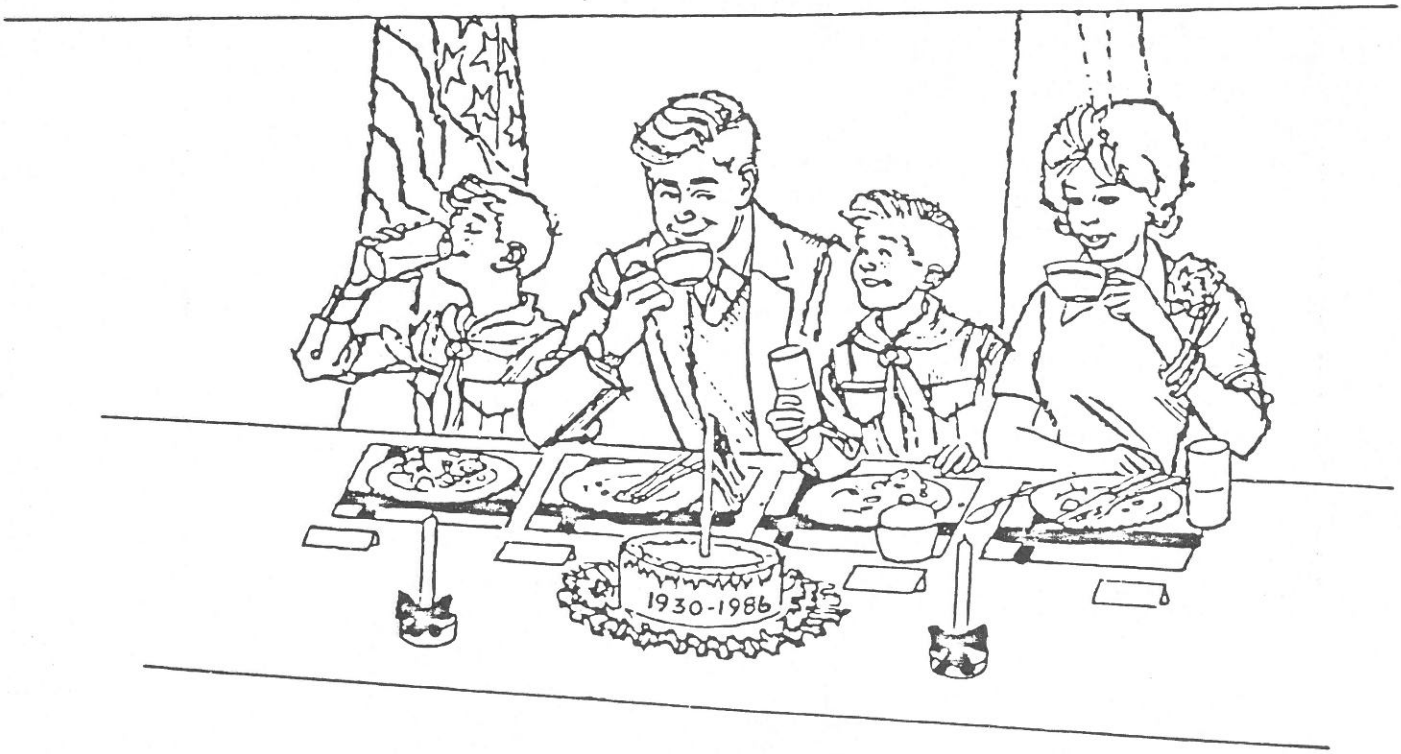
The Blue and Gold banquet is probably the most exciting event of the whole year because it is a birthday party for Cub Scouting in which all pack families can take part. The banquet is held in February, the anniversary month of the Boy Scouts of America.

Some packs make the dinner a potluck affair with each family bringing a covered dish, and other packs prefer buying the food, having it prepared by a parents' committee, and then prorating the cost among those attending.

The plan of feeding isn't important. It is the Cub Scouting that happens in making the program come true that counts. Dens sit together with their families so that den spirit and family relationships are strengthened. Banquet arrangements must be made and planning done well in advance. This is the secret of a sucessful Blue and Gold banquet.

There are three important things to remember.

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



PLANNING THE BANQUET

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

BANQUET COMMITTEE RESPONSIBILITIES

1. Set the date and time of banquet if this has not already been pre-determined. Most packs hold the banquet on the regular pack meeting date.
2. Decide on a meal-serving plan.
   a. Pot Luck - Each family brings a dish to share either with the whole pack or with the den group. Families furnish their own plates, cups, utensils, serving dishes. Food is pooled and served buffet style.
   b. Food Committee - If the pack has sufficient funds, they may wish to buy the meat, bread, beverage, plates, utensils, cups, napkins, and ask pack families to bring salads, vegetables, and desserts. Some packs prorate the cost among those who attend. Some food committees purchase all the food and prepare the entire dinner.
   c. Catered - Either have a caterer bring in the food already prepared, or the pack can go to a restaurant or cafeteria for dinner. In these cases, the food is prepared so there is nothing for the pack to do but decorate the room and tables.
3. Secure an adequate facility at least six weeks in advance. The space needed will be determined by the serving arrangement and the type of exhibits used.
   a. Type of facility
      (1) School cafeteria
      (2) Church meeting room
      (3) Civic centers, town halls
      (4) Restaurants
   b. Check on rental fee, if any. This may determine which facility you decide to use.
   c. Check seating capacity and number of tables available.
   d. Inquire about kitchen availability, if needed.
   e. Secure permission to use special items - PA system, speaker's stand, etc.
   f. Confirm reservations at least a month in advance.

PLANNING THE BANQUET (continued)

Use the members of the Banquet Committee as chairmen of the following sub-committees to plan the details of the banquet. Depending on the size of the banquet, you may wish to combine some of the responsibilities to fit your needs.

PHYSICAL ARRANGEMENTS SUBCOMMITTEE RESPONSIBILITIES

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

PROGRAM SUBCOMMITTEE RESPONSIBILITIES

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

PLANNING THE BANQUET (continued)

FOOD SUBCOMMITTEE RESPONSIBILITIES

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

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

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

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

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

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

THE BANQUET PROGRAM

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

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

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

The following is a suggested agenda for the banquet program:

Opening Ceremony

Invocation

Dinner

Songs (Use song leader and song sheets so everyone will join in)

Welcome and Introduction of Special Guests

Greeting from Head of Chartered Organization

Bobcat Induction Ceremony

Den Skits and Stunts

Webelos Demonstration

Advancement Awards Ceremony

Den Skits and Stunts

Recognition of Leaders

Announcements and Thanks

Closing Ceremony

This agenda can be adjusted to fit your own particular needs. Try to limit the total program time to no more than 1½ hours.

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

CUB SCOUT MINTS:

¼ of an 8 oz. package of cream cheese — 1 2/3 c. powdered sugar
½ tsp or more flavoring — Food coloring as desired

Mash cheese and add flavoring and coloring. Mix in sugar, kneading with hands until it is about like pie dough. Place one side in a small amount of granulated sugar. Press sugar side down in mold. Unmold at once on waxed paper. Makes about 25 depending on size of mold.

BANQUET INVITATIONS

Invitations to the Blue and Gold banquet are usually sent to every pack family and to the special guests. Boys can make the invitations at den meeting and take them home to their families. Invitations to special guests should be mailed.

The design of the banquet invitation should reflect the high ideals of Cub Scouting and also the theme of the banquet.

SAMPLE INVITATION

PACK 1
Mid-Iowa Council
Boy Scouts of America

requests the honour of your presence

at their annual

BLUE AND GOLD BANQUET

Tuesday, February 18, 1986

Community Town Hall
123 West Main Street

6:30 p.m.

Come see "Exciting Events of Scouting"

R.S.V.P. please
Name & Address

Sepcial guests invited to the banquet might include the following:

1. District Scout executive and family
2. Unit commissioner
3. Church minister or rabbi (where banquet is being held)
4. Scoutmaster of nearby troop
5. P.T.A. president and spouse
6. Scouting coordinator
7. Former Cubmasters and spouses
8. Pack alumni
9. School principal

If there is no head table, or if there are too many special guests to all be seated at the head table, then it is a good idea to seat guests with dens. They usually like to be where the action is anyway. Be sure to let dens know in advance how many guests to expect, and who, so they can make the necessary table decorations, place cards, etc.

AN UNUSUAL BANQUET INVITATION

Materials

Construction paper (2 colors)
Two 3/4" paper fasteners
Scissors
Fine-line felt tip marker

Directions

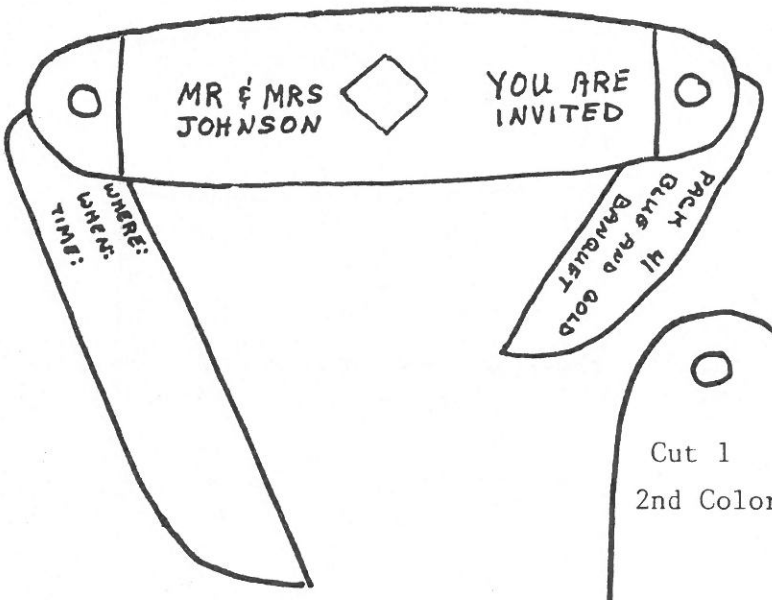
Cut out the pattern pieces from construction paper as indicated.

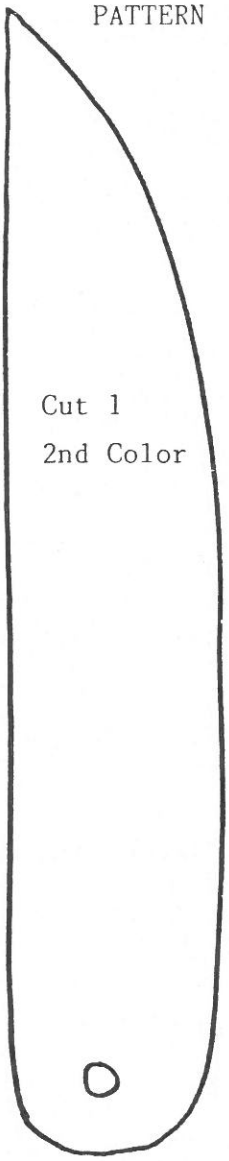
Glue emblem on front.

Use marking pen to write in the details.

Join pieces together with paper fasteners.

ACTUAL SIZE
PATTERN





Cut 1
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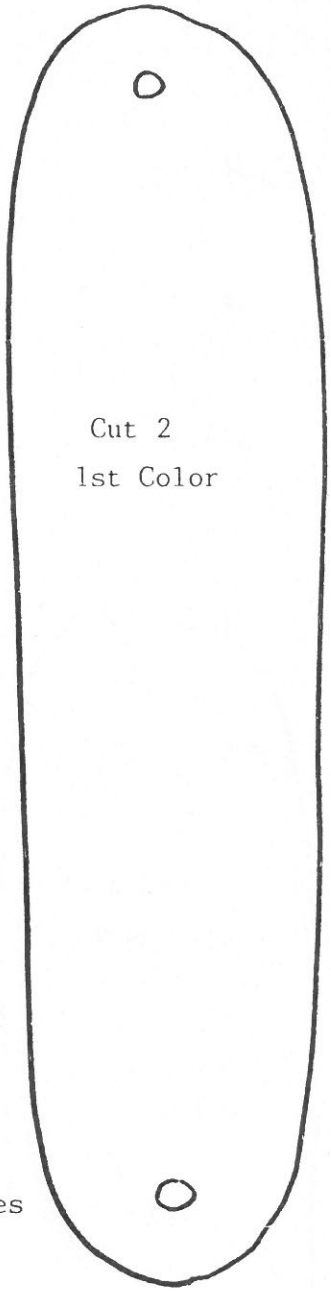
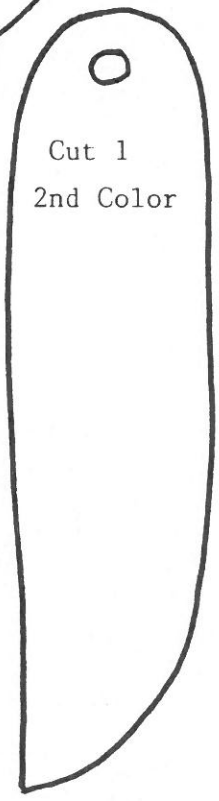


Cut 2
1st Color

Punch Holes



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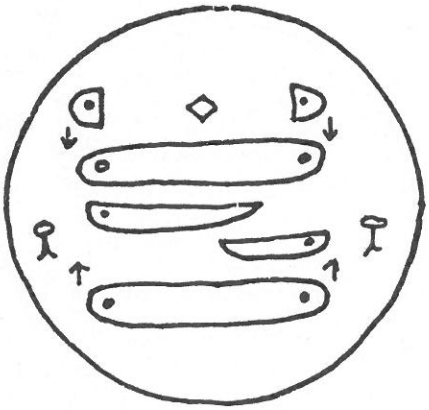

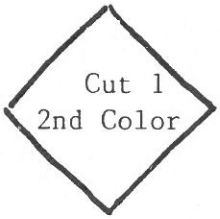

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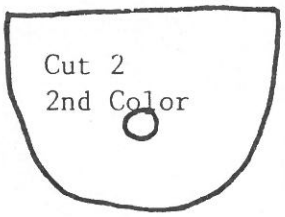
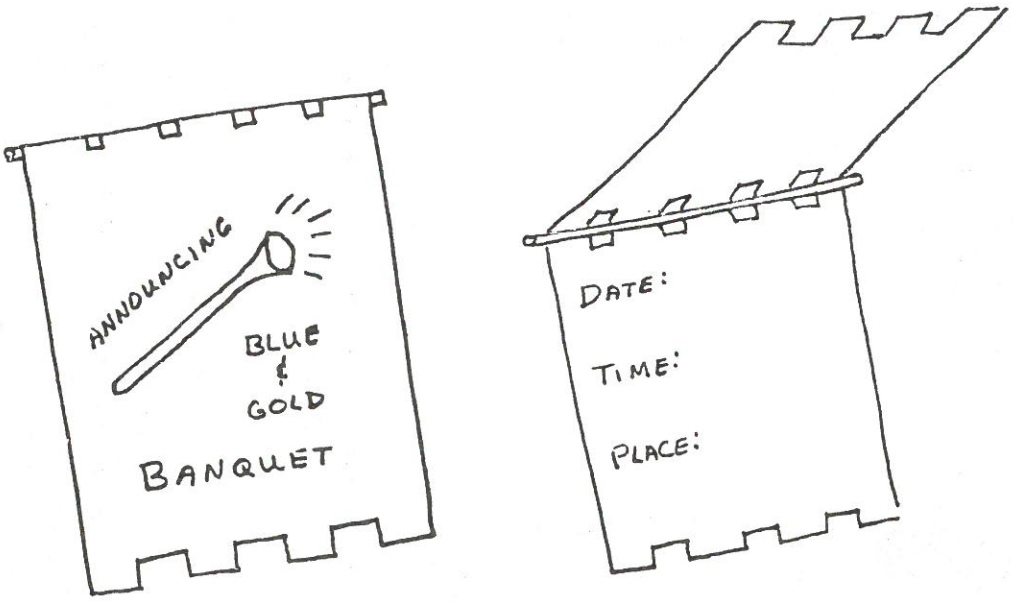


Cut 2
2nd Color

BANNER INVITATIONS

Materials: Colored construction paper, fine line markers, thin dowels cut in 5" lengths, glue, scissors

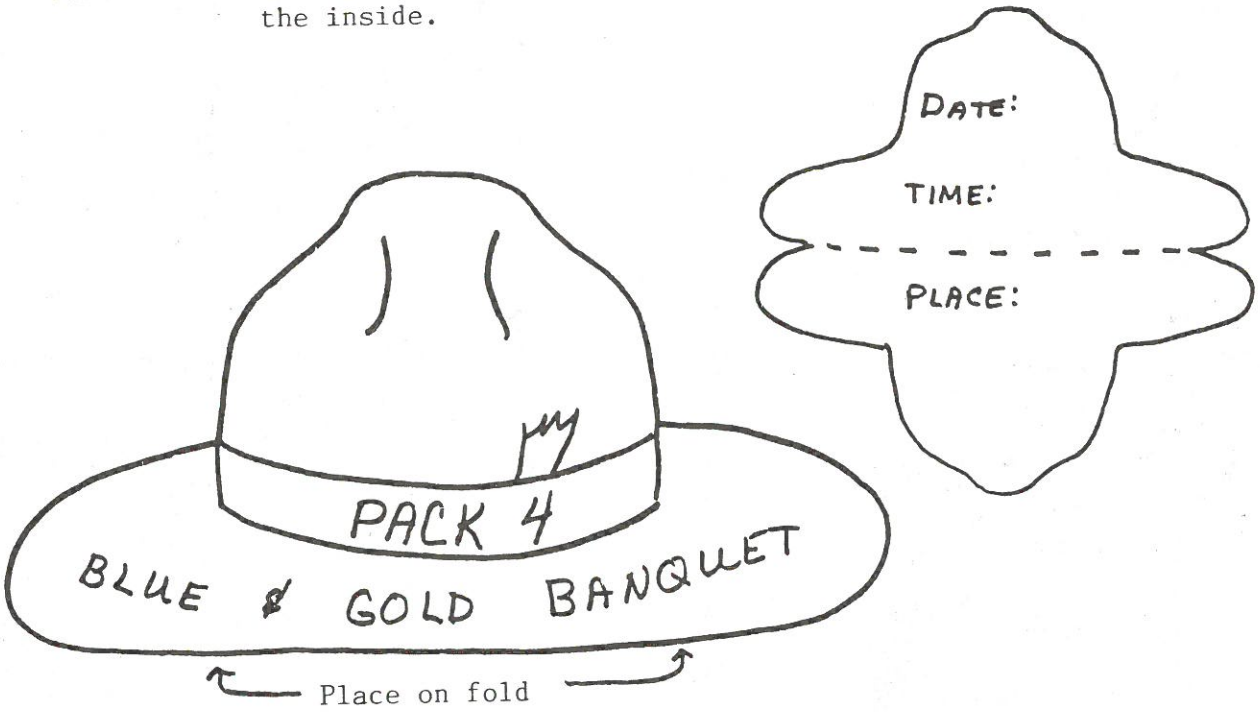
Directions: Cut paper in 4" X 10" pieces, fold in half. Notch top. Put writing on. Glue to dowel on fold.



BADEN-POWELL HAT INVITATIONS

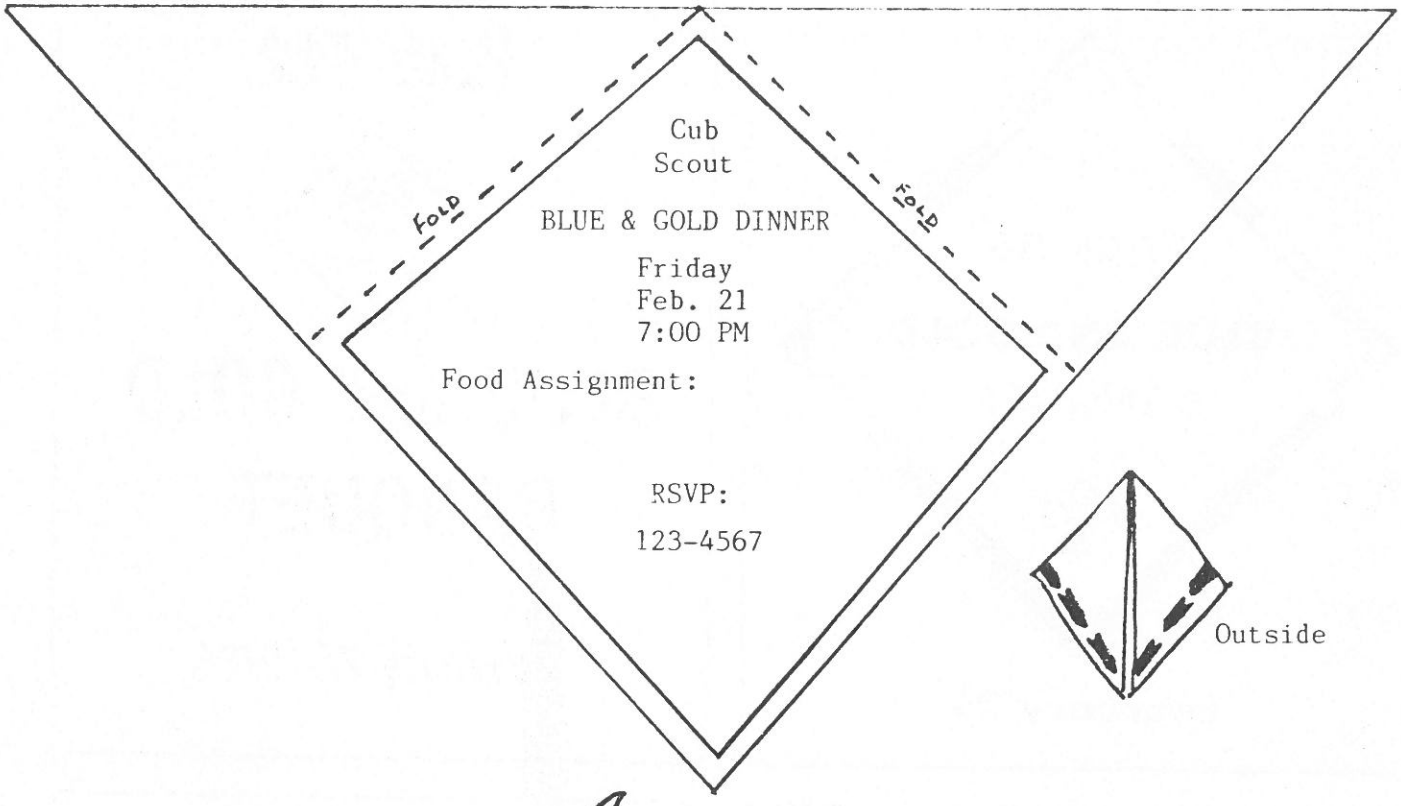
Materials: Light brown or tan colored paper, fine line markers, scissors.

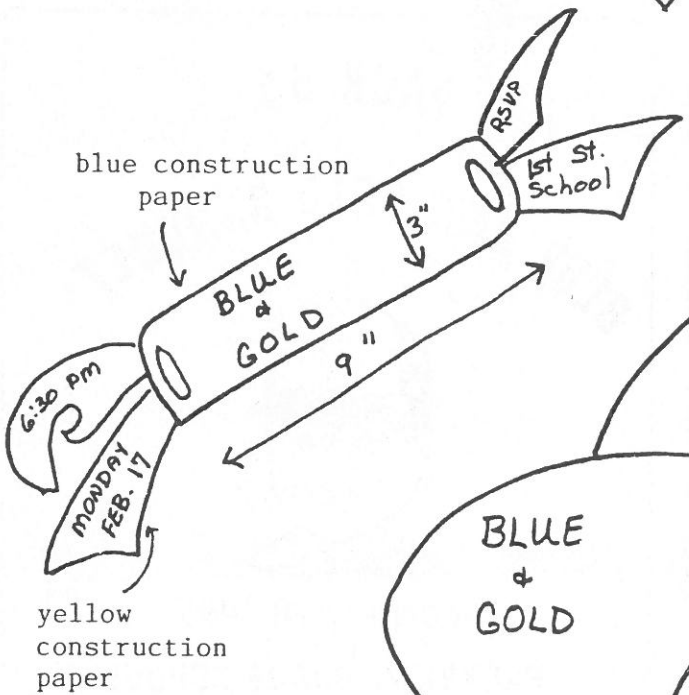
Directions: Put bottom of hat on fold. Cut out. Write invitation on the inside.



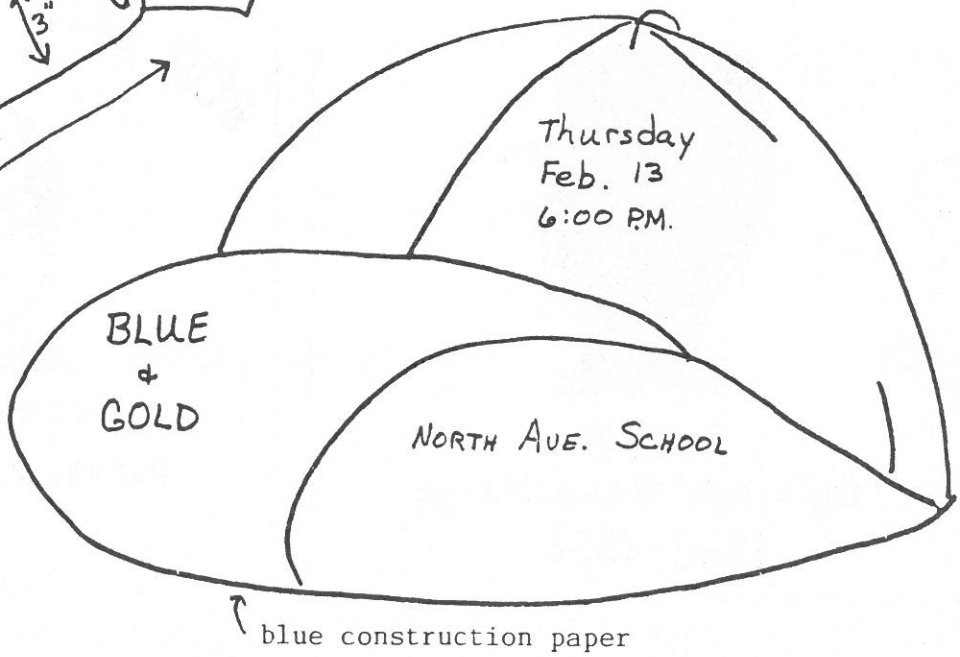
NECKERCHIEF INVITATION

Cut a triangle of yellow construction paper, base 16", sides 8". Decorate with blue paint, crayon or felt-tip pens to resemble Cub Scout neckerchief. Fold points to tip to form an 8" square. Print invitation inside.





CUB HAT INVITATION



BANQUET PROGRAM COVERS

PACK 86

BLUE AND GOLD BANQUET

February 21

Pack 312

BLUE and GOLD BANQUET

February 26, 1986

BLUE AND GOLD BANQUET

Pack 6

Boy Scouts of America

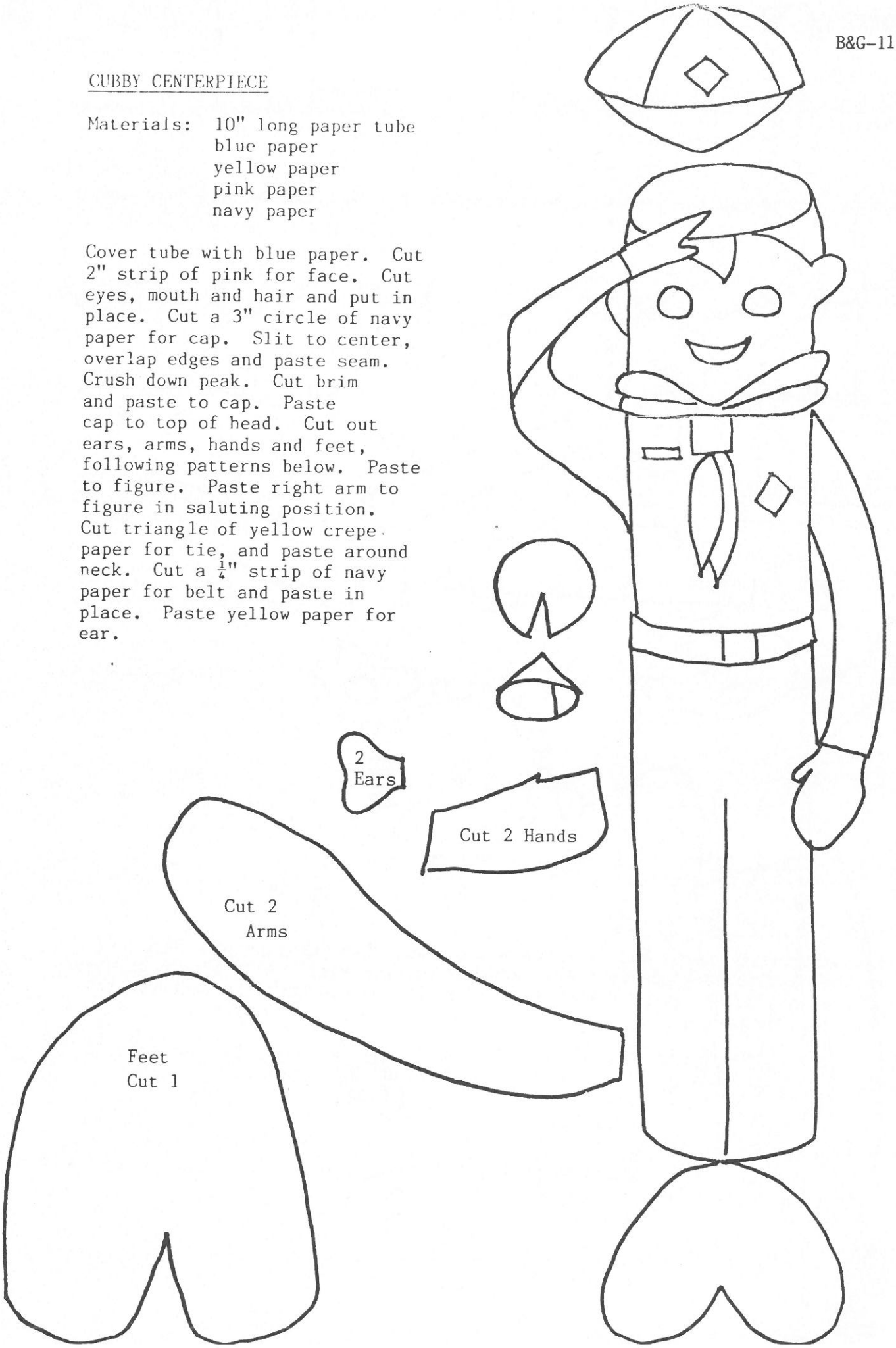
1930-1986

BLUE AND GOLD BANQUET

CUBBY CENTERPIECE

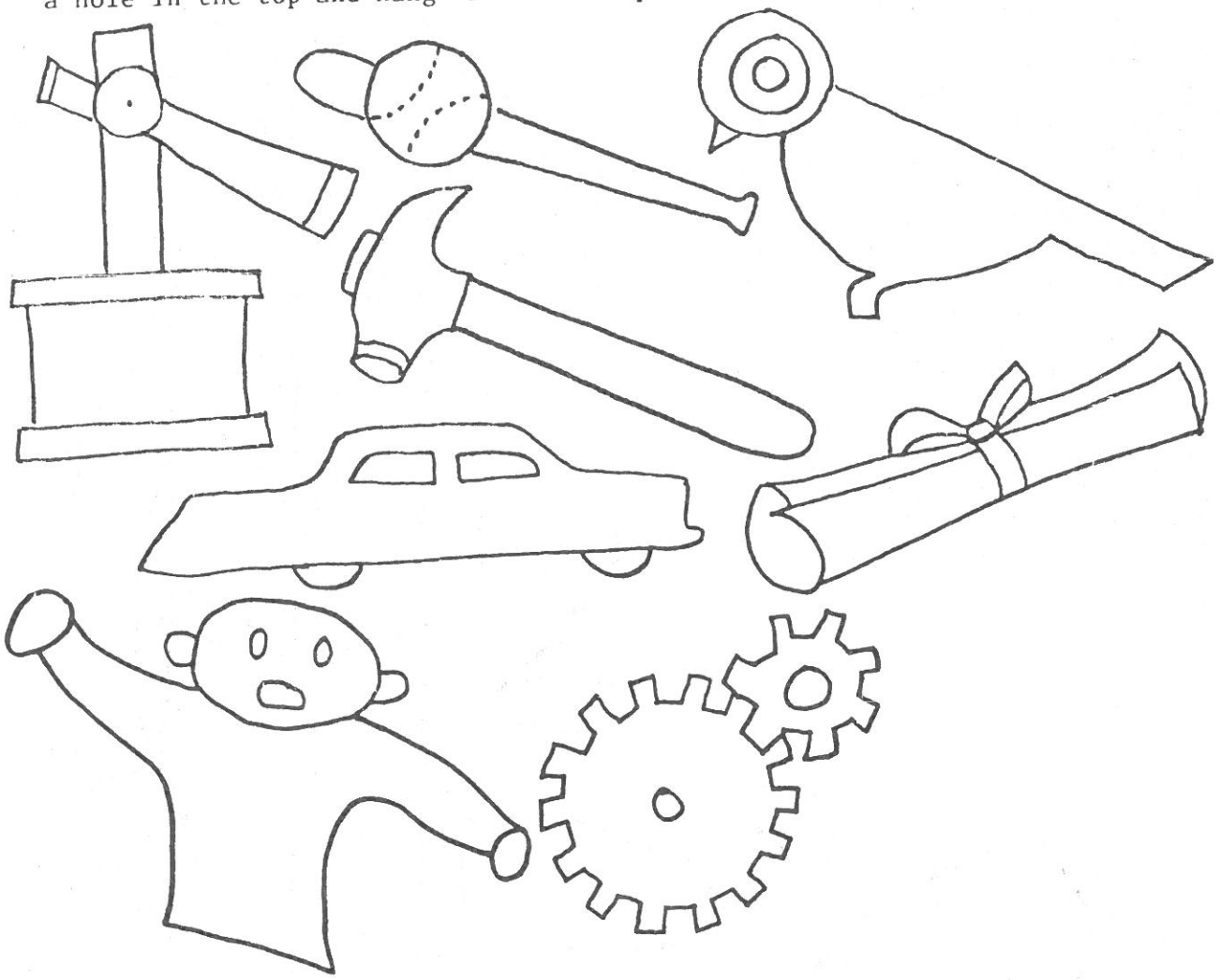
Materials: 10" long paper tube
blue paper
yellow paper
pink paper
navy paper

Cover tube with blue paper. Cut 2" strip of pink for face. Cut eyes, mouth and hair and put in place. Cut a 3" circle of navy paper for cap. Slit to center, overlap edges and paste seam. Crush down peak. Cut brim and paste to cap. Paste cap to top of head. Cut out ears, arms, hands and feet, following patterns below. Paste to figure. Paste right arm to figure in saluting position. Cut triangle of yellow crepe paper for tie, and paste around neck. Cut a $\frac{1}{4}$" strip of navy paper for belt and paste in place. Paste yellow paper for ear.



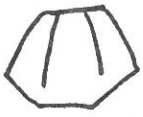
WEBELOS CENTERPIECE

Select a tree branch approximately 16" long with several small limbs. Be sure it is dry. Spray paint branch white. Stand branch in shallow can which has been filled with plaster. Let set. Plaster will act as a weight so tree will not fall over. Paint can or cover with felt. Cut out enlarged patterns of activity badges-such as those shown below, from silver poster board. Punch a hole in the top and hang with a transparent thread from the tree branches.



CUB SCOUT TREE CENTERPIECE

A similar tree can be made for Cub Scout tree. Use Cub caps made from egg carton cups to hang on the tree. Another version would be to obtain pictures of the boys in the den, and perhaps the family too, and hang the pictures from various branches.



Spray egg carton cup blue

Glue cup to blue paper brim

Paint gold strips and emblem

FLAG TREE CENTERPIECE

Materials:
- Plastic or Clay flowerpot
- Plaster of paris
- Spray paint
- Colored pencils
- Modeling clay
- Tree branch
- Round toothpicks
- Glue

Use clay to plug up the hole in the bottom of the flowerpot. Fill the flowerpot with plaster of paris. As the plaster starts to set, insert a tree branch into the plaster. When the plaster has dried, spray paint the branch and flowerpot.

Using colored pencils, make each state flag on paper, 1" X $1\frac{1}{2}$". (Check an encyclopedia for pictures of the state flags.) Glue each flag to a round toothpick. With very fine wire, such as beading wire, attach each flag pole to the tree branches.

PAPERBACK SCOUT

Materials:
- Paperback books
- Heavy paper
- String
- Paint
- Glue
- Scissors

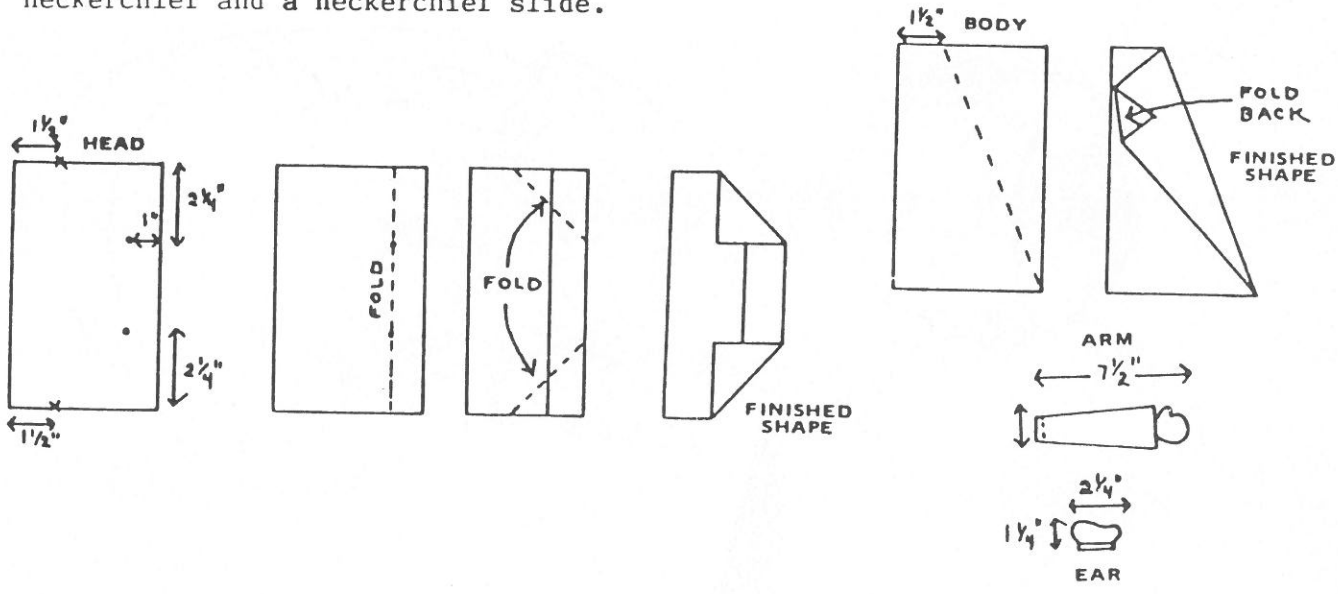
For the head, remove the covers of two 150 books. Mark and fold each page, as shown. After folding each book, tie the two books together at their center pages with string, and paint.

For the body, remove the covers of two 250 page books. Mark and fold each page, as shown. After folding each book, tie the two books together at their center pages with string, and paint.

To fold the head and the body, remove the covers. To make folding easier, mark the outside edges of each entire book with a pencil. Mark the inside edges of the fold (black dots on drawing) by making pinholes through as many pages as possible. Fold each page in steps, as shown by the broken lines.

For each ear, cut heavy paper, $1\frac{1}{4}$" X $2\frac{1}{4}$", as shown. Glue each ear between two pages at the side of the head. For each arm, cut an arm and hand from heavy paper, following the diagram. Glue between two pages at the sides of the body.

Glue the head to the body. Add paper facial features, a real Cub Scout hat, neckerchief and a neckerchief slide.



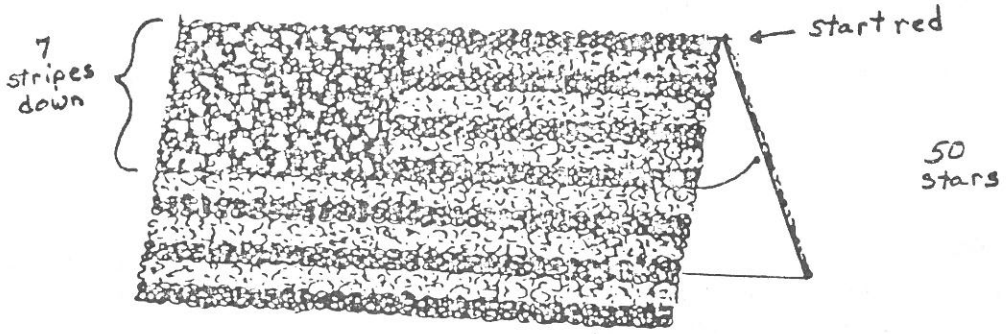
AMERICAN FLAG CENTERPIECE

Materials: Cardboard; red, white and blue tissue paper or crepe paper; glue; scissors

Directions: Cut out two identical flag shapes from the cardboard. Draw lines on the cardboard to designate the stripes and stars sections. Tear crepe paper into small squares. Roll each square into a tight ball.

Spread glue on a small area of the cardboard and press appropriate colored balls in place. Repeat for both flags. The stars, made from white tissue paper balls or gummed stars, are glued on last. Spray both flags with clear varnish or clear pastic, if you wish. Let dry.

To make the centerpiece stand, tape flags together across top edge on underside. Poke holes in sides and tie like a sandwich board.

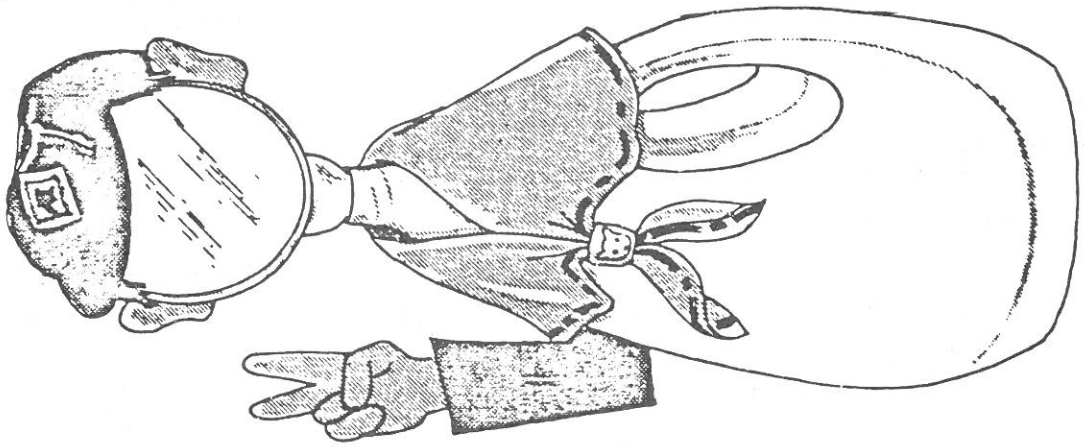


CUB SCOUT CENTERPIECE

Materials: Fabric softener bottle; hand mirror; aluminum foil; felt; yarn; salt box; cardboard; crepe paper; scissors or knife; glue

Directions: Insert the handle of the hand mirror into the neck of the bottle. Cover handle with aluminum foil until it fits securely. Glue on felt ears. Glue half a salt box to the back of the mirror, and cover with yarn hair. Glue or tape on a cardboard arm giving the Scout salute or sign.

Cut a kerchief from crepe paper. Use a neckerchief slide around the kerchief. Add a real Scout cap to the top.



DERBY CENTERPIECES

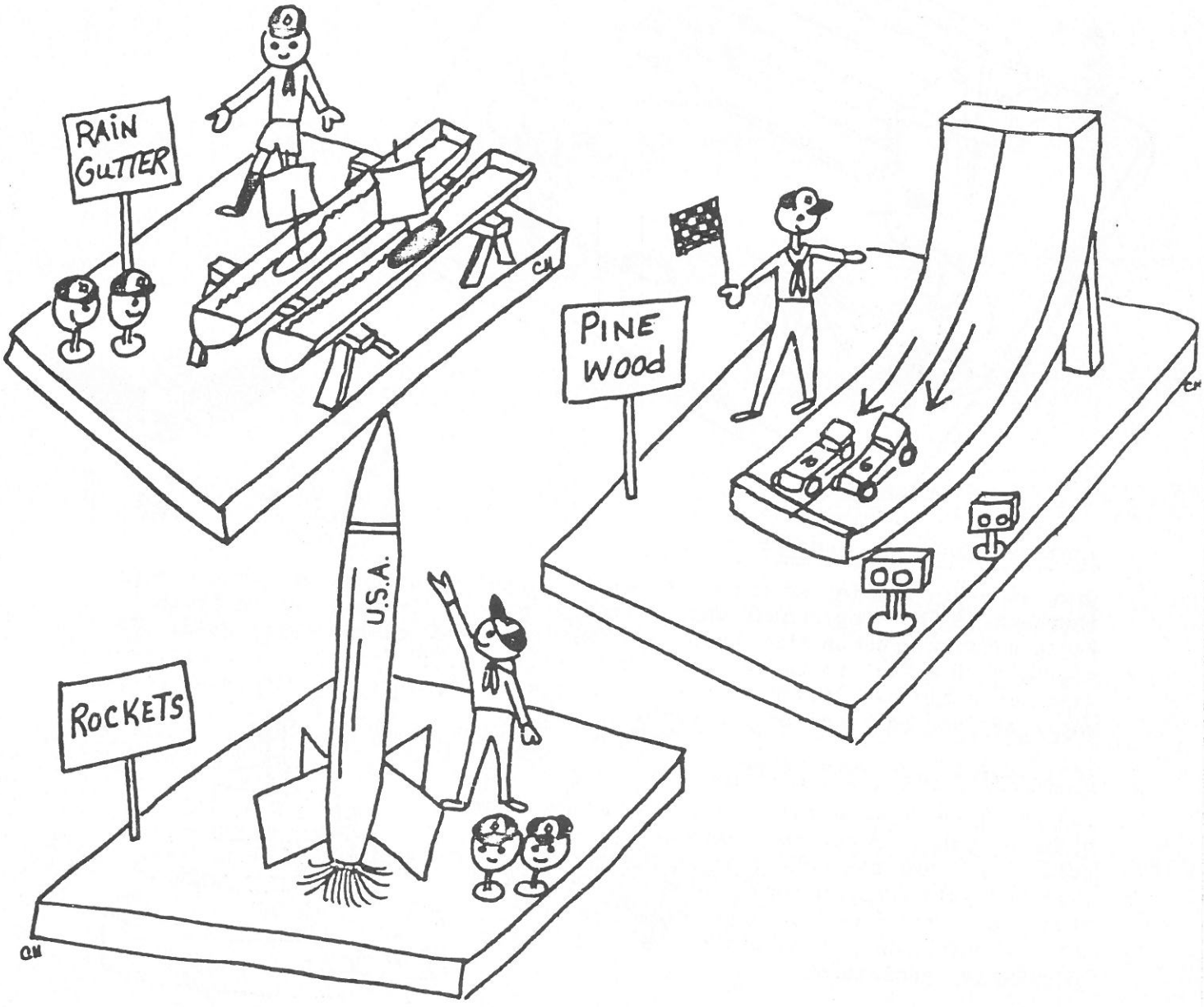
Materials: large styrofoam base; dowel sticks; cardboard or poster board for signs and cutouts; scrap wood; foil; paint; string; blue and gold fabrics; plaster of paris; meat trays; glue; chenille bumps for cubbies; etc.

Scene one: rain gutter regatta
Shape heavy aluminum foil into a gutter; paint inside blue. Make small boats of styrofoam meat trays or wood scraps.

Scene two: pinewood derby
Fashion miniature track from scrapwood, paint. Glue on cars, made of cardboard, plaster, or toys; add boys and leaders.

Scene three: rocket derby
Set up rockets, made of clay, plaster, or cardboard. Stick into styrofoam base, add scenery and boys.

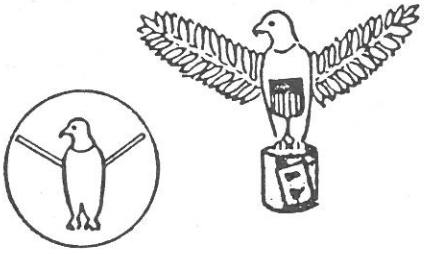
Physical fitness: Lay out track or have boys doing activities. Use film cans or miniture salt boxes for barrels, miniature chart for records; place on bent drapery hook for easel; chenille bump figures will give mobility.



MORE CENTERPIECES

Make small miniature type trophies of cardboard, foil, plaster, etc. Glue on appropriate scene. These can be put on one large sheet or divided into several centerpieces.

Day camp: Rope off section, and set up craft table, tent, trading post, make small fire scene with tissue paper and sticks; archery range; show flag, patch; dress figures in camp T-shirts.

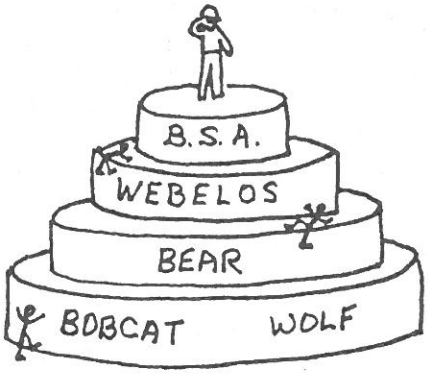


AMERICAN EAGLE CENTERPIECE

Draw an eagle outline as shown in circled drawing and cut out. Paste paper feathers to the wing frames-one in front, then one in back and so forth. Paint a Union Jack on the breast and paint the rest of the eagle gold. To stand, glue a flat stick to the back extending below the feet. Insert the stick in a tin can filled with small stones. Cover the can with blue crepe paper and add Pack and Den numerals in gold.

ACHIEVEMENT CAKE CENTERPIECE

You can bake or make this. For baking use four sizes of pans. Frost two tiers blue and two gold. Or, make the cake from cardboard using blue and gold crepe paper. Label each tier on two sides. For Cub Scouts use pipe cleaners; for the Boy Scout a clothespin. Arrange Cubs in climbing positions.



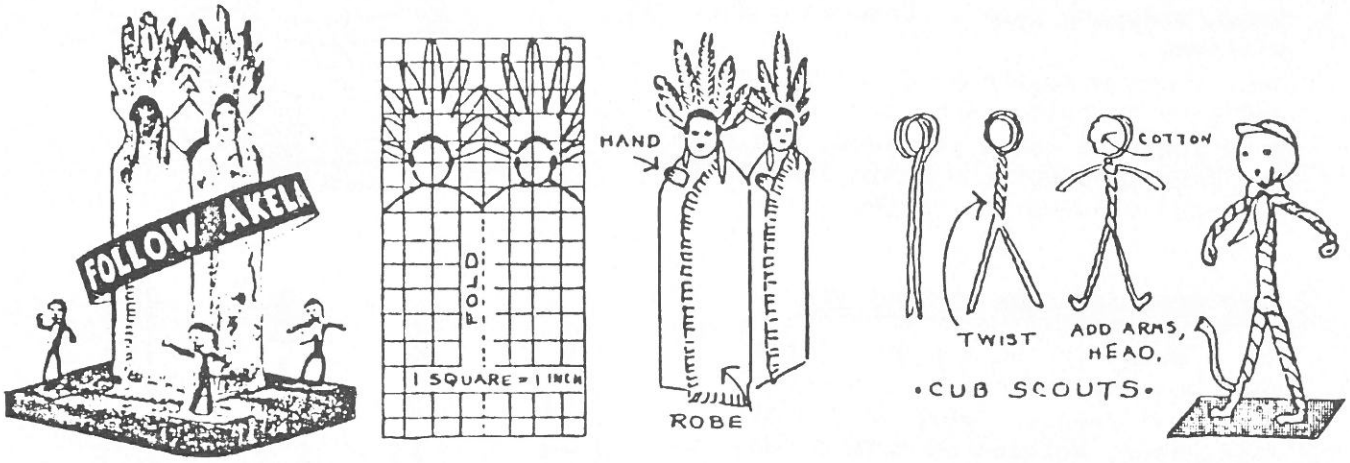
FOLLOW AKELA CENTERPIECE

FIGURE: Cut two pieces of dress box cardboard 8" X 16". Fold each in half lengthwise, by bending against a straight edge. Trace the figure of Akela on the cardboard, as shown, and cut out. Paint reverse side black. Paste on tan paper for face and add features. Cover headdress with individual fringed foil feathers and make contrasting headband with rosettes and pendants at the sides. Set the sections upright, tape together and wrap with foil, trimming off excess around neck and shoulders. To simulate a robe wrapped around Akela, add a section of foil (fringed along the edge) from shoulders to feet. Insert tan paper hand.

HOOP: Cover a 2" X 30" strip of cardboard with blue crepe paper. Add "Follow Akela" in gold letters. Hang from headdress with thread.

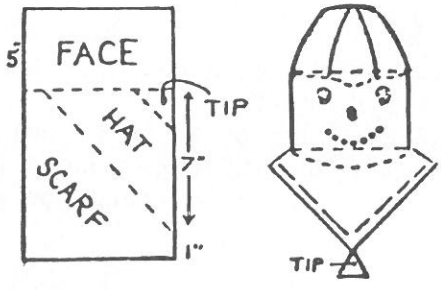
BASE: Cover a large box with blue crepe paper.

CUB SCOUTS: Place two 6" pipe cleaners together and make a loop for head. Twist for neck and body; spread for legs. Twist on pipe cleaner arms and bend up hands and feet. Place cotton in the loop, wrap with pink facial tissue and tie at neck. Wrap legs, body and arms with $\frac{1}{2}$" strips of blue crepe paper. For neckerchief, use yellow crepe paper with a twist of blue for slide. Glue blue crepe paper to head for cap. Cut visor from yellow construction paper and cover with smaller visor of blue. Glue to cap. Add paper features. Glue feet to cardboard.



CUB SCOUT CENTERPIECE

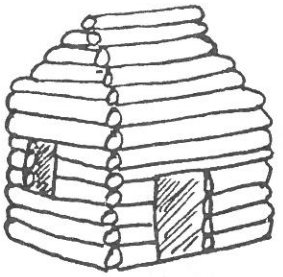
Bake a cake in a flat rectangular pan. Before frosting cut the cake as shown. (The dimensions are for a cake 13" X 9". For other sizes make a paper pattern first.) Use pink frosting for the face; yellow for the scarf and hat trim; blue for the hat and scarf trim. Add candy features and shredded coconut for the hair.



BIRTHDAY CAKE CENTERPIECE

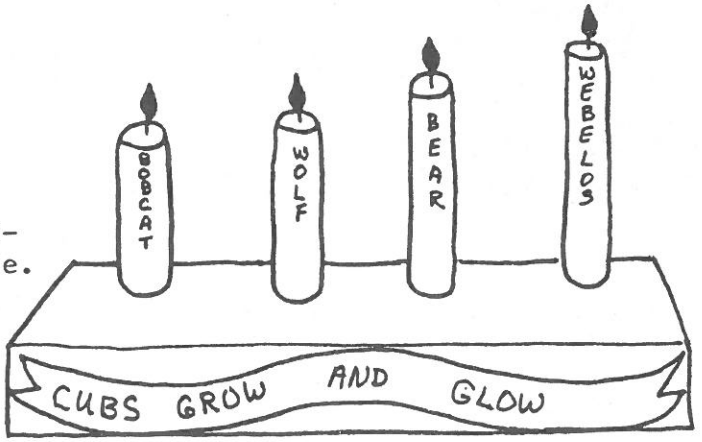
Use 2 hat boxes with the bottom box larger than the top to make a ledge for candles. Square or rectangular boxes may be substituted.
Frost the cake with plaster of paris mixture, or use powdered detergent or soap flakes "frosting" made by whipping two parts detergent with one part water to the consistency of stiff whipped cream. Make frosting thick enough to hold candles in place if necessary.
For the large candle at the top, use a cardboard roll, wrapped in construction paper or tissue paper. A twist of paper at the top makes a flame. Wrap a paper banner around the large landle with "Happy Birthday Scouting" on it.
Place wax candles around the ledge on the bottom layer.

LITTLE LOG CABIN CENTERPIECE



Use a half pint milk carton. Cover with brown wrapping paper. Draw on a door and windows.
Roll brown wrapping paper around a pencil, and glue to hold. When dry, cut the rolls into logs the sizes you need, and glue on the logs to cover the cabin,leaving the door and windows uncovered.

CUBS GROW AND GLOW CENTERPIECE



Cut 4 holes in the top of a large shoe box lid and cover with dark blue foil paper. Label on Bobcat, Wolf, Bear, Webelos on both sides. Glue a flame made from red construction paper to the top of each candle. Insert candles into holes in box lid. Make a ribbon cut of yellow construction paper and print "Cubs Grow and Glow" on it. Staple or glue in place.

CANDLE CENTERPIECE

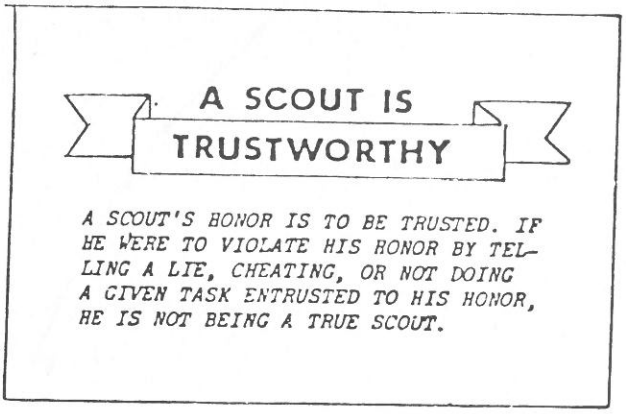
Materials: 1 gold candle, blue ribbon, square wooden board (4X4X4), pine cones, tiny U.S.A flags, drill

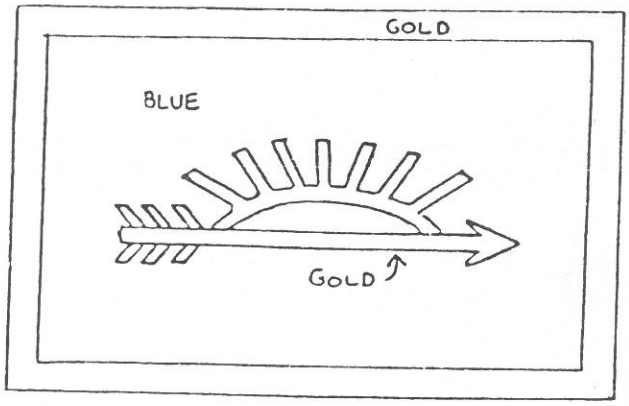
Directions: Drill holes around the edge of board to hold flags, and drill in center to hold candle. Secure blue ribbon to wooden board. Glue pine cones to base and insert flags in holes to surround the base. Insert Candle.

PLACEMATS

Webelos settings:

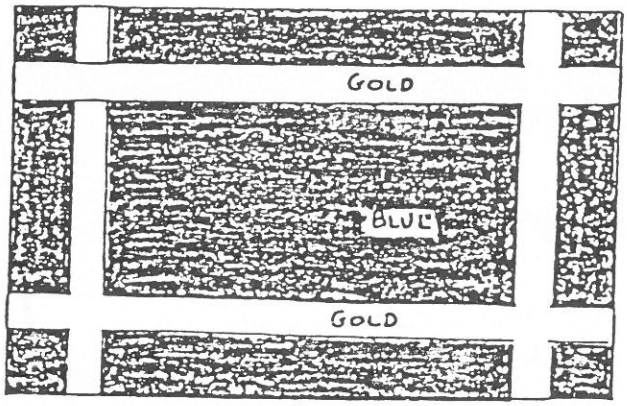
1. Each webelos scout could make a place mat; showing a different point of the scout law. Cut from light color construction paper (approx. 12"X14"). Use stick-on letters for large words, and let boys write explanations with marking pen. Banner could be contrasting color.
2. Cut 12"X14" gold construction paper. Glue on top a 11"X13" piece of dark blue construction paper. On top of that glue a gold construction paper cut out of arrow of light emblem.

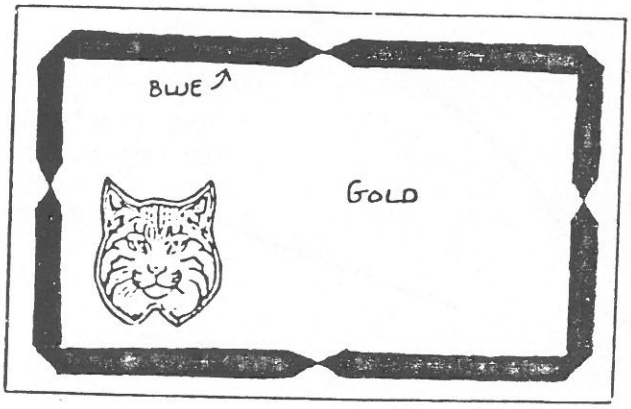




CUB SCOUT PLACEMATS

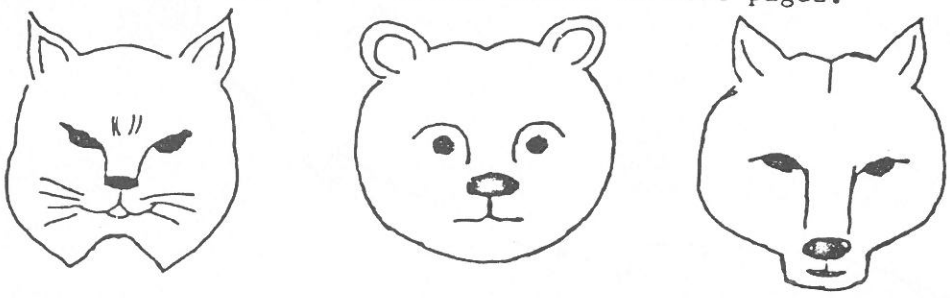
Cut place mats from construction paper, about 12"X16". Add trim with contrasting color construction paper. Draw appropriate emblem, or use cub scout insignia stickers.





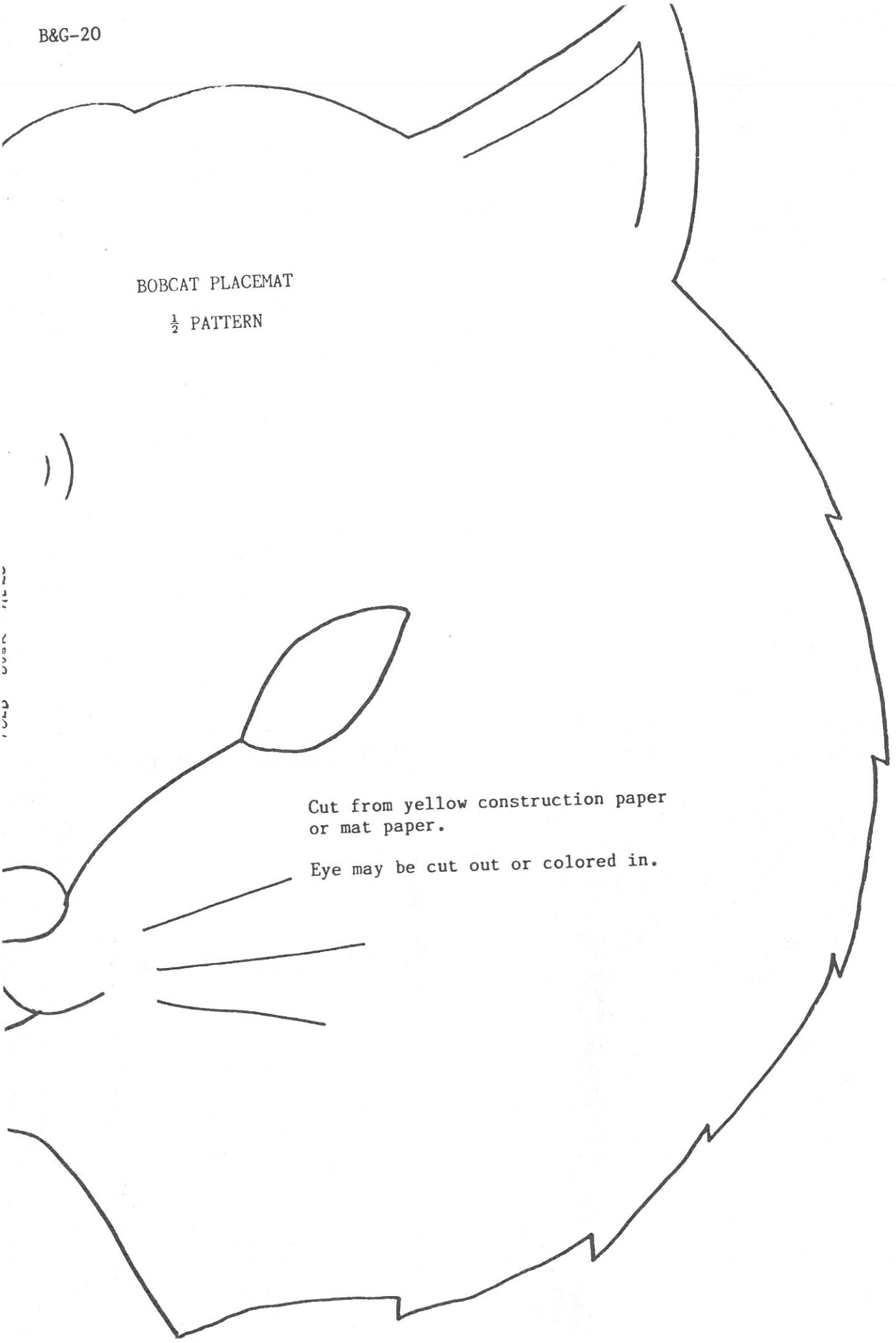
RANK PLACEMATS

Cut from colored construction paper; yellow for bobcat, gray for wolf, brown for bear. Place mats should measure approximately 14" square. Add features with marking pen. Patterns follow on next pages.



BOBCAT PLACEMAT

$\frac{1}{2}$ PATTERN



Cut from yellow construction paper or mat paper.

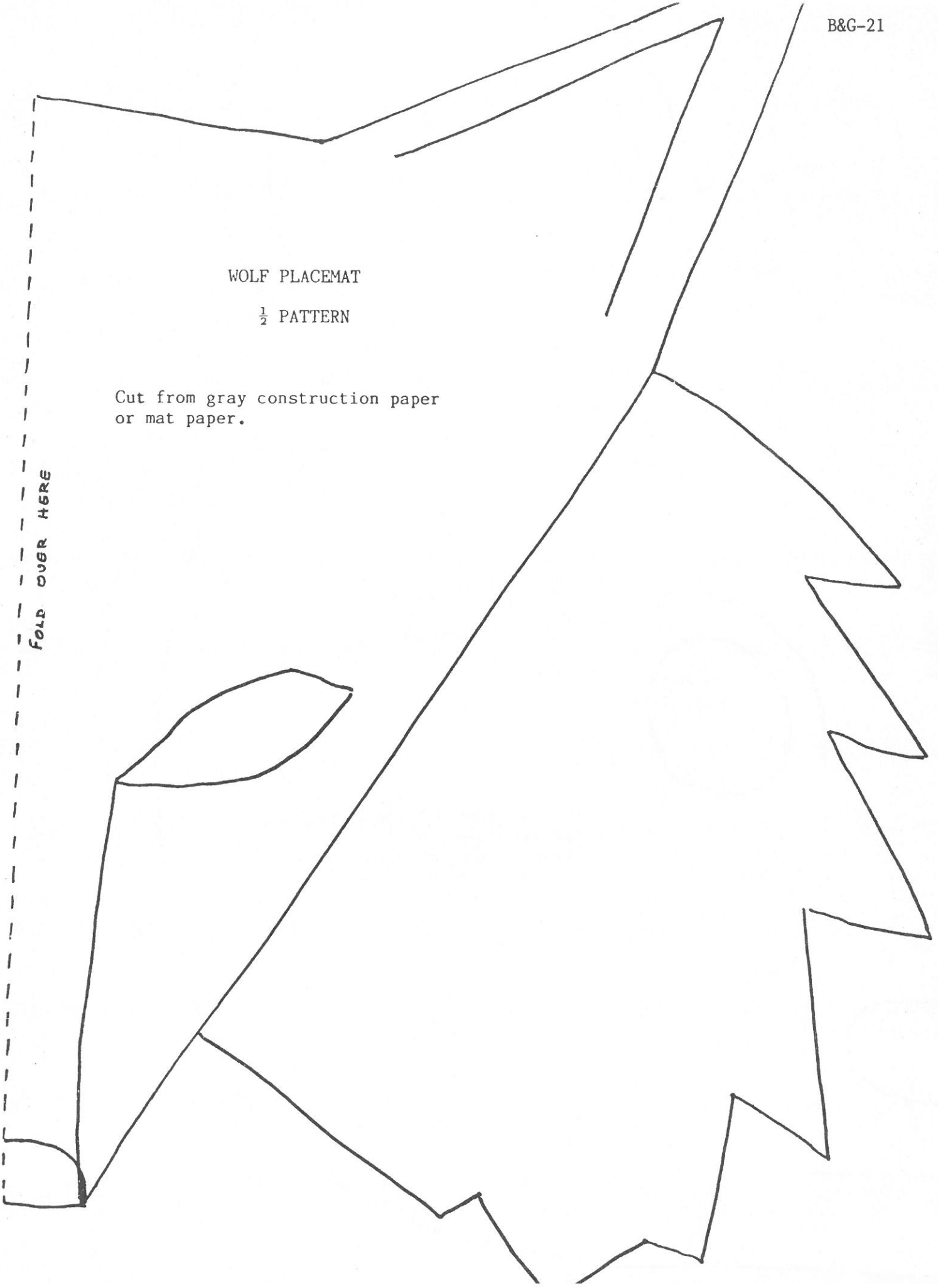
Eye may be cut out or colored in.

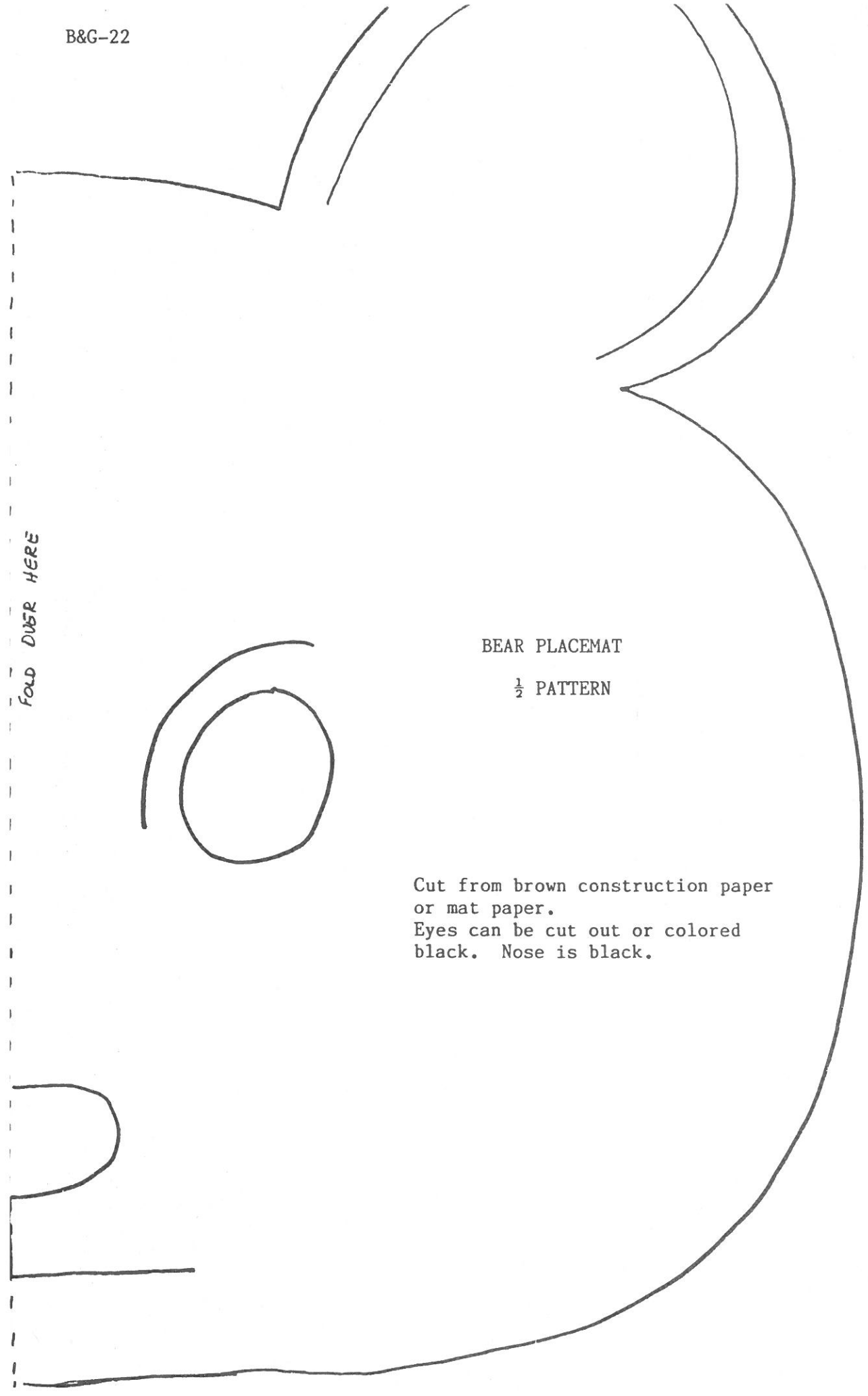
WOLF PLACEMAT

$\frac{1}{2}$ PATTERN

Cut from gray construction paper or mat paper.

FOLD OVER HERE





BEAR PLACEMAT

$\frac{1}{2}$ PATTERN

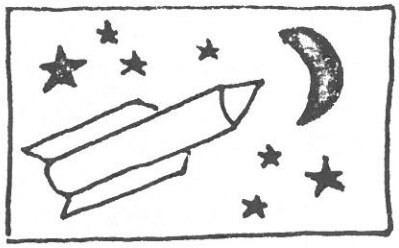
Cut from brown construction paper or mat paper.
Eyes can be cut out or colored black. Nose is black.

EAGLE PLACEMAT

Cut from tan construction paper. Add details with dark brown marking pen. Head should be white, with dark eye.

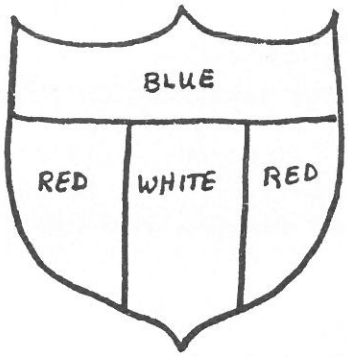
ROCKET PLACEMAT

A large rectangle of royal blue construction paper or mat paper (about 12"X16"). Rocket, stars and moon are cut from construction paper and glued on.



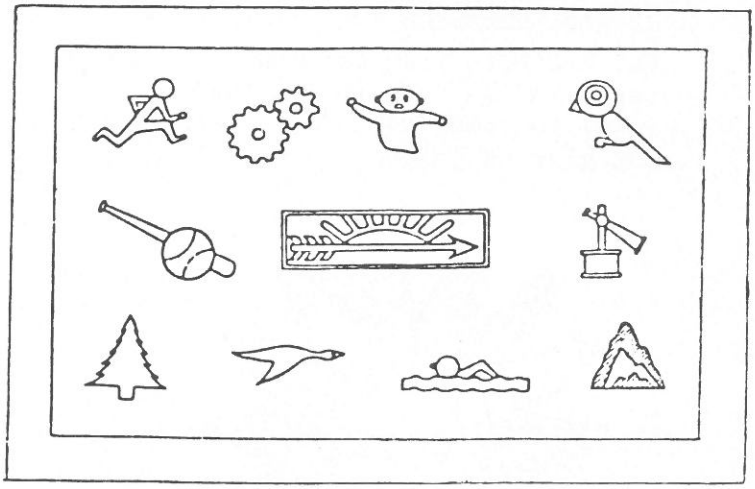
SHIELD PLACEMAT

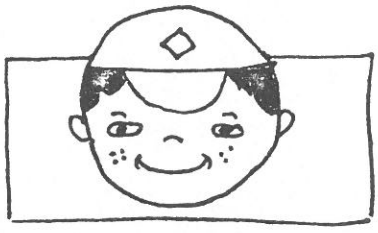
Cut from white mat paper or large construction paper. Glue on red and blue paper stripes. Place mat should be about 12" square. If desired, add gummed stars on blue field.



WEBELOS PLACEMAT

Glue 11"X17" piece of dark blue construction paper on top of a 12"X18" piece of light blue constructions paper. Cut activity badges from gray construction paper and glue to place mat. Cut arrow of light from yellow construction paper and glue to place mat.





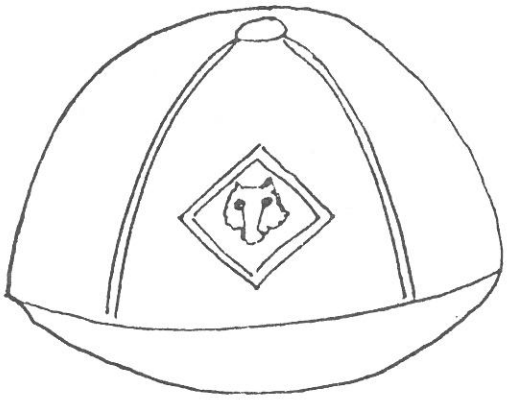
SMILING SCOUT PLACEMAT

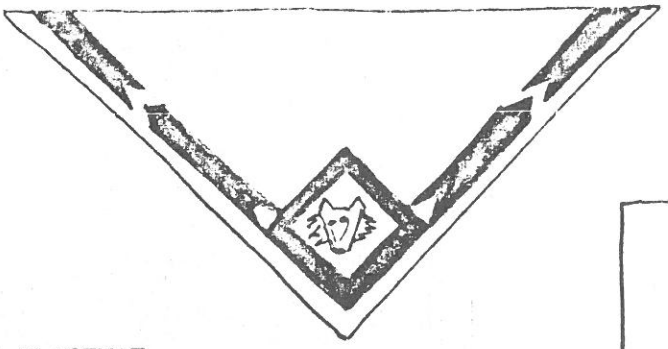
For each mat, cut a piece of yellow paper, $8\frac{1}{2}$"X14". For the head, cut a 9" circle of white paper. Cut the hat from blue paper and glue it to the head. Let each boy make the face on his own own mat and those for his family, adding the insignia and lines on the cap with yellow crayon.

HAT OR KERCHIEF PLACEMAT

Cut hat from dark blue mat paper or construction paper, approx. 12"X16". Glue on yellow cord and yellow emblem.

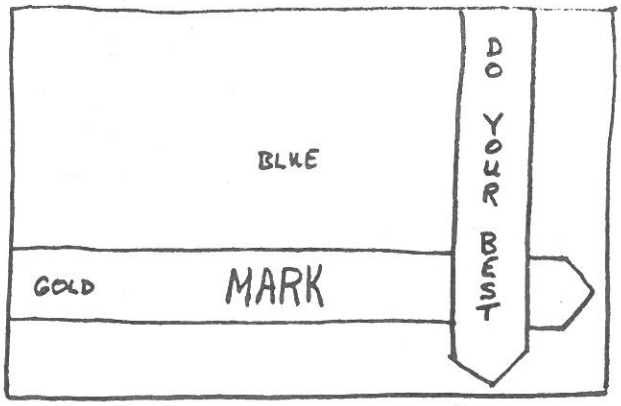
Cut kerchief from yellow mat paper or construction paper, approx. 16" wide and 12" high. Cut emblem and stripe from blue construction paper and glue on.





MOTTO PLACEMAT

Cut from construction paper or mat paper. 12"x14" is a good size. Add contrasting colors with construction paper glued on top. Lettering can be done with marking pens or plastic stick-on letters.

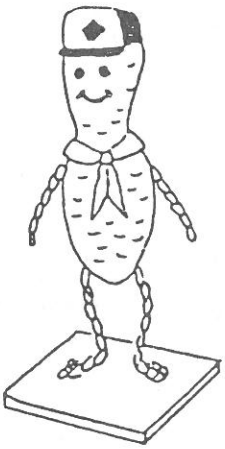


INDIAN PLACECARD

Cut feathers from colored paper and glue to folded card. Paint features on walnut shell and glue to card.

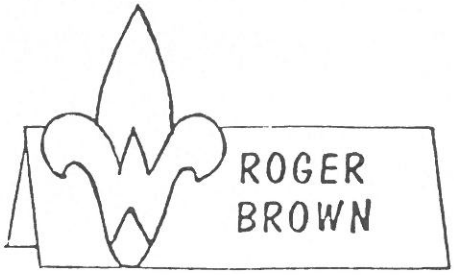
PEANUT PLACECARD

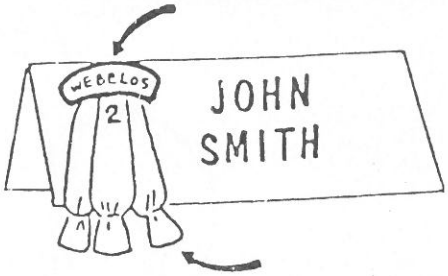
Paint body blue, head white or flesh color. Add pipe cleaner arms and legs. Paint top of peanut like hat, or make hat from colored paper. Kerchief is yellow crepe. Glue to cardboard base.

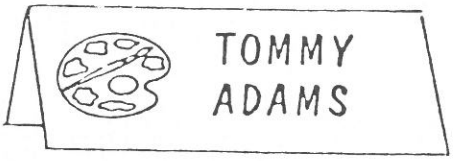


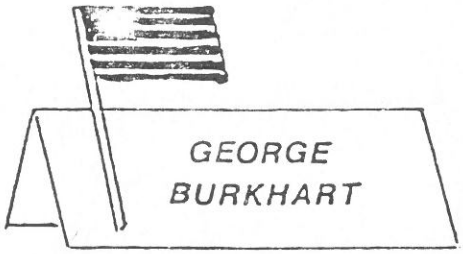
PLACECARDS

Fold 3"x4" white cards in half lengthwise. Add name. Glue on construction paper cut outs of various activity badges or ranks, flags, shields, or other decoration appropriate to the theme.



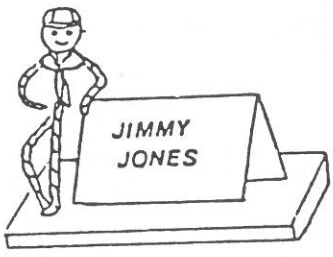


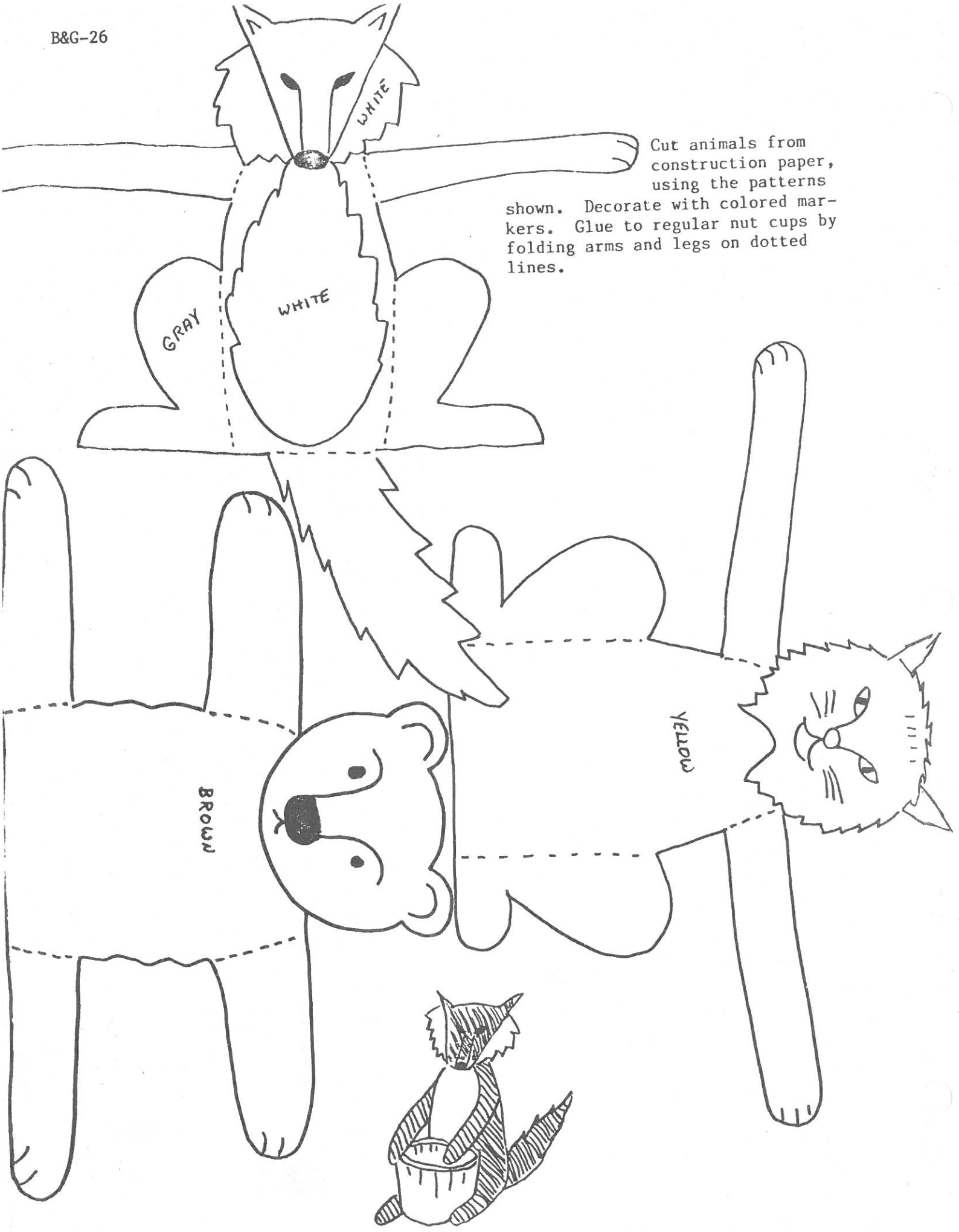




PIPE CLEANERS PLACECARDS

Form body from 2 dark blue chenille stems or pipe cleaners, twisted together to form the body of the scout. Head can be made from a cotton ball, covered with pink tissue, or glue on a pink round bead. Make hat from lightweight paper as is neckerchief and glued to body. Glue feet of figure to card board base. Add name card.





Cut animals from construction paper, using the patterns shown. Decorate with colored markers. Glue to regular nut cups by folding arms and legs on dotted lines.

NUT CUPS, FAVORS, PLACE CARDS AND NAPKIN HOLDERS

NUT CUPS, FAVORS, PLACE CARDS AND NAPKIN HOLDERS

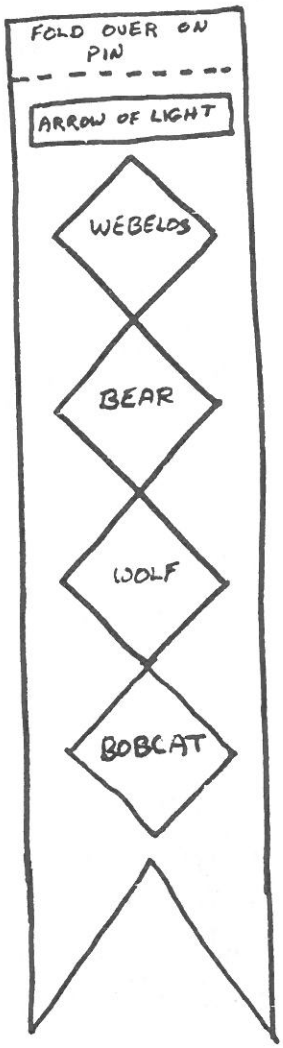
NUP CUPS, FAVORS, PLACE CARDS AND NAPKIN HOLDERS

MOTHER'S RIBBON

A very nice presentation at a Blue and Gold dinner, if your pack does not already use them, is to have each Cub give his mother a Mother's Ribbon. The actual size pattern for the ribbon is below.

You could give the Mother the following note to explain the meaning and purpose of the ribbon:

"This ribbon is presented to you by your son and Pack ___ so you can proudly display your son's rank as he climbs the ladder of achievement. The mother's pins are presented to you as your son advances in rank, are to be pinned on the ribbon with the Bobcat at the bottom, then the Wolf, Bear and at the top, the Arrow of Light. The colors of the ribbon are blue and gold of the Cub Scout uniform. These colors have meaning in Cub Scouting and are constant reminders of Cub Scouting's aim and ideals. The BLUE stands for truth, spirituality, loyalty, and the sky above. The GOLD stands for warm sunlight, good cheer, and happiness. Wear your Mother's Ribbon to all Cub Scout events to show how proud you are of your son's achievements.



WORLD FRIENDSHIP FUND

At the end of World War II, the Boy Scouts of America began its World Friendship Fund to help Scouting associations in war-torn countries to resume their programs. The fund continues today as a method for U.S. Scouts and Scouting families to aid struggling Scout associations in less-developed countries. Over the past four decades, more than a half-million dollars has been contributed to buy uniform materials and equipment, furnish training materials, provide scholarships in the United States for foreign Scouters, and for similar purposes.

This month, when we're looking back toward Cub Scouting's beginnings in England, is a good time to offer your Cub Scouts and parents a chance to aid Scouting in less fortunate lands.

You can get a free kit of informational materials about the World Friendship Fund by writing: International Division, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, Texas, 75062-1296. The kit includes a brochure about the fund for each Cub Scout and directions for games played by boys around the world. Allow a month to six weeks for delivery.

If your pack makes a World Friendship Fund Collection, each Cub Scout will receive a special pin with the legend"You/Him - World Frienship Fund." The slogan symbolizes the international brotherhood of Cub Scouts and Boy Scouts.

For an international flavor, here are some den activities for your Blue and Gold Banquet:

Den chooses a country to feature. Make up a centerpiece for that nation (Big Ben, Eiffel Tower, Parthenon, kangaroo, Roman coliseum, etc.).

Cub Scouts learn the motto and promise of the Cub Scouts of that nation and in the native language.

Learn a song of that land.

Make flag designs of that nation and use as a table decoration. Rotaty clubs usually have complete sets of flags that my be used for reference. Also, see an unabridge dictionary for flag illustrations.

BANQUET QUIZ

How much do you know about Cub Scouting? Can you answer the following questions?

1. Cub Scouting is ____ years old this month.
2. Scouting is ____ years old this month.
3. _____ is the founder of Scouting.
4. _____ started the Boy Scouts of America.
5. (number) achievements are required to earn the Wolf badge.
6. (number) electives are required to earn a gold arrow.
7. _____ is the first rank in Cub Scouting.
8. There are ____ Webelos Activity Badges which can be earned.
9. The _____ _____ is the highest award in Cub Scouting.
10. We belong to Pack #_____.
11. We belong to Den #_____.
12. There are (#) boys in our den.
13. _____ _____ is our Cubmaster.
14. Our pack is part of _____District in Mid Iowa Council.
15. (for parents only) My son is working on his _____ rank.
16. (For boys only) I need only (#) more requirements to earn my next rank.
17. The Cub Scout Motto is "____ _____ _____."

I BIT

Do this at your Blue and Gold Banquet. Ask everyone in the room to take his napkin in hand and to make numerous folds as instructed by you. Fold your own napkin slowly so that all can follow. Each napkin gets thicker and thicker. Tell the group that it is important to have a good crease here at this fold, and ask everyone to put his napkin in his mouth and bite firmly on it. At this point you announce that the demonstration is over--that you needed to see how many would bit on it.

APPLAUSE STUNTS

PACK YELL

"Clap your hand", (clap three times) "Stomp your feet", (stomp feet three times) "Pack ___ can't be beat".

CUBBY APPLAUSE

Yell, "What's the best den?" and have all the dens yell back their den numbers.

BLUE AND GOLD INVOCATIONS

SCOUT LITANY

Thou shalt love the Lord thy God with all thine heart. (Deuteronomy 6:5)

I _____ PROMISE TO DO MY BEST TO DO MY DUTY TO GOD.

Blessed is the nation whose God is the Lord. (Psalm 33:12)

I _____ PROMISE TO DO MY BEST TO DO MY DUTY TO MY COUNTRY.

Thous shalt love thy neighbor as thyself. (Romans 13:9)

I _____ PROMISE TO DO MY BEST TO HELP OTHER PEOPLE AT ALL TIMES.

My son, forget not my law: but let thine heart keep my commandments. (Proverbs 3:1)

I _____ PROMISE TO DO MYBBEST TO OBEY THE LAW OF THE PACK.

LORD, SHOW ME HOW

If I can do some good today,
If I can serve along life's way,
If I can something helpful say,
Lord, show me how.

If I can right a human wrong,
If I can help to make one strong,
If I can cheer with smile or song,
Lord, show me how.

If I can aid one in distress,
If I can make a burden less,
If I can spread more happiness,
Lord, show me how.

CUB SCOUT PRAYER

O, Lord that I will do my best
I come to thee in prayer.
Help me to help others every day
And teach me to be fair.
To honor Mother and Father
And to obey the Cub Scout Law, too.
This I ask that I may be a loyal
Cub Scout true. Amen.

CUB PARENT'S PRAYER

Look down upon my son, Dear Lord,
This smiling Cub of mine.
Please take his hand along the way,
So he may never stray.
Bless my son tonight, Dear Lord,
And help him walk with Thee,
Give him comfort, warmth and love;
He's all the world to me.
Bless his daily efforts,
And make them strong and true;
For life's a heavy burden,
And we're all in need of you.

INVOCATION

Our God and God of our fathers. We gather as loyal members of our Cub Scout Pack and we pray for thy blessing. Give us the vision to see our duty and the courage to perform it. Teach us to walk together in the spirit of brotherhood so that we are true to thee who art the Father of all. Guide us and guard us so that we shall be faithful sons of the righteous God who is from everlasting to everlasting. Amen.

PRAYER

Dear God, help us remember that we are members of a worldwide Brotherhood of Scouting, and that every Cub Scout and Boy Scout has promised to do his best to do his duty to You. Teach us to be worthy, we pray, of the uniform we wear, and help us to do our best for You. Amen.

PRAYER

Dear God, bless all the Scouts around the world. Help us remember that we are working together to help make our world a better place. Guide our words and our actions so that we set the kind of example You would want us to set. Amen.

BLUE AND GOLD TABLE GRACES

MEALTIME HAS COME

Evening has come
The board is spread,
Thanks be to God
Who gives us bread. Amen.

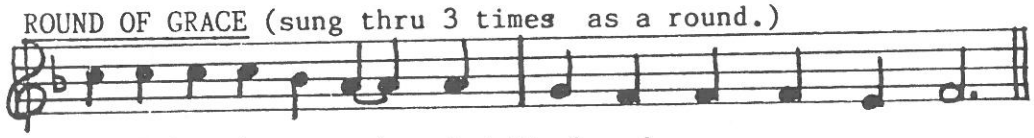
COME LORD JESUS

Come Lord Jesus,
Be our guest,
Let these, thy gifts
To us, be blest. Amen.

GRACE FOR BLUE AND GOLD BANQUET

We fold our hands and bow our heads,
And thank thee Lord for daily bread,
For home and school and family,
We give thanks, O Lord, to thee.
Teach us to be both brave and true,
And bless our banquet,
Gold and Blue.

ROUND OF GRACE (sung thru 3 times as a round.)



For health and strength and daily bread,
We praise thy name, Oh Lord.

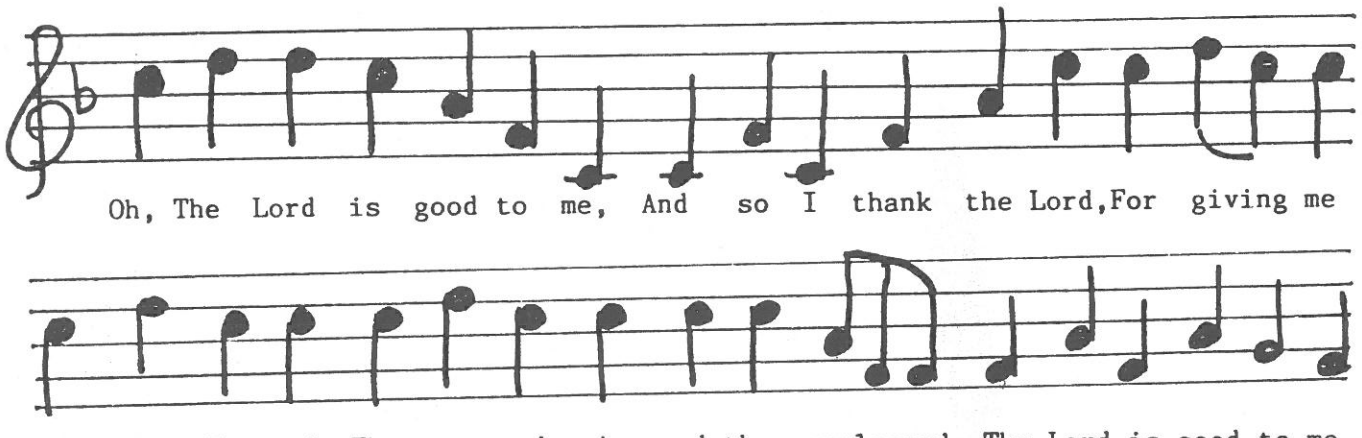
GOD IS GREAT

God is great,
God is good,
Let us thank Him,
For this food. Amen.

PHILMONT GRACE

For food, for raiment,
For life, for opportunity
For friendship and fellowship
We thank Thee, O Lord, Amen.

JOHNNY APPLESEED



BLUE AND GOLD BANQUET CEREMONIES

Narrator: We're gathered here tonight,
To honor the Blue and Gold,
And pay a tribute to Scouting,
Which is seventy-six years old.

Now, as we look all about us,
Scouting in action we see,
Bringing fun and adventure,
As Baden-Powell meant it to be.

Let us all join together,
As our program we start,
By pledging allegiance to our Flag
With our hand over our heart.

Actions for boys:

1st verse: Boys could hold up blue and gold cards for first 2 lines and then turn them over for last 2 lines where the # 76 is printed on the back.

2nd verse: As first 2 lines are read they place hands over eyes as if shading them and look from left to right. As second 2 lines are read, each one can hold up something showing Cubbing fun such as Pinewood Derby cars, sail boats, etc.

3rd verse: Boys stand at attention and turn to face the Flag and lead the Pledge.

MAGIC CANDLE OPENING

Arrangement: On head table are arranged magic candles (instructions below) which should be lighted as ceremony begins.

Narrator: Our candle stands tall, straight and white. It burns and gives forth inspiring light. As its light shines forth, you will see our colors blue and gold are regal as can be. As the blue appears, think of truth and loyalty, the sky so blue, steadfastness and spirituality. When the gold shines forth, be of good cheer and think of happiness and sunlight so clear. As our candle's flame reaches toward the sky so blue, let us ask the Lord to give us wisdom to lead each boy straight and true. Mold each of us to be like our candles, straight and tall, and be inspired to give to God and our country our all.

How to make Magic Candles

Use a tall white candle. drill $\frac{1}{4}$" diameter holes every two inches down oposite side of the candle. Place scrapings of blue and gold crayons in the holes. Melt paraffin and whip with egg beater. Cover candle with whipped paraffin using a fork to give the candle a rough decoration. As the white candle burns, it will drip blue and gold wax decoratively down the side of the candle.

OPENING

Setting: Den chief and 6 Cub Scouts in uniform, carrying small American flags, line up on stage and each speaks his part.

Den Chief- More than two hundred years ago, God gave us a great nation;
A land of wealth and bounty, choice among His creation.
We must protect its freedom and defend its worthy cause,
And support our Constitution, which is based upon God's laws.
Let's pledge to stand in loyalty throughout the coming year,
And with God's help we can overcome any times of doubt or fear.
If we will trust His leading and live our lives His way,
God will bless America, as upon its founding day.

(To audience) Please stand and join me in singing "God Bless America". (Audience stands, sings, and is seated)

1st Boy- Glad you came to our banquet!
We have many things to say
About our love for our country
As we celebrate today.

2nd Boy- Independence is a big word
And hard for me to say;
But I know it means a lot
To all Americans today.

3rd Boy- Our national bird is the eagle;
Have you ever wondered why?
It may be because it soars above
All birds to reach the sky.

4th Boy- The Liberty Bell is ringing,
Though its sound we do not hear,
Of freedom of speech and worship,
Freedom from want and fear.

5th Boy- Without our flag of red, white, and blue,
Things would be different for me and you.
It's a symbol of pride in the American way,
So we should be loyal and true each day.

6th Boy Please stand and join me in the Pledge of Allegiance.

BLUE AND GOLD OPENING

Print large black letters with permanent marker on 8"x10" sheets of white cardboard. The word "Blue" in blue, "And" in black, and "Gold" in orange. Add silver stars to the letters, printing script on back of each card.

B - is for Boys--Bobcats, Wolves, Bears, and Webelos.
L - is for Leader--the Cubmaster who guides us.
U - is for Understanding--we learn to help others.
E - is for Excellence--we try to "Do Our Best".

A - is for Anniversary--Cubbings 56th.
N - is for Neighborhood--where Cub dens meet each week.
D - is for Den Chiefs--Scouts who help us in many ways.

G - is for Goals--for which Cubbing stands.
O - is for Opportunities for boys to learn and do.
L - is for Liberty in the years to come.
D - is for Den Leaders who love us and help us.

STORY OF CUB SCOUT COLORS

Akela and two Indian braves are near an artificial campfire which has a tripod and pot suspended over it. Hanging on the tripod is a pot in which a small can with dry ice has been concealed. Cub Scout neckerchief is in pot. Liquids poured on dry ice in can will make it smoke.

Narrator: Many, many moons ago the great chief called Akela called a council to see what could be done to make his tribe the best of all tribes.

He told the first Indian to climb the mountain and tell the great eagle to fly high into the sky and bring back part of the beauty of the sun.

(One brave leaves stage)

He told the second brave to go into the forest and tell the sparrow to fly high into the sky and bring back part of the beauty of the sky.

(Second brave leaves stage)

(Both braves return - one with a bottle of blue water, one with gold water. They hold up bottles to show everyone)

Akela told the brave to pour some of the beauty of the sun into the council mixing pot.

(Brave does so, causing smoke)

Akela then told the other brave to pour some of the beauty of the sky into the council mixing pot.

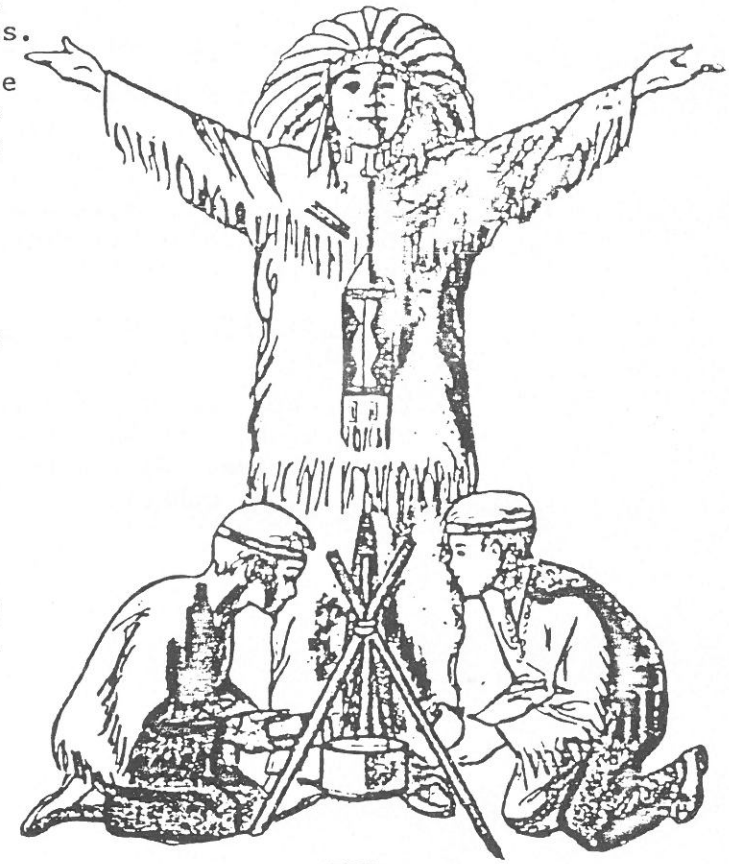
(He does so, causing smoke)

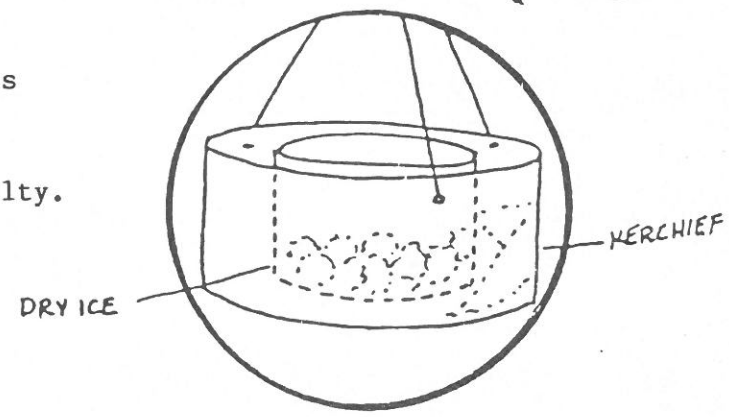
(Boy playing part of Akela raises hands)

Akela said from that day forward, blue would stand for truth and loyalty. Gold would stand for warm sunlight, happiness and good cheer.

(Akela reaches into pot, pulls out a Cub Scout neckerchief and holds it up)

And that is why the Cub Scout used the colors blue and gold.





note: This ceremony can be altered slightly and used as an advancement ceremony. Just omit the final phrase and move into presenting awards.

ADVANCEMENT CEREMONY

Props: All awards have been individually wrapped in blue and gold paper and ribbon as birthday gifts.

Setting: Narrator presents awards from front of room with stack of birthday gift awards on table in front of him.

Narrator: Tonight is Scouting's 76th birthday party. We're going to give some birthday presents. The first presents go to new Cub Scouts who have earned the Bobcat badge. (Read names and present each with gift.)

And now, to celebrate the time and effort spent by these boys, we would like to give presents to those who have earned the Wolf badge. (Read names and present gifts.)

Next, a group of boys who richly deserve this gift - they have completed the requirements for the Bear badge. (Read names and present gifts.)

(Webelos badge and activity badges are presented in the same manner).

Enjoy these small gifts from Scouting that you have worked to achieve but remember, a gift is much richer when you give than receive. So please, give what you have learned in Cub Scouting to others.

BLUE AND GOLD SONGS

BIRTHDAY B.S.A.

Tune: On Top of Old Smokey

We were all at the banquet
On Blue and Gold day
The whole family came there
To eat and to play.

Then somebody told me
We're 56 years old
I could not believe
What I had been told.

Then they brought out a cake
With candles atop
I counted the candles,
And I didn't stop.

Now how could a Cub Scout
Be age 56
When I get that old,
I won't be alive.

Then somebody told me
An astonishing fact,
That the Boy Scouts of America
Is much older than that.

My Den Mother told me
That I shouldn't fret,
That's the age of Cub Scouting,
I'm not that old yet.

BADEN-POWELL

Tune: Found a Peanut

Found an honest man
Found a humble man
Baden-Powell was his name
Started Scouting back in England
Which led to his fame.

First came Boy Scouts
Then came Cub Scouts
At first their numbers were quite small
But they spread to other countries
Now we're several million all.

When he died
It was sad
To lose such a man
But his teachings have inspired us
To do the very best we can.

CUB SCOUTS ALL

Tune: Three Blind Mice

Cub Scout all, Cub Scouts all,
Bobcats, Wolves; Bobcats, Wolves;
And all the Bears and the Webelos,
The boys who see that the Cub pack goes,
They all live up to the Promise and Law
As Cub Scouts all.

BLUE AND GOLD MARCHING SONG

Tune: Davy Crockett

Now blue is the color of the sky above,
The blue in the flag of the land we love,
Remind us of God and our country free,
Giving us a lesson in loyalty.

Loyal - Cubs are loyal - to God and country fair.

Like the warmth and the cheering of the golden sun,
Are the smiles of a friend and a deed well done,
This is the gold that a Cub Scout finds
In keeping his duty to the Law that binds.

Smiling - warm and friendly - Cub Scouts will give good cheer.

Now the blue and gold show the world apart,
That the Cub pack is Loyal and Warm of heart;
Faithful to God and our country too,
We'll do our best at whatever we do.

Loyal - ever cheerful - Cub Scouts are on the march.

HE HOLDS THE CUB SCOUT IN HIS HANDS
Tune: He's Got the Whole World in His Hands

He holds all the Cub Scouts in His Hands,
He holds all the Cub Scouts in His hands,
He holds all the Cub Scouts in His hands,
He holds the Cub Scouts in His hands.

He holds the itty bitty Bobcat in His Hands,
He holds the itty bitty Bobcat in His hands,
He holds the itty bitty Bobcat in His hands,
He holds them all right in His hands.

He holds the owly, growly Wolf Cub in His hands,
(repeat as above)

He holds the rolly, polly, Bear Cub in His hands,
(repeat as above)

He holds the wise old Webelos in His hands,
(repeat as above)

(Repeat first verse)

MY CUB SCOUT JUMPS OVER THE FENCES
Tune: My Bonnie Lies Over the Ocean

My Cub Scout jumps over the fences.
My Cub Scout jumps over a wall,
I can't get into my senses,
Why into mud puddles he'll fall.

Chorus:
He'll fall, He'll fall
Why into the mud puddles he'll fall, he'll fall
He'll fall, He'll fall
Why into the mud puddles he'll fall.

My Cub Scout walks on narrow planks
My Cub Scout walks on narrow walls
He's balanced on anything narrow
But into mud puddles he falls.

Chorus:

SMILE SONG
Tune: John Brown's Body

It isn't any trouble just to S-M-I-L-E,
It isn't any trouble just to S-M-I-L-E,
There isn't any trouble, but will vanish like a buble,
If you'll only take the trouble just to S-M-I-L-E.

It isn't any trouble just to G-R-I-N, grin, etc.

It isn't any trouble just to L-A-U-G-H, etc.

It isn't any trouble just to Ha! Ha! Ha! Ha! Ha!, etc.

WHERE IS
Tune: London Bridge Is Falling Down

We are den Number one, Number one, Number one,
We are Den Number one, where is Number two?

↙ This is a good competitive morale booster stunt to fill in the lag in the banquet if there should be one. It would go through all the dens including the Webelos.

MULES
Tune: Auld Lang Syne

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

BLUE AND GOLD TRADITIONS
Tune: Jingle Bells

While dashing out to find,
Things for Blue and Gold,
We made some nifty napkin rings,
And placemats to behold.

The nut cups they were neat,
And nametags were just right,
Oh what fun it is to have
A Blue and Gold tonight.

Chorus:
Blue and Gold, Blue and Gold
Banquet time is here,
Time to sing and celebrate
Cub Scouting's fifty-sixth year!

EVENING PRAYER
Tune: My Maryland

Lord, in this evening hour I pray
For strength to live my best each day.
Draw near to me and I shall see
The kind of Cub you'd have me be.
In serving others, may I see
That I am only serving Thee.
Fit me, O Lord, in Thy great plan,
That I may be the best I can.

THE BANQUET
Tune: On Top of Old Smokey

Our Blue and Gold Banquet's
The best one in town,
We celebrate Scouting
While gulping food down!

Cub Scouting's a pleasure,
And eating is too!
So pass the fried chicken,
Yea, Gold and Blue!

AUDIENCE PARTICIPATION STUNT

BLUE AND GOLD

Banquet - Let's eat (rub tummies)
Cubmaster - Sign up! (Cub Scout sign)
Cub Scout - Yippee! (jump up and down)
Den Leader - Oh, dear! (hand on top of hand)
Den Dad - Not again! (both hands to side of head)
Parents - Us too! (points to self)
Committee Chairman - Thank heavens! (hands to ceiling)

Divide audience into 7 groups and assign them one of the above. As the story is read pause for the audience to make response as the words are said.

Blue and Gold time has come again. CUB SCOUTS.... and DEN LEADERS.... had to come up with ideas for the BANQUET.... to please the CUBMASTER.... They also had to stay within their budget to the COMMITTEE CHAIRMAN'S.... delight. They made invitations for their PARENTS...., and centerpieces for the table with the help of the DEN DAD....

When they arrived at the BANQUET...., the PARENTS.... were happy with the decorations the CUB SCOUTS.... had made. When the awards were presented, the DEN DADS.... and the DEN LEADERS.... received thanks for jobs well done. The CUBMASTER.... and the COMMITTEE CHAIRMAN....were also rewarded. Then EVERYONE.... decided it was the nicest BANQUET they had had so far.

BADEN-POWEL AND CUB SCOUT SPIRIT

The narrator, the "spirit of Lord Baden-Powell" is a Den Chief in full uniform, wearing a campaign hat. He reads the script from a lectern, while Cub Scouts in uniform come on stage one by one.

Narrator: I represent the spirit of Lord Baden-Powell, the founder of Scouting. I am also the spirit of Scouting past and present. Here is our future - the Cub Scouts of America.
(First boy approaches in complete uniform)

Narrator: The two colors of the Cub Scout uniform have a meaning. Blue stands for truth and loyalty; gold for good cheer and happiness.
(Second boy enters carrying Wolf book and Jungle Book)

Narrator: Early Cub Scout ceremonies were based on Kipling's Jungle Book. When Cub Scouting was organized in America in 1930, Indian themes were used.
(Third boy enters with a craft project of wood)

Narrator: Cub Scouting means fun. We have lots of fun. But most boys like making things-real boy projects- things they can play with or that follow the monthly theme.
(Fourth boy carries a nature collection)

Narrator: Cub Scouts like to go on hikes and collect things for their nature collection or the den museum. They like the outdoors.
(Fifth boy carries a "buddy burner")

Narrator: Most Cub Scouts like to go on picnics. All boys like to eat. It is even more fun when they can cook their own food.
(Sixth boy-the smallest Cub-enters holding American Flag)

Narrator: Cub Scouts are proud to be Americans. They are proud of their flag. They are also proud of their pack flag (points to it) because it reminds them they are part of 76 years of Scouting. They belong! Yes, I represent the past and the present. These boys, Cub Scouts now, are the men of tomorrow. They will be the preservers of our American heritage. Please stand and join us in singing "God Bless America."

CUB SCOUT TRAINING CAN SAVE A LIFE

Narrator: Kevin Wilson was a very smart and brave person. Kevin went to Webelos every Tuesday. He had spent three weeks studying on first aid. His family was going on a vacation to Florida in the morning. He packed everything in his suitcase - even a small first aid kit. It took the family two days to drive to the vacation spot. Kevin got his fishing pole and was walking down a short dirt road to get to the pond.

Accident Victim: Help! Someone please help me!
(Victim lies on stage and calls out.)

Kevin: Someone needs help. It sounds like it is coming from over there by that smoke. It looks like a car has turned over and the engine is on fire. (put a cup of dry ice by victim to make smoke.)

Narrator: Kevin remembered about first aid in Webelos. The man had fainted but was breathing. He checked his pulse. The man's pupils were large which meant he was in shock. Kevin took off the shirt he was wearing to putover the man to keep him warm. When the man woke up, Kevin ran for help. Help came and he was taken to the hospital. Kevin was rewarded because he knew he had helped someone. That made his vacation a very happy one.

1st Cub: This Good Turn was possible because a boy had received training in Cub Scouts.

2nd Cub: It was another Good Turn of an unknown English lad that inspired William Boyce, a Chicago publisher to bring Baden-Powell's Scouting for Boys to America.

3rd Cub: The Boy Scouts of America was incorporated on February 8, 1910.

4th Cub: The Cub Scout program was adapted from the Scouting program for younger boys in a home/neighborhood situation from Kipling's Jungle Book stories.

5th Cub: Cub Scouting started in 1930 and is 56 years old so...

All Cubs: HAPPY BIRTHDAY TO US!

BANQUET GAMES

CUB SCOUT WORD SEARCH

How many different Cub Scouting words can you find in this puzzle? Look up, down, diagonally, backwards, across - every direction!

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

ACHIEVEMENT
ACTIVITY BADGE
AKELA
ARROW OF LIGHT
BEAR
BICYCLE SAFETY
BOBCAT
BOY SCOUT
BSA
BLUE AND GOLD
CODE
CUBMASTER
CUB SCOUT
CONSERVATION
DAY CAMP
DEN
DENNER
DEN CHIEF
ELECTIVE
FLAG
GOOD TURN
GRADUATION
HIKES
LEARN TO SWIM
PACK
WEBELOS
WOLF

FILL AND EMPTY RELAY

Each table of people forms a team. Give each team captain a small paper bag and a paper cup with 10 peanuts in it. On a signal, the captain pours the peanuts from the cup into the bag and passes all items to next player. That player transfers peanuts from bag to cup, and passes them on. Continue, with each player reversing previous action. Peanuts dropped on floor cannot be retrieved. First team finished with the most peanuts wins.

MIXER RELAY

Form relay lines. First person in each line sticks a penny match box cover over his nose. He transfers it to the nose of the person behind without using hands or feet, and so on down the line. First team to finish is winner.

MUSICAL MONEY RELAY

This is a good way to obtain money for the World Friendship Fund. Each table is given a clean, empty paper cup. Music is played and cup is passed from person to person around the table. Each time the music stops, the person holding the cup must put a penny in it. This continues as long as desired.

CLIP IT

Each table has a small dish filled with paper clips. At signal, the first person joins two paper clips together and passes the bowl and beginning of chain to next person. That player adds another clip to the chain and passes it on. After a set time limit (5-8 minutes), paper clip chains are held high in the air to see which group has the longest and is winner.

ORANGE PASSING RELAY

Divide into relay teams. At signal, the first player of each team puts an orange beneath his chin. Without using his hands, the player next to him must get the orange from him and between his own neck and chin, and so on down the line. If the orange drops to the floor, the player must pick it up. First team finished wins.

FOOT RACE

Announce a foot race, and when all the Cub Scouts have lined up ready to start, measure their feet. The den with the largest total inches of feet wins.

KNOTS GALORE

Divide into teams. Give the team captain a 24-inch length of rope. At signal, the captains tie a knot at one end of the tope. The next player ties a knot next to the first, and so on down the line. There should be a knot for every player on the rope before the team can be declared winner. On second time through, each player unties a knot so the rope is returned to original shape. First team through wins.

STRINGER

People at each table form a team. Give each team a chenille stem and several buttons (as many as will fit on the stem). At signal, the first person strings a button (or bead) on the stem and passes it to the next player, who does the same. Continue until all buttons are on the stem. First team to finish is the winner.

WRIST GRASP PASS

Players are divided into teams. Each team forms a line. Players grasp the left wrist of the person on their right, so that each player is holding the wrist of one player with his right hand and is being held by the player on his left. A beanbag or paper plate is given to the player at the end of the line. At signal, the object is passed from free hand to free hand down the line without letting go of wrists. If the object is dropped, it must be retrieved without the team breaking holds. The first team to pass the object to the end of the line wins.

NEWSPAPER RACE

Each contestant is furnished with two sheets of newspaper. Each step in the race must be made on the newspaper. Thus, he puts down a sheet, steps on it, puts down the other sheet, steps on it, reaches back to get the first sheet and move it forward, and so on until he reaches the goal line.

CLOSING CEREMONY

This closing thought may be read by the Cubmaster or other adult.

What can we learn from the past; what lessons that will last?
Faith in God, honor of country, to these truths we hold fast.
Our forefathers made us free; they stood for truth and liberty;
They made discoveries and inventions, left for all to see.
We Cub Scouts, we honor them; those brave men we remember,
Famous Americans and famous Scouters who fanned the flowing ember.
That glowing ember - America- shall burn for centuries;
The flame of greatness lingers on for future men to seize.
We now salute our growing boys, whose youth will soon be gone,
From boys to great men some shall grow, to lead our country on.

CLOSING CEREMONY

A Cub Scout in uniform recites these lines:

Baden-Powell had a dream that he made come true,
So now we enjoy Scouting, and have fun while we do.

An adult, dressed as Baden-Powell comes out and reads the following:

Now may the Spirit of Scouting be with both young and old,
As you remember again the meaning of the blue and gold.
May you strive for truth and spirituality in the warm sunlight,
Under the blue sky above;
As you bring good cheer and happiness to others, with your love.
Good night, and Happy Scouting! (He exits)

CLOSING CEREMONY

Cubmaster reads the following:

This month we celebrate Scouting's 76th birthday in the United States. Everywhere Scouts are taking time to listen to the story of Scouting and to rededicate themselves to the aims and purposes of our movement.

Scouting was started in England by Lt. General Robert Baden-Powell, a British war hero. Guided by his experience in training army scouts, Baden-Powell made Scouting for boys an outdoor program with ideals - a way of thinking and living, a way of doing things.

Today Scouting is still a program filled with fun and adventure. It is learning worthwhile skills that train us to be responsible citizens. It is the spirit of all the men who worked to make our nation great.

More than 6 million boys and leaders are registered in Scouting in the U.S. today. Men who earned badges as Scouts now sit on the Supreme Court bench and in the chambers of Congress. Others hold important offices in our government, business and industry. Former President John F. Kennedy was the first president who had been a Boy Scout. Former President Gerald For is an Eagle Scout. Many of our astronauts were Scouts. More and more men, trained as Scouts, are taking their places in today's world as responsible adult leaders.

This 76th anniversary of Scouting and 56th anniversary of Cub Scouting is a time to recommit ourselves to the goals of Scouting--character, citizenship and personal fitness.

Will you all stand with me now and repeat the Cub Scout Promise as we rededicate ourselves to the purposes of Scouting?

CANDLE LIGHT CLOSING

Equipment needed: 13 Cubs (if you have less, pick your favorites from below)
6 Blue Candles (use muffin cups to protect hands)
6 Yellow Candles, 1 White Candle

One candle is lit. Each Cub lights his own as he recites his piece. All lights are out except the one candle.

1. Cub Scouting is a Boy. He is somewhere between 8 and 11 years old. He is just an average boy - energetic, inquisitive, noisy and eager to explore the world around him.

2. Cub Scouting is Parents who love this boy - and care about him. They want him to grow up to be a well-rounded individual who can live and work in an atmosphere of harmony and cooperation.

3. Cub Scouting is a Den Leader who opens her home and her heart to this boy and 5, 6 or 7 others like him so they may learn to do things in a group rather than individually and learn to share the limelight with others.

4. Cub Scouting is a Den Chief - a Boy Scout or Explorer who works into his busy schedule a time for the younger boy so he may encourage him to stay on the Scouting trail for many years.

5. Cub Scouting is a Cubmaster who gives of his spare time, and some times much more, to provide a program that will bring Cub Scouting to this boy.

6. Cub Scouting is a Committee made up of interested parents who back up the Cubmaster and who serve willingly to carry out pack goals.

7. Cub Scouting is a Nationwide Organization, a little brother program to Boy Scouting, provided by the Boy Scouts of America for the 8, 9 and 10 year old.

8. Cub Scouting is Fun for the boy, his parents and his leaders.

9. Cub Scouting is Fellowship with the boy in your class at school, your neighbor, and other people you might never meet except through Cub Scouting.

10. Cub Scouting is Citizenship - teaching the young boy respect for God and country. He learns his moral obligation to himself and his fellow men.

11. Cub Scouting is a challenge to all who become involved - a challenge to live up to high ideals, bring forth creative ideas, express yourself. It is also a challenge to learn to accept the ideas of others who may not agree with you and learn to compromise and work out differences.

12. Cub Scouting is Achieving by boys and parents as they work together on advancement in the boy's book. Leaders achieve as they carry out the den and pack programs successfully.

13. As you can see Cub Scouting is many things - each one important and shining forth in its own way. If we keep all these lights burning brightly in our Pack, our radience will be seen by many people. This is Cub Scouting.

(Pause - then lights on: Boys blow out candles and go to their seats.)

BLUE AND GOLD CLOSING

This is an impressive closing for a Blue and Gold Banquet.
Personnal: Cubmaster, Cub Scout poem reader, person to turn lights off
Equipment: Candles and matches, one on each den's table.
Arrangement: At each table, ask one father to light the candle. All lights are out.

Cubmaster: Cub Scouting is part of family life in 60 countries around the world. In all of these free countries, on an evening such as this, Cub Scouts are joining in a Grand Howl and repeating the Cub Scout motto. Cub Scouts, what is our motto?

Cub Scouts: Do Your Best!

Cubmaster: As we face each other around our blue and gold tables, let us look at the candle's flame and silently thank God for the Cub Scout friendships we are privileged to enjoy. Now, join me in rededicating ourselves to the Cub Scout Promise.

ALL: Repeat the Cub Scout Promise.

Cubmaster: Thanks to everyone for your assistance tonight. We'll say Good Night after Cub Scout, (name) , reads Edgar A. Guest's poem "A Creed".

Cub Scout: Lord, let me not in service lag,
Let me be worthy of our flag;
Let me remember, when I'm tired,
The sons heroic who have died
In freedom's name, and in my way
Teach me to be as brave as they.

In all I am, in all I do,
Onto our flag, I would be true;
For God and country let me stand
Unstained of soul and clean of hand
Teach me to serve and guard and love
The Starry Flag which flies above.

CLOSING

Did you know that millions of boys and men have been part of the Boy Scout movement since its beginning in 1910? Many of you dads were Scouts and today your sons are Cub Scouts. What a vast force to be crusading each day, at work or play for those things America holds dear! As we light the candles on our birthday cake, over all is the spirit of Scouting and below this, three candles representing Boy Scouting, Cub Scouting and Exploring. Let us resolve that as someone, someplace helped us get started in Cub Scouting, so will we, together and as individuals, help more boys and institutions have Cub Scouting. Repeat with me the response to our Cub Scout motto: WE'LL DO OUR BEST. Now sing "Happy Birthday to You."

CLOSING THOUGHT

You've heard the T.V. commercial which says: "You're not growing older, you're getting better". That's the way it is with Scouting. It's getting better all the time. Scouting is improved and updated to keep pace with a changing world and to make it relevant to today's boys. So even though some of you may think that56 sounds pretty old, just remember: "Scouting isn't getting older... it's getting better." Good night.

CLOSING THOUGHT

Tonight the Birthday of Scouting
We were here to celebrate.
This great movement's been going,
Seventy-six years to date.

So let us all now join together
And pledge ourselves anew,
To always strive for the things
Signified by the Gold and Blue.

May you strive for Truth and Spirituality
In the Warm Sunlight under the Sky above,
As you bring Good Cheer and Happiness,
With Steadfast Loyalty brought through love.

(If the room in which you have your banquet is large enough you could have everyone stand in a circle before you begin reading and then join hands at this point.)

CLOSING THOUGHT

As we close our meeting here tonight let's give a thought to what the Blue and Gold colors of Cub Scouting means. Did you know that the Blue and Gold you see on the Cub Scout uniform was not selected merely because it was attractive? You see, each color has a definite meaning. Blue stands for truth and spirituality--for steadfastness and loyalty, and for the sky above. Gold stands for the warm sunlight good cheer, and happiness. So, may the meaning of these two colors shine forth in our lives as we bring the Scouting program into the lives of our boys.

CEREMONIES

MAKE

MAGICAL

MEMORIES

CEREMONIES -- WHY DO WE HAVE THEM?

- To establish a regular plan to present awards promptly, as soon possible after they are earned.

- To encourage parent involvement by permitting parents to present badges to their sons.

- To provide high points in the advancement plan.

- To focus attention on the accomplishments of boys, leaders, and parents for achievement, recruiting, service projects, and special activities.

- To mark the beginning and ending of den and pack meetings.

- To honor leaders.

- To help develop the monthly theme.

A Cub Scout ceremony can be a serious expression of recognition for a job well done. Serious does not mean something long, ponderous, and stuffy. There is dignity to be found in humor.

A good ceremony has ACTION. Most often this action take the form of having the people being recognized come forward. But, how about a standing ovation for something special. . .get the audience off its chairs. Action is letting the boys get into the act. Let them help recognize their peers. Action is lighting candles, carrying or raising flags, leading a pledge, or singing a song. These are all parts of a ceremony.

A good ceremony has a whole lot of IMAGINATION. Just because the last Cubmaster did it that way, need you? Sometimes we need the continuity of doing things the same way they have been done before, but be sure that continuity is not an excuse for laziness. It sure is easy to use the one in the book because we are not prepared. However, it we use a little imagination, we can change the ceremony in the book to custom-fit our needs. Are all tournament knights in shining armor?

A good ceremony is prepared. This does not mean memorized. It simple means prepared. For a familiar ceremony, you may only have to make sure you know how to pronounce names correctly (knowing the names is very important. . no one likes his name mispronounced). However, when using a new ceremony, all you need are key words on a small card. Word for word is not the point. Improvisation of a basic idea is sufficient. Preparation also means cluing in the others who will be assisting you. Nothing is more embarrasing than missing your cue. Being prepared also means making certain you have all the props you will need to effectively carry out the planned ceremony.

KISMIF. .Keep it simple, make it fun. This is probably the most important thing to remember for ceremonies or any other phase of Cub Scouting. Remember, your main audience is 8, 9, and 10 years of age.

C-2

TIPS FOR SUCCESSFUL CEREMONIES

PLAN-An otherwise execellent ceremony can lose it entire meaning if you have to fumble through it or attempt to read every word in a dark room. Be sure everyone involved knows ;what is expected. PRACTICE.

USE THE MONTHLY THEME-Theme-related ceremonies provide continuity and will ensure variety. Ceremonies repeated over and over can become very dull no matter how impressive they were the first time.

LOCATION-Consider where the ceremony is to take place. Ceremonies can be changed to fit the location, but often the location cannot be changed.

PROPS-The effective use of simple props can enhance any ceremony. Let the Cub Scouts help make them.

ATMOSPHERE-Set the appropriate mood. The use of candlelight, campfires (articifial indoors or real outdoors), Cub Scout emblems, homemade costumes, recordings, all can make a simple ceremony more meaningful.

STAGING-Keep it simple, but not too simple. A handshake and congratulations mean a lot to an adult, but is not long remembered by a boy. Maintain a good balance of dignity and fun. Rule out horseplay. It specific speaking parts are required, have a narrator read the script out of sight of the audience. Be sure he can be heard. Ceremonies are lifeless if the speaker can't be heard.

CUB SCOUT IDEALS-Ceremonies should directly or symbolically reflect the Cub Scout Promise, Law of the Pack, Cub Scout Motto, etc.

RESOURCES-Books, props, atmosphere are all important; but don't forget your number one resource - people. Draw on the imaginations of pack leaders and parents and use Cub Scouts as appropriate.

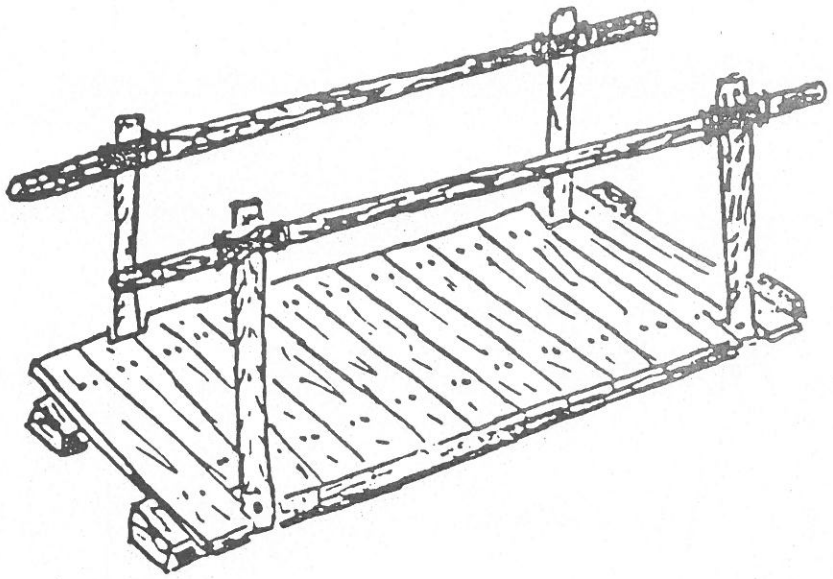
PRESENTATIONS-Pronouns names distinctly and correctly. Have awards readily available and in proper order. Pin on the pin-type awards. Present badges. Hold up plaques so the audience can see them while you read the inscription. Avoid mass presentations of awards. Each person is an individual and should be recognized as such. If the den is receiving an award, announce the name of each den member.

ACTION-Emphasize action rather than words. Keeping speaking parts to a minimum. Use as many people as possible. Use showmanship.

IMPROVISATION-Use easily-found materials. Use low-cost scrap materials whenever possible. Recycle cast-offs for ceremony props and costumes.

PARTICIPATION-Get the parents involved with their sons, den leaders with their dens, or outside persons to compliment the theme. it is through participation that boys develop poise, self-reliance, and confidence. Don't try to do it all yourself. GET HELP.

GRADUATION BRIDGE



2 EA. 4"x4"x8' BASE
¼"x7"x3' BRIDGE PLANKS

2 EA. PINE POLES approx. 2" O.D. X 8" long

4 EA. PINE POLES approx 6" O.D. X 39" long
(Pine poles should be notched at each end.)

4 EA. 5/16 - 18 X 6" stove bolts

4 EA. Lengths of rope approx. 2' long

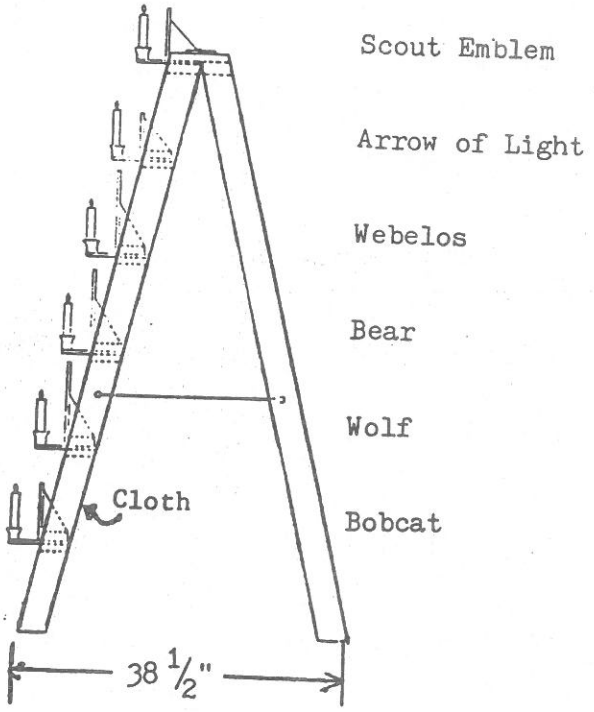
Base and Bridge Planks are nailed together to form one unit.

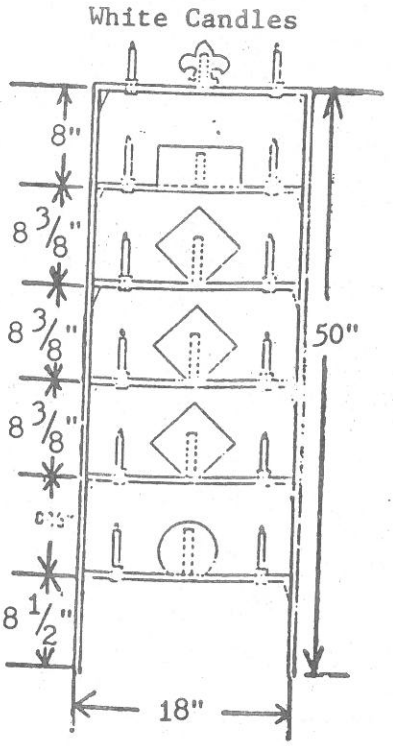
Pine Poles for Rail Supports (6" O.D. x 39" long) are bolted to bridge frame (4"x4"s) by 5/16" Bolts

Pine Poles for Bridge railing are lashed together with rope

"TO ADD A RUSTIC EFFECT "TORCH" WOOD PLANKS"

C-6





Make ladder of pine and finish in natural color.

Burn rank insignia on face of plaques with wood-burning equipment.

FLAG DISPLAY

Volumes have been written on how the flag should be presented in all possible situations. For the sake of clarity and brevity, we will deal only with the display of the flag in lecture halls, classrooms, club rooms, churches, auditoriums-locations where, as Scouting units, we may hold meetings and want to display the flag correctly.

Placement of the flag is very definite. If the location has a raised platform and the flag is to be displacyed on it, the flag is displayed on the speaker's right and the audience's left. If the flag is to be displayed in front of the platform, it is on the speaker's left and the audience's right. If the location is all on the same level, the flag is displayed on the speaker's right and the audience's left.

The process of advancing the colors to where they are to be displayed is determined by the physical arrangements of the facility and the route to be taken by the color guard. If the colors go down a center aisle, side by side, the American flag is on the audience's right. If the center aisle is too narrow for side by side approach, the American flag leads any other flag. If side aisles are used, the American flag must always go down on the audience's right.

If the American flag is to be displayed on the left of the audience, the procession must cross at the front of the room with the American flag crossing in front of any other flag. To retire the flags from this position, they march out without crossing, keeping the American flag on the marching right.

If the flags are displayed with the American flag on the audience's right, the American flag proceeds on the right and moves directly to the display area without crossing. To retire the colors from this position, they must cross at the front, with the American flag crossing in front of any other flag. They then proceed out with the American flag on the marching right.

THE PLEDGE OF ALLEGIANCE

Francis Bellamy (1855-1931) wrote the Pledge of Allegiance for observance of the 400th Anniversary of the discovery of America by Columbus. He was assistant editor for "Youth's Companion" a juvenile periodical. His job was to promote patriotism and the flying of the flag over public schools. He was made chairman of the executive committee for the National Public School Celebration of Columbus Day in 1892. He felt every public and private school in the land should fly the flag.

Bellamy visited President Benjamin Harrison in Washington D.C. to ask him to endorse the idea of a flag over every school and the teaching of patriotism in all schools. On June 21, 1892, President Harrison signed the proclamation which read: *Let the National Flag float over every school house in the country and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship.*

Bellamy wrote these now famous words, first printed in "Youth's Companion" on September 8, 1892:

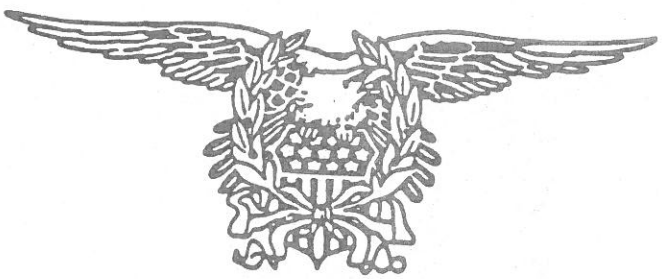
> I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES AND
> TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION, INDIVISIBLE,
> WITH LIBERTY AND JUSTICE FOR ALL.

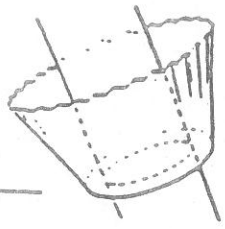
At the Second National Flag Conference, held in Washington D.C. on Flag Day, 1924, they added the words "of America".

A further change was made by House Joint Resolution 243, approved by President Dwight Eisenhower on June 14, 1954. This amended the language by adding the words "under God", so that it now reads:

> I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA
> AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION UNDER GOD,
> INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL.

Often we hear people recite the Pledge: " ...one Nation (pause) under God.." There is no comma after 'Nation', and no reason to pause there as many people do. This extra pause totally destroys the rhythm and meaning of these great lines. After all, the concept of one nation under God is a precious and valued thing. Teach Cub Scouts to repeat it properly.





SAFETY TIP

Paper muffin cups or circles of cardboard around the candle will make it look better and prevent dripping on hands and floor.

CEREMONIES - OPENINGS

"WELCOME"

Arrangement:

7 Cub Scouts hold large colored cardboard cutouts of balloons which have the letters WELCOME on them. As each boy says his lines, he turns over his balloon to reveal the letter.

1st Boy: Welcome to each and everyone.

2nd Boy: We're going to have lots of fun.

3rd Boy: Let's now officially open our meeting.

4th Boy: We give to you a friendly greeting.

5th Boy: Our displays today you will enjoy.

6th Boy: There's something here for every adult and boy.

7th Boy: Now we ask that you please stand, as we sing a song about our land.

(Lead audience in "America the Beautiful".)

****

"FREEDOM FORMULA"

Prepare ahead and having sitting in front of the group a container, basket, etc that is large enough to hold a folded American flag so it cannot be seen by the audience. Cubs come in carrying containers with red strips, white strips, blue strips, and stars as indicted by the dialogue.

Cub 1: "We're working on a freedom formula - I brought red for courage. (Cub 1 pours red strips into container with flag.)

Cub 2: "I bring white for purity." (Pours white strips in.)

Cub 3: "I bring blue for loyalty." (Pours in blue.)

Cub 4: "I add the stars from the heaven for in God we trust." (Pours in stars.)

Cub 5: "I mix it all together with the staff of hard work and sacrifice." (Mixes using stick, wooden spoon, etc.)

Cub 6: "Now the formula is complete and we have the symbol of our freedom - our flag." (Takes flag from the container being careful not to dump strips out. He and a couple of the others hold the flag open.)

Cub 7: "Please follow me in the Pledge of Allegience." (Leads pledge)

C-10

"Opening"

Prepare ahead two glasses, one containing baking soda and one containing vinegar. Compare one glass to the boys, just sitting there doing nothing. Compare the other glass to the Cub Scout Program - lots of potential, but with nothing to act on also just sitting there doing nothing. Add the two together and liken the reaction to boys in the Cub Scout Program. Lots of action going on. Now, on to the fun of the pack meeting.

****

"FAMILY"

Requires 6 Cub Scouts and cards with the following letters: F A M I L Y

1st Cub: (Holds up letter "F") "F is for family support which is needed to help the Pack go."

2nd Cub: (Holds up letter "A") "A is for Akela who helps lead us through Cub Scouts."

3rd Cub: (Holds up letter "M") "M is for meetings where the families all come together."

4th Cub: (Holds up letter "I") "I is for me the Cub Scout."

5th Cub: (Holds up letter "L") "L is for the learning we do as we follow Akela."

6th Cub: (Holds up letter "Y") "Y is for you; together with I help make a (All Cubs together say "FAMILY").

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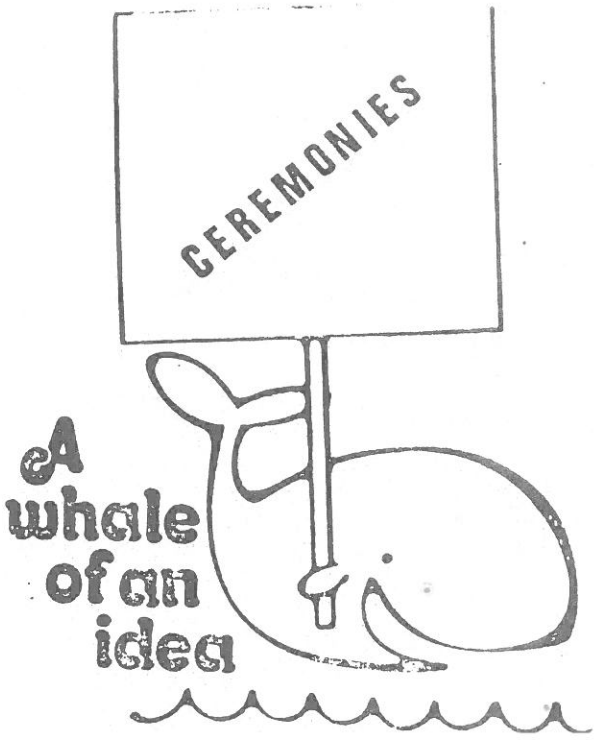


Resources:

"Staging Den and Pack Ceremonies"

"Den Chief's Handbook"

"Program Helps"

"Roundtable Handouts"

OPENING:

(Flags are brought forward)

Cubmaster: Our country has fought through many crises in the last ___ years. The people in our 50 states have always stood together, living and sharing experiences and responsibilities. We also share much of our knowledge and hope with all countries of the world. In short, one main reason for our success as a nation is our willingness to share with others. As Americans, we have much to be thankful for. Let us now stand and renew our faith in our way of living and sharing by pledging our allegiance to the proud flag that represents our nation.

OPENING CEREMONY

Cubmaster: They came as strangers to a wild land, and none of them knew which day would be thier last.

Never in the old country had they known such winter; the wind so cold, the food so scarce; the enemy night so filled with dread. Never had they worked so hard, paying with aching backs for every shelter raised against the cutting wind. Everywhere they went, famine and death watched them with pale expectant eyes. And by the end of that bitter year, there was hardly one among them who had not lost to the cold earth someone he could not live without.

Then these men and women who had nothing, sat down to a hearty feast, filled with gratitude for what they had. We who follow them sometimes wonder why. Did they know some secret of happiness, denied to us, that made them so glad for so little?

And then we think back....back to some personal wilderness we have been through in our time. Perhaps there was once a day when simply to feel the sun again, to smell another morning's freshness, to hear a child laugh again was miracle enough... a time when just to find oneself alive was a gift beyond belief. They had their lives; no man has more. They had freedom too. They were where they chose to be. All the days ahead were theirs to use as they pleased. They owned themselves; no man owns more.

Remembering this, we join their feast, brothers to all the wise men whom trouble has taught to look at what they have, and not at what they lack.

Openings

Sing the Thanksgiving hymn, "We Gather Together" (post the words on a blackboard or large sheet of paper).

Have a Cub Scout give the following prayer:

"O Lord of us all, like the Pilgrims we gather together to praise thee and to give thanks for all our blessings. Give us the gift of joy tonight and help us to give goodwill to all men now and forever. Amen."

C-12

"I PROMISE"

1st Cub: I Promise. . .

2nd Cub: An assurance I make, A pledge to do right; I keep it before me a bright shining light.

1st Cub: To do my best

3rd Cub: I'll try my best to do it, though difficult it may be, and if I keep my promise then folks will believe in me.

1st Cub: To do my duty to God

4th Cub: To God the Creator, the Maker of all, In joy or in sorrow on Him we may call.

1st Cub: And my country

5th Cub: A wonderful country I'm sure you'll agree, So let's keep it always the land of the free.

1st Cub: To help other people

6th Cub: If I am helpful, faithful, and just, then I'm deserving of everyone's trust.

1st Cub: And to obey the Law of the Pack

7th Cub: A guide for each day as we go on our way, And a good one to know as we follow and grow.

****

Have a Cub Scout read the narrative, or pass out cards so the entire audience can read the pledge in unison:

This is my country. I will use my eyes to see the beauty of this land.
I will use my ears to hear its sounds.
I will use my mind to think what I can do to make it more beautiful.
I will use my hands to serve it and care for it.
And with my heart, I will honor it.

Then ask the audience to stand and join in the Pledge of Allegiance.

****

THE GIFT OF TREES

This is an old Iroquois legend which could be read by Akela to a group of boys and adults seated around a campfire.

The Indians believe that the secret of happiness comes from giving to others. "All nature gives freely", they say. "The sun gives his light. The rain feeds the thirsty earth. The stars guide and comfort the traveler."

Many, many moons ago, when the Great Spirit put Man on earth, Man was frightened. "Where shall I find food and shelter?" he said. The trees laughed softly. "We are your brothers", they murmured. "We will help you."

The maple tree spoke up: "I will give you sweet water to drink and to make into sugar", he said. The elm tree said: "Use my soft bark for your baskets, and tie them together with my tough muscles." "My cousins and I will fill your baskets with sweet nuts", said the hickory tree, and he called to the chestnut, beech and walnut to help him. "When you get tired, little brother" whispered the great pine tree softly, "I will make you a bed. My cousins, the balsam and cedar will help me."

There was sunshine in the heart of Man as he set out to explore his world. But soon he came to a deep, wide river. "How shall I ever cross the river?" asked Man. The trees laughed and laughed. "Take my white skin", said the birch. "Sew it together with the muscles of the elm tree and you can make a boat that will carry you across the widest river."

But when the Sun had crossed the sky to his lodge in the west, Man felt cold. Then the balsam fir tree whispered to him: "Little brother, there is much sunfire in my heart. Rub my branches together and you will make fire." So man made fire. And that night he slept soundly on the branches of the great pine tree. The North Wind blew cold, but there was sunshine in the heart of Man.

When Indian children asked how they could repay their friends, the trees, the wise men answered: "They do not ask for payment. But you can give them care and attention. You can give love and care to every plant and flower that makes life beautiful."

See *Group Meeting Sparklers* for "Indian Battle", "Indian Hunter" audience participations.

C-14

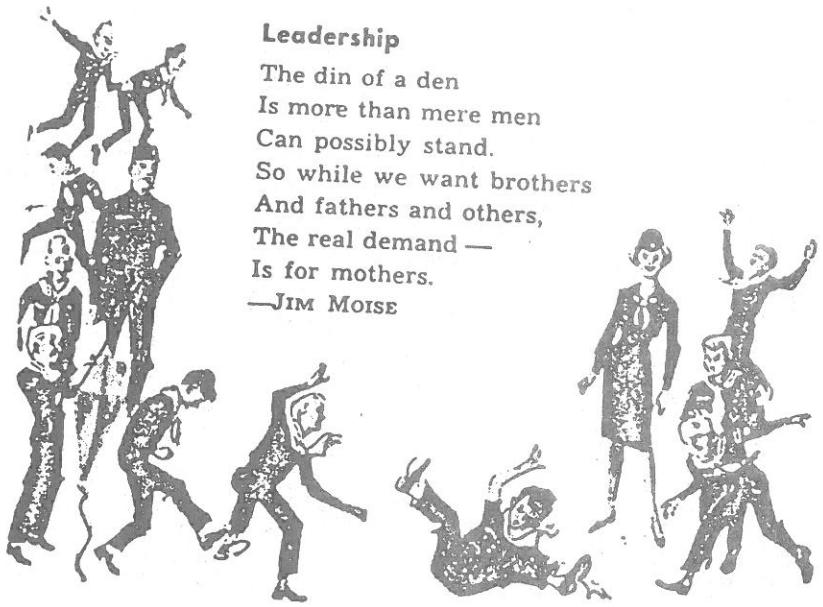
OPENING

COMPASS AND INDIAN

Personnel: AKELA (an adult); operator of spotlight; tom-tom beater; a Cub Scout, a Scout, and an Explorer (each in uniform); Cub Scout or adult dressed as Indian.
Equipment: Indian tom-tom; spotlight; large cardboard compass board painted blue in east, gold in south, silver in west, with large cutout Scout badge at north; an 8 to 18-inch candle with a strip from the side of a safety match box wrapped around its base; a wooden arrow painted gold with wooden safety matches taped to tip.
Arrangements: Compass board is supported by a small easel, and a candle is inserted in center. Room darkened. A tom-tom beats offstage, a spotlight swings around room, center on compass board.

AKELA: We look to the compass for our guide. We find at the north an Indian with his spirit of adventure. (Indian enters, carrying arrow, and stands behind compass board.) We find at the east a Cub Scout bringing his eagerness like the dawn of a new day. (Cub Scout enters and stands at right of compass board.) We find at the south a Scout with his boyhood dreams alive with Scout action. (Scout enters and kneels in front of compass board.) WE find at the west an Explorer, only a step from manhood, whose adventures enable him to carry into his adult life the ideals of Scouting. (Explorer enters and stands at left of compass board.) We read the compass, we set the course.....trained leadership will not lose the trail. Look again, the "light of Scouting" burns (the Indian places his matches against the strip from the matchbox side, and lights the candle). Now, will everyone join me in the Pledge of Allegiance to the flag.

* * * *



Leadership

The din of a den
Is more than mere men
Can possibly stand.
So while we want brothers
And fathers and others,
The real demand —
Is for mothers.
—JIM MOISE

"THE SIX SHIPS OF SCOUTING"
(Opening ceremony)

Arrangement: 6 Cub Scouts hold large cardboard cutouts of ships, on which have been printed the following words; SCHOLAR-SHIP; FELLOW-SHIP; FRIEND-SHIP; SPORTSMAN-SHIP; WORKMAN-SHIP; STATESMAN-SHIP.

CUBMASTER: Tonight, Den ____ would like to tell you about the Six Ships of Scouting. These are ships which were launched in America strong and mighty ... ships that will last forever.

1ST CUB: SCHOLAR-SHIP. This ship is very important on the Sea of Education. On her deck stands such officers as Ambition, Determination, Intelligence and Application. Her flag bears symbols of the letter "A" and the plus sign.

2ND CUB: FELLOW-SHIP. This ship stand for good spirit, fine cooperation and never-failing unity. Its flag floats high - the flag of Scouting.

3RD CUB: FRIEND-SHIP. This is the most handsome ship of all. It is true blue and its flag is golden - since friendship, itself .. is golden.

4TH CUB: SPORTSMAN-SHIP. This is the ship that's fair and square It never veers from its course. Its flag is never at half mast.

5TH CUB: WORKMAN-SHIP. This ship's every line, every part, every mast, represents the best that a person can give. Its flag bears a laurel wreath.

6TH CUB: STATESMAN-SHIP. This ship represents wise guidance, constant counsel, unselfish interest and sincere endeavor. Its flag is white for purity.

CUBMASTER: And there you have six strong and sturdy ships to brave the sea. Three cheers for the Scouting ships!

C-18

NATURE CEREMONY

Make nine placards with the various points printed on them. If it is a Webelos demonstration, one boy could discuss and demonstrate.

POINT	DEMONSTRATION
Nature has Beauty	Show the beauty of the leaf; its shape, vein and symmetry.
Nature is Useful	Have several small sticks of wood. Tell how wood has, many times, saved men's lives by either providing warmth, fire, food or shelter.
Nature has Mystery	Show the mystery of a bird's nest. Why do different birds build different nests?
Nature has Magic	Bite into an apple, deep enough to secure a seed. Hold up the seed and explain the magic that this small seed can grow into.
Nature is a Teacher	Prepare a model of a kite. Explain Ben Franklin's experience when he discovered electricity with his kite and key.
Nature has History	Secure a stone with a fossil in it and talk about how this happens.
Nature is Fun	Show a fishing pole. Tell a "Whopper" of a fish story.
Nature is Life Itself	Very simply and without much florish, drink a glass of water.
Nature is the Future of Mankind	Prepare two cardboard boxes in advance; one with dirt or blow sand in it, the other with a piece of healthy sod.

WILDLIFE PLEDGE (Have Pack repeat after you each line)

I pledge to use my eyes to see the beauty of all outdoors.
I pledge to train my mind to learn the importance of nature.
I pledge to use my hands to help protect our soil, water, woods, and wildlife.
And by my goo example, show others how to respect, properly use, and enjoy our natural resources.

"The Lord giveth, and the Lord taketh away, but He is no longer the only one to do so. When some remote ancestor of ours invented the shovel, he became a giver...he could plant a tree. When the axe was invented, he became the taker...he could chop it down." We should all give serious thoght to these words of Aldo Leopold. Each of us possesses the power to create or to destroy. Luet us use this power wisely as we protect our beautiful land.

OPENING CEREMONY

Arrangement: Each of 12 Cub Scouts holds a candle which is lighted as he gives his message. House lights are dimmed.

1st Cub: Cub Scouting is a boy. He is somewhere between 8 and 11 years of age. He is just an average boy - energetic, inquisitive, noisy and eager to explore the world around him.

2nd Cub: Cub Scouting is parents who love this boy and care about him. They want him to grow up to be a well-rounded individual who can live and work in an atmosphere of harmony and cooperation.

3rd Cub: Cub Scouting is a den leader who opens her home and her heart to this boy and several others just like him so they may learn to do things in a group rather than individually and learn to share with others.

4th Cub: Cub Scouting is a den chief - a Scout or Explorer who works into his busy schedule a time for the younger boys so he may encourage them to stay on the Scouting trail for many years.

5th Cub: Cub Scouting is a Cubmaster who gives of his spare time, and sometimes much more, to provide a program that will bring Cub Scouting to this boy.

6th Cub: Cub Scouting is a committee made up of interested people who back up the Cubmaster and who swerve willingly to carry out the pack goals.

7th Cub: Cub Scouting is a national organization - a little brother program to the Boy Scouts of America for 8, 9 and 10 year old boys.

8th Cub: Cub Scouting is fun for the boy, his parents and his leaders.

9th Cub: Cub Scouting is fellowship with the boy in your class at school, your neighbor, and other people you might never meet except through Cub Scouting.

10th Cub: Cub Scouting is citizenship - teaching the young boy respect for God and country. He learns his moral obligations to himself and his fellow man.

11th Cub: Cub Scouting is a challenge for all who become involved - a challenge to live up to high ideals; to learn to compromise and work out differences; to use your own creativity.

12th Cub: Cub Scouting is achieving by boys and parents as they work together on advancement. As you can see, Cub Scouting is many things - each important and shining forth in its own way.

"SEPTEMBER PACK MEETING"

Arrangement: 6 Cub Scouts in uniform. They enter stage one by one, saying their parts. All remain on stage to sing with audience at end. (or say pledge)

1st. Cub: Another year is starting,
And we'd like to welcome you
And tell you what our purpose is,
And what we hope to do.

2nd. Cub: The Cub Scouts is a group of boys;
It helps us grow up strong,
It teaches us to do what's right,
And fight against what's wrong.

3rd. Cub: It shows us how much we can do.
If we work as a team,
Then we'll have fun and jobs won't be
As hard as they first seem.

4th. Cub: We'll go on hikes and field trips,
To learn of nature's wonders;
So we'll respect her when we're grown,
And not make any blunders.

5th. Cub: And we'll be shown in many ways
That each man is our brother;
And we will see the joy there is
In helping one another.

6th. Cub: We'll learn to be good citizens
And, hopefully, we'll see
That laws are made for all the men,
So each man can be free.

ALL: To do this, the Cub Scouts need
Good leaders - that is true.
That means we need the help of all
Of you - and you - and YOU!

CHRISTMAS OPENING

Have the Cub Scouts and Webelos leave the room. Dim the lights. Have a well rehearsed den lead the pack in a slow march into the room, singing a Christmas carol or Hanukkah song. The only illumination is provided by small flashlights, pointed to the ceiling, or candles, carried by the first half-dozen boys. A Webelos color guard comes last, and as the lights come up, a Webelos Scout leads Pledge of Allegiance.

OPENING CEREMONY

CUB SCOUTING IS...

Seven Cub Scouts line up across the stage holding up posters as indicated. Each boy says his line, pausing a moment after saying, "Cub Scouting is.."

1st Cub: (Holds up poster of Bobcat Badge) Cub Scouting is...That new Bobcat who the Cub Scout Promise makes.

2nd Cub: (Holds up poster of Wolf Badge) Cub Scouting is...That Wolf Cub Scout who his first achievement undertakes.

3rd Cub: (Holds up poster of Bear Badge) Cub Scouting is...That older Bear Cub Scout who can tackle much more.

4th Cub: (Holds up poster of Webelos Badge) Cub Scouting is...That Webelos Scout who's running up a fine Activity Badge score

5th Cub: (Holds up poster with FUN on it) Cub Scouting is...All that plus much more too, giving us the reason for what we're here to do.

6th Cub: (Holds up poster with picture of Cub Scout) Cub Scouting is... That boy clad in gold and blue, making this meeting important to me and to you.

7th Cub: (Holds up some type of patriotic poster) Cub Scouting is... Being a good citizen, you see. So won't you pledge allegiance to our flag with me?

Use this recipe as basis for ceremony.

RECIPE FOR A WONDERFUL DAY

1 cup friendly words
2 heaping cups understanding
2 cups milk of human kindness
2 heaping Tbs. time and patience
1 dash gentle humor
1 pinch spice of life
1 drop warm personality

Measure words carefully. Add cups of understanding to milk of human kindness. Sift together three times to make a smooth paste. Cook with gas on the front burner. Keep temperature low so it never boils over. Season with gentle humor, warm personality and spice of life. Serve in individual molds. Works best with a good mixer.

CEREMONIES – PARENTS & LEADERS

PLEA FOR NEW OR ADDITIONAL LEADERS

(A never-fail ceremony adapted form Den and Pack Ceremonies book)

NARRATOR: I am going to put out all the light -- I want you to think about the darkness.

To a Cub Scout it looks very black
When there is no leader of a den or a pack.

Wait,here's a leader (first leader enters)with a lighted candle, (have whole committee enter enventually)
But the job is more than one can handle.
We need a Den Leader and Committeemen too,(or fill in any position needed)
Because there is so much to do.
(If a position is needed, have someone carry that candle but leave the candle unlit showing the darkness of empty offices)

These candles have made things a little more cheerful,
Yet the candles of some are still dark.
Won't someone please come up and light these candles and make the future brighter for our Cub Scouts - (pause)

They are not very big but they can light up their home and make the people around them a little more happy - (pause)
When a boy is 8 to 10 years of age, he has spent half of the life he will spend with you. Take some time NOW to help your son and his Cub Friends along the path to manhood.
What you do today is important; tomorrow is too late.

Materials, a library and adult help and training are available to you.
In good conscience can you say you have no time to help a boy along the pathway to manhood?- (pause)
(If someone comes up and lights the candle claiming that position, you can read the verse below or sometimes they won't come up until the end of the meeting - then read the verse below at the next pack meeting as part of the induction of the new leaders)

For our Cub Scouts, it can be bright - out of darkness, we can have hope - our little Cub Scouts no more will grope. Please parent leaders, walk along the road - millions like you have strode - to wear the uniform of the Blue and Gold - The laws of the country and God to uphold - so all together, hold your candles high, and the fun of Cub Scouting for our boys will never die.

Adapted by 305, Foothills Council

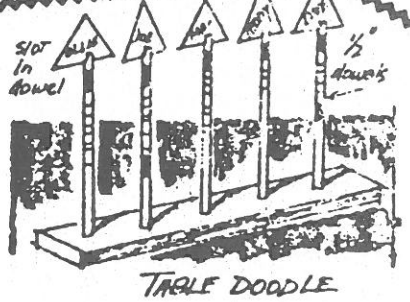


TABLE DOODLE

TABLE DOODLE

Stick 1/2-inch-thick wood dowels into holes drilled in a wooden base. Insert construction paper arrowheads into slots at top of dowel and write boy's names on the arrow-heads. Have each Cub Scout paint stripes on his dowel as he advances - 1/4-inch yellow stripe for each Wolf achievement; one-inch-wide yellow stripe for Wolf badge. Use red for Bear achievements and badge, 1/4-inch-wide

CEREMONY FOR COMMITTEE MEMBERS

Introduce all committee members and have them stand at the front of the room. Present plaques.

M.C.: These are some of the key people to our unit. Will you please look at your plaques. This is a key and it represents responsibility. Each key is different, each key will be able to open a different door. It is the pack committee's responsibilities to do their individual job in the best interest of Scouting. Can you see the problem we would have if we only had one or two keys, because we would only have one or two doors to open. It is volunteers like you that make our pack go.

K-E-Y - What does this mean?

K - Kindness, having the will to do good and bring happiness to others.

E - Educate, to bring up a young person by teaching or training and provide means of opportunity and education.

Y - Youth of our country, we might have helped a boy, one boy, in the right direction. Our youth of today are our citizens of tomorrow.

Cub Pack __#__ thanks you committee people.

CEREMONY FOR OTHERS WHO HAVE HELPED THE PACK

Have special people come forward and present plaques.

M.C.: These people all have helped our pack. These people do not have any Cub Scouts in their families. These are all concerned people helping build a future for our boys as well as themselves. These people have given our unit a spark.

Will you please look at your plaques. This is a sparkplug and represents the spark you put into our Cub pack.

S-P-A-R-K - What does this mean?

S - Special people taking action.

P - People, if it wasn't for you, our job would be much harder.

A - Ability people share.

R - Resources we find in our own neighborhood.

K - Kindness, you share your time, energy and talent with our pack.

Our Cub Pack thanks you.

C-24

NEW LEADER INDUCTION

Don't forget that it is important to induct new leaders to the jobs they have agreed to do. This not only introduces them to the Pack, but also lets them know how important you think they are and how important the job they are going to do is.

CUBMASTER INDUCTION

Personnel: New Cubmaster, Former Cubmaster, Pack Committee Chairman, six Pack Committee Members

Equipment: Seven rolls of white paper tied with blue ribbon to resemble diplomas.

Committee Chairman: Will our new Cubmaster please come forward.

Committee Member 1: Akela, I present you with "responsibility", for great will be your responsibility as our leader.

Comm. Member 2: Akela, I present you with "knowledge", for knowledge of the best procedures of Cub Scouting will help you guide us to work with you for the success of our Pack.

Comm. Member 3: Akela, I present you with "hard work", for that is one of the foremost qualities of success.

Comm. Member 4: Akela, I present you with "enthusiasm", for nothing great was ever accomplished without enthusiasm.

Comm. Member 5: Akela, I present you with "gratification", for that will be the reward of your efforts.

Comm. Member 6: Akela, I present you with "admiration", for never has there been a worthy chief who was not admired by all of the members of his tribe.

Committee Chairman: Akela, I present you with "opportunity", for few things will bring you a chance to work with and learn to know the fine families of our community as will your new job as Cubmaster.

Former Cubmaster: Akela, it is a pleasure to present you with the Flag of Pack ___, the symbol of the office of Cubmaster. As I entrust this Flag to your care, I also entrust the care of all the leaders and Cub Scouts of Pack ___. Take good care of them during your time in office so that you, too, can pass them on in good health. Your fellow leaders here and in the audience, and those of us now departing pledge you our wholehearted support.

SEE EXCELLENT SELECTIN OF SPECIAL CEREMONIES TO HONOR AND RECOGNIZE LEADERS, INCLUDING DEN CHIEFS, ON PAGES 177-193 IN STAGING DEN AND PACK CEREMONIES.

THE ART OF SAYING "THANKS"

Say "Thank you" and mean it. Take the time to say it properly. Say it with warmth, a smile and meaning.

Make it a THANK YOU that will be remembered!

NOTES: For mothers who have helped transport Cub Scouts, drop them a note and let them know they are appreciated. A single piece of paper, an envelope, a stamp and a real heartfelt message can not only make that mother feel good, but usually will assure some help the next time.

GAG AWARDS: Fun thank yous can mean more than any others. Make these out of a variety of scrap material around the house.

--Helping Hand--for someone who is always around right when they are needed, they should earn the Helping Hand Award. Cut a hand from wood or take an inexpensive pair of plastic gloves and attach it to a dowel rod. Give this person a "Big Hand." If the plastic gloves are used, two awards can be made for the price of one.

--Wet Sponge--This is a good award for the new den leader so she/he can soak up all the ideas and energies of the many people with whom they come in contact.

--Go Getter Award--This is an inflated balloon full of hot air for "go power for the go getter." This could be an award that might be nice for a Den Chief from the troop that has helped a lot with the pack.

--Good Egg Award--The good egg award should go to someone who always helps or is especially good about helping on certain projects. Use a piece of white felt and cut a yolk from yellow felt. If you happen to have a couple that fit this award make it a double yolk award.

--Old Fossil Award--This should go to the person in the pack that has been in the Scouting program the longest. This could be an old rock or arrowhead.

A THANK YOU TO THE WIFE OF A SCOUTER - Golden Empire Council - Galaxies '75

This Thank you is given to _____, a Scouter's wife for:
Ironing his uniform so that he is always neat at meetings.
Taking messages for him when he is gone.
Encouraging him to go on when he wants to give up.
Helping with refreshments when needed.
Going places where you may not want to go.
Helping him get ready to go on overnights and doing up dirty clothes when he gets back.
For being a good listener.

Don't forget that there a lot of wives that give support to their husbands. If it were not for their understanding and patience, a lot of husbands couldn't give as much of themselves. (A carnation would be nice to go along with the thank you message)

* * * * * *

CEREMONIES - ADVANCEMENT

CUB SCOUT/PARENT INDUCTION CEREMONY

This ceremony not only inducts boys as Bobcats, but inducts their parents, as well.

Cubmaster: New Bobcats, tonight you will become Cub Scouts and begin a long and wonderful experience which you will share with thousands of other boys around the world. Please repeat with me the Cub Scout Promise. (They do so.) Now, please repeat with me the Law of the Pack. (They do so.)

Parents of these new Cub Scouts, will you please give the Cub Scout Sign and repeat after me:

"As a parent of a Cub Scout, I will do my best to help my son live up to the Cub Scout Promise and to obey the Law of the Pack. I will work with my son on his achievements and projects. I will attend the pack meetings and help as needed to make the pack 'go'."

Cubmaster: (To parents) I would like to present you with your son's Bobcat pin. Please pin it on him. It is customary to put the pin on upside down until he does his first Good Turn as a Cub Scout.

(Congratulations and handshakes all around.)

* * * * * *

PARENT PLEDGE

To be repeated by parents after an advancement ceremony.

We will continue to do our best to help our son along the achievement trail and share with him the work and fun of Cub Scouting.

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NEW BOY INTO THE PACK

Equipment needed: A large candle and a small candle for each boy coming into the Pack.

The large candle is lit at the beginning of the meeting to symbolize the spirit of scouting. The lighting of this candle may be a ceremony in itself.

The new boy(s) are taken either out of the room or to the back of the room by the Den Chief or Den Leader. The boy(s) are given a small candle.

As the boys names are called, they come forward and light their candle from the large candle.

CM: AS THE FLAME OF THE SCOUTING SPIRIT BURNS BRIGHT, IT NOW BURNS EVEN BRIGHTER AS WE RECEIVE JOHNNY SMITH INTO OUR PACK. EACH BOY IN THE PACK IS LIKE THIS FLAME, BRINGING LIGHT AND WARMTH INTO ALL OF OUR LIVES.

JOHNNY, YOU WILL HAVE THE OPPORTUNITY TO LEARN MANY NEW SKILLS, MAKE NEW FRIENDS, AND HAVE FUN. BUT YOU WILL NOT DO THIS ALONE. FIRST YOUR PARENTS WILL HELP YOU. WILL MR & MRS SMITH PLEASE COME FORWARD.

Parents then stand behind their son.

CM: MR & MRS SMITH, JOHNNY HAS COMPLETED THE REQUIREMENTS TO BECOME A BOBCAT. IT IS WITH PLEASURE THAT WE PRESENT HIS BADGE TO YOU, HIS PARENTS.

The Den Leader presents the Bobcat badge to the parents and instructs them on where to place it on Johnny's uniform.

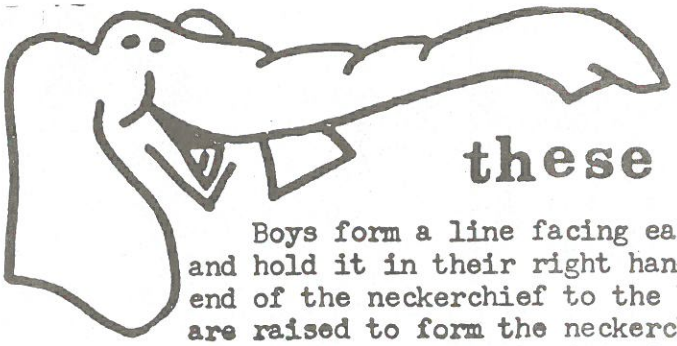
CM: JOHNNY, WILL YOU NOW REPEAT THE CUB SCOUT PROMISE WITH ME.

They recite the promise and the Cubmaster turns to the parents.

CM: IN SIGNING JOHNNY'S APPLICATION TO BECOME A CUB SCOUT, YOU HAVE PLEDGED YOURSELVES TO HELP JOHNNY IN HIS ACHIEVEMENTS. HE CANNOT DO THEM ALONE. WHILE HE MAY DO THE ACHIEVEMENTS WITHOUT YOU ACTUALLY ASSISTING, YOU MUST SIGN HIS BOOK STATING THAT HE HAS INDEED DONE HIS BEST IN COMPLETING THE ACHIEVEMENT.

NOW WILL YOU REPEAT THE PARENT'S PROMISE AFTER ME. "WE, THE PARENTS OF A CUB SCOUT....PROMISE TO HELP OUR BOY...TO BECOME A BETTER CITIZEN....BY HELPING HIM LIVE UP TO THE SCOUTING IDEALS...AND BY HELPING HIM WITH HIS CUBBING ACHIEVEMENTS."

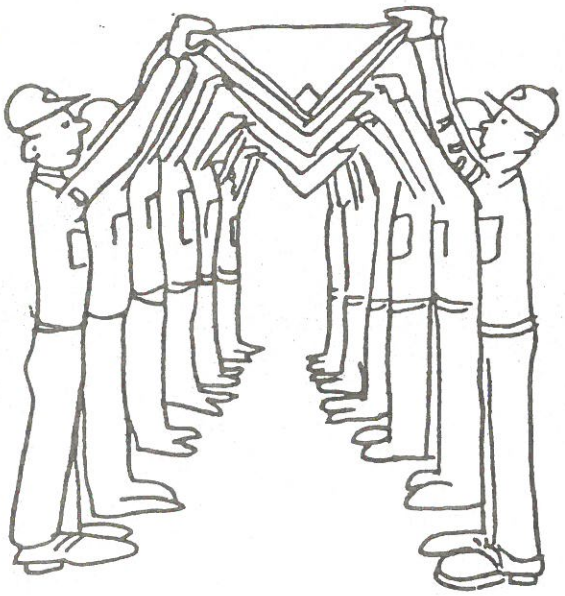
WELCOME TO OUR PACK.

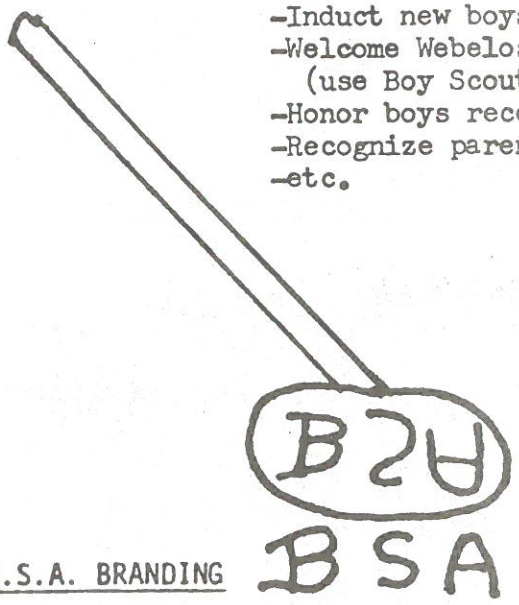


Look at these Great ideas

Boys form a line facing each other, remove their neckerchiefs, and hold it in their right hands. At signal they hand the loose end of the neckerchief to the boy facing them . All neckerchiefs are are raised to form the neckerchief arch. Inductee passes under the arch. The arch may be formed as part of a ceremony to:

-Induct new boys into Pack, Den
-Welcome Webelos into Troop
(use Boy Scouts)
-Honor boys receiving awards
-Recognize parents, leaders
-etc.





B.S.A. BRANDING

A Simple Brand is made by:

1. One inch by two inch piece of 1/4" plywood with flooring tile glued on it.
2. Machinist wire or similar bent and glued onto tile to read B.S.A.
3. Carve away as much of the tile around letters as possible.
4. Glue toweling role to back of brand for handling. Dowell stick may be used.
5. Use stamp pad for ink to place brand on cubs.

CEREMONY

You are beginning the trail of Boy Scouts of America. You have just received the Bobcat award which is your first step on this trail. We of Pack ____ are going to brand you with the Boy Scout initials.

(Brand Cub on his hand.)

This brand serves two purposes, the first is to show that you are a member of the finest organizations in the world to produce quality men from our young boys.

The second reason is to act as a remainder that as a Bobcat you are to do a good deed in order to have your Bobcat badge sewn on. Therefore, for the next 24 hours you are not to wash the brand off. Every time you see it you should do another good deed.

TIGER CUB/BOBCAT INDUCTION CEREMONY

(The Tiger Cub program is fairly new and it has met with a great deal of success in the Denver Area Council. It is a program designed to give second graders an opportunity to become familiar with the concept of Cub Scouts. It is based on a one on one relationship with either parents or anothr Tiger Cub partner. The key elements to the program are explorling new adventures and sharing those new experiences with other Tiger Cub pairs through informal gatherings or group outings.)

CUBMASTER

We are very happy to have with us tonight some Tiger Cubs who have been participating in the Tiger Cub program with their partners. They have explored new territories and shared the new discoveries they have made with others in the Tiger Cub program. Sometimes they have even gone exploring and learning in a large group made up of many sets of Tiger Cub partners.

Lord Baden Powell, the founder of Scouting, patterned the Cub Scout program after the adventures of Mowgli, a boy who was taken in by a pack of wolves in the jungle and raised by them as though he were a wolf cub. The story was written by Rudyard Kipling and is called The Jungle Books.

I would like to have our new Cub Scout, _____, his Tiger Cub partner and his new Den Leader join me in front of the Pack at this time.

Like Mowgli, _____, it is time that you are now old enough and wise enough to venture out into the Den. There you will met other Cubs your age who are like you. You will explore, play, compete and learn new things together under the direction of the Den Leader, _____. You will learn to share your adventures and as a part of Pack _____ you will have a chance to show all the members of the other Dens and the Pack the new things you have learned and skills you have mastered.

Like the wolf pack in The Jungle Books , now that you belong to a Den, you and your Tiger Cub partner will continue to work on skills together and practice the things you must learn to make your Cub Scouting experience as much of an adventure as Mowgli had growing up in the jungle.

Pack _____ is very pleased to present your parents with your Bobcat badge which shows that you have already passed the first requirements of the Pack. We present the award to your parents to show that Cub Scouting is a family activity and because of the help they have given you in achieving this goal, they should have the honor of presenting the Bobcat badge to you. Congratulations and welcome to our Pack.

C-30

TIGER CUB GRADUATION CEREMONY

THE STORY OF THE CUB SCOUT COLORS

Personnel: Akela, two Indian Braves, a narrator

Equipment: Tripod with pot suspended over fire, small container (such as a coffee can) that will fit inside the large pot and hold Cub Scout neckerchiefs, dry ice to pack around the small container. Dry ice will vaporize and cause a smoking effect so it looks as if the pot were boiling. The smoking increases when water is added. You will need two clean bottles. Fill one with yellow food coloring and water. Fill the other with blue food coloring and water. Have an Indian headdress for Akela.

Narrator: (Speaking to audience. Akela stands behind the ceremonial fire.)
Many, many moons ago, the great chief Akela called a council to see what could be done to make the Webelos tribe the best of all the tribes. After many hours, Akela called his two most trusted braves to the council fire. (The two braves come and stand one on each side of Akela.) He told the first Indian brave to climb the mountain and tell the great eagle to fly high into the sky and bring back part of the beauty of the sun. (First brave leaves.) He told the second brave to go into the forest and tell the sparrow to fly high into the sky and bring back part of the beauty of the sky. (Second brave leaves. Then, both braves return immediately. One carries a bottle of yellow water. They kneel one on each side of fire, and hold up bottles of colored water for all to see.)

Akela: (To first brave) Pour some of the beauty of the sun into our council moxing pot. (The brave with the yellow water pours some of it into the large pot containing dry ice.) (Akela signals the second brave.) Pour some of the beauty of the sky into the council mixing pot. (Second brave does)

Akela: (Raising right hand, Akela speaks)
From this day forward, blue will stand for truth and loyalty. Yellow will stand for warm sunlight, happiness, and good cheer. (Then Akela stirs the pot, reaches in and pulls a Cub Scout neckerchief from the small pot. He holds it up and speaks.) And that is why the Cub Scouts use the colors blue and gold. Now, let us meet the Tiger Cubs and parents who are anxious to join our tribe. (Akela stirs pot and pulls out Tiger Cub badge and Cub Scout neckerchief for each Tiger Cub. Call boy and parents forward to receive badge and neckerchief.)

BOBCAT INDUCTION CEREMONY

PERSONNEL -- Bobcat candidates, their parents, Cubmaster

EQUIPMENT -- 1x6 inch board, two finishing nails, two 18" strings, two washers, Bobcat pins and certificates. Drive finishing nail into each end of the board, slightly off-center, with about one-half inch protruding. Print "Achievement" on one side of the board. "Parent Cooperation" on the other. Tie a washer on end of each string.

Place board on floor with side reading "Achievement" facing audience. Invite Bobcat candidates and their parents to come forward and stand behind board.

CUBMASTER: "Tonight we welcome these new Bobcats and their parents into the pack. I'm sure the new Bobcats love trick and puzzles, so let's try one now." (Give one of the Bobcats one string and ask him to pick up the board by ringing a nail with the washer. He will be able to lift just one end. Now give the other string to his father or mother and ask them to help by using the other string. As boy and parent lift at both ends, the board will flip over showing "Parent Cooperation."

"That little trick should teach us something about Cub Scouting. That is, the boy can find achievement and get full value from our pack's program only if his family helps him and the pack. Let's keep that in mind as we start our new program year."

A bucket, a board, two finishing nails, two washers, and string are all you need to illustrate Cub Scout—parent cooperation.

C-32

ADVANCEMENT CEREMONY

PROPS: Artificial campfire; Akela costume; tom-tom.

SETTING: Fire is glowing. Akela stands behind fire, and is flanked by Awards Chairman and ACM who beats tom-tom.

Akela: Will all Cub Scouts in good standing with this tribe come forward and be seated around the council fire. It is time for us to take council. (Cub Scouts come forward and are seated) Our Medicine Man (Awards Chairman) is here, so it is time for the council to begin. (Tom-tom beats) Mighty Medicine Man, you have signaled us that some of the braves in this tribe have traveled along the Trail of the Golden Arrow of Light far enough to earn them names of their hunting stations. Who are these braves?

Awards CH: (Reads names of boys to receive awards)

Akela: Mighty Warrior, how far along this trail did these braves travel?

Awards CH: (Name of boy) has passed the twelve achievements tests to Wolf Valley and also did a fine job hunting for he earned a gold arrow. (Name of boy) after orossing Bear Ridge, hunted well to earn a gold arrow and a silver arrow. (Name of boy) and (Name of boy) are working their way up Webelos Peak and have earned activity badges in _____and_____.

Akela: This is indeed a fine job of Scouting. Will these braves come forward and stand before the council fire so we can see these good hunters.

Awards CH: (To boys) Can you truthfully say you have followed the Cub Scout Promise and have tried to do your best?

Cubs: Yes

Akela: Will each of you tell us of one of your accomplishments along the trail? (Each boy tell of one achievement or elective)

Akela: I am satisfied you have Done Your Best. This is indeed a a proud moment for our tribe when we can advance our young braves. It symbolizes sound cooperation in your teepees among your family. Without their help, hunting along the Trail of the Golden Arrow of Light would have been difficult. Mighty Medicine Man, have you brought suitable awards for these fine hunters?

Awards CH: I have. (He presents awards and boys return to seats.)

THE STORY OF THE CUB SCOUT COLORS

Personnel: Akela, Braves, Narrator
Equipment: Tripod with pot suspended over fire, small can inside of pot (Coffee can), Cub Scout neckerchief in small can, dry ice in large pot, two clear bottles with yellow and blue fluid - (Tempera paint mixed with water).

Setting: Curtain opens showing Akela standing in back of tripod. Indian braves off stage. Narrator cannot be seen. Akela makes appropriate gestures as story is told.

Narrator:

Many, many moons ago, the great chief Akela called a council to see what could be done to make his tribe (any specific den or pack could be used here) the best of all tribes. After many hours, Akela called his two most trusted braves to the council fire. (Akela stands with arms folded - then raises his arms at calling of the council. He beckons with each arm for his two braves. One comes from each side of stage on signal beckon from Akela).

Akela told the first Indian brave to go and climb the highest mountain and tell the Great Eagle to fly high into the sky and bring back part of the beauty of the sun. (With a few motions from Akela, first brave leaves).

Akela told the second brave to go into the forest and tell the sparrow to fly high into the horizon and bring back part of the beauty of the sky. (After a few motions by Akela, second brave leaves. After a short interval, both braves return, one carrying a bottle with yellow fluid and the other a bottle with blue fluid. They kneel before fire, holding up their bottles).

Narrator continues:

After the return of the braves, Akela ordered the first brave to pour some of the beauty of the sun into the pot. (Brave pours some of yellow fluid over dry ice - this smokes). Then he ordered the second brave to pour some of the beauty of the sky into the council mixing pot. (Second brave pours blue fluid over dry ice to cause smoking). Akela then raised both of his hands and spoke. From this day forward, blue will stand for truth and loyalty. Yellow will stand for happiness and good cheer. Let us mix these two colors (two braves stir in pot with sticks) and come forth with a design which shall represent our tribe. (Braves reach into pot and bring out a Cub Scout neckerchief which they unfold and hold up). Ever since that time long, long ago, the blue and gold neckerchief has been the symbol of the Cub Scout tribe. (Broves then form a circle around Akela and sing "Akela's Council" which is found in the Cub Scout Songbook. If desired, they may do a few Indian dance steps while singing).

C-34

ADVANCEMENT CEREMONIES

PINEWOOD DERBY ADVANCEMENT CEREMONY.

PERSONNEL: Cubmaster, the advancing Cub Scouts and their parents.

EQUIPMENT: Pinewood derby track, badges of rank or decals of them and awards to be given to the boys.

Put decals or actual badges of rank on stiff cardboard or thin wood and attach to eight-inch-long sticks. Tape or tack these to the siderails of the Derby track in ascending order--Bobcat near bottom, then Wolf, Bear, Webelos badges and Arrow of Light. If you have a boy graduating into a Scout troop, have a Scout badge at the top.

At appropriate places on the track tape badges and arrow points to be presented.

CUBMASTER: "We've all had a great time tonight watching the pinewood derby cars race down this track. They really speed downhill, don't they?"

"Well, you can go uphill on this track, too. It's a little harder, but it's worth the climb from Bobcat to Wolf to Bear, to Webelos and the Arrow of Light."

"Some of our Cub Scouts have been climbing this course and now we're going to show how far they've gotten. Will the following Cub Scouts who have made the climb as far as Wolf please come forward with their parents?"

When boys and parents have assembled, remove their awards from the track and have the parents pin the badges on. Do the same for Bear badges and arrow points. Have Webelos den leaders take over for Webelos activity badges, Webelos badges and Arrows of Light. Cubmaster resumes if you have only these. Cubmaster also takes over if a boy or boys are graduating into a troop.

From: Cub Scout Program Helps 1977-78.

* * * *

CONSERVATION

ADVANCEMENT: A large tree, cut from cardboard bicycle box or appliance is firmly anchored in a stand. A large green construction paper leaf is used for each person receiving an award. Names should be written on leaves and as each Cub receives his award, he tapes his leaf to the tree.

Cubmaster: What do we plant when we plant a tree?
We plant a ship which will cross the sea.
We plant the mast to carry the sail,
We plant the planks to withstand the gale;
The keel, the keelson, the beam, the knee;
We plant a ship when we plant a tree.

What do we plant when we plant a tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors;
We plant the studding, the lath, the doors.
The beams and siding, all parts that be;
We plant a house when we plant a tree.

What do we plant when we plant a tree?
A thousand things that we daily see.
The paper from books from which we learn,
Tools to help us do a good turn,
The wood for a Pinewood Derby car,
For model planes that we can fly far,
We plant the staff for the flag of the free.
Yes, we plant all these when we plant a tree.

But what do we plant when we plant a lad?
With the help of his mother and his dad,
We palnt a Cub who'll become a Scout,
We plant ideas that will round him out,
The skill the games, the joy to be had,
We plant a Scout when we plant a lad.

(Cubmaster goes into the standard awards ceremony, calling forward boys and parents. As awards are presented, each boy tapes his leaf on the tree.)

You have all helped make this tree more beautiful. It is a part of you. Just as Mother Nature's trees endure for many years, you have learned many things from your achievements, electives, and activity badges that will last you a lifetime. May you always stand straight and tall like a tree, and be worthwile resource of our country.

What do we plant when we plant a lad?
We palnt a Scout when we plant a lad.

Congratulations to all of you.

C-36

PIONEER CAMPFIRE CEREMONY

(Onstage campfire in foreground, behind large cutouts of wagons for the effect of wagon train. As the curtain opens the TRAIL BOSS is seated at the fire.)

PERSONNEL: Trail Boss, Bobcat Scout, Wolf Scout, Bear Scout and Webelos Scout.

(Scouts enter one at a time and are greeted by the Trail Boss, and they are seated at the campfire.)

TRAIL BOSS: Scouts, it has been a long trail but I think that we have some Scouts that have passed our tests and learned the trail. Since this is our last campfire for this month, now would be a good time to advance them in the ranks of Scouting. Bobcat Scout, have you found any boys that are ready to join our wagon train on the trail to Webelos Scouts.

BOBCAT SCOUT: I have____boys who are ready to pass their tests, they have learned well and are anxious to join our train.

TRAIL BOSS: Will these boys come to the Campfire with their parents_____.

BOBCAT SCOUT: Ahead of you stretches a long trail full of fun and new skills that you will learn. Before you join our train you must be a Bobcat, now for the test--

(Have boys give salute, Promise, Law of the Pack, Motto and meaning of Webelos.)

Congratulations, you are now Bobcat Scouts with Pack____and the trail to Wolf Scout lays ahead, work hard and soon you will be Wolf Scouts. Parents will you pin the Bobcat pin on your son. Thank You.

TRAIL BOSS: It is good to see new Scouts joining our train because there is a lot of fun ahead on our Cub Scout Trail. Wolf Scout, do you have any Bobcats that have passed your tests for Wolf Scout?

WOLF SCOUT: I have ____ that have shown they are ready for more difficult tasks on the trail.

TRAIL BOSS: Will those Scouts come forward with their parents.

WOLF SCOUT: It has been a long trail and you have worked hard for your Wolf Scout badge. When you are nine you will have a new trail ahead of you, the Bear trail. I know that you will do well in what lies ahead for you. May you always carry with you the sign of the Wolf Scout. (Hold up hand in Cub Scout sign.)

TRAIL BOSS: Bear Scout, do you have Wolf Scouts that have passed your test for Bear Scout?

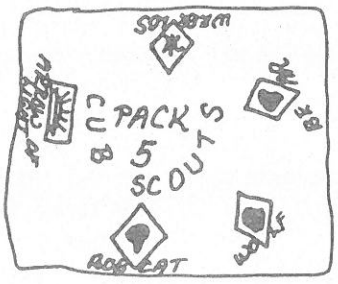
BEAR SCOUT: Yes, I have the following Wolf Scouts_____ that have completed all their tasks for the Bear Scout badge.

"KNIGHTS OF YORE" ADVANCEMENT CEREMONY

EQUIPMENT: A knight's sword made of cardboard or plywood for each boy advancing in rank, with his name on it. If scarf changes are in order, roll the scarf as usual and fasten around the hilt of the sword.

A kneeling pad made from large brown paper bags stapled with plain sides out. Appropriate decorations are made with the pack number and Cub symbols.

A King Arthur costume for Cubmaster.



CEREMONY: *CUBMASTER:* "As in Cub Scouting, a boy that wanted to become a knight started his training about the age of eight. He learned good manners, did errands, learned to sing and play. He also learned consideration of others and how to play fair. As he grew older, again like a Cub Scout, his duties became harder. He learned to take care of his knight's armor, horses, and weapons. Finally the young squire was tested and took his vows to become a knight. These vows included doing his duty to God, serving his king bravely, and being fair, kind, and truthful.

"Tonight we have in our Pack some squires who have been tested and have taken their vows to become knights. Will the following squires come forward as their names are called and kneel. *(CALL THE NAME OF EACH BOY ADVANCING IN RANK.)*

"In the name of Akela, King of the Order of Webelos, I present *(NAME OF BOY)* with the badge of his *(WOLF/BEAR/WEBELOS)* knighthood. Arise and return to your den. *(REPEAT FOR EACH BOY USING THE APPROPRIATE WOLF, BEAR, OR WEBELOS DESIGNATION. PRESENT EACH BOY WITH HIS SWORD, AND SCARF IF ATTACHED.)*

"Congratulations to all of you. Your parents, leaders, and fellow Cubs are proud of your accomplishments. As you leave this meeting, may you carry with you the spirit of knighthood."

C-38

PINEWOOD DERBY ADVANCEMENT CEREMONY

Personnel: Cubmaster, Den Chief

Equipment: Racetrack Ceremony Board (instructions follow); flashlight; badges pinned in small cutouts (racing car for Bobcats, green flags for Wolf badges or Arrow points, red flags for Bear badges or Arrow points, white flags for Webelos activity badges, checkered flags for Arrow of Light Awards).

Setting: Room is darkened. Den Chief stands with flashlight behind ceremony board. At the appropriate time, he illuminates the proper cut-out with flashlight. Cubmaster reads script.

Cubmaster: In an auto race, drivers must advance in position. Tonight we have a special way to honor our racing drivers who have advanced in Cub Scout rank.

The first step in any race is to establish a qualifying time. Tonight we have some new Bobcats who have qualified as drivers on our Cub Scout advancement track. (Den Chief illuminates racing car cutout.) Will the following boys and their parents come forward. (Cubmaster reads names of new Bobcats - and continues with their induction using any of the induction ceremonies.)

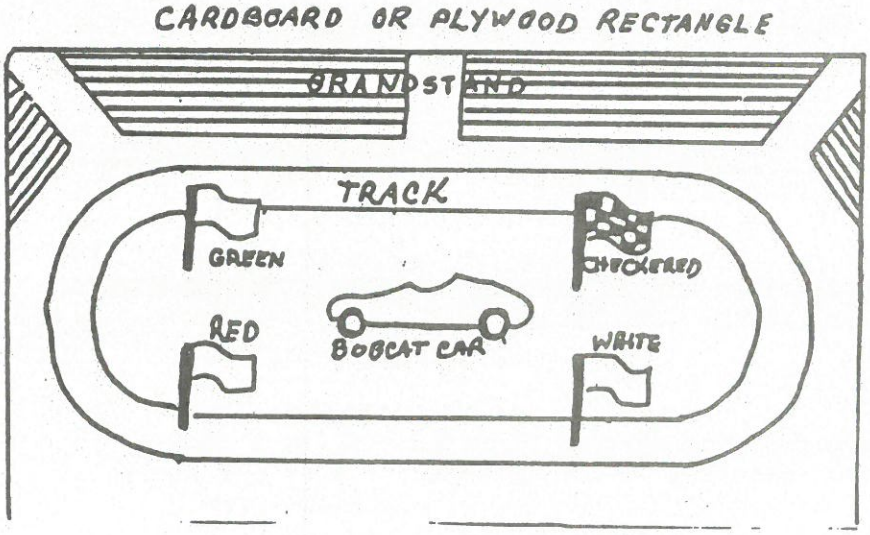
The green flag symbolizes those drivers who have qualified for a Wolf position on our advancement track. Will the following boys come forward. (Names boys who have earned Wolf badge or arrow points; Den Chief illuminates green flag.) Because your parents were helping you and cheering for you, we would like them to come forward and present the badge to you.

The red flag indicates that a driver is more experienced and skillful in handling his car and is moving up among the track leaders. Will the following boys come forward to receive their Bear badges and arrow points. (He calls names.) Just as pit mechanics help drivers to refuel and change parts, so your parents have helped you. Will the parents come forward to share in the honor. (Parents present badges.)

The white flag tells us that the driver has but one lap to go to reach the checkered flag - the Arrow of Light. He has learned to manage the turns, jams, and upsets. Will the following Webelos Scouts come forward to receive activity badges. (Reads names.) Many a driver wins because of the support given by his pit crew. Your parents have helped you in earning these badges, and your Webelos Leader has been an important part, too. Will you folks come forward. (Webelos Leader presents activity badges.)

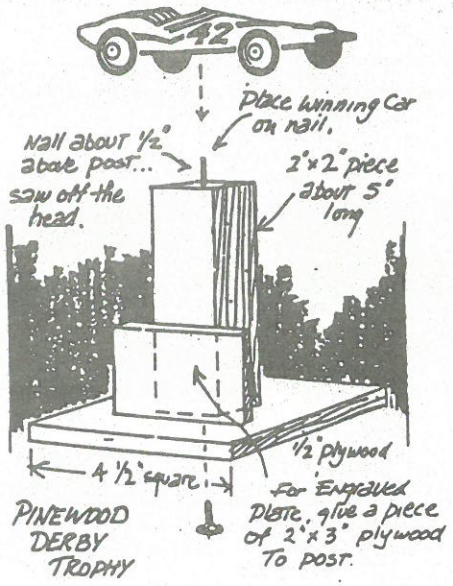
Pinewood Derby Advancement Ceremony (continued)

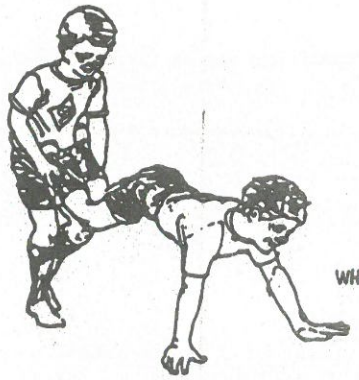
The checkered flag announces the end of the race. It shows that the driver has reached the goal and has won the right to go on to bigger races - the Indianapolis 500 - which is Scouting. Will the following boys come forward to receive the highest track award, the Arrow of Light. (Den Chief illuminates checkered flag, Cubmaster presents Arrow of Light.) This is the only badge in Cub Scouting which may be worn on the Scout uniform. May I introduce your new Scoutmaster, (name) of Scout Troop (number). We would like for your parents to come forward also, since they have helped you be square and game and have traveled the track of Cub Scouting with you. (Congratulations all around.)



RACETRACK CEREMONY BOARD

Flags and car are cut out and backed with cellophane of the proper color. Flashlight illuminates cut out at the proper time.




WHEELBARROW RACE

DERBY TROPHY. Awards for you derby winner can be obtained fro your Scout distributor or council se vice center.

If you want to make a trophy, see th drawing. Stain and varnish the trophy stand. The "engraved plate" is a 2x3-inch piece of plywood lettered with a felt marking pen. Glue it to the post.

The winning car or rocket is pressed into a nail with the head cut off and placed into the stand.

C-40

PACK CEREMONY FOR ARROW POINTS

CUBMASTER: Tonight we have some wolves and bears who have been hard at work on their electives and so----of them have done enough to earn their gold arrow under the Wolf or Bear and----of them will receive silver arrows tonight. As I read your names I would like the following boys to come forward with their parents standing in back of their sons. (Read list of boys and whether gold or silver arrow, and under which badge.)

CUBMASTER: It gives me great pleasure to award these arrow points to you tonight. As I read your names the Assistant Cubmaster will hand you the awards with our congratulations for a job well done.

After this is done, the Cubmaster says: These boys have learned how to make and do many useful and fun things while working on these electives. For each ten projects he completes, he receives an arrow point. For all their fine efforts, we're going to give special applause stunts. Have the other boys stand and give an applause stunt.

WEBELOS DEN INDUCTION

Equipment: Webelos neckerchief and/or handbook

CUBMASTER: (name) of Den ___, a Bear Cub Scout, is now 10 years old and is eligible to advance into the Webelos Den. (name), do you know the secret meaning of the word "Webelos"?

CUB: It means "We'll be loyal Scouts"

CUBMASTER: Webelos is a very exciting part of Scouting. It is a chance for a boy to have adventure in the outdoors. It is his chance to go on over-night campouts with his dad and other Webelos Scouts... to fix his own meal... to be with his dad. It is a chance for adventure in developing his skills by working on 15 different activity badges such as Geologist, Scientist, Engineer, Athlete, Citizen, and others.

This is a big step towards Boy Scouting. Congratulations! (Cubmaster places Webelos neckerchief on Cub.)

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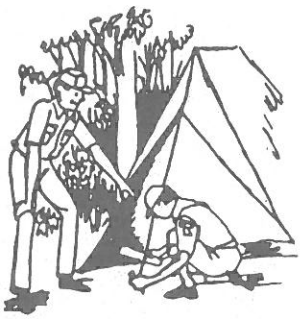
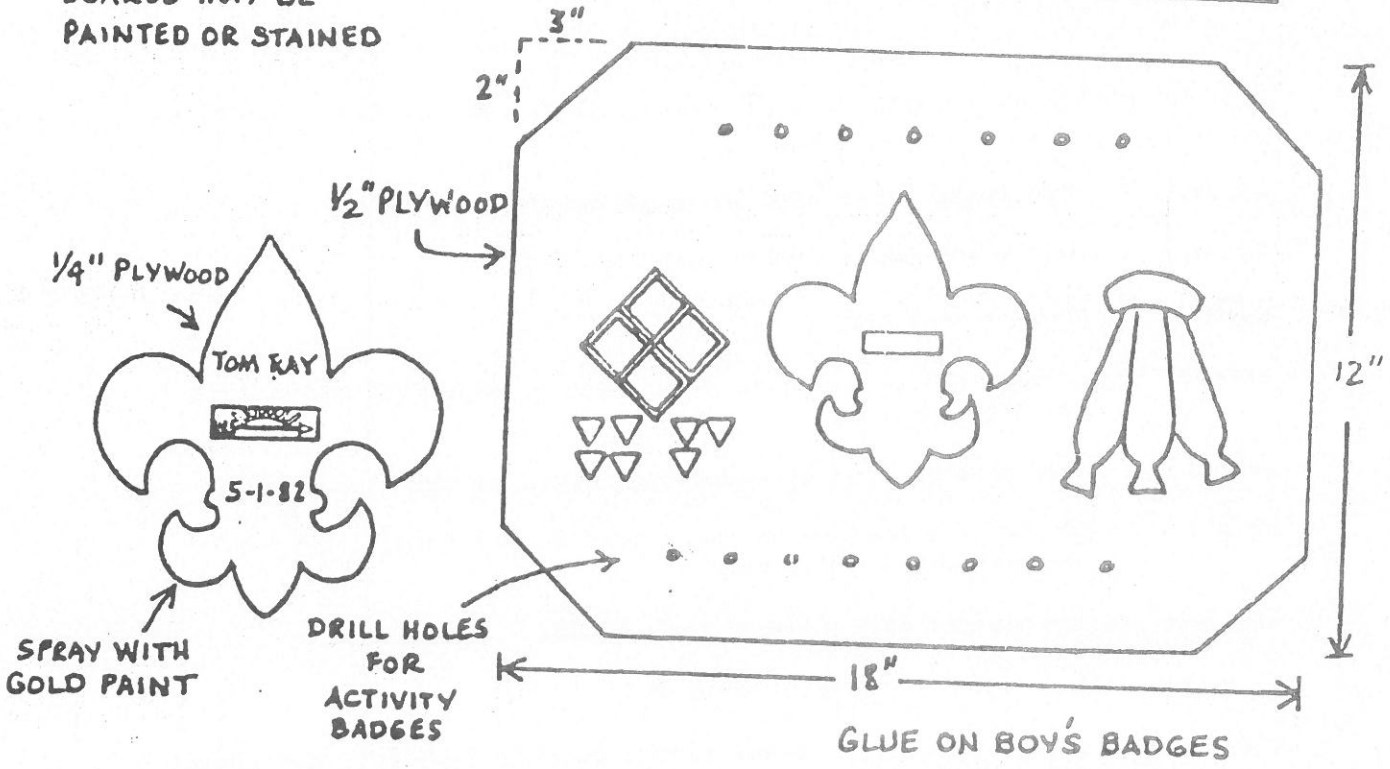
Webelos Activity Badge presentation ceremonies are shown on page 28 of the Webelos Den Leader's Book. Also, check the Den and Pack Ceremonies book, pages 120-124.



Special recognitions such as the ones shown below can be made by the pack. These are cut from wood and decorated as described below. They are presented to Webelos Scouts.

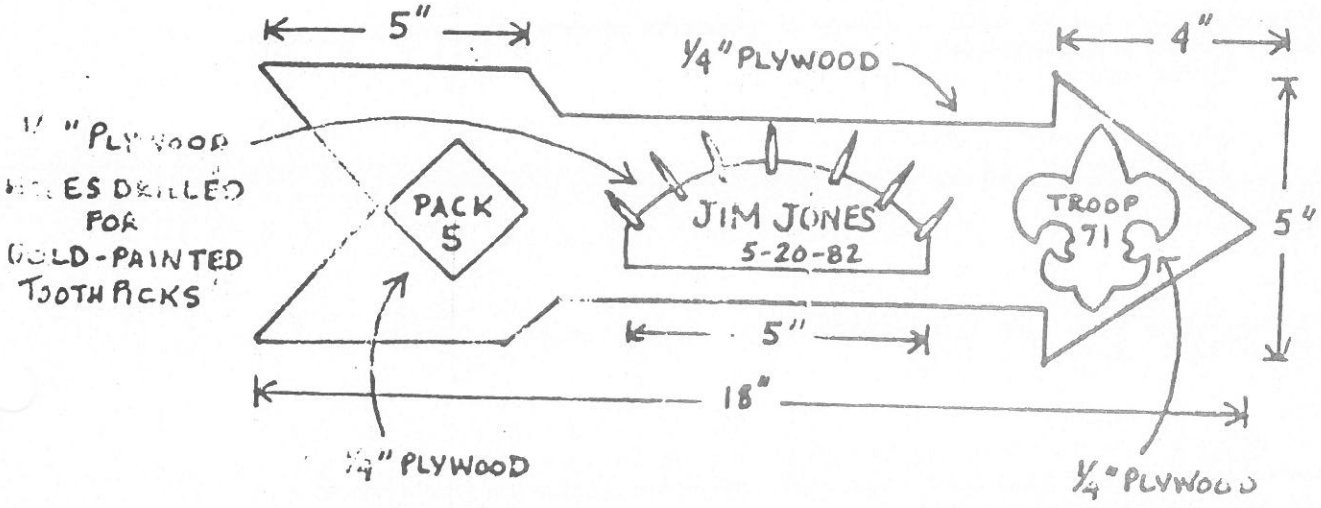
WEBELOS GRADUATION PLAQUE



LETTERING CAN BE DONE WITH PLASTIC LABEL TAPE

RECOGNITION AWARD

DRILL HOLES AT EACH END FOR HANGING



Proceedure: Select two boys for the honor of lighting the candles. Then the Cubmaster lights the Universal Emblem of Scouting. The Cubmaster proceeds through the ranks as numbered on the board while honor scouts light the candles. For additional effect and a greater impression on the boys, call upon the Spirit of Akela to come forth and honor the Scouts. Akela comes forward and gives the sign, hand clasp, and puts the sign of rank on the Scout's forehead.

AKELA COSTUME

Head Dress: A kit to make your own can be purchased for 5 or 6 dollars. (Tandy Leather Co.)

Shirt: Old khaki shirt with the neck and arms cut off.

Pants: Old khaki pants with fringed bottoms.

Shoes: None - barefoot.

Breech Cloth: Foot square piece of red velvet or flannel tied on with an old rope.

Beads: Two strands from a second-hand-store or the flea market.

Paint: White or black grease paint used on the face; lipstick to mark the scouts' faces.

Complete costume should cost no more than $8.00.

INDOOR CAMPFIRE

Wood: Flame proof red paper; black cloth; twinkle lite set; hot plate; cap full of flare juice; incense; and two extension cords.

For an added effect at the outdoor campfire you can break one flare and create a magical effect before having the advancement ceremony.

WEBELOS CEREMONIES

Burning the Cub Scout Neckerchief

Use this to signify when a scout is graduating from Cubs into Webelos.

Materials: Scout's neckerchief
Denatured alcohol
Pan of Water
Tongs or long handled rod
Empty pan or tin for alcohol

Proceedure: Saturate the scarf in water, then wring out. Pour alcohol over the scarf in an empty pan, raise with tongs or long rod. Ignite. The scarf will burn brightly. Drop the scarf back into the pan of water when almost burnt out. The neckerchief will remain intact and can be dried and ironed as good as new.

Have the parents present and put on a new Webelos neckerchief. This can also be used for the boy who is advancing to Boy Scouts. It is very effective if done in a darkened room with only the light coming from the campfire and the burning scarf.

C-43

WEBELOS INDUCTION CEREMONY

(Four Winds)

Props: Four candles, Webelos neckerchief, Webelos neckchief slide, Webelos hat, Webelos colors, and Webelos book.

CUBMASTER: Tonight we have ___ Cub Scouts who are ten years old and are ready to join our Webelos den. Will the den chief's please escort the following Cub Scouts to our awards table? (name of Cub Scouts)

(After Cubs are in place turn out the lights. The Webelos Scouts then light their candles on the four sides of the room.)

CUBMASTER: Do I hear the North Wind?

WEBELOS SCOUTS: I am the North Wind. People say I am cold, but to you I will always bring the warmest of winds because you have been a true blue Cub Scout while in Pack ___ and have lived up to The Law of the Pack.

CUBMASTER: Do I hear the South Wind?

W.S.: I am the South Wind. I wish you good scouting. Over hill and dale I have carried stories of you and your cub scout experiences. As a Cub Scout you have been happy - game and fair-a credit to your den and pack.

CUBMASTER: Do I hear the West Wind?

W.S.: I am the West Wind. I would like to tell everyone that these Cub Scouts did not walk the trail of Cub Scouting alone. Each had the wonderful help of his parents, please continue to help your Cub Scouts go and grow.

CUBMASTER: What are all the winds saying?

W.S.: (All winds in unison) We will be with you forever. We wish you the best of luck in Webelos.

CUBMASTER: Will the parents of these Cub Scouts please come forward and join their sons. Will Webelos den leader _____ please come forward and explain the purpose of the Webelos Den and award to these new Webelos Scouts, their colors and books.

W.D.L.: The purpose of the Webelos den is to help the boys earn the Cub Scouting's highest award. The Arrow of Light, thus enabling them to become Boy Scouts when they are 11 years old. We work on 15 activity badges of which your son may earn all or a few. These are similar to the merit badges in Boy Scouts, as they give the boys a chance to learn about new thing and try different skills. We meet on ___ night at ___ o'clock, at _____. Now I'd like to award Cub Scout _____ his Webelos hat, neckerchief, slide, and colors and his Webelos book. (Webelos leader tears out Parents Supplement and hands it to the parents.)

CUBMASTER: Now will Webelos Den Chief _____ lead the Pack in a cheer for these new Webelos Scouts.

YOU CAN DODGE RESPONSIBILITIES. YOU CAN'T DODGE THE RESULTS OF YOUR DODGING....

....A MAN IS TOMORROW WHAT HE THINKS TODAY....

...NO THOUGHT, NO WORD, NO ACT OF MAN EVER DIES. THEY ARE AS IMMORTAL AS HIS OWN SOUL.....

The scouting program that we have come to know is a rugged road. As rugged as you want to make it, and it goes far. Do you know how far (look at prospective scouts?) Well it advances through six more ranks to the highest Boy Scout award, Eagle Scout, and it has carried many Boy Scout adventurers from the depths of the ocean, across deserts, prairies, to the highest mountain tops on earth, and to our nearest neighbor in space the moon. Before many of you were born, in July of 1969, two men set foot on the surface of the moon for the first time and the first of them, Commander Neil Armstrong was a former Eagle Scout. Now that wasn't sufficient to assure his success, but you can imagine that Astronaut Armstrong looked back upon his youthful days and at times related difficult and impossible challenges facing him as an astronaut to those he faced as a scout. You will do the same, and whether or not you go to the moon or beyond, or conquer another of our limitless frontiers, your scouting experience will serve you well."

"The points of the scout law, 12 in number, have a lot to say for such fleeting words. As we graduate you and your parents to the scouting adventure ahead, let us place these parting thoughts where each point of the scout law belongs in helping a scout to grow to become a man. That must seem a long way off to you, a boy of 11, but some day, and sooner than you can imagine, you will be standing here in my place telling this to other boys of 11."

"If you're ready then, we'll proceed to teach you the meaning of the 12 points of the Boy Scout law that you will live every day of your life to come."

"Take a step closer to your new scoutmaster as we recite the law for you."

A Scout is:

1.	"Trustworthy . . . Be prepared"	Echo - "to be relied upon by others wanting your friendship or needing your assistance."
2.	"Loyal . . . . . Be prepared"	Echo - "to be faithful to your family and to your country."
3.	"Helpful . . . . . Be prepared"	Echo - "to lend a hand, do your part, make an extra effort before you are asked."
4.	"Friendly . . . . Be prepared"	Echo - "to welcome people into your life and to share your life and its experiences with others."
5.	"Courteous . . . . Be prepared"	Echo - "to respect others, their feelings, and their property."
6.	"Kind. . . . . Be prepared"	Echo - "to care for your fellow man and your natural surroundings."
7.	"Obedient. . . . . Be prepared"	Echo - "to follow the laws that govern us at home and away from home."

8.	"Cheerful. . . . . Be prepared"	Echo - "look on the bright side of things instead of the gloomy one, as Baden-Powell has told us."
9.	"Thrifty . . . . . Be prepared"	Echo - "to conserve that which you earn or use. Everything of value can be wasted, you must learn a sense of worth."
10.	"Brave . . . . . Be prepared"	Echo - "to face disappointment, unhappy feelings, pain and fear."
11.	"Clean . . . . . Be prepared"	Echo - "to uphold high morals, to be neat in appearance, and to outwardly project both traits with sincerety."
12.	"Reverent. . . . . Be prepared"	Echo - "to honor God and to hold in awe the creation of life and the universe."

"Now that you know what we mean by the 12 points of the Scout Law, you have crossed the bridge that Cub Scouting has been for you along the rugged road. New leaders await you, new adventures await you, and new friends await you. You have been a fine Cub Scout and we will miss you. You will do well as a Boy Scout and you will always have one more chore or task ahead of you. You will be a leader of the boys and Cub Scouts to follow you. Do not take this matter lightly because these younger boys, each of them, look up to you this evening with pride. CONGRATULATIONS Boy Scout ___(name)___. Introduce him to Scoutmaster who will greet parents and add a few words.

* * * * * * *

OTHER CEREMONIES YOU SHOULD TRY

Sometimes you wonder for half the committee meeting "what can we do?" Well think about some of these ideas for pack activities built around ceremonies and let the rest of the pieces fall into place.

Parades - All you need is lots of Cubs all dressed the same from the shoe tops up, an American Flag, and a leader. Add a Pack Flag, Den Flags, Pack Banner. Sing some songs as you march. Get your pack spread out and marching in straight evenly spaced columns and rows. By our second parade we really looked great. Only problem, we were the only pack in Elgin's Memorial Day parade, in fact, the only representative Boy Scout unit. There's lots of ceremony in a parade and the boys just love it. We've scheduled participation in the Streamwood 4th of July celebration on the 5th parade. Join us next year.

Eclipse of Moon, Sun, other Celestial events - All you need to do is ask some astronomy hounds when the next eclipse is, they'll tell you. Otherwise check your Almanac. Gather pack together (or den) and make an evening out of it, start with star hunt, telling a brief legendary tale about well known constellations. Make this a highlight of your pack meeting where you "brave" the weather in winter for an outside look at the "Christmas Star" and sing a carol or two.

C-46

ARROW OF LIGHT CEREMONY

Make up an arrow like the one below to be presented to each boy receiving his ARROW OF LIGHT.

Personnel: Cubmaster as Akela, Boys receiving their Arrow of Light, Boys parents.

Equipment: Candles, stand for candles, one marked arrow for each boy receiving his Arrow of Light.

After all other award have been given, dim the lights and light the candles on the stand.

**Akela takes out one arrow, explains the markings on it, then asks "Who does this belong to?" The boy's parents stand and say, "Akela, that is my son's arrow. I know because I helped him up the trail to the Arrow of Light."

Akela: "What is your name?"

Parents: "Mr. & Mrs. _____ _____."

Akela: "Who is your son?"

Parents: "_____" (Gives son's name)

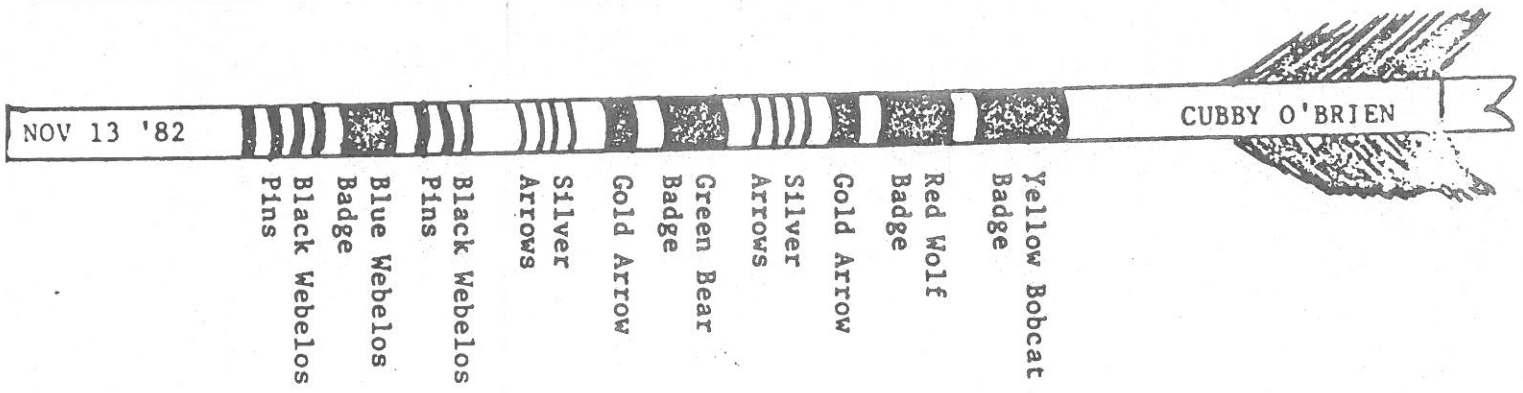
Akela: "Come forward with your son." (If there is more than one boy receiving an Arrow of Light, repeat from **)

As they come forward and stand before Akela, he presents the Arrow to each boy, congratulates him and says, (from the back of the Arrow card), "Now, Cub Scout's name, (give other boys' names also), you hold the highest award in the Cub Scouting Program! You are now ready for a great adventure as a boy scout. Hiking, camping, and advancement along the Eagle trail are waiting for you after you join your troop. BE PREPARED!

Then shake each boy's hand who has received the Arrow of Light, and congratulate him. Turn to the audience and have them give him (them) a round of applause.

Explanation of markings:

Yellow mark tells me that this boy has completed his Bobcat requirements;
Red mark means he completed his Wolf; after that there are a gold & 4 silver marks for the arrow points that he earned.
The green mark shows he gained his Bear achievement, and again he earned a Gold and 4 Silver arrows.
Next he joined a Webelos Den and earned three Webelos pins shown here by 3 black marks, then his Webelos badge which is marked in blue, another 4 Webelos pins and now his Arrow of Light signified by the white marking on the arrow.



THE WEBELOS FIFTEENER AWARD

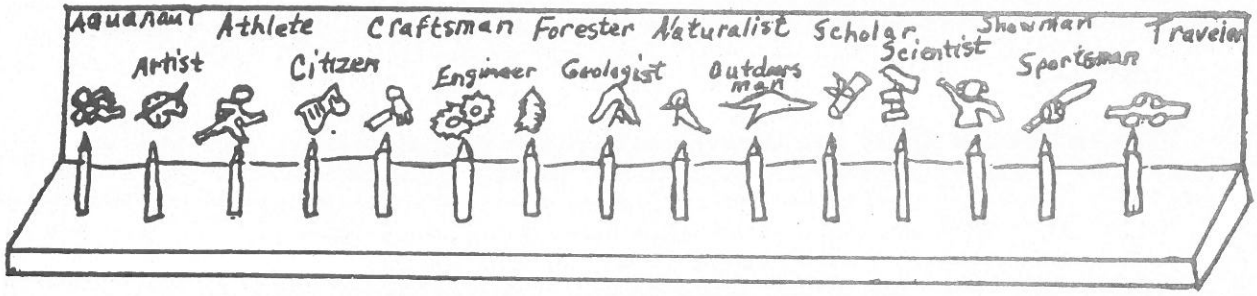
This award is presented to the Webelos Scout who earns all fifteen Activity Badges.

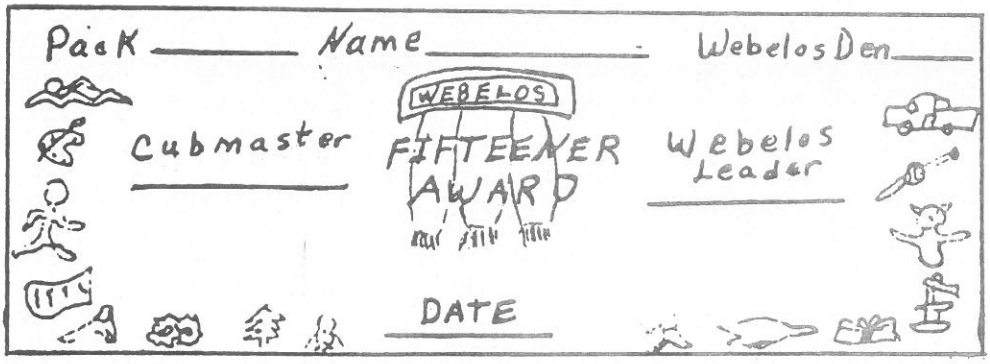
Equipment: Fifteener candlelight ceremony board, fifteener certificate

CUBMASTER: Although the Arrow of Light is the highest award in Cub Scouting, the Fifteener Award takes a Webelos Scout a lot of time and effort. What does this involve?

WEBELOS LEADER: (Lights candles for each Activity Badge) AQUANAUT - Being skilled in the water. ARTIST - Learning to express yourself with designs. ATHLETE - Keeping physically fit. CITIZEN - Know your rights and the rights of others. CRAFTSMAN - Learning to use tools properly. ENGINEER - How do things work and how are they put together. FORESTER - Trees are fun to climb and beautiful to look at. GEOLOGIST - What the world is made of. NATURALIST - Wildlife is very interesting. OUTDOORSMAN - Being skilled in the out-of-doors. SCHOLAR - Knowledge is the key to success. SCIENTIST - What causes this and why? SHOWMAN - There's a clown inside of all of us. SPORTSMAN - Good sportsmanship is the key to having fun. TRAVELER - Planning is the key to having a good trip.

CUBMASTER: (name), will you give the Cub Scout Sign and repeat the Cub Scout Promise. (He does) To your parents I give the Fifteener Certificate to present to you. I salute you, (name), as a Webelos Scout for your fine work.





NOTE: The Webelos Fifteener Award is NOT a B.S.A. award and must be made up by your Pack from the examples given here. Add whatever you wish to personalize the award for your Pack.

C-48

CROSSING THE BRIDGE INTO SCOUTING

PERSONNEL: Webelos Den Leader, Cubmaster, Scoutmaster. Senior Patrol Leader, Graduating Webelos Scouts, and their parents

EQUIPMENT: A rustic Bridge, two spotlights (one directed at each end of the bridge) Scout Neckerchief, Scout Handbook.

ARRANGEMENT: Place the bridge on the stage or in front of the Pack meeting room. The Webelos Den Leader, Cubmaster, Graduating Webelos Scout and his Parents stand at one end of the bridge. On the other end is the Scoutmaster with his Senior Patrol Leader holding the rolled Boy Scout Neckerchief. The Webelos Leader has the Boy Scout Handbook.

CUBMASTER: During the years you and your son have been in Cub Scouting we have had numerous opportunities to work together along the trail. Now ..... has reached the age of eleven and is leaving the Pack to enter Scouting, I am sure you are going to find the same satisfactions there that you have found in Cub Scouting.

As a symbol of the growth of your son and his entrance into Scouting, may I ask that he stand before me where I will divest him of his Webelos neckerchief and on behalf of the Pack, will give him the Boy Scout Handbook. You and he will then cross over the bridge into Scouting, to be welcomed by Scoutmaster..... of Troop .....

(After neckerchief has been removed and Scout Handbook presented, salute him. The Webelos Scout and his parents cross the bridge and stand before the Scoutmaster.)

SCOUTMASTER: (Greets Webelos Scout and Parents with Scout Handshake):

As Scoutmaster of Troop..... it is indeed a pleasure for me to welcome you into the Troop. I would like to introduce you to ..... Scoutmaster, leader with whom you will be working with the coming year. Also to the Senior Patrol Leader of the Troop.....

And now I present you with this Scout Neckerchief. (Senior Patrol Leader places neckerchief around boys neck and knots the end.)

May you wear it with pride, its colors are those of Troop..... which welcomes you as its newest member.

(Optional: Scoutmaster can explain the function of the troop. He can also quiz the boys on some of the Scout Requirements, i.e.: Scout Oath; Scout Law; Scout Promise and Motto.)

PACK CEREMONIES

DEN CHIEF RECOGNITION

Appropriate at the Blue & Gold Banquet.

Materials: Appreciation certificate for each den chief

Cubmaster - Cub Scouting is different than Boy Scouting. Like Boy Scouting, it has its games, crafts, advancements, and good will projects. The difference is in the type of activities that boys 7-10 years old like to do. The person who knows these activities best is one who has been a Cub.

It is the job of the den chief to help lead den activities that will help younger boys to be good Cub Scouts and Webelos Scouts, and eventually, good Boy Scouts and Explorers. Den chiefs set a good example by being both a leader and a friend.

Tonight we would like to recognize those who serve our pack as den chiefs.

(Call names and den numbers of all den chiefs)

We would like to ask that you re-pledge yourself to your responsibility as den chief. Please repeat the Den Chief's Pledge after me:

I promise to help the Cub Scouts in my den
To the best of my ability;
To encourage, guide, and protect them
In all den and pack activities,
And to show them by my example
What a Boy Scout is.
I will strive to be prompt and dependable,
And to cooperate with the leaders
In carrying out the den program.
As each Cub Scout reaches 10 years of age
Or completes the fourth grade,
I will encourage him to join a Webelos den.
As he reaches 11 years of age
I will do all in my power to
Interest him in becoming a Boy Scout.

(Present each den chief with an appreciation certificate)

What you are is God's gift to you.
What you make of yourself is your gift to God.

No man stands so tall as when he stoops to help a boy.

C-50

CEREMONIES - CLOSING

INDIAN PRAYER

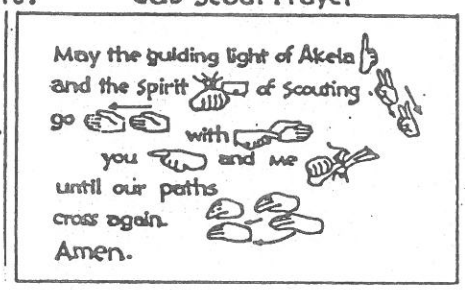
(Closing Ceremony)

For that solemn moment towards the end of Den or Pack Meeting, try this Cub Scout Indian Prayer:

Morning Star wake us, filled with joy
To new Days of growing to man from boy.
Sun, with your power, give us light
That we can tell wrong and do what's right.
South Wind, we ask, in your gentle way
Blow us the willingness of obey.
North Wind, we ask, live up to thy name,
Send us the strength to always be game.
East Wind, we ask, with your breath so snappy,
Fill us with knowledge of how to be happy.
West Wind, we ask, blow all that is fair
To us, that we may always be square.
Moon, that fills the night with red light,
Guard us well while we sleep in the night.
Akela, please guide us in every way,
We'll follow your trail in work or play.

* * * * * *

Cub Scout Prayer



CLOSING CEREMONY

Have everyone stand. Have an adult leader give the words and demonstrate the signs used in the ceremony and then have everyone join in and do it together.

Scout sign.....May the spirit of Scouting,
CS sign.....and the light of Akela,
Point Finger....be with you and me
Both arms out....until our paths
Arms crossed.....cross
CS sign (on wrist, then elbow, and then shoulder)...again.

CLOSING

This is an impressive closing for the Blue and Gold Banquet.

PERSONNEL: Cubmaster, Cub Scout poem reader, person to turn off lights, audience.

EQUIPMENT: Candles, one on each den's table

ARRANGEMENT: On each den's table, a single lighted candle burns. All houselights are out.

Cubmaster: Cub Scouting is a part of family life in 60 countries around the world. In all of these free countries, on an evening such as this, Cub Scouts are joining in a grand howl and repeating the Cub Scout motto. What is the Cub Scout motto?

Cub Scouts: Do your best.

Cubmaster: As we face each other around our blue and gold tables, let us look at the candle's flame and silently thank God for the Cub Scout friendships we are privileged to enjoy. Now, join me in rededicating ourselves to our Cub Scout Promise. (All repeat Cub Scout Promise)

Cubmaster: Thanks to everyone for your assistance tonight. We'll say goodnight after Cub Scout (name) reads Edgar A. Guest's "A Creed".

Cub Scout: "Lord, let me now in service lag,
Let me be worthy of our flag,
Let me remember, when I'm tired
The sons heroic who have died
In freedom's name, and in my way
Teach me to be as brave as they.

In all I am, in all I do,
Unto our flag I would be true,
For God and country let me stand
Unstained of soul and clean of hand,
Teach me to serve and guard and love
the starry flag which flies above.

C-52

CLOSING THOUGHT

Giving to Others -- Did you ever pause to think about how helpful a tree is? It provides a nesting place for birds, shade from the sun and protection from the rain. It discards its dead branches, providing wood for fires and cooking food. It adds beauty to the countryside. We must admit that a tree gives a lot more than it receives. We can learn a lesson from the tree - by doing our best to always be helpful to others by putting them first and ourselves second. Remember the lesson we learn from the tree; to give to others more than we receive.

CLOSING THOUGHT

We speak of horizons...ont one, but plural, horizons. Did it ever occur to you that there are more than one? When you have worked and planned to reach your horizon, you stop to rest and look up to see before you still another horizon just as far away as the last. When that horizon is within your grasp, wonder of wonders, still another is waiting. Few men ever reach all horizons. Some never even reach the first, and still others never start. Look at what they miss. All they ever see is the small area around them. This is not the Cub Scouting way. Cub Scouts must reach a series of horizons on their climb to the Arrow of Light. Small horizons, granted, but they lead to the farther horizons of Scouting and manhood. Let's boost the boys on their reach for those horizons; they may yet come along. (Chip Huddleston)

CLOSING THOUGHT

Citizenship Pledge (Have all Cubs stand and repeat the following pledge) -- As future citizens, we will do our best to be prepared in body and will, in spirit and skill. We accept our obligation to God and will show by our actions we are willing to serve others and be good menbers of the Cub Scouting team.

CLOSING THOUGHT

Keeping Fit -- Cub Scouts, I hold in my hand a pocketknife. This is a valuable tool because it can be used for many useful things. It is a dependable tool as long as the blade is kept sharp and free from rust and the working parts are in good condition. But, if it is neglected and becomes dull and rusty, it can be a dangerous tool. The same principle can be applied to ourselves. We have a body, which when kept in good condition, will serve us well. If we get plenty of exercise, eat the proper foods, and have good health habits, we will be able to enjoy to the fullest the things we do. But if we fail to take care of ourselves, we can become rusty and dull like the neglected knife. Do your best to keep fit.

CLOSING THOUGHT

A smile costs nothing -- but creates much. It happens in a flash but the memory sometimes lasts forever. It cannot be bought, begged, borrowed or stolen, but it is something that is of no earthly good to anyone unless it is given away. So, if in your hurry and rush you meet someone who is too weary to give you a smile -- leave one of yours. No one needs a smile quite as much as he who has none left to give.

CLOSING THOUGHT

Work while you work, play while you play; one thing at a time, that is the way. All that you do, do with all your might; things done halfway are not done right.

CLOSING THOUGHT

A Cub Scout keeps himself strong and personally fit, not just for his own sake, but also so that he can become a more useful citizen. Then he can be more helpful to those around him.

CLOSING THOUGHT

Life never stands still. If you don't advance, you go backwards. In Cub Scouting you have many opportunities to learn and advance as you do achievements, electives and activiity badges. Do them well so that you are proud of the badges you wear.

CLOSING THOUGHT

One of the most important things to learn in life is to put forth your best effort when doing something. That is why we have the Cub Scout Motto. As a member of this pack, I hope you will put forth your best effort for the good of the pack and for your own good.

CLOSING THOUGHT

One of the hardest things for anyone to do is to stick to what he knows is right while his friends are coaxing him or his enemies are threatening him to do the opposite. A Cub Scout does his best.

CLOSING THOUGHT

We have a choice. We can be pleasant or unpleasant. Which do you choose? You can be grouchy and grumbly or you can be happy and cheerful. It's up to you.

CLOSING THOUGHT

These are some of the things that will make working together and playing together easier. To tell the truth, to be honest, to be courteous, and to have respect for leaders; and to think of others as well as ourselves.

C-54

CLOSING THOUGHT

The world is full of people who think it is a calamity if they lose a contest. They lose their temper and act like bad sports. A good sport will do his best and, if he loses, look to the next game to do better and try to win.

CLOSING THOUGHT

This is the last meeting of the year. We have had some fine times together. As we look forward to the new year, we have a lot to be thankful for. Cub Scouting, our friends, our homes, our families, and especially this fine land in which we live. May God keep our faith in what America stands for so strong that the evils of communism may never prosper here. As we approach our new year, may we learn more about it so that we can appreciate its many precious freedoms. Let's stand and sing 'God Bless America.'

CLOSING THOUGHT

Can you take It? (hold up tire advertisement). Cub Scouts, tire manufacturers are constantly working to make a better tire - one that can withstand the pounding and abuse that high-speed driving demands. In other words, a tire that can take it. Liek the tire, you and I are put to the test every day. When teings are going along smoothly it is not hard to get along. The real test is how we do when the going gets rough - when things don't always shape up the way we want them to. At times like these, the Cub Scout Promise can help you carry on with the right attitude and do your share without grumbling or griping. It will help you meet the test. Can you take it?

CLOSING THOUGHT

CHEERFUL ATTITUDE: Do you ever notice how pleasant it is to be around people who have a cheerful attitude? On the other hand, we sometimes avoid a person who is grumpy and looks on the dark side of things. There can be many reasons for not being cheerful, but in spite of these, it is best to keep your feelings to yourself. Cub Scouts who have a cheerful attitude not only make life easier for themselves, but spread their happiness around to others.

CLOSING THOUGHT

SPORTSMANSHIP: We hear a lot about being a good sport, but just what does it mean? A good sport learns the rules so he will not violate 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 showing they made. If he loses, he accepts the fact and finds out why. Maybe he can win the next time. A sportsman accepts defeat, congratulates the winner, studies how to improve, and determines to do better the next time.

CLOSING THOUGHT

THE LAW: Nations, states, communities and even families have laws...rules by which people must live in order to have harmony. Laws are based on your rights and the rights of others. If a law is broken, our freedom can be taken away. Every individual has laws too...his personal moral standards ... the laws by which he lives. If those laws are broken, we are unhappy and disappointed in ourselves. You have promised to obey the Law of the Pack. By doing so, you'll have a much happier life and be respected by your fellow Cub Scouts, and be a citizen of whom your community and nation can be proud.

CLOSING THOUGHT - PATRIOTIC

Cubmaster: Boys, I want to tell you a story that has a meaning. When I was a boy, I had three turtles. They had a beautiful terrarium with rather low sides. They had everything they needed except one thing...freedom. Every chance they had, they would climb out.

People in many countries in this world lack the same thing...freedom. But not in America. In America we have freedom of speech, freedom of the press, freedom to go whereever we please, freedom to worship God as we wish, freedom to choose people to govern us.

A boy like you can grow up to be whatever he dreams of being. This is why I love America, Don't you?

CLOSING THOUGHT - THANKSGIVING

This Thanksgiving, as you bow your head to express your gratitude for your personal blessings, remember to give thanks for the one you share with over 160 million other people - the blessing of living in America. No where else in the world are your personal rights so well guarded and your work so well rewarded. Let us pause ... to express our thanks for the gift of American citizenship and the inalienable right this gift bestows...to determine to protect this way of life for ourselves and our children's children...against any odds.

CLOSING THOUGHT

Every Cub Scout should accomplish something worthwhile every day. And each day's accomplishments should be a little better than the previous day. Tonight, stand at your window and look out into the darkness of night, and ask yourself: "Have I done my best today?" Then, each day, promise to do better than the day before. If we all do that, we'll have the best Cub Scout pack in town. Remember that just as our ancestors accomplished much for our country because they did their best, we as Cub Scouts can accomplish much by doing our best.

CLOSING THOUGHT

We've heard of many famous men - men with curious minds, strong purposes, courage, determination, stick-to-itiveness and a proud, fierce loyalty for their country. For you ac Cub Scouts, America is still a land of expanding opportunity.

CLOSING THOUGHT

Don't give up. To be good at anything you have to believe that you can do it and then practice it until you can. There's no easy way to become an expert. You have to keep at it, over and over. There may be times when you think you can't make it, but don't give up because it seems hard. Few things are worth doing that are easy to do at first.

C-56

CLOSING THOUGHT

DO YOUR BEST: When you give the Cub Scout Promise, the words "do your best" are often lost among all the other very important words. Let's stop for a minute and carefully consider these words. Best describes effort and action above your usual performance. You are the only person who can possibly know whether or not you have done your best. Every time you repeat the Promise, you agree to do your best to do certain things. Your best is just that -- your very best. Think about the meaning of the Promise and decide that you will always do your very best, no matter what the job facing you might be.

CLOSING THOUGHT

GOOD TURN: Most of us are happiest when we are doing something for others. Think for a moment of a time when you were helpful to someone. Chances are, it made you feel pretty good. Of course, we feel best when we do something for others without being found out. When we help others regularly, it soon becomes a habit and to be a natural thing. Once a Cub Scout establishes this habit, he learns the real meaning of the good turn.

CLOSING THOUGHT

GOOD TURN: The good turns we do in our daily living are the things which make us useful. The good turn enables us to be useful in our home, school, community and nation. The good turn raises us above the ordinary. It makes our lives worthwhile.

CLOSING THOUGHT

HELPFUL TO OTHERS: Lord Baden-Powell, the founder of Scouting, said this to Scouts everywhere: "I often think that when the sun goes down, the world is hidden by a big blanket from the light of heaven, but the stars are little holes punched in that blanket by those who have done good deeds in this world. The stars are not always the same size; some are big, some are little, and some men have done small deeds that they have made their hole in the blanket by doing good before they went to heaven. Try and make your hole in the blanket by good work while you are here on earth. It is something to be good, but it is far better to do good." Think of Baden-Powell's words when you promise to help other people.

CLOSING THOUGHT

STICK TO IT: (Hold up envelope with stamp) Cub Scouts, the postage stamp you see on this envelope had the important job of making sure that this piece of mail was delivered to me. The stamp is pretty small but in spite of it's size, it did the job. Each of you has a job to do in your den. Like the postage stamp, it isn't your size that determines how well you do the job, but rather how well you stick to it. We aren't all good at all things. Remember the stamp. It did the job in spite of it's size by sticking to the job. Make up your mind that you can do the same thing. Do your best - and stick to it until the job is done.

CLOSING CEREMONY

The closing ceremony can be a Closing Thought, an inspirational poem, a short skit, a song, or a short ceremony. Closing Ceremonies are found in the same resource books and materials as the opening ceremonies.

While an opening ceremony sets the mood for the evening, the closing ceremony should be more solemn and perhaps give a message or something to think about. Closing is not the time for announcements. They should be made before the closing. The closing is an excellent time to recap the evening's events, or to present a thought to remember for the next month; or just to go in peace.

Along these lines, the Poem TREES by Joyce Kilmer would be appropriate as a closing.

This following 'filler' comes from Cub Scout Pow Wow Book "Cub Scouting Encounter of the Best Kind" of Theodore Roosevelt Council of November 1978. It was submitted by Philip LeBrun of Pack 190 in White Tanks District.

A CUB SCOUT - A TREE

What is a Cub Scout; what will he be?
He is the young sapling, yearning to be a tree.
Young, weak, a long time till grown;
Being with many, many times alone.
Grasping for Heaven, and being allowed to grow.
Searching for knowledge that we now know.
As he grows and gains the strength he needs,
His limbs grow strong as his body feeds;
He is helped by others, now and then
Requiring guidance as to where and when.
Now the sapling is growing day by day,
And is learning about life in every way.
His reward is simple, to learn and do well,
He listens to guidance, has stories to tell.
As he gets bigger; and reaching out;
He is living his life and what it's about.
Now he is full grown -- yearning to be free,
No longer a Cub Scout but a strong tree.
He'll get stronger as time passes by;
He'll get the answers to his questions why.
Now he's older -- has a boy of his own,
Quite young yet -- age unknown.
Daddy wants to know what his son will be;
A sapling, A Cub Scout, and eventually a tree.

CLOSING THOUGHT

Tools are something like your own body and mind - if we keep them sharp, clean, and use them properly, they will produce desireable results. Let us always keep the Cub Scout motto in mind, DO YOUR BEST.

C-58

CLOSING

Personnel: Cubmaster or any other leader as narrator

Arrangements: Room could be darkened, with a spot-light on a row of plants or pictures of growing plants.

Narrator: These plants represent Pack _____ and the boys in it. As the plant grows so does a boy. It represents the development of youth into manhood. It sprouted as Pack____did. It will branch out as we have done and will continue to do. It will grow into a large plant and maintain an important part of the garden. When it reaches maturity it will bloom for all to see and admire. It will perish if not taken care of.

A boy is the same as this plant. He will sprout and grow, branch out, anddevelop into an adult. He will become an important member of his community and his country, and will bloom into a leading citizen for all to see. He will perish into nothing if his ideals and character are not nourished andhelped along the way.

Our community and our country need this growing youth. Pack____will bloom only if we as parents continue to nourish our youth.

CLOSING CEREMONY

No matter where you live, there is a world of undiscovered secrets of nature still waiting to be explored. A naturalist is a student of natural history which includes the many things found in nature, such as plants and animals. This month, our dens have...(briefly review some of the den activities on theme) ...There are many more interesting activities to help you Cub Scouts learn more about the world of nature and to develop an appreciation of it.

A naturalist stands like Columbus on the prow of his ship with a vast continent before him...except that the naturalist's world can be at his very feet...a world to be investigated and discovered. It is as near as your own backyard, a nearby park, the woods and fields, or even a country road. These places are inhabited by many kinds of insects, birds, plants, animals, trees, and other forms of life. Continue exploring the world of nature and you will find many wonderful things that God has given us to enjoy.

See "Staging Den & Pack Ceremonies" for 'Outdoor Code' ceremony, the 'Nature' ceremony and 'Conservation' ceremony.

Also see "Cub Scout Program Helps" for 'Cub Scout Garden' ceremony.

C-59

CANDLE LIGHT CLOSING

EQUIPMENT NEEDED: 12 Cubs (if you have less, pick your favorites)
6 Blue Candles (use muffin cups to protect hands)
6 Yellow Candles

1. Cub Scouting is a Boy. He is somewhere between 8 and 11 years old. He is just an average boy - energetic, inquisitive, noisy and eager to explore the world around him.

2. Cub Scouting is Parents who love this boy - and care about him. They want him to grow up to be a well-rounded individual who can live and work in an atmosphere of harmony and cooperation.

3. Cub Scouting is a Den Leader who opens her home and her heart to this boy and 5, 6 or 7 others like him so they may learn to do things in a group rather than individually and learn to share the limelight with others.

4. Cub Scouting is a Den Chief - a Boy Scout or Explorer who works into his busy schedule a time for the younger boy so he may encourage him to stay on the Scouting trail for many years.

5. Cub Scouting is a Cubmaster who gives of his spare time, and some times much more, to provide a program that will bring Cub Scouting to this boy.

6. Cub Scouting is a Committee made up of interested parents who back up the Cubmaster and who serve willingly to carry out pack goals.

7. Cub Scouting is a Nationwide Organization, a little brother program to Boy Scouting, provided by the Boy Scouts of America for the 8, 9 and 10 year old.

8. Cub Scouting is Fun for the boy, his parents and his leaders.

9. Cub Scouting is Fellowship with the boy in your class at school, your neighbor, and other people you might never meet except through Cub Scouting.

10. Cub Scouting is Citizenship - teaching the young boy respect for God and country. He learns his moral obligation to himself and his fellow men.

11. Cub Scouting is a challenge to all who become involved - a challenge to live up to high ideals, bring forth creative ideas, express yourself. It is also a challenge to learn to accept the ideas of others who may not agree with you and learn to compromise and work out differences.

12. Cub Scouting is Achieving by boys and parents as they work together on advancement in the boy's book. Leaders achieve as they carry out the den and pack programs successfully.

As you can see Cub Scouting is many things - each one important and shining forth in its own way. If we keep all these light burning brightly in our Pack, our radience will be seen by many people. This is Cub Scouting.

(Pause - then lights on: Boys blow out candles and go to their seats).

C-60

DEN CEREMONIES

Ceremonies are often taken for granted in our everyday lives. They just seem to happen, or naturally fit into the activities which are high points.

In Scouting, we can not take ceremonies for granted. Without effort in planning and execution, they do not happen. Ceremonies can be easily omitted, and when they are, a very important part of Scouting is left out.

When a Den Leader plans the Den meeting, she/he no doubt includes an opening ceremony and a closing ceremony. Sometimes, simple recognition ceremonies are included, such as adding a token to the den doodle, presentation of Denner cords, presenting a bead when a boy completes three achievements toward Wolf or Bear, congratulating a boy for completing a Webelos activity badge, or recognizing a birthday or other special achievement.

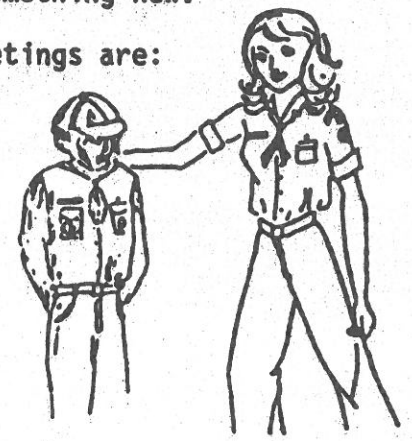
One of the main purposes of Cub Scouting is to prepare a boy for Scouting. It is a proven fact, statistically, that boys who have been Cub Scouts stay in Scouting longer and are more successful. So it is a big deal. Cub Scout leaders should do their best to make it a big deal for the boy. Do not underestimate the importance of ceremonies. They are very important to an 8, 9, or 10 year old boy.

Den ceremonies should be less elaborate than Pack ceremonies; if not, Pack meeting ceremonies may seem less important. Don't bother with written parts and don't get involved with much ritual. You can keep them simple if you let your boys plan and lead them. This gives the boys experience and also helps them meet the ceremony requirements of the Flag Achievement for Wolf Cub Scout. Encourage the boys to use their imagination and develop new ceremonies rather than repeating old ones.

1. Keep them short.
   One or two minutes should be long enough for any Den ceremony. After all, you are only marking within the Den certain occasions that will often be recognized at the Pack meeting.
2. Relate them to everyday experiences.
   Build your den ceremonies around the everyday experiences of the boys and the den.
3. Don't get in a rut.
   Vary your ceremonies so that boys do not tire of them. Do not open the Den meeting and close it in the same way each week. Since Since Den ceremonies are simple, it should not be difficult to have a great variety of them. Boys like something new.

Some of the ceremonies you might use in your Den meetings are:

Opening
Closing
Advancement
Special Recognition
Welcoming a New Member
Birthdays
Transfer to Webelos Den/Scout Troop
Patriotic Ceremonies
Immediate Recognition
Good Conduct Candle



Resources: Staging Den and Pack Ceremonies, Den Leaders Book, Pow Wow books.
Roundtable Handouts

Here's an idea

C-61

DEN ACHIEVEMENT CEREMONY

This ceremony was written to be used with your den doodle or it can be adapted to use the Den Achievement Wall Chart.

Set up the den doodle in a convenient place in the meeting place where all can see it. Have boys stand facing the den doodle in a circle around it or in a semi-circle or line facing it. The doodle to be presented should be in the form of an object from the current monthly theme.

DEN LEADER: We have a boy (or boys) today who is ready to add another achievement doodle to his string on the den doodle. He has been working hard and has passed off another achievement in working toward his (Wolf/Bear) Badge.

If _____ will come forward now our assistant den leader, Mrs._____ will present him with his doodle which he will add to the string.

ASST. DEN LEADER: (Hands it to the boy as he comes forward and faces the other den members.)

Congratulations,_____, you're doing fine work on your achievements. Keep up the good work.

DEN LEADER: O.K., fellas, while_____ is adding his doodle to his string on our den doodle, our den chief is going to lead us in our Den Achievement Pledge..

DEN CHIEF: Let's all give the Cub Scout sign and repeat with me:

** We the boys of Den _____,
Promise to do our best.
To keep working on our achievements,
And to make our den stand out from all the rest.

DEN LEADER: Now that _____ has added his new achievement doodle to our den doodle, let's all give him _____ big Hows. (Match number of hows to number of achievement doodles added or number of boys adding doodles.)

This simple ceremony could be changed for variety and sometimes the boys could give their den yell in place of the achievement pledge, or an appropriate song.

** Have the pledge on a poster for the boys to read or teach the pledge ahead of time to be used at other achievement ceremonies.

C-62

DENNER INSTALLATION

Equipment: Table, Den Diary (if desired), Candle in holder, Denner Cord.

Setting: Den Leader or Den Chief should perform installation. Assistant Denner can be installed at the same time.

Den Leader: (name of Denner), please step forward.
(Den Leader lights candle.)

Before you burns a white candle which represents the spirit of Cub Scouting. It takes a team to keep the spirit alive; to keep the candle burning. You have just been elected to be a member of that team.

As Denner, your duties are to assist me and the Den Chief. You will keep the Den Diary, help take attendance and collect dues. (This may be varied, depending on the responsibilities the Den Leader wishes the Denner to have.)

During the week, you should set a good example for the other members of our Den by being honest, fair, and showing true Cub Scout spirit.

Do you accept these responsibilities which will help us keep the spirit of Cub Scouting in our Den alive and the candle burning?

Denner: I do.

Den Leader: I'm happy to present you with the Denner Cords, which are to be worn on your left shoulder during your term of office. Wear them proudly and with honor. Congratulations.

NOTE: After the Denner's term of office is completed, he should remove the cords, but may continue to wear the shoulder tab.

DEN CHIEF INDUCTION CEREMONY

Have all Den Chiefs stand up in front of the room, facing the audience. The Cubmaster portrays the part of Akela. Light one candle.

Akela: Akela's candle, symbol of the Spirit of Scouting, will always burn brightly. Just as Akela is ready at all times to guide the footsteps of you Den Chiefs, you, as good Scouts, will be guiding the Cub or Webelos Scouts of your Den. The path of each of us will be brightened by the Spirit of this candle. By doing your job well, you are strengthening your Pack and helping Cub Scouts and Webelos Scouts grow and give goodwill. Through you, more boys will have the opportunity to enjoy Cub Scouting and later, Boy Scouting.

DEN CEREMONIES

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BIRTHDAY CEREMONY

Blindfold all but the birthday boy and have the Den stand in a line. Tell the boys that the birthday boy is going to walk down the line to receive a birthday paddling. Show the boys the line he is to walk; then, when they are blindfolded, the birthday boy walks behind them instead. He has the fun of seeing them lunge to hit him. Follow this with a birthday cake or cupcake, or other treat, and sing Happy Birthday.

DEN DRUM CEREMONY

Cubs, in a single file, follow the Denner into the meeting room. Den Chief beats drum. Denner marches to flag that is held by Den Leader or set in stand. The drum stops and the Denner faces the flag, gives a snappy salute, and the drum starts again. Denner marches to his seat and stands at attention. All boys repeat performance in turn. When all are standing at seats and at attention, give pledge of allegiance to the flag or the Cub Scout Promise.

DEN ACHIEVEMENT CEREMONY

This ceremony was written to be used with a den doodle or it can be adapted to use with the Den Advancement Chart. Set up den doodle in a convenient spot where all boys can see it. Have boys stand facing the den doodle in a circle, semicircle, or line.

Den Leader: Today, we have a boy (or boys) who is ready to add another achievement doodle to his string on our den doodle. He has been working hard and has passed another achievement in working towards his (Wolf/Bear) Badge. If _____ will come forward now, our Assistant Den Leader will present him with his doodle which he will add to his string.

Assistant Den Leader: (Hands doodle to boy as he comes forward and faces the boys) Congratulations, _____, you're doing fine work on your achievements. Keep up the good work.

Den Leader: While _____ is adding his den doodle, our Den Chief is going to lead us in our Den Achievement Pledge. Let's all give the Cub Scout Sign and repeat with me:

We, the boys of Den (#) promise to do our best
to keep working on our acheivements,
And to make our Den stand out from all the rest.

(This can be adapted for the Instant Recognition beads.)

GOOD CONDUCT CANDLE

The good conduct candle is a discipline aid, and burns throughout the Den meeting until the Den Leader has to reprimand a Cub for his conduct. Make a ceremony out of lighting the candle at the beginning of the meeting and extinguishing it at the end, if it lasts until then.

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"IMMEDIATE RECOGNITION CEREMONY"

As a Cub Scout completes achievements for Wolf or Bear, you should make sure that a simple ceremony is held in the den. Make use of the Cub Scout Immediate Recognition Kit. It is a motivational device used by den leaders to encourage each boy to complete the rank for his age.

Although this kit helps to stimulate Wolf and Bear advancements, why wait until the Cub Scout has three achievements? By using den doodles and/or simple ceremonies, a boy can be recognized each time he completes an achievement or does an elective for arrow points. These achievements or electives can be recognized by hanging an emblem (such as a colored spool, large bead, or construction paper cutouts) on den doodles.

By using short ceremonies following the theme of the month or by simply allowing the boy to come forward and hang his emblem on the doodle as the den leader tells of his accomplishment, you will stimulate the other Cub Scouts to advance.

A more elaborate ceremony could be used in presenting the Cub Scout with his bead for Progress Toward Ranks patch.

Here is a suggested ceremony:

Den Leader: As the "Akela" in Den #___, your den chief and I would like to tell you the story behind these miraculous beads. The custom of awarding these beads started in the ancient tribe of Webelos. They were given to braves who "did their best" to help the tribe and others.

Den Chief: Many moons ago, when the animal world was ruled by wolves and bears, the braves of the Webelos tribe feared these strong beasts.

Den Leader: But one (or two, etc) braves called (Cub Scout's Name), still untried, decided that the best way to live without fear was to learn to understand the creatures of the forest.

Den Chief: So they went, disguised as animals, to live with the wolves and bears. The animals accepted them and all their brothers called them "Cubs" just as if the braves were their own. This was according to the Law of the Pack.

Den Leader: For his bravery and friendliness to the beasts, (he) was given a leather thong with colored beads on it. It signified that he knew the ways of the tribe and did his best at everything without worrying if someone else did better. This is the law which the tribe borrowed from the animals and had the "Cubs" learn. (Have the den form the Living Circle and repeat the Law of the Pack.)

Den Chief: For doing your best and completing (# of) achievements toward your (name) badge, I award you, (name) this thong and this bead - May you always obey the Law of the Pack.

APPLAUSE STUNTS

Applause stunts are a great way to recognize a person or a den for some accomplishment. Before you start, be sure everyone knows and understands what the applause stunt is and how to do it. Applause stunts can be used not only as recognition, but they can help liven up any meeting. They give the audience a chance to move around and let off steam.

RUDOLPH APPLAUSE - Put your thumbs to your head with fingers up, forming antlers. Wrinkle your nose while saying "Blink, blink, blink, blink"

BEE APPLAUSE - Put arms straight out and pretend to fly, while saying: "Buzz, buzz".

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

ROCKETSHIP APPLAUSE - Countdown "10, 9, 8 ....3, 2, 1 .. blast off". Blast off with your hand, gain orbit, and say "Beep-beep, beep-beep"

LIGHTNING APPLAUSE - Shake your finger like jagged lightning and go "Shh Shh" on each jagged movement.

JOLLY GREEN GIANT APPLAUSE - Stretch tall, puff out chest and say "Ho-ho-ho"

TONTO APPLAUSE - Leader shouts "Where does Tonto take his trash?" The audience yells in reply: "To da dump, to da dump, to da dump, dump, dump" to the rhythm of a running horse in a sing-song fashion, while clapping hands on thighs.

KNIGHT APPLAUSE - Kneel and place your right hand on your left shoulder, then on your right shoulder, while saying: "I dub thee Sir Knight".

FLAPJACK APPLAUSE - Pretend to pray a spatula under a pancake, then throw it up into the air and nod your head three times up and down as if watching the pancake flip; then catch it on the spatula.

ROBOT APPLAUSE - Walk in place, stiff-legged and stiff-armed, saying: "Does not compute ... does not compute!"

GUILLOTINE APPLAUSE - Pretend to wind a crank pulling the blade up, tie it off, take an imaginary axe and cut the rope. Knife your hand down like a blade, saying "Sloosh". Then roll one hand over the other while saying "Thud. Flop, flop, flop."

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

(continued)

APPLAUSE STUNTS (continued)

HANDKERCHIEF APPLAUSE - Throw a handkerchief in the air with instructions for the audience to clap and cheer until you catch it or it falls to the floor. Vary the length of the noise, with a long throw, a short throw, or no throw at all.

CLAM CLAP - Ask everyone to roll up his sleeves in preparation for this strenuous applause stunt. Double up your fists with your left arm in front of your face and right arm overhead. Then silently open and close your right fist.

RAINSTORM APPLAUSE - Start by gently patting knees alternately to simulate light rain falling. Increase the noise by switching to handclapping as the storm reaches its height. With a hand signal, have everyone shout "Boom", to represent thunder. Gradually decrease sound of handclapping and end by patting the knees as the storm subsides.

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

A ROUND OF APPLAUSE - Audience claps while moving hands in a large circular motion.

A BIG HAND - When leader says "Let's give them a big hand", everyone in the audience holds up one of their hands with the palm open.

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

MOTORCYCLE APPLAUSE - Raise foot and kick down three times while making a sputtering sound. Hold hands like gripping handlebars. On third try, the engine starts. Say "Varr-oom".

KETCHUP APPLAUSE - Pretend to pound on the bottom of a ketsup bottle six times, saying "Pop, pop, pop, pop, pop, pop." On the sixth pop, go "Squish .... uh oh ... to much!"

BUCCANEER APPLAUSE - Hop on one leg, saying "Yo, ho, ho and a bottle of Coke".

BALLOON APPLAUSE - Make a fist. Put the thumb in your mouth and blow. Slowly open fingers to resemble enlarging balloon. Then flip out hand yelling "Pop!"

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APPLAUSE STUNTS

1. AMERICA CHEER: America, America, Rah, Rah, Rah!

2. BANANA CHEER: How, How, How (Peel Banana) squish, squish, squish (Squirt banana at audience).

3. BICYCLE: "Pump, Pump, Pump".

4. BOW AND ARROW: Make motion as if shooting an arrow and say "Zing..., Zing..., Zing..." Pretend to release an arrow on each "Zing".

5. CHUGGING CHEER: Chug, Chug, Chug, Chug; Chug, Chug, Chug, Chug; Chug, Chug, Chug, Chug; Toot - Toot (Make motions of train wheel, going faster and faster with speed of chugs).

6. CLOWN: See you at your district roundtable for this one!

7. CRAB: "Pinch, Pinch, Pinch".

8. CRAZY: Put your arm over your head and clasp hands. Move head all around yelling "Hooooooooowwwwwwwwww!!!!!".

9. CUB SCOUT CHEF: Check with your Roundtable Commissioner!!

10. DESERT RAT: Another gem from your roundtable!!

11. EAGLE: Lock thumbs together and flutter fingers like wings and go Creeee, Creee, Creee.

12. FERRIS WHEEL: Move right hand in a large circle on the up swing, say "Oh-h-h-h..." and on the down swing shriek "Ah-h-h-h...".

13. FISH 1: Pretend to hold fish by its tail with one hand and with the other plug your nose and say "Pheweee!!!".

14. FISH 2: Suck in cheeks, form an O with your mouth, moving it like a fish does without making a sound.

15. FROG YELL: (Jump 3 times) (Stomp 3 times) Say "Rivit, Rivit, Rivit".

16. FRUIT SALAD: Have large watermelon, spit out seeds; then have cantalope, spit out seeds; then have cherry (finger in cheek - 1 small pop).

17. GOCART: Move hands in down hill motion and shout "Swoosh Zoom".

18. GOLF: Shout "Fore" and then pretend to hit the ball, putting hand to your forehead to see where it went.

19. GONDOLIER: Make motions as if ploing a boat and sing out "Oh So Lo Mi Oh!"

20. GRAND SNEEZE: Saying "A-h-h-h-h-h, Chooooooooo!!!!" louder and louder.

21. HIGH JUMP: Run down your arm with two fingers and when you reach the wrist, jump hand up in the air and land with the back of one hand to the palm of the other hand with a slap.

22. INDIAN NEEDLE IN THE HAYSTACK: Come to roundtable for this one!!!

23. JAPANESE: Boe head low three times and say: "Ahhhh, sooooo!".

24. KETCHUP: Make a fist of one hand. With the other hand pound on the thumb side, as though you are trying to get ketchup out of the bottle.

25. KIOWA INDIAN YELL: Come to Roundtable!!

26. KNIGHT: Kneel and place your right on your left shoulder, then on your right shoulder, while saying "I dub thee Sir Knight".

27. Knights: Hold left arm bent in front of you like holding shield and use right hand as though sword fighting, making few swishes through the air and then jab.

28. LEO THE LION: Your roundtable commissioner will help you with this one!

29. LIGHT SWITCH: "Click, Click, Click".

30. MAN IN THE MOON: Come to roundtable!!!!

31. MARBLES: Hold hand up close to the side of your face and pretend to shoot marbles while bending over slightly.

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

33. NOISE AND NO NOISE: Raise hands and volume of voices goes up. Lower hands and volume of voices goes down. Raise and lower hands several times slowly.

34. ORION: Make motion of fitting arrow int bow; then pull back string and let go while yelling "Twannnng------Thud!".

35. PEANUT: Take an imaginary peanut between 2 fingers. Pinch and shake it into open mouth. Do 3 times, then rub stomach while saying, "Where's the AIKA-SELTZER?".

36. PIRATE: "Avast you land-lubbers, walk that plank! Glub, Glub, Glub!".

37. PONY EXPRESS: Have everyone stand and pretend to gallop in place while shouting "Yippee!" two or three times.

38. RAINBIRD: Turn head to one sede and then turn to the other in a swishing motion - go "Sho-OO-S" . Turn head the other way and bring hand up to cheek and go on "— Ch — Ch" and tap cheek each time.

39. Raquel Welch: Put hands on hips, tapping, and say "Hip, Hip", Put hands up by top of ribs and bring down to bottom of ribs with a busty motion; then bring hands out and say "Hooray!!".

40. ROLLER COASTER: Make wavy motion with hand, getting higher and higher, saying "Ah-h-h-h" while doing this then pause at the top, rapidly lower hand while giving shriek.

41. SAIL BOAT REGATTA: To be shared at roundtable.

42. SANTA CLAUSE 2: Reach out and hold stomach and say loudly "HO, HO, HO three times.

C-10

CUB SCOUT CHEERS

SKYROCKET - Make motions to strike match, lean over to light rocket, make sound of "sh-sh-sh-h-h" (or whistle), and point with hand as rocket rises high in air. Make sound "boom" and clap hands to indicate explosion; spread hands and arms wide and say "Oh-h-h-h" to indicate falling sparks.

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

CANTALOPE - THIS IS A VERY FAST WATERMELON (because its smaller). Hold piece in one hand. Take fast bite, turn head and spit.

MONKEY - Semi-Squat position. Raise left hand to ribs under left armpit, right hand to right armpit. Make motion of scratching and say "Ick-Ick-Ick".

COW - Takes two people acting as partners. One interlocks fingers of both hands with thumbs stuck straight up. Turn hands so thumbs point down. Partner grips thumbs and with milking motion goes "Sh-sh-sh-" (Sound of milk hitting bucket).

THREE HOWS - Leader thrusts fist downward and cubs yell "How". Leader draws fist back up and cubs yell "How". Leader thrusts first back down and cubs yell "How". Goes very fast.

TWO AND A HALF HOWS - Same as Three Hows except on third signal everyone goes Ugh.

SKUNK - "P - U".

ARIZONA INDIAN - Hold Cub Scout sign behind head like feathers. Say "ugh". Lean forward from waist and say "Ugh". Leap into air extending CS sign high above head.

INDIAN - Stomp feet three times. Beat chest three times. Five indians yell with hand over mouth.

FLINTSTONES - Shake hands high over head and yell "Yabba-dabba-doo."

FLEA - Hold hands above head and click fingernails.

CLAM CLAP - Hold fists above head and silently open and close fingers.

CHEER - Leader: "Give me a B." Cubs: "B"
Leader: "Give me a L." Cubs: "L".
Leader: "Give me another B". Cubs: "B"
Leader: "Put them all together and what do you have?"
All: PUT index finger between lips and go "Bl-bl-bl".

OLD FASHIONED - Regular applause.

CATSUP BOTTLE - Hold bottle in left hand and try to pound catsup out of it with right hand. Makes popping sound. After 5 or 6 "POPS", go "Squish, uh, oh, too much."

CHINESE - All together and on signal from the leader, say "Fooey, Fooey, Fooey".

DYBS - All together on signal from leader, say Dybs, Dybs. Stands for Do your Best.

GRAND HOWL - Cub squat in circle with both hands making Cub scout sign with both hands and pointing them down toward middle of circle. In howling fashion they say "We'll do our best. On "best" everyone leaps up with hands high in air. Bring right hand down with "Bybs, dybs, " and bring left hand down with "Dobs". /Do Your best/Do your best.

43. SEAL CLAP 2: Put your hand behind you and clap them, and say "AR, AR, AR".

44. SHOOTING STAR: Flick fingers and go, "Pssshewww, Pssshewww".

45. SLEIGH: Another gem from roundtable.

46. SOUL: For those who put their heart and soul into something. Pat the palm of one hand on the sole of one shoe.

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

48. SPIDER: See you at roundtable!

49. STAMP COLLECTORS: Hold left hand in front of you, palm up. Place first two fingers of right hand to mouth as if licking a stamp and them strike the palm of your left hand smartly with them. Do this several times rapidly.

50. STAMP OF APPROVAL: Pound palm of left hand rapidly with right fist.

51. STEAM BOAT: Get this and other helpful ideas from roundtable.

52. SWORD: Pretend to have a sword in your hand. Swing it across your body three times saying, "Swish, Swish, Swoosh."

53. TELETYPE: Make typing motions while saying, "Burrup..Burrup...Burrup.. Ding-Ding".

54. TOURIST: Look around the room in an exagerated fashion and say "Oooo-- and Ah-h-h". This is supposed to represent the rubbernecking tourist gawking at some of the Wonders of the World.

55. TOWN CRIER: Check with your roundtable.

56. TRAIL BLAZERS: Put hand to forehead like looking far away and say "Blaze, Blaze".

57. TREETOPPER: Simulate climbing a tree, branch at a time; cut off the top with your axe and yell "Timber".

58. TROMBONE: One hand on trombone slide and other covering mouth, go "WA WA WAAAA WA".

59. TRUMPET: DA -- DA T DA, DA -- DA TA DA, CHARGE!!

60. TYPEWRITER: Pretend to type, with fingers moving rapidly while saying: "click, click, click, ding. Click, click, click, ding.

61. WHALE: Shake hands like fish swimming and then bring other hand up like a spout and go "PHSSSH".

62. WHIP: Pretend to snap a whip and yell "Yhaw, Yhaw!"

PARENT INDUCTION & COOPERATION

THIS IS CUB SCOUTING

Personnel: Six Cub Scout Parents, Cubmaster.
Equipment: Candleholder, made from cedar post or other wood, three blue and three yellow candles, table. (Below.)

Arrangement: Lights out. Candleholder with six candles, three blue and three yellow, is on a table. The six parents each light a candle and give their part of the ceremony.

PARENT 1: Some people think Cub Scouting is only for boys, but it isn't. Cub Scouting is for the FAMILY.

PARENT 2: Mothers and dads, as they work in Cub Scouting with their boys, are able to maintain their natural relationship with them, yet they come to see their boys' play and leisure in a new light. The Cub Scout advancement program ensures a closer boy-parent relationship.

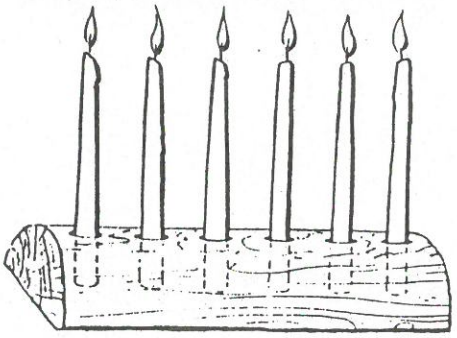
PARENT 3: Cub Scouts are considerate of others. They promise "to help other people" and to do their best. When parents sign their boy's membership application, which is also a family contract, they take as their motto, "We will help our son do his best."

PARENT 4: Cub Scouting is the basic part of the three-phased Scout program that reaches, through Scouting, to the Exploring program for boys and girls of high school age. Each part is packed with challenges most appropriate to the age involved and leads to the next phase. Thus, when our Cub Scouts join the Webelos den and earn the Arrow of Light award they are prepared to enter Scouting with their joining requirements.

PARENT 5: Cub Scouting in all its phases operates to strengthen the home--not to weaken it. You and your family will strengthen your home only by living, playing, and growing in it together.

PARENT 6: Today your boy is 8. He has only a few more years of boyhood left before he looks away from home for his principal interests. What you do together today is important. Tomorrow may be too late.

CUBMASTER: Will all parents pledge their support to Cub Scouting. Now join with the Cub Scouts in the Cub Scout sign and repeat the Cub Scout Promise with me, "I, (name), promise to do my best..."



March - Mardi Gras

CRAFTS- 11

PAPER MACHE

Paper mache is a modeling material made by mixing wallpaper paste with absorbent paper, such as newspaper, paper towels, napkins or tissues. There are various substitutions for wall paper paste. Instead you can use liquid starch right from the bottle, or even a flour-water paste mixture.

There are several methods of applying paper mache. These methods are described below. It is suggested that you experiment with them to see which method you prefer, or which is most suitable for the project you are doing.

Pulpy Mache:
Fill a quart jar with small pieces of newspaper. Cover with water and let soak overnight. Squeeze out excess water. Fill your blender with two cups of water, 1/2 cup flour, one tablespoon white glue, one cup of soaked newspaper, and a few drops of oil of wintergreen to retard the growth of mold and to keep the mixture sweet smelling. Blend well. (instant paper mache in powdered form is available commercially. Just mix with water.)

Strip Method:
This method is ideal for making large head masks, stage props, etc. It is done by alternately applying 1" strips of torn newspaper dipped in paste. Strips should overlap and be laid in different directions. It is best to tear the paper, rather than cutting it with scissors, as the ragged torn edge is thin an is not as noticeable as a cut edge. Let each layer dry before applying another. To make large head masks, apply mache to a blown-up ballon. When you have four or five layers of mache applied and have allowed it to dry thoroughly, deflate and remove balloon. For large stage props, make an armature or foundation from rolls of newspaper tied together - then apply mache to this framework. Or use chickenwire frame.

Sheet Method:
This method is best for modeling small knick-knacks and is much like using clay. Spread a full sheet of newspaper with wallpaper paste, crumple up the paper and proceed with molding to the shape you desire. Additional sheets may be used, but should be reinforced with wire where joined.

Layered Method:
This method can be used for making jewelry, neckerchief slides, etc. Determine size of object. Cut squares of newspaper, 6 layers thick. Cut out pattern. Glue the 6 layers together and while still damp, shape as desired. Allow to dry and paint.

CRAFTS-12

PAPER MACHE MASKS

Materials:

A 16" balloon
A piece of heavy string 36" long
Newspaper, torn into 2" strips
1/2 lb. wallpaper (wheat) paste
Paper towels, torn into 2" strips
Tempera or Acrylic paint

Procedure:

1. Blow up balloon. Tie knot in end. Attach string.

2. Suspend balloon by tying string to clothesline outside .

3. Mix wallpaper paste with water according to package directions.

4. Assemble torn newspapers, a pail of water and a pail of the paste.

5. Dip newspaper strips, one at a time, into water and cover balloon with 1 layer. This prevents the paper mache from sticking to balloon.

6. Next, dip strips, one at a time, into paste and apply 5 or 6 layers. Complete one layer before beginning the next and let dry.

7. If you're making an animal mask, add the armature for noses or ears at this time. A styrofoam coffee cup may be used as a base for the nose. Cardboard rolls are also good armatures. Smear some paste on the armature, hold it to mask and secure in position with strips of pasted newspaper strips. Heavy paper or cardboard can be shaped like ears and held in place with newspaper strips.

8. Cover with a layer of paper towel strips. Add paste with fingers if needed.

9. Allow to dry thoroughly -- a day or two is usually enough.

10. When dry, burst the balloon. Cut out a hole the size of the child's head and remove balloon.

11. Cut eyeholes in proper position so child can see. Cut out mouth or nose for breathing hole. It's also a good idea to make some holes in the back for air.

12. Paint with tempera or acrylic paint. Allow to dry. Give it a protective coat of spray varnish or plastic.

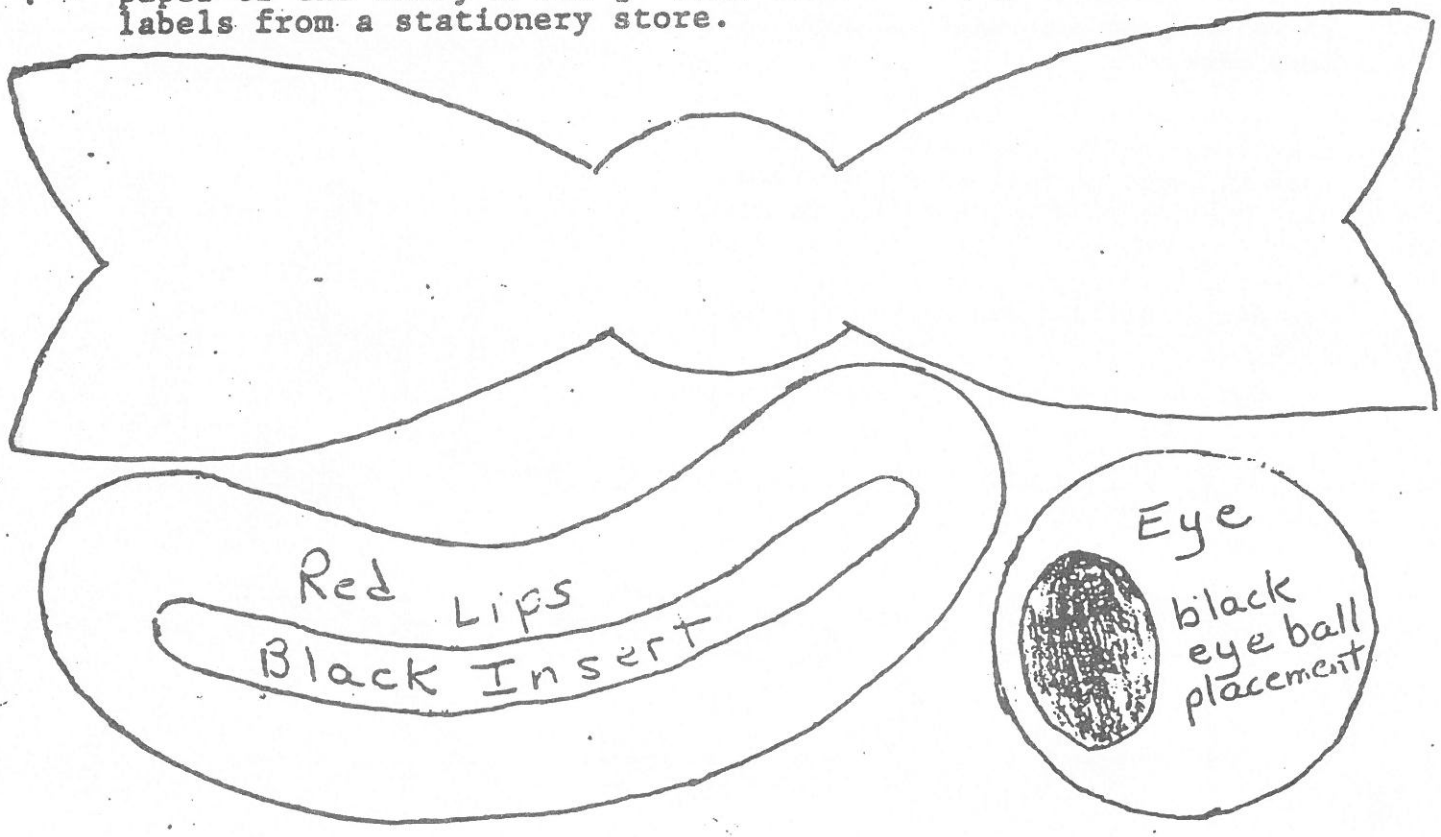
13. Now you can add additional decorations such as yarn hair, hat, etc.

The Crafts for Cub Scouts book has additional information and ideas on paper mache.

CLOWN MOBILE

Instructions for Assembly: Each kit include two of everything so mobile will be indenticle on both sides.

1. Glue black mouths in center of red lips.
2. Glue hat bands on hat directly above brims.
3. Glue black eyes on white circles, off center as per illustration.
4. On a flat surface 18" high set up one set of part in proper order with the inside up for glueing.
5. Using the 36" piece of thread, position in center of had with 12" extended below the hat to accomodate the nose, mouth, and bow tie. The remainder is looped above the hat for hanging the mobile.
6. 2½ " from the outer ends of the brim of the hat, position the 2 pieces of 3" string, 1" on the hat, one inch hanging down and the rest on the eyes.
7. Apply glue to the hat making sure the strings have an ample supply to hold them. Position the second hat, right side up, and glue down. Eyes are next, glued 1" below brim of hat. Nose is glued 2" below hat's brim. The mouth, 1" below noxe. and the bow tie 1" below mouth. Polka dots on tie can be holes puched from different colored construction paper or the Avery R 808 ½" self adhesive unprinted labels from a stationery store.



CRAFTS-14

Aluminum Foil Masks and Hats

Aluminum foil is an interesting material that can be used in costumes. One of these masks or hats can be made from a single roll of aluminum foil. Foil masks also reflect the gleam from lights.

Cub Scouts can make their own aluminum foil masks or hats. It takes less than an hour. Rabbits, kittens, owls, and clowns are all easy to make. Robots, with foil-covered boxes for bodies, and space men are naturals for foil masks.

1. Inflate large balloon to size mask desired. For children, 10-12" diameter. Tear a 25' roll of foil into sheets 3' in length. Place balloon, blowing spout up, on the first sheet of foil.

2. Shape foil up around balloon. Put balloon on next sheet so foil will shape up over uncovered portion of balloon.

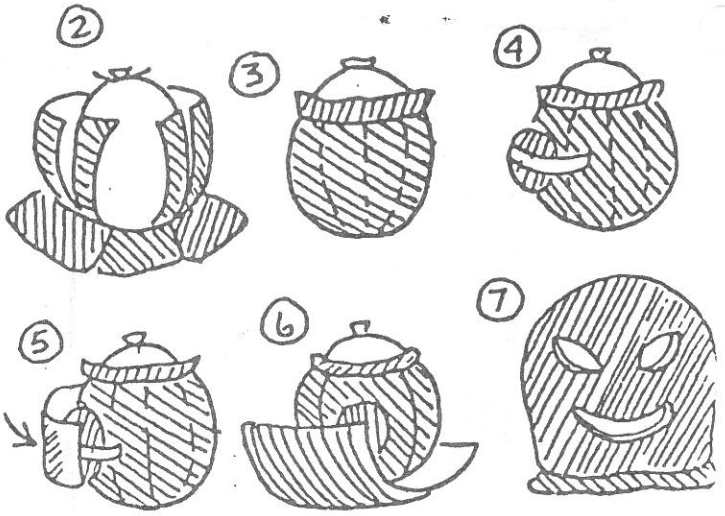
3. Repeat with third sheet.

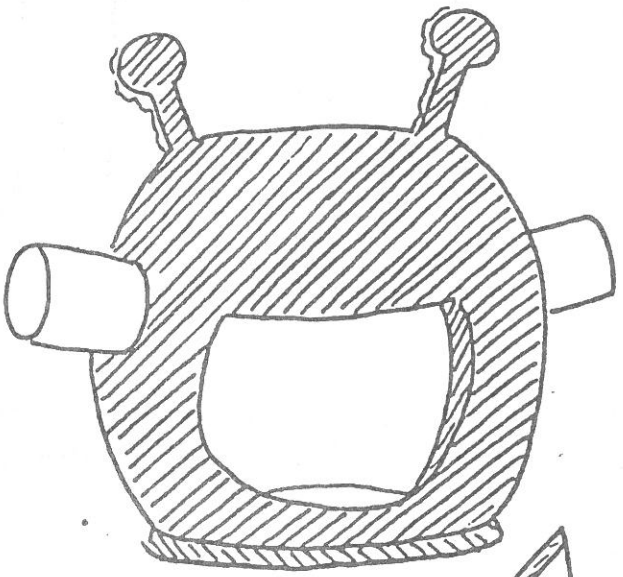
4. Wad up one sheet of foil into a ball for the nose. Fasten into position with cellophane tape.

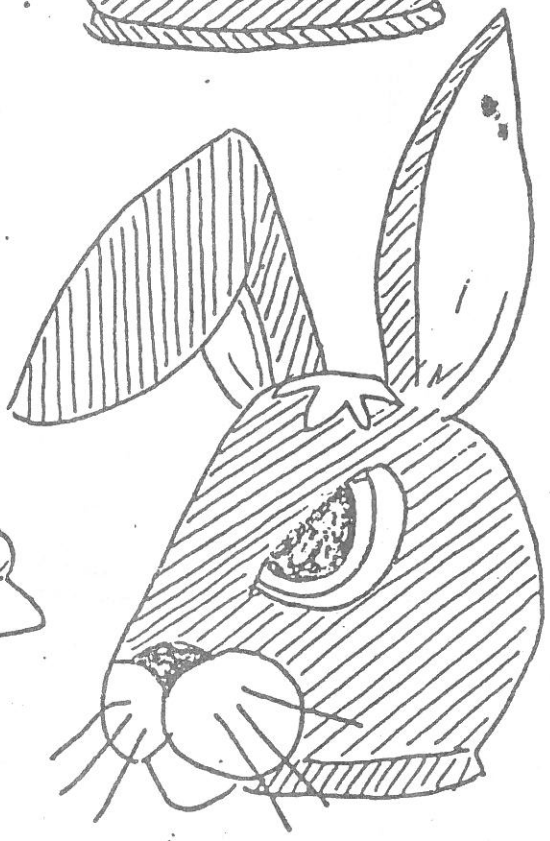
5. Mold next sheet of foil over center of balloon and over ball, shaping to form nose.

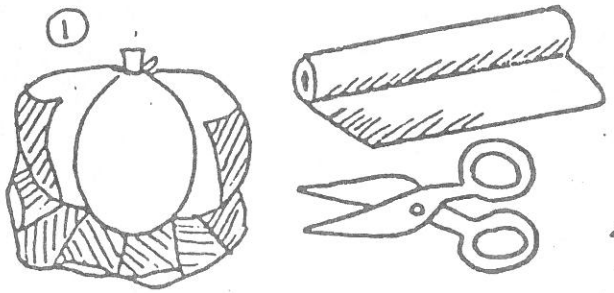
6. Bring remainder of foil over balloon, smoothing neatly into place. Crimp or tuck in edges of foil at top to form head opening (7-9" diameter). Do not tuck in edges before this step or mask will not hold together properly. Let air out of balloon and remove it from mask.

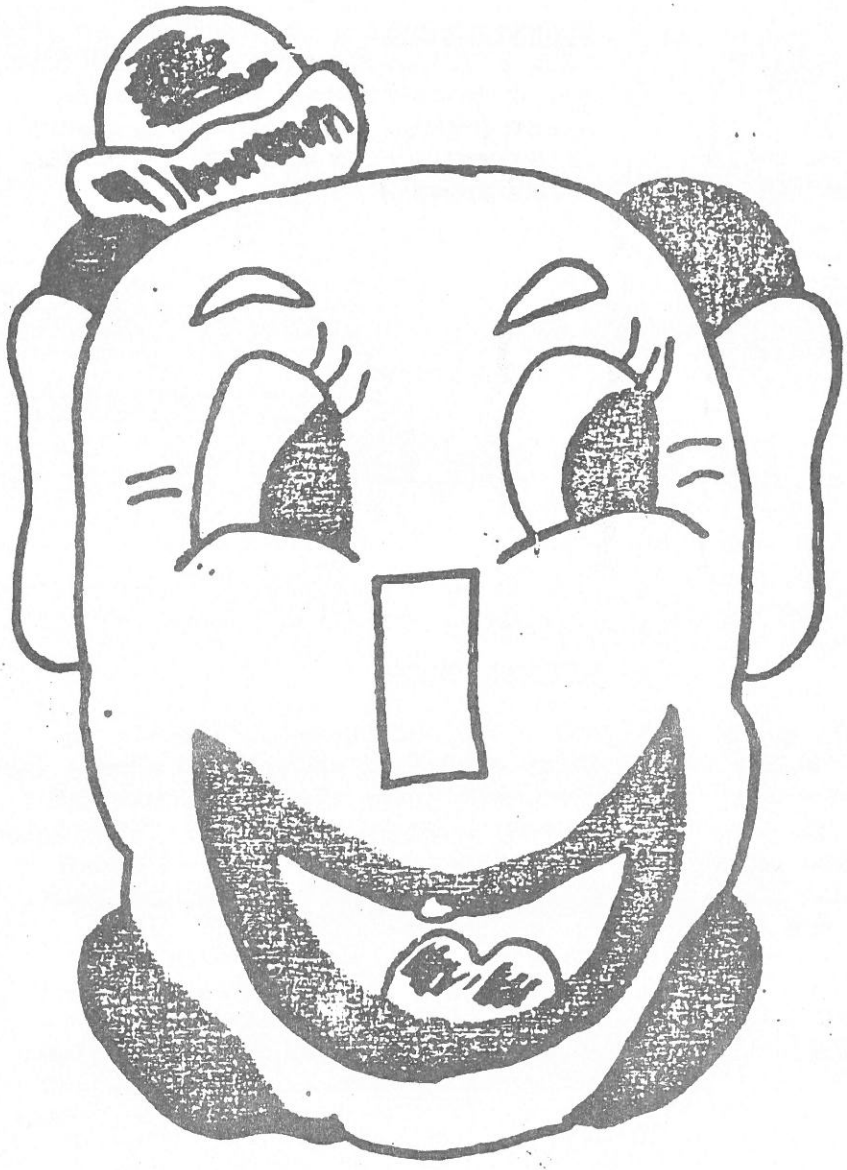
7. Cut out eyes and mouth with scissors.











CLOWN LIGHT SWITCH PLATE

Cut pattern out of plywood(½-¼2). sand, paint features ② holes for screws to hold plate in place.

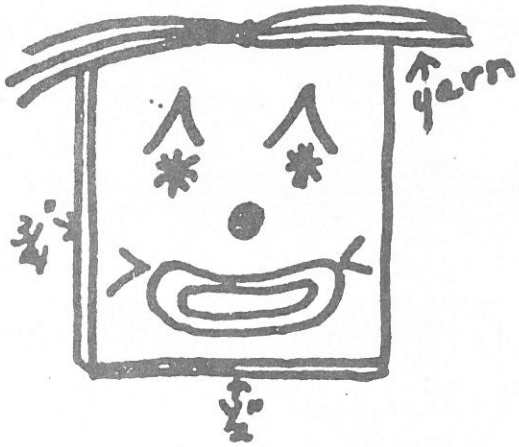
Remove light switch plate and replace with clown face using same holes.

The switch fits through the hole cut out for the nose.

NECKERCHIEF SLIDE

Use ¼" Plywood
Electricians Staple

Try substituting hat for yarn hair.



CRAFTS-16

April - The First Americans

Western Town - Main Street

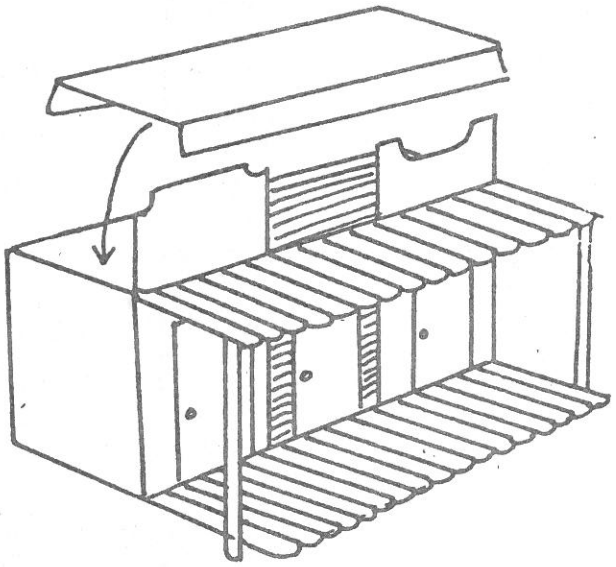
For the 3 building complex housing the bank, general store and jail, use a cardboard box, about 12" x 18" and 9" high. An 18" side will be the front. Cut the sides and back down to 7" high. Across the front mark off 5" for the bank, 7" for the store, and 6" for the jail.

Mark off doors, about 3 1/2" high on the buildings - the doors may be single or double.

For sidewalk, glue cardboard under the box so it extends about 2 1/2" at the front and sides. Cover the sidewalk with ice cream sticks. To cover the doors, cut off the ends of sticks; glue them on. Paint the doors.

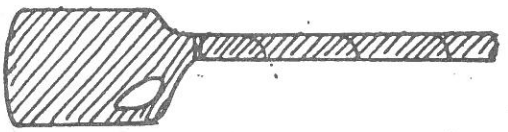
For a porch roof on the store cut a piece of cardboard 3" x 7". Score a line along a 7" side about 1/2" from edge. Bend down and glue to the store about 5" from the bottom. Cover the roof with sticks and glue stick supports between roof and sidewalk.

Cover the sides and back with sticks, adding paper windows and signs.



Pioneer Rifle

Glue a wrapping paper cardboard tube (or 2 shorter tubes such as from waxed paper) to the top of a plastic detergent bottle which has a handle. Spray paint.



Covered Wagon

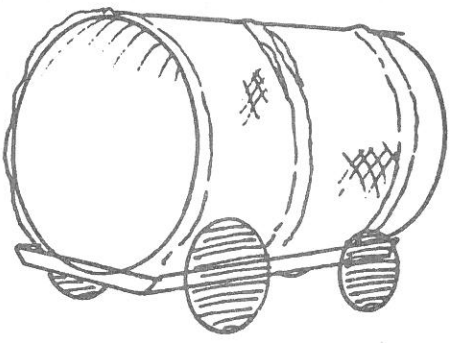
Materials:

one - 1 pound yogurt container (or dairy container of similar size); one foam meat tray. Two lids from small orange juice cans; two lids from large juice cans; heavy string or yarn, white cloth about 8" x 10" and glue.

For wagon top, glue yarn around yogurt container at top, middle and bottom. Let dry. Cover with white cloth which has been soaked in glue and water mixture. (Container need not be entirely covered as wagon base will shield part of it.)

For wagon base, glue wagon top inside meat tray, trimming off excess.

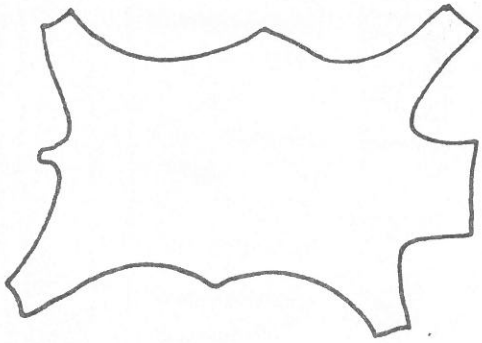
For wheels, glue orange juice lids to wagon base with larger lids at the back.



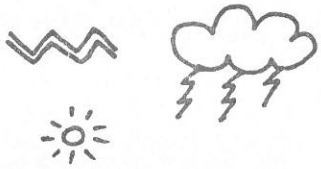
Hunt Skin

Materials:
Brown yarn; large brown paper bags; sticks (about 2' long); water paints or markers.

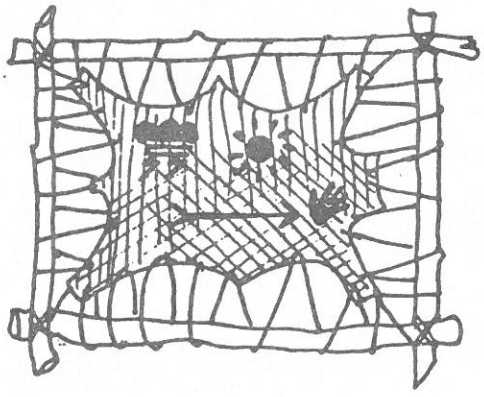
Cut a skin shape out of paper bag. 12 inches by 15 inches is a good size.



Draw or paint figures on skin.



Wad and unwad skin until soft like leather. Punch holes around outside of skin. Tie 4 sticks together so that skin fits inside frame which is formed. Lace skin with yarn to sticks.



Neckerchief Slide

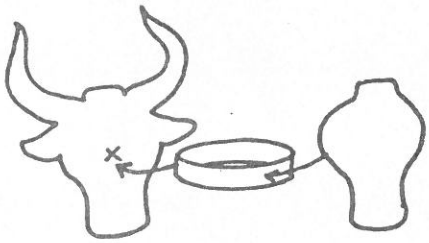
Materials:
dead tree branch at least 1" in diameter; knife; drill; paints and varnish.

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

Neckerchief Slide

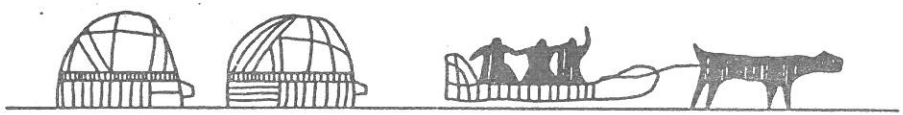
Cut two 2 1/3" squares of leatherette. Draw on a steer's head pattern, with horns and ears on one square. Cut this out. Cut another one just like it from the other square for the back, omitting the horns and ears. Cut a narrow strip of leatherette for the holder. Sew together at ends forming a ring.

Place ring between two head pieces, as shown. Stitch around head, sewing together, omitting the horns. Stitch eyes, nose, and so on, onto head with contrasting color.



SCRIMSHAW ON MEAT BONES

If you have a bone to pick,
don't throw it out! Use it to make
scrimshaw — the art of
engraving on whalebone or whale ivory.



Ivory engraving was well suited to the Eskimo life pattern, since a single engraved object could take many long winter evenings to complete. For your long evenings or just free time, whatever season, scrimshaw is an ideal project.

To make your scrimshaw, obtain an ordinary bone from meats, such as ham or pot roast.

You'll also need a pencil, a ½" dowel, a finishing nail, white glue, a hammer, some dark chalk, cooking oil, fine sandpaper, and paper towels.

Clean the bone of all meat and gristle until the meat and gristle can be easily pulled or scraped off. Let the bone dry.

1. After the bone is properly cleaned and thoroughly dry, draw on your design with a pencil.

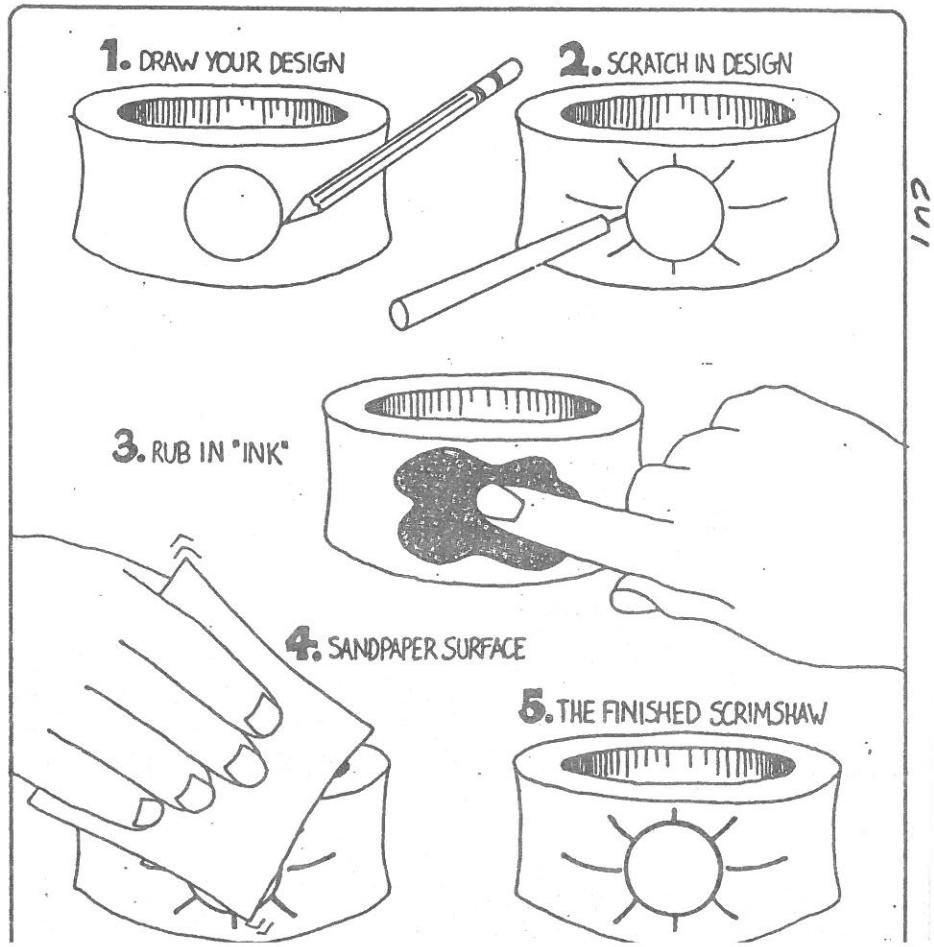
2. Prepare a dowel and nail tool by hammering a finishing nail about ½" into the end of the dowel. Remove the nail. Put a drop of glue on the head of the nail, and insert the head into the hole you've just made. Hammer the pointed end of the nail to hold it securely in the wood, if necessary. With the dowel and nail tool, scratch in your design.

3. Crumble some dark chalk and mix it with a drop of cooking oil for "ink." Rub this mixture over the entire design, making sure that all of the cut lines are full of ink.

4. Using fine sandpaper, gently sand the surface of the bone to remove the ink on the surface. The ink in the cut lines will remain to boldly outline your design. If you do happen to pull some ink out of the lines, just reapply the ink mixture and sand again.

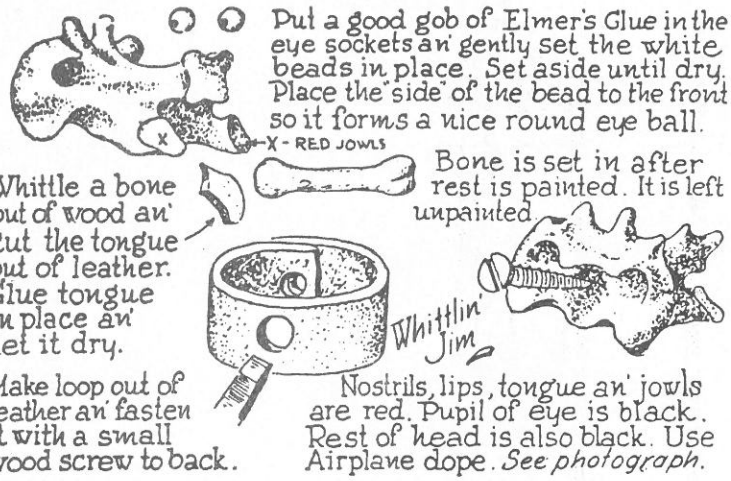
5. Your design may seem to pale somewhat. Once the ink is dry, put a small amount of cooking oil on a paper towel and buff the bone. This will darken your design and make the surface of the bone somewhat shiny.

By using this scrimshaw technique, you can make napkin rings, pendants, paperweights, or just something that you can admire from time to time. And the knowledge that you made it yourself will make it extra special. ■



CRAFTS-18

CW1



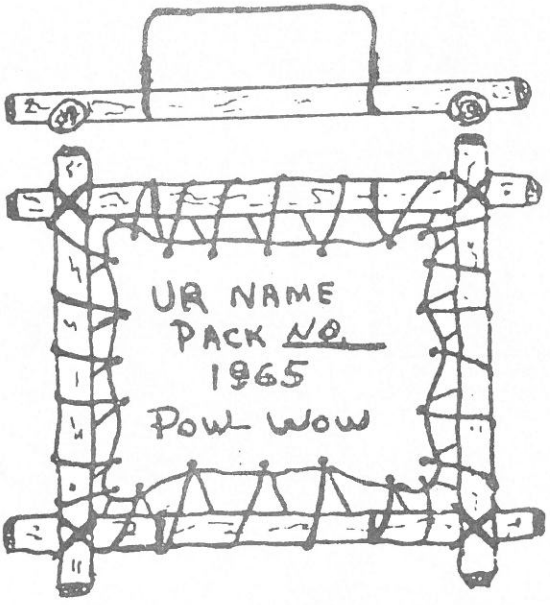
THE HOUND DOG on this slide was made from a turkey neck bone. So, the next time you have turkey for dinner, eat off all the meat then scrape the neck bones as clean as you can. Boil them until they are nice and white. Give them a final going over with a stiff brush to make them as clean as you can. Do this with all the neck bones. You can make up one slide for yourself and use the others for swapping. Our thanks for the idea to N. A. Bartolo, of Niagara Frontier.

MAKE A HIDE FRAME SLIDE

Materials: 4 small sticks
Imitation hide cut from plastic or leather
Wire for loops
Glue for sticks
Heavy thread
Large needle

When making the frame, notch the cross pieces and apply a drop of glue before lashing. Sew the hide in the frame using lashing technique. Paint whatever you like on the front then add the wire loops at top and bottom and slip it on your neckershief. Loops are put on last.

Actual size.



CRAFTS-20

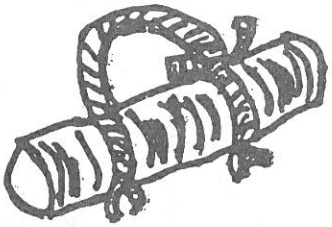
LAPEL PIN OWL

These tiny owls make the cutest lapel pins! You could also use them to dress up party favors for your Thanksgiving table, or glue ribbons to the backs and tie them around napkins.

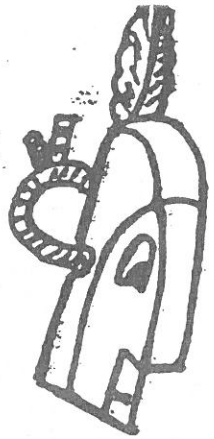
For the tiny owl, carefully break off a scale from a large pine cone, and spray with clear varnish. With bright yellow paint, make a "V" about ½" wide just below the broad part of the scale. These will be the owl's eyes. When dry, paint on two black dots with paint or felt marker. Glue on tiny piece of twig at the bottom for a perch. For feet, paint two black dots on the perch.

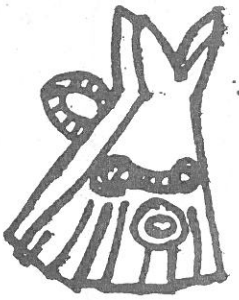
For support, glue the owl to a light weight cardboard backing, cut the same size as the owl. Tape or glue a small safety pin to the backing to pin the owl on your lapel.

Neckerchief Slides

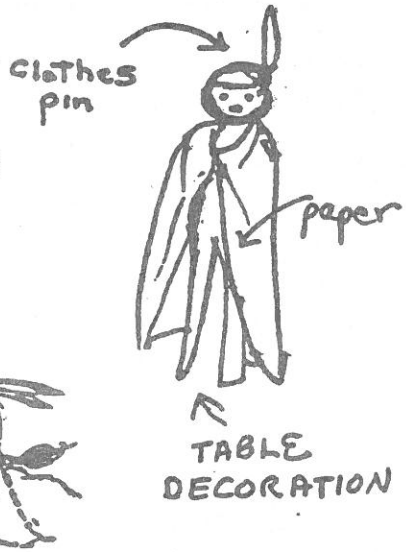


TWIG AND ROPE

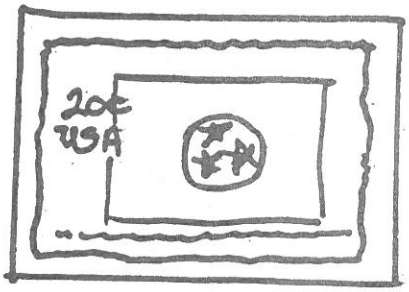


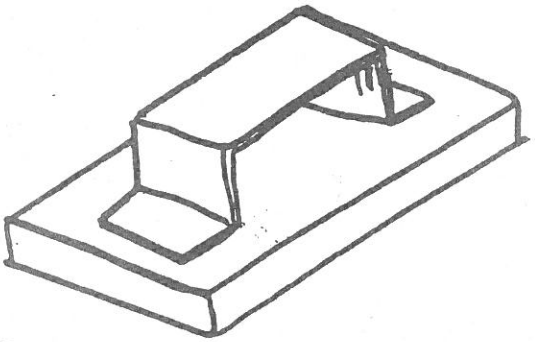


THIN WOOD CUTOUT TEPEE WITH ROPE



Stamp Neckerchief Slide





Have an attractive stamp you can spare and would like to show off? What better way than as a neckerchief slide?

Mount the stamp on a small piece of wood (any type) that's about ⅛" thick. Paneling scraps are good. Cut the wood a bit larger than the stamp so there will be an even border on all sides.

Sand all rough edges, then paint the wood. Use a color that complements the color of the stamp. Or try using a clear, non-yellowing finish for a natural wood background.

Enamel paint is best, but almost any paint will do. Test it on a scrap of wood first to see if you like it before painting your slide.

Attach the stamp with modeling cement or white glue. When it's dry, coat the entire slide with spray lacquer to protect it from dirt or damage. Don't use varnish or shellac, since both often yellow.

Add a sheet-metal or wooden loop to the back with glue.

Fill the large can with water, and set the tall container inside. Heat the water, and add paraffin or old candles to the tall container. Add bits of crayon to color the wax. After the wax has melted, remove the container from the heat.

Dip very long pieces of wick or string into the wax one at a time until the wick is covered with a thin layer of wax. Remove the narrow candle, and tie the top of each wick to a stick or hook so that the candle is suspended while the wax dries. Pull the wick at the bottom to make the candle straight. While one candle dries begin another.

After the first layer of wax has dried, dip the candle into the wax again, and hang to dry.

Repeat until your candles are as thick as you want them to be. Remember to add more wax to the can as the wax is used up, so that wax covers the entire length of candle with each dipping.

For a braided candle, braid three narrow candles together while they are still warm. Dip the bottom of the candle in the wax to seal the three together.

SOAP - Long ago, making soap took a long time. Tallow or lard was boiled and mixed with rosin and wood ashes or lye to make a crude yellow soap. Most families made their own soap, because there were no supermarkets to shop in. Today, with the help of a few modern shortcuts, you can still have the satisfaction of making your own soap.

Save your small pieces of soap. After you have quite a few, break the pieces into still smaller pieces, and soak in a bowl of very hot water. Use just enough water in the bowl to cover the soap.

After 10 to 15 minutes, pour off the water. Mold the soap around a piece of heavy twine, and hang this ball of soap in your shower. Or, mold the soap into a bar or animal shape, and use for your bath. This can be used on those camping over-nights!! The soap takes a few hours to dry.

For special soaps, you can cheat a little by using some present-day products. Add a bit of instant oatmeal, food coloring or lemon or strawberry extract to the soap before you form it. This will make the soap feel, look or smell expecially good.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Have you ever made candles or soap like they did a hundred years ago--pioneer days?

Once, candles were used to light everything. There were no electric lights, no lava lamps, no neon signs...just candles. Candles were vital because they extended the daylight hours so that when darkness fell, the family could stay up and enjoy the glow of the candlelight and the warmth of being together after a hard days work.

To make your own candles, you'll need a tall container, such as a tennis ball can, a larger can, paraffin or old candles, crayons, and wicks or tightly woven string.

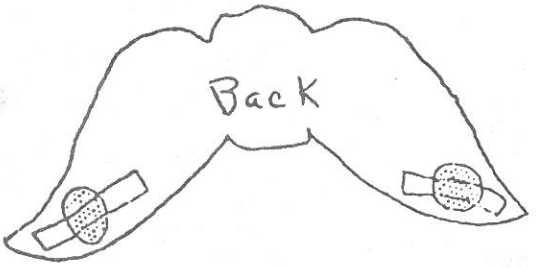
Be very careful during this project. The parafin is highly flammable. It also gets very hot when heated, so be sure to wear heavy mitts to protect your hands.

May- Bird Watchers

CRAFTS-22

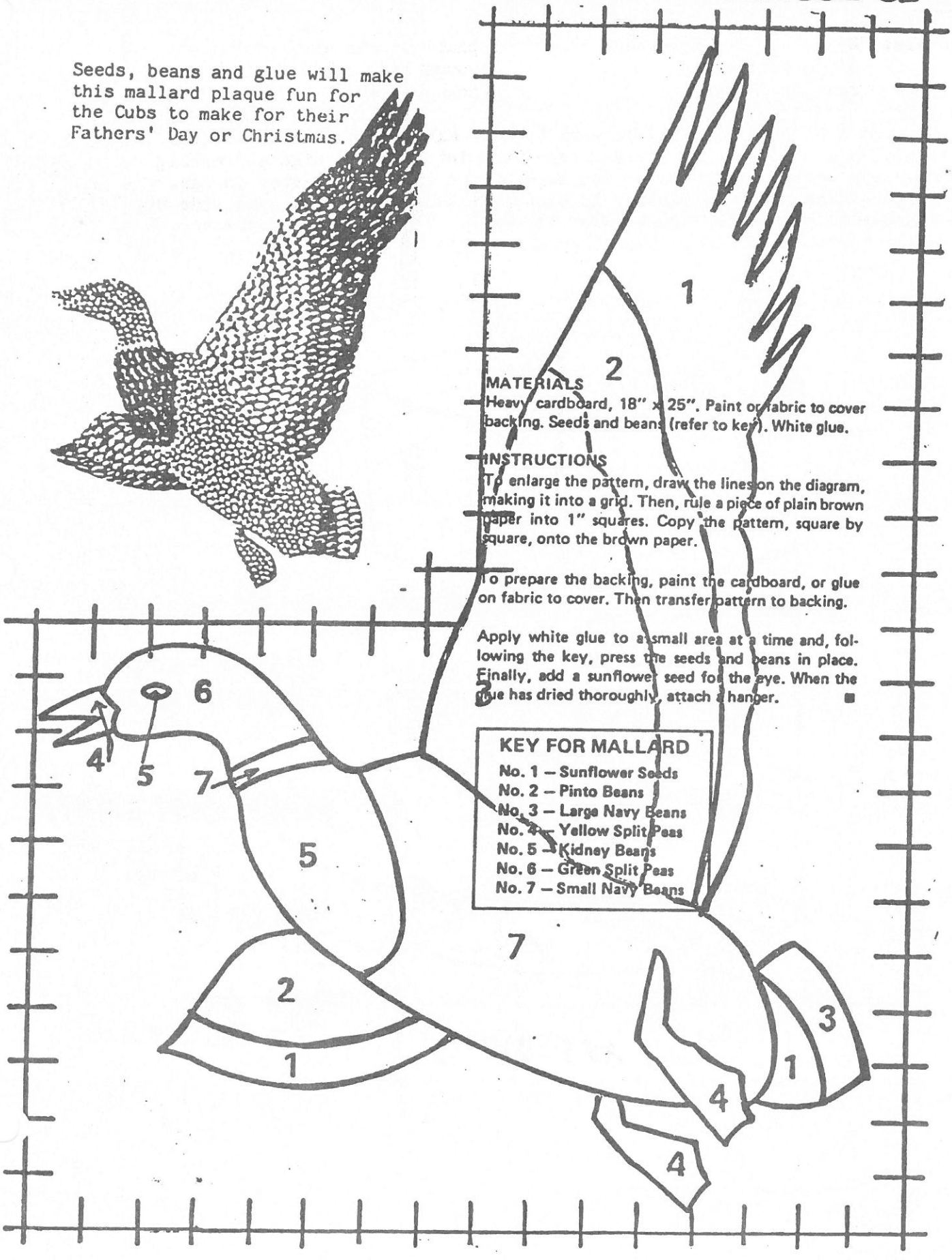
"BEAKY" THE BALANCING BIRD

Here is a bird that loves to pearch on your finger. Trace shape below on cardboard. Color and draw beak, eyes, and feathers on both sides. Cut him out carefully.
Tape a penny to the end of each wing... Place "Beaky" carefully on the end of your finger; balance him, and he will set there. He'll even perch on pencil. Try balancing "Beaky" in other places around the house.



Seed and Bean Mallard

Seeds, beans and glue will make this mallard plaque fun for the Cubs to make for their Fathers' Day or Christmas.



MATERIALS

Heavy cardboard, 18" × 25". Paint or fabric to cover backing. Seeds and beans (refer to key). White glue.

INSTRUCTIONS

To enlarge the pattern, draw the lines on the diagram, making it into a grid. Then, rule a piece of plain brown paper into 1" squares. Copy the pattern, square by square, onto the brown paper.

To prepare the backing, paint the cardboard, or glue on fabric to cover. Then transfer pattern to backing.

Apply white glue to a small area at a time and, following the key, press the seeds and beans in place. Finally, add a sunflower seed for the eye. When the glue has dried thoroughly, attach a hanger. ■

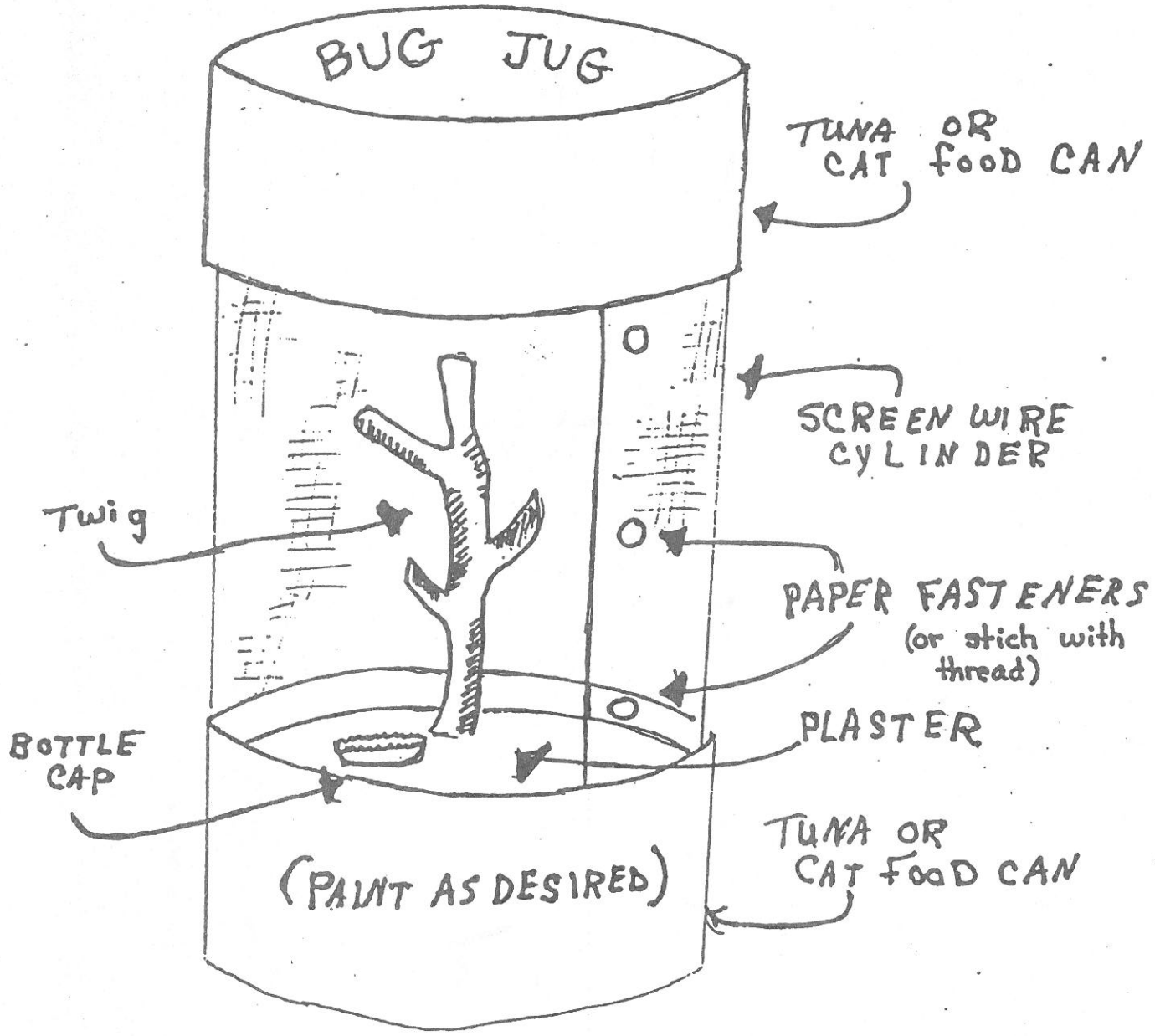
KEY FOR MALLARD

No. 1 — Sunflower Seeds
No. 2 — Pinto Beans
No. 3 — Large Navy Beans
No. 4 — Yellow Split Peas
No. 5 — Kidney Beans
No. 6 — Green Split Peas
No. 7 — Small Navy Beans

BUG JUG

Materials:
- 2 tuna or cat food cans
- 1 pop bottle cap
- casting plaster
- 1 piece screen wire 8" x 10½"
- 3 round head paper fasteners
- stick or branch

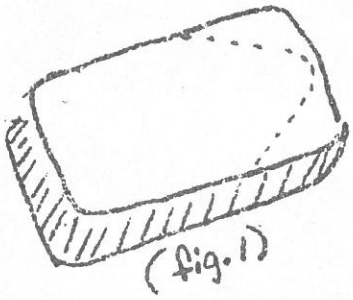
Set one tuna can (open side up) on work table. Mix enough plaster to fill can to within 1/4" from top. Roll screen wire into tube 8" high and as big around as the inside of the can. Set screen down into wet plaster in can. Push small branch into wet plaster in center. Push bottle cap, open side up, into plaster to make a 'watering hole' for bugs. Use the paper fasteners to secure the screen wire shut. The other can serves as the lid for the 'jug'.



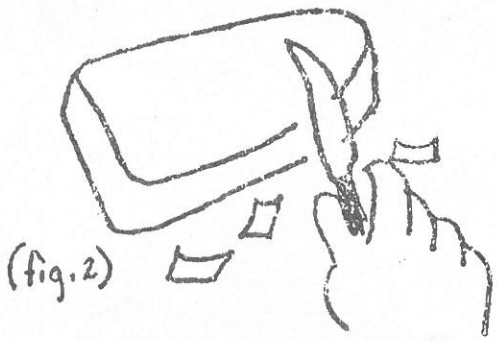
CRAFTS-47

COLUMBUS DAY BOATS

Supplies: 1 small bar of soft soap (Ivory works well), table knife, scissors, white paper, red crayon or felt pen, 1 toothpick, 1 stick 5" long and 1/8" wide, spoon.

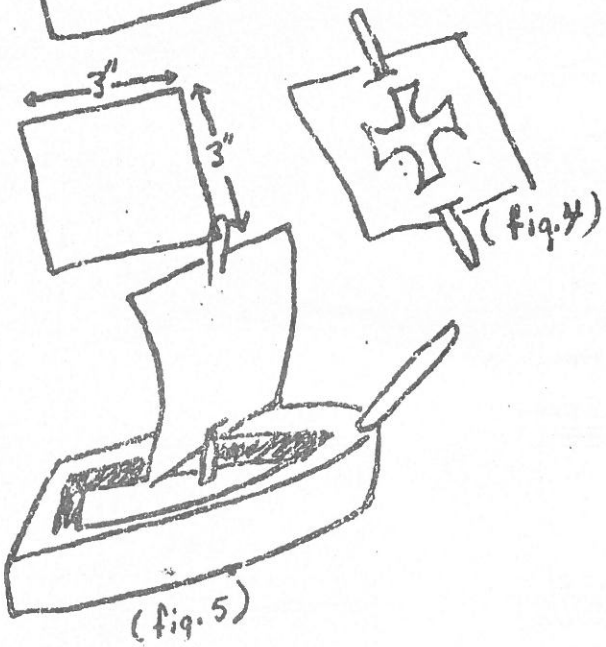

(fig. 1)

Cut the bar of soap into a boat like shape as shown in Fig. 1. With a knife shave off the sides in small slivers to get smooth even lines (fig. 2). Now carefully outline with the tip of the knife, an area in the center of each boat (fig. 3). Carefully scoop out the soap with a spoon and then smooth out the edges with the knife. Make a sail for your boat by cutting white paper into a 3" square. Cut two small slits at the bottom and top of each piece as shown in fig. 4. Draw a red cross on the sail. This cross was the sign of Spain. Slide a stick through the slits in the sail and place one sail into the boat. (Fig. 5)


(fig. 2)

(fig. 3)

Whittling Aids #5 in the Bear Book fits nicely here. The boys can learn safe use of knives with a table knife just as well as with a pocket knife.



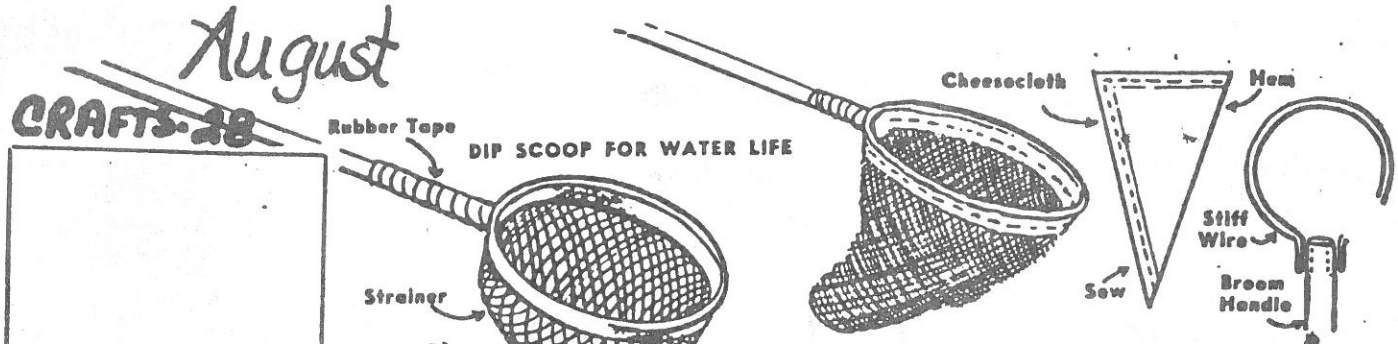
(fig. 4)

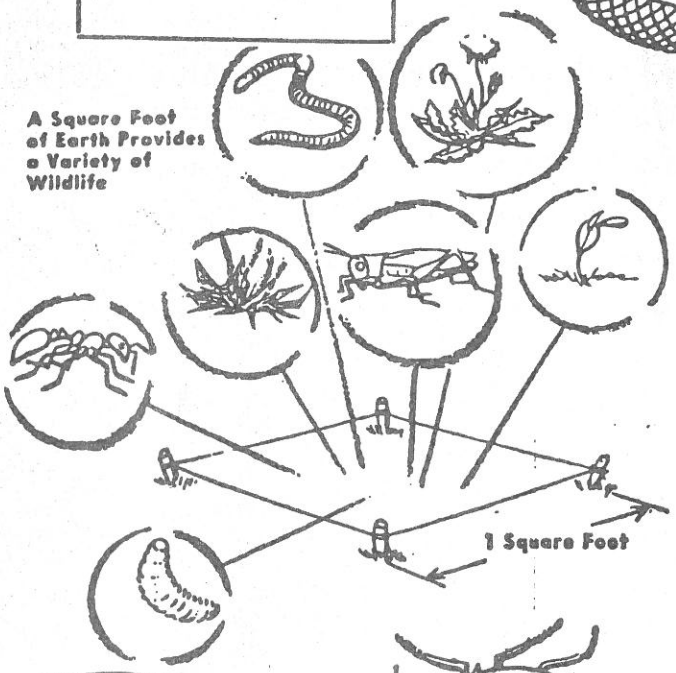
(fig. 5)

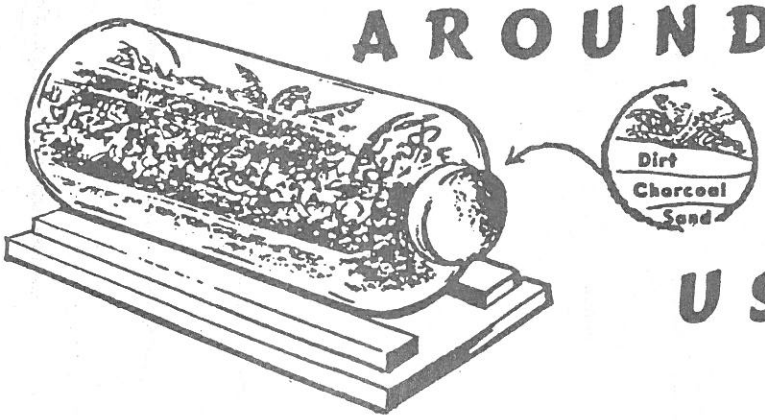
August

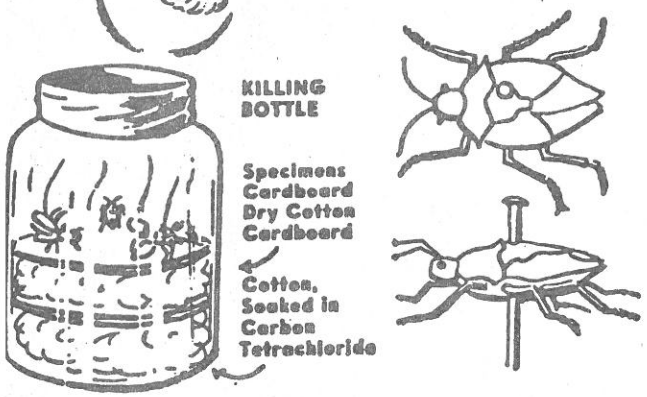
CRAFTS-28

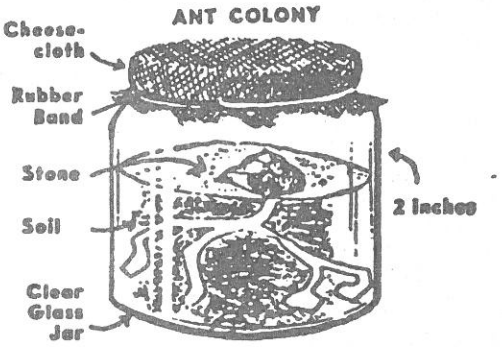
THE WORLD AROUND US

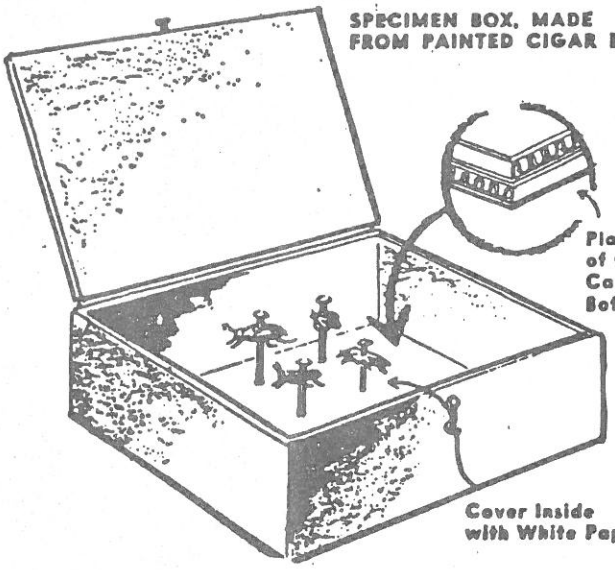


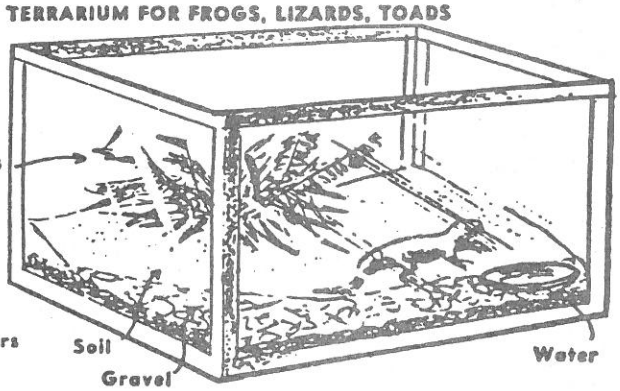


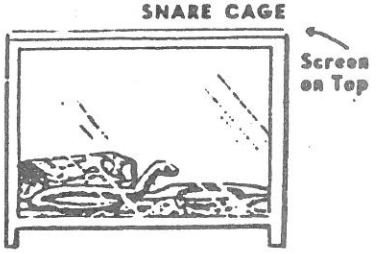


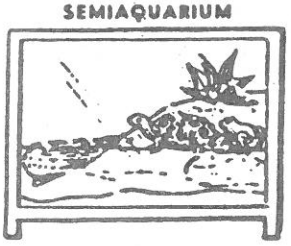












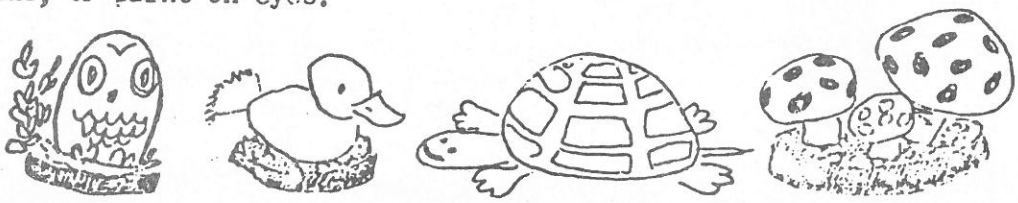
ROCKS

by Mildred K. Zibulka

COLLECTING ROCKS: Collecting rocks can be fun and making them into objects of art is even more fun! Collect all shapes and sizes. Smooth, flat, oval ones are naturals for owls. Humpy, fat ones make good frogs and turtles, or tops for mushrooms, with flat stones for stems. Acrylic or model paint transforms them into interesting characters for paperweights, decorations, or just for fun.

Apply household cement to the parts of the rocks that will be touching. (do not use a waterbase glue. cooking glue, airplane glue or epoxy is recommended) Allow this to dry, then add a second coat and press the rocks in place.

To make a stone owl you can place your painted owl in a deep lid, surrounding him with clay to help him stand. Add a twig ofplastic greens. Paint the lid black and the clay brown or green. Glue on wobbly "eyes" or buttons, or paint on eyes.



To make a duck, glue two stones together, with a yellow felt bill and a bit of feather for a tail. Cut a felt body with legs, head, and tail, and glue under a rock to make the turtle.

A fat frog makes a good paperweight.

For some more ideas on crafts on the Rocks, read Pack-O-Fun page 30-31 September 1977 issue

August is the month for water fun. Maybe you could arrange to have a family pack meeting at beach near you and the boys could find rocks and take home to glue and color at their next den meeting.

A real fun idea is to take a larger flat rock and make a scene on it with miniture animals and dried weeds and flowers.

For more ideas on Hobbies look in the 1976 Pow-Wow Book and the 1976 program helps book, and your public or school library and the encyclopedia.

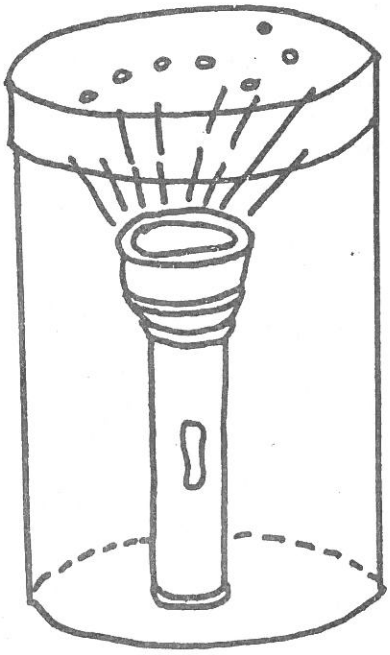
See the collection achievement #6 in the Wolf Book, and nature crafts elective in Bear Book.

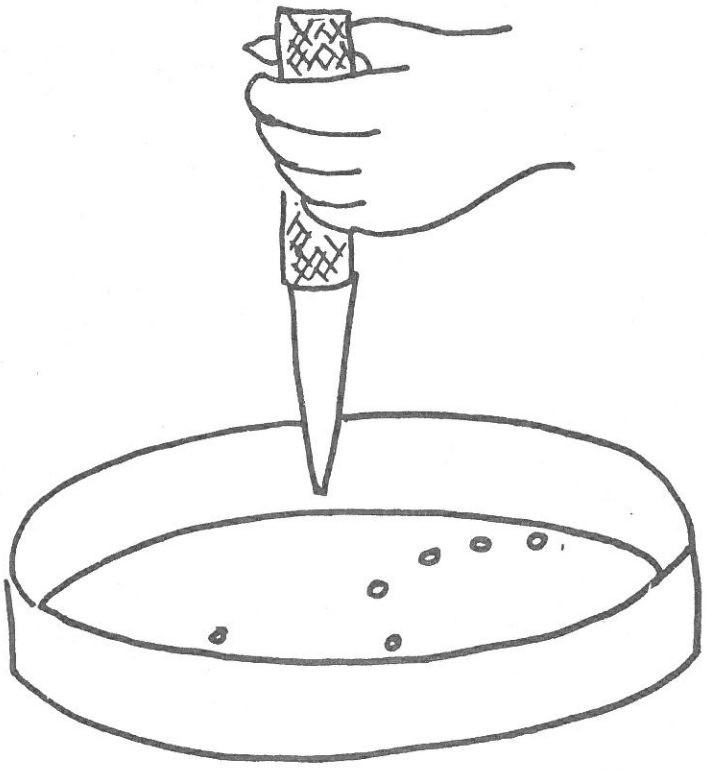
Different ideas for Displaying your collections can be found in the March 1976 Pack-O- Fun book page 35.

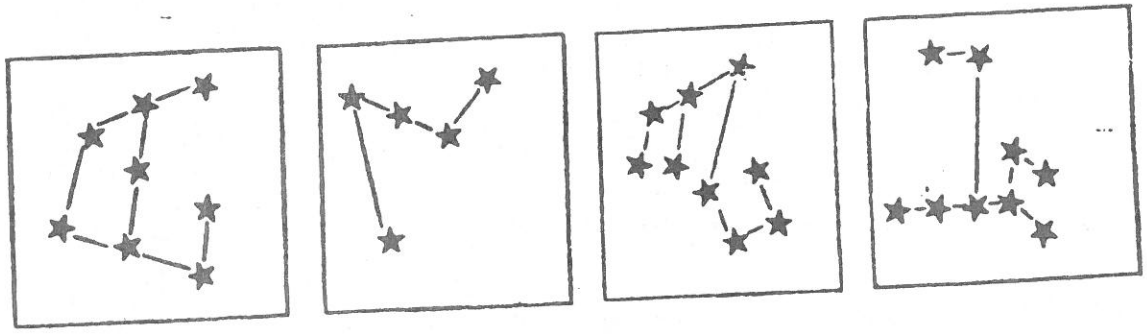
CRAFTS.30

STAR GAZER

Select a tin can large enough to hold your flashlight. Remove the lid and place the top part of the lid downward on a piece of wood. Draw the galaxy that you select on the lid, using pencil chalk or nail holes to indicate each star. Use a center punch or suitable nail and hammer to make the holes larger in the lid. Insert a flashlight in the can and replace the lid.







CRAFTS.30

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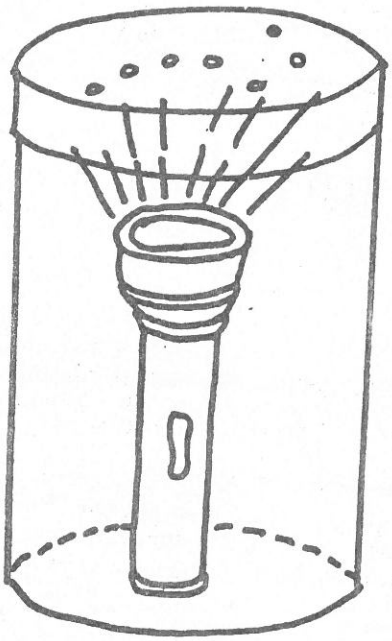
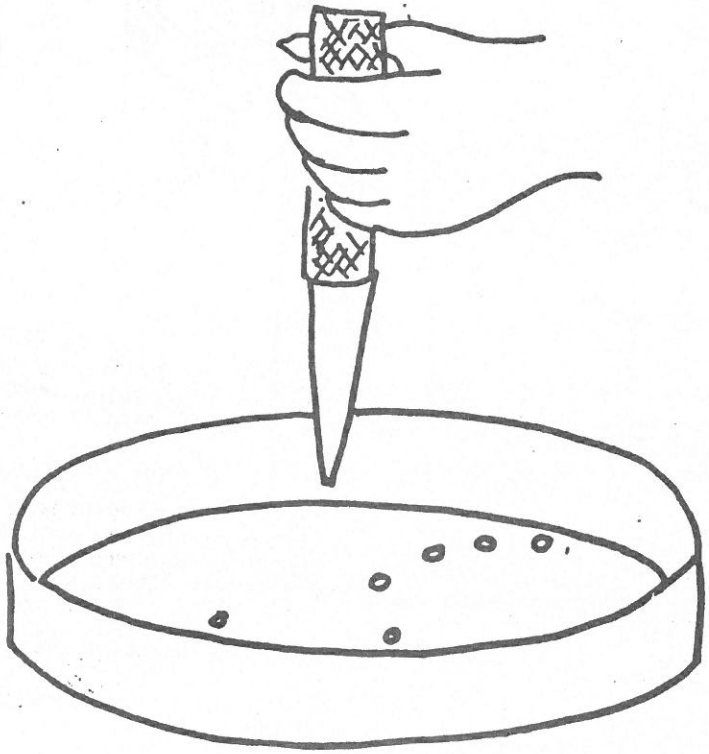
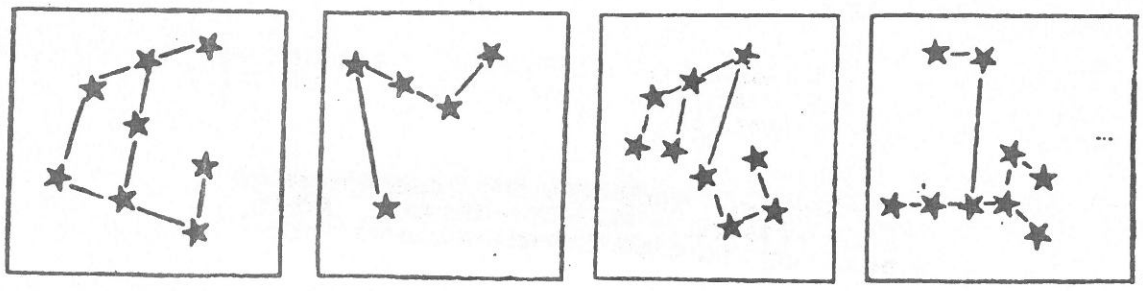






NECKERCHIEF SLIDES

1. TURTLE - USE 2 BOTTLE CAPS TAPED TOGETHER, RIM TO RIM, FOR TURTLE SHELL. OR, USE AN UNUSUAL SHAPED BOTTLE LID. PAINT SHELL GREEN WITH YELLOW SPOTS. CUT BODY FROM POSTER BOARD. DRAW ON EYES WITH MARKING PEN. POKE HOLES IN POSTER BOARD TO INSERT PIPE CLEANER SLIDE RING IN BACK.

2. LADY BUG - USE HALF A WALNUT SHELL FOR LADY BUG. PAINT HEAD BLACK. PAINT BODY RED WITH BLACK DOTS. ADD A NARROW BLACK STRIPE DOWN CENTER OF BACK. GLUE ON WIRE ANTENNAE. USE TINY PLASTIC EYES OR CUT FROM CONSTRUCTION PAPER. WHEN BUG IS DRY, TURN UPSIDE DOWN, FILL WITH A LITTLE PLASTER AND INSERT POP-TOP RING OR PIPE CLEANER RING.

3. TERRARIUM - USE A CLEAR PILL BOTTLE FOR THE TERRARIUM. MAKE TWO HOLES IN THE BACK WITH A HOT ICE PICK OR NAIL. (DEN LEADER SHOULD DO THIS. USE PLIERS TO HANDLE HOT NAIL) INSERT PIPE CLEANER RING IN HOLES AND GLUE. FILL TERRARIUM WITH GRASS, MOSS, FERN, OR EVEN DRIED FLOWERS. PUT THE LID BACK ON, AND THE SLIDE IS READY TO WEAR.

4. APPLE WITH WORM - APPLE IS MADE FROM A LARGE, ROUND, WOODEN BEAD. IF HOLE IS NOT LARGE ENOUGH FOR NECKERCHIEF TO FIT THROUGH, ENLARGE HOLE. PAINT RED (UNLESS BEAD IS ALREADY RED). MAKE A SMALL HOLE ON ONE SIDE TO HOLE A GREEN PIPE CLEANER WORM. WORM SHOULD HAVE TWO TINY EYES. ADD A GREEN FELT LEAF NEAR THE TOP OF THE APPLE.

5. TREE SLICE - WHEN ON A NATURE WALK, LOOK FOR A BRANCH 1" - 2" IN DIAMETER. CUT SECTIONS ABOUT 1/2" THICK. SPRAY WITH CLEAR VARNISH. GLUE A POP TOP RING OR PIPE CLEANER RING ON BACK SIDE. THIS IS A NICE REMINDER OF A FIELD TRIP AND NATURE STUDY.

6. LITTER BARREL - USE A FILM CAN. PUNCH TWO HOLES IN BACK TO INSERT PIPE CLEANER RING OR WIRE RING. COVER CAN WITH VINYL TAPE OR PAINT AS DESIRED. GREEN IS A SUITABLE COLOR. ADD THE WORK "LITTER" OR "PITCH IN" ON THE OUTSIDE. THIS SLIDE WILL EVEN HOLD SMALL BITS OF REAL LITTER.

See *Cub Scout Fun Book* for instructions for rain gauge, leaf blueprint, terrarium, weather vane, and ant house crafts.

CRAFTS-32

September- Weather Observation

..ND WHEEL EXPERIMENT

With the windows closed in your home do you still have some wind? Yes and you can prove that there is wind in your home without a fan on or without any windows or doors open.

Materials: a light weight cardboard about 8" square, pattern from next page, tin foil 8" square, glue, scissors, string about 18" long, pencil.

Instructions:

Cut out the pattern from the following page.

Paste the pattern on the cardboard and the foil on the opposite side of the cardboard paste the tinfoil.

Cut out the wheel on the dotted lines and on the dotted lines tiwards center of wheel.

Fold each side down as in first figure.

Punch a small hole in the center of wheel. Pass the string through the hole and tie a knot in the foil side. You wheel should now look like the second picture.

Hold your sheel by the string over a radiator or another SAFE heat source. If it gives off enough heat your wheel will spin. The hotter the heat, the faster the wheel will spin.

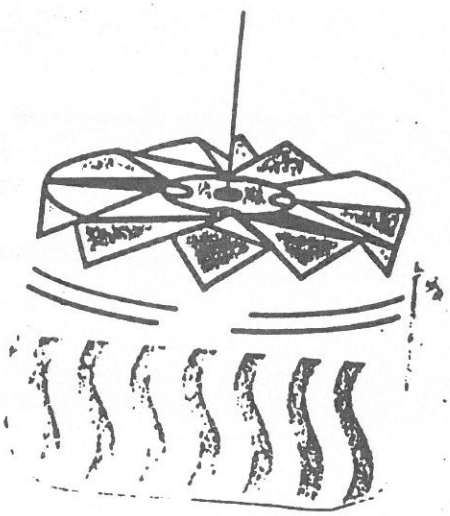
Why does it spin and what do we learn from this?

- ..r heat source is warming the air above it. This warm air rises. As it does, cooler air rushes in to take its place. That air is heated also and rises up and more cool air replaces it.

Your heater is creating a cycle of moving air. This air pushes at the bent edges of your sheel and makes it spin.

This principle is at work wherever winds blow. Temperature changes a lot from place to place. This causes a change in air pressure. Warm air means lower pressure. Cold air means higher pressure. Air is always moving from areas of high pressure to areas of low pressure, looking for balance. This air movement is what we call wind.

Therefore you helped prove that changes in temperature causes wind - even in your own home.



WEATHER STATION
RAIN Guage

CRAFTS- 33

NEED:

- A DRINKING GLASS OR JAR WITH STRAIGHT SIDES
- A SIX INCH RULER
- TAPE

TO MAKE YOUR OWN RAIN GAUGE, FASTEN THE RULER WITH TAPE TO THE OUTSIDE OF THE GLASS. SET THE GLASS OUTSIDE WHEN THE WEATHER LOOKS LIKE RAIN, BEING SURE TO PLACE IT AWAY FROM TREES AND BUILDINGS. WHEN THE RAIN HAS STOPPED, PUT THE GLASS ON A TABLE AND SEE HOW HIGH THE WATER REACHED. IF YOU LISTEN TO THE WEATHER REPORT, YOU WILL FIND THAT YOUR RAIN GAUGE IS ACCURATE.

HOMEMADE RAINSTORM

You can make a little rainstorm with just a dry jar and a tea kettle or coffee pot filled with water. As you heat the water in the kettle, it evaporates, forming invisible vapor. When the vapor hits the air and cools, droplets of water form. These make a little cloud you can see. Hold the jar mouth downward over the spout of the hot kettle and collect the mist. Droplets will gather inside the jar.

Since the jar is cooler than the air around the kettle spout, the droplets on the glass will come together and grow into bigger drops. These will fall downward like regular raindrops out of the jar.

CRAFTS-34

TIN CAN BAROMETER - MEASURES AIR PRESSURE (WEIGHT OF AIR PUSHING AGAINST THE EARTH.

AIR PUSHES HARD - PRESSURE RISES - FAIR WEATHER

AIR PUSHES LESS HARD - PRESSURE FALLS - BAD WEATHER

NEEDS:

- COFFEE CAN
- PLASTIC WRAP
- RUBBER BAND
- PIECE CARDBOARD
- STRAW
- GLUE - TAPE

1. CUT PLASTIC TO FIT TOP OF CAN HOLD IN PLACE WITH RUBBER BAND
2. TAPE CARDBOARD TO BACK OUTSIDE EDGE OF CAN
3. GLUE OR TAPE STRAW TO CENTER OF PLASTIC
4. MARK ON CARDBOARD WHEN STRAW POINTS; THEN MARK "HIGH" + "LOW" ABOUT 1" ABOVE + BELOW THIS MARK.

FEATHER WIND VANE - POINTS DIRECTION THE WIND IS COMING FROM.

NEEDS:

- LARGE FEATHER
- LARGE EYEDROPPER WITHOUT RUBBER TOP
- THIN 3½" NAIL
- 1" NAIL
- ARROW SHAPED PIECE CARDBOARD
- STYROFOAM BALL
- WIRE
- 1" x 3" x 3" WOOD BASE

1. HAMMER 3½" NAIL THROUGH CENTER OF BASE.
2. CAREFULLY BORE SMALL HOLE INTO CENTER OF BALL. THEN PUSH POINTED END OF EYEDROPPER INTO HOLE
3. STICK QUILL OF FEATHER INTO ONE SIDE OF THE BALL
4. TAPE OR GLUE THE CARDBOARD ARROW TO THE HEAD OF THE 1" NAIL
5. PUSH THE 1" NAIL INTO THE OTHER SIDE OF THE BALL (HELPS TO BALANCE THE VANE.)
6. SLIDE THE OPEN END OF EYEDROPPER OVER LARGE NAIL SO IT SWINGS AROUND FREELY.
7. IF NEEDED, WRAP A PIECE OF WIRE AROUND SMALL NAIL TO BALANCE THE VANE PERFECTLY.
8. LABEL THE SIDES OF THE BASE NORTH, SOUTH EAST, WEST. PUT OUTSIDE + WATCH. THE WAY THE ARROW POINTS IS THE DIRECTION THE WIND IS COMING FROM.

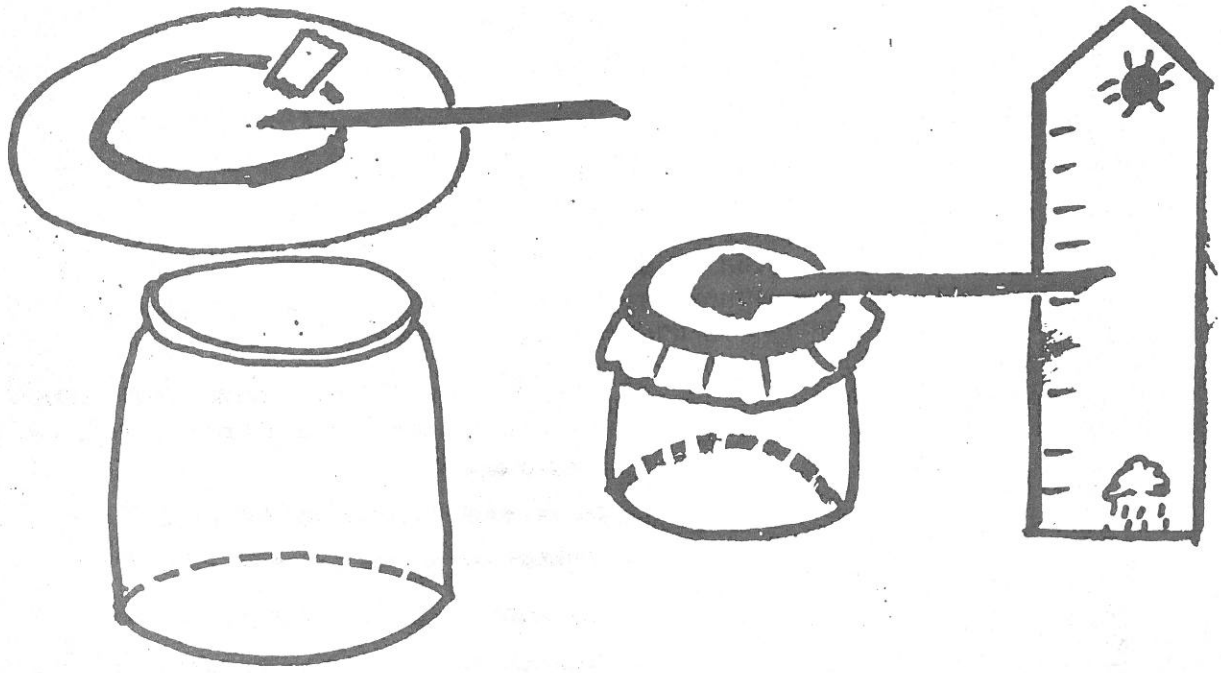
BAROMETER

A barometer is an instrument to measure the air pressure, the force of the air pressing against the earth. It will help predict what the weather will be today or tomorrow. If the air pressure goes up, the temperature will probably go down; if the air pressure goes down, the temperature will probably rise.

Materials needed for a barometer are glass jar, balloon, rubber bands, drinking straw, tape and paper.

Tools needed are scissors, ruler and pencil.

Using a quart size Miracle Whip jar or a peanut butter jar, wash it out and throw away the lid. Cut a piece of balloon large enough to fit over the mouth of the jar. Stretch the balloon in place over the mouth of the jar tightly and secure with one or two rubber bands. The inside of the jar should now be air tight. Cut the two end of a drinking straw at an angle to a tip. With a small piece of tape fasten the drinking straw to the center of the balloon that is pulled tightly over the top of the jar. The barometer is finished but now you need a chart to help you read the barometer. Fold a piece of paper into a triangular tube so it will stand slighly taller than the jar itself. Place the chart next to the pointer but not touching it. Mark a small pencil line on the chart next to the tip of the pointer, and write what the weather conditions are at this time across from it. Check the pointer once or twice a day to see if it has moved. Each time it has changed significantly make a mark on the chart and write what the weather is like. After you have made some sunny and rainy marks on the chart, you will be able to predict reasonably well what the weather is about to do. Don't put the barometer by the window or by a radiator. Can you figure out what makes the pointer move. Read in a science book or ask you teacher to explain it to your class



CRAFTS-36

MAKING A CARDBOARD SUNDIAL

A cardboard sundial will really tell you the time of day when the sun is shining. Take stiff cardboard. Cut a piece six inches square. With a compass, draw on it the biggest circle it will allow. Then draw a smaller circle about half an inch inside the big one. (Example in fig. 1)

Mark off on the edge of the outer circle twelve equal spaces. These spaces represent hours. Draw the numerals from 1 to 12 in the area between the two circles. Make a dot above each numeral to indicate the point at thich the hours will change. Each hour can be divided into quarter hours if desired.

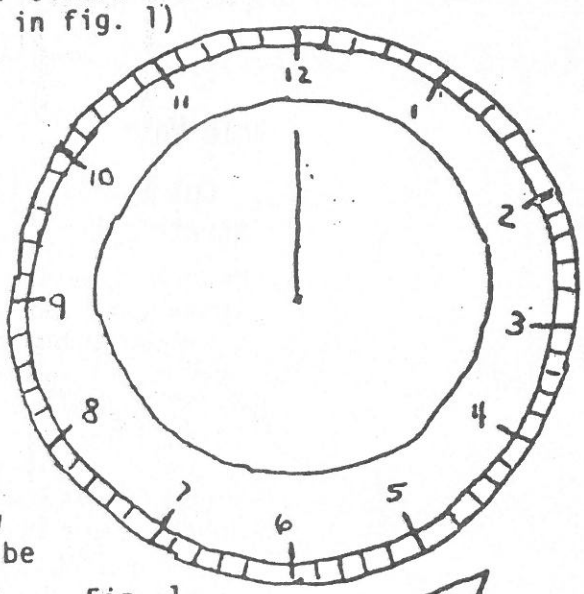


Fig. 1

With a rule and hsarp knife, cut a slot in the upper half of the dial's face, running up from the exact center to a point just below the numeral 12. This slot should be as wide as the cardboard is thick. The face of the dial will now look as in Fig. 1.

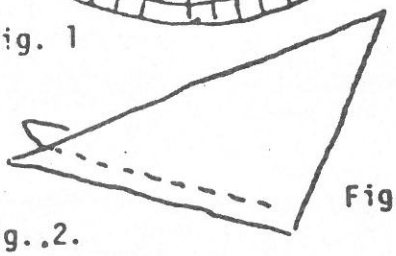
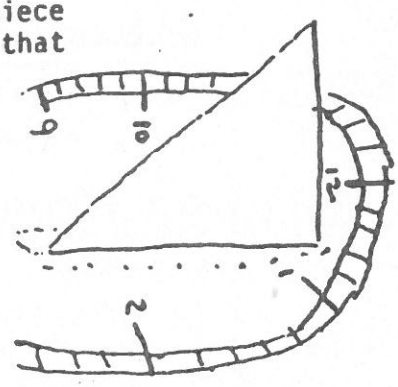


Fig. 2

Cut a piece of cardboard as in Fig. 2. With your knife blade split the thickness of this piece in two from the bottom up to the dotted line shown in Fig. 2. Bend the two sides up smoothly.

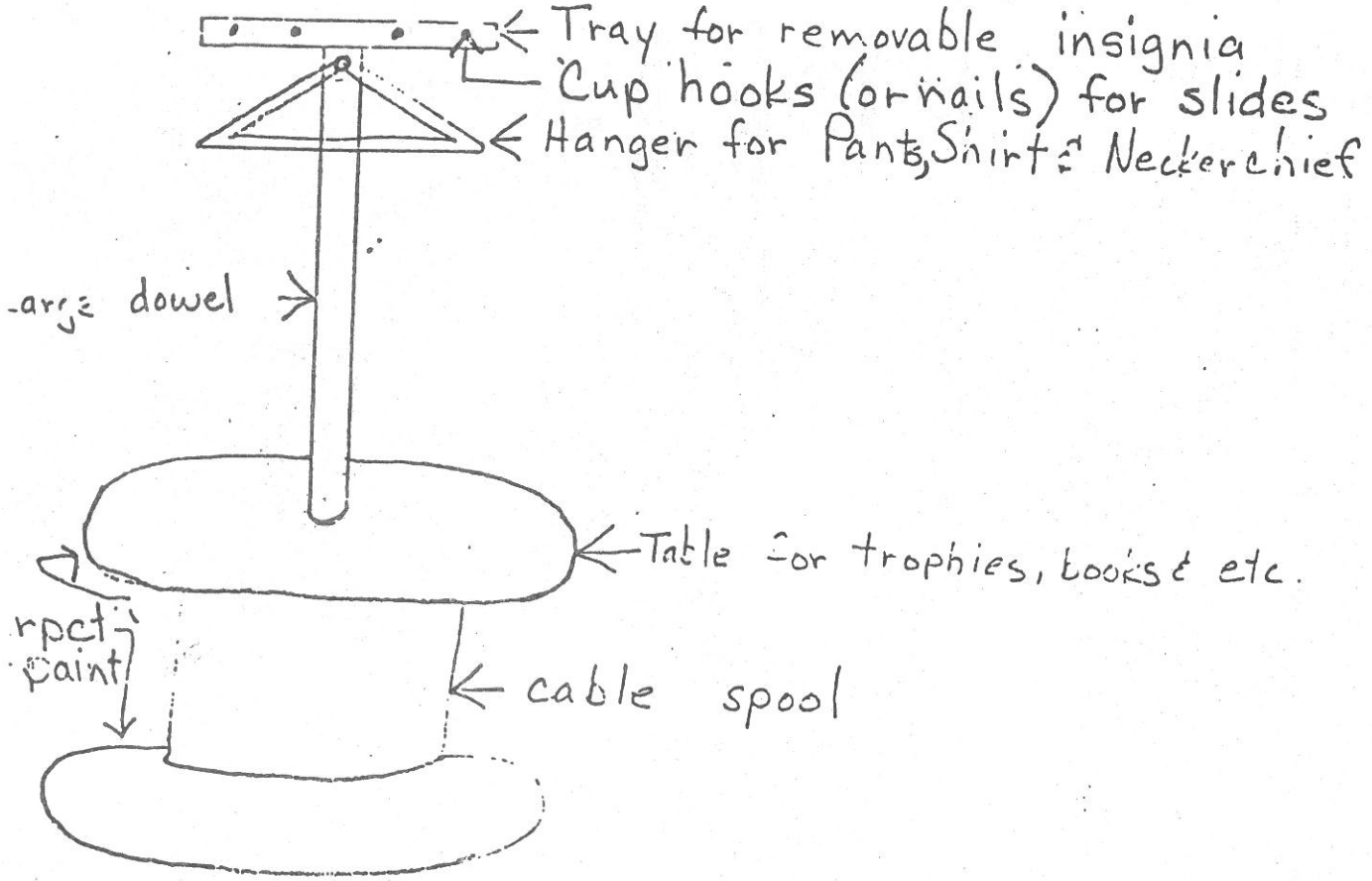
The final step is to slip the triangular piece into the slot in the face of the dial. So that it will stay there, put glue on the tabs and press them to the back of the dial. Fig. 3 shows the dial assembled. The dotted lines indicate the tabs glue underneath.



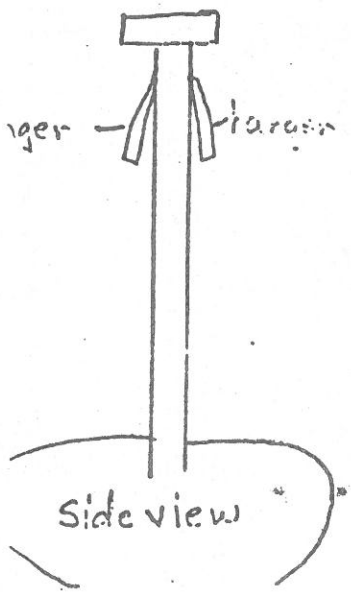
To use it, place the dial in the sun with the back edge of the triangle pointing north. The sun will cause the triangle to cast a shadow upon the face of the dial. If the shadow falls upon the numeral 2, it is 2 o'clock. As the sun moves across the sky, the shadow will change and move around the figures on the dial, always giving you the correct time. For daylight saving time, of course, add one hour.

October- Advancement in Rank

Uniform Organizational Stand

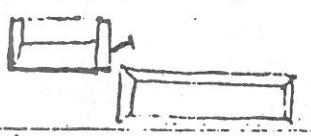


rothers sharing room could
nt. 2 hangers:



Tray

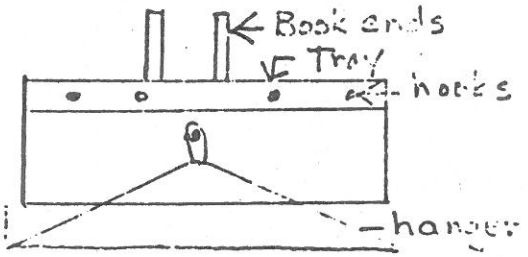
Should be 1X4 trimed with baseboard or lattice on all sides to prevent spill.

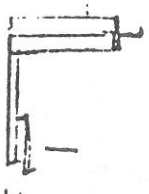


Hanger

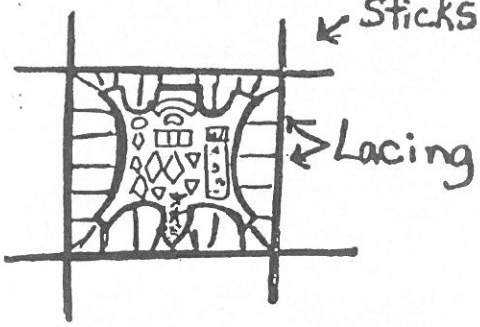
either bend hook to close circle & hang on cup hook, or drill through.

Modified Wall unit





A Place for all Scouting uniform needs. Always



Wolf Skin

Use leather to cut animal skin from - lash sticks together with lacing - lace skin to stick fram

place on fold

tail

CRAFTS - 38

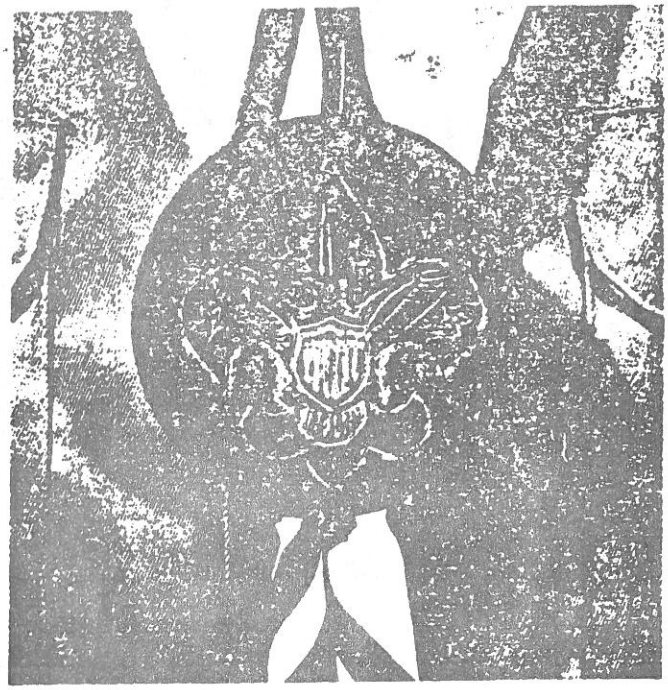
A Leather Neckerchief Slide

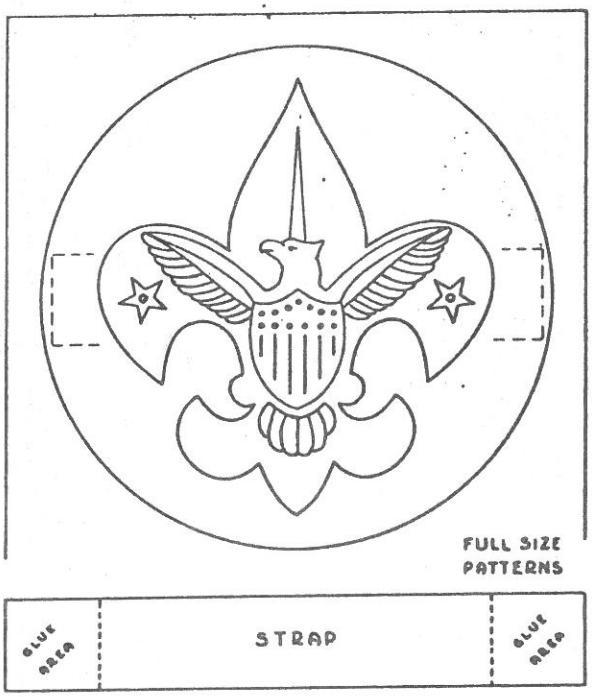
BY GLENN WAGNER AND DAVID GEWIRTZ

Made of hand-tooled leather with a Scout emblem design, this neckerchief slide is appropriate for any occasion. It's also a good beginning leathercraft project.

You need a 3⅛" x 3⅞" piece of 4 to 6-ounce tooling cowhide (about 3/32" to ⅛" thick); a piece of heavy tracing paper or film (art store or leather shop); a plastic sponge and a glass or plastic dish (don't use a metal dish) of water; a swivel knife; an Xacto knife with a pointed blade; a small leather modeling tool; scissors; Duco or similar household cement; brown leather dye; shoe polish; rag; brush.

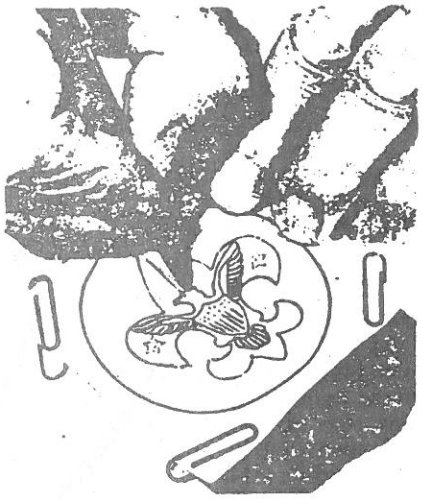
Use this technique to make a slide of any emblem or design you wish. Simply transfer the image first to tracing paper, then to the leather. For leatherwork beginners, the *Leatherwork* merit badge pamphlet or the *ABC's of Leatherwork* (published by Tandy Leather Co., 2808 Shamrock, Fort Worth, Tex. 76107) will be helpful.





FULL SIZE PATTERNS

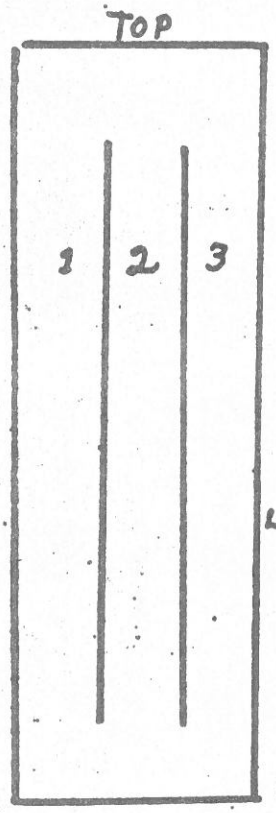
Leather must be moistened before it can be tooled (called casing) to swell the fibers. Dampen both sides with a wet sponge. Be sure hands are clean.

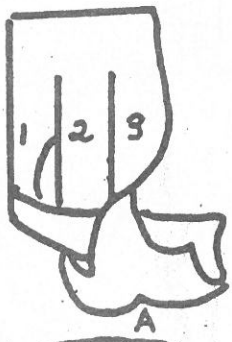


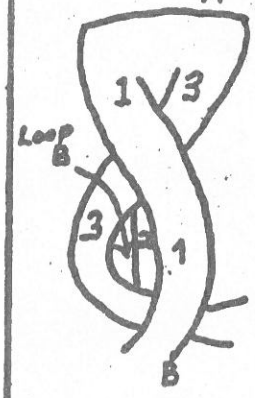
Trace the drawing, then transfer the design to the leather with a fine ball point pen. Use paper clips to hold the tracing paper in position on the leather.

Holding the swivel knife almost vertical, carefully go over the heavy lines to cut into the leather about 1/16" deep. Cut only once, don't recut lines.

A Genius Of A Neckerchief Slide





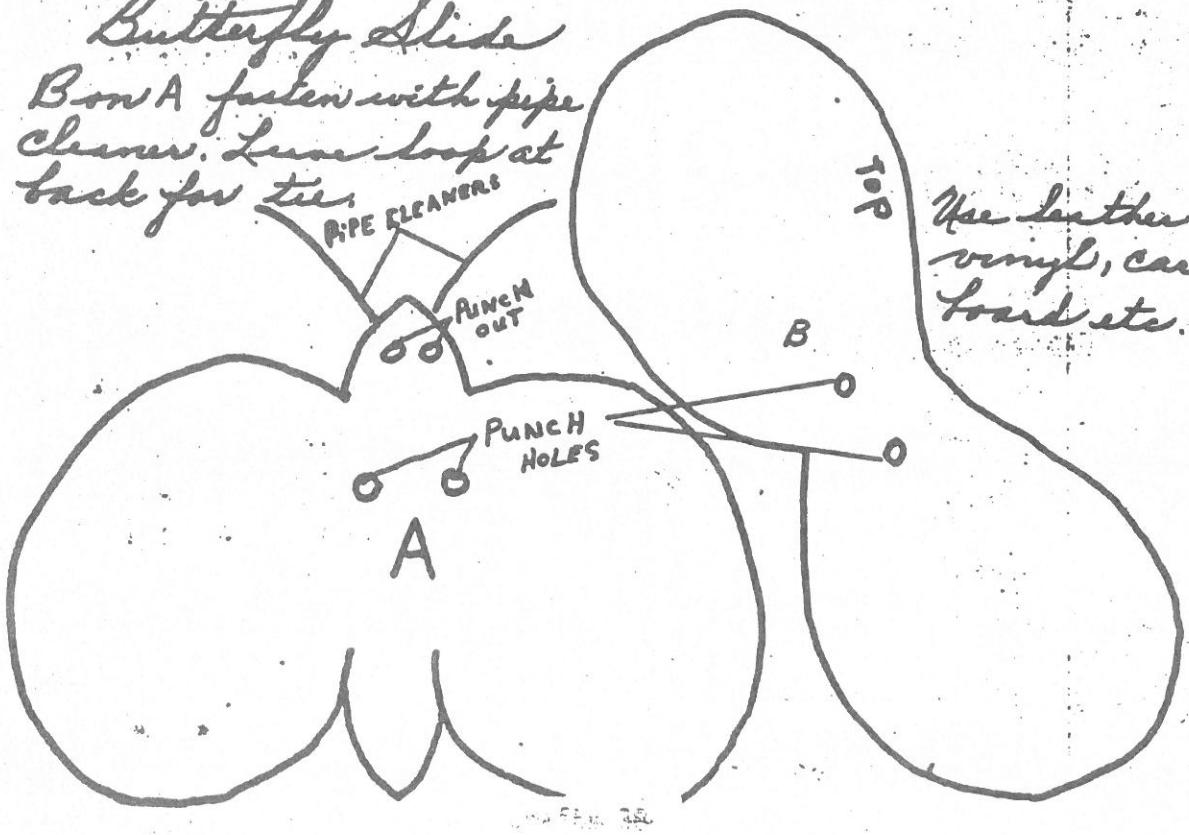


Staple together

1. Cut cloth-backed vinyl in accordance with the full-sized pattern at upper left.
2. Grasp left bottom corner and push it through slit between 2 and 3 (A)
3. Put strip 3 on top of strip 2, then put strip 1 on top of strip 3--making a sandwich with strip 3 in the middle. With fingers, work strip 3 out to left, exposing an open loop. (B)
4. Push Part A1 through Loop B and rework with fingers into braided strip which looks like Figure C.
5. Staple top and bottom together to form a "wattle" type neckerchief slide.

Butterfly Slide

B on A fasten with pipe cleaner. Leave loop at back for tie.



Use leather, vinyl, cardboard etc.

Telegraph Set

With Dad's help, you can build this simple set, adaptable to the Morse code included at the end.

If the connecting wires from the key to the battery and from the box to the key are long enough, the key can be placed in one room and the set in another. Then you can send messages from one room to another.

You will need 25 feet of thinly insulated copper wire, a 1½ volt dry cell, 2 bolts and nuts, 2 small screws, eight 1" nails, one longer nail with flat head, five pieces of wood (1½" x 3", at least ¼" thick), and two metal strips (½" x 3") cut from a tin can. (Remove ends of can with wall-type opener, cut along seam and flatten.)

To assemble the set, first bend 1" at the end of one of the metal strips to form a sharp angle. Place short end of angle against center of one wood piece and screw in place through hole drilled in metal (Fig. 1).

Drill holes for bolts at center of two other wood pieces. Insert bolts and wrap wire around one bolt about 85 times to form electromagnet. Wrap wire as tightly as possible and let ends extend (Fig. 2).

Next, assemble the wood pieces to form frame, with the head of the wrapped bolt on the outside of the frame and the head of the unwrapped bolt on the inside of frame, touching the end of the angled metal strip. To hold securely in position, screw a nut on unwrapped bolt on inside and outside of frame (Fig. 3).

Now all three pieces — the two bolts and the metal strip — should be touching. Adjust the length of the unwrapped bolt so it is about ⅛" away from the wrapped bolt. The spring tension in the metal strip must press it against the unwrapped bolt (Fig. 4).

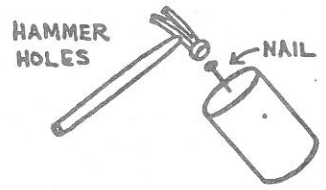
For the switch or key, hammer flat-headed nail in place. Bend the second metal strip, as shown, and screw to fifth wood piece (Fig. 5).

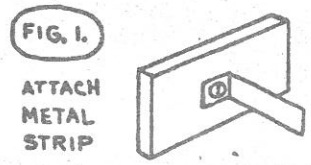
Finally, connect the wires to the various parts (Fig. 6). Scrape insulation from wire at all points of connection. Now carefully adjust the unwrapped bolt back toward the center until there is a buzzing sound when the key is pressed down.

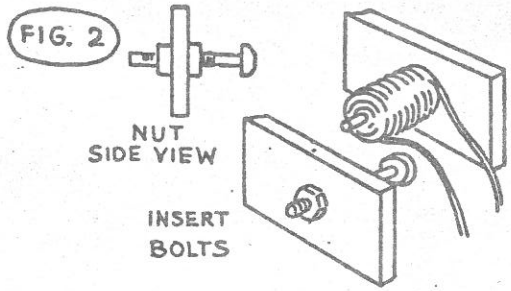
To understand the operation of your set, remember that as the key is pressed down, the circuit is completed and the wrapped bolt attracts the metal strip. This breaks the circuit and the electromagnet then loses power, causing the metal strip to fall back to the unwrapped bolt. It, thereby, completes the circuit again so that the wrapped bolt attracts the metal strip. This process is continuous as long as the key is pressed down and results in rapid vibration which causes a buzzing sound.

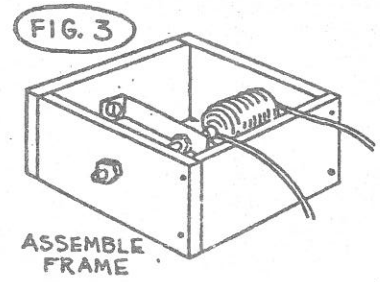
Tin Can Telephone

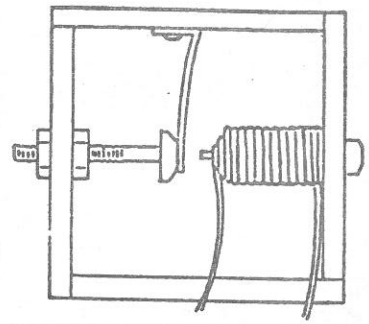
This little device will enable you to talk to a friend at quite a distance. Punch a hole in the bottoms of two empty soup cans. Push one end of a long string through hole in each can and knot the ends. Pull the string tight and talk into one can while a friend listens with his ear against the other. The vibrations at the bottom of your can pass along the string to the second can. Be sure the string is taut and does not touch anything in its path.

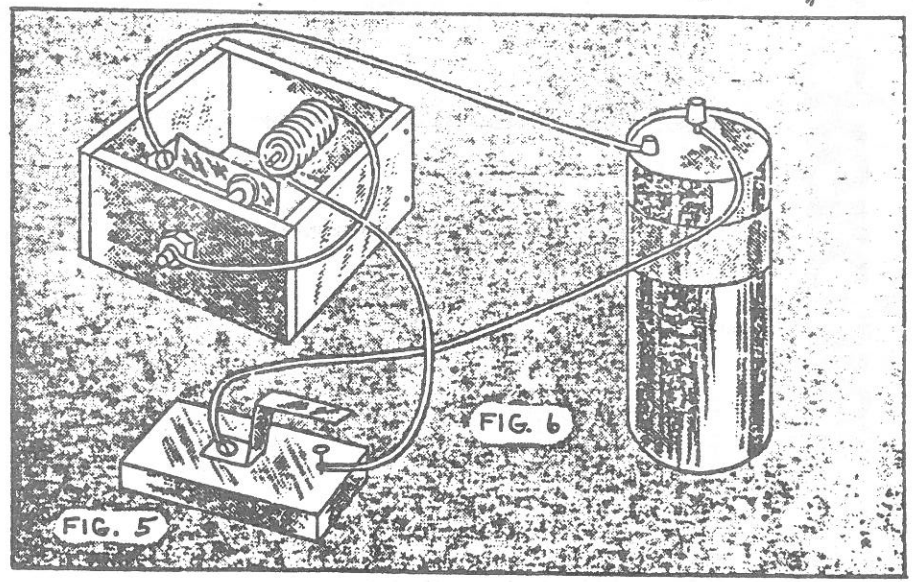






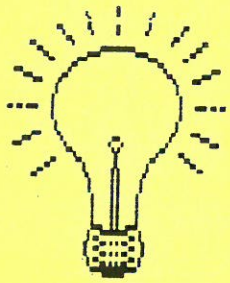
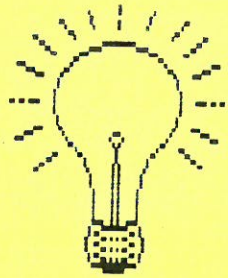






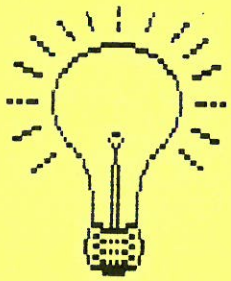
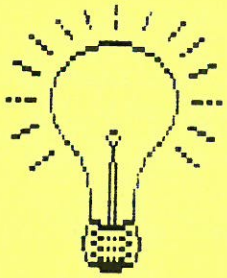
International Morse Code

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

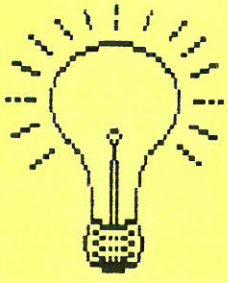
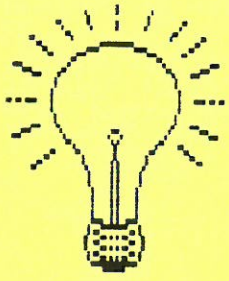
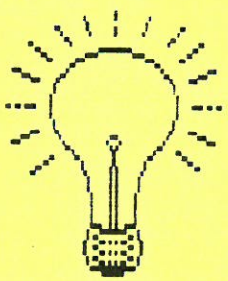



BRIGHT IDEAS

FOR DEN

ADMINISTRATION

Our pack, it meets regularly and boy, we have fun
Except in June, July and August.
And many a contest our den has won
Except in June, July and August.

We do our achievements and pay our dues
And building we do whenever we choose
A little hot weather don't give us the blues
Except in June, July and August.

Our den leader is peppy and ready to go
Except in June, July and August.
Our committe's the kind that we're proud to know
Except in June, July and August.

We always are grateful and learn while we play
Our mothers all say that we cubs have our day,
That cubbing does help us up life's narrow way
Except in June, July and August.

Scouting is a year-round program. Does your pack close for the summer?

A QUALITY DEN PROGRAM

Do you have a quality den program? How do we create that quality which gives Cub Scouts a good Cub Scouting experience? Most leaders would agree that we want the den program to be full of fun, and at the same time to teach Scouting's ideals of honesty, fair play, respect for others, and doing one's best. The following information will help den leaders build that type of program.

Involve the Family There seems to be a movement away from family unity in our country today. the importance of the family is being de-emphasized more and more. But Scouting still feels very strongly that close family relationships will strengthen individuals and the country as a whole. Cub Scouting is a family program, and it doesn't matter whether that family is a single-parent home, a two-parent home, or adoptive or foster home. It is our responsibility as leaders to interest the disinterested, bring out the shy and reluctant, utilize wasted or overlooked talents, and channel the enthusiasm of Cub Scouts and their families into worthwhile and rewarding activities. This can be done in several different ways.

1. Find the special interest and talents of parents and ask them to come to a den meeting to demonstrate them. (Use Parent-Talent Survey.)
2. Send home partially completed projects to be finished with parental help for display or demonstration at pack meetings.
3. Make good use of resources. Both moms and dads in the den may have occupations which lend themselves to field trips or assistance in various den projects.
4. Hold family den activities - picnics, cookouts, parties, trips.

A Varied Program Each boy is a special mixture of physical, mental, and psychological skills. Boys in a den are rarely all competent in the same areas. A variety of different activities will give each boy a chance to shine some of the time and challenge him at other times. A varied program would include:

1. Indoor activities - crafts, songs, stunts, skits, ceremonies, quiet games, recognition of achievement, activities to develop mental skills and manual dexterity.
2. Outdoor activities - trips, service projects, outdoor games and contests.

All of these activities are used to implement or reinforce an idea - to give boys a feeling of fellowship; to give them a chance to use their imaginations, skills, and talents; to teach fair play, appreciation of others, themselves, and the world around us.

Teach songs, let them create skits and make costumes, use ceremonies to say "congratulations" or "thank you". Take them on hikes to teach appreciation of nature; play games to develop physical skills. Go on field trips to learn about different kinds of people and different places. Let them entertain parents at a den party to develop their social skills. And always keep in mind that den activities shoudl fulfill one or more of Cub Scouting's purposes.

Service Projects Service projects benefit the boys by teaching them concern for others, how to act in different and sometimes difficult circumstances, and by helping them appreciate their own families and life style. Opportunities for service projects are wide and varied and give Cub Scouts a chance to learn citizenship by service. Some dens perform a service project each month. Den service projects lead to individual service projects.

SERVICE PROJECTS

Service, best exemplified by the Good Turn has long been a tradition in Scouting. Good citizenship is best taught by service in action.

To get the most Cub Scouting has to offer, boys should have opportunities to take part in den and pack service projects. This is one of the best ways to show boys that helping other people is not only beneficial to others, but is fun and rewarding for themselves, as well.

Some suggestions:

-spring clean up. Adopt a person with a handicap or an elderly person in the neighborhood. Mow the yard, wash windows and screens, run errands. This could be a year-round project including snow clearning, leaf raking.
-paint and clean-up project at building and grounds of chartered organization. Paint oil drums or heavy fiber drums with metal lids and use as litter containers.
-adopt a stream. Clean debris and litter from a section of a nearby stream. Or adopt a park. Clean it up; paint benches, make minor repairs, plant shrubbery, etc.
-take part in a community tree planting project. Plant trees or shrubs for erosion control or for beautification.
-start a pack tradition by having an annual tree-planting event by Webelos Scouts to celebrate their 10th birthday.
-keep neighborhood fire hydrants clear of snow. Shovel snow from driveway of chartered organization or a friend in the neighborhood.
-collect paper, glass or aluminum for recycling. Explain to boys that recycling of old waste saves energy because it usually takes less energy to recycle than to use raw materials.
-have a leaf-raking party. Rake leaves for the chartered organization or at the home of a friend in the neighborhood. Rake into one big pile, roll and jump in them, and then put them in plastic bags or on a compost pile.
-collect clothing for the Goodwill-Goodturn
-collect clothing, appliances, games, etc. for the Salvation Army.
-collect food at Easter, Thanksgiving, Christmas for the needy. Try the scavenger hunt idea--it gets the whole community involved.
-collect Toys for Tots, hospitals.
-collect magazines for hospitals, VA, county homes, nursing homes. Puzzles and other books are also appreciated.
-make gifts and decorations for sick, elderly or shut-ins.
-do service to Civil Defense groups, Red Cross, Etc.
-participate in walk-a-thons
-hold carnivals for dystrophy
-perform at hospitals, nursing homes or just visit and talk to people.
-sing at Christmas or other holidays
-Halloween collection for United Way
-do activities to help the chartered organization
-offer services to area churches, schools, etc.
-sell scout show tickets to promote Scouting
-teach bike safety in the community--hold a bike rodeo
-make community signs such as get out to vote, Memorial Day parades, etc. (non-partial subjects only!)
-get your boys out to help others--it's a valuable lesson.

Scavenger Hunt idea; Make a list of items needed for a complete meal at holiday time, give list to each boy in the den and have them go door to door and collect all items on the list-not to mention any offered to them not on the list. Get as much as you can, don't stop when the list is done early, get your whole block or area involved. This is a tested and proven idea. You will get 3 or 4 times the amount of canned goods for your service project.

ATTITUDES OF ADVANCEMENT

Successful is the den leader who inspires boys to welcome new challenges; for their boys will be better prepared to meet each future challenge.

Successful are the parents who encourage and help their son advance in Cub Scouting; for they shall be proud of their boy's growth in mind and body.

Successful is the Cubmaster who provides imagination and inspirational recognition for each Cub Scout's achievements; for he has inspired other Cub Scouts and parents to move upward.

Successful is the Webelos den leader who emphasizes activity badge work by his 10-year-olds; for he will develop boys better prepared for life.

Successful is the leadership team who inspires the Cub Scout to do his best; for he shall find fulfillment of his need for achievement and recognition.

Successful is the Cub Scout who participates fully in the advancement program; for he shall find fulfillment of his needs for achievement and recognition.

Successful is the Cub Scout Leader Development team that teaches Cub Scout leaders the importantce of advancement; for they shall see Cub Scouting at its best.

Successful is the Cub Scout Advancement chairman who leads others to carry out a full advancement program; for he will be rewarded by the increasing levels of achievement.

Successful is the Scout who wears the Arrow of Light; for he is better prepared to learn from his Scouting years.

Scucessful is the Cub Scouting vice-president who spotlights advancement in the council's Cub Scout program; for his leadership will result in fulfillment of the goals and purposes.

Rejoice and be glad all ye advancement- oriented Cub Scout leaders; for America will have better men in the future through your efforts and foresight.

ADVANCEMENT

Advancement is one of the methods we use to achieve Scouting's aims-character development, citizenship training and personal fitness. Everything a Cub Scout does to advance is designed to achieve these aims and aid in his personal growth. Advancement is the process by which a boy progresses from badge to badge, learning new skills as he goes. We should remember that badges are simply a means to an end-- and not an end in themselves.

Advancement gives boys a means of measuring their own progress. They learn skills based on a standard which Cub Scouting provides. Advancement is a satisfying means of recognizing boys for their progress. There is a ladder to climb, and recognition at each step.

Cub Scout advancement is not competition among boys. Each Cub Scout is encouraged to advance steadily and purposefully, setting his own goals with guidance from his family and leaders.

ADVANCEMENT (con't)

The success of the advancement program depends entirely on the way in which Cub Scout leaders and parents apply it. A lot of careful research has gone into developing the advancement program to make certain it contains things that boys like to do. But it is up to den and pack leaders and families to make it really work in the dens, in the home, and most important, in the lives of Cub Scouts and Webelos Scouts.

THE RANKS

Each of the four ranks in Cub Scouting (Bobcat, Wolf, Bear, and Webelos) are earned by completing requirements outlined in the boys' handbooks for each rank. The requirements are related to the boy's age, and each rank is more challenging. The ranks and badges are an outward recognition, however, the real benefit to the boy comes from doing and learning.

It is important that all badges are earned, not just given. Parents work with their sons on achievements and electives. Den leaders should be alert to any Cub Scouts who are not advancing, so they can talk with the parents and identify the problem. Accurate den and pack advancement records ensure that boys receive prompt recognition for their accomplishments. Recognition is an incentive for the boy to do his best to complete requirements for the ranks and in the process to learn new and useful skills.

This system of advancement recognition is a step towards self-reliance and motivates a boy to achieve. (See Chapter 11 in the C.S. Leader Book, the Wolf Cub Scout Book, Bear Cub Scout Book and Webelos Scout Book for more information on advancement.)

All boys, regardless of age, earn the Bobcat badge first, by learning the Cub Scout Promise, Law of the Pack, handshake, salute, sign, motto, and the meaning of the word "Webelos". After he receives the Bobcat badge, the boy works on the requirements based on his age. Sometimes advancement requirements are started in den meeting, then completed at home with parents' help. Parent involvement is a vital part of the advancement plan.

The advancement plan teaches, encourages, praises, and recognizes. The boys who 'do their best' in the den are usually the ones who advance. Give these boys the recognition they deserve, but be careful not to embarrass or 'put down' those who have not done so well. Encourage all boys to strive towards their advancement goals.

IMMEDIATE RECOGNITION

As a Cub Scout completes his achievements for the Wolf or Bear rank, the den leader should make sure he is recognized at a simple ceremony in the den meeting, using the Cub Scout Immediate Recognition Kit.

When he completes three of the 12 Wolf achievements, present him with the Progress Towards Ranks patch, a thong, and a yellow bead to attach to it. Each time he completes three more achievements, present another yellow bead. When he has completed all 12 achievements and earned four beads, he is eligible to receive the Wolf badge in pack meeting. This step-by-step recognition is an incentive for boys to earn their badges.

The same procedure is followed for recognizing Bear achievements, except the red beads are used. They are attached to the second thong on the Progress Towards Ranks patch. This patch may be worn along with the Wolf and Bear badges.

DEN DOODLES

Den doodles are a fine way to stimulate and encourage advancement. They also make the den meeting and pack meeting places more colorful. Some ideas are illustrated here, but there are many other ways to make den doodles. The main thing is to use some object to recognize each boy's accomplishments.

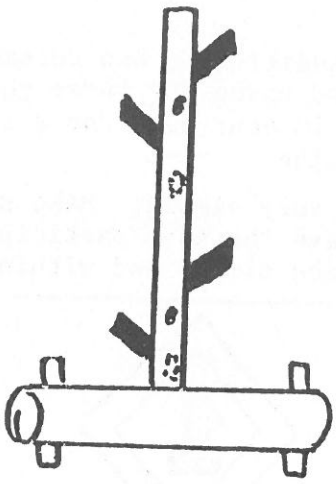
When additions are made to the doodle, it is nice to use a short ceremony in the den. Let the boy add his own object showing the advancement. Be sure to take the den doodle to pack meetings for display as this will give the parents an idea of where their boy stands advancement-wise in the den.

Den doodles can be either floor or table models. The floor models are usually fastened to some type of pole, such as a broomstick or 1" dowel. Sink the bottom of this stick in a large can filled with plaster. If you wrap the stick with foil or grease it with vaseline before placing in wet plaster, it can be removed when the plaster hardens, This makes it easier to transport from place to place. The plaster-filled can serves as a weight so the doodle won't topple over.

A cord or string can be used to hang the objects (colored beads, spools, wooden or cardboard cutouts, feathers, etc.). Or, you may prefer to string the objects on small dowels. Usually an object is added each time the boy earns a badge or arrow point, but if you have space, you may wish to recognize each achievement and elective earned.

Give it some thought and discuss it with the boys. They will come up with an original idea for your den.

DEN DOODLE



YULE LOG

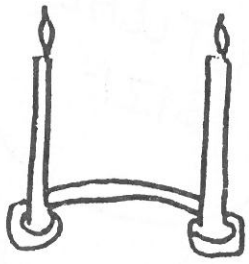
Take a birch log, approximately 6" in diameter and cut into one foot lengths. With a saw, cut a flat spot on the bottom, drill two holes evenly spaced along the top for candles to fit into. Insert two candles into the holes. Take holly garland such as used at Christmas time and drape around the candles and along the log. Spray snow can be used for more decoration. Eureka! You're done!

ARMBAND

Ta' a tuna fish can with both the top and bottom cut out and also cut th. ugh one side of the can. Bend over the edges for safety. For additional safety, a piece of electrical tape or adhesive tape can be taped over the edge. With a hole punch or large nail, punch two holes in each end of the can. Using rawhide strips, thread the strips through the holes to be used to tie the end together. Use plastic paint or glue colored strips of paper on the can for decoration.

CANDLE-HOLDER

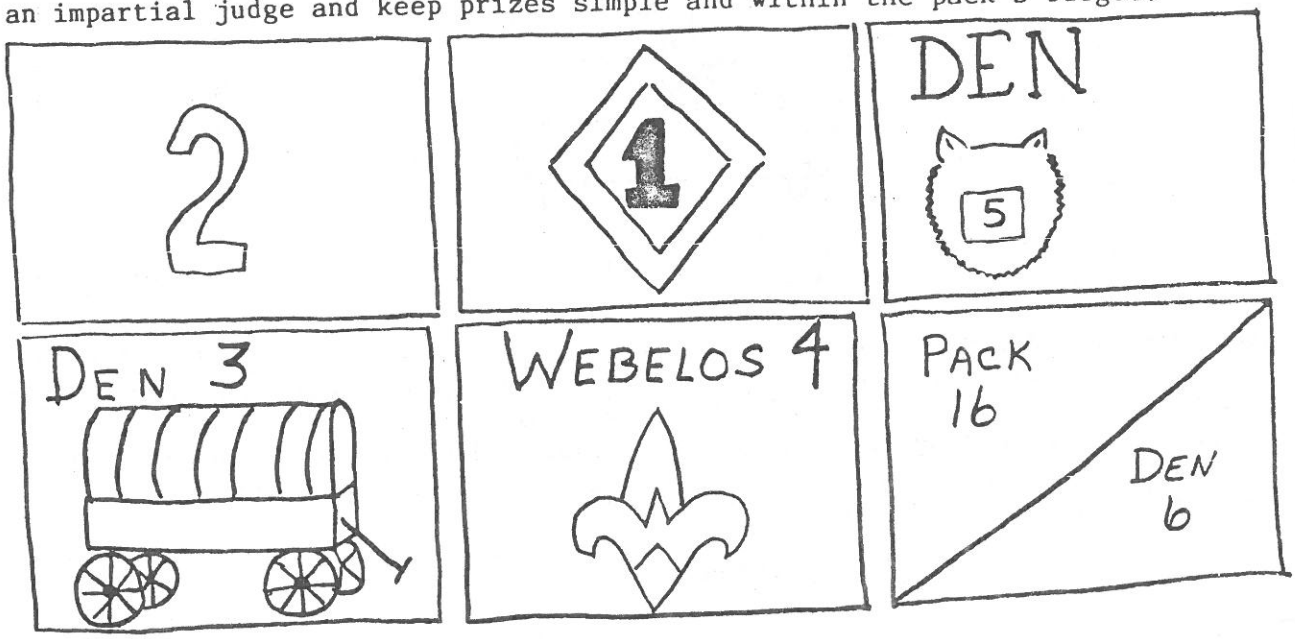
Take a tin can and using tin-snips, cut the can into 2-inch strips. Using pliers, coil each end two turns, keeping the inner turn large enough to slide a candle into. Decorate and insert your candles.



DEN FLAGS

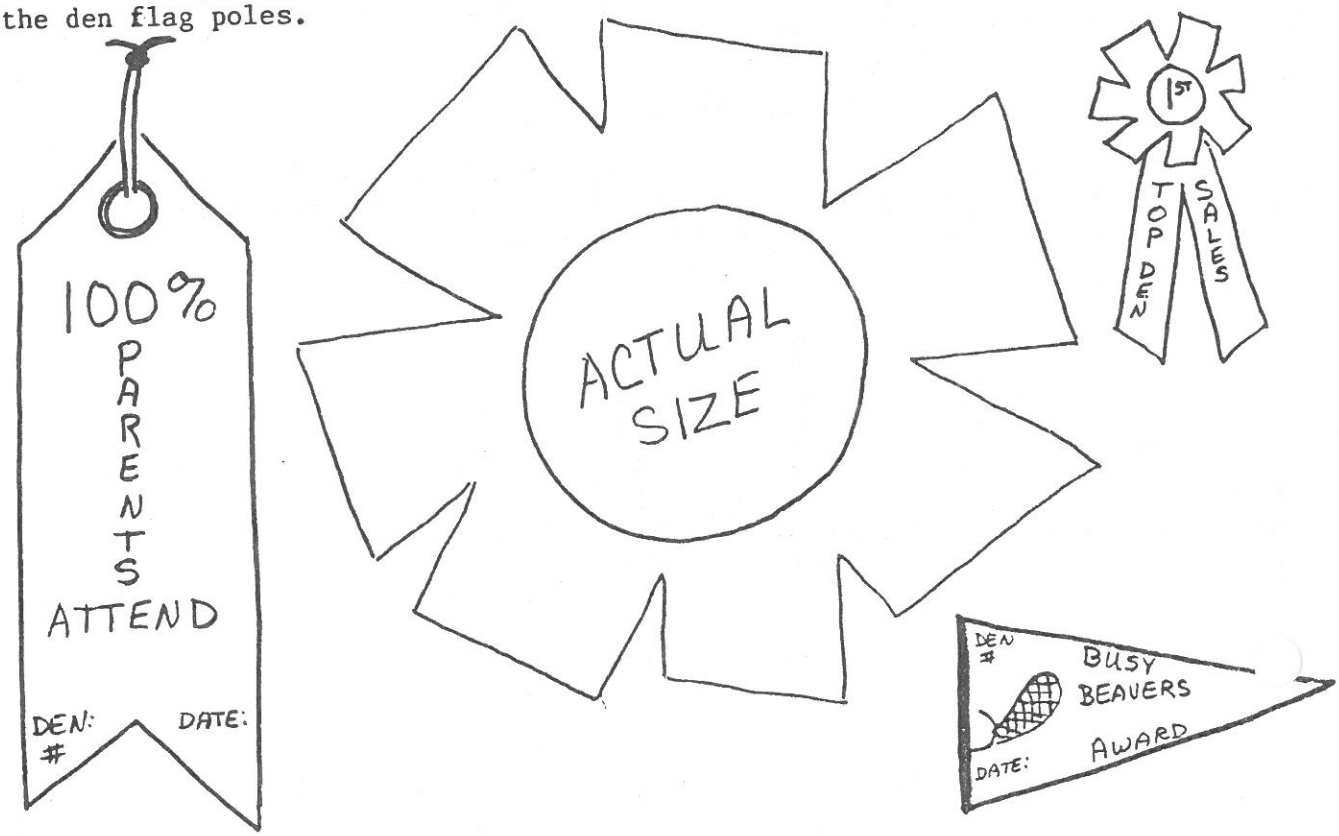
A den flag can be an important addition to den ceremonies. Den flags may be made from almost any material and using any theme you or your boys like. One way to make sure that every den in your pack has a flag is to have a flag contest at one of your pack meeting.

Rules for the contest should be very simple. Make sure it is a design most of the boys agree on. Try to have the boys participate in its making. Find an impartial judge and keep prizes simple and within the pack's budget.



DEN/PACK PENNANTS, RIBBONS, STREAMERS

Very inexpense, colorful and unique awards can be made from poly felt or ribbons. Simples and explanatory designs can be made for each event. These can be made quite quickly and are prized by the cubs and great additions to the den flag poles.



GRADUATION TO BOY SCOUTING

There is one simple way to measure the success of the Webelos den. Are the boys going directly into Boy Scouting? If nearly all graduate into Scouting, the Webelos den is thriving. If not, take a closer look at the Webelos den program.

The graduation of a Webelos Scout from a pack is the responsibility of many people. Whether or not he enters a troop depends on the attitudes of the boy, his family, and the pack and troop leaders.

It is the aim of each Webelos den leader to keep the graduation percentage high. To do this, he needs the help of the Cubmaster, the pack committee, and the Scoutmaster.

The following steps will help clear the way:
1. The Webelos den leader sees that Webelos Scouts visit a troop meeting before they reach age 11. It is best if a parent goes along. Some Webelos Scouts visit several troops before they decide which one to join.

2. The Webelos Scout lets the den leader know which Scout troop he wants to join.

3. The Webelos den leader notifies the Scoutmaster. Troop leaders contact the family, tell them more about the troop and make arrangements for a visit, if this hasn't already been done.

4. The Scoutmaster provides a Boy Scout application which is filled out by the Webelos Scout and returned to the Scoutmaster.

5. The Webelos Scout, when qualified, receives the Arrow of Light Award at a pack meeting ceremony.

6. When the prospective Boy Scout becomes elgible, the Cubmaster conducts a graduation ceremony at pack meeting. The parents, Scoutmaster, and troop junior leaders are invited to take part.

7. The new Boys Scout's patrol leader usually goes with him to his first troop meeting.

There is no single recommended graduation ceremony. Suggestions can be found in "Staging Den and Pack Ceremonies".

It might have an Indian motif or involve candles and ceremonial boards, the crossing of a bridge, or perhaps an outdoor campfire setting. What ever the arrangement, it should be impressive and memorable.

Keep in mind that graduation is perhaps the most important event in a Wevelos Scout's life. It need not be elaborate, but it should be more than the csual presentation of a graduation certificate.

NOTE: Although a Webelos Scout is eligible to become a Boy Scout when he reaches age 11 or completes 5th grade, he may choose to remain in the pack for 6 months or until registration time of the pack, whichever is earlier.

DEN YELLS

Show us some action
Show us some spark
All for Den #
Stand up and bark!

United we stand
Divided we fall
Den #
Is best of all!

Rah rah hey hey
Blue and gold are here to stay
Rah rah hey hey
Den # is best in every way!

Cub Scouts Blue
Cub Scouts Gold
The Cub Scouts are
The brave and bold
Den #! Den #!

Clap your hands
Stomp your feet
Den #
Can't be beat!

Let's go Den #
Let's get on the ball
Let's show them
We're the best of all!

Wolf Cubs
Bear Cubs
We're Webelos
So look out
Yea! Webelos! Den #!

Ooooooooooooo! Hey hey!
We're Den #
Up and Away!

Stop - Look - Listen
We're got the Den
You won't be missin'
Den # Den #

Clap your hands
Slap your thigh
Den #'s
Flyin' high!

North, South,
East, or West
Den #
Is the best!

Run'en down the alley
Run'em down the street
Den # Den #
Can't be beat!

Razzle-dazzle
Never frazzle
All together
That's the way we pull
Den #

Rah-rah-rah
Mud or guts
We're Den #
Shout we must!

We've done fine
We've done well
Now for an eardrum
splitting yell
Den # Den # Den #

Strawberry shortcake,
Eskimo pop
Den #
Always on top!

Our cubs are great!
Our cubs are swell!
All for Den #
Stand up and yell!

Our number is Two,
(Hold up two fingers)
Now you've been told.
(Shake right index finger)
Two's the den
(Hold up two fingers)
Of the Blue & Gold.
(Growl!!!)

Two, four, six, eight
Our den is so great!
We have fun
And we're top rate!
Den #

TEN WAYS TO WORRY LESS AND ACCOMPLISH MORE

1. Don't think of problems as difficulties. Think of them as opportunities for action.

2. After you've done your best to deal with a situation, avoid speculating about the outcome. Forget it and go on to the next thing.

3. Keep busy. Keep the 24 hours of your day filled with these three ingredients: Work, recreation, sleep. Don't allow yourself time for abstract thinking.

4. Don't concern yourself with things you can't do anything about. Armchair generals don't win battles, but they do have nervous breakdowns.

5. For the time being anyway, eliminate daydreaming completely. Stop building air casltes.

6. Don't procrastinate. Putting off an unpleasant task until tomorrow simply gives you more time to make a mountain out of a possible mole hill --- more time for anxiety to sap your self-confidence. Do it now, brother, do it now!

7. Don't pour out your woes and anxieties to other poeple. You don't want their sympathy - it'll merely make it easy for you to feel sorrier for yourself.

8. Get up as soon as you wake up. If you lie in bed, you may use up as much nervous energy living your day in advance as you would in actual accomplishment of the day's work.

9. Try to arrange your schedule so that you will not have to hurry. Hurry, a blood brother to worry, helps shatter poise and self-confidence and contributes to fear and anxiety.

10. If a project seems too big, break it up into simple steps of action. Then negotiate those steps like rungs in a ladder - one at a time. And don't allow yourself to think about the difficulties of step number two until you've executed step number one.

1973 Pow Wow Book
Indian Nations Council

WHAT WERE YOU WORRIED ABOUT THIS TIME LAST YEAR? CAN'T REMEMBER?
GOOD! SPREAD A LITTLE HAPPINESS!

ATTITUDES OF A CUB SCOUT LEADER

COOPERATIVE:	Knows how to work with other people.
SYMPATHETIC:	Is sensitive to the difficulties of others. Not absorbed by self-interest.
DEDICATED:	Is dedicated but not demanding; determined but not dictatorial. Wholeheartedly involved in responsibilities.
CONSIDERATE:	Considers all factors involved in another person's behavior. Doesn't jump to conclusions quickly, but is inclined to give others the benefit of the doubt.
HUMBLE:	Doesn't crave the spotlight. Remembers that it's the boy who counts. Remembers "There is no end to the good we can do if we don't care who gets the credit."
PATIENT:	Corrects mistakes without losing temper and without embarrassing the person at fault. Remembers "The art of being wise is the art of knowing what to overlook".
ENCOURAGING:	Encourages and reinforces others by words of praise, commendations and thanks. Knows that an ounce of sincere praise is worth a pound of fault-finding.
BELIEVING:	Has faith in people. Believes they will respond to what is good if given sufficient opportunity. Believes they are cooperative and have capacity and ability.
ENTHUSIASTIC:	Works eagerly toward objectives. Walks with a spring in his step, works with a sparkle in his eye and speaks with a note of confidence in his voice. Knows that enthusiasm is the most contagious quality in the world.
ADAPTABLE:	Not opposed to change. Is wise enough to change course or adjust sights when necessary. Is guided by lessons of experience, but is not a slave to tradition.
IDEALISTIC:	Not content with low standards. Sets objectives that are high enough to be challenging and still within reach.
HOPEFUL:	Has a reason for every success, not an excuse for every failure. Goes out and rings the bell, never gives up and wrings his hands.
SENSE OF HUMOR:	Not upset by trifles. Can laugh with others.
TOLERANT:	Does not get angry over differences of opinion. Remembers that they may both be wrong.
GRATEFUL:	Grateful to God for the gift of life, to fellow Scouters for the blessings of friendship and to boys for the challenge and joys of leadership.

SURVIVAL HINTS FOR DEN LEADERS

You can be a den leader AND enjoy it! You've taken care of your own son for eight years and you're still fairly normal, so adding seven or eight more boys to the room isn't all that hard!!?

1. The first rule is: clothe yourself with optimism - grin a lot.
2. Put all your breakable knicknacks out of reach. Cub Scouts know they can't fight, run or play in their own houses, but they think you are nicer than their moms.
3. Don't feel you're copping out if you use CUB SCOUT PROGRAM HELPS for games to play and projects to make.
4. As soon as the meeting opens, collect dues, make announcements, and explain projects--you may not get their undivided attention again.
5. Good den leaders know where to look for supplies -- they scout the alley, neighbors trash and laundry bin. Keep your projects simple; if you don't, you know who will be putting on the finishing touches 10 minutes before the pack meeting.
6. Cub Scouts love to hammer, but have someone else do the sawing for you, so it may be done in advance. Be patient AND keep 1 inch adhesive bandaids and decide what you'll do about the unsavory words that might follow after the boys bang their fingers with a hammer.
7. If you've made something out of plaster of paris and wish to paint it, spray it first with plastic spray or have the cubs cover it with watered down liquid white glue. It will save on the paint.
8. To make small tie slides, use orthopedic plaster in the mold.
9. Cubs love to wait their turn to use supplies or tools! It gives them time to explore your closets, to test each other's endurance to punches and pokes and leaves time for races and shouting contests.
10. Remember the notes the kindergarten teacher pinned on your son't shirt? He's too old for that now, so put the notes for home inside each cub's shirt pocket. Let a corner show so his mother finds it before the shirt goes in the washer.
11. Those old bottles of nail polish you've saved are good for printing greeting cards. Springkle them with salt while they're still wet. The greetings will sparkle.
12. You have to be young, unafraid and able to get help to take your den on field trips, but the cubs will love you for it.
13. Egg whites slightly beaten, make a good lightweight glue for thin paper. It's strong enough for kites.
14. Paint brushes are expensive. Using cotton-tipped swabs for small painting jobs and pieces of sponges on sticks for larger ones don't cost as much.
15. Make a cleaned up work space a MUST for getting a treat or you'll be cleaning the place yourself. And save the treat for last. If you start the meeting with a treat, you'll be able to get all the boys in one place, but you've played your trump card first. Everything might go downhill from then on!!
16. Always make it clear that everyone left in your house after the meeting must take a bath and clean out the garage. This spurs the Scouts to have their mothers pick them up right after the meetings and saves you driving them home to get rid of them!!
17. Den leaders gain some very useful knowledge. They learn that their son is quite typical and normal. He even behaves better than some of the other boys.

These Cubs you've gotten to know when you were a den leader will be around your house for years as your son grows up. Believe it or not, some of your dearest memories will be of them in their Cub Scout days. It would be really exciting to be in attendance for one of your Cubs Eagle Court of Honor!!

SELF ESTEEM AND SUCCESS GO HAND-IN-HAND

How many times have you heard another person say: "I'm not creative," "I just knew it wouldn't work," "I never was good at that sort of thing." How many times have you said one of these things?

A person's attitude can greatly affect their success. Attitudes of confidence, encouragement, honesty, enthusiasm, respect and optimism can enhance a person's effectiveness - whereas attitudes of criticism, inferiority, pessemism, hate, fear or envy can detract from a person's effectiveness. We would all rather hear: "Sure, I can do it!," "I'd like to give it a try," or "I'd love to help.'

Cub Scout leaders can control to a great extent the success or failure of their Packs by their attitudes. Self-esteem, self-confidence, self-respect are the primary attitudes which influence all other attitudes. High self-esteem is directly related to success and good performance.

A person with a high level of self-esteem considers himself valuable and important, worthy of respect and consideration by people working with him. He has an optimistic outlook toward life because he knows that he has the capability of influencing other people and guiding his own destiny. He feels capable of expressing himself and knows that other people respect his viewpoint. He has confidence in his decisions, based on well-thought-out values, and knows they are generally sound. He enjoys new challenges and can tolerate temporary setbacks easily. He has pride in his performance and expects to do something really important.

"Wait a minute ... that sounds like conceit!" Is that what you're thinking? Don't confuse conceit with high self-esteem. There is a world of difference. A person just can't have too much self-esteem. A conceited person usually has a low self-esteem and is simply trying to cover it up by his actions and remarks.

The best way to upgrade your own self-esteem is by learning more about yourself; by building and reinforcing your image of yourself. Most of us have capabilities we haven't even uncovered yet. Ask yourself how you can be more effective in your job. Define just what you want to accomplish. Write it down, if you like. And then keep telling yourself "I think I can ... I think I can ... I Know I can!" And believe it!

Every individual is basically creative, but some people have fears which obstruct the flow of creative ideas - fears such as ridicule, fear of change, fear of the unknown. In order to use your full potential of creativity, first develop self confidence and a high self esteem. Start liking yourself. Build on your strengths and work on your limitations. Search for opportunities. Find new approaches. Implement your ideas. It works!

REMEMBER ... IT ISN'T THE LOAD THAT BREAKS YOU DOWN - IT'S THE WAY YOU CARRY IT.

"A leader is best when people hardly know he exists; not so good when people acclaim him; worse when they despise him. Fail to honor people, they will fail to honor you. But of a good leader who talks little, when his work is done, his aim fulfilled, they will say: "We did this ourselves."

Loa-Tse, a Chinese philosopher

BEHAVIOR AND DISCIPLINE

Understanding and working with a group of Cub Scouts would certainly be a lot easier if each leader has a magic prism that showed all of the characteristics of each boy. It would work like a glass prism that changes sunshine into a beautiful rainbow of colors. It would show us the quiet and inventive side of the loud and rebellious boy who disrupts our meetings. But since such an invention is not yet available, we can learn the characterisitics that Cub Scout age boys have in common, so our expectations will not be too great--and we can learn the needs they have in common, and try to fulfill those needs in den and pack activities.

Characteristics of Cub Scout Age Boys:

- Likes competition.
- Rebels against authority.
- Likes active games.
- Believes in fair play.
- Is sensitive to right and wrong.
- Is imaginative.
- Likes to make things.
- Is spontaneous in his reactions.
- Likes to struggle and 'fight'.
- Likes recognition, especially from peers
- Likes to touch and feel-not just look.
- Beginning to make value judgments about his own behavior.
- Beginning to understand relationship between cause and effect.
- Understands concept of time - has ability to plan ahead.
- Physical skills important in influencing status and self-image.
- Overly concerned with peer-imposed rules.
- Competition common, with considerable boasting.
- Dislikes nagging.
- Sensitive to criticism.
- Dislikes being made fun of.
- Is full of energy.
- Is very curious.
- Has a sense of wonder and awe.
- Is beginning to form gangs.
- Has a sense of fun and the ridiculous.
- Self-sufficient-can do things independently.
- Seeks a warm, friendly relationship with adults.
- Understands the reasons for rules and behaves according to them.
- Aware of importance of belonging.
- Applies logical thought to practical situations.
- Understands concept of money-can make change.
- Slang and profanity common.
- Responsible for personal hygiene.
- Shares sexual information and misinformation with peers.
- Interested in hobbies.
- Parental quidance is major influence.
- Influenced by peer group.

Needs of Cub Scout Age Boys

Belonging	Recognition and praise
Adventure	Improved abilities
Achievement	Challenges (mental and physical)
Friends	Acceptance by others
Experiments	Chance to express himself

The process of discipline is to help a child understand and adopt a set of values so that his character is shaped rather than his behavior merely controlled temporarily. Discipline is focused on the child, while control emphasizes the adult. Control is evident when a den leader raises a hand in the Cub Scout sign and the den responds by becoming quiet. This is a temporary situation. Discipline, however, reaches beyond this to help boys grow and learn healthy self-control. Discipline helps a child learn to do right because it is right and not because he is forced or pressured to conform. Discipline is instruction in desired behavior. Punishment involves pain or penalty for misbehavior. Punishment seeks revenge and retribution-getting even for unacceptable behavior. Discipline seeks to instruct the child in positive and acceptable behavior.

SECURING POSITIVE ATTITUDES

Experienced teachers say that discipline is spelled L E A D E R S H I P. The suggestions below help prove this point. Being a successful Cub Leader depends upon a combination of skills. Below are listed some simple, specific procedures for handling a group successfully. We believe they will help you become a more successful Cub Leader.

1. Always start each meeting on a note of commendation, appreciation of anticipated good things to come.

2. Commend often. Blame seldom. Then commend some more.

3. Never "dramatize" an undesirable incident.

4. Indirectly suggest a desired attitude. "Everybody thinks that our den can get a lot done in a den meeting."

5. Imply a desired attitude. "I can always depend on John to be right on the job." We all tend to live up to what is expected of us - good or bad.

6. Seldom "bawl out" a whole group. There should always be a loophole for the innocent.

7. Seldom punish a whole group. Express sincere regret when the action of some makes such drastic action necessary. Ask the guilty to assume the blame. (It's group pressure on them.) Offer to exempt any who will give their word of honor that they are innocent, but first explain the significance of the word of honor.

8. Make no threats you do not intend to carry out. better yet, make no threats.

9. When punishment is necessary, be impersonal but firm. Do not betray irritation or uncertainty.

10. The basis for contructive discipline is respect for personality. This is why sarcasm leaves scars. Everyone has an urge to express himself, to show that he amounts to something. constructive discipline guides this expression into approved channels.

11. Never refuse a reasonable request unless it is likely to creat an undesirable precedent, and then explain and expresss your personal regret.

12. Develop a sense of values. Don't make an issue out of some isolated incident which may not reoccur.

13. Do not create impossible goals for the Cubs.

14. Teach the boys self-respect and respect for others.

15. Insist on attention when speaking (use the Cub sign).

16. Get everyone into uniform. A uniformed Cub and den leader have much better discipline adn pride.

17. Be sure the assistant den leader and den chief follow the same guidelines.

CODE OF CONDUCT

You will want to develop your own don's code fo conduct to fit your special boys. Don't make too many rules, and omit any insignificant ones. The rules should be simple, clear, and concise so the boys will understand them. In fact, the boys can help set the rules.

Some dens use a good conduct candle. This is a large candle which burns during den meetings. When the conduct code is broken by any boy, the candle is extinguished for the remainder of the meeting. After several den meetings, the candle will be burned down, and a special treat or trip is planned for the den. The sooner the candle burns down, the sooner the boys receive their treet.

Here are some suggestions that will help you in developing your den's code of conduct:

1. Enter by the back door. Wipe feet before entering. Leave boots on porch.
2. Go directly to den meeting room. No running or wrestling in the house.
3. Show courtesy and respect for other den members and leaders and the den meeting place.
4. Bring den dues and handbook to each meeting.
5. If a boy disobeys more than three times during one den meeting, he will phone his mother to pick him up immediately.
6. Always go straight home after den meeting.

Post the den code of conduct in an obvious place in the den meeting room to serve as a reminder.

Guidelines for Den Leaders

1. Always plan the den meeting in advance. Write down your plans. Tell the boys the plans, i.e. opening, song, snacks, craft, play football, closing. This excludes the questions: "What are we going to do next?"
2. Keep the boys occupied at all times, not just with "busy work", but with activities that fulfill Cub Scouting's objectives. Keep the meetings going at a fast pace.
3. Be sparing with your criticism; generous with praise.
4. Be fair and consistent with discipline. Don't permit one boy to do something that you would discipline another boy for doing.
5. Treat each boy as a very special individual. Always be ready to listen to a boy's complaint. Listen to understand.
6. Establish your rules, and stick to them.
7. Begin and end meetings on time.
8. Set a good example by wearing your uniform.
9. Use the Cub Scout sign to get attention. Don't shout or yell.
10. Give the boys an opportunity to let off steam. Plan your den meetings to alternate quiet activities with active oes.
11. Be positive and optimistic.

Surprisingly enough, most den leaders find that if their den has a code of conduct to follow, their home, their furniture, and their dignity remain ntact throughout their Cub Scouting experience. Boys need to know just how far they can go, and the code of conduct will tell them this.

It helps to remember that each boy in your den is an individual. Sometimes he may go along with the crowd and be perfectly happy with your plans for den meetings. But the time may come when he will rebel or lose interest in a particular activity. When this happens, don't feel that you have failed. That boy is simply showing his individuality - and that's a good sign. That's a sign of democracy - encouraging individuals to have convictions and act upon them in a manner that will not interfere with the rights of others. It is important for Cub Scouts to have the opportunity to experiment with this principle of democracy and test it in the den. It is important for den leaders to help boys learn where to draw the line between individual and group loyalties and responsibilities.

Rebellion in a boy may simply be a sign that you are helping him gorw. It may be a sign that the activities are not challenging enough for that boy. Balance is important. Knowing where to draw the line is important. For out of it all, a cub Scout must learn that sometimes it is necessary to assert himself--and sometimes he must give in for the welfare of his fellow Cub Scouts. We certainly don't want him to think that Cub Scouting is a place where he can never "do his own things". Hard? Perhaps. But there is nothing so satisfying as finding the right balance point in your den. And that's up to you.

THE PHILOSOPHY OF THE PINES

Have you ever listened to the pines? Have they whispered to you their philosophy of life? By a quiet lake in the moonlight I paused and listened, and this is what the Pines told me:

We have grown tall, because we have grown straight;
We have grown big because we have reached towards the stars;
We have learned that the way to increase our height is to keep growing;
We have grown strong because we have rooted deep in the good earth;
We have been patient for we have learned that it takes time to grow a great tree;
We have faced life bravely as it came, sunshine or storm, snow or rain;
We have filled our sphere with the sweet aroma of our needles and have given shade to those who came our way;
We have known the joy of service by sheltering with our branches the nests of birds;
We have been still and listened to God, and we have seen His face in the dawning of each new day.

The Pines were silent then, swaying as though in benediction. And I walked away beneath the stars meditating on their message.

THE DEN MEETING

The Den Meeting Place - A permanent place to meet keeps the value of the den idea. Pride in ownership is a strong stimulus for keeping a neat meeting place. If the Cubs are made to feel that the den meeting place is really theirs one afternoon each week, they will take care of it.

Types of Meeting Places - Without knowing your homes, we can't tell you the best place to hold a den meeting. Several places which have been used successfully are a kitchen, den, dining room, living room, basement, attic, garage, and yard 'den hut'.

Length of a Den Meeting - Most den meetings do not last longer than 1 or 1¼ hours. Plan for a fast moving, intensive meeting. Send boys home as soon as the meeting is over. Unfinished crafts should be sent home with boys to be finished.

Control and Balance - Keep the boys under control at all times, but don't smother them. An atmosphere of spontaneous fun is necessary and can be achieved through use of the Den Chief and Assistant den Leader, by having a varied program of fun and seriousness, getting the boys to work and play together, and handling discipline problems firmly. A steam roller has its safety valve to release pressure before it blows up. It is the same with boys. Alternate: sitting, doing, quiet, and less quiet. If you do lose control, know how you can regain it by not trying to outshout the boys, using the Cub Scout sign, and patience

Den Meeting Attendance - The attendance problem is much like the discipline problem. If the show is good, the boys will come. If there is a better show somewhere else, they will go to it. Watch your community to discover what the boys are doing when they don't have anything else to do. If you would have a good attendance at your den meetings, then plan to have a good program. During the spring, summer and fall months, have many outdoor meetings.

PLANNING THE DEN MEETING

Themes - Cub Scouting's monthly themes are found in Cub Scout Program Helps. Themes help to achieve Cub Scouting's purposes, to keep dens active and working on meaningful projects. Use them for ideas to get you started in your planning.

Resources - Use the boy's books for ideas of activities. There's a gold mine of ideas in each achievement and elective. Another excellent source is the Cub Scout Leader's Handbook. Other resources published by the Scout Office include: Group Meeting Sparklers, Cub Scout Magic, Crafts for Cub Scouts, Games for Cub Scouts, Cub Scout Activities, Cub Scout Song Book, Den Chief's Den Book, Skits and Puppets, and Webelos Den Activities. But really, the whole world is a resource. Just use your imagination!

Planning Games - Games do much to add boy appeal and spirit. Games help achieve our purposes of fun, good sportsmanship, getting along with others, teamwork--as well as to help boys grow mentally and physically and to develop coordination. There are thousands of games to fit any season or need. Relays involving running, jumping, chasing with short sprints and frequent rest are excellent.

Planning Crafts - Cub Scout craft projects are connected with the monthly theme, required to pass an elective or achievement, or are just for fun. Guard against measuring the boy's craft efforts with an adult measuring stick. One suggestion for craft supplies is to have each boy bring a shoebox containing his own supplies. Each boys box should be clearly labeled with his name and left at the Den Meeting location. Have him put his own things away, and

GROWTH GETTERS

I agree!

That's good!

You're doing better!

That would be interesting to try.

I made a mistake! I'm sorry.

That's a great idea.

That's an interesting idea.

That's fine!

That's a winner.

See, you can do it!

Let's get right on it.

Great!

Go ahead . . . try it.

Good for you!

Congratulations!

Very good!

Do that again.

I'm very pleased with what you've done!

We can always depend on you.

Keep up the good work.

Real good! Any one else?

I have faith in you.

That's the first time I've had anyone think of that.

We're going to do something different today.

That's really neat!

Good job!

That's interesting.

Things are beginning to pop!

I couldn't do that well myself.

I'm glad you brought that up.

Good work!

That's the way!

I appreciate what you have done.

Great Idea!

Let's start a new trend.

I know it will work.

I like that!

I never thought of that.

Keep going!

You're beautiful!

What good workers we are.

You can do it!

You're in high gear.

We can do a lot with that idea.

Fantastic!

You're big enough.

Children, there's been some good thinking.

I looked at this last night and really liked it!

I like the way you came in today and got your books out quietly!

PRAISE DOES WONDERS FOR A BOY'S SENSE OF HEARING.

replace anything that runs out promptly - such as glue. Suggested items for box: box of crayons, two pencils, pair of scissors (that are strong enough to cut cardboard), large school glue, roll of scotch tape, two pieces of sandpaper, small package of Kleenex, pen knife. Add your own suggestions and requirements to this list. You should also have as many of the following tools and supplies as possible for the entire den. Parents may loan them, either permanently or as needed: Assorted nails, brads, screws, tacks, paper paste, rubber cement, wood glue, wood of various shapes and sizes, paper and cardboard boxes of various sizes and colors, balls of string, cord, and small rope, wire, hammers, pliers with wire cutters, screwdrivers, coping saws, sandpaper and newspapers (to protect any work surface).

Planning Ceremonies - Use simple ceremonies in opening and closing the den meeting and to mark important events in the lives of your Cub Scouts and the den. Here are four things to remember in planning den ceremonies: Keep them simple, Keep them short, Relate them to everyday experiences, Don't get in a rut. As part of every den meeting, include a song or ceremony that will help your Cubs better understand the meaning of our flag, country, or citizenship. Use the Wolf and Bear books for ideas.

Planning Skits and Stunts - The words "stunt" and "skit" in Cubbing are almost synonymous. A stunt may be a pantomime or trick while a skit is a sketch or short play. The point of each is fun for the boys and the audience. There are five things to keep in mind when your den is preparing a skit. 1. Base your skit on the pack's monthly theme. 2. Keep it short (3-5 minutes) 3. Avoid a lot of dialogue 4. Use simple props. 5. Give each boy something to do.

Planning Songs and Yells - A lively song or a rousing yell provides the perfect interlude after quiet, sit-down activities. Here are a few hints for the song leader to keep in mind: 1. Boys do like to sing - they just usually don't want to admit it. 2. Silly songs are big hits with the kids. 3. If you are going to perform a song at pack, be sure to practice it in the den meeting several times if you don't want to sing a solo at the pack. 4. Songs with actions are favorites. 5. If you can't sing, tell the boys they have to sing louder and better (encourage quality) in order to cover your limited talents.

RUNNING THE DEN MEETING

A good working pattern for the den meeting has been developed through long experience. The pattern divides the den meeting into seven parts. Each part has a purpose.

1. Before the meeting Starts - Have your supplies ready, your chairs and table ready, your work planned, your phone off the hook and a smile on your face to welcome the first arrival. The Den Leader and Assistant Den Leader and Den Chief review their responsibilities and are ready.

2. While the Cub Scouts Gather - The gathering period activity is important. All boys won't arrive at the same time. Unless there is something for them to do while they are waiting for the others, they'll find something to do not to your liking. The Den Leader's Handbook and the Den Chief's Denbook are filled with activities for this pre-opening period. This is a good time for games, tricks, contests, puzzles. If your boys arrive directly from school where they have been sitting all day, start this period with an active game outdoors to release some of that wonderful excess energy. This period is also a good time to collect and record den dues, and to check off achievements and electives.

3. Opening - The opening serves as notice to the boys that the meeting is really starting. It can be patriotic or full of action. A good opening period provides a natural transition to the more organized activities of the meeting. Suggestions for opening: a cub scout song, den yell, applause stunt, pass cub scout handshake around a circle.

4. Business Items - Introduce the theme at the first meeting after your pack meeting. Discuss den activities to be presented at pack meeting. Plan craft projects and discuss special activities. This is a good time to have a roll call and a uniform inspection. Now is also the time to award the immediate recognition beads, honor that birthday boy, give any announcements. Keep it as brief as possible.

5. Activities - This will be the main part of your den meeting, and should be full of action. It should include a game or two. Don't think you have to have prizes as games are played for fun. If you have problems with boys being too much of a cutup, give them jobs as judge or referee. This is also a good job for the boy who is physically unable to play the game.
Crafts - Don't overdo. Get the Cubs started on a craft at the meeting, but rather than spend too much time on it, have the boys take it home to finish.
Tricks and puzzles.- these are among the trademarks of Cub Scouting. Each boy takes turns bringing a trick to fool the den; then he teaches it to the rest of the den.
Rehearsals - Boys practice their stunt or skit for the pack meeting, put finishing touches on costumes, maek plans for exhbits, all aimed at the pack meeting. Be sure to rehearse the opening and or closing for the pack meeting if that is your assignment for the month.
Special activity - This is a good time for special activities such as a nature walk or field trip. This part of the meeting is your main thrust and often requires the most planning.

6. Closing - Usually the closing period is more quiet and serious. This is a fine time for Den Leader to present a very short closing thought. It is also a good time for last minute reminders about next week's meeting. Keep this brief. Keep it varied from meeting to meeting. And don't forget to hand out the chow bucket. End on time.

7. After the meeting - To wrap up the den meeting, the Den Chief and Leaders get together to review the meeting just completed. They talk over plans for the next meeting. At the end of the third den meeting each month, the Den Leader prepares the den Advancement Report and turns it in.

Final Thoughts (I wish I had known sooner but learned the hard way)

A. Never turn a Cub Scout loose with a can of spray paint.
B. Be sure each boy puts his name on EVERYTHING of his own and all projects as they are begun.
C. Avoid gluing anything that has a great number of pieces - it becomes boring, frustrating, and a disaster.
D. With some rare exceptions, it is not a good idea to have a Den Chief that i is 11 or 12. He could turn out to be another Cub Scout.
E. Use the outdoors as much as possible, weather permitting. It's more fun for all and less noise, dirt, tusseling, and breaking.
F. If a disaster does happen, keep your cool, find something to laugh about it and share it with the boys. Failures in projects are learning tools - learn to find humor in bad situations, learn to how prevent it from happening again, and learn that if you don't try it in the first place, that's a type of failure of its own.

MOST IMPORTANT - LOVE AND CARE FOR EACH BOY AND YOU CAN'T MISS!

Something like the following two items may help to generate a little parent interest in your boys' activities.

DATE:_____

DEAR_____,

TODAY AT OUR DEN MEETING, WE WORKED ON:

ACHIEVEMENT _____, PART _____

ELECTIVE _____, PART _____

PLEASE REVIEW THIS WITH YOUR SON AND IF YOU FEEL SATISFIED WITH HIS PARTICIPATION, SIGN IT OFF IN HIS WOLF/BEAR BOOK.

THANK YOU.

DEN LEADER

* * * * * * * * * * * * * * * * * * *

Dear_____,

Your son, _____, is to receive his _____ award at our next pack meeting which is on (date, time, and place) _____. We would like you to be there to present it to him.

Thank you,

Den Leader

* * * * * * * * * * * * * * * * * * *

The Chow Bucket

A two gallon ice cream bucket made of plastic with a wire handle comes in very handy for refreshments. The Den Leader should not try to provide all the snacks for the den. Each boy is responsible for filling and bring the filled bucket to the next den meeting. Attach a verse to the side of the bucket and send it home with a different Cub each week.

We Cub Scouts are hungry
Every Monday when we meet.
We'd like a sip of something cool
And just a bite to eat.

The napkins and the paper cups
Should be included too,
And all the eight of us will give
A great big "Thanks to you!"

100+ IDEAS FOR DEN MEETINGS

Trip to Fire Station
Safety Inspection for Bikes
Visit Polic Station or Highway Patrol
Practice Runs with Pinewood derbies
Visit a Railroad Yard
Have a Glider Flying Contest
Visit your Council Office
Den Bowling Tournament
Visit the Zoo
Swim party
Visit the Airport
Fishing Contest
Visit Courthouse
Attend a Ball Game
Visit County Jail
Visit Municipal Building
Visit a Museum
Collect Books for Schools or Hospitals
Have a Fossil or Rock Hunt
Have a Scavanger Hunt
Backyard Campout
Marble Shooting Contest
Pet Show (everybody brings his own)
Archery at Archery Range
Visit Historical Spot Nearby
Woods Hike for Leaf Collecting
Night Meeting to Study Stars
Visit Telephone Company
Hazard Hunt (Safety or Fire Hazards)
Collect Paper, Glass, Cans for Recycling
Make Puppets and Put on a Show
Make Puppet Theatre from Cardboard box
Visit Coin Collector Show
Learn Basic First Aid
Bake Cupcakes (and eat them)
Make Christmas Gifts for Family
Make Father's Day Gifts
Have a Liar's Contest
Paper Airplane Sailing Contest
Build Den Equipment box
Service Project
Visit a Lapidary Shop
Ball Game with Another Den
Make Clay Models, Paint and Fire Them
Do a Conservation Good Turn
Visit a Planetarium
Make Mardi Gras Masks
Make Halloween Masks
Have a Family Picnic
Visit a Fire Station
Attend Cub Scout Day Camp
Visit a Fish Hatchery
Go Roller Skating
Go Ice Skating
Go Bowling
Play Minature Golf
Visit a Printing Shop
Picnic at Council Camp
Visit a Bakery
Have a Backyard Olympics
Have a Neighborhood Circus
Have an Obstacle Race
Have a Treasure Hunt
Take a Mystery Trip
Do a Neighborhood Good Turn
Have a Kite Flying Contest
Visit a Newspaper Office
Make Games for Shut Ins
Visit a Dairy
Visit a Farm
Sample Den Meeting for Parents
Backyard Breakfast Cookout
Den Swap Day
Game Making Day for Den
Tour State Park
Visit Weather Station
Take a Nature Hike
Model Day (each boy brings his)
Den Uniform Inspection
Make Homemade Ice Cream
Make Jelly
Have a Bug Hunt
Make Slide Holders
Plant a Tree
Plant Spring Bulbs in the Fall
Bird Watching Contest
Make Sailboats to Race
Make Mother's Day Gifts
Plan a Den Family Night
Have a Ping Pong Match
Have a Song Fest
Make a Den Doodle
Build Den Stools
Have a Butterfly Hunt
Grow Crystals
Visit an Aquarium Supply
Make Neckerchief Slides
Plant a Vegetable Garden
Collect Litter
Go on a Bike Hike
Collect Insects
Visit a Conservation Center

Remember: on any activity taking boys from normal meeting place, a tour permit should be filed with the Scout office, and parent permission slips obtained. Perhaps some of the parents would like to come along.

THE DEN AT THE PACK MEETING

The Pack Meeting exists to provide a climax for den activities, to recognize individual achievement, to give inspiration to Cub Scouts and den leaders, to encourage parent-and-son projects, to set a stage for learning theam play and good sportsmanship, and to improve cooperation, participation, and coordination by keeping all its members properly informed.

If the pack meeting is to be a stage where all the dens perform, a well-tought-out plan needs to be put into operation. To achieve this purpose and to hold interest and enthusiasm, the plan should see that every den has a part to play. This does not mean a den stunt each time--remember you only have an hour and a half meeting.

It might help your pack to set up a schedule. Specific assignments for the program are made at each monthly pack leaders' meeting.

Each month at the pack meeting dens prepare to show on their den exhibit table what they made as a den or as individuals. These items are viewed during the gathering period and contain theme and achievements or elective projects just completed.

Stunts or skits may be humorous and are usually related to the theme. They may be narrated, pantomimed, done with puppets, or presented as charades, songs, games, quizzes, or contests. Den Leaders should coordinate plans at the monthly pack leaders' meeting to prevent duplication of ideas. Skits should be short (not more than five minutes and preferably three). If your pack has several dens, the sample participation schedule below will be helpful.

Greeters can dress in costume whenever the theme lends itself to this. The greeters, den leader, and a few den parents welcome the people as they arrive and direct them to the exhibits, etc.

Opening ceremonies are usually patriotic with the pledge of allegiance and presentation of the colors. The theme of the month as well as the ideals, like the Promise and the Law of the Pack, may also be used.

Closings are usually serious, inspirational, and brief.

Pack Meeting Participation

	September	October	November	December	January	February	March	April	May	June	July	August
Den 1	1	5	4	3	2	1	5	4	3	2	1	5
Den 2	2	1	5	4	3	2	1	5	4	3	2	1
Den 3	3	2	1	5	4	3	2	1	5	4	3	2
Den 4	4	3	2	1	5	4	3	2	1	5	4	3
Den 5	5	4	3	2	1	5	4	3	2	1	5	4

1-Opening Ceremony
2-Skit
3-Song
4-Game
5-Closing Ceremony

ELEMENTS OF A GOOD DEN MEETING

Den leaders or den leader coaches should use this checklist to see how dens are doing.

1. A meeting place where Cub Scouts feel at home.
2. Led by a trained den leader.
3. Assisted by a den chief.
4. Assisted by an assistant den leader and den dad.
5. Specific leadership assignments understood before the meeting.
6. Meeting opened and closed on time.
7. A well-planned, written program.
8. Activities related to the next pack meeting.
9. Activities and projects that encourage Cub Scout ideals.
10. Crafts and projects related to a theme.
11. Achievement and elective projects started, to be finished at home with parents helping.
12. Activities that contribute to good sportsmanship, team spirit, and citizenship.
13. Opportunities for self-expression through songs, games, tricks, puzzles, and crafts.
14. Meeting planned to allow change in pace, alternating loud and quiet activities giving the boys a chance to let off steam.
15. Cub Scouts having fun.
16. Parent involvement wherever possible (provide refreshments, supplies, transportation).
17. All equipment and supplies on hand and ready to use before the meeting.
18. Inspiration and motivation through ceremonies and discussion of theme projects.
19. Properly uniformed Cub Scouts and leaders.
20. Den leaders having fun.

PLAY AND LEARNING

He's newborn and helpless and ever so sweet. Helpless? Not really. He's already equipped with the most powerful computer known to mankind - the human brain. A priceless resource - to reproduce the human brain electronically would cost around $3 billion billion dollars! And yet, every human gets one free.

A baby starts to play immediately after birth when he turns his head to respond to his mother's voice. In a day or so, he starts trying to focus his eyes - first on mother - then on objects, and the great learning process has begun. A child begins getting ready for school and scouting the minute he draws his first breath. Whether he is ready or not depends upon his climate for learning. A child learns by accepting the invitation and opportunity to learn. We, as parents, and leaders, must supply the climate, the invitation, and the opportunity.

There are two types of learning, instinctual and intellectual. Instinctual learning includes walking, the use of hands - the physical type of learning. Intellectual learning requires a choice on the part of the child and involves his response to objects rather than to people.

It has been suggested that genetics and race are of prime importance in developing a child's I.Q. NOT TRUE!!! Recent studies prove conclusively that the climate and incentive for learning are most important in developing intelligence. We can provide the climate by giving the child toys and non-toys necessary to learning and developing. We must also offer praise and encouragement every step along the way.

A child's way of playing changes to reflect his maturing body and brain. We must continue to provide learning opportunities through play - offering more complex and challenging learning experiences. At the same time, we must be careful that we do not frustrate the child by going too fast. The child must set the pace.

Parents can do much to influence a child's personality from the first day he comes home from the hospital. A child should be encouraged and made to look beyond the world of his crib. A child who is encouraged to look beyond, to expand his world from his earliest days, developes a more outgoing personality, is friendly, eager to make friends, and is more likely to develop into a leader rather than a follower. A child who is not encouraged to expand his horizons in this way tends to be timid, afraid to step out on his own, needing much more encouragement from parents and other adults in later years.

DON'T FORGET HE'S JUST A BOY!

Get to understand the lad -
He's not eager to be bad.
If the right he always knew
He would be as old as you.
Were he now exceeding wise,
He'd be just about your size.
When he does things that annoy
Don't forget he's just a boy.

Could he know and understand,
He would not need a guiding hand.
But he's not you and hasn't learned
How life's corners must be turned.
Doesn't know from day to day
There is more to life than play.
More to face than selfish joy,
Don't forget - he's just a boy

Being just a boy, he'll do
Much you will not want him to.
He'll be careless of his ways,
Have his disobedient days.
Willful, wild and headstrong too.
Things of value, he'll destroy,
But reflect, he's just a boy.

Just a boy who needs a friend-
Patient, kindly, to the end.
Needs a father who will show
Him the things he wants to know.
Take him with you when you walk
Listen when he wants to talk.
His companionship enjoy.
Don't forget he's just a boy.

Author Unknown

CHILDREN'S BILL OF RIGHTS

FOR EACH...REGARDLESS OF RACE, COLOR OR CREED...

1. The right to the affection and intelligent guidance of understanding parents.
2. The right to be raised in a decent home in which he or she is adequately fed, clothed and sheltered.
3. The right to the benefits of religious guidance and training.
4. The right to a school program, which, in addition to sound academic training, offers maximum opportunity for individual development and preparation for living.
5. The right to receive constructive discipline for the proper development of good character, conduct and habits.
6. The right to be secure in his or her community against all influences detrimental to proper and wholesome development.
7. The right to the individual selection of free and wholesome recreation.
8. The right to live in a community in which adults practice the belief that the welfare of their children is of primary importance.
9. The right to receive good adult example.
10. The right to do a job at his or her level of ability, training and experience, and protection against physical or moral employment hazards which adversely affect wholesome development.
11. The right to health services to prevent and treat disease and to insure the fullest mental, physical and social development.

(New York State Youth Commission)

September 12, 1980

Dear Dad,

I need your help!

I want to be a good Cub Scout, but I can't do it without your help.

The idea of the Cub Scout program is for you and me to work **together.**

There are 12 achievements for us to work on, which you will need to sign for me when I'm through.

Gee, Dad, it would sure be fun for us to work together on these achievements and get to know each other a little better.

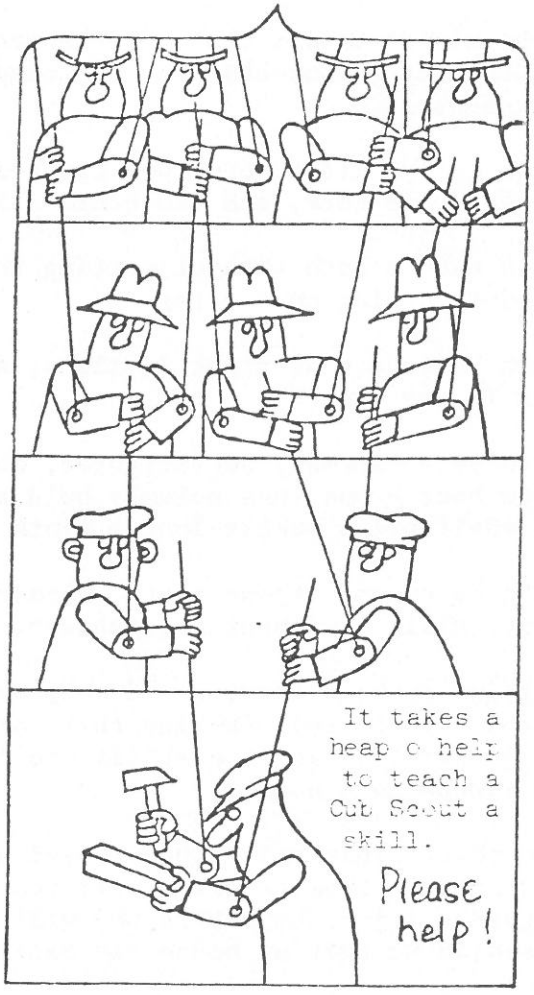
By the way — we have a great time at the Pack Meeting on the second Tuesday of each month. Please come with me, and maybe Mom and the whole family can come too.

Thanks for listening, Dad.

Your son,
Jeff

PHILOSPHY FOR PARENTS

When he grows up, I don't think he'll recall
How, on a sapphire morning in the fall,
Dust pieces tumbled up and down the stair,
And smudges lined the woodwork here and there,
While he and I ran hand in hand together
Carefree, into the bright October weather.
I hope my son looks back upon today
and sees a parent who had time to play
Whether the work was done, or it was not.
Who realized chores are sometimes best forgot.
There will be years for cleaning house and cooking,
But little boys grow up when we're not looking.



DA 28

TAKE TIME FOR TEN THINGS

1. Take time to worship - it is the highway of reverence which cleanses and restores the soul.
2. Take time to work - it is the price of success.
3. Take time to think - it is the source of power.
4. Take time to read - it is the foundation of knowledge.
5. Take time to help and enjoy friends - it is the source of happiness.
6. Take time to play - it is the secret of youth.
7. Take time to dream - it hitches the sour to the stars.
8. Take time to love - it is the one sacrament.
9. Take time to laugh - it is the singing that helps with life's load.
10. Take time to plan - it is the secret of being able to have time to take time for the first nine things.

BOYS

Boys are the nicest things that ever happened to me - THESE ARROGANT, SELF-ASSURED, COCKY little men-children who assume that all the great big world revolves around them.

Who else can carry half a worm, one crushed daisy, a piece of scrap metal, a three-day-old apple core, and two cents all in one pocket?

Who else can take a bath without getting their shoulders wet, and wash for dinner without turning on the tap?

Who else can believe that right is right, and wrong is wrong, and the good guy always wins in the end?

Who else can be a fireman, swordfighter, cowboy, deep-sea diver, all in the space of one hour - and then solemly hold a funeral, complete with cross and box, for a shell off a turtle lost a month ago?

Who else can be cuter without teeth, meaner without malice, kinder without embarassment, sillier without foolishness, and cleaner without neatness?

The world gains much in leaders and manpower when boys grow up - but it loses something too - that magic feeling that comes with being ten! The feel of dust between bare toes and the ability to lie quietly while time stands still, to watch a minnow in a brook.

Me - I like boys. They smile when I need a smile; they tease me when I'm sober; they keep me from taking myself too seriously. No, I don't wish that I were ten again. I just hope that God will see to it that I always have someone ten years old in or near my house and heart.

Boys are the nicest thing that ever happened to me.

(Arleen Wolf - Den Mother, Pack 271
Seattle, Washington)

A STORY WE'D LIKE TO SHARE WITH YOU

PRINDERELLA AND THE CINCE

Twonce upon a time there was a giddy little irl named Prinderella. Prinderella had two sisty uglers and a Micked wed-studder who made her wean the clindows, flub the scoors, pine the shots and shans, and do all the other wirty dirk. Wasn't that a shirty dame?

One day, the Ping issued a Croclamation that all gelligible irls were invited to a drancy fess ball, but Prinderella couldn't go .. she didn't have a drancy fess. Only a rirty dag which fidn't dit. Wasn't that a shirty dame?

But then who should appear but Prinderella's Gairy Fodmother. In the eyeling of a twink, she changed the cumkin into a poach, the hice into morses, and the rirty dag into a drancy fess, and warned Prinderella that she must be home at the moke of stridnight. Prinderella went to the drancy fess ball and pranced all night with the cince. Then, at the moke of stridnight, she ran down the stalace peps and, on the stottom btep, slopped her dripper. Wasn't that a shirty dame?

The next day the Ping issued a Croclamation that all gelligible irls were to sly on the tripper, but it fidn't dit. Then Prinderella slyed on the tripper and it fid dit. So, Prinderella carried the Mince and they hived lappily ever after. And that wasn't such a shirty dame, wasn't it?

C. M. SCARD

WHAT MAKXS A CUB SCOUT PROGRAM?

Xvxn though my typxwritxr is an old modxl, it works quitx wxll xxcxpt for onx of thx kxys. I wishxd many timxs that it workxd pxrfxctly. It is trux that thxrx arx forty-six kxys that function wxll though, but just onx kxy not working makxs thx diffxrxncx.

Somxtimxs it sxxms to mx that our Cub Scout program is somxwhat likx my typxwritxr -- not all thx kxy pxoplx arx working propxrly.

You may say to yoursxlf, "Wxll, I am only onx pxrson. I won't makx or brxak thx program." But it doxs makx a diffxrxncx; bxcausx a Cub Scout program, to bx xffxctivx, nxxds thx activx participation of xvxry onx.

So, thx nxxt timx you think you arx only onx pxrson and that your xfforts arx not nxxdxd, rxmxmbxr my typxwritxr and say to yoursxlf, "I am a kxy pxrson in our Cub Scout program, and I am nxxdxd vxry much."

Gerald L. Wallace
Indianapolis, Ind.

TO DEN MOTHERS

Here's a salute to all you Den Mothers
I know some of you volunteered,
But I know a lot of you were drafted.

I know how terrified some of you were
When confronted for the first time
By that writhing, howling, bug-eyed
thing known as a den.

I know how long it took to find out
That what and how and why of Cubbing.
And I know the moment of chagrin and
anger and utter despair.

But I also know that the tide turned,
And that one month, it all came clear;
And ceremonies, achievements, projects and crafts
All became understandable and manageable.

And I know, too, that the "thing," the den,
Became boys, lovable boys (soiled but lovable);
And you loved them and they loved you;
And you helped them to grow up to be men.

You, their Den Mother!

THE STALKER
Narraganset Council

DESCRIPTION OF A DEN LEADER COACH

Dedicated is this lady I speak about.
Enthusiasm she has -- there's no doubt.
Never grows tired of helping others.

Leader and helper of all her Den Mothers.
Endeavoring always to understanding be,
As she works for her pack unselfishly.
Doing her best -- Scouting's purpose to impart
Each Den Mother she helps to get a good start.
Ready to help when a Den Mother asks.

Cheering them on as they perform each task.
Once each month she helps them plan,
And gives them support whenever she can.
Cub Scouting has become her way of life,
Her time is shared as Scouter, Mother, and Wife.

Joyce Newell
Pack 292, San Diego Council

DO YOU JUST BELONG?

Are you an active member,
The kind that would be missed...
Or are you just contented
That your name is on the list?

Do you attend the meetings
And mingle with the crowds,
Or do you stay at home
And crab, both long and loud?

Do you take an active part
To help your pack along,
Or are you satisfied to be
The kind who "just belongs?"

There is quite a program scheduled
That means success if done,
And it can be accomplished
With the help of everyone.

So attend the meetings regularly,
And help with heart and hand.
Don't just be a member;
But take an active stand.

Think this over my friend,
Are we right or are we wrong?
Are you an active member...
or DO YOU JUST BELONG????

Shari Graves, Pack 78
Santa Clara County Council

TAKE THE VOLUNTEER TEST

Due to rapid turnover, new volunteers are constantly in demand. Can you qualify as an adult volunteer?????? Try it...it's fun.

Hold the circle below to your face and blow in it...

If it turns purple, see your psychiatrist;

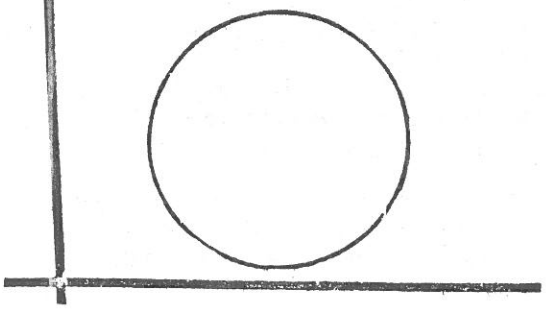
If it turns green, call your doctor;

If it turns red, see your dentist;

If it turns brown, see your banker;

If it turns black, call your lawyer and make a will!

But if it remains the same color, you are in good health and there is no reason on earth why you should not be a Cub Scout volunteer leader. Talk to one of our other healthy volunteers; they'll be glad to sign you up.



DO YOU HAVE A CUB SCOUT GARDEN?

HERE IS HOW TO PLANT ONE OF THOSE THRIVING, PRODUCTIVE CUB SCOUT GARDENS THAT ALL PARENTS WANT THEIR SONS TO GROW UP IN:

FIRST, PLANT FIVE ROWS OF PEAS:

1. Preparedness
2. Promptness
3. Perserverance
4. Politeness
5. Praise

THEN, PLANT FIVE ROWS OF LETTUCE:

1. Let us be faithful
2. Let us be unselfish
3. Let us be loyal
4. Let us be truthful
5. Let us help one another

NEXT TO THEM, PLANT THREE ROWS OF SQUASH:

1. Squash impatience
2. Squash criticism
3. Squash indifference

NO GARDEN IS COMPLETE WITHOUT TURNIPS:

1. Turn up for pack meetings
2. Turn up with new ideas
3. Turn up with determination
4. Turn up for parent's meetings

BUT, WITHOUT MANY HOURS OF WORK AND CARE, NO GARDEN CAN GROW, SO...

1. Don't wait to be asked -- volunteer
2. Don't say "I can't" -- do it!!!
3. Don't wait for someone else -- BE FIRST!!!

WITHOUT THE HELP OF EVERY PERSON IN OUR PACK, OUR GARDEN WILL TURN TO WEEDS. SO HELP US BUILD THE BACKGROUND, WORK THE SOIL, PULL THE WEEDS AND SPREAD THE SUNSHINE SO THAT IN THE GARDEN OF PACK _____ WE CAN SAY, "WE HAVE DONE OUR BEST."

NOTHING WORTHWHILE WAS EVER ACCOMPLISHED WITHOUT THE VISION TO START, THE ENTHUSIASM TO CONTINUE, AND REGARDLESS OF TEMPORARY OBSTACLES, THE PERSISTENCE TO COMPLETE.....

THE MOLD

I took a piece of plastic clay
And idly fashioned it one day.
And as my fingers pressed it, still
It bent and yielded to my will.

I came again when days were past,
The bit of clay was hard at last.
The form I gave it still it bore,
But I could change that form no more.

I took a piece of living clay
And gently formed it day by day,
And molded it with power and art,
A young child's yielding heart.

I came again when years were gone,
He was a man I looked upon.
The early imprint still he bore,
But I could change him nevermore.

REASONS WHY BOYS LEAVE

1. Graduate from program.
2. Turn 11, but do not graduate.
3. Turn 10 and there is no Webelos program.
4. Friend leaves program, so do they.
5. Participating in another program (Little League, Football, Soccer)
6. Leader moves or quits.
7. Boys moves from area.
8. No interest in program.
9. Program not interesting.
10. Conflict with leader.
11. Inconsistency in program.
11. Other.

REASONS WHY LEADERS LEAVE

1. No longer have a boy in program.
2. Called to another position.
3. Too busy.
4. Move from area.
5. Conflict with other leader(s)
6. Lack of parent support.
7. Lack of sponsor support.
8. Inconsistency in program.
9. Other.

CUBBING IS A BUSINESS, TOO

Cubbing is a business, too. The business of dealing with that squirming, jumping, eager, active, unpredictable, stubborn, inquisitive, laughing, quarreling, wrestling, fighting, dirty smelly, loveable, small edition of manhood known as a boy. He has an affinity for whooping cough, measles, mumps, chicken pox, freckles and missing teeth.

He is a master at tearing up a room, churning up a family, being absent or present at the wrong moments. He frequently rejects the association of the human race for the companionship of chickens, dogs, turtles, snakes, rabbits, alligators and skunks. His questions are beyond the reach of Einstein, his answers vague, evasive and unintelligible.

He can be as artful as a fox, a talkative as a parrot, as irritating as a flea, as stubborn as a mule. And then ---- at some sacred moment --- you look into his lighted eyes and see a soul of unlimited dimension -- and you know that here in the eyes of a boy is the beginning shape of a man to come.

RECIPE FOR A HAPPY DAY

1cup of friendly words
1cup of courteous manners
1headful of understanding
4heaping teaspoons of kindness
dash of laughter

Mix well. Cook but keep temperature low, do not boil.
Serve everyone you meet.

FOUR O'CLOCK JUMP

(A TRIBUTE TO DEN LEADERS)

Between the dark and the daylight
When the den leaders time is fleeting;
Comes a pause in the days occupation
That is known as the cub scout meeting.

She hears on the porch, with a shudder,
A whoop - and a yell - and a roar;
It's Wolves and Bears and Bobcats,
All bursting thru the door.

From the kitchen she greets them all sweetly
And bids them come along in;
A pack circus is coming next month - -
(She hardly knows where to begin)

Then in a rush of Blue and Gold,
They've gathered around the table,
"Now what we must do is produce a giraffe !
The Cubmaster says we are able."

They find some cloth in the attic;
In the cellar they find some paint;
Some sticks, some cotton and then some glue
(The Den Leader feels a bit faint)

The work goes on at a feverish pace..
And now (you needn't laugh)
If you hold the doggone thing just right
It does look like a giraffe!

So it goes for these unsung gals,
Week in and week out, all year through,
They're knee deep in badges and arrow points,
And planning new things to do.

Today is your day - you've sure earned it!
We hope that you are glade that you came.
It's our way of saying, we think you belong
In Scouting's Hall of Fame.....

— Texoma Valley Council

Builders

Isn't it strange that princes and kings
And clowns that caper in sawdust rings
And common people like you and me
Are all builders of eternity?

To each is given a bag of tools,
A shapeless mass and a book of rules,
And each must make, e'er this life has flown
A stumbling block or a stepping stone.

THERE ISN'T TIME

There isn't time, there isn't time,
To do all the things I want to do;
With all the mountaintops to climb,
And all the woods to wander through,
And all the seas to sail upon,
And everywhere there is to go,
And all the people, every one
Who lives upon the earth, to know.
There's only time, there's only time
To know a few, and do a few,
And then sit down and make a rhyme
About the rest I want to do.
by Eleanor Farjeon

MAY YOU HAVE--
ENOUGH HAPPINESS TO KEEP YOU SWEET
ENOUGH TRAILS TO KEEP YOU STRONG
ENOUGH SORROW TO KEEP YOU HUMAN
ENOUGH HOPE TOKEEP YOU HAPPY
ENOUGH FAILURE TO KEEP YOU HUMBLE
ENOUGH SUCCESS TO KEEP YOU EAGER
ENOUGH FRIENDS TO GIVE YOU COMFORT
ENOUGH WEALTH TO MEET YOUR NEEDS
ENOUGH ENTHUSIASM TO LOOK FORWARD
ENOUGH FAITH TO BANISH DEPRESSION
ENOUGH DETERMINATION TO MAKE EACH
DAY BETTER THAN YESTERDAY...

HOW TO LIVE 100 YEARS HAPPILY

1. Do not be on the lookout for ill health.
2. Keep usefull at work
3. Have a hobby
4. Learn to be satisfied
5. Keep on liking people
6. Meet adversity valiantly
7. Meet the little problems of life with adjustment
8. Maintain a good sense of humor, best done by saying something pleasant every time you get a chance
9. Live and make the present hour pleasant and cheerful. Keep you mind out of the past, and keep it out of the future.

by John A. Schindler

A Salute to Volunteers

Have you ever seen the busiest folks
Are always the ones who come through?
To tackle a project or take on a job
That others can't find time to do.

Perhaps their example will help us to see
That the world would be better by far
If more of us shouldered our share of the load
No matter how busy we are!

JUST SUPPOSE

SUPPOSE: you had to "run" for your Scouting position as any candidate runs for political office. Would you win or lose?

SUPPOSE: reelection depended upon the good you had done in your pack during the past year. Would you be reelected or would you be replaced?

SUPPOSE: there were many people qualified for your position. Would you be more alive to your duties?

SUPPOSE: you were asked to explain why you should remain a Scouter. Could your past years of experience and service in the program be offered in your defense?

SUPPOSE: every person in the Cub Scout program did as much work for the advancement of Cub Scouting as you are presently doing. Would more boys be involved, or would the program fold?

A 100 Years

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a boy.

DON'T GIVE SCOUTING A VACATION

Oh boy! Summer is here!
It's my favorite time of year.
No more school, lots of outings,
But wait, what about Scouting?

Will my book get dusty?
Will my uniform smell musty?
No, there is no doubt.
Everyday, I am a Scout.

I do my deeds,
I plant my seed,
I help others' needs.

I keep my body strong,
The whole summer long.
No sir, never a doubt,
All year long, I am a Scout.

WHEN WAS THE LAST TIME YOUR FAMILY..

-read a book together?
-went bike riding together?
-laughed together?
-cried together?
-planned something together?
-sang together?
-said grace at a meal?
-went on a trip together?
-went to church together?
-played a game together?
-went for a walk together?
-made something together?
-prayed together?
-cleaned the house together?
-visited a friend together?
-worked in the yard together?

What is the Cub Scout program all about?

A RECIPE FOR A DEN LEADER

Take one container, any size (Den Leaders are in every size and every shape).

Into this container put the following ingredients:

Lots of Love
Plenty of Energy
A large helping of Patience
King sized sense of Humor
Two extra hands and mix in a Den Leader's Uniform

Season well with training sessions, Pow Wows, Roundtables, Pack Leader's Meetings, and Cub Scout Program Helps. Add one Den Chief and a little dash of nonsense.

No need to mix-his or her den will keep him or her stirred up. Garnish with hammer, nails, bandages, glue, scissors and plastic bottles.

Serves eight boys very well. (NOTE: Will last indefinitely if glazed occasionally with kind words and "thank yous" from parents, Cubs and Cubmasters)

HORIZONS

We often speak of horizons-not one, but plural, horizons. Did it ever occur to you that there are more than one? When you have worked and planned to reach your horizon, you stop to rest and look up to see before you still another horizon just as far away as the last. When that horizon is within your grasp, wonder of wonders, still another is waiting. Few men ever reach all horizons. Some never even reach the first and still others never start. Look at what they miss. All they ever see is the small area around them. This is NOT the Cubbing way. Cub Scouts must reach a series of horizons on their climb to the Arrow of Light. Small horizons, but they lead to the farther horizons of Scouting and manhood.

WHAT IS A DEN CHIEF?

Somewhere between the innocence of Cub Scouting and the dignity of adult Scouting, there is a fascinating and very useful creature called the den chief. Den chiefs come in assorted sizes, weights, colors, and religions, but they all have the same purpose in life -- to help Cub Scouts and to enjoy the feeling of being needed and admired by younger boys.

The den chief is many different things to different people. To Mom, he's a uniform which must be washed every week, badges to be sewn on, lunches to be packed, mess kits to be scrubbed and a lump in her throat when he marches by on parade.

To dad, he's a source of pride, a pack of trouble, a constant stream of information and a chip off the old block.

To the den leader, he is an assistant, playing rough-and-tumble games with the Cub Scouts while she maintains her dignity, setting a good example, teaching the younger boys to do thigs--always predictable and yet a constant surprise.

To the Cub Scouts, HE is Scouting--a peek into the future, a hero to worship, a fellow with all the answers--someone to imitate and admire.

Den chiefs are found in most every successful den -- in the middle of a game, helping with a ceremony, answering questions, showing how to do a craft project, encouraging discipline, and in general, being very useful to the den leader.

A den chief is Helpfulness with a boyish smile, Discipline with a littl impatience, Courtesy with youthful fun all wrapped up in one young man. Den leaders need them, older sisters tolerate them, younger boys respect them, Scoutmasters teach them, parents support them and Heaven protects them.

A den chief is a magical creature. You can be exasperated at him sometimes when he doesn't act like an adult, but then you remember he's just a boy. You can run a meeting without him, but you might as well admit that it is much easier when he is there. Might as well give up--he is your helper, your assistant, your partner and your right arm--a fun-loving young man full of boy-type ideas and action.

When you try to get along without him and your world tumbles down; everything seems amiss and all of your efforts seem to have been in vain he cam make you feel ten feet tall with a few magic words: "Hi, I'm your den chief. I'm here to help you. What can I do?"

DEN CHIEF

Qualifications:

It is no accident that the den chief is an older Scout or Explorer. It is a sound feature of the Cub Scout den program, because the Cub Scouts look up to this older boy as a natural leader.

Den chiefs may be Scouts of any age or rank. Most den leaders prefer den chiefs 13 or older because they are more apt to furnish strong leadership than boys of 11 or 12. However, a den chief of any age is better than no den chief at all, so be sure that all your dens have them. Keep a close working relationship with a Scoutmaster or two so that you have ready sources for den chiefs.

Boy the Cubmaster and the Scoutmaster should be familiar with the application to become a Den Chief so that both know what is required of them. The den chief is a friendly counselor and a good example of the Scout program.

Responsibilities:

He meets regularly with his den leader to review programs for the den meeting. These meetings are held at least once a month, soon after the monthly pack leaders' meeting.

Helps the den leader lead the weekly den meeting which is held one afternoon each week.

Shares responsibility with the den leader in all den activities. Looks to that person for adult leadership and inspiration.

Assists the den leader in leading the den at monthly pack meetings.

Recognizes the denner as his right-hand man by giving him opportunities to serve.

See that his den activities do not include Scouting activities. These are saved for Scouts.

Takes part in all training opportunities so he may become a better leader.

Procedures for obtaining a Den Chief: Let your cubmaster know that you want a den chief.

The cubmaster will go to the Scoutmaster of the troop to request that a Den Chief be selected.

The prospective Den Chief fills out an application to become a Den Chief. This application will be signed by his parents.

How to use a den chief: There are many things which could be listed here - and no doubt you can think of others that are not listed.

Use him. Include him in your planning sessions. Assign him specific responsibilities for den and pack meetings. Give him a coyp of the schedule to be followed. He can be an important help to you, but only if you give him the opportunity.

Let him know what you want, but let him use his own resourcefulness.

Give him responsibility and authority according to his position. He will show you how well he can handle it.

As the Den Leader, you take the lead - but remember that your den chief is part of a leadership team. Treat him as a team member.

Your den chief should think, talk and act as a Scout in order to set a good example - but he should not lead the Cubs in Scout activities. Play Cub games, not Scout games.

During craft periods, the den chief should help the Cub Scouts with their projects - not do one of his own.

Encourage your den chief to talk about Scouting. It could make the difference!

Placing too much responsibility on the den chief is as bad as giving him too little responsibility. He also has responsibilities in his patrol and troop.

Get to know your den chief and understand his problems. He will appreciate an indication that you understand.

Treat your den chief with respect. Cooperate with him and he will probably cooperate with you.

Give recognition to your den chief at special times of the year and at times when he has done a job well.

Build up your den chief in the eyes of the Cub Scouts so they will respect him. Criticize privately. Praise publicly.

OBTAIN . . . TRAIN . . .USE. . .PRAISE

THE DEN CHIEF AND THE DEN MEETING

Before the meeting starts: He should arrive early if possible so go over last minute details and set up the gathering time activity.

While cub scouts gather: Now is when he keeps the boys busy with tricks, puzzles or games while you check attendance, dues and advancements. The activities he uses could be realted to the theme. Also skit practice or completion of a project could be done at this time.

Opening: He should be helping to organize the boys and get them ready for the more serious part of the meeting. Have him use variety (the spice of the meeting) and work with the denner for a different opening. Uniform inspection can be scheduled now and the den chief does the inspecting.

Business items: Theme ideas are discussed. Because he is a little closer to the age of the boys he can be a lot of help in bringing forth ideas for projects. He also can help think of special den projects, outing, etc.

Activities: The den chief specialty and the time of your greatest help. He helps the boys with the craft projects. A game or two is handy here after the boys have been sitting and quiet for a while.

Closing: Quiet, simple and short. Your Den Chief could help with announcements and perhaps lead a brief closing ceremony. Now is the time to use the Cub Scouting handclasp as each boy leaves.

After the meeting: Meet briefly with your Den Chief to review the meeting. You will also talk about assignments for the next meeting.

THE DEN CHIEF AND THE PACK MEETING

-Helps the den leader set up displays.
-Helps the den leader during stunts or skits.
-Helps return the meeting room to order.
-Helps get the boys seated and organized.
-Helps with the den yell or song.
-Helps remove displays after the meeting.

HOW THE DEN CHIEF FITS INTO CUB SCOUTING

1. He is a leader and friend to the Cub Scouts. He is earnest about his job and doesn't "horseplay." He is fair to all and does not show favoritism.
2. He "knows his stuff" and is prepared for meetings. He is willing to learn more.
3. He is ready to be of assistance to the den leader and help her in planning meetings.
4. He is the guardian of Scouting and keeps the den from trespassing on Scouting. But he helps prepare the Cub Scouts for Scouting.
5. He maintains an active relationship with the den and attends meetings regularly.
6. He expects every Cub to "do his best" and encourages them by his knowledge and by his example.

There are five elements which the den chief should provide in his relationship with his den:

1. Makes the den meetings interesting, in advancement as well as games.
2. He helps the Cub Scouts work on advancement and encourages them.
3. He sees that there is fun in every meeting.
4. He lets the Cub Scouts show their initiative and push ahead, while encouraging them to do their best.
5. He provides a light touch of inspiration to the meetings.

The den chief's entire relationship with the den is one of guidance toward Cub Scouting ideals, assistance in games, crafts and stunts, and as a planning advisor to the den leader.

Praise the den chief. It doesn't take much to keep him happy. A simple "thank you," or "you did a great job," will reinforce his enthusiasm and stimulate him to good performance. Packs often recognize their den chiefs with the Den Chief's Appreciation Certificate.

Let him know there are some things he can do that you can't do. Be patient with your den chief. Remember that he is a boy too. Help him feel that he is successful. Do not leave discipline problmes up to him. They are your responsibility.

Den Chief Training is essential for developing a good den chief. How ever if that conference is not scheduled in the near future, the den leader or Cubmaster may give him temporary training. These are some of the things he needs to know:

RELATIONSHIPS:	How he works with the den leader and other leaders.
DISCIPLINE:	How he can help the den leader maintain discipline by leading, not pushing.
PATIENCE:	Important in dealing with Cub Scouts.
BOY NATURE:	How the viewpoint of an 8-year-old differs from that of an older boy.
SKILLS:	How to lead songs, games, yells and other activities.

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

As a rule, boys of Cub Scout age have a very bad case of "Ants in the pants;" that is to say they cannot sit still for more than 10 minutes without getting restless. This is normal and must be expected. The secret of handling the "Ten Minute Fidgets" is simple. Keep 'Em Busy, and change your battle plan before they get the "fidgets" and you loose the war.

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

a. After 10 minutes, play a game; not just a quiet game, but one that will let them blow off steam.

b. Any time you see the fidgets starting to develop, stop what you are doing for a few minutes. Play a game. Then return to the project.

c. Always "be prepared" with at least four active games for a den meeting, and don't use the same games every week. A little variety will keep the Cub Scouts interested and keep the fidgets under control.

d. Choose your games to fit your meeting place. Have active games, outside if possible.

e. You will find some games that Cub Scouts especially like. Use them often, if you wish; but not every week or they will grow tired of them.

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

a. Use him to your advantage. Don't put him down. He wants to be noticed and made to feel important. Super Fidget is perfect for running errands, getting the equipment for the games, setting up furniture for the meetings, cleaning up afterwards. Use your imagination. If you put a "snow job" on him, he will do anything you need done, and this will help you calm down his "ants-in-the-pants" problem.

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

a. Use Strategy No. 2. If this doesn't work, discuss it with your den leader before taking any action on your own. Some dens have a policy of sending a boy home when he will not cooperate.

b. Try to find something that you can give him personal attention with. He may just be unsure of himself and your recognizing and helping him will be just the trick to get him involved.

c. Above all, don't blow your cool, shout, make silly threats, or clobber him. Remember, you are a junior leader. Conduct yourself in such a way that will give you the respect you deserve.

THE DEN AIDE:

A TEENAGE LEADERSHIP RESOURCE FOR CUB SCOUTING

GUIDELINES FOR COUNCIL AND DISTRICT LEADERS

WHAT?

The den aide is a teenage boy or girl, ages 14 through 17, who helps a den leader succeed in bringing the benefits of Cub Scouting to the members of the den. This new leadership role was approved by the Boy Scouts of America in June 1983.

Den aide leadership is *optional* with packs and used where needed and wanted. This is a *nonregistered*, *nonmembership* position to be considered as a supporting role.

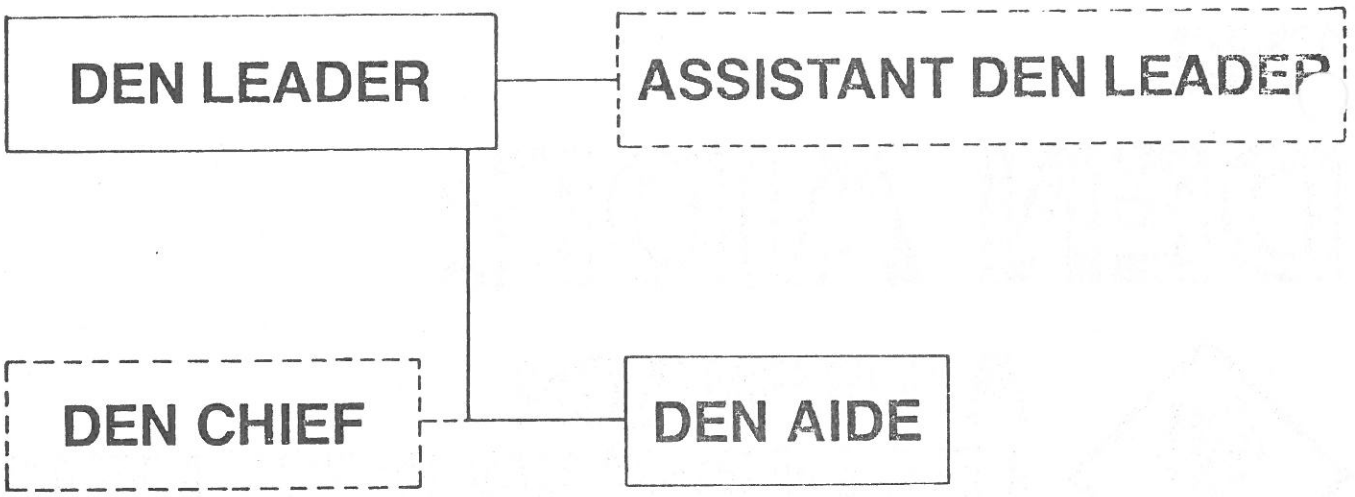
The den aide is a substitute for den chief and assistant den leader where neither den chief nor assistant den leader are available.

WHERE?

While the den aide position is now available for packs anywhere, it is designed principally to strengthen Cub Scouting in rural and inner-city communities. The den chief method of operation will still be used in most other packs.

RELATIONSHIPS

The den aide works under the direction of the den leader, assisting the leader in most aspects of successful den operation. Packs that have den aides usually do not find it possible to recruit den chiefs. In dens that have both a den aide and den chief, the den leader defines the duties of each. The den leader, den chief, and den aide work as a leadership team.



JOB DUTIES

Particular assignment of tasks vary depending on the local pack's operation and the specific abilities of the individual persons working with the den. Den aides assist the den leader in most aspects of successful den operation. Field experience shows that in different ways the roles of the den aide and den leader complement each other.

Den aides have been effective by doing the following:

1. Helping Cub Scouts with achievement requirements, sometimes with group activity and sometimes through individual coaching.
2. Providing needed individual help with craft projects.
3. Helping to maintain order at meetings and helping to solve discipline problems.
4. Leading games and sports activities.
5. Playing with Cub Scouts and leading an informal activity before the den meeting starts.
6. Making it possible to divide the den into smaller project groups.
7. Helping with den and pack ceremonies.
8. Leading songs.
9. Helping to collect dues.
10. Reading material to a den leader who cannot read English.
11. Keeping records of attendance and advancement.
12. Working informally with Cub Scouts between weekly den meetings.
13. Helping to overcome language barriers.

Some den aides also serve by doing the following:

1. Setting up and helping to clean up after meetings.
2. Serving refreshments.
3. Escorting Cub Scouts to the restroom.
4. Getting props for skits.
5. Providing a positive, caring, older-brother/ sister-type relationship.
6. Escorting Cub Scouts and/or female den leader to and from meetings.

SELECTION

Den aides may be recruited from a variety of sources. The most natural source is a relative or neighbor. During field testing, the majority of den aides were teenage family members of Cub Scouts or leaders in the pack.

It is most effective to let the den leaders select teenagers they know and trust to assist them. They will usually recruit a relative or neighbor they think highly of and feel comfortable working with. Den aides may be brothers, sisters, cousins, or Cub Scouts. They may be sons, daughters, grandchildren, or God-children of leaders, etc. Family members are important for recruiting.

Den leaders must be involved in the selection and final approval will be made by the pack committee.

TRAINING

Training can be accomplished better when den aides attend den leader training with their den leader. This arrangement helps to build a good team relationship between leader and aide.

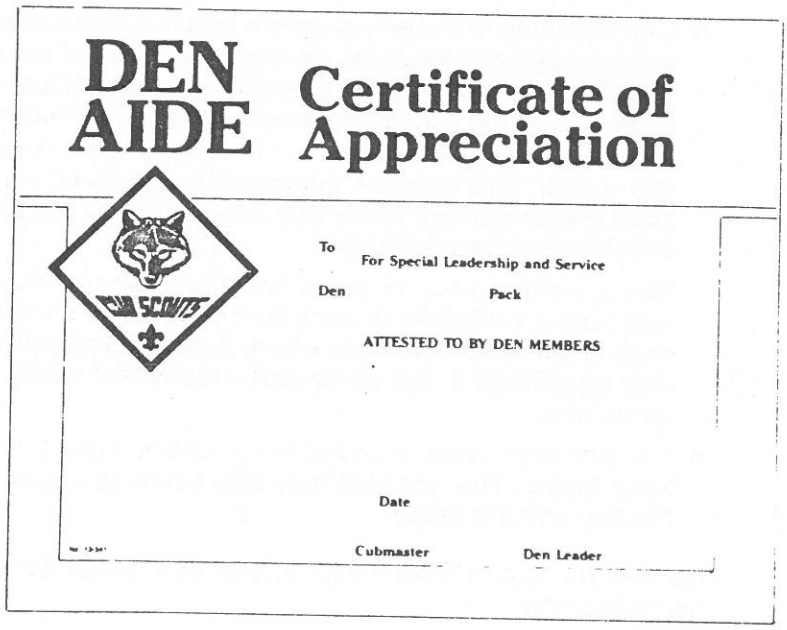
In a stable, well-established pack den aides may be trained by pack leaders.

Districts and councils with a large number of den aides may develop a training event specially designed for den aides.

RECOGNITION

Immediately acknowledge your den aide by presenting him or her with a special certificate currently available from the Cub Scout Division.

Other recognition pieces may become available in the future. Cub Scout packs may also recognize den aides using their own creative items, such as special T-shirts, jewelry items, etc.



DEN AIDE Certificate of Appreciation

To For Special Leadership and Service

Den Pack

ATTESTED TO BY DEN MEMBERS

Date

Cubmaster Den Leader

INSURANCE

The comprehensive general liability insurance of the Boy Scouts of America provides protection for *all* Scouting personnel, *whether or not they are registered,* with respect to liability claims arising out of negligence in the performance of their duties in Scouting. Den aides are included.

Cub packs enrolling leaders for unit accident insurance should include den aides in the number of persons insured. Councils with blanket accident policies should report the number of den aides to their insurance company along with other leaders and youth members.

WHY DEN AIDES?

The need for youthful assistance to the den leader was recognized at the inception of Cub Scouting in 1930 when the role of the den chief was developed. From 1922-1929, the den chief literally led the den. In a majority of today's inner-city and rural situations, the den chief idea doesn't always work. There is often a lack of registered Boy Scouts living near the den. Coordination of a troop with a pack to provide den chiefs may be difficult. In some widespread rural areas it is impossible. The pack and troop may be located too far apart or pack and troop leaders may not be compatible or the troop may not be able to give up qualified junior leaders to the pack. Even if a pack and troop are in the same chartered organization, the troop is often not able to provide den chiefs.

Consider these proven benefits for selected packs:

1. Den aides help to *assure a week-to-week continuity* of den meetings. A teenager does not always have the personal problems of an adult that can bring a pack to a screeching halt in a low-income community. In some instances, the den aide insures the actual survival of the den.
2. Den aides often bolster the confidence level of adults who lack confidence to be den leaders and are reluctant to work alone.
3. Often, den aides are *more mature* than den chiefs.
4. Den aides *provide much needed assistance* in running the den. One den leader recently said that since he got a den aide, he could stand back for the first time and get a perspective on what he was doing.
5. Serving as a den aide can be a *valuable learning experience for teenagers.* Some teenagers find it the most rewarding and constructive thing anyone has asked them to do.
6. Cub Scouting is a family program and the new den aide concept reflects a determination to include as many members of the family as possible. The den aide can become a positive role model and serve to further *demonstrate the caring relationship of family members.* Even if the den aide is not a family member, he or she can still provide a positive teenage role model. This concept, supported by research in recent years, has been a vital element in the Boy Scouts of America's philosophy of child development for a long time.
7. Young women 14 to 17 years old often have developed *considerable experience and ability in working with younger children.* This is often the case in some communities where financial and cultural characteristics may encourage it. It is particularly true where family survival may demand it.
8. The den aide helps to *bridge the generation gap* between Cub Scout and adult leader. The den aide may also serve as a *cultural bridge* between the boy and the leader.

ADDITIONAL HELP

Contact the Urban/Rural Field Service or the Cub Scout Division at the national office.

No. 13-546
1983 Printing

CUB CRAFT MAGIC

CRAFTS

C= Creative Challenges
R= Resourcefulness
A= Artistic Activities
F= Fun with New Things
T= Trial and Error
S= Scrap Ideas

The challenge for Cub Scout leaders is to find a craft suited to the monthly theme, holiday, or a special activity, which is within the abilities and interests of Cub Scout-age boys, and is fun for them to make. Finding crafts is not a problem. Cub Scouting literature is full of them, roundtables provide them and various magazines and books also include suitable ideas. The task is finding the right one.

These guidelines should be followed in working with Cub Scouts on crafts:

Keep crafts simple and inexpensive. Costly kits or materials are rarely appreciated by the boys any more than simple projects made from scrap materials. Since den leaders work with a limited budget, cost is a big consideration.

Crafts should be practical. Learning to braid is fun. Learning to braid a belt which can be used as a costume part or as a gift is even better. Crafts should have some practical or decorative function, and if possible fit the monthly theme.

Crafts should teach some skill such as carving, modeling, painting, weaving, measuring, etc. Merely gluing pieces together is not enough. Cub Scouts like boy-type crafts. They like to hammer, saw, lace leather, and paint. They like to learn how to do new things.

Crafts should be progressively more challenging. Try to avoid repeating craft projects which the boys made the previous year, unless it is something they really want to do. Avoid kindergarten cut-and-paste type crafts.

A variety of materials and methods should be introduced through craft projects. Try out techniques which are new and different to the boys. Let them enjoy making something useful from scraps or from items picked up on a nature hike.

Crafts should seldom require more than two weeks to complete. A craft project that drags out for a whole month is too difficult and time-consuming. It may become boring for the boys. Start a craft in den meeting and let the boys take it home to finish with their family's help.

Be sure the craft project is compatible with the work area. Avoid using pungent lacquers or spray paints in the house. Take the boys to the basement, garage, or outdoors for the messier crafts.

The craft must be the boy's work, not the leader's. In some cases, leaders will be wire to pre-cut or pre-assemble certain parts of a craft which may be too difficult or time-consuming for the boys. But boys need to be able to say: "I made it!"

Safety must be a key factor with crafts. When using tools, electricity, etc., be sure there is enough adult supervision to maintain safety.

CRAFTS-2

TIPS ON CUB SCOUT CRAFTS

THE PURPOSE OF CRAFTS IN CUB SCOUTING IS:

1. To accomplish achievements.
2. To develop monthly themes.
3. Just for FUN.

4. To develop coordination. Craft projects involve the whole child. It is a combination of physical and mental abilities.

5. To teach the value of finishing a project. Craft projects provide Cub Scouts with the opportunity to "carry home" the result of their participation.

6. To give the boys a sense of accomplishment. Children just naturally desire to create, build and construct. And they are constantly desiring and trying to gain status in a society, based on adult concepts and regulations. Crafts can provide children with the opportunity to successfully compete with adults, and as a result, gain recognition in this society.

Guide your Cub Scouts into those projects which are simple and fairly easy to complete.

Do the project yourself BEFORE you have the boys try it.

Give a clear, short, general demonstration at the start of each craft session which should include: the pattern, instructions on how to cut out parts, how to put them together, and how to finish the project (sandpaper, polish, paint, wax, etc.).

Have all the necessary tools, supplies and materials on hand and ready to use.

Provide individual help and instruction as the projects progress. Your Den Chief can be a great help to you if he knows in advance how to make the projects.

DO NOT compare individual Cub Scout projects! Be more concerned with what the material has done for the boy, and not what the boy has done to the material. You can motivate your Cubs to do their best by encouraging and expressing a personal interest in each of them.

The ideal craft project is one which may be started in a den meeting, taken home incomplete by the Cub, FINISHED WITH THE AID OF DAD, then brought to a later den meeting for inspection and approval. Projects should be so selected as to insure quick completion, and not drag on and on. Immediate success will encourage further interest and activity of your Cub Scouts in future craft projects.

Den Craft exhibits should be part of EVERY PACK MEETING. Each Cub should have at least one craft project in his den's display. Craft fairs, displays and shows all have a definite place in the motivation of craft programs.

These exhibits of craft projects provide the Cub Scouts with the recognition that comes from pointing with pride to their own creation.

The joy of realization that their project is on exhibit, and is making a contribution to the total display, helps to motivate Cub Scouts into doing bigger and greater things!

The pack program theme should be used whenever possible as a basis for craft work. For example, model boats for the "Model Boat Regatta" theme, etc.

Purchase craft supplies from pack treasury and finance it through the Pack Thrift Plan. Quantity purchases, properly authorized by the pack Treasurer, generally are the most satisfactory.

For example, a 50 pound bag of plaster of paris is about $5 whereas a 7 pound bag costs 99 cents.

As part of their handicraft training, Cubs should learn to use the following tools:

hammer, handsaw, jigsaw, coping saw, hand drill, brace and bit, wood chisel, C-clamp, vise, wood screws, assorted nails, screw driver, framing square and newspaper.

NOTE: many of the materials needed for Cub Scout craft projects can be obtained with little or no cost by careful planning and use of available resources -- LET PEOPLE KNOW YOU'RE IN CUB SCOUTING, and have them save items usually thrown away (egg cartons, pine cones, scraps of material, bottle caps, scraps of wood, carpet remnants, etc.)

Ask the Den Dad and the fathers of boys in your den to help teach these skills.

HERE ARE THOSE GREAT CRAFT RECIPES YOU'VE ALWAYS WANTED BUT DIDN'T KNOW WHERE TO FIND THEM!!

SALT AND CORNSTARCH BEADS: Brown in pan - 2 tablespoons of salt until it cracks. Add 1 tablespoon of cornstarch and a little water. Boil 2 minutes -- stirring constantly. Add food coloring. When cool, roll the mixture into balls and stick a long pin or wire through the balls. Allow to dry at least overnight, then decorate.

MORE BREAD DOUGH: 3 pieces of white bread, 3 tablespoons white glue, 1 tablespoon glycerine or 1 tablespoon white shoe polish or 3 drops lemon juice.

Remove crusts from the bread. Tear bread into little pieces. Add glue, plus 1 of the three items mentioned above. Now put a small quantity of lotion on the fingers and mix the materials together, then sculpt a shape. To prevent shrinkage, coat the completed object with a mixture of white glue and water. Place in 350 degree oven three to five minutes. Remove from oven, cool and paint with oils or acrylics. Dough keeps many weeks if refrigerated.

ANOTHER SAWDUST SCULPTURE RECIPE: Mix one part each of sawdust, flour and water until the mixture forms a dough. Place mixture on cardboard or aluminum foil and mold into desired shape. Allow two or three days for drying. Sand the completed object with sandpaper to smooth. Stain or shellac to finish. This mixture gives the appearance of wood.

FROSTED GLASS: Add Epsom salts to a pan half full of boiling water until no more will dissolve. Pour in a few drops of liquid glue. Next, apply the hot liquid to the glass you wish to frost, using a small brush. The liquid will begin to evaporate and form crystals which will give the glass a frosted look.

SAND PAINTING WITH SALT: In place of white sand, use salt colored with a few drops of food coloring (careful not to dissolve the salt) OR crush colored chalk with a rolling pin and add to salt, OR place salt in a small bowl, then using a stick of colored chalk, rub the chalk into the salt until the desired color is obtained. If you want to keep the picture, first cover the area to be done in one color with glue, spread on salt, shake off excess, then continue with next color.

SAND PAINTING WITH SAND: Use white sand. To color, fill a jar half full of sand, add liquid food color and small amount of water to rinse out the bottle of color. Shake hard after you have added the lid until the sand is an even color. (It will appear darker until it is dry). Pour into a shallow pan and dry either in the sun or in a warm oven. Stir occasionally so it will dry evenly. Use the same procedure as above and spray finished painting with clear acrylic spray.

COLORED FLAMES FOR CEREMONIES: The following chemicals (some may be purchased at drug stores or hobby shops and some from a chemical company) will produce colored flames when tossed on a fire:

—Table salt .. Yellow
—Copper ammonium sulfate .. Light Blue
—Copper sulfate .. Blue
—Calcium chloride .. Red
—Potassium nitrate .. Purple
—Strontium nitrate .. Crimson
—Barium nitrate .. Green

ANOTHER way of putting a finish on water painted objects of a small size is to give a coat of Elmer's glue or similar white liquid glue. This dries quickly, giving a more natural finish.

TEMPERA water paints are best to use with Cubs. It is easier to wash off both Cub and brush. Add ½ to 1 teaspoon of liquid detergent to cut down staining.

SAVE TOPS from tubes of toothpaste, etc. They make good knobs for tops of gift boxes or drawer pulls for small gift files.

A WINDEX SPRAY BOTTLE makes a good container for doing mass painting with water paints. Spray things to be painted inside a carton. Paint then is confined to interior of box.

USE shellac when sandpainting on glass.

TO MAKE BASES for baseball games. Take the bottom of a gallon bleach bottle, with about a 1-inch rim all around; cut the rim in a saw-tooth style, making a jagged edge. Now you can stomp the base into the ground and have a temporary base (that will stay in place). (This can also be used as an achievement for Bear No. 4)

MIX POWDER poster paint with dish detergent instead of water or starch when painting on plastic milk cartons.

SANDPAPER PLASTIC milk bottles before coloring with felt pens. Spray with hairspray and let dry thoroughly before fingering for a permanent dye job.

CRAFTS-4

MORE CRAFT HINTS

DYEING RICE, ETC. Rinse in cold water, then soak in diluted food coloring until rice, etc., is proper shade. Use for mosaics or plaques.

TO CLEAN EGG SHELLS: Put empty egg shells in jar and cover with bleach. Leave for 48 hours. This dissolves all the membrane.

PRINTING INK: To make your own ink for block prints, spatter paints, etc., mix 1 pint linseed oil, 1 pint varnish and 2 pints powdered tempera to consistency of thick paste.

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

WORKING WITH TIN: When working on tin projects, rub the edges with steel wool and you will be less likely to cut yourself.

USING SANDPAPER: Make a sander by cutting a piece of 2x2 about 3" long; wrap a piece of sandpaper around it and secure overlapped edges with thumb tacks. Ask a local lumber yard for scraps of wood.

STUFFING FOR PUPPETS: Lint from automatic dryers makes good, clean stuffing for puppets. Or stuff with plastic laundry bags or worn out nylon stockings.

CRACKED MARBLES: Heat marbles in 375 degree oven. Remove and pour into a bowl of ice water and watch them crack.

SCRAP PLASTIC AND LEATHERETTE: Auto upholstery companies will often give you scrap material which can be used for Indian costumes, book marks, stool covers, trophy skins, etc.

DYEING FEATHERS: Soak feathers in diluted ammonia solution for 20 minutes. Rinse in warm water and place in solution containing 2 cups vinegar to a gallon of water. Add dye solution, making sure all feathers come in contact with the dye (feathers will dry a lighter shade). Rinse in cool water holding base of feather up. Spread on paper to dry. To fluff feathers, place in a shoebox with a hole cut out of the bottom and shake over a steaming kettle OR place them in a tightly closed pillow case and fluff in automatic dryer at low temperature.

INDIAN NECKLACES: Save canteloupe seeds and pumpkin seeds. String them together with colored beads in between.

GESSO: Either powdered or liquid may be purchased at hobby shops to brush on plaster, egg cartons, styrofoam or other highly absorbant materials to seal them. You can also use a mixture of half water and half white glue for this purpose.

BONDING PLASTIC: To bond clear plastic to cardboard, first sandpaper lightly. Then press plastic on a moderatly warm iron, using circular motions. DO NOT let plastic touch iron surface.

FELT TIP DECORATIONS: When using felt tip markers to decorate plastic bottles, first sandpaper plastic lightly. Then spray with hair spray to protect decoration.

COLORING SAWDUST: Use water-base paints when coloring sawdust. It gives you better colors.

COLORING MODELING DOUGH: Use tempera paint instead of food coloring for brighter colors.

RAW WOOD: Never paint or varnish raw wood. Give it one or two coats of thin shellac or wood sealer first.

PROTECTION: Use a plastic table cloth, drop cloth, or old shower curtain on floor when doing messy projects. Boys can wear one of Dad's old shirts as a paint smock to protect their uniforms.

CUTTING STYROFOAM: Some types of styrofoam can be cut with a knife - the kind with a serrated edge which can be used as a saw works best. Heavier types of styrofoam can be cut best with a coping saw or jigsaw.

PUNCHING HOLES IN PLASTIC: To make a hole in plastic; use a hot ice pick or nail. If you use the nail, be sure to hold it with pliers or something similar so you don't burn your fingers. Coping saws and jigsaws will cut the thick portion of plastic bottles easier than scissors or knives.

PAINTING PLASTIC BOTTLES: Mix tempera paint with a little powdered detergent. This makes it adhere to the bottles easier. Acrylic paint works well too.

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

MORE RECIPES

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

Cornstarch-Baking Soda Dough: Mix one cup cornstarch, two cups baking soda. Add one and one-quarter cups water and mix. Bring to boil over medium heat, stirring constantly. This will thicken to the consistency of mashed potatoes. Cover with a damp cloth to cool. Knead as you would dough. Roll out and cut designs. Store in refrigerator.

Flour Clay: Mix one cup flour, one-half cup salt, three teaspoons powdered alum, food coloring and a few drops of water. Add a little water at a time until mixture is stiff and holds its shape.

Bread Modeling Dough: Remove crusts from several slices of white bread. Break up bread into small pieces and mix with white glue. Add a few drops of lemon juice. Mix until consistency of clay. Color with tempera paint. Store in plastic bag in refrigerator.

Sawdust Modeling Dough: Mix four cups sifted sawdust, one-quarter cup plaster and one and one-half cups wheat paste (wallpaper paste) together. Add water until it is the consistency of clay — moist enough to mold and stick together. Store in plastic bag in refirgerator.

Natural Clay: Mix equal parts of native clay and water, strain through a cloth several times, using double thick cloth the last time. Let stand till clay settles. Pour off all water; knead to remove ALL air bubbles.

Baker's Clay: Mix four cups flour, one cup salt, one and one-half cups water together with fingers in a big bowl. (Recipe should never be doubled or halved. Always use within four hours of mixing.) If clay feels too stiff, add a little more water. Knead for five minutes. Mold objects. Bake on cookie sheet in 350 degree oven for an hour. Test for doneness with a toothpick. When object is cooled, paint with tempera paint and glaze with clear plastic spray.

Flour Paste No. 1: To one-half cup of flour, add enough cold water to make a thin creamy mixture. Boil this for about five minutes over a slow fire, stirring constantly. Allow mixture to cool, and thin with cold water if necessary. A few drops of oil of peppermint or oil of wintergreen added to paste will give pleasant odor and prevent spoiling.

Costume Makeup: In a jar, mix some liquid skin cleanser with powdered sugar for thickness. Add food coloring for color. This makeup will wipe right off. It works even better if the face is cleansed with liquid cleanser and wiped clean before applying makeup.

Barometer Solution: Mix 30 grams Cobalt Chloride, 15 grams Sodium Chloride, seven and one-half grams Gum Arabic, four and one-half grams Calcium Chloride and one pint water. Saturate blotter paper and let dry thoroughly. When air is dry, paper will turn blue; when weather is changing, it will turn lavender and when weather is damp, paper will turn pink.

Dyeing Macaroni: Mix one tablespoon food coloring with two tablespoons alcohol. Stir in macaroni and spread out on newspaper to dry.

Dyeing Beans: Soak overnight in "Rit" dye or in solution of water and colored crepe paper.

Crystal Garden: Place one layer of charcoal in a shallow dish. Mix in a quarter cup each of water, bluing and salt. Add one tablespoon of ammonia. If you like lots of color add a few drops of ink of different colors to the tops of the charcoal pieces. In two weeks or less the garden will begin to grow.

Whipped Soapsuds: You may wish to do a little experimenting on your own to establish just what proportions to use with your particular detergent. Equal parts of **soap flakes** and water whipped with an electric beater makes a very nice substance for snow on Christmas greenery, etc. Powdered tempera paint may be added for color. Another recipe states that equal parts of liquid starch and detergent will whip also.

Flour Paste No. 2: Add one tablespoon powdered alum to one cup boiling water. Mix two cups flour and two cups cold water until smooth and pour mixture gradually into boiling alum water. Cook until it has a bluish cast, stirring constantly. Remove from fire, add one teaspoon oil of cloves and stir well. Keep in airtight jars. Thin with water if needed.

Flame Proofing: Mix two-thirds cup 20 Mule Team Borax and one quart water. Spray on paper and dry. Dip cloth into solution, wring and hang. Or...mix 9 ounces Boric Acid and one gallon warm water. Or...mix three parts borax, two and one-half parts Boric acid and 50 parts water.

Carving Compound: Mix together four parts vermiculite, one part cement and one part sand. Add enough water to make a heavy paste. Pour into mold (box of any kind, or an aluminum pan or plastic container.) Blocks can then be cut and carved with a pocket knife.

CRAFTS-6

Finger Paint No. 1: Mix one-half cup liquid laundry starch with one-half cup water. Add to one quart boiling water, stirring to paste. Use one-half cup powdered tempera to add color.

Finger Paint No.2: Add one-half cup liquid starch to one quart boiling water. Stir over heat with tempera or food coloring. Keeps in refrigerator indefinietely.

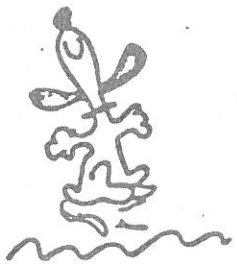
Stencil or Poster Paints: Combine one-half cup cornstarch with three-quarters cup cold water. Soak one envelope unflavored gelatine in one-quarter cup cold water. Stir two cups hot water into cornstarch mixture. Cook over medium heat until mixture boils clear. Remove from heat and stir in gelatin mixture and one-half cup soap flakes or detergent. Cool. Put in jars for different colors. Add color by using either food coloring, tempera paint or all-purpose dye. This can be thinned with water later if necessary.

Bouncing Mothballs: Make a solution of half water and half vinegar. Slowly add one-half teaspoon baking soda for each cup of solution. Drop in about five mothballs. As the bubbles of carbon dioxide form on the surface of the mothballs, they become bouyant and rise to the surface. As the bubbles break, they become heavier again and fall to the bottom. Liquid may be colored with food coloring.

Coal Garden: Place a lump of coal in bowl and sprinkle with one tablespoon of salt. Carefully pour two tablespoons of water over salt. Then pour on two tablespoons of laundry bluing. Then add two or three drops of mercurochrome. Repeat with a few drops of food coloring. After a few days, you should have a colorful moss-like growth on the coal. If not, add a few more drops of water and try again.

Homemade Bath Salts: Add a few drops of food coloring to five pounds of Epsom salts and shake well. Divide the salts into several small jars. Add a few drops of perfume and close jars tightly. Let stand about three weeks.

Glycerine Soap Bubbles: For more durable bubble blowing, mix following ingredients together and let cool: two tablespoons detergent (not soap), one cup hot water, one tablespoon glycerine and food coloring.



OCTOBER—SHRUNKEN HEADS:

First Week: Peel the apple. Leave the stem end and blossem end unpeeled. Using a large needle and yarn, go from the top to the bottom through the core. Go through doubled piece of felt to prevent the thread from pulling through the apple and back to the top, tying a knot, leaving yarn long and hang to dry.

Second Week: Use whole cloves for eyes. Cut a slit for the mouth and use rice for teeth. It is easier to put rice in place with tweezers. Using a long piece of Halloween hair, tie in place with the yarn and shape over the back of the head and glue in place. Leave the hair uneven and stringy. Tie a knot in the end of the yarn so it can hang around the neck.

SUPPLIES (for each boy): One apple, peeler, large needle, one yard of string or yarn, small piece of felt (½" square), whole cloves, rice, Halloween hair, glue.

CHRISTMAS — SNOW SCENE: Using styrofoam meat trays make a scene with pine cones, cups, sticks, etc. Salt dough is easy to shape and use but it does get soft. Make a solution of one tablespoon of amonia, six tablespoons of salt, six tablespoons of bluing and six tablespoons of water. Spoon solution over the scene. As the solution evaporates, white crystals will continue to grow. Small animals may be added for color.

SUPPLIES: Styrofoam meat trays (may be purchased at meat departments of grocery stores) or save your own, pine cones, small paper cups, twigs, bluing, ammonia, salt, water, small animals (optional).

CRAFTS-7

How To Sharpen a Knife

Ever watch a butcher cut meat, or see a chef carve a ham? One reason these professionals make smooth cuts and even, thin slices is that they use sharp, sharp knives. At least half of the work of carving in your kitchen is caused by the fact that your carving knives are dull. Yet, with ten minutes of work, you can make any knife razor sharp—and improve your carving.

TOOLS AND MATERIALS

An oilstone *Light machine oil*

APPROXIMATE TIME: 10 MINUTES

1. To do this job right, you need to anchor the oilstone to a flat surface. To do this, place the oilstone on a work bench and build a frame around it, using small strips of wood about half as thick as the stone itself. You can make a portable sharpening board by placing the stone in the center of a piece of ¾-in. plywood measuring 12 x 24 in. This is heavy enough to be stationary when placed on a tabletop.
2. Prepare the oilstone by saturating it with light machine or household oil. Wipe off the excess. Just before sharpening a knife, put a few drops of fresh oil on the stone.
3. Grasp the handle of the knife in one hand and push down on the tip of the knife with the fingers of the other hand.
4. Place the knife with its blade almost flat against the stone. Starting at one end of the stone, push the cutting edge of the blade against the stone. At the same time, draw the blade sideways (See Drawing A), so that by the time you have reached the other end of the stone, the entire knife edge has come in contact with the stone.
5. Turn the knife over and repeat the process on the other side of the blade. If the knife is very dull, give each side four or five strokes on the coarse side of the stone, then the same number on the fine side.
6. Finish by stropping the blade a few times on a leather belt. Wipe the oilstone clean before putting it away.

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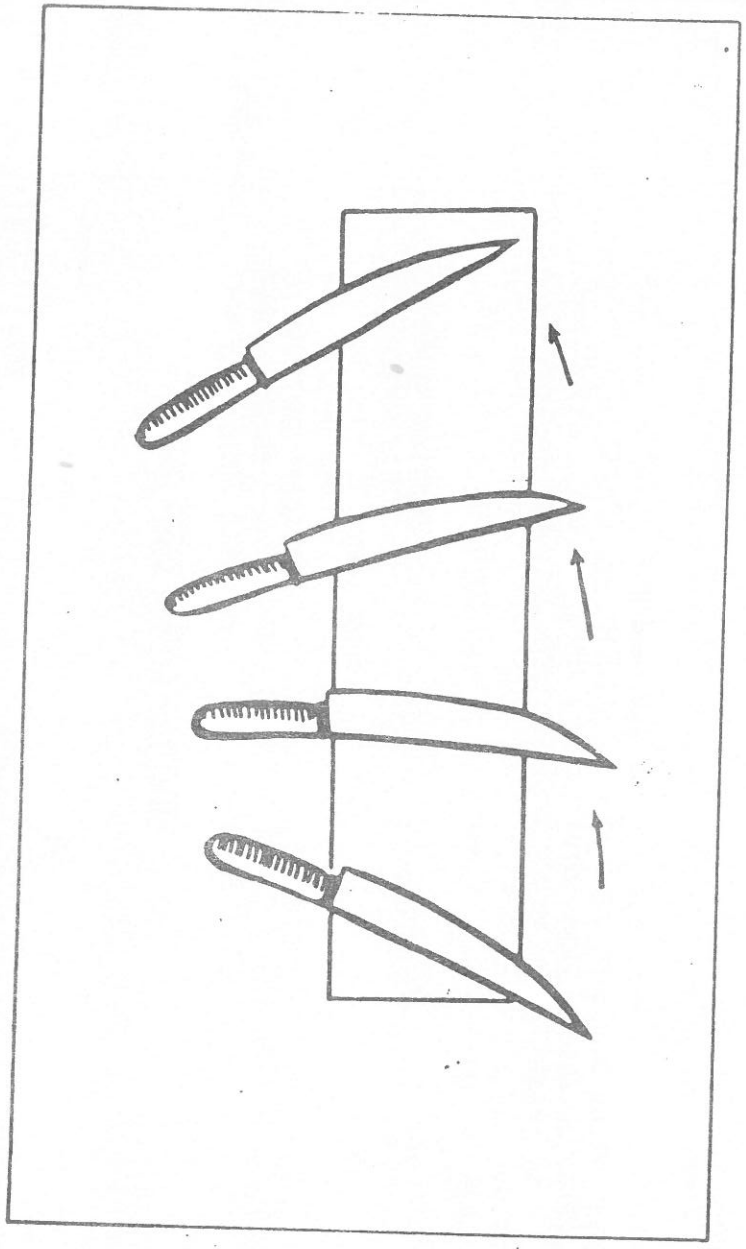
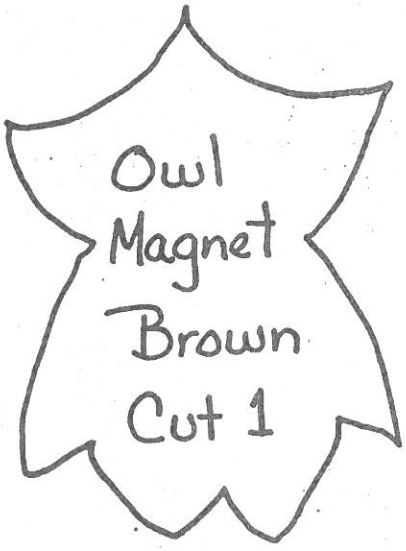
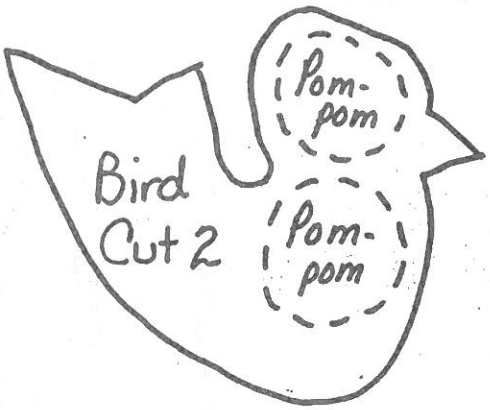
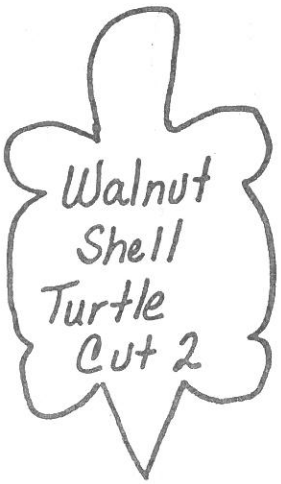


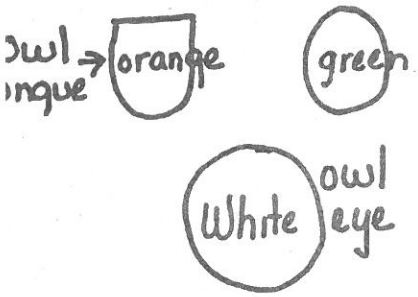
December - Follow, Help, Give

CRAFTS-8









CHRISTMAS WREATH ORNAMENT

Supplies:
- Shredded Wheat Biscuits
- Elmer's Glue
- Green food coloring
- Red ribbon and red hot candies
- Sundae cups or small margarine tubs
- Margarine lids
- Popcycle sticks

Pour ¼ cup white glue into a container. Add 5 drops of green food coloring and mix. Crumble 1 large shredded wheat biscuit into mixture and stir with popcycle stick until cereal is completely coated. Shape mixture into round wreath on margarine lid. Add ribbon for hanging and decorate with red hots. Let dry for 24 hours and peel off the lid and hang.

REFRIG FRIENDS

CRAFTS-9

FURRY KITTIE

Materials: 2-in square furry material
glue that dries clear
Magnetic strips
felt scraps
purchased cat's eyes
black plastic bristles for whiskers

Comb square of long fur out from center in all directions. Cut 4 ears from felt scraps of the same color. Glue two of each together and glue to back of fur base. Glue purchased cat's eyes in place. Cut nose from felt and attach whiskers and nose with glue. Cut 3 magnetic strips and glue to back, one for each ear and one for the base of the fur square.

BIRD MAGNET

Materials: red felt
blue felt
orange or yellow felt
flexible magnetic strips
3/4" red & blue polyester fringe balls (2 pe bird)
7mm moveable eyes (1 per bird)
White glue that dries clear

Cut 2 bird bodies for each bird. Glue body parts together, allow to dry. Glue one fringe ball in center of bird's head. Position the second ball just below the first, but touching, and glue. Cut beak of yellow or the orange felt. Glue beak triangle in place and glue moveable eye, just above beak, on fringe ball. Glue 3/4" piece of magnetic strip to back of your bird and he's ready to fly.

WISE OLD OWL

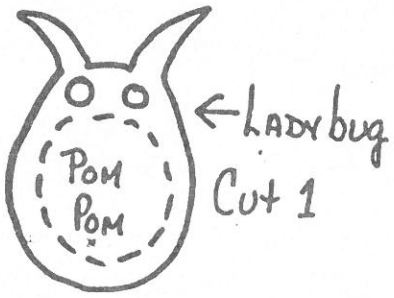
Materials: Walnut shell half
Moveable eyes
Magnetic tape
Felt: brown, orange, white, green
glue (white) that dries clear

Cut 1 each: brown felt body and orange beak. Cut 2 each: white circles and green circles. Glue walnut to body where shown. Glue nose to inside of point between eyes and then glue bottom side to nut. Glue eyes onto green felt and green felt onto white felt. Let dry and glue to walnut. Glue small square of magnetic strip to back of owl.

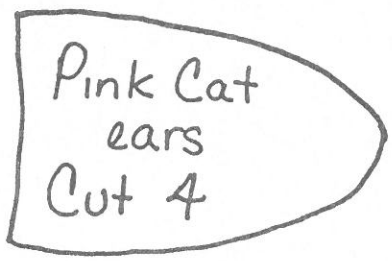
LADYBUG

Materials: Black felt
3/4" red fringe ball
flexible magnetic strip
2 moveable eyes (4mm size)
white glue that dries clear

Cut 2 black base pieces and glue together. Allow to dry. Glue fringe ball to center of body. Cut out 4 small circles of black felt and glue to top of fringe ball. Glue eyes to front of fringe ball, in front of each antenna. Cut ½" magnetic strip and glue to back of your ladybug.



← Ladybug Cut 1



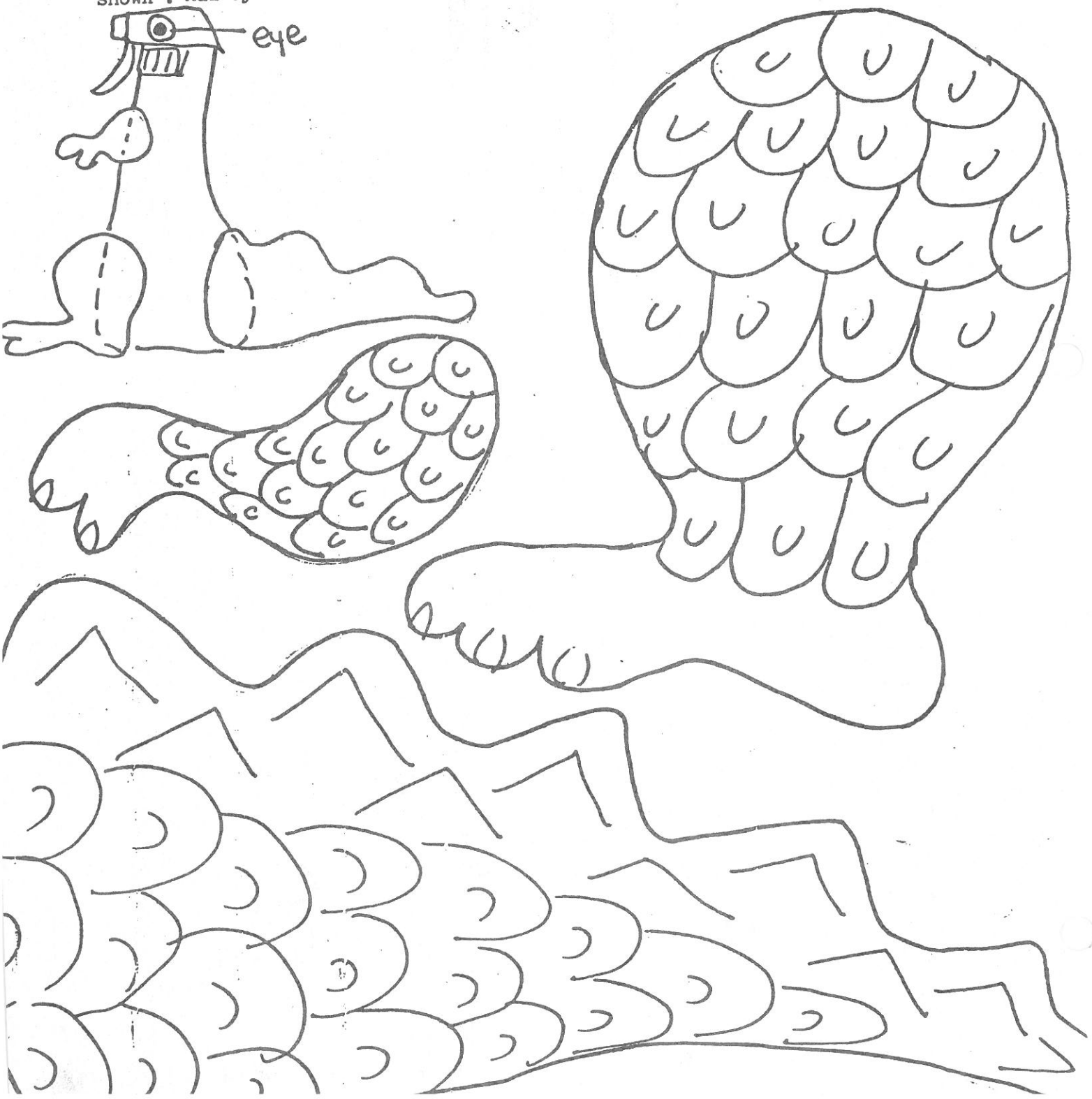
← Cut 1

CRAFTS-10

January - Knights of the Roundtable.

DRAGON

Take a spray bottle (like Grease Relif, or Spray 'n Wash) and clean of the labels. Cut two of each pattern below out of construction paper Draw on the scales with a marking pen or crayon. Glue to the bottle as shown . Add eye to the spray top as shown, and watch him breath fire!



A MAGICAL YEAR OF GAMES

Games are the sunny side of Cub Scouting. Skills and interests developed in childhood teach self-confidence, independence, and an ability to get along with others. Children learn through play.

Games are ;an integral part of Scouting's programs, because they are an important teaching method. Games accomplish Scouting's objectives of physical fitness and character development.

While playin games, a Cub Scout learns to follow rules, to wait his turn, to respect the rights of others, to give and take, to play fair - all found in the purposes of Cub Scouting. To a boy, a game is one of the serious things of life. The purpose of games, then, is to give true character training; because a boy is fully alive when he is at play and is, therefore, receptive and teachable.

Consider, first, the physical aspect - the release of surplus energy within the physical ability of the group. A game must be satisfying to the strongest and yet not overtax the weakest. It should have a definite relatioship to the boys' health. In fact, it should stimulate growth and the development of practically every muscle and at the same time materially assist the bodily functions. Circulation, respiration, digestion, and the nervous system are stimulated by active, outdoor games.

The next value to be considered is the mental value. The activities boys participate in must contain elements of excitement, competition, and accomplishment. With other boys, a Cub Scout should learn to play fair. He learns to follow certain rules. Games help him develo quick thinking, alertness, and strategy.

Cub Scouts should learn to play with others and to control their emotions. Games can act as a beneficial "safety valve" which allows the release of pent-up stress and tension in a controlled atmosphere, where such release is not considered unusual behavior but is entirely acceptable.

Boys at play are truly "alive", intense, and receptive. Their interest and concentration is probably never higher. One of the most important learning experiences derived from games is the character development aspect where the necessity for cooperation of all abiding by rules and a sense of fair play are forcefully demonstrated.

Giving boys a chance to lead games makes possible the development of an excellent source of assistance for any leader. It also helps boys develop their potential as leaders and to accept responsibility and accountability before their peers. Boys play games naturally and instinctively. Little do they realize how they are developing their potentials. The leader's responsibility is to utilize this natural instinct to its fullest and involve the boys in a program of games which is challenging, healthy, and above all, **FUN**!!!!

G-2

HINTS FOR GAMES LEADERS

Know the rules of the game and have the necessary equipment on hand.

Make sure the space available is large enough to allow everyone to play.

Wait until you have the full attention of those taking part before you explain the rules of the game.

Explain the rules simply, briefly, and in proper order. Be enthusiastic. Point out starting and finishing lines.

Teach a new game by steps or demonstration.

Ask questions after explaining and demonstrating the game to make certain that everyone understands.

If the game is not going right, stop it and explain again.

Be sure the rules are followed.

Everyone should have an opportunity to play.

Don't wear a game out. Quit while the boys are still having fun. There will be another day to play it again.

Have enough leadership to handle the group.

Always make it fun.

****

CHOOSING WHO IS TO BE "IT"

Throw stones, acorns, bottle caps, etc to a line. The nearest one is it.

Chalk initials on a bike wheel. Spin it. Nearest to front end of fender is first. Continue spinning until all initials are used.

Players slide a bottle cap from one end of the table to the other. The one who lands nearest the other end without going over is first.

Choose a domino or paper numbers or scrabble tile. Highest goes first.

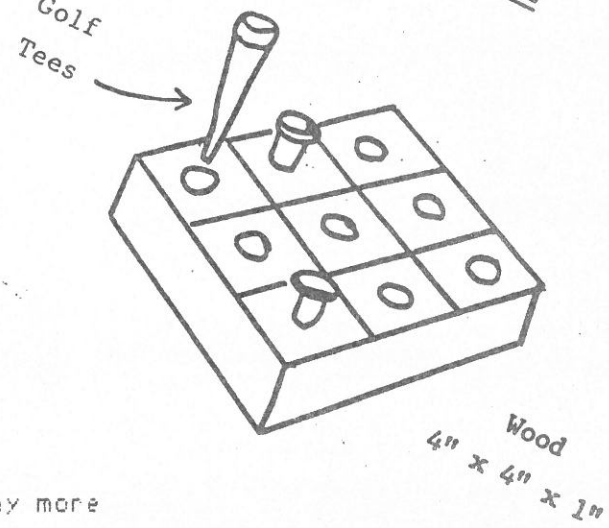
Total the numbers of the month, day, and year of each child's birthday. Highest total wins.

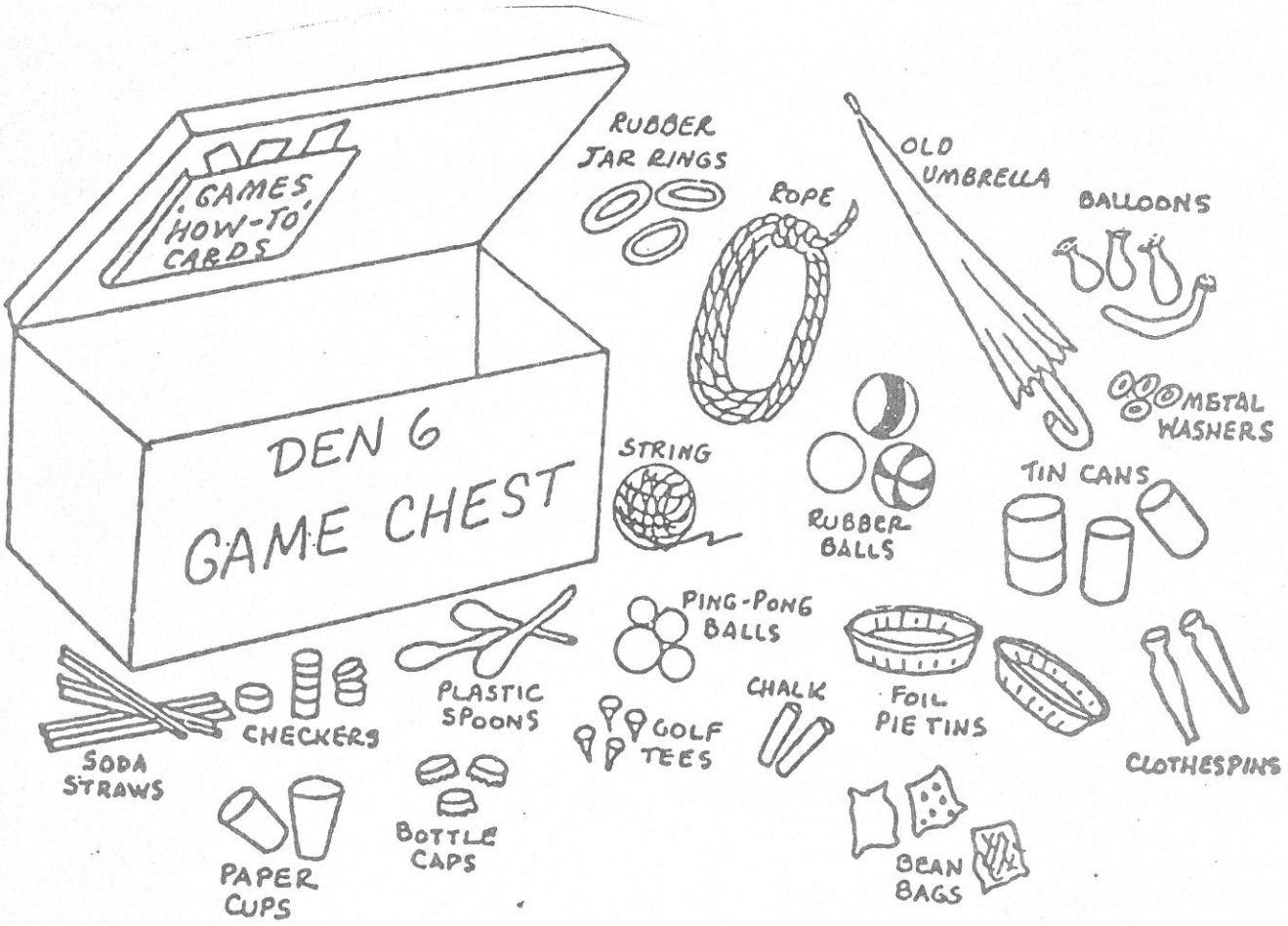
RESOURCES

If there is one thing in Cub Scouting that there is never a lack of, it is good games. Here is a list of resources where you will be able to find lots of good games for Cub Scout FUN.

- Cub Scout Program Helps
- Monthly Roundtables
- Den Leader's Book
- Den Chief's Handbook
- Your Public Library
- Children's Television Shows
- Games for Cub Scouts
- Pow Wow Books
- Group Meeting Sparklers
- Boy's Life
- Other Scouters and many, many more

TIC TAC TOE





Q-4

DECEMER ~ Follow, Help, Give

Tickle
Equipment: None

Any number of players are sitting in a circle. The first player says "tickle," the second player says "tickle, tickle," and each player thereafter adds one tickle. Players speak quickly as possible. Anyone to miss a word is out.

Santa's Shoes
Equipment: 2 large paper sacks or shoe boxes (per team), painted black

Divide boys into teams. First player puts on Santa's shoes and runs to the other end of the room (or a pre-determined distance) and back. Next person then puts on Santa's shoes and races, until all boys have raced. First team finished wins.

Snowball Relay
Equipment: For each team:
1 styrofoam ball 3" diameter
1 cardboard fan

Divide players into teams and line up for starting. Have first player put the snowball on the floor and on signal fan it to the finish line. He returns to the start line and gives the snowball and fan to the second player. This continues until all have had a turn. The first team finished wins.

Butterfingers
Equipment: For each team:
1 lunch sack
1 pair gloves
1 piece of gum for each boy

Divide players into teams. Hand the gloves and the sack with the gum inside to the first boy. Each player in turn puts the gloves on, gets a piece of gum from the sack, unwraps it and puts the gum in his mouth. The first team finished wins.

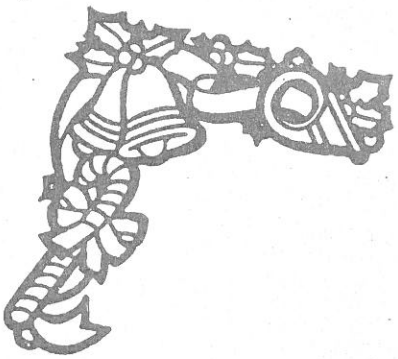
Ring the Bell
Equipment: Wreath with small bell in center; cranberries or beans

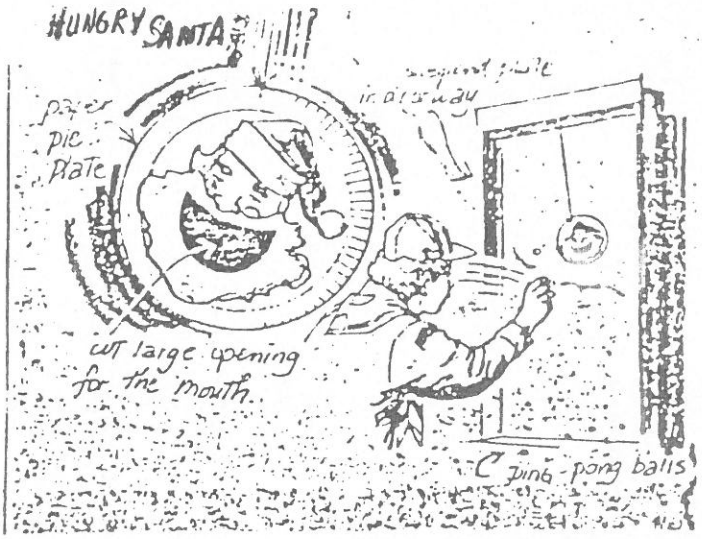
Hang the wreath with the bell in center of doorway or from ceiling. Line players up 6 to 8 feet away. They try to hit the bell with the cranberries. Each player gets three turns and the one with the most points is the winner.

How Long Can You Go?
Equipment: Pencil and paper; 6 feet string with 1 foot lines marked with black marker (per pair of boys)

Teams are paired up. At a signal one player of each team asks his opponent how big something is. It is measured. If the player is within one foot of his guess he receives one point. He then questions his opponent. All scores are turned in and the team with the most points wins.

Variation: To play indoors, guess in inches with a marked one foot string or ruler.





HUNGRY SANTA GAME

Draw a colorful Santa Claus on a paper plate. Cut a large hole for the mouth. Suspend the plate from a doorway and give each Cub a supply of "snowballs" (ping pong balls). Object is to toss the snowballs into Santa's mouth.

SNOWBALL RELAY

Tools: 2 spatulas, 2 containers (coffee cans), and 40 "snowballs" (cotton balls)

Each team is give 20 "snowballs", a spatula, and a container. Spread the cotton balls on the floor. Ech team member (with one hand behind their back) must get all 20 snowballs into the container. Team getting all in first wins.

GREEN BALLS

This stunt is to give boys five or ten green paper balls as they enter the room. In the conversation, if anyone can make you say "Yes" or "No" to a question, you must give the person one ball. The object here is to get possession of as many balls as possible. The alert boys will find a way to answer questions without using the forbidden words.

HANUKKAH GAME

Pin the Hanukkah candle. Draw a memorah on a large peice of cardboard. Cut out one candle for each Cub Scout. It representas the shammes, or candle used to light the eight Hanukkah candles. Put a pin through the flame of each candle. Tape the memorah on the wall. Blindfold a Cub Scout, give him a shammes, and turn him around three times. He then tries to pin the shammes on any of the Hanukkah candles. The one who comes closest wins.

CHRISTMAS PRESENT RELAY

Group is divided into relay teams. Runners run to a table, untie, unwrap, rewrap, and tie up a Christmas package while wearing large workmen's gloves.

Q-6

JANUARY - Knights of the Roundtable

TOOTHPICK CASTLE BUILDING

Give each boy 10 flat toothpicks as he arrives. They take turns placing a toothpick on the top of an open pop bottle. The boy who causes the toothpick castle to fall gives the toothpick to the boy before him. The winner is the boy with the most toothpicks at the end of a specified time.

SECRET ORDERS

Divide players into two teams. In turn, each player runs from the starting point to the chair, where he picks up a card, reads the "order" and then fills the order (e.g. shake hands with every member of your team). The second team member then runs and reads his order.

The first team to fill all of its orders wins. The fun is in the "orders". Be creative and the game will be fun, funny, and challenging.

GAZELLE STALKING

All players form a circle. Two people are chosen to be the Gazelle and the Stalker. These two people go to the outside of the circle, where they are blindfolded. They are then taken to different sides of the circle.

Those left in the circle are taught two sounds:

1. A clicking sound with the tongue
2. A blowing sound (like a howling wind)

The Stalker then tries to catch the Gazelle; to do so he must be careful not to make too much noise. Those people in the circle can help the Stalker by giving the clicking sound when he is far away from the Gazelle and by giving the blowing sound when he is getting near.

G-7

FEBRUARY- The Blue and Gold

GUESSWHAT GAME

A - GIVE THE NAME OF AN IMPORTANT CUB SCOUT LEADER (Akela)

B - SOMETHING CUBS WANT TO BE WHEN THEY ARE OLD ENOUGH (Boy Scout)

C - WHAT WE CALL THE LEADER OF THE PACK (Cubmaster)

D - AN ELECTED OFFICER OF THE DEN (Denner)

E - A CUB SCOUT ELECTIVE (Electricity)

F - SOMETHING EVERY CUB SCOUT SHOULD RESPECT (Flag)

G - WE ALL WANT TO BELONG TO THE RIGHT ONE OF THESE (Gang)

H - SOMETHING THAT SCOUTS LIKE TO DO (Hike)

I - WE USE THIS TO WRITE WITH (Ink)

J - WE LIKE TO SEE HOW FAR OR HOW HIGH WE CAN DO THIS (Jump)

K - WE DO THIS TO A FOOTBALL (Kick)

L - SOMETHING WE DO WHEN WE'RE HAPPY (Laugh)

M - WHAT WE CAN MAKE WITH A GUITAR OR BY SINGING (Music)

N - THESE CAN BE SAVED TO RAISE MONEY FOR THE PACK (Newspapers)

O - AT THESE CUB EVENTS WE COMPETE IN ATHLETICS (Olympics)

P - THESE ARE FUN TO MAKE AND USE IN SKITS (Props)

Q - WHAT EVERYONE IS WHEN THE CUB SCOUT SIGN IS GIVEN (Quiet)

R - SOMETHING WE DO AT THE OLYMPICS (Race)

S - WE LIKE TO DO THIS AT DEN AND PACK MEETINGS (Sing)

T - WHAT WE DON'T DO WHEN THE CUB SCOUT SIGN IS GIVEN (Talk)

U - WHAT WE WEAR TO SHOW THAT WE'RE CUB SCOUTS (Uniform)

V - WHAT WE TAKE DURING THE SUMMER (Vacation)

W - WHAT A 10-YEAR-OLD CUB SCOUT IS CALLED (Webelos)

X - A MUSICAL INSTRUMENT (Xylophone)

Y - A NOISE THAT CUB SCOUTS LIKE TO MAKE (Yell)

Z - A PLACE WHERE LOTS OF ANIMALS LIVE (Zoo)

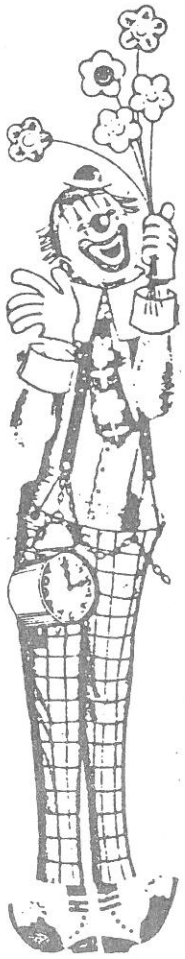
G-8

BANQUET GAME

CUB SCOUTING WORD SEARCH

Can you find 34 different things about Cub Scouting in this puzzle? Look up, down, diagonally, backwards .. every direction.

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



ACHIEVEMENT
AKELA
ARROW OF LIGHT
ARROW POINTS
AMERICA
BEAR
BICYCLE SAFETY
BOBCAT
BSA
BLUE AND GOLD
CEREMONY
CODES
COLLECTIONS
CRAFTSMAN
CUB SCOUT
CONSERVATION
DAY CAMP
DEN
ELECTIVE
FLAG
GAMES
HIKING
LEARN TO SWIM
NATURE
PACK
PHYSICAL FITNESS
SAFETY
SCHOLAR
SCHOOL NIGHT
SPORTS
TOOLS
WEBELOS
WHITTLING
WOLF

Tape a real
penny here!

SEE HOW MANY OF THESE YOU CAN FIND ON THE LINCOLN PENNY.

1. A small animal (hare)

2. A snake (copper head)

3. A messenger (cent)

4. Some flowers (two lips)

5. The edge of a hill (brow)

6. A country (United States)

7. A fruit (date)

8. Part of a river (mouth)

9. A beverage (tea)

10. Yourself (eye)

11. A building (temple)

12. The ocean bottom (under the sea)

*****FIND ALL 12 AND YOU CAN KEEP THE PENNY.

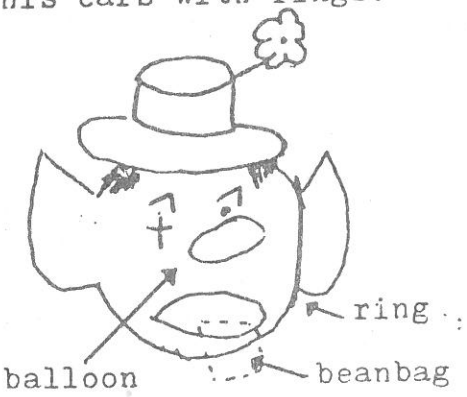
USE as an AS SCOUTS GATHER GAME. They can help each other and just enjoy the nonsense.

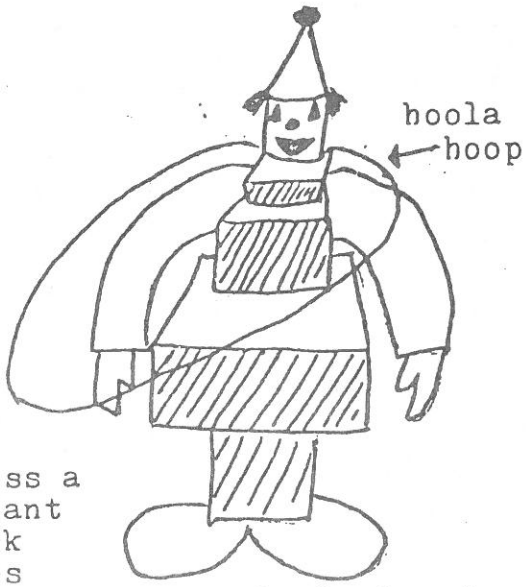
Fun anytime but especially good in February.

G-12

MARCH - Mardi Gras

1. Bag the Clown: The idea is to hit the clown in the face at four strategic spots. On a large cardboard circle, draw the clown's face. Cut a hole for his mouth. Add a balloon for his nose. Make his ears pointed. Each player geta a beanbag, a dart, and two rings. He tries to throw the beanbag through the mough, burst the balloon on nose with the dart, and ring his ears with rings.

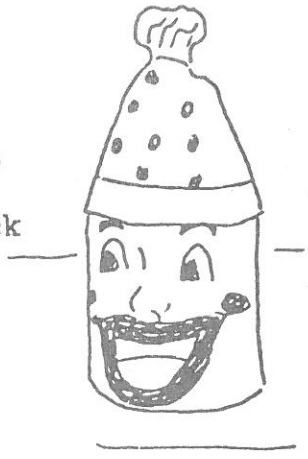


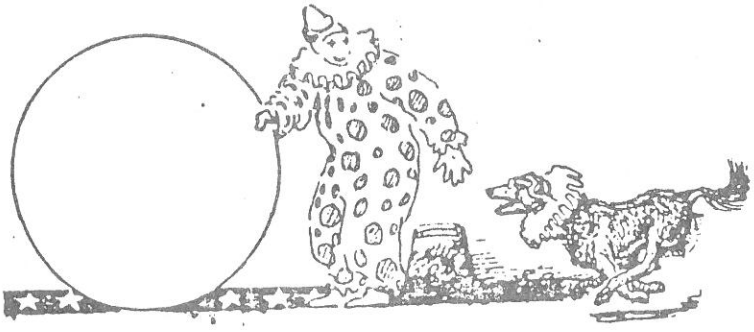


2. Hoola Hoop Clowntoss: Try to toss a hoola hoop over the head of a giant clown. To make your clown, stack different size fairly large boxes together and glue. Weight the bottom box with plenty of sand. Players toss the hoola hoop over the head of the clown.

FEED THE CLOWN

Use the largest plastic bottle available for the clown head. Cut an opening for a large clown mouth and paint on bright features and hat. Tuck a bit of cotton in the bottle top for a hat pompom. Use buttons, small balls, or wads of paper for tossing.





BALLOON CATCH GAME

Have the boys seated in a circle facing inward. Give each boy a number. Throw a balloon into the air and at the same time call out a number. The Cub Scout whose number is called must catch the balloon before it touches the floor.

BALLOON FLOAT

Play with two teams and have each player equipped with a newspaper folded into a fan. Toss a small balloon between them and have each team try to fan it to the other side without letting it touch the ground on their side. A game is 10 points. Hands may not be used to move the balloon.

HILL DILL

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

BALLOON BURSTING

Give each Cub Scout a balloon to blow up. The first one to break his balloon wins. Have them try this with no hands.

BACK - TO - BACK BALLOON BURSTING

Pick teams of two parents or Cub Scouts from each den. Have the pairs stand in a line, back to back, with a balloon held between their backs. On signal, they should press together and try to burst the balloon. If the balloon falls before breaking, they drop out. The first team to pop its balloon wins.

THIRD SLAP AND RUN

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

G-14

APRIL - The First Americans

CROOKED PATH

This game of follow the leader was played by children of many tribes. The leader should perform Indian dance steps and imitate animal actions while the players try to copy him. Among Indian children, the leader often sang a rhythmic song as he went. Among some Plains tribes, the song was "Follow my leader, follow him well, what he'll do next, no one can tell."

ZUNI STICK KICK

Cut two 12-inch long sticks from an old broom handle and paint in colorful patterns. Draw a circle with a 30-foot radius on the ground. Mark starting point with tape. On signal, two players begin kicking their sticks around the outside of the circle. First stick making the complete trip wins. If the stick touches the circle, the player is disqualified.

INDIAN GUESSING GAME

Two teams, 8 sticks (1 odd), 1 blanket. Teams sit down facing the blanket. One team holds the sticks. Two boys shuffle foud sticks each under the blanket so the other team cannot see. Other team guesses which bundle has the odd stick. Incorrect guess is one point for the opposing team. Next two players now shuffle sticks. Continues until one team scores 20 points.

INDIAN LEG WRESTLE

Boys lie on their backs and link right elbows. They raise inside legs three times and on the third count lock oppontent's leg and trip to flip him.

WESTERN SCRAMBLE

Surps . . . . . (Spurs)	Bocyow . . . . . (Cowboy)
Sdedla . . . . . (Saddle)	Doore . . . . . (Rodeo)
Ledrib . . . . . (Bridle)	Slosa . . . . . (Lasso)
Lacror . . . . . (Corral)	Spach . . . . . (Chaps)
Ester . . . . . (Steer)	Rembroso . . . . . (Sombrero)
Lafc . . . . . (Calf)	Urrob . . . . . (Burro)
Lubl . . . . . (Bull)	Dranb . . . . . (Brand)
Erhos . . . . . (Horse)	Lsohetr . . . . . (Holster)
Cdoevre Wnaog . . . . (Covered Wagon)	Neox . . . . . (Oxen)
Sinnadi . . . . . (Indians)	Ecramifp . . . . . (Campfire)
Perirai . . . . . (Prairie)	Erlif . . . . . (Rifle)
Obauff . . . . . (Buffalo)	Eqsarau Ednac . . . . . (Square Dance)
Bianc . . . . . (Cabin)	Stekcric . . . . . (Crickets)

WHO AM I?

Equipment: pins, slips of paper with names of western and pioneer personalities

Wyatt Earp	Geronimo	Sundance Kid
Doc Halliday	Cochise	Jim Bowie
Jesse James	Pecos Bill	Kit Carson
Wild Bill Hickock	Roy Rogers	
Annie Oakley	Lone Ranger	
Buffalo Bill	Tonto	
Billy the Kid	Brigham Young	
Davey Crockett	Jim Bridger	
Belle Starr	Mat Dillon	

As players arrive to den or pack meeting, pin a slip to the back of each player without letting him know what name he has. The object of the game is for him to guess "Who am I?" Fellow players must help in identification, by answering questions with a "yes" or "no." For example, "Am I a girl?," "Am I a TV character?, "Was I an outlaw?" etc., narrowing the questions down to the correct answer. Winne is one who guess his character first, but let there be a time limit so a large numbe or all of the players have a chance to guess their names.

INDIAN HAND GAME

Equipment: "drum" and beater (a pie plate and spoon will do), and "bones"-- Two cylinders 2" long and 1/2" thick (cut a piece of dowel). Paint a 1" stripe around <u>one</u> of the cylinders and leave the other one plain.

This is an ancient Indian game. Players divide into two groups. Each side takes turns trying to hide the striped cylinder from the other team by concealing a cylinder in each hand. Player hiding the cylinder for his team puts his hands under a spread out neckerchief on his lap and switches cylinders from hand to hand. Then he holds a cylinder in each hand, careful not to let them show, and folds his arms. While he is doing this beater plays rythmically on his "drum." When the player hiding the cylinders is ready, they stop playing the "drum" and the other team tries to guess in which hand the striped cylinder is held. One representative voices the guess of his side. If the guess is correct, guessing team scores one point and gains possession of the cylinder "bones" and drum. It is then their turn to have a player conceal the "bones." If the guess is incorrect, however, team with "bones" gets one point and retains possession of the cylinders. Playing resumes. Play can continue for a defined period of time or until one teams accumulates a certain number of points. Team with most points wins.

Q-16

MAY ~ Bird Watchers

BIRD HUNT

Mark off three boxes, one for the nest, one for the woods, and one for the bird cage. The woods and the nest should be at least twenty feet apart. One boy is the mother bird and goes to the nest. Another boy is the bird catcher and stands between the woods and the nest. All others are given birg names and go into the woods. The mother calls the name of a bird, and that boy must try to run from the woods to the nest without being tagged by the bird catcher. Any bird caught is put in the bird cage and must stay there until the end of the game. The game continues until all birds are either safe in the nest or caught in the cage.

FEATHER BLOW

If light feathers are available, have each boy have one of his own and see who can keep his up in the air by blowing it up the longest. It must not touch the boy's body.

BIRD HUNT

Each boy stands in a circle. A slip of paper bearing the name of a bird is pinned on the back of each boy. Give each boy a piece of paper and pencil for writing down the names of birds. The object of the game is to get as many names as possible, while avoiding letting other players see the name on your back. Boys should not stand next to walls to hide name tags. Boy with the longest list wins.

FARMER AND CROW

The Cubs are divided into teams, each team is made up a Farmer and a Crow, a Farmer and a Crow, and so on to the end of each line. Each team has six small bean bags. Play begins when the first player in each team, who is a Farmer, runs out and plants the six bean bags at equal intervals to the finish line. He turns around and runs back and tags the next player who is a Crow. The Crow then hops over each bean bag to the finish line, turns around and changes to the other foot hopping back and picking up the bean bags as he comes back. The Crow gives the bean bags to the next player who is a Farmer and the play goes on until one or the other team wins.

BIRDS FLY

Everyone stands, placing hands on hips. The leader states that various animals "fly". Players make flying motions with their elbows if the animal flies. They remain motionless if the animal does not fly. When any of the group makes false motions, the leader has them sit on the floor. To confuse them, the leader should call names rapidly and move his elbows everytime. Example: Ducks fly, pigions fly, pigs fly.

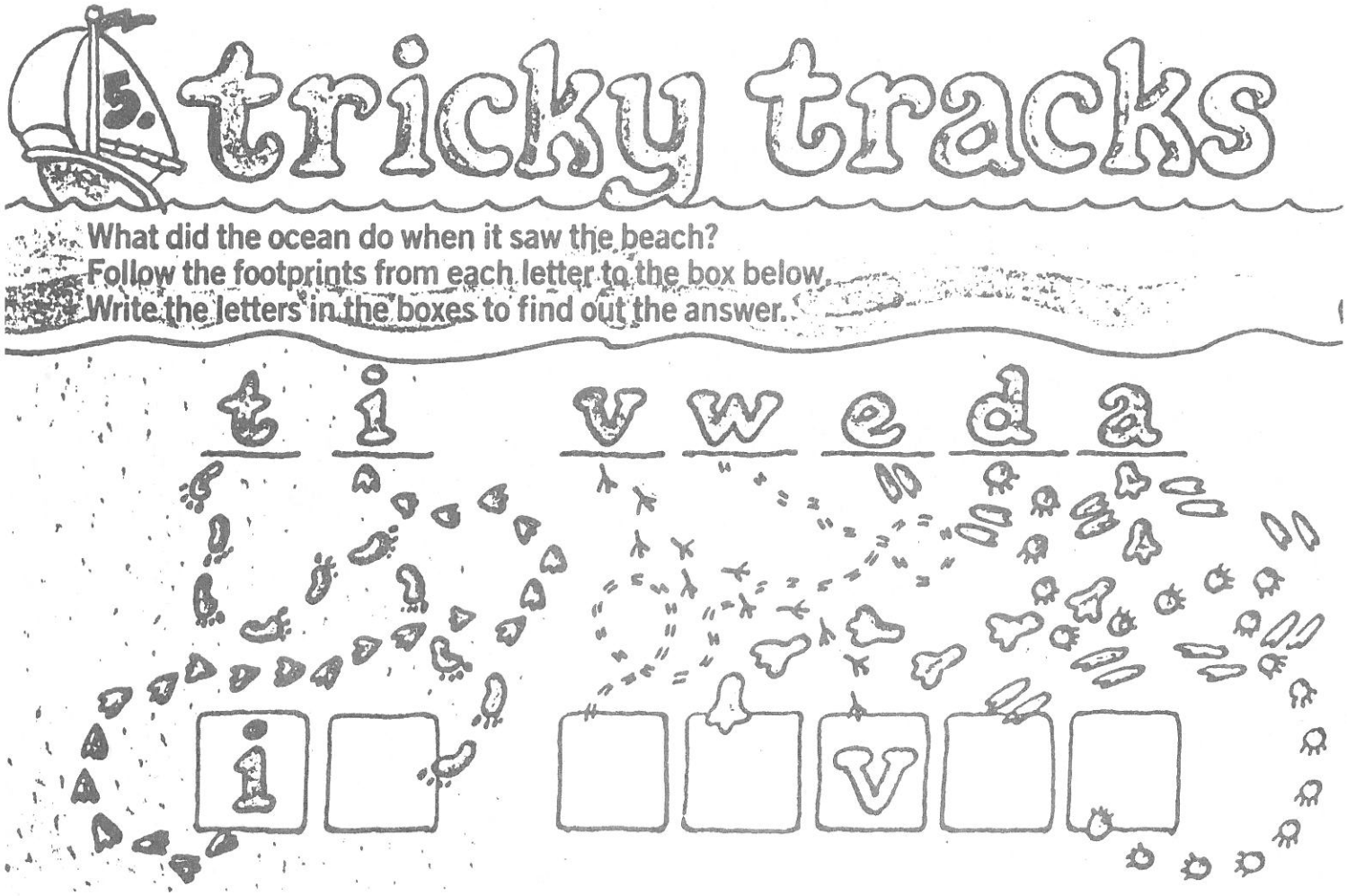
JUNE - Inside Noah's Ark

ELEPHANT WALK		Bend forward at the waist. Do not bend knees. Clasp han so they act as a trunk. Walk forward swinging trunk towa weighted foot. Try to touch trunk to the floor withou bending knees.
FROG JUMP		Squat down with knees spread. Put arms in between knees hands flat on the floor. Push off with feet and hands at the same time. Another way is to place arms out in front and hopping up with the feet in an alternating fashion.
BEAR WALK		On all fours. Legs stiff and hands close to the feet with hips high. Walk with same foot and hand to affect a sway- ing motion back and forth.
INCH WORM		Begin in the push-up position. Keeping knees straight wal feet up to hands. Bend only at hips. Up to this point hands have remained in the original position. Next, the feet are stationary while the hands walk out to the push-u position. Repeat.
CRAB WALK		Begin in the squat position. Put hands behind so the weig of the body is supported by hands and feet. Walk backward in this face-up position. Hips should be kept high so back is straight. Saggy hips should be avoided.
WALRUS WALK		Begin in the push-up postion. Hands pointed toward the si Extend toes backward. Walk forward using hands alone, dragging feet and keeping the head up.
SEAL CRAWL		Begin in the push up position, but with forearms flat on the floor. Pull body with the arms while keeping body stiff. Kness should not touch the floor.
DUCK WALK		Begin in the squat position with legs spread. Bend elbows and place thumbs under armpits. Walk in squat position, flapping "wings" with each step.
KANGAROO HOP		Stand with feet apart and with a slight bend in the knees. Bend elbows at sides of the body with hands together in front of chest. Hop forward, sideways and backwards from this position.
CAMEL WALK		Bend forward at the waist. Clasp hands behind the back to form the hump. Walk forward, extending and retracting neck with each step.

G-18 MY SHIP IS SAILING: Seat your boys in a circle and have the first member of the circle say, "Our ship is sailing, what is its name ?" The second person must then designate a name which begins with the letter A. He may say, for example, "Our ship is the Albatross." Then turning to the next person in line, he asks, "Who is its captain?" That person must give the captain's name, which starts with the next letter in the alphabet, the letter B. He might say for example, "The captain's name is Barnacle." "On what sea does she sail?" He asks this question of the next person in line, who must reply with some answer beginning with the letter C. This continues around the circle, using each letter of the alphabet. It is well for your boys to devise their own questions, as this adds originality to the game. However, you might suggest before starting the game the questions such as these might be asked:

1. What is my ship's name?
2. Who is the captain?
3. On what sea does she sail?
4. Who is the pilot?
5. What is the cargo?
6. Under what flag does she sail?
7. What is our destination?
8. What do we see as we sail along?
9. What do we find in the ship's hold?
10. What great adventure do we meet on our trip?

If you have a nice back yard and the boys have casting rods, or if you have one, they could practice casting and then compete against each other to see who could come closest to hitting a target 50' away. Target can be a cardboard box, an old tire, or a ring from lawn darts or a hula hoop. Using a washer or heavy weight on the end of the line makes for easy casting.



JULY - Strength and Skill

Muscle building can be fun....here are some game ideas to build muscles and to promote fun!

UNDERHAND TUG OF WAR

Two boys stand back to back with a line marked on the floor between them. They bend over, grasp each other's right hand between their legs, and try to pull each other across the line.

BALANCE TAG

Have two players start, one is "it" and the other is the runner. Give each a book which he must balance on his head during the chase. This game results in some funny postures.

CROSS THE CREEK

The "creek" is formed by stretching two lengths of string in parallel lines about two feet apart. Cub Scouts line up a long one of the lines and take turns jumping or leaping across to the opposite line. After all Cub Scouts have crossed the "creek" it is widened by three or four inches. Again they take turns crossing it. When a Cub Scout fails to make it across, he sits down. The "creek" is continually widened until only one boy is able to cross it.

TUG OF WAR

A good Tug of War tests both strength and team spirit. Two teams are needed. A line is drawn down the center of play area. A strong rope, long enough to be gripped by all players is placed acrossed the center line. With the center line between them, both teams line up and grip the rope. On signal, each team pulls on its end of rope and tries to force the other teams lead player across the center line. First team to do this is winner.

Simple muscle building exercises can be done competitively in Den Meetings....

PULL-UPS...tests arm and shoulder strength

SIT-UPS...tests stomach muscles

PUSH-UPS...tests arm and shoulder strength

30 YARD RUN...tests endurance

Each Cub Scout could keep score card to record his testings.

KNEELING

Stand with toes on a line. Without using the hands or moving the feet, kneel down and then get up again.

PUSH BACK

Boys stand back to back with arms linked. Conduct contest between two lines, 20 feet apart. Winner is the one who pushes his opponent back over the line.

G-20

ARISE

Lie flat on the back, arms crossed on the chest. Try to arise without uncrossing the arms or using the elbows.

BROOMSTICK TWIST

Two boys hold a broomstick as high as they can reach. They then lower the broomstick and the boy who does not let the stick turn in his hand is the winner.

Measuring Worm Walk - With hands flat on the floor and arms straight, players stretch out their legs behind them. They rest on hands and toes. Keep hands still. Keep legs straight. With tiny steps, they walk their feet forward, as close to the hands as possible. Then they make their hands walk forward, keeping the feet still. Like a measuring worm, they measure off the ground.

Squat Jumps - This is a test of coordination and leg muscle strength. Feet are spread apart approximately 4-6" with the heel of the left foot opposite in line with the toes of the right foot. Squat down with the weight of the body supported on the balls of the two feet. Hands rest on top of head with elbows to either side of head. Spring up so that entire body is straight and feet clear of ground completely. Now reverse position of feet and go down to the squat position again. Two squat jumps should be required from each boy.

One Leg Bend - Raise your right leg and bend your left leg until you reach a stooping position with your right leg still straight. Get up again without touching the floor with your hands. Repeat with left leg straight and bending the right leg.

Duck Fight - Opponents, facing each other, squat about four feet apart. Each one grasps both his ankles with his hands and tries to bump the other over or make his opponent release his hands.

Heel Spring - Place your heels against the line on the floor or ground, bend down and grasp your toes with the fingers of both hands. Lean forward to get a start. Then jump backwards across the line, keeping hold on toes.

Stretch Out - Each contestant toes a mark. In one hand he holds a broom handle or stick, in the other a piece of chalk. The contest is to see who can make a mark the farthest distance from the starting line without touching the floor or ground in front except with the stick which is used for support. Feet must not be moved.

Ankle Toss - Hold a ball, bean bag or other object firmly between your ankles or feet. With a sudden jump, kick your feet backwards and up so the object is tossed in the air and curves over your head. Catch it as it comes down.

RAINY-DAY OLYMPICS

Here's a pack event that can be scheduled ahead of time or provide a quick and fun filled substitute program on a day when the packk has planned an outdoor program and been rained out. The beauty of the rainy-day Olympics is that is will take you only about ½ hour to gather materials for it.

You will need such items as feathers, uncooked navy beans, lemons or hard boiled eggs, paper plates, balloons, string, ping-pong balls, paper bags, marshmallows and crackers.

Read the list of Olympic events and determine the amounts of each material you will need. Remember, all events may be run on an individual or den basis, as straight races or relays.

Hammer Throw . An inflated ballon is tied to the end of a string. Each boy throws the hammer by the end of the string. One throwing farthest wins.

Football Game One team gets on each side of a table. Each side tries to blow a ping-pong ball off the opponent's side of table.

Discus Throw. A paper pit plate is thrown from a chalk line. Plate must be held flat in hand and not sailed with thumb and fingers.

Footrace Each Cub Scout stands with one foot touching the other, heel and toe. The greatest aggregate length wins.

Shot-Put Each Cub Scout is given 10 navy beans that he attempts to throw into a quart jar from a chalk line on the floor.

Standing broad grin. The width of the grins are measured by the judges. The broadest grin wins.

16 Pound Put An inflated bag is put for distance, as though it were shot from the shoulder.

Running High Whistle The boy who holds a whistled note the longest with one breath wins.

30 Inch Dash A piece of string 30" long with a marshmallow at the end is tacked on the wall. The boy who chews the string and reaches the marshmallow first wins.

Eating Race Give each boy two double crackers. The boy who can eat them all and whistle first wins.

G-22

Event No. 1 - SHOT-PUT: Each Cub Scout is given ten navy beans. He attempts to throw these into a quart jar from a chalk line on the floo:

Event No. 2 - HAMMER THROW: An inflated balloon is tied to the end of a string. Each Cub Scout throws the "hammer" by the end of the strin One throwing the farthest wins.

Event No. 3 - FOOTBALL GAME: One team gets on each side of a table. Each side tries to blow a ping-pong ball off the opponent's side of table

Event No. 4 - STANDING BROAD GRIN: The width of the grins are measured by judges. Widest wins.

Event No. 5 - DISCUS THROW: A paper plate is thrown from a chalk line. Plate must be held flat in hand, not sailed with thumb and finger.

Event No. 6 - SIXTEEN POUND SHOTPUT: An inflated bag is put for distance, as though it were a shot from the shoulder.

Event No. 7 - FOOT RACE: Each Cub Scout stands with one foot touching the other, heel to toe. The greatest aggregate length wins.

Event No. 8 - RUNNING HIGH WHISTLE: The Cub who holds a whistled note the longest with one breath wins.

Event No. 9 - THIRTY-INCH DASH: A piece of string 30 inches long, with a marshmallow at the end is tacked on the wall. The Cub Scout who chews the string and reaches the marshmallow first wins.

Event No. 10 - FEATHER BLOW RELAY:Blow a feather 25 feet and return touching off the next Cub Scout. The more the merrier for this.

Event No. 11 - EATING RACE: Give each Cub Scout two double crackers. The Cub who can eat all and whistle first wins.

Event No. 12 - TWENTY-FOOT DASH: Use a stick to roll lemons down the course and back; then touch off the next Cub.

Event No. 13 - BAWL GAME: Cub Scout who makes most noise for a given period.

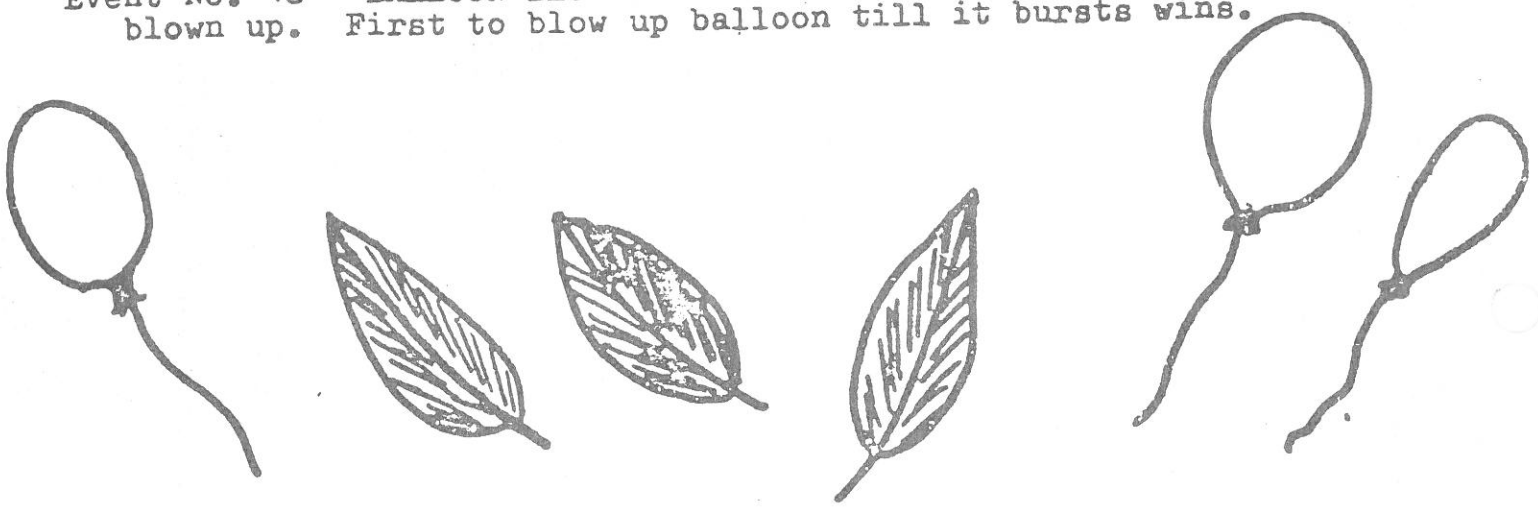
Event No. 14 - FLUFF: Carry feathers on a plate. Cub Scout must pick up any that drop.

Event No. 15 - RELAY OF BEANS: Carry beans, one at a time on a knife.

Event No. 16 - WATER DRINKING RELAY: One Cub Scout feeds partner water with a spoon. First to use all of water wins.

Event No. 17 - LONG GLUM: See which Cub Scout can stay sober longest while anyone in the room tries to make him laugh.

Event No. 18 - BALLOON BLOWING: Give each Cub Scout a balloon to be blown up. First to blow up balloon till it bursts wins.



AUGUST - The World Around Us

OBSTACLE COURSE

Some boys have never climbed a tree, walked a log, gone through a fence or chinned themselves on a tree branch. To give them this experience, pick a trail which will provide such an obstacle course. Don't destroy property or trespass.

NIGHT HIKE

In areas where it is safe to go walking at night, try a hike after dark. Flashlights may be carried. See how different things look, smell and sound at night. Being out in the unfamiliar dark is an adventure in itself.

BIG GAME HUNT

See how many different animals you can find. Decide ahead of time if birds and insects are to be included. Boys will learn to identify different species.

STRING ALONG

Take a piece of string about a yard long on your hike. Every now and then, place the string in a circle on the ground. See how many different things you can find enclosed within the circle. You may be in for a surprise, for it is not unusual to find 20 or more things. Then stretch the string in a line and see how many things touch it.

FAMILY SPECIAL

Have Cub Scout-parent outings. These are especially fun in the evenings, but should be kept short. Big and little sister/brother hikes are fun too.

A WONDER-FULL HIKE

At each destination or rest stop, each person tells of the 'most wonderful' thing he has seen along the way. Stops can be as frequent as you desire.

STOP AND SPOT

While hiking the leader stops and says: "I spot a _____", naming a familiar object. Everyone in the group who sees the object raises his hand. This is a good observation game.

CRAFT HUNT

Look for and collect natural craft materials - cones, driftwood, seed pods, dried weeds, stones, etc. Don't take any living materials, for many plants will die if uprooted. You will have fun hunting and will enjoy making things from the materials later.

ONCE AROUND THE BLOCK

Hikers go 'once around the block', then their observations are tested. Who has seen the most round things? What kind of trees were seen? What did you see that was orange? Etc.

COME TO YOUR SENSES

Hike, stopping often to see, hear, feel, smell, and, with caution, taste things along the way. Feeling is a special delight. Touch the bark of trees, moss, flower petals. Sniff the air for new smells. Listen for sounds.

G-24

SENSORY BINGO

Play this game while discovering the out-of-doors. As you complete each activity, cross out that square. Can you cross out five squares in a row? More than one row of five squares?
The example given can be revised to meet the characteristics of the area you're in, the time of the year, etc.
GOAL: To help boys explore the natural world using all their senses.

Find a tree that has changed something else	Find a nest and two insects	Smell pine needles	FREE SPACE	Find an animal track
FREE SPACE	Find an ant	Collect seeds from a tree, plant some	Find a bird feather	Name 3 things a tree needs in order to grow
Find a Fossil	Estimate the height and circumference of a tree taller than you	FREE SPACE	Touch Moss	Find a place where erosion is going on
Do something to help a tree	Find examples or evidence of pollution	Find a frog but leave him with his mother	Find the youngest tree and the oldest tree	FREE SPACE
Examine tree scars to find evidence that the tree has repaired an injury	FREE SPACE	Pick up one piece of litter	Identify a wild flower	Find a tree shaped by nature

Scavenger Nature Hunt
Hike

1. Find something that smells sweet
2. Find a plant growing on a rock or another plant, (trees are plants) but don't pick
3. Find something that begins with a
   b
   c
4. Find an animal track What animal made it
5. Find 4 different leaves on the ground
6. Look for 3 different birds and identify 1
   2
   3
7. Find 2 red and 2 white rocks
8. Find a mushroom
9. Observe any animal and tell what it was doing
10. Find a handful of seeds
11. Find a shoelace
12. Find a bird feather
13. Find a bird nest but do not disturb
    Extra points if you tell what bird was it it
14. Find a spider web
15. Make a circle on the ground with this string and name all the things in it that you can. If you don't know the names, ask.

    Take string with you when you leave
16. Be sure no one can tell where you have been walking

BONUS

A red bird feather
ladybug
caterpillar
a stick that looks like a creature

THE BIG BUG HUNT

Have a contest to see who can collect the most insects (one of a kind) in a given time (say 10 minutes.)

SEPTEMBER ~ Weather Observations

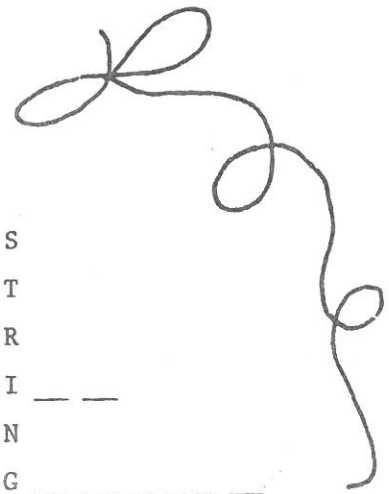
G-26

A WINDY DAY

Freddie and his friends entered a kite-flying contest. Can you find the names of the boys and girls who competed in the contest in the sentences below?

1. I did another report for our class project on pollution.
2. "We lost even the last game of the season," muttered the captain.
3. "Would you like more salad, or is this enough?"
4. Our puppy was determined to pull the sled uphill.
5. Mother said, "After we put the chicken in the skillet, hlep me set the table."
6. Both my brother and I enjoy cereal and hot chocolate in the morning.
7. My little sister put on her coat and mittens and ran to meet the school bus.
8. Dad ate dates.
9. My cousin is a skilled garage mechanic.
10. Mr. and Mrs. Marshall announced their daughter's engagement.

STRINGS ATTACHED

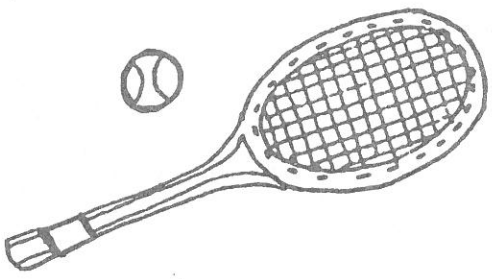


Fill in the blanks to find the "string" words:

Glass objects strung on a string.	_ _ _ _	S
Fish snare	_ _ _	T
Shoe with strings	_ _ _ _ _ _	R
Flying toy	_	I _ _
Stringy vegetable	_ _ _	N
Stringed instrument		G _ _ _ _ _
Insect that weaves a web of shining string		S _ _ _ _ _

TENNIS ANYONE?

If 78 tennis players enter a tournament for a singles championship, how many matches must be played to determine the winner?



Answers: Windy Day: 1. Dan 2. Eve, Steven 3. Doris 4. Phil 5. Ethel 6. Joyce, Alan 7. Sandra 8. Ada, Ed, Ted 9. Edgar 10. Allan Ann.

Strings Attached: beads, net, sneaker, kite, bean, guitar, spider.

Tennis Anyone?: 77

FLOAT A PIECE OF STEEL

Materials Needed:

Glass of water
Sewing needle - must be clean
Fork - must be clean
Two tooth picks
A few grains of laundry detergent

Proceedure:

Place the needle on the fork and lower the fork slowly into the water. The needle will float. This is due to surface tension. Drop a few grains of soap into the water and the needle will sink. With clean water put two tooth picks in slightly apart. They will move together due to surface. Drop in the soap and the tooth picks will move apart. The detergent lessens the surface tension.

MAKE YOUR OWN CLOUD

Materials Needed:

Very large glass jar (big enough to put your fist into)
Sheet of rubber, from large balloon
Chalk
Blackboard or rough rock
Eraser or clean cloth
Rubber band

Proceedure:

Wash the jar and pour about an inch of water in the bottom. Place the sheet of rubber over the mouth of the jar, hold in place with a book. Scribble the chalk the blackboard or rock and wipe off the chalk dust with erasor or rag, collecting the chalk dust in one place.

After the jar has been covered for ten minutes, remove the rubber. Spoon the chalk dust into the jar and quickly replace the rubber sheet securing it with a rubber band. Now push your fist against the rubber until it is actually inside the jar. This will compress and warm the air in the jar, enabling the air to hold more water vapor. After about ten seconds, quickly remove your fist. This will suddenly cool the air in the jar and cause it to condense around the particles of chalk dust. As a result, a cloud will form inside the jar.

SOUND CONDUCTION

Sound is a form of energy that is produced by a vibrating object. Air is not the best conductor of sound. Next time you go swimming have a friend hit two rocks together about 150 feet from you in the water. First have him hit them in the air. Listen to the sound. Then have him hit the stones together in the water after you have ducked your head under the water. The bang will be much louder.

Next put a watch on one end of a bare wooden table and press your ear to the other end of the table. You will hear the ticking of the watch clearly, and it will be louder than just listening. Solids such as wood are also better sound conductors.

HOW FAR OFF IS THAT LIGHTNING FLASH

It takes approximately 5 seconds for sound to travel 1 mile through the air. With this knowledge you can estimate how far away lightning strikes. Since the light reaches your eyes almost instantly all you have to do is count the number of seconds between the flash and the sound of the thunder. For example, if 10 seconds elapse between the time you see lightning flash and hear thunder, the lightning is 2 miles away: 10 divided by 5 equals 2.

MEASURING THE MOON

Everyone has noticed that the moon appears larger as it comes over the horizon than it does a few hours later, high in the sky. To prove this is an optical illusion take a piece of plastic about 6 inches square and hold it at arms length between your eyes and the moon at horizon. Using a grease pencil draw the outline. Later, with the moon high in the sky view it again through the plastic. You will be surprised to see that the image of the moon is still the same size.

G-28

SEEK AND FIND

(Joalene and Cordell Whitmer)

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

Fahrenheit
science
computer
Physics
Chemistry
liquid
beaker
solid
laboratory
experiment
Centigrade
atom
molecule
electron
proton
electricity
magnet
solar
galvanometer
test tube
oxygen

force weather barometer gravity neutron pressure inertia gas air

UNSCRAMBLE THE SCIENCE WORDS

TEEXPIEMNR	experiment	TPURECMO	computer
RYRALATOBO	laboratory	PCSAE	space
NSCECEI	science	HRYSCEMTI	chemistry
SGA	gas	IAR	air
OAMT	atom	STTE BUTE	test tube
SRALO	solar	NACTEM	magnet

(Joalene and Cordell Whitmer)

CLOCK GAME

Divide group into two teams, or more depending on size of group. Give each group an old but still working alarm clock. Each group must take the clock apart and put it back together so that is still works. Obviously this game is not for all dens, but can be a real challenge to the right group.

OPTICAL ILLUSIONS

As a pre-opening game for a pack meeting, or during gathering time before a den meeting set out several examples of optical illusions such those found in the experiments section. Have rulers available for those who doubt their eyes can be fooled.

OCTOBER- Advancement in Rank

Great Events of Scouting - As the boys arrive for den meeting, give each a pencil and paper. Also tape a sign on each boy's back, not letting him see the sign. Boys are allowed to ask twenty questions to find out what or who they represent. Each time he asks a question, the person giving the answer marks on the piece of paper. After twenty marks, the boy must try to identify himself. Examples for signs: Cub Scout Birthday, Lord Baden-Powell, Pow Wow, Den Mother, Cubmaster, Cub Scout Day Camp, Akela, Jungle Book, Wolf, Bear, Bobcat, Webelos.

Scrambled Words - Have boys unscramble these words pertaining to Cub Scouting:

EULB NAD DGLO GBAUENT	(Blue & Gold Banquet)	FOWL	(Wolf)
WOARR FO GITLH	(Arrow of Light)	ARBE	(Bear)
RAWRO SOPNTI	(Arrow Points)	BEELOSW	(Webelos)
EECVETHMNIA	(Achievement)	TCEEIVEL	(Elective)

Cub Scout Pack 'O Dice - Make dice from large cubes of foam rubber or blocks of wood. Paint words pertaining to Cub Scouting on all 6 sides of each dice. Boys take turns tossing out one dice at a time, then trying to match the word on top by tossing the second dice. If player matches word, he gets 5 points; special scoring can be set for words such as Den Leader, Akela, etc. First player to get 10 points is winner.

Cub Scout Spell Down - Any number of boys can play this game at the same time. The object is to reach into a bag of letters and pull out one letter at a time and place it on the game board. Player continues to take letters out of the bag, trying to spell CUB SCOUT, while the timer is running. As soon as the timer runs out, he must stop. All letters are returned to the bag before the next player takes his turn. Game board is drawn on cardboard. Letters are drawn on cardboard squares. The only other materials needed are the small bag and a minute timer.

CUBS AND WEBELOS: Form two lines, one called the Cubs and the other the Webelos. The Cubs stand with their backs to the Webelos. The Webelos creep quietly up behind the Cubs and when they are about eight or ten feet away, their leader calls out,"the Webelos are coming!" The Cubs turn swiftly around and run after the Webelos and catch as many as they can. Those who are caught must join the Cubs. Next time just reverse the pursuers and do the same again. The game is over when all the children are in one line.

G-30

CUB SCOUT UNIFORM GAME

Try this game the next time you would like to make them more aware of their uniform. Tip the denner in advance, and let him slip out of the room and rearrange his uniform improperly. Try these ideas:

1. Cap on backwards or on side of head.
2. Campaign, political, or Red Cross button on cap.
3. Wear den chief cord.
4. Service star on neckerchief.
5. Neckerchief twisted into a roll.
6. Neckerchief tied around neck.
7. Wear necktie with neckerchief.
8. Twist belt buckle to one side.
9. One stocking top rolled and other folded flat.
10. One sleeve rolled up, the other down.
11. Button unbuttoned.
12. Pocket turned inside out.

Divide the players into two groups, have them go into a huddle and write down all the tings they see wrong with the denner's uniform.

CUB SCOUT SALUTE RACE (Team)

Line up the teams. At "GO" the first Cub on each team runs to the judge (one judge is required for each team) snaps to attention and salutes. Player then returns and touches off next member, while the judge calls out right or wrong. First team completing a given number of correct salutes wins.

Variation: Judge keeps the player until he does the salute correctly. In this case the first team finished, wins.

Variation: Use the Cub Scout sign, handshake, promise, law, code or any combination, instead of the salute. This game is a natural for new Cub Scouts and parents.

CIRCLE TREAT

Arrange the Cub Scouts in a circle, facing inward. Then start a plate of candy around the circle. At frequent intervals call stop! The boy holding the plate should try to answer a question about Cub Scouting. If he gives the right answer, he gets a piece of candy. Then continue the plate around the circle.

NOVEMBER – What Will I Be

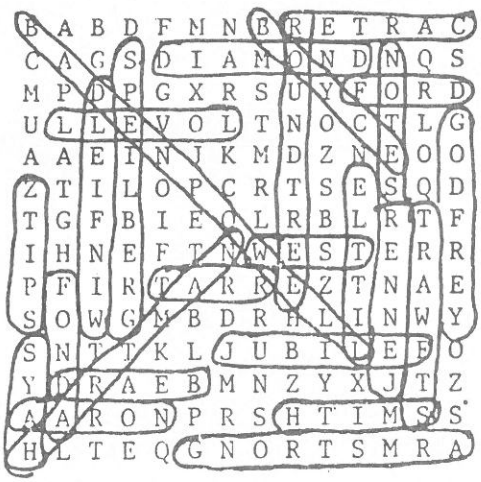
G-31

FAMOUS SCOUTERS
WORD SEARCH

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

Hank AARON
Neil ARMSTRONG
Lord BADEN-POWELL
Daniel BEARD
William BOYCE
Jimmy CARTER
DIAMOND
Henry FONDA
Gerald FORD
Arthur GODFREY
David HARTMAN
Earl "Sunny" HAYS
Bruce JENNER
JUBILEE
Rich LITTLE
James LOVELL
Richard ROUNDTREE
Ernest SETON
Howard K. SMITH
Steven SPEILBERG
Mark SPITZ
Jimmy STEWART
J. L. TARR
James WEST
Paul WINFIELD

WORD SEARCH



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PRE OPENING GAME

FAMOUS SCOUTS

___ 1. _ _ _ _ Eagle Scout who became President of the United States.

___ 2. _ _ _ _ _ Won seven Gold medals in swimming in the Olympics.

___ 3. _ _ _ _ _ Baseball superstar who hit 755 home runs.

___ 4. _ _ _ _ _ _ _ _ _ Eagle Scout who was first man on the moon.

___ 5. _ _ _ _ _ Chicago publisher who broght Boy Scouts to America.

___ 6. _ _ _ _ _ Actor who won Oscar for last movie "On Golden Pond"

___ 7. _ _ _ _ _ _ _ _ _ _ Founded Boy Scouts in England.

___ 8. _ _ _ _ _ _ Olympic Decathlon Gold Medal winner.

___ 9. _ _ _ _ _ _ _ _ TV and movie actor nickhamed "Shaft".

___ 10. _ _ _ _ _ Writer, illustrator and outdoorsman who helped found BSA.

___ 11. _ _ _ _ _ Queens Scout who does impressions of Nixon.

___ 12. _ _ _ _ _ _ _ _ Eagle Scout from Troop 294 and Pack 294 of Phoenix who directed "E.T.".

___ 13. _ _ _ _ Handicapped lawyer who helped BSA in its early years.

___ 14. _ _ _ _ _ Naturalist, author, illustrator and primary author of first Handbook for boys in 1911.

After filling in the blanks with the last name of the Famous Scout, put the heavy underlined letter in the space to the left. Those letters spell our theme for this month.

PUZZLE SOLUTIONS

The letters to the left of the numbers spell DIAMOND JUBILEE.

1. (Gerald) FORD
2. (Mark) SPITZ
3. (Hank) AARON
4. (Neil) ARMSTRONG
5. (William) BOYCE
6. (Henry) FONDA
7. (Lord Robert) BADEN-POWELL
8. (Bruce) JENNER
9. (Richard) ROUNDTREE
10. (Daniel) BEARD
11. (Rich) LITTLE
12. (Steven) SPEILBERG
13. (James) WEST
14. (Ernest) SETON

GAMES

AIRPLANE TOSS

Each Cub Scout folds his own paper airplane from a sheet of paper. Let the boys have a few minutes to fly their planes to get used to their own. Then have contests, such as: Greatest distance flight, most accurate flight to airport (box), flight through hoops the greatest distance, staying airborn the longest, etc.

BLAST OFF

Cub Scouts sit in chairs scattered around the room. Each is given the name of a planet - Venus, Saturn, Mars, Earth, etc. One boy is selected to be Mission Control. He stands and says: "Countdown .. 10, 9, 8, etc." as he walks around the room. Then he calls out the names of various planets. When a boy hears the name of his planet, he gets up and walks behind Mission Control. When most of the boys are out of their seats, Mission Control shouts: "Blast Off". At this time, all boys - those seated and those following Mission Control must find new seats. The last Cub Scout to find a seat is the new Mission Control.

WALK ON THE MOON

'Astronauts' line up behind a starting line about 15 feet away from a turning line. Each boy has two pieces of shirt cardboard (or other cardboard). On signal, each boy places his cardboard pieces on the floor, one in front of the other, and puts one foot on each. To move toward the 'moon', he picks up the rear cardboard, moves it in front of the other piece and then steps forward. In this way, players continue to move until one - the winner has reached the moon (turning line) and returned to earth (starting line). This race can be performed by teams or individuals. Astronauts can wear space helmets for effect.

ASTRONAUT TRAINING

This is a good physical fitness relay. Two beanbags, two jump ropes and two rubber balls are needed. Divide the players into two teams. They stand behind starting line. At a turning line 15 feet away are a jump rope, bean bag and ball. On signal, first player runs to turning line, takes jump rope, jumps 10 times, tosses bean bag in air 10 times and bounces ball on floor 10 times. He runs back to his team, touches next player who repeats the action. First team to finish is the winner.

MOON ROCKS

This is a good den game. Each boy is given 10 dried beans or small pebbles and is told to ask other players questions about space or astronauts. Any player who answers with a 'yes' or 'no' must pay the questioner with a pebble. The game continues 5 minutes as boys try to win 'moon rocks' from each other. Boy with most pebbles at end of game is winner.

CUB SCOUTING FOR THE HANDICAPPED

EDUCATIONAL BILL OF RIGHTS FOR THE RETARDED CHILD

EVERY CHILD, including every retarded child, is important, and has the right to opportunities for the fullest realization of his potentialities, however limited, for physical, mental, emotional and spiritual growth.

EVERY CHILD, including every retarded child, has the right to affection and understanding from those responsible for his care and guidance during his years of dependency.

EVERY CHILD, including every retarded child, has the right to a program of education and training suited to his particular needs and carried forward in the environment most favorable to him, whether that be the community public school, the state residential school, or his own home.

EVERY CHILD, including every retarded child, has the right to help, stimulation, and guidance from skilled teachers, provided by his community and state as part of a broadly conceived program of free, public education.

THE PARENTS of every child, including every retarded child, have the right to determine for themselves, on the bais of competent advice, the course of care, traiing, and treatment, among those open to them, which they believe best for the well-being of their particular child and family, and to have this decision respected by others.

Adopted by the Board of Directors
National Association for Retarded Children
October 18, 1953

THE IMPOSSIBLE TAKES A LITTLE LONGER

While handicapped Cub Scouts in Pack 8 were learning to salute the flag, Cub Scout Tommy, who cannot lift his right arm, struggled to do it right. His Cubmaster assured him that it was all right for him to salute with his left hand.

But for Tommy, it wasn't. A little later, his Cubmaster found him sitting with his right arm propped on his knee, a big smile on his face, and his right hand in perfect saluting position.

RULES AND REGULATIONS OF THE BOY SCOUTS OF AMERICA

Clause 19 of Article XI, Section 3

Now reads as follows:

Clause 19. Mentally Retarded or Severely Physically Handicapped Youth Members:

In the discretion of the Executive Board, and under such rules and regulations as it may prescribe upon consultation with appropriate medical authorities, registration of boys who are either mentally retarded or severely physically handicapped, including the blind, deaf, and emotionally disturbed, over age eleven as Cub Scouts and over age eighteen as Scouts, and registration of young adults who are either mentally retarded or severely physically handicapped, including the blind, deaf, and emotionally disturbed, over age twenty-one as Explorers, and the participation of each in the respective advancement programs while registered, is authorized.

OBJECTIVES

1. Fit the handicapped Cub Scout into the normal program of his den and Cub pack and, when the need exists, be able to tailor the program to his needs.
2. Involve the handicapped Cub Scout by emphasizing his individual program abilities but making allowances for his disability if necessary.
3. Develop the full potential of the handicapped Cub Scout through the advancement program.
4. Develop the leader's own self-confidence and ability to reach and serve handicapped boys.
5. Minimize the concern (if any) that a handicapped boy might hold back the pack.

DEFINITIONS OF TYPES OF HANDICAPS

The basic definitions in this section were provided by the national agencies related to the type of handicap defined. For more technical or detailed definitions, consult with qualified personnel.

BLINDNESS- A totally blind person can see nothing. A "legally blind" individual can see no more at a distance of 20 feet than a person with normal vision can see at a distance of 200 feet. "Functional blindness" is generally defined as the inability to read newspaper type even with the best possible corrective lenses or to perform ordinary tasks necessary to daily living.

VISUALLY HANDICAPPED- The term "visually handicapped" usually means that a person needs some type of crrective glasses or help in order to go about evryday work and play. Visually "impaired" indicates the impairment can be corrected sufficiently so that it is not a handicap.

CEREBRAL PALSY- Cerebral palsy is a condition that makes a person unable to control muscles because of brain damage. "Cerebral" refers to the brain and "palsy" to lack of control over muscles. It is a group of disorders. Any combination of physical and mental status is possible. Sy8mptoms 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.

MENTAL RETARDATION- Persons who are mentally retarded 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 persons have the same hopes and emotions as nonretarded persons.

MILDLY RETARDED- About 90 percent of retarded persons are mildly retarded. They are similar to nonretarded persons, differing primarily in the amount of intellectual development. They are capable of being educated. Adults, given proper training, can work in competitive jobs and are able to live independent lives and are absorbed into daily community life.

MODERATELY RETARDED(Trainable Mentally Retarded)- Persons who can learn to care for their personal needs, perform many useful tasks in the home or in a sheltered workshop situation as an adult.

SEVERELY RETARDED- Persons who have defects in motor development, speech, and language and often have physical handicaps but can be taught self-care. Ability to learn and adjust is severely limited.

PROFOUNDLY RETARDED- Persons who often have physical handicaps and severe impairment in coordination and sensory development. This makes it necessary for them to have constant care. Some, with special techniques, can be taught useful tasks and can participate in some activities.

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 lost 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.

MUSCULAR DYSTROPHY- Muscular dystrophy is a general designation for a group of chronic diseases. The most prominent characteristic is the progressive degeneration of the muscles.

PHYSICALLY HANDICAPPED- Concerns those who are limisted because of an impairment or disability which hampers physical, vocational, and community activities.

POST-LANGUAGE DEAF-Persons who have lost their hearing after having developed speech (usually those over 6 years of age) and hence have some understandable speech, or at least make speechlike sounds, or might "sign", or have a hearing aid, etc.

PRE-LANGUAGE DEAF- Persons who were born deaf or lose their hearing in early years before acquiring speech or syntax. They make up 95 percent of the school-age deaf population.

LEARNING DISABILITIES- Children with special learning disabilities have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

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

MULTIPLE SCLEROSIS- A disease of the central nervous system-the brain and the spinal cord. They control such important funcations as walking, talking, seeing, eating, tying a shoe, opening a door. There is no known cure, and the cause is yet to be found.

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

OPEN DISCUSSION ABOUT HANDICAPPED BOYS

Handicapped boys have many more similarities than differences in comparison to nonhandicapped boys. Their differences may be quite similar to those of so-called "normal" boys in school and peer relationships.

Here's how Cub Scouting can help the boy with a handicap:

1. The Cub Scout program can change a "can't do" attitude, if present in the boy, to a "can do" attitude when he achieves.
2. He can develop through the Cub Scout achievement and activity award methods.
3. He can enter competition.
4. He can start, lead, or help in many projects that a den gets involved in.
5. He can be helped to do his very best.
6. He will learn that he has worth and dignity.
7. He will have group experiences.
8. He will be helped to develop sound character and good citizenship.
9. He will have the opportunities to put his best qualities into practice.
10. He can gain a sense of accomplishment.
11. He will have the opportunity to associate with other boys.
12. He may be helped to build self-confidence.
13. He will see that he can do many of the Scout activities like the other boys.
14. He may inspire other boys to do better.
15. He may motivate other boys to do their best.
16. Like other boys, he will be given understanding, not sympathy.
17. He may gain a feeling of self-reliance.
18. He will learn to follow through on assignments.
19. He will benefit from the enthusiasm of his fellow Cub Scouts.
20. He will have the opportunity to learn new skills through practice and perseverance.
21. He can practice and become proficient.
22. He will like the Cub Scout program straight out, uncut, and undiluted.

HOW TO ACCEPT A BOY WITH A HANDICAP

Scouting is for all boys, and the challenges and joys ahead are making it happen.

A boy might be quite healthy and still have a handicap that prevents him from taking part in some Cub Scout activities. Make a place for him, too, in your program.

Clearly, some allowances must be made for the handicapped boy. If he's crippled, he can hardly be expected to compete in relay races; but he could be a good starter or a judge. If his eyes are poor, he may not be able to catch a ball; but he could be scorekeeper for a ballgame.

The advancement program recognizes the need to exempt handicapped boys from strenuous activities. Substitute electives if a handicapped boy can't do physical exercise and tests.

A Cub Scout with a handicap has to do some things differently from the way we do things. Let's try to see how he'd feel doing some of these things. Try the following as if you were a blind person:

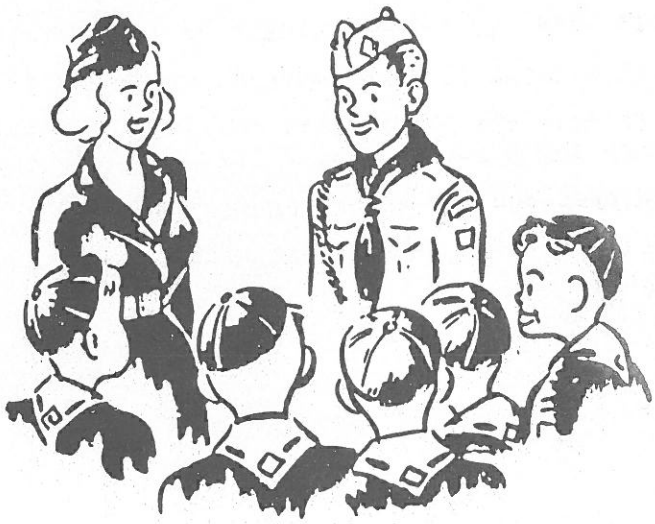
-- Blindfold participants and have them walk across the room.

-- Ask participants to tie knots behind their backs or in the dark (lights out or blindfolded).

-- Blindfold some participants. Have them listen to voices and then determine the direction, distance, and identity of the voices.

-- Have someone strip to his swim trunks (arranged ahead of time) and then dress in the dark.

-- Describe the colors yellow, blue, red, and green. Develop similar activities for the various other handicaps.



HOW SCOUTING HELPS THE HANDICAPPED

Why Scouting for the Handicapped?

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

Scouting is for each boy, and each boy is different. The Boy Scouts of America recognizes that there are no standard boys - the king who can be steered about like machines in exactly the same way, to have exactly the same fun, to learn exactly the same instructions. That is why the program of Scouting is so readily adaptable to a youngster with a physical, mental, or emotional limitation. SCOUTING WELCOMES THE HANDICAPPED YOUTH!

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

> The handicapped child 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 all children, which offers him identical privileges and identical reponsibilities.

Benefits for Families

Parents are happier because: Their son would likely

- be happier and more successful in school.
- perform better in school.
- be more responsible at home.
- perform more independent living skills and therefore need less parent involvement.

There is a better parent/child relationship. They can work together on Scouting projects.

They are proud of their son's progress and accomplishments.

They feel more optimistic about their son's future.

They see their son's handicap as less significant.

Benefits for Special Education

Scouting provides the special education teacher with:

- A fun way to each the usual school subjects and content.
- Handbooks and workbooks for teaching.
- Outside resources.
- Volunteers to help teach.
- Practical application for classroom learning.
- Ideas for instilling ideals and values.
- Activity and game books.
- High interest materials.
- Teacher manuals and program guides.
- Awards for incentives.

Scouting helps the special education teacher to:

- Know the student in an "out of school" way.
- Teach values in a realistic way.
- Mainstream those who are able.
- Have fun and relax with students.

Scouting creates:

- Better attendance. Less dropouts.
- Variety and excitement in the classroom.
- Improved class morale. Better classroom behavior.
- Better parent involvement and support.
- Improved teacher/student relationships.

Benefits for Handicapped Youth

Scouting helps youth develop their:

Social Relationships and Acceptance By belonging to a group of Scouts, they develop feelings of being needed, independence, confidence, and friendships with peers and adults. They feel acceptance, and even more important, they learn that they can be accepted as they are! This is often a new experience for them.

Mental Skills Scouting activities help them to develop creativity, attention span, increased verbal abilities, motivation, learning, and understanding. Every person has a deep need for achievement.

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

Scouting provides them with:

Opportunities to work with and help other handicapped and non-handicapped youth, to explore their own attitudes and feelings, to achieve, and to make friends in a relaxed atmosphere where adjustment comes more easily.

Guidelines for behavior and learning situations which are fun and provide success and desirable peer and adult models.

Scouting teaches them to:

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

MEMBERSHIP

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

Registration in the Cub Scout program of boys over age 11, who are either mentally retarded or severely handicapped, including the blind, deaf, and emotionally disturbed, is permitted, as is their participation in the Cub Scout advancement program while so registered, may be authorized as follows:

The chartered organization determines, with the approval of appropriate medical authorities, whether a handicapped youth member is qualified to register beyond the normal registration age.

The Cubmaster's signature on the boy's Cub Scout application or on the unit's charter renewal application certifies the approval of the chartered organization.

The following guidelines must be adhered to:

-- The medical condition of all candidates for membership beyond the normal registration age must be certified by a physician licensed to practice medicine, using Health & Medical Record, No. 4410. In the case of mentally retarded or emotionally disturbed candidates for membership, their condition must be certified by a statement signed by a licensed psychologist or psychiatrist. Current health, medical or certification records of all handicapped members beyond the normal registration age are kept in the council service center.

I Want To Join - Some boys will seek you out and ask to join. But most, because of their disabilities and shyness or restricted mobility, will depend on the interest and enthusiasm of others to introduce Cub Scouting to them. It may be their friends who are already Cub Scouts, or their parents who are seeking to find a richer life for them.

Spreading the news about the opportunities Cub Scouting offers to all boys is best done by people who are interested enough to let it be known that such boys are welcome in the pack. Every leader should make the effort.

You may see a boy in the park or on the street in a wheelchair or in a leg brace. You may hear about a boy with a handicap from other people. How you hear about such a boy isn't as important as what you do about it. Get in touch with him and invite him to join.

THERE IS A PLACE

Medical and rehabilitation opinion encourages children with handicaps being allowed to lead as normal a life as possible. Where it is possible to do so, many are absorbed into regular schools, although many are also in special schools. In Cub Scouting, we integrate handicapped boys into ordinary packs whenever possible. (See 'Mainstreaming Handicapped Cub Scouts' in this section) Of course, there are packs sponsored by special schools or hospitals.

As a Cub Scout leader, you may feel hesitant about facing up to the opportunity of accepting a handicapped boy into your den or pack.

But consider for a moment how being handicapped can in itself be a barrier to many activities enjoyed by ordinary boys. This is true even when a handicapped boy has considerable skills, abilities, and moral strength.

Scouting has, over the years, made thousands of boys happier than they would have been otherwise, by accepting them for what they are, what they can contribute, and by offering them the friendship and encouragement they need.

Accept the challenge by offering membership to a handicapped boy!

ADVANCEMENT FOR HANDICAPPED CUB SCOUTS

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

There is one exception. A Cub Scout who is physically handicapped may be given permission by the Cubmaster and pack committee to substitute electives for a few of the achievement requirements that are beyond his physical abilities. (See "Wolf Cub Scout Book", Feats of Skill Achievement) It is best to include the parents in this process of determining substitutions since they are most familiar with their son's abilities.

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

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

MAINSTREAMING HANDICAPPED CUB SCOUTS

The following suggestions can help pave the way for mainstreaming handicapped Cub Scouts into regular packs.

The success or failure of integrating handicapped boys will depend to a great extent on the attitude of the boys already in the den and pack. They should be actively involved in the planning and decision-making.

Den leaders should ask their dens "We have been asked to imagine that a boy who is handicapped and can only get around in a wheelchair wants to become a member of our pack. Our leaders would like to know what we think of the idea, and if such a boy were to join, would we accept him and help him to become a good Cub Scout?"

Some other questions to stimulate discussion in the den and pack are: "How would having a handicapped boy in the den affect the den program?" "What extra things do you think we would have to do to help him?" "Do you think that boys with handicaps would enjoy Cub Scouting?"

Another approach, after talking to the boys about the handicap, is to ask if they have any idea what it would be like, not to be able to do something they take for granted. Suggest playing a game to find out. The leader should try to simulate as realistically as possible the new boy's handicap to help the other boys gain an understanding.

Blindness - Blindfold the boys and have them perform such things as "Bring me the blue pencil", "Identify the other boys by voice and locate where they are", "Write their names".

Deafness - No talking. Let boys try to communicate and give instructions by mouthing words, using signs, finger spelling, etc.

Physically Handicapped - Loosely tie boys' feet together or bind newspapers around one knee so it can't bend, and try a relay race.

Set up a blackboard and announce a 'rap' session. Ask the boys to tell and list on the board all the things they can do (feel, smell, run, ride bikes, etc.). Deliberately leave out the area in which the new boy is handicapped. Then point out that he can do all of these things except (see, hear, walk, etc.)

Pack leaders should visit the handicapped boy and his family and get to know him before he attends his first meeting. Then, when he attends, he will see friendly, familiar faces. At this first meeting, introduce him to members briefly and then allowing no time for embarrassment, get involved immediately in an activity which includes him.

A good way to introduce boys and leaders to Cub Scouting for handicapped boys is by a joint meeting with a special pack or with a pack which has already successfully integrated handicapped boys. This allows time for boys to meet, talk, mix and participate in activities together. It gives everyone a better appreciation of boys with handicaps.

To orient a leader who will receive the handicapped boy, be sure he or she is given a copy of "Involving Handicapped Cub Scouts". This has some valuable information on working with the handicapped. Also check to see if special training is available.

(continued)

MAINSTREAMING HANDICAPPED CUB SCOUTS (continued)

BENEFITS OF MAINSTREAMING

THE HANDICAPPED BOY WILL.....

- be in a group that accepts him and cares about him.
- be part of a more challenging atmosphere provided by Cub Scouting.
- be made aware that he is like other boys in most ways.
- have good models for social behavior provided through Cub Scout activities.
- be accepted more readily in school by regular students after interacting together in Cub Scouting.
- develop friendships with non-handicapped boys whom he might not have met otherwise.
- prove that he can function in the regular community by being part of a group.
- expand his knowledge of the non-handicapped world.

THE OTHER CUB SCOUTS WILL .....

- get to know a handicapped person.
- develop friendships with handicapped persons they might not have met otherwise.
- be more comfortable with and better able to deal with handicapped people.
- see how much handicapped boys are like themselves.
- see the abilities, personalities, and desirable traits in some new friends (who just happen to be handicapped in one way or another)

THE COMMUNITY WILL ....

- learn that Cub Scouts develop and practice the important community living values of honesty, reliability, friendliness, helpfulness, and service to others.
- discover that Cub Scouts are becoming well-rounded, well-adjusted citizens.
- learn that handicapped Scouts do learn how to function successfully in a non-handicapped community.

THE PARENT OF THE HANDICAPPED WILL ...

- be proud to see their son developing desirable values, self-help skills, hobbies and leisure time activities.
- be comfortable knowing that their boy is supervised in a worthwhile and enjoyable learning situation.
- concentrate on their son's abilities, instead of his disabilities.
- feel less alone, knowing that the whole pack cares about their son.
- feel secure that their son will have good adult role models in Cub Scouting.
- appreciate that their son is involved in worthwhile activities outside the home.
- realize that their son is becoming prepared to live an as independent adult.

THE CLASSROOM TEACHER WILL ....

- find that Scouting makes it easier for the handicapped to be accepted by the non-handicapped students in the classroom, with less rejection, teasing and problems.
- discover talents of the student which may not have been exhibited in the classroom.
- discover that Scouting helps teach the subjects, skills and personal attributes which the teacher is also trying to teach.
- discover that the self-control learned in the den and pack helps improve classroom adjustment and behavior.

WORKING WITH HANDICAPPED CUB SCOUTS

Wise leaders expect problems but don't view them as overwhelming. Have all pertinent information on every boy, including his telephone number and his doctor's name and phone number.

Demonstrate personal discipline about punctuality, conscientiousness, dignity, and dependability.

Let the boys know you care. This is essential. It ;takes just a few moments to put your arm around his shoulders or to praise him for something well done.

Make a personal visit in the home of a new handicapped Cub Scout. Learn about his handicap - his abilities and his limitations. Find out what he is not able to allowed to do. Become familiar with his medication and/or appliances.

Accept the boy as a person and show him respect. Find out his likes and dislikes. Remember, that unwanted behavior can be redirected to more acceptable things.

Have patience. Plan programs to meet the needs and abilities of the boys. Enlist the help of families and community organizations.

Cast aside any preconceived ideas. The handicapped boy is interested in Cub Scouting for the same reason that other boys are-FUN AND ENJOYMENT.

Don't overestimate the handicap of a boy, and don't underestimate his determination to be like others.

Maintain a good sense of humor.

Plan ahead. Plan more activities than you think you'll have time for.

Remember, that repetition and review are needed by handicapped boys.

Push handicapped boys as far as possible. Don't pamper them too much. They discourage easily.

Remember, that boys need praise, a feeling of achievement, and a sense of belonging.

If a handicapped Cub Scout forgets directions easily, give them to him slowly, one at a time.

MANAGING BEHAVIOR

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

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

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

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

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

If a handicapped Cub Scout tends to blame others for his failures or poor performance, do not accept this type of behavior. Make it clear that you expect him to answer for his own behavior. If a boy is behaving; in an unacceptable manner, try the "time-out" strategy. This means removing him from a particular situation because his behavior is unacceptable. For example, if a boy is being over-aggressive, call him aside and say: "Bill, I'm not happy with your behavior. You're having fun at the expense of others. I'd like you to take some time out (be specific 5, 10, 15 minutes). After that time is up, come on back whenever you are ready to join the group."

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

INVOLVE THEM ALL

Clearly, some allowances must be made for handicapped boys. If he's physically handicapped, he can hardly be expected to compete in relay races; but he can be a starter or a judge.

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

Boys in wheelchairs can go on hikes with the other boys taking turns as "pushers".

Plan your den and pack program to fit the needs and abilities of the boys, whether or not they are handicapped.

FIRST DEN MEETING WITH A HANDICAPPED CUB SCOUT

BEFORE THE MEETING

Plan the meeting in advance with the assistant den leader and den chief. Assemble all equipment.

IMPORTANT Introduce new boy to the den.

OPENING

If you ordinarily have a ceremony to welcome a new boy, use it or a welcoming ceremony from "Staging Den and Pack Ceremonies". However, if this has not been done in the case of other boys joining the den, don't single out this boy; but use any of your favorite openings.

ICEBREAKER

Choose a simple one from "Group Meeting Sparklers". This choice could depend upon the abilities of the handicapped Cub Scout.

MUTUAL INTEREST SESSION

Set up lists of the boy's favorites in different fields, such as sports; hobbies; collecting baseball cards or making models; or his favorite TV shows and school subjects. This is a good way to show boys how much they all have in common.

GAME

See "Games for Cub Scouts" for a game in which the new boy can participate. One simple game that most boys will be able to manage is: Line up boys in two facing rows about 6 feet apart. Have the boys count off. Using a large light ball, such as a beach ball, call out numbers at random and have the boy with the ball throw or roll it to the number called. Do not let game go on too long.

ACTIVITY PERIOD

"Crafts for Cub Scouts" contains many suggestions for simple items that most boys can make. The den chief or assistant den leader should be assigned the specific task of helping the handicapped boy with his craft projects.

REFRESHMENTS

Have this meeting end with a party. Most dens have some simple refreshments at their meetings; and in this case, perhaps they could be a little more elaborate than usual as a welcoming gesture.

CLOSING

The den leader should give a very brief talk on what is expected of each den member - that he does his best. Then tell the members what they will be doing at the next week's meeting. Assign a buddy to help the handicapped Cub Scout start working on one of his achievements. (This Cub Scout could be the denner for the week.) Close with the Living Circle.

GAMES FOR THE MENTALLY RETARDED

The mentally retarded child needs special care. Planning play programs for mentally retarded youngsters is quite different from planning activities with the physically handicapped. In many communities, public recreation departments or voluntary organizations offer recreation programs designed especially for retarded children and youth. Such groups may meet weekly or sometimes even every day, as in day camps provided for the retarded.

Directors of such special play programs have found that retarded children are able to engage in many of the same kinds of land sports, aquatic activities, team games, arts and crafts projects and music and dance activities that normal children enjoy. Indeed, a rich program of play activity is very important in making sure that retarded youngsters reach their full physical and mental potential. Too often, the fact that they are retarded is used as an excuse for not providing any sort of social activities for such handicapped children. As a rule, retarded children need the sort of stimuli and encouragement that will help them develop interests and skills and contribute to their overall healthy growth.

The primary difficulty of retarded children is in grasping complicated skills and ideas, and in understanding and using verbal communication as fully as normal children. Therefore, endless patience is a pre-requisite for the play leader.

The task in planning play activities for the mentally retarded is to select activities in which they can find success and satisfaction. It is necessary to pick activities which have simple rules, limited strategy and a minimum of required teaching. Each game should be explained slowly and clearly, and the leader should be prepared to repeat instructions, if necessary, to help children who are having difficulty understanding the actions or the rules.

ACTIVE GROUP GAMES: Many of the previously described games are quite suitable for use with retarded children. As an example, games like, Hide and Seek, Back to Back or Keep Away Touch Ball can be played with many educable or moderately retarded youngsters. On the other hand, a game like Streets and Alleys, which requires quick and uniform reaction to signals by the participants, or Squirrel in the Tree, in which children must be prepared to change roles rapidly, is certainly not suited for most retarded children.

STUNTS AND NOVELTY CONTESTS: Simple stunts and self-testing activities like Bean Bag Throw, Five Jumps, Cross the Creek or Beneath the Bar can also be used quite successfully. Relays like the Bunny Hop Relay, Potato Race or Wheelbarrow Relay can be played by educable, retarded children, provided that such games are carefully taught and patiently led. Other novelty contests like Balloon-Blowing Contest, Apple Ducking, Cereal Eating, Speed Shaving or Bottle Tenpins, are popular with such groups.

QUIETER PARTY GAMES: Shoe Hunt, Peanut Hunt, Hidden Treasure or Poison Penny work very well with retarded children. In contrast, games involving number skills and quick mental or verbal responses, like Fizz, Buzz or the Prince of Paris, are almost always too difficult for retarded children.

It is important to select games in which the majority of players can carry on the activity and in which even the few who might be having difficulty with it can be successfully coached. Otherwise, the failure of one or two children to understand a game may ruin it for all the others - resulting in the group's frustration. In addition to the kinds of games mentioned in this chapter, action songs, rhythm band activities, singing games, drawing and arts and crafts are all suitable for use with retarded children.

BACK TO BACK

FORMATION: Players divide into couples and form a circle facing in, each couple holding hands. Two players, however, are chosen the flying Duthmen, and they stand, hand in hand, outside the circle.

ACTION: The flying Dutchmen walk (or run, skip, hop, depending upon the rules established) to the left (clockwise) around the circle. When the Dutchmen touch another couple, that pair steps outside the circle and moves around to the right (counter-clockwise). Each couple tries to reach the empty place in the circle first. The two who lose become flying Duthmen for the next game.

KEEP AWAY TOUCH BALL

FORMATION: Players form a circle facing the center, and stand about five feet apart. One player is in the center.

ACTION: The circle players pass a ball rapidly from person to person, moving in any direction around or across the circle. Meanwhile, the player in the center tries to block or catch the ball. When he does, the last person to have handled the ball goes to the center.

GUIDES FOR WORKING WITH SPECIAL GROUPS

In planning game sessions with the special groups described in this chapter, a few general guide rules should be kept in mind. 1. The game leader should always make his plans in terms of the group with which he will be dealing - be it children of a particular age bracket or adults with certain of disability. Age level and physical condition are prime considerations in determining the kinds of games that should be of general interest and that the group will be able to play most successfully. 2. A tentative list of games should be planned that will take up more than the allotted time period to play.

GAMES FOR THE PHYSICALLY HANDICAPPED

On many occasions adults and teenagers are called on to assist in leading recreation activities in hospitals, rehabilitation centers or community groups that serve physically handicapped children and youth.

The most common kind of handicap involves a physical limitation brought about either through an accident or injury, a birth defect or a progressive illness. Individuals may have cerebal palsy, brain injury that affects movement, or muscular dystrophy. They may be confined to a wheelchair or be on crutches, have limited use of hands or poor hand-eye coordination. However, the physically handicapped child's need for recreation is as great as that of a normal child, and he enjoys the same kinmds of activities. The problem then is to select or adapt activities which are suitable to such children and in which they can find a degree of success and a sense of personal accomplishment - as well as fun!

ACTIVE GROUP GAMES: Games like tag, relay or dodge ball usually are not suitable for the physically handicapped child because of his limited mobility. Also, the space available in a hospital ward or recreation room is frequently not large enough for such activities. Some games might be played with adapted rules, and it certainly would be possible for children in wheelchairs or on crutches to take part in certain simple novelty races.

QUIETER GAMES: Games, involving hand-and-arm movement, which are played while sitting in a circle, like Ring on a String, Add an Action, Poison Penny or Indian Chief, are particularly appropriate.

NOVELTY STUNTS: Stunts which do not require mobility, like Chair Ring Toss, Shoot Out the Candle, In the Hat or Bottle Tenpins, can easily be played by this group.

CREATIVE ACTIVITIES: Dramatic games like Going to California, Hidden Adverb, A Noun That Rhymes or Prop Plays, are also well-suited to the handicapped. Those not severely restricted can also do creative work in the area of puppetry and arts and crafts. Drawing games, word games and tricks and puzzles with numbers, coins and cards are also popular with this group.

If their physical defect is such that it is difficult for them to grasp objects, it is possible to buy or make equipment that makes it easier for them to participate. For example, very large, thick playing cards are sometimes used with children who cannot grasp regular cards easily. Children who lack the ability to hold a paintbrush in their hands may use a brush strapped to their foot, or even held between their teeth.

What is most important is that the physically handicapped be given the chance to participate and play activities as normal children do. Often their need for personal expression and social involvement is so great that they are able to engage in games or creative pastimes that one might think would be literally impossible for them. Whenever one works with the physically handicapped, it is important not only to lead activities that they can carry on in a group setting, but to introduce the child to tasks and games requiring no leader - activities he can enjoy by himself, with a friend or two, or with members of his family.

INFORMATIONAL AND MOTIVATIONAL MATERIALS ON SCOUTING FOR THE HANDICAPPED

These items can be ordered from: Education/Relationships Service
Boy Scouts of America
1325 Walnut Hill Lane
Irving, Texas 75062-1296

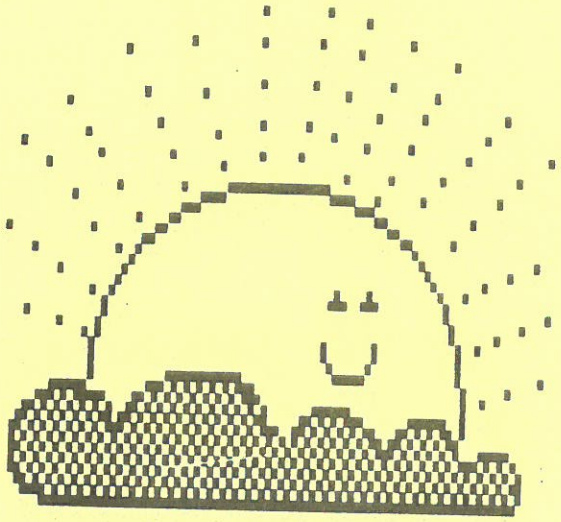
	Cat No.	Sample Copy
Books for Scouts Who Have Learning Disabilities	12-119	Free
Scout Materials for the Visually Handicapped	12-165	Free
We Stand Ready to Help the Mentally Retarded Boy	12-170	Free
Thursday's Child	12-217	Free
Classroom Cub Scouting (In-School Scouting)	12-218	Free
Activities-Ideas-Handicapped Camporee	12-219	Free
Kiwanis: Special Kind of Scout	12-226	Free
How Scouting Helps Retarded Boys	12-227	Free
A Classroom Bonanza	12-228	Free
Sign Language for the Deaf	12-230	Free
Puppet Program	12-231	Free
Scouting Programs for the Handicapped	12-234	Free
Staff Manual, Handicapped Awareness Trail	12-235	Free
Camping Facilities for the Physically Handicapped	D-7	Free
Council Advisory Committee		Free
Program Outlines- (1) Cubbing; (2) Scouting; (3) Exploring		Free
Special Advancement and Recognition Program Materials for Working With Moderately Retarded Scouts		Free
Reading Curriculum Mini Manuals- Scout Skill Books with Teacher Guide		Free

RESOURCES SCOUTING FOR THE HANDICAPPED

NO. 3008	Scouting for the Emotionally Disturbed
3039	Scouting for the Physically Handicapped
3040	Scouting for the Handicapped Resource Book
3058	Scouting for the Mentally Handicapped
3061	Scouting for the Hearing Impaired
3063	Scouting for the Visually Handicapped
3075	Aids for the Handicapped
3839	Involving Handicapped Cub Scouts
AV-491 C	"Scouting Unlimited" (slides)
AV-591	"Scouting Unlimited" (cassette tape)
AV-562	"On the Road to Light, Let None Be Left Behind" (film)
AV-462 C	"On the Road to Light, Let None Be Left Behind" cassette

MAGICAL IDEAS

FOR



PACK

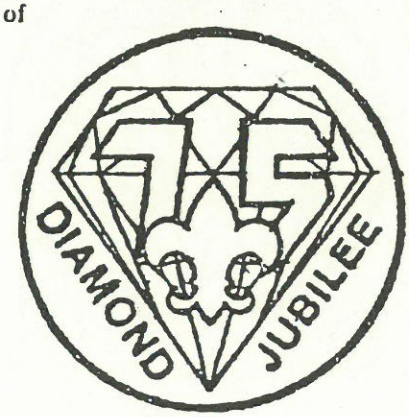
ADMINISTRATION

DEDICATION

This book is dedicated to
those men who pioneered
Scouting in America

WILLIAM D. BOYCE. A Chicago publisher, Boyce incorporated the Boy Scouts of America on Feb. 8, 1910 in Washington, D.C. He first heard about the movement from a boy who helped him find his way in London in August 1909 and who directed him to the British Scout headquarters established by Robert S.S. Baden-Powell, founder of the movement.

DANIEL CARTER BEARD. National Scout Commissioner from the birth of the BSA in 1910 until his death in 1941. Earlier he had begun an organization for boys called the Sons of Daniel Boone. Beard was a writer, editor, and illustrator and was a frequent contributor to *Boys' Life*. He was the beloved "Uncle Dan" to two generations of Boy Scouts.



ERNEST THOMPSON SETON. A famed wildlife illustrator, author, and lecturer who founded the Woodcraft Indians, an outdoor program for boys, in 1902. He was Chief Scout of the Boy Scouts of America from its founding in 1910 until 1915 and did much to promote the infant movement. Seton's memorabilia are housed in a museum at Philmont Scout Ranch.

JAMES E. WEST. The first Chief Scout Executive, who served from 1911 to 1943. He grew up in an orphanage. Despite the handicap of a tubercular hip which gave him a permanent limp, West worked his way through college and law school. He was an attorney with a special interest in youth work before joining the BSA. His organizational genius set the young movement on a solid foundation.

SCOUTING SUPERSTARS

AITE PHILLIPS. A Tulsa, Okla., oil-
ın and philanthropist, Phillips gave to
: Boy Scouts of America nearly all of
: land that comprises Philmont Scout
nch and Explorer Base near Cimar-
n, N.M. He also donated a Tulsa office
ilding to provide an endowment for
e ranch. Phillips, who was born near
onway, Iowa, in 1883, died in 1964.

ARTHUR A. SCHUCK. The third Chief Scout Executive (following James E. West and Elbert K. Fretwell), Schuck served from 1948 to 1960. He was the first CSE to have had professional Scouting experience, having been a council and regional executive and national head of field operations. The BSA enjoyed phenomenal growth during his tenure as Chief.

WALTER W. HEAD. A midwesterner, Head was president of the Boy Scouts of America from 1926 to 1946, with a one-month break in 1931. He was the first chairman of old Region 8 (Colorado, Iowa, Kansas, Missouri, Nebraska, and Wyoming). During his long tenure as president, the BSA solidified its position as the preeminent youth movement in the U.S.

E. S. MARTIN. Beginning as a Scoutmaster of one of the early troops in Columbus, Ohio, in 1910, Martin served the movement for many years. He became a salaried executive (then called commissioner) in Columbus and later in Washington, D.C. Martin guided the development of many of the early merit badge pamphlets and was editor of *Scouting* magazine.

MORTIMER L. SCHIFF. A New York City banker, Schiff became a national leader of the Boy Scouts of America at its birth in 1910 and helped shape the BSA's field policies, finances, and extension work. He was elected BSA president in 1931 but died a month later. His son, John M. Schiff, took up his work and was BSA president from 1951 to 1956.

COLIN H. LIVINGSTONE. First president of the Boy Scouts of America, who served from 1910 to 1925. He was president of the American National Bank of Washington, D.C. after a career as a newspaperman and Secretary of Interstate Commerce. Livingstone came to Scouting through his friendship with William D. Boyce, who incorporated the Boy Scouts of America in 1910.

EDGAR M. ROBINSON. A national leader in the YMCA, Robinson was instrumental in establishing an organizational structure for the Boy Scouts of America during its first months. He was, in effect, the chief executive of the fledgling organization from May 1910 until James E. West was appointed Chief Scout Executive in January 1911.

FRANKLIN K. MATHIEWS. While pastor of a Baptist Church in Scotch Plains, N.J., Mathiews became Scoutmaster of an early troop and joined the BSA's national staff in 1912. As Chief Scout Librarian, he started the BSA's "Every Boy's Library" in 1913. He is credited with founding National Children's Book Week in 1915.

HISTORY OF BOY SCOUTING AND HOW IT CAME TO AMERICA

A young British army officer, Robert Baden-Powell, was stationed in the wild South African country to train new soldiers from England in the skills of tracking, trailing, and wilderness living. He found that his men were so used to city living that they could not stand the vigorous life of the outdoors.

He recalled his own early days, his love of nature and outdoor living. He remembered tracking wild boars and tigers in the jungle; hunting wild buffalo, elephants, and rhinos in West Africa and the Sudan.

Remembering his own training, he worked out a series of games and activities to make his men physically strong, self-relient, and able to live comfortably in the wilderness. The men enjoyed these games and quickly became skilled. The idea soon went back to England. There, boys picked it up, and started to practice Scouting for themselves. Baden-Powell had written a book called "Scouting for Men" which was being used for a guide. He thought to himself that if a book on Scouting for men appealed to boys-a book written for boys should be just that much more popular.

When he returned to England he was persuaded to develop his idea into a great game for boys. He studied many organizations for boys like those of Dan Beard and Ernest Thompson Seton in the United States. In 1907 he took a group of twenty boys to camp on little Brownsea Island. That was the first Boy Scout Camp. It was there he tried out the new program. In 1908 he published the first Boy Scout Handbook "Scouting for Boys".

It was on a very foggy day in 1909 that William D. Boyce, an American publisher, was searching for an address in old London. All day long the city had been covered with a heavy fog. Street lights had been turned on before noon. Now night was coming on, and it was almost impossible for the stranger to find his way.

Mr. Boyce was surprised when a boy approached and asked if he might be of service. He told the boy where he wanted to go, and was more surprised when the boy saluted him, and said, "Come with me, sir."

Upon reaching the address, Mr. Boyce reached into his pocket and offered the boy a shilling. He was more surprised than ever when the boy refused it.

"No, thank you, sir. I am a Scout. Scouts do not accept tips for Good Turns."

"Good turns? Scouts?" asked Mr. Boyce. "What are the Scouts?"

The boy told him, and showed him the way to Baden-Powell's office nearby. There, Mr. Boyce found out about the Boy Scouts, and decided that American boys would like the great game of Scouting.

On February 8, 1910, Mr. Boyce and others interested in the idea, formally incorporated the Boy Scouts of America. This day is celebrated today as the birthday of Scouting in the United States.

So it was that Scouting began in South Africa as an idea for training young men in outdoor skills and came to America by way of England, because of a god turn. Today in America there are Scouts in nearly every city, town and village, from coast to coast.

There stands in Gilwell Park, England, a bronze buffalo statue, in memory of the unknown British Scout. The inscription reads:

> "To the Unknown Scout whose faithfulness in the performance of the Daily Good Turn brought the Scout Movement to the United States of America."

In June of 1910, men from all national organizations interested in boys got together, and out of that meeting came the permanent organization plan of the Boy Scouts of America. Officers were elected: President Taft became Honorary President. Ever since then, every President of the United States has been Honorary President of the Boy Scouts of America and former Presidents have been Honorary Vice-Presidents. Former President Theodore Roosevelt became Honorary Vice-President and Chief Scout Citizen. Ernest Thompson Seton, the author, was Chief Scout, Daniel Carter Beard, author and artist, was a National Scout Commissioner, and James E. West became Chief Scout Executive. Many other famous men helped Scouting to grow in the early days.

In 1911 the first "Handbook for Boys" was published and the Scout Oath and Law were developed, being adapted from the English Oath and Law. The first Scout uniforms and badges were manufactured.

Scouts gave notable service in times of flood, fire, hurricanes, and other disasters, as well as helping at parades and at civic gatherings during the years that followed. They justified their motto, "Be Prepared".

On June 15, 1916 they had proven themselves such useful citizens, Congress granted a Federal Charter to the Boy Scouts of America, protecting the name and insignia, and authorizing the Scout uniform so that no one but Scouts might use the uniform of Scouting.

The Boy Scouts of America continued to grow. They distinguished themselves by helping immeasurably during both World Wars.

In 1930 the Cub Scout program was added - at the request of parents - so that younger boys could be enjoying the program on a level suitable for their ages. It was through the Cub Scout program that many boys were saved for Boy Scouting who would likely have become interested in something else, because in those days a boy had to be 12 years of age before joining the Boy Scouts. As life accelerated boys were beginning to be ready for something like this at an earlier age.

Boy Scouting has spread throughout the world, and can be found in almost every country of the Free World. Every 4 years a National Jamboree is held in America, and every 4 years a World Jamboree is held, falling midway between the National Jamborees in America.

PURPOSES OF CUB SCOUTING

A boy who joins the Boy Scouts of America as a Cub Scout should come out of his experience a different boy, or we have missed an important goal. When he learns the Cub Scout Promise and the Law of the Pack and the Cub Scout motto, it is the start of character development and citizenship training.

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

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

-INFLUENCING THE DEVELOPMENT OF CHARACTER AND ENCOURAGING SPIRITUAL GROWTH.

-DEVELOPING HABITS AND ATTITUDES OF GOOD CITIZENSHIP.

-ENCOURAGING GOOD SPORTSMANSHIP AND PRIDE IN GROWING STRONG IN MIND AND BODY

-IMPROVING UNDERSTANDING WITHIN THE FAMILY.

-STRENGTHENING THE ABILITY TO GET ALONG WITH OTHERS BOYS AND TEACHING RESPECT FOR OTHER PEOPLE.

-FOSTERING A SENSE OF PERSONAL ACHIEVEMENT BY DEVELOPING NEW INTERESTS AND SKILLS.

-SHOWING HOW TO BE HELPFUL AND TO DO ONE'S BEST.

-PROVIDING FUN AND EXCITING NEW THINGS TO DO.

-PREPARING THEM TO BECOME BOY SCOUTS.

WHAT DOES CUB SCOUTING DO FOR BOYS?

1. Cub Scouting gives boys a lot of fun and enjoyment. Singing, hiking, playing games, yelling, making things, and of course, eating are some of the activities. Happy boys are usually healthy boys.

2. Cub Scouting enables boys to learn many new skills. They learn to do things and to take care of themselves. They become skillful with some of the tools of technological age.

3. Cub Scouting gives a boy a chance to live, dramatize and capture a sense of history. By participating in den skits at pack meetings, they have an opportunity to learn about and re-enact important events in our American heritage.

4. Cub Scouts learn some of the fundamental elements of teamwork as they share with one another. Self-discipline and self-control make it possible for everyone to have a better time. Team play is more fun than disorganized individual play.

5. Cub Scouting gives boys a chance for new experiences - an opportunity to visit businesses and organizations in the community which expands their understanding of how their community works.

6. Cub Scouts learn something about how to take responsibility for their appearance, for their conduct and for their own achievement. When such habits and patterns are set early in life, the boys continue to behave responsibly.

WHAT DOES CUB SCOUTING DO FOR FAMILIES?

1. When parents work with their son and share with him as he participates in the Cub program, they get to know him better. Out of doing things together, parent-son relationships grow firm. Discoveries are made, and each new day becomes a more exciting adventure.

2. As parents work with other adults in Cub Scouting, they make new friends and become acquainted with people they would not meet otherwise. Concern for the boys becomes a common bond between parents and unites them.

3. Community spirit is strengthened and community leadership is developed out of Cub Scouting adult efforts. Parents get a renewed sense of certainty and confidence in the future of our country when children and adults can work together in harmony and with purpose.

A CCEPT RESPONSIBILITY
D ELEGATE TASKS
M AKE SURE OF DETAILS
I NSURE TOTAL UNDERSTANDING
N URTURE CITIZENSHIP AND CHARACTER
I NCLUDE ALL COMMITTEE MEMBERS
S UPPORT THE CUBMASTER
T RAIN NEW LEADERS
R EGISTER ON TIME
A TTEND ALL MEETINGS
T RY NEW PROGRAM IDEAS
I NSIST ON A QUALITY PROGRAM
O PERATE ACCORDING TO THE BOOK
N EVER FORGET THE BOYS!

I DON'T HAVE TIME

365 days per year
24 hours per day

8760 hours per year
2920 hours sleeping per year (8 hours per night)

5840 waking hours
1095 eating hours (1 hour per meal, 3 times a day)
4745 left over
2080 hours at work (8 hours, 5 days per week)
2665 leisure hours
176 hours in Cub Scouting
2489 hours left over for:

P.T.A.	Shopping	Gossip
Church	Driving	Reading
Bowling	Cocktails	Vacations
Bridge	Movies	Camping
Poker	Sports	Relaxing

TIME IN CUB SCOUTING

DEN LEADER:	2 hours weekly x 52 weeks -	104 hours	
	2 hours monthly Roundtables	24 hours	
	2 hours monthly-committee meet.	24 hours	
	2 hours monthly -Pack Meeting	24 hours	
	TOTAL	176 hours	per year
CUBMASTER	2 hours monthly - Committee meet.	24 hours	
	2 hours monthly -Pack Meeting	24 hours	
	2 hours monthly - Roundtables	24 hours	
	TOTAL	72 hours	per year

IS YOUR BOY WORTH SOME OF YOUR LEISURE TIME?

TRY IT...
YOU WILL, NO DOUBT...LIKE IT!

Dear Cub Scout Leader:

Today my son became a Cub Scout. It's all going to be sort of strange and new to him for a while, and I wish you would treat him gently. Scouting can be a big step on his road to becoming a man. And I need your help.

Growing up is a great adventure. It's an adventure that may take him across continents, across oceans, and perhaps even into space. It's an adventure that will probably include tragedy and sorrow; but it can also include achievement of success. To live in this old world of ours, he will need to have faith, love, and courage. So Cub Scout Leader, I wish you would look after him and help me teach him the things he will need to know.

He will have to learn that all men are not just, all men are not ture. But let's teach him also that for every scroundrel, there is a hero; and for every enemy, there is a friend.

It will take time, I realize, but let's teach him, if we can, that a nickel earned is of far more value than a dollar found. We'll teach him to learn to lose so that he'll enjoy winning that much more.

Let's teach him the wonders of God's beautiful outdoors. Let him ponder the eternal mystery of birds on the wing, bees in the sun and flowers in bloom on the hill. Let's help him enjoy and appreciate the world around him. And let's teach him to care for that world so it will still be nice when he becomes an adult.

We'll teach him to be proud of his fine American heritage and to become a responsible, participating citizen of this great land.

We'll teach him that it is far more honorable to fail than to cheat. And we'll teach him to have faith in his own ideas, even when everyone says they are wrong. Let's help my son learn not to follow the crowd when everyone is getting on the bandwagon. Let's teach him to close his ears to a howling mob, but to stand up and fight if he thinks he's right.

We'll teach him how to laugh when he's sad. We'll teach him there is no shame in tears. We'll teach him the pride in achievement and the joy of helping other people.

Let's treat him gently, Cub Scout Leader, but we must not pamper him. Only the test of fire makes fine steel. Let him have the courage to be impatient. Let him have the patience to be brave. Let him be no man's man. We'll teach him always to have faith in himself, because then he will have faith in mankind.

That's quite an order, I know, and I sure can use your help. He's such a nice little guy, and I love him a lot.

Sincerely,

A Cub Scout Parent

A SAMPLE LETTER PARENTS OF A NEW CUB SCOUT

To: A New Cub Scout Family

Dear_____

You are reading this because you have recently become a Cub Scout family. Welcome to our pack, and to the adventure and benefits of the Cub Scout program. Cub Scouting is a home-and-neighborhood centered program designed to support family life. You can expect Cub Scouting to help your boy grow in the following ways:

1. To learn new physical skills to develop dexterity and personal fitness. He will do this through games, writing, woodworking, and other projects. As he develops these skills, he will gain a sense of worthiness and accomplishment, and acceptance by his peers.

2. To learn to get along with boys his same age. He will form friendships with other boys. He will be part of a 'gang' of boys, playing and working together in desirable activities. He will learn that sometimes he must assert himself and sometimes give in, for the good of his den.

3. To develop his mental abilities. He begins to develop this by reading, writing, and carrying out projects. He will have opportunities to express his ideas and influence others. He will begin to care how and what others think of him. He will receive recognition for his accomplishments.

4. To develop a conscience. He will develop a sense of what is right and wrong and what is fair and unfair. He will do this by cooperating with other boys, by the example of adults, and from learning how to win and lose. He will begin to develop democratic social attitudes.

5. To develop personal independence. He will learn to rely more on himself than on adults. He will learn from both successes and failures. He will make choices, and find out more about the world around him.

These are only some of the things you can expect your boy to learn in Cub Scouting. And while he is having fun, without even realizing it, he will be learning some very important human values which will help him throughout his life.

What makes Cub Scouting unique is that you, his family, join the program with him. You will have fun working and playing together, and your family will be strengthened as a result. We are glad that you have chosen to be a part of Cub Scouting.

Yours in Scouting,

Cubmaster

IT'S EASIER TO DO IT MYSELF!!

Have you ever caught yourself saying, "It's easier to run the Pack myself than to get others to help." That thought comes to most Cubmasters sometime during their experience. The mere thought won't do any harm. It's when you begin to believe it that your Pack begins to suffer.

IT'S A TEAM JOB

There are few men with the physical strength of ten. There are few men with minds so keen that they cannot be stimulated by the thinking of ten other minds. In short, there are few men with such ability and experience that they can operate a Pack better alone, than with the help of an interested group of folks.

Experience proves beyond a doubt that the successful Packs are operated on a team basis. These Packs live longer, and give their boys better Cub Scouting – and they do it with less time and effort on the part of each individual leader. Cub Scouting is a team.

HAVE CONFIDENCE IN OTHERS

Even though you may be rather an inexperienced Cubmaster, you probably know more about Cub Scouting than the other leaders of your Pack. At first glance, it may seem that you can do the job better yourself. In the very beginning this may be true, but as your co-workers become more experienced you will find they can do many Cub Scouting jobs as effectively as you. The knowledge that you have made it possible for them to be helpful will bring you great satisfaction.

You must have confidence in other folks if you are going to have an active team of leaders in your Pack. They will never learn about Cub Scouting unless you get them doing it. You'll never get them to do it unless you believe they can.

HAVE CONFIDENCE IN YOURSELF

You must have enough confidence to ask for their help and to look like you expect them to give it.

First, you must show them that you can't give Cub Scouting to their boys without their help. They must understand that most one-man Packs fail. If you like you can do the job alone, other folks will let you do it.

Second, you must show them HOW they can help. It isn't enough just to make a plea for cooperation. That's too indefinite. Rather, you must ask them to accept specific jobs.

MONTHLY PACK LEADERS MEETING

The best way to develop real team spirit among the leaders of your Pack is to have a monthly Pack leaders meeting. The purpose of these meetings is to plan 4 Den programs and the Pack program for the month ahead. Experience shows it is the most important factor in successful Pack Operation, and it is the best possible insurance against being left with the program to run by yourself.

WHY TRAINING?

In packs with trained leaders, certain results are often self-evident:

1. A good program, supported by boy interest in the pack
2. Tenure on the part of the Cub Scouts in the pack increases
3. Tenure of the trained leaders is longer than the tenure of untrained leaders
4. Relationships between the pack and the sponsoring institution are stronger
5. There is evidence that there is successful achievement of the boys
6. The pack leaders demonstrate that they can keep the various parts of their program in proper perspective

The following training is available for leaders:

1. ORIENTATION - a short training session which may be conducted at School Night for Cub Scouting or at a pack parent's meeting. It introduces parents and new leaders to the total B.S.A. program, with emphasis on Cub Scouting. It is a good foundation for further training.

2. FAST START TRAINING - a series of pamphlets are available for use by trainers and experienced leaders coaching new leaders. These provide temporary help until new leaders can attend training sessions.

3. BASIC TRAINING - job-oriented training. Leaders are encouraged to attend basic training before assuming job responsibilities so they will be fully qualified to conduct the program.

4. POW WOW - an annual, all-day, council-wide training event for Cub Scout leaders offering training in a variety of different areas.

5. WORKSHOPS - den leader workshops are conducted on a district basis, as needed.

6. PHILMONT CONFERENCES - week long training courses under the direction of the National Volunteer Training Committee are offered during the summer at Philmont Scout Ranch at Cimarron, New Mexico. Special programs for family members make this a great family vacation.

7. ROUNDTABLE - a monthly district meeting of leaders to provide ideas on the next month's theme.

8. CUB SCOUT TRAINER'S WOOD BADGE - a week-long training course for Cub Scout Trainers, offered by invitation from the regional office.

PACK ADMINISTRATION

In essence, Pack Administration is the management of communications within the pack. It's that simple! It's that complicated!

During a leader's tenure with a pack, the greatest problem probably will be with "people", and the reason for the problem will be communications. Without help, most people seem not to be able to talk to each other; to carry on an effective dialogue.

A dialogue is the transfer of ideas, thoughts, concepts, feelings and attitudes from one mind to others with their reception more or less intact. This is difficult to do under the best circumstances, and almost impossible the rest of the time.

Pack Administration is a series of steps, organization techniques, guidelines, roles and even rules, that are designed to enhance communications. When implemented properly, the value of communications and dialogues accrue both to leaders and to kids.

When people talk the same language, for the same purposes, with the same motives; that is to say when they cooperate, the pack really moves! The adults have fun, with no one working too hard. The boys have fun, and advance through the program. And most importantly, the goals of the program are met. Citizenship training, character development, and physical and mental fitness mix with fun and excitement in an atmosphere of love and understanding and Cub Scouting happens!

Pack Administration works. It works to help leaders, to help the boys and everyone else involved. It provides a structure for communications, and through dialogues, growth for all involved. Get involved and have fun!

THE PACK COMMITTEE

The pack committee is an interested, involved group of people supporting the pack program by doing the "behind the scene" jobs that are very necessary. A pack needs a complete committee to give the boys a complete program.

The purpose of the pack committee is to support the Cubmaster and to make the Cub Scout program as effective and meaningful as possible. Their responsibility is to see that the pack program prospers and is carried on in accordance with the policies of the chartered organization as well as the Charter and By Laws of the Boy Scouts of America.

The committee meets each month with the pack leaders in their monthly meeting.

PACK LEADER DUTIES

For a pack committee and its chartering partner to fulfill the "Purpose of the Boy Scouts of America" to the boys in the pack, many people must be involved. Successful packs have active committees which involve as many parents and other adults as possible. This also divides the whole job, making each person's job easier.

Care must be used to assure that the committee does not encroach on the rightful responsibilities of the Cubmaster or other unit leaders. Likewise, those leaders must not assume the functions of the committee. Each is important and must be carried out concurrently.

Following is a listing of the various offices of the pack committee and a detailed explanation of the duties of each office.

SCOUTING COORDINATOR

Name_____
Address_____
Phone: (H)_____(B)_____

1. Appointed by the charter partner organization.
2. Coordinates all Scouting programs in the organization.
3. Keeps organization informed of Scouting activities.
4. Assure the competence of pack leaders and their compatibility with the purposes and program of the charter partner and the Boy Scouts of America. Attend pack meetings occasionally to determine the quality of the program and leadership in terms of the charter partner's expectations.

CHAIRMAN

Name_____
Address_____
Phone: (H)_____(B)_____

1. Call and preside at regular monthly meeting of the committee.
2. Maintain a close working relationship with the Scouting Coordinator.
3. Act immediately to replace leaders who resign or become inactive.
4. Maintain year-round operation.
5. See that new dens are formed as needed.
6. Encourage Pack leaders to take training.
7. Keep committee members and leaders informed of Council and District activities.
8. Provide recognition for your committee and leaders when they do a job well.
9. Assign jobs to committee members.

MEMBERSHIP

Name_____
Address_____
Phone: (H)_____(B)_____

1. Set up and supervise a systematic, year-round recruiting program.
2. Take an inventory of your pack to determine the new boys and dens needed.
3. Make sure all new parents are visited at home and personally invited to become a part of the Pack with their boy.
4. Register boys and parents with the Council immediately.
5. Work closely with the Webelos, Leaders, Cubs, and parents, guiding Webelos Cubs into Scouting.
6. Prepare re-registration papers and report to the charter partner.

FRIENDS OF SCOUTING

Name_____
Address_____
Phone: (H)_____(B)_____

1. Insures participation of the pack committee and all parents in the Council "Friends of Scouting" Campaign (Sustaining Membership Enrollment).
2. Recruits one adult for each Den to serve as an Enroller.
3. Insures that each parent is contacted and asked for their financial support.
4. Delivers monies and pledges which have collected to the District Turn-in Meeting.

SECRETARY

Name_____
Address_____
Phone: (H)_____(B)_____

1. Keep the pack records, using Pack Record Book.
2. Keep concise but adequate records of all committee meetings.
3. Answer correspondence related to committee action.
4. Notify Pack leaders of the monthly leaders' meeting as well as others called by the Pack.

ADVANCEMENT

Name_____
Address_____
Phone: (H)_____(B)_____

1. Keep adequate records (in cooperation with the Pack secretary).
2. Help parents to work with their boys on advancement requirements.
3. Assist Den Leaders with advancement problems.
4. Conduct "Awards" period at Monthly Pack Meeting.
5. Receive the Monthly Advancement reports from the Den Leaders, compile them, and submit to Council Service Center at least one week prior to the Pack Meeting. Forms are available at the Service Center.

FINANCE

Name_____
Address_____
Phone: (H)_____(B)_____

1. Secures the yearly adoption of the pack budget.
2. Keeps accurate and timely records.
3. Receives and deposits boy dues regularly.
4. Makes regular finance reports to the pack committee.
5. Signs, or counter-signs, all pack checks and handles all pack monies.
6. Pays all pack bills.
7. Responsible for submitting Unit Money Earning Application to Council Service Center for approval of all pack money earning projects. Additionally, supervises execution of all pack money earning projects.

CUBMASTER

Name_____
Address_____
Phone: (H)_____(B)_____

1. The "program leader" of the Cub Pack. In cooperation with the organization of dens, and the placing of boys in them.
2. Helps train Den Leaders, Den Chiefs and parents.
3. Participates in District Roundtables, Pow Wows and other development programs.
4. Meets monthly with "Pack Program Team", including Den Leaders, to plan the program and divide the work.
5. Maintains a year-round program.
6. Presides at Pack meetings.
7. Operate the Pack according to the rules:
   a. Conduct all activities under qualified leadership and safe conditions.
   b. Cooperate with leaders of other Scouting units in the Charter Partner.
   c. Observe policies of the sponsor, local council, and National Council.
8. Cultivate interest of parents.
9. Help graduate Webelos Cubs into a troop.
10. Works closely with Den Leaders to see that they are providing an adequate

ASSISTANT CUBMASTERS

Name_____
Address_____
Phone: (H)_____(B)_____

Name_____
Address:_____
Phone: (H)_____(B)_____

The right-hand man of the Cubmaster, working with him as a team to carry out assigned duties (generally specified by the Cubmaster).

DEN LEADER COACH

Name_____
Address_____
Phone: (H)_____(B)_____

1. Help the Cubmaster recruit and develop a staff of capable Den Leaders and Assistants.
2. Meet with and assist Den Leaders.
3. Meet at least monthly with all Den Leaders to help plan Den Meeting Programs.
4. Keep the Cubmster informed about the needs and condition of all dens.
5. Attend all monthly Cub Leaders Roundtables, Plack Planning Meetings, and Pack Meetings.

DEN LEADERS

Den Leaders are not officially pack committee members, but meet with the committee at the monthly Pack Leaders' Planning Meeting.

1. Responsible for organization and operation of the den. Meets weekly with planned program.
2. Cultivate interest of parents.
3. Know parents of the Cub Scouts and help secure their help in advancement program.
4. Give and take training:
   a. Seek counsel of Cubmaster and participate in Den Leader Development.
   b. Attend Roundtables for Cub Leaders.
5. Reports Advancement of boys.

WEBELOS DEN LEADER

1. Responsible for the organization and program of his Webelos Den.
2. Base monthly program on one or two of the 15 Webelos activity areas.
3. Report the advancements of his Webelos Cubs Monthly, to the Cubmaster and/or the Pack Advancement Chairman.
4. Plan and conduct the Webelos Award Ceremonies at Pack meetings.
5. Meet with the fathers of Webelos Scouts to plan and conduct hikes and the one or two dad and son overnight camping trips.
6. Help each Webelos Cubs to join a Scout troop when eligible.

UNIT COMMISSIONER

Name_____
Address_____
Phone: (H)_____(B)_____

An able helper to Packs in your area. Look to him as your friend.

DISTRICT EXECUTIVE

Name_____
Address_____
Phone: (H)_____(B)_____

A member of a team of specially trained professional Scouters responsible for maintaining high standards.

SAMPLE COMMITTEE MEETING AGENDA

Remember that each committee is different. Conduct meetings in the most comfortable and efficient manner for your group of adults. Ensure that everyone has the opportunity to have an input without feeling intimidated, and that one person is not running the whole show.

1. While gathering, turn in advancemnt reports to advancement chairman, and dues to the treasurer.
2. Minutes and treasurer's report.
3. Final planning for this month's pack meeting. Review agenda to make sure all details are covered.
4. Plan for next month's meeting. Review the theme and what the dens and pack are going to do with it. Decide who will provide skits, what space will be necessary for displays, who will take care of refreshments, and who is responsible for the opening and closing ceremonies. Make sure any special requirements can be met and are assigned to someone.
5. Den Leader Coach and/or Den Leader reports. Find out what help the dens need for the next month, and for any long range projects under consideration.
6. Other reports, for example publicity, outings, special community projects, Scout Show, membership and training.
7. Announcements.
8. Poll each member individually for additional business to be brought before the committee.
9. Adjournment.
10. Keep the meetings as short as possible. If the members want to socialize, have a social period before or after the meeting, not during.

DANGER SIGNS OF WEAK PACK PROGRAM PLANNING

1. Excessive Den Leader turnover.
2. Programs not related to a theme.
3. Handicraft not related to a theme.
4. Pack meetings built around outside entertainment.
5. Small pack committee or committee does not meet.
6. Month to month planning.
7. Pack leaders seeking program ideas.
8. Pack meetings with delays, indecision, and weak leadership.
9. Poor parent attendance at pack meetings.
10. Rapid turnover of Cub Scouts or transfers from den to den.

ANNUAL PLANNING SESSION

Suggested attendees: Cubmaster, assistant cubmasters, Scouting coordinator, committee chairman, treasurer, unit commissioner, den leader coach, den leaders, den chiefs and committee members.

Materials needed: Yearly calendar, Program Helps, pack roster with complete addresses and phone numbers, and a written agenda. Review the Program Helps until you are familiar with the monthly themes. Be open to helpful suggestion. Make additions and changes as needed.

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

Finances: Assessments, fund raisers, or dues that are necessary.

School night: If your pack would like to recruit new boys you may want to obtain free forms from the council. These may be passed out during school to second and third graders.

Organizational meeting: Obtain den leaders and divide boys into dens at this meeting.

Monthly themes: Use the Program Helps. Some months may be exchanged or combined to suit your pack. Choose the theme now--develop the details later. If speakers, special entertainment or materials are necessary, appoint someone to follow through on these.

Webelos Activity Badges: Designate which will be worked on each month. Be sure that each boy is given the opportunity to complete all 15.

List important events and dates: Prepare a Pack calendar. Include summer time den or pack activities (e.g., family picnic, bike rodeo, nature hikes, indoor or backyard slumber parties, field trips, sports night, skating party, bowling party). Include service or community projects (e.g., clean up, planting trees, visit the sick or shut-ins with skits or songs, provide for a needy family, provide a service for an elderly person). Participate in District and Council activities (e.g., Pow-Wow, Scout Sunday, Scout week, Scout Show, SME, District Recognition dinner, Day Camp).

Designate Committee Members to be: Song leader--Boys like to sing and a good song leader can add a lot of enthusiasm to a meeting. Comminication & Publicity--Every pack needs a committee which can be depended upon to do telephoning, typing, and making copies of material.

General:

1. Assign dens on a rotating basis for setting up, cleaning up, opening, ceremonies, refreshments, etc.
2. Plan good field trips.
3. Plan for adequate leadership training.
4. Expose Cubs to as many exciting, fun, and educational experiences as possible.
5. Give out awards every month. Use ceremonies.
6. Involve as many parents as possible.
7. Delegate responsibility--share the load.
8. Be enthusiastic. Have fun.

SAMPLE PACK MEETING AGENDA

Gathering Period

This time prior to the open when the Pack is assembling for the meeting. This time should be utilized for:

1. Sign in
2. Get acquainted game
3. Den displays
4. Final room arrangments
5. Game or activity to keep boys occupied.

Opening

The opening should be brief but formal enough to set a mood of attention. Vary it from month to month.

New Members

Pin new Bobcats (parents participate). This activity should be scheduled immediately after the opening so new cubs may join the dens.

Game

Games are fun, they allow everyone to participate, including the parents and guests, and they reaffirm the fact that Cub Scouting is for boys.

Awards

Awards are the most important part of the pack meeting. For boys, it is their "Big Night," and you should make sure that it is one they will be proud of. Include parents whenever possible. Always stress ceremonies.

Songs

Songs set a festive mood and stimulate participation. Each pack meeting should include a song.

Den Skits

Skits teach Cubs to organize and participate. Skits whould be simple and emphasize acting with a minimum of speaking.

Announcements

Announcements are essential, but keep them short!

Closing

Retire the colors, if posted in opening. At this point a statement by the Cubmaster is in order. It can be simple "Goodnight" or it can be more inspirational.

RECORDS FOR THE PACK

Pack Record Book

This is your pack's most complete record. It contains all the necessary material for keeping a charter year's record. This book has space for the achievements and elective record of each Cub Scout, the activity badge areas and the Arrow of Light award record of each Webelos Scout, attendance at den meetings, Cub Scout and parent attendance at each monthly pack meeting and special pack events, and record of dues. At the end of the charter year it becomes a part of the permanent pack record.

Pack Financial Record Book

This book deals with the pack's financial records and includes forms on income and expenditures, pack budget plan breakdown, pack roster and dues. There are also sections on Cub Scouting and thrift, the pack treasurer and the pack budget plan.

Adult applications

An adult registering as a leader uses the Adult Application No. 8273. The procedure for registering is the same as that used for the Cub Scout Application.

RECORDS FOR THE PACK (con't)

Cub Scout Application

The Cub Scout Application is filled out by a new boy and his parents. This form asks for specific information regarding the new Cub Scout and requires the signature of the parent or guardian. The registration procedure is as follows:

1. The new boys and their parents complete the application, No. 8270, and present it to the Cubmaster with the necessary fees.
2. Cubmasters complete temporary certificate (good for 60 days) and either presents it to the new Cub Scout immediately or presents it as part of a pack induction ceremony.
3. Cubmaster signs the form and retains the pack copy for his records.
4. Cubmaster forwards local council and national office copies to the local council office with the necessary fees.

Pack Charter Renewal Application

Included in the Charter Renewal Kit will be three copies of the computer print-out of all boys and adults registered in your pack during the year, a uniform inspection sheet for Cub Scouts and Leaders and instructions for the pack's roll call and uniform inspection. Included also is the "10 Tests of Successful Packs". The unit or Pack commissioner will take the charter papers and application for quality award to the council office for processing.

PACK POLICY

Every pack should maintain a record of the policy type decisions that are made from time to time by the pack committee. These policies should be printed, dated, and a copy furnished to the parents of each new boy when he joins the pack. It may even be a good idea to date each item to show just when it was passed by the committee and became effective.

Some pack policies may seem obvious to you as an experienced Cub Scouter, but to have the answers available so they can't be misunderstood or forgotten, may be a life saver for a new parent or den leader. Remember-if your committee makes a decision that affects all members of your pack and you intend it to remain in effect for an extended period of time, be sure to publish it for all to know.

The following is a partial list of subjects that you may wish to establish as pack policy; there are others you may want to add or delete depending on your particular unit and situation.

1. Den dues and how they are handled.
2. Pack money making projects.
3. Things that the pack will buy and furnish to the Cub Scouts. (badges, books, Boys' Life, uniform parts, etc.)
4. Requirement for service to the pack by parents of the boys.
5. Requirements for permission slips to participate in pack outings.
6. Pack insurance.
7. Time and place of pack meetings.
8. Policy on organizing dens and assignments of boys to them.
9. How a boys becomes "inactive", penalties or activities for which inactive boys are not eligible and how to regain active status.
10. Requirement for at last one adult to accompany the Cub Scout to pack meetings.
11. Wearing of uniform to meetings and acceptable composition of the uniform for the pack.

PACK POLICIES (con't)

12. Time and place of committee meetings.
13. Membership of pack committee.
14. Campouts for Cub Scouts and Webelos.
15. Den and pack discipline of Cub Scouts.
16. Pack meeting attendance award.

SUCCESSFUL PACK OPERATION

The following guidelines have been followed successfuly by many packs. We suggest you use this as a check sheet to determine where your pack operation can be improved.

1. Enthusiastic parent participation. Good attendance at pack meetings and pack activites.
2. Pack administered by pack committee. Work shared by all leaders.
3. A pack secretary keeps up-to-date records,.
4. A pack tresurer handles financial affairs and keeps accurate financial records.
5. Accurate advancement records are maintained.
6. Cubmaster is executive officer of pack and is responsible for program.
7. Pack operates on a budget plan.
8. Adult leaders are trained.
9. Adult leaders are correctly uniformed.
10. Adult leaders attend monthly roundtables regularly.
11. All dens meet weekly.
12. Two-deep leadership in all dens.
13. Trained den chiefs in all dens.
14. Den leaders meet regularly with den chiefs.
15. Pack has at least one Webelos den - more if needed.
16. Regular monthly pack leaders' meetings.
17. Regularly monthly den leader coach/den leader meetings.
18. Pack holds annual pack planning conference to plan year-round program.
19. Pack has plan to transfer Cub Scouts into Webelos dens when they become 10.
20. Pack holds impressive graduation ceremonies into Boy Scouting.
21. Pack conducts at least one service project each year for community or chartered organization.
22. Impressive ceremonies are used for induction of new families and advancement.
23. Pack has an effective membership recruiting plan.
24. Pack has close working relationship with Boy Scout troop.
25. Badges are presented to parents at pack meeting. They, in turn, recognize their sons by presenting them with the awards.
26. Pack reregisters on time with at least 50% of its members.
27. At least 50% of registered boys advance in rank each year.
28. Pack earns Honor Unit (Quality Award effective Jan. 1, 1986).
29. Leadership and performance of adults is recognized regularly.

WHO PAYS FOR CUB SCOUTING

The Cub Scout pays for his uniform, books, equipment, and registration fee from personal savings, Council Show Ticket Sales, and participation in pack money earning projects.

The Pack pays for its program needs and equipment from members dues, Council Show Ticket Sales commissions, and pack money earning projects.

The Family pays for 75% of the council budget through the annual Sustaining Membership Enrollment drive.

The Council pays for its service to chartered sponsoring organizations, year-round camping, program services, special activites, and Service Center operation from several sources. The United Funds, through their community fund drives provide approximately 25% of the Councils financial needs.

THE PACK BUDGET PLAN

The pack budget plan is simply a sound financial system for your Cub Pack. It involves three steps:

1. Adoption of a budget
2. Establishment of a revolving fund to meet immediate financial needs.
3. Regular weekly payment of a small sum by each member of the pack.

The sooner a Pack gets on a solid financial footing, the longer it is likely to function. The budget system provides this firm foundation.

Boys should be encouraged to earn the money for their weekly den dues to teach them to stand on their own feet.

PLANNING THE BUDGET

Discuss the pack budget at a pack leaders' meeting. The following need to be decided:

1. What are our program plans for the coming year and what will these activities cost?
2. What should the budget include?
3. What is our anticipated income? How much can we expect each boy to pay per week?
4. Do we need a money-earning project to supplement the income from dues?

After the pack leaders and committee members have developed the budget, it is presented to the parents and boys at a special business session of the pack meeting for discussion and adoption. Emphasize each boy's personal responsibility for making a success of the plan by prompt payment of his share of dues. For boys who cannot earn money because of where they live or whose parents cannot afford the dues, a local service club or business of group of citizens might be asked as a service project to underwrite the membership, Boys' Life, and other program materials. When this is done, leaders should find ways to help boys show their appreciation.

Recommemded Basic Expenses

Registration	$ 3.00
Boys' Life	6.60
Badges and Insignia	3.00
Literature/program materials	2.30
Goodwill fund	.50
Reserve fund	.60
	$16.00

MONEY EARNING PROJECTS

A form titled Unit Money-Earning Application is available to help in planning such a project and to ensure that these plans fit into the approved practices outlined by the BSA.

10 GUIDELINES FOR UNIT MONEY-EARNING

Whenever your pack is planning a money-earning project, this checklist can serve as your guide. It will be helpful to you as you fill out the Unit money-earning application. If your answer is "yes" to all the questions, it is likely that the project conforms with Scouting's standards and will be approved.

1. Have your pack committee, chartered institution, and Scout Council approved your project, including the date and methods?
2. Do your plans and the dates avoid competition with money-raising programs and policies of your chartered institution, Scout Council, community chest, or United Way?

3. Is your plan in harmony with local ordinances, free from any stigma of gambling, and consistent with the ideals and purposes of the B.S.A.?
4. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Scouting either directly or indirectly?
5. If tickets are sold for any function other than a Scout event, will they be sold by your boys as individuals without depending on the goodwill of Scouting to make this sale possible?
6. Even when sales are confined to parents and friends, will they get their money's worth from any product they purchase, function they attend, or services they receive from your pack?
7. If a project is planned for a particular area, do you respect the rights of other Scout Units in the same neighborhood?
8. Is it reasonably certain that people who need work or business will not lose as a result of your unit's plan?
9. Will your plan protect the name and goodwill of the Boy Scouts of America and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns?
10. If any contracts are to be signed by your unit, will they be signed by an individual without reference to the Boy Scouts of America, and in no way bind the local council or the Boy Scouts of America to any agreement of financial responsibility?

REMEMBER: "Unit Money-Earning Application" form must be completed and submitted to council office for approval.
REMEMBER: Selling of commercial products may NOT be done in uniform.
REMEMBER: Money earning projects should be <u>pack, not den</u> activities.

<u>MISUSE OF UNIT FUNDS</u>

1. The Unit committee should meet with the governing body of the chartered institution. (The Scouting unit belongs to the chartered partner.)
   A. Members at this meeting should include:
      1. Head of chartered partner and his invited participants.
      2. Scouting Coordinator
      3. Unit Committee Chairman
      4. Unit Committee members (Include old & new members)
      5. District representative, if desired (District Finance Chairman, District Committee Chairman, District Executive)
   B. The above group decide action to be taken.
2. The Role of the Scout District Committee members:
   A. District Finance Chairman--Advisory capacity only
   B. District Committee Chairman--Advisory capacity only
   C. District Scout Executive--Advisory capacity only (He is not an enforcer. He can take measures to prevent an individual from ever being in a position in Scouting where this problem may arise again. ie., a brief statement of facts regarding the incident signed by the unit committee chairman is required. This action will not Red Line a person from Scouting, but will prevent a reoccurance of the situation.)
3. Things to keep in mind:
   A. What is best for Scouting.
   B. A committee or individual who accuses another is wide open for libel action. You must have cold, hard proof.
   C. Steps can be taken thru the district executive to prevent a reoccurance of the problem.
   D. That the unit Committee with the approval of the sponsor makes the <u>final</u> decision.

TAX DEDUCTIONS

A considerable amount of money is expended each year by Scouters in carrying out their volunteer service to the youth of the council. Certain allowable deductions are authorized under Section 170 of the 1954 Code of the Treasury Department, Internal Revenue Service:

- -Annual registration fees and dues.
- -Transportation expenses to and from Scouting events and meetings. (9¢/mile)
- -Purchase price of uniforms, emblems, and insignia.
- -Maintenance and cleaning of uniforms and equipment which are required for use in the performance of volunteer services.
- -Actual un-reimbursed expenses incurred by attending Scouting conventions, training conferences, regional meetings, and all such events in or out of the council territory, including out-of the-pocket expenses and reasonable expenditures for meals and lodging necessarily incurred while away from home in rendering such donated services.
- -Campaign contributions, stationary, mailing and telephone expenses, serving refreshments at meetings, cost of training literature, equipment, memorial contributions, paints, lumber, and supplies.

Naturally, each deductible item must be substantiated by adequate record.

CHARTER REVIEW

This is a most important meeting in the life of your pack. The purpose is to provide an opportunity to conduct a review of past performance and to establish plans for the coming year and the plan for growth. The Scouting coordinator should invite to the charter review meeting the organization head, members of the pack committee, the Cubmaster and assistants, and the unit commissioner assigned for charter review.

Decide before the meeting who will be the moderator--the organization head, the Scouting coordinator, or the pack committee chairman. The following agenda is often used as a guide. Some organizations prepare their own to fit a particular situation.

Meeting Agenda:

Call the meeting to order - introductions are made and an outline of the purpose of the meeting is stated. Stress the necessity and significance of everyone's participation.

Review of unit operation - include such items as a membership review, summer program, advancement, outdoor activities, training status of leaders, pack budget plans, etc. Include successes of the pack. The individuals giving these report should be given an opportunity to make the first recommendations for improvement.

Identification of pack needs - opening statement by commissioner. This is based on service rendered to unit. His function is much like that of an auditor who brings facts into focus and reveals whether a business is solvent or failing, labeling assets and liabilities. Follow with a discussion on areas needing improvement. Review "10 Tests of Successful Scouting". Set goals for the coming year. The unit commissioner plays a very important part in this meeting since he will continue to work with the group throughout the year. The commissioner, because of his knowledge of the pack, can help the committee and leaders to work out practical plans for improving the pack operation.

Scheduling help to meet specified unit needs - district resources to meet the needs, such as training, facilites (camp, picnic, or outing area), activities, or the help of specialists, are described.

Completing the application - The completion includes proper and legible signatures and addresses of officials and leaders, registration fees, Boys' Life payments, separations, and additions.

Registration fees should be collected on the spot or in advance. It is very important that all personal information and fees be secured before the meeting adjourns. Failure to do this will result inchasing around after people, thereby robbing the registration process of its dignity.

Only one registration card is issued to each Scouter even though he may be registered in more than one capacity. It is important, therefore, that the necessary fees are enclosed with the charter application for a Scouter unless he has currently paid the fee in another capactiy. It should be noted that labels for Scouting magazine are cut for names as they appear on registration papers. This means that until a Scouter is registered he cannot be placed on the mailing list.

The Scouting coordinator and pack committee are called upon for their formal acceptance of their general responsibilities. These responsibilities should be clarified where the need is apparent. The organization head should be asked to sign the application indicating the organization's formal approval, and that all adults meet the requirements for age, sex, and citizenship for the position in which they are registering.

It should be ascertained simply that there is a clear understanding of the basic principles that permit good working relationships between the chartered organization, pack committee, and council. Specific questions should be answered on the spot, and time should be spent on known areas of difficulty.

If the commissioner is satisfied with the outcome of the meeting, he signs the application in the space provided, and makes out a temporary receipt for the pack treasurer.

If the review is not satisfactory, the commissioner should give his conditional approval and indicate the conditions to be met. Perhaps a few key people need to meet again in order to solve these problems. In case the papers are not ready at the end of the meeting, be sure to determine the specific date on which the application will be delivered to the council office and by whom.

Charter presentation plans - Care should be taken that a period of 4 to 6 weeks is allowed for processing the papers. The commissioner should briefly explain what happens to the papers and why this process is important. Keep in mind that the charter is presented to the organization, not to the pack.

Conduct other business - Commissioner may outline council and district events and dates. Set date for next committee meeting and commissioner visits. Check on coming pack activities. Pay tribute to pack leadership.

Adjourn for refreshments.

No. 14 220
1984 Printing

PA-23

CUB SCOUT PACK

NATIONAL QUALITY UNIT AWARD

Cub Scout Pack Commitment—Unit must achieve six of eight to qualify as a quality pack
(Three (*) required, plus an additional three=total six)

Pack number _____ Chartered organization _____

Town _____ State _____ Recharter month _____

District _____ Council _____

Yes/No	Pack Commitments for Coming Year
*1. _____	CUBMASTER: To be selected and approved by the chartered organization. If new, to complete the training in the Cubmaster Fast Start Kit.
*2. _____	ASSISTANT CUBMASTER: We will have one or more assistant Cubmasters that will be registered and active. (At least one of the assistant Cubmasters will be qualified to succeed the Cubmaster)
*3. _____	PACK MEETINGS: We will hold a minimum of nine pack meetings a year, including one pack summertime activity.
4. _____	TIGER CUBS: Will have a Tiger Cub group affiliated with our pack.
5. _____	SERVICE PROJECT: To be conducted annually. Preferably to the chartered organization or the community, or participate in World Friendship Fund.
6. _____	ADVANCEMENT: 50 percent or more of our Cub Scouts will advance a rank or we will have a 10 percent increase over a year ago. Approved rank advancements for this recognition would include Bobcat, Wolf, Bear, Webelos, and Arrow of Light. _____ Number of Cub Scouts beginning of past pack charter year _____ Number of above Cub Scouts that advanced a rank during the pack charter year _____ Percent of above Cub Scouts advanced a rank during the pack charter year *or* _____ Percent rank increase over a year ago
7. _____	*BOYS' LIFE:* 50 percent or more of our Cub Scout members will subscribe to *Boys' Life* magazine *or* we will have a 10 percent increase over a year ago. _____ Number of Cub Scouts subscribing at beginning of past pack charter year _____ Number of Cub Scouts subscribing at beginning of new pack charter year _____ Percent of increase subscribing over a year ago *or* _____ Percent of Cub Scouts subscribing at beginning new charter year
8. _____	MEMBERSHIP: Will recharter with an increase in youth registered over a year ago. _____ Number of Cub Scouts registered at beginning of past charter year _____ Number of Cub Scouts registered at beginning of new charter year _____ Number of increase or decrease over a year ago

_____ _____ _____

Date Commissioner Cubmaster

Instructions: Use ballpoint pen.
Top Sheet. Council copy, attach to charter application.
Bottom Sheet. Unit copy, back contains interpretation for Quality Unit Award.

UNIFORMING

The Boy Scouts of America has always been a uniformed body. Its uniform help to create a sense of belonging to the largest organization of this type in the world. Uniforms symbolize character development, citizenship training, and personal fitness. Wearing a uniform gives youth and adult members a feeling of:

Personal Equality: it represents a democratic idea of equality, bringing racial, economic, religious, national, ethnic, political, and geographical differences in the Scouting tradition. The uniform with the insignia shows the wearer's activity, responsibility, and achievement.

Identification: it identifies youth and adults as members of the Boy Scouts of America, visible as a force for good in the community.

Achievement: what each youth or adult member has accomplished with program opportunities can be recognized by the badges and insignia worn on the uniform.

Personal Commitment: it is a constant reminder to every Cub Scout, Boy Scout, Explorer, or adult of their commitment to the ideals and purpose of the Boy Scouts of America. It's a way of making visible a member's commitment to a belief in God, loyalty to country, and to helping people who need them.

Pride: a Cub Scout does not become uniform conscious overnight. Leaders and parents must recognize the importance of wearing the uniform correctly and set a good example which will influence the boys. All leaders should promote the wearing of the correct, complete uniform on all Scouting occasions.

An insignia and uniform committee, made up of volunteer Scouters from around the country, is charged with the responsibility of setting the standards for the uniform. The Bylaws of the B.S.A. sets out the requirements, and any change in the uniform or badges comes only as a direct result of approval by this national committee. There is a correct place on the uniform for each badge and insignia. Consult the Insignia Control Guide when questions arise.

UNIFORM POLICY

The official uniforms are intended primarily for use in connection with the activities of the Scouting movement. The uniforms shall NOT be used:

- -when soliciting funds or engaging in any commercial enterprise. This does not forbid B.S.A. members from participating in uniform, in local council-approved money-earning projects which do not involve the sale of a commercial product or service. (For example: Uniforms may be worn when selling Scout Show tickets, but may not be worn to sell candy or light bulbs as a pack money-raising project.)
- -when engaging in a distinctly political endeavor.
- -when appearing professionally in any entertainment medium without the specific authority of the executive board.

IMPORTANCE OF UNIFORMING

It is a human tendency to accent what is wrong with our society. But our movement is built on positive values. All of our programs are action programs, which begin with our commitment to certain principles. Nothing very useful comes from merely accepting certain values. The usefulness comes from acting upon those values and identifying them openly. So, as we wear our uniform, we are standing on these principles---where everyone can see us---out in the open. We are standing with each other--not alone. We are declaring out intent to encourage others to live within those same principles. All of us should be proud to wear the Cub Scout uniform and 'do our best' to see that it is worn correctly. Let's set a good example for the boys.

ADULT UNIFORMING

Square Knots - Embroidered knots, representing medals with pendants and certificate awards earned, are worn on the uniform centered above the left pocket, in rows of three, with the distinguishing color (not white) to the wearer's right. There is no order of precedence for square knots. (Medals are worn for ceremonial occasions only, such as Blue and Gold banquet, district and council dinners, troop courts of honor, etc.)

Silver Beaver - Blue and white knot on khaki (men)
Blue and white knot on dark blue (ladies)

District Award of Merit - Silver overhand knot on dark blue

Scouter's Key - Green and white knot on khaki (male CM & commissioners)
Green and white knot on blue (female CM & commissioners)

Scouter's Training Award - Green knot on khaki (men)
Green knot on blue (ladies)

Den Leader's Training Award - Gold knot on blue (men & ladies)

Den Leader Coach's Training Award - Blue and gold knot on blue

Arrow of Light Award - Red and green knot on khaki (worn by men who earned award as a boy)

Eagle Award - Red, white, and blue knot on khaki

Religious Award - Purple knot on silver (adults)
Silver knot on purple (boys)

Insignia for Red Jackets - The proper universal emblem for the branch of Scouting the wearer is engaged in shuld be worn on the left pocket. The Philmont bull emblem is especially designed for the red wool jac-shirt (black for men, white for women) and is sewn on the left shoulder above the pocket. Boy Scouts may wear their leadership corps patch centered on the right pocket. On all jackets, the Schiff, Philmont, or high-adventure base emblems may be worn centered on the right pocket or in the same relative position if there is no pocket. Members of the National Eagle Scout Association and Order of the Arrow may wear their six-inch emblem on the back of the jacket, as may those who have participated in international activities such as the World Jamboree. Only ONE such emblem should be worn. In all cases, the red poplin jacket is an alternate for the heavier jac-shirt, and the insignia may be worn on it in comparable positions. No other badges or insignia are approved for the red jackets.

District Insignia - Districts are operational arms of the local council. Members are not identified as members of a district, but of the local council and the Boy Scouts of America. For this reason, district insignia is not authorized for wear on the uniform. Where it is desirable to use district identification, district flags, banners, or neckerchiefs may be authorized by the local council.

Neckerchiefs - the following neckerchiefs are approved for wear by adults in Cub Scouting:
Cub Scout leader neckerchief (dark blue with gold trim)
Webelos leader neckerchief (plaid, similar to Webelos Scout's)
Blue Cub Scout Trainers' Wood Badge training neckerchief (if earned)
Mauve Wood Badge neckerchief (if earned)
District or roundtable neckerchiefs (approved by council)

I WEAR A SCOUT UNIFORM

BECAUSE I am proud to be publicly identified with a movement like the Boy Scouts of America.

BECAUSE a true leader uses Example, not Precept, and I want to be that kind of a leader.

BECAUSE the uniform levels us all. We're no longer rich or poor - we become Scouts and Scouters. A Scout is "..a brother to every other Scout".

BECAUSE the uniform reminds me that I am pledged to the same high ideals as those of the boys.

BECAUSE the uniform is a comfortable and practical costume for camping and all other Scouting activities. When I get into my good old Scout uniform, I feel like a regular Scout.

WEAR YOUR PIN

Have you ever noticed how many of our leading citizens wear their Scout pins? I see it regularly on the lapels of officers and directors of our largest companies and banks. They wear it as a symbol of pride of their identification with Scouting.

One company head told me: "When I see that little gold pin on a man or woman, it tells me more about their character, ideals, and loyalties than I could learn in an hour of talk. I feel a certain kinship with them, a feeling of mutual confidence and respect."

You have all seen the stunt that is sometimes used at night sports events, where everybody in the grandstands lights a match. The effect of the thousands of tiny lights is tremendous. In the same way, if each of us interested in Scouting were to wear his or her pin every day, it would be a tremendous silent expression of our belief in Scouting and what it stands for. Help Scouting. Help yourself. Wear your Scout pin.

Scouting Magazine

Wear That Uniform

A uniform is like a smile,
When wearing it you're right in style.
Don't put it up for special times
For saving it is just a crime.
A funny smile is sure no shame
And neither is a patch or stain.
So wear that smile and uniform
For this is how a Cub is formed.

Mrs. Albert Bretzman
Peru, Indiana

DUTY TO GOD AND COUNTRY

When a boy becomes a Cub Scout, he makes a 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." What is a boy's duty to God? How is he faithful in his religious duties? What are his religious duties? What is a boy's duty to his country?

From its beginning, the Scouting movement has tried to instill in boys the qualities necessary for responsible, participating citizenship. The Scouting program helps boys understand how to participate in the democratic process, to express citizenship through service, and to cherish the freedoms which we enjoy as American citizens. As we think back about the early history of America and read the "Declaration of Independence" and the "Constitution", we find dedicated and strong leaders who have been vital factors in the growth of our country. There we also find the basis for teaching Cub Scouts about Duty to God and Country.

- First, reverence toward God.
- Second, faithfulness in our religious convictions.
- Third, respect for the convictions of others in matters of custom and religion.

It is important that Cub Scouts learn what it means to be citizens of "one nation under God". Duty to God and Duty to Country are tied closely together. Service through the daily Good Turn tradition in Scouting, starts with the individual.

We can direct Cub Scouts towards individual service projects by providing them opportunities to take part in den and pack service projects. We can link up Duty to God with the Good Turn which means a habit of service.

Almost half the Scouting units around the country are sponsored by religious organizations. Even though Cub Scout leaders are not responsible for giving religious instruction, they do have an important responsibility in this area. We must impress on Cub Scouts that living the Cub Scout Promise is as much a requirement as earning badges. In order for a boy to be a good Cub Scout and to advance, he must recognize his duty to God and do something about it.

In the process of character formation, Scouting recognizes religious motivation as essential. An effective leader can guide boys in the program in such a way as to develop qualities that also should be part of their religious lives... responsibility, loyalty, respect for others, reverence, etc. One of the best ways to do this is by providing the right opportunities for boys and by setting a good example.

Cub Scouts should be encouraged to explore the world of nature and man in a context of a spiritual view of life. A skilled leader, using the natural environment and elements of the program as a teaching medium can do much to instill in boys the concept of God in the universe. There has always been a spiritual theme running through the nature lore of Scouting. Dan Beard, the first National Scout Commissioner, emphasized that: "It was God Who made the great outdoors." This acceptance of the natural world as God's creation, by whatever process, is the reverent attitude that Scouting has chosen to communicate to boys through its religious principles.

Religious principles underlie Scouting's philosophy of character formation and are basic to its concepts of citizenship. Duty to God and Duty to Country go hand-in-hand. Boys of Cub Scout age usually don't think much about religion. They are ready to accept what they have been told and the examples that are set for them. They are receptive to first impressions. We can help them understand that Duty to God comes first; Duty to Others is second; and Duty to Self is last.

We can also provide opportunities for the den or pack to worship together on Scout Sunday, see that prayers or invocations are included on appropriate occasions, include non-denominational worship services on Webelos father-son overnight campouts, and help boys realize they are members of a World Brotherhood of Scouting by studying other lands and contributing to the World Friendship Fund.

The principles of the Cub Scout program are often summed up in the words "Cub Scout Spirit". Like the wind, this spirit is invisible, but it has great power when harnessed. How to catch this spirit is described by the words of an old sailor who was asked by a young lad: "What is the wind?" He replied: "I don't know what the wind is, but I know how to set the sail." In Cub Scouting a leader tries to help a boy set the sail of his life so as to capture the spirit of the Cub Scout Promise. As he experiences the warm feeling of citizenship through service when he does a good turn, he can also be made aware that he is helping fulfill his duty to God as he helps other people.

SCOUTING'S RELIGIOUS PRINCIPLES

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. No matter what the religious faith of the member may be, this fundamental need of good citizenship must be kept before him. The B.S.A. recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training.

Where a Scouting unit is connected with a church or other distinctly religious organization, no members of other denominations or faith shall be required, because of their membership in the unit, to take part in or observe any religious ceremony distinctly peculiar to that organization or church.

The B.S.A. does not define what constitutes belief in God or the practice of religion.

The B.S.A. does not require membership in a religious organization or association for enrollment in the movement, but does prefer, and strongly encourages membership and participation in the religious programs and activities of a church, synagogue, or other religious association.

We respect the convictions of those who exercise their constitutional freedom to practice religion as individuals without formal membership in organized religious organizations.

Only persons willing to subscribe to these declarations of principle shall be entitled to certificates of leadership in carrying out the Scouting program.

RELIGIOUS EMBLEMS PROGRAMS

All of the major churches and other religious bodies in the United States have programs to recognize Cub Scouts, Boy Scouts, and Explorers who demonstrate faith, observe their creeds or principles, and give service. The religious emblems are not Scouting awards. They are presented by religious groups to youth who work with their religious leader or a counselor on a fairly demanding program of requirements which often takes a year or more to complete.

A summary of the requirements for each emblem and the address to write for more information are given on the following pages. Additional information can also be obtained from Religious Relationships Service, Boy Scout of America, P.O.Box 61030, Dallas/Ft. Worth Airport, Texas, 75261.

ALEPH (Jewish) - For Cub Scouts and Webelos Scouts who have earned Bear rank or five activity badges and have been registered at least six months. Requirements cover knowledge of the Torah, prayer, religious holidays, the synagogue, a Bible hero, American heritage and Israel. Jewish Relationships, Boy Scouts of America, P.O.Box 61030, Dallas-Fort Worth Airport TX 75261

PARVULI DEI (Roman Catholic) - For Cub Scouts and Webelos Scouts. Requirements cover understanding Christian love, knowledge of the church and the home parish, and service. Catholic Relationships, Boy Scouts of America, P.O. Box 61030, Dallas-Fort Worth Airport, TX 75261

SILVER CREST (Salvation Army) - For Cub Scouts who have been registered 6 months and have also been a Salvation Army junior soldier for 6 months and are in the fourth grade. Requirements cover Salvation Army doctrines and history, prayer, Bible reading, and service. The Salvation Army, 120 W. 14th St., N.Y., N.Y. 10011

METTA (Buddhist) - Designed to help Cub Scouts of the Buddhist faith deepen their faith and further their knowledge and practice of the Budddhist religion. Earned by Cub Scouts with at least three months of service, the Metta provides deeper understanding of the Buddhist shrine, Buddhist holidaysm, the childhood teachings of Buddha, and the search for Buddhahood. Buddhist Church of America, National Headquarters, 1710 Octavia St., San Francisco, CA 94109

GOD AND FAMILY (Lutheran) - For 9 and 10 year old Cub Scouts and Webelos Scouts, Camp Fire Adventurers, and Junior Girl Scouts. Requirements cover projects in the child's faith, worship, witness, the church's ministry, and service. Department of National Youth Agency, The Lutheran Center, 360 Park Ave. So., N.Y., N.Y. 10016

GOD AND FAMILY (Protestant) - For 9 and 10 year old Cub Scouts, under supervision of pastor, with parents or guardians involved in the home as counselors. Basic thrust is to help boys understand more deeply their faith as it relates to the church. P.R.A.Y., P.O. Box 179, St. Louis, MO 63166

GOD AND FAMILY (Episcopal) - Similar to above. Write to the same address as for the Protestant and specify Episcopal.

FAITH IN GOD (Church of Jesus Christ of Latter-Day Saints) - For Cub Scouts who have earned Bear rank or at least five Webelos activity badges. Requirements include prayer, Bible stories, geneological chart, leadership and service. Church Distributions, 1999 W. 1700 S., Salt Lake City, Utah 84104

CHI RHO (Orthodox) - For Cub Scouts and Webelos Scouts. To help a boy become more aware of God's presence in his daily life, especially through things he does in his home and church. There is close cooperation between family and church by using parents or guardians and parish priests as counselors. Orthodox Scouting Commission, 1345 Fairfield Woods Rd., Fairfield, Conn. 06430

WORLD COMMUNITY (Reorganized Church of Jesus Christ of Latter Day Saints) - For boys between the ages of 8 and 11. Emphasis is on personal, family,and church relationships in activity-centered requirements. R.L.D.S., The Auditorium, P.O. Box 1059, Independence, MO 64051

For information on the following, addresses are provided:
BAPTIST - Association of Baptists for Scouting, Boy Scouts of America P.O. Box 61030, Dallas-Fort Worth Airport, TX 75261

MIT OSC BOGA-Love of God - (Polish National Catholic Church) - P.N.C. Church Communion Society, Thaddeus Rudnicki, 11491 Tonawanda Creek Road, Akron, N.Y. 14001

PARVULI DEI (Eastern Rite Catholic) - Catholic Relationships, Boy Scouts of America, P.O. Box 61030, Dallas-Fort Worth Airport, TX 75261

These are not Scouting badges. They are religious emblems, controlled and awarded by the related religious bodies. When a boy has earned a religious emblem, it is presented to him by his priest, rabbi or clergyman at his place of worship. It is nice to recognize the boy's achievement at the pack meeting also. The following is a suggestion for the cubmaster to acknowledge the boy.

As Cub Scouts we promise to do our 'duty to God'. To help him understand what this duty is, (name of Cub Scout) has earned the (name of religious award). (Name of Cub Scout) worked with his pastor (priest or rabbi) (name of clergyman) on special requirements. (Name of Cub) was presented with the (name of award) on (date) at (name of church). Tonight we would like (name of Cub) to come forward with his parents and show his award to us. When the boy has come forward he should be congratulated by the cubmaster and the pack.

NOTE: Religious emblems medals are worn on formal occasions only. Boys may wear square knot No. 5014 (silver knot on purple background) centered above left uniform pocket. Adults who earned a religious emblem as a youth may wear this same square knot.

Those who earn adult religious awards may wear square knot No. 5022 (purple knot on silver background) centered above left uniform pocket.

PROGRAM PLANNING

There is no big secret to successful program planning. It involves good leadership and exciting program activities. You furnish the leadership. Your three program partners, "Boys' Life" magazine, "Scouting" magazine with its program helps and the Cub Scout Leader Program Notebook furnish ideas. All three of these program partners give leaders and boys specific program ideas for each month of the year.

Planning the Cub Scout program is usually not a problem because of the resources that are available to use. It takes some time and some thought, but it certainly is worth the effort. Boys can sense when a program is not planned, and they will find things to do themselves - things which might not fit our aims and purposes.

Throughout the program planning process leaders should remember that their prime objective is to deliver a high quality program to each boy. It must be fun and exciting for the boys and it must achieve the purposes of Cub Scouting. To make sure all leaders are familiar with the purposes, it is a good idea to review them at the Annual Program Planning Conference. With these purposes in mind, you should be able to plan and conduct a meaningful program of activities.

Program planning provides direction for the program, a sense of satisfaction for the participants, and a feeling of accomplishment in seeing the boys growing in knowledge, skills, and expanded interests. Planning also helps us make the best use of our time and the resources available to us.

PLANNING STEPS

One of the most important responsibilities of the pack committee is to keep the pack operating with a first-rate, year-round program. The quality of the program will depend largely on the pack committee giving the Cubmaster, the Cub Scout den leaders and Webelos den leaders the help they need.

Cub Scout program planning includes four steps, dependant upon one another, which usually guarantees a strong pack program. The steps are:

1. Annual Pack Program Planning Conference.
2. Monthly Pack Leaders' Meetings
3. Monthly Den Leader/Den Leader Coach Meetings
4. Monthly meetings of each Cub Scout and Webelos den leader with the Den Chief.

RESOURCES

The dictionary definition of "resources" is: "something that lies ready for use or can be drawn upon for aid; supply of something to take care of a need."

Cub Scout leaders always have a need for something and often aren't sure where to turn for help. The first thing we need to do is recognize and identify our resources.

The idea is to start thinking of all the people, places and things which can be used in the Cub Scout program. You will have some good ideas of your own. Add them to the list, Now that you have a list, how do you use it? When you registered as a Cub Scout leader, you committed yourself to working with the boys and working toward the fulfillment of the purposes of the Cub Scout program. You are not expected to be an expert in all fields.

As a den leader, if you notice that your Wolf Cubs are having difficulty completing Achievement 3 (Keeping Healthy), you might invite the nurse who lives just down the street to come visit with the den about keeping healthy.

Not all Webelos leaders are expert craftsmen. If you don't have the tools or the knowledge to handle this Activity Badge, or any other activity badge, ask for help. Try the fathers in the pack (not just your den) first. Then look to your neighborhood or to retired citizens. Don't give up. If you can't find help, ask your pack committee.

You search out "places" and "things" in the same way that you do "people". If a field trip is needed to spark enthusiasm in the den or pack, decide where you want to go and call or write to confirm it. If you need wood for a project, ask a lumber yard for a donation. If they say "No", try local manufacturers who may have scrap lumber and if that fails, check with carpenters, etc. Keep trying - you will usually find someone willing to help out.

Whatever resource you use, the final step is saying "Thank You." Do not ignore this part of using your resources. A service has been done for you and you may want to ask for their help again. The second time is easier if you remembered to express sincere appreciation the first time. Written appreciations are nice, but if you can't take time to write a note, at least take time to make a phone call.

PEOPLE RESOURCES

Grandparents, retired persons, senior citizen groups, friends, neighbors
Local Chambers of Commerce
Colleges, universities, public schools, vocational or technical schools
Den leader coach, former den leaders
Explorer posts, Scout Troops
Highway patrol, fire dept., police dept., public safety dept.
Hobby clubs
Jaycees
Religious leaders
Leaders in other youth-oriented groups: Girl Scouts, Campfire, 4-H, YMCA, YWCA
Librarian
Service organizations: Eagles, Elks, Kiwanis, Lions, Optimists, Rotary, Shriners
Teachers
Other Adult Scouters
District Personel

PLACES RESOURCES

Roundtable
University of Scouting
Museums
Historic Houses
Science Center
Libraries
Parks and recreation departments
Stores
Manufacturing places
Construction firms
Transportation centers
Warehouses
Hospitals
Basic Training
Governmental departments, capitol
Saylorville, other conservation sites

THINGS RESOURCES

bags/boxes/paper/cardboard

- Grocery stores
- Liquor stores
- Furniture stores
- Carpet stores (tubes)
- Upholsterers (tubes)
- Ice cream stores (large cartons)
- Shoe stores
- Appliance stores
- Pizza parlors (round cardboard)
- Fabric stores
- Dairy plants (milk cartons)
- Printers/newspapers (roll ends)

wood

- Lumber yards (also sawdust)
- New housing areas
- Contractors
- Business remodeling sites

foam

- Stereo store (styrofoam)
- Grocery stores (styrofoam trays)
- Railroads (packing material)

dry ice

- Ice cream stores
- Refrigeration companies

fabric, leatherette or naugahyde scraps

- Fabric stores
- Furniture upholsterers
- Auto upholsterers

beverage can, pop top rings, bottle caps

- Neighborhood bars or restaurants
- Area bottlers

One thing is important to remember. When seeking help or materials, remember to be in uniform, be courteous, hope some things will be donated but be prepared to pay and ask for only as much as is needed.

PUBLICATIONS RESOURCES

Many publications are excellent resources. There are also places to write for specific publications. Check women's magazines, hobby and craft magazines (in the back) for places to write for catalogs. Other excellent publications:

Boys' Life
Scouting Magazine
Pow Wow Books
Ranger Rick
National Geographic World
Highlights for Children
Odyssey
Golden Nature Series by Golden Press
Pack-O-Fun
Roundtable handouts

For a catalog of United States Government publications write:

Consumer Information Center
Pueblo, Colorado 81009

State Home Extension Services also has numerous publications.
Telephone books and Yellow pages

The last resource to consider is probably the best-IMAGINATION. USE IT.

STRESS AND CUB SCOUTING

Stress is a normal part of life. Stress reaction functions to help us cope with and maybe even survive the alarms of living. It increases strength, improves concentration, awakens mental processes, dilates eyes, quickens breath, and generally, within limits, increases efficiency.

The very factors that make stress a desirable element of life, if taken to excess, cause it to be destructive. Imagine being in a state of readiness with muscles tensed for work for a long period of time. After a while, the highly efficient state of readiness degrades to fatigue and, if continued, to exhaustion.

In between normal stress and life threatening stress lies the area in which the individual can and should manage.

The following topics are relevant to some Cub Scouting situations, some of the time. In general they represent problems at a pack or district level which start small and get worse and worse. The result of these and similar problems, if they are not dealt with, is what is called "the burned out leader!" Actually, they are just sources of stress.

Lack of parental support - When parents register their son as a Cub, they sign an agreement to support the pack and the volunteer leaders. They must understand that their part of the contract calls for active support.

No recognition - Adults need recognition too. Block out a bit of time at each pack meeting, pack committee meeting or other meeting to recognize the contributions of adult Cub Scout leaders.

Untrained leaders - The Boy Scouts of America has the best training resource system of any volunteer organization in the world. Take a firm stand and insist that peer leaders make use of the basic and supplemental training available.

Poor program - There are two simple keys to good program-use of themes and program planning. Resources include roundtables for thematic examples and Program Planning Helps. Use them.

Scant committee - Accept the notion of a community of purpose among the parents of Cubs. Recruitment is merely the matching of skills with tasks. If everyone does something, a few can do a little more.

No money - One of the major premises of Cub Scouting is that the boys should help support the program. Accepting that premise leads to the conclusion that the boys should accept the burden of helping raise money. Within certain sensible and logical restrictions, money can be raised, the boys will love it and the aims of Cub Scouting will be furthered.

Serious business - When plans go awry, some of the best possible Cub Scouting happens. By the way, if the leaders stay cool and relaxed, everyone will think it was planned that way! The boys will note the relaxed atmosphere and be happy and have fun. Not bad!

No fun - One of the best paybacks for investing time as a Cub Scout leader can be having fun. Loosen up and try to have fun. It works and it infects others. Fun is contagious!

Bureaucracy - Some people in pack organizations function as if crowns come with the titles. We are all volunteers, we all have one vote on the committee and all ideas are worthhearing.

Bad communication - The transmission of an idea from one mind to another with little distortion, is the most difficult thing humans attempt. Give this process the time and attention it deserves. Good intentions are no substitute for accepting the responsibility for good communications.

SINGLE PARENT SCOUTING

Since its beginning Scouting has changed and yet remained the same. The ideas and goals of family Scouting have not changed but some of the methods of achieving these goals have changed. Single parent families are among some of the changes in today's society that Scouting has adapted to. In order to better serve the aims and goals of Scouting each pack should be realistic and knowledgeable about the various families they are reaching.

Cub Scouting has been based on the traditional family but now we are faced with a great variety of family forms. Other types of families include adoptive, cohabitive, communal, extended, foster, same sex, shared, single parent, and households headed by grandparents, aunts/uncles or siblings. Along with the traditional family these make up the structure of today's Scouting program.

None of these types of family are any better than the others, each of them are simply different. The family, whatever structure it is, still provides the base of security for today's youth. The caring, sharing, the loving and the sense of belonging are what make good relationships. Along with the basic needs families face, they also must develop wholesome and strong personalities. It is with this in mind that Scouting helps the boy grow.

Approximately 50 per cent of today's youth will spend some time in a single parent family. Most single parent families are headed by women but more males are heading single parent households. Single parents households are from death, divorce, separation, desertion or choice. Sometimes one or both parents remarry so the children have to divide their time with two families. More often than not single parents don't choose to be that way. Just as traditional families, each single parent family is different and will have a varying set of morals and values.

Usually the financial need is the greatest problem for one parent families. The cost of Cub Scouting is not excessive but some families must watch every dime. Try not to embarrass anyone because of lack of funds for den or pack activities. The pack budget can aid families with special money problems.

In one parent families parental responsibilities are often carried alone. Decision-making can be more difficult without another adult's assistance. Time scheduling might be more difficult also, and a parent can develop a "super parent" complex from trying to do too much and not saving time for themselves. With work schedules and time needed for self, there often is not as much interaction and activity with the children. Cub Scouting can provide opportunities for fellowship with other adults and family activities which some single parents can't provide.

Many one parent families are more effective because they work harder at being a family. They communicate and don't take as much for granted. Because they must organize and structure their time better children are given more or different responsibilities.

When giving these responsibilities it is important to give them all needed information with a hefty dose of encouragement. Sharing the responsibilities of the household chores involves planning, talking, scheduling and decision making by all concerned. By taking an active role in their home life children can learn the satisfaction of working and giving to other people.

Cub Scouts can learn to be more independent and responsible when they are adjusted to their family relationship. A parent needs to learn to allow the children to do those things they are capa ble of doing. By raising his self esteem when a child accomplishes a simple task, the child will become more self reliant and helpful. The "Prepared for Today" workbook is an excellent opportunity for parents and children to develop trust in the child's ability to handle various situations.

Some of the family needs can be met in Scouting. The pack is like a big family where boys learn trust and respect for each other and adults. They also turn to the adults for role models. The aims and methods of Scouting emphasize and support the basics that comprise a successful family. Since all families need community support systems, scouting fulfills that need to all boys and families. Even though today's family moves every three years on the average, Scouting provides security and stability. Wherever you go there is Scouting.

Here are a few practical suggestions to help leaders deal with single parent families:

Get to know the family situation of each Cub Scout. Discuss this privately and tactfully. Let them know the leadership cares but will also respect their privacy.

Let the boy know the leaders understand the family situation and that it's O.K. Don't single him out. Treat him like the others.

Let the parents know the pack is willing to work with them on scheduling activities.

Be aware of whom has custody when. Webelos sponsor and boy activities may at times cause discomfort or embarrassment in a one parent family.

Involve the parent in den and pack activities. Encourage the Cub to take part with a guest but don't insist on family participation.

Scouting can enrich the lives of the members of single parent families just as it enriches the lives of all Cub Scout families.

PARENT INVOLVEMENT

What? Get parents involved? You must be kidding. Parents don't get involved in Scouting. They just send their boys to den and pack meetings--Scouting is a good baby-sitting service! "I've asked parents to help, but they are too busy. We both work. I'm raising the children alone and don't have time for the extras. I don't think I have what it takes to be a den or pack leader. It's easier to do things myself than to get parents to help." If these statments sound familiar, there may be a problem. That problem is a lack of parent involvement.

Parents are real experts in the art of excuses. For example: They are too busy right now; they will do something else instead of, they work, they have other children, they don't drive, their car has a flat tire, the guy next door won't, they've never done that sort of thing, their parents didn't do it, or their spouse won't let them.

Parents are magical creatures. They can have the most beautiful house on the block, drive the newest car manufactured or have the best job at the office, but to see pride at its fullest, watch their eyes when they say, "That's my boy."

Cub Scouting is a program for Cub Scouts and their families with its activities and achievements taking place in the home under the guidance of the parents. One of the program's chief purposes is to bring the Cub Scout and his parents closer together.

A boy should be permitted to become a Cub Scout only when his parents are informed and agree to follow their responsibilities in the program. How do parents feel about getting involved? Here is what one parent had to say:

SCOUTING'S GREATEST SECRET

A parent speaks out - in a challenge to Scouters:

Hi, I believe that I am a typical Scout parent. Like many, I'm probably a little lazy, a little too uninformed about Scouting, and a little too busy to help with scouitng. But I do a fairly good job of getting my kid to den meetings, and making sure he doesn't lose his book or whatever. And I try to make the pack meetings if he getting a patch.

For the most part, I am extremely satisfied with the Cub Scout program. No, I'd make it stronger - my wife and I are delighted. During my son's three years in Scouting, we have seen Scouting benefit him in solid, visible, tangible ways - in his sense of self esteem, his self-confidence, maturity, his know-how in various areas. Today Jeff is looking forward eagerly to becoming a Boy Scout. But in one respect, as a Scout parent, I'm kind of upset at Scouting. I'm upset that scouting hasn't really let me in on what just might be one of the best kept secrets anywhere.

That so-called secret about which I'm talking is the set of ideals and attributes that you have worked so hard to instill in my son. Character development, leadership, a sense of accomplishment, a stronger family bond.

As a parent, I like my kids to have those things. I want them to have all those traits when they grow up. I know darn well that if my boys assimilate those ideals, they are going to have a richer and more rewarding life now and when they become adults. I also know that if my boys gain those ideals that my wife and I will find that being parents is a lot more rewarding--not to mention a lot easier.

I don't think that I'm the only parent who reacts this way when he finds out what Scouts are trying to doo--really trying to do--for young people.

Now that being the case, why in heaven's name haven't you told me about all this? Sure, you're thinking, Scouts put all that in their literature. There's that fine-print, tear-out booklet in the front of my son's Wolf and Bear and Webelos Books. And sure, you're right, the volunteers in my Cub Scout pack are supposed to be telling me all this.

But remember, I'm a typical Scout parent. I'm a little busier and a little lazier than probably I should be. I'm not going to seek out all this information. Like it or not, it has to be delivered to me, and delivered such that I have to go out of my way to ignore it. What's more, I need to hear it not just once, but over and over again, and in a variety of ways.

My first experience with Cub Scouts as a parent came when I attended a Cub Scout orientation meeting. That meeting had all the earmarks of a shot-gun wedding with the volunteers telling us in no uncertain terms that unless we volunteered that night to work on Cub Scouts that our sons would have no Cub Scout program.

Those volunteers made a mistake. They assumed that I and the other parents had bought the Cub Scout program for our sons. Those volunteers were sold on Cub Scouting, so they concluded we must be sold on Cub Scouting, too.

Wrong.

We were window shopping. After all, there is a YMCA in our neighborhood too. They have a nice building. They teach swimming and other sports. And all they want from me is my money, not my time and support.

Or the Little League. With Little League, all I have to do is cough up a $25 or $30 fee, or somehow get rid of $25 worth of raffle tickets. They don't ask me to sign off on achievements, attend monthly meetings, build things with my boy, or help a den mother with her meetings.

My point is this, don't assume that when I walk into a School Night for Scouting event or any other orientation meeting that I understand what scouting really is.

I don't.

You and your fellow volunteers must work hard during that initial contact to educate me, to sell me. To give me a good first impression of what it is that you are all about. Separate yourselves from the competition. Make Scouting stand out above those other things.

Don't try to sell me by talking just about the den meetings, or the badge earning, or the pinewood derby racing. And for heaven's sake, don't try to sell me on Cub Scouting by treatening to cancel my son's program unless I volunteer to run it!

Instead, tell me WHY you have all those activities. Tell me what the REAL importance of those badges is. Tell me that the pinewood derby is held because it give me a chance to do something with my sons. And tell me about all the successes you have achieved through the years with literally millions of boys using those very same methods.

Then, and only then, tell me that you cannot do all these things for my son by yourselves. Tell me that you and I need to form a partnership. Tell me that, together, we can accomplish all these things for my son. And another thing--tell it to me with enthusiasm. You've got a program for my son that no one else can even try to match.

Be proud of it - Brag about it - Drive it home loud and clear.

So how do leaders get other parents involved? First, hold a parents' orientation meeting when a boy is ready to join. This might be at School Night for Scouting in September, with a meeting for several families or a simple chat in the boy's home. Either way, the objectives are the same:

Let the parents know what the program has to offer both parent and son. Show the Wolf Book (or Bear Book or Webelos Book) to the boy and his parents.

Tell the parents what activities the pack has planned for the year, or at least for a few months. Don't scare them by telling them the pack needs a den leader or cubmaster.

Explain what the pack committee does and how committee members help with pack planning, transportation, etc. Let them know where their help is most needed. BE SPECIFIC! Ask: "Will you be in charge of welcoming the parents at next month's pack meeting?" or "Will you work on a committee to help develop the theme for January?"

Give EACH parent a copy of the Parent and Family Talent Survey Sheet and have them fill it out. These may be obtained at the Service Center.

When the boy is inducted into the pack, use the "parents' agreement" in the ceremony. This will impress the parents with their part in their son's Scouting progress. This agreement is found inside the front cover of the Cub Scout application. It reads: "We have read the Cub Scout Promise and the Law of the Pack, and we want our son to become a Cub Scout. We will try to assist him in observing the rules of the Boy Scouts of America and chartered organization and by (a) Helping him in the Cub Scout advancement, (b) Attending monthly pack meetings and by taking part in other den and pack activities, (c) Assisting den and pack leaders.

SUGGESTIONS FOR UNIT LEADERS TO INVOLVE PARENTS

Get to know the parents - parents are the KEY to a boy's success in Scouting.

Make an effort to help the parent understand what the scouting program is about - Don't assume that parents will do what they are supposed to do. Parents are busy people, sometimes forgetful and mostly tired. Helping them understand how they can help their child in Scouting is very important.

Hold a coffee for the parents - Before too many weeks roll by, try to get all the parents together for an evening coffee, not to plan programs or raise money, but to generate some down-to-earth talk about what it's like to be a boy, and what the boys are going to get out of Scouting. Generate some excitement about getting to know their boys better. Give them a chance to examine the Scout book and to talk about the program. It will be an evening well spent. Remember that many Cub Scouts have only one parent in the home and discuss how Scouting helps those families too.

Promote Cub/Parent Outings - A group that plays together stays together. An old cliche but it really works.

Have parent attendance award at pack meeting - Each den counts percentage of parents attending (figured on actual number of parents per boy). The den with the highest percentage wins the traveling trophy for that month. It can be as simple as a poster or as complex as a "Cubby" The winning den will display it at meetings for the following month and return it to the next pack meeting hoping to win it again.

Require parents' presence when awards are presented - make this clear at the beginning. The den leader should call the parent(s) to remind them that the boy is receiving an award at the next pack meeting and their presence is required for the boy to receive his award.

All that sounds great, but the pack has already suffered from lack of parent involvement. there are lots of boys, a few leaders, and almost no parents participating. Don't give up! It's not too late!

When you have Olympics, Blue & Gold Banquets or even Christmas, some of the parents can help with setting up tables and chairs or equipment. Each leader can ask parents to help with preparing of food or help with the refreshments. They could even help with setting the den displays. Parents can get involved in the actual activity--relay games. A father/son cake bake-you can't start to imagine the different shapes they come up with. How about a hayride to end up at a bonfire--watch out for the Ghosts on the bridge or the Ugly old Witch in the shadows. Could be most anything out there. A bike-trail could be fun, you can see all kinds of things.

The parent survey sheet is always full of priceless information. It could show Johnny's mom is very handy at Macrame, which she could come to a den meeting and help his den leader in teaching knots and make something for Mom at the same time. She may be good at crafts in general as well. Billy's Dad knows about electricity and Joe's Dad can show something about photography and someone else has a van or even a truck that can help with going to field trips or transporting different things.

CURING PARENT INDIFFERENCE

Cub Scouting is a program for Cub Scouts and their families with its activities and achievements taking place in the home, under the guidance of, and with the cooperation of, the parents. The program's main purpose is to bring boys and parents closer together. Cure parent indifference by involving them in the den and pack program.

When a boy joins Cub Scouting, the parents obligate themselves to these things:

1. Serve as leaders in the pack and den when asked.
2. Attend pack meetings regularly with their son.
3. Help their son progress in Cub Scout achievements and electives.

Secure parent cooperation in the den

1. Don't recruit in haste and repent in leisure.
2. What you don't know may hurt you - get acquainted with the parents.
3. Two hands are better than one-recruit den dads as well as den leaders.
4. There is strength in numbers - discuss den problems and plans at den parents' meetings.
5. A group that plays together, stays together - promote Cub-parent outings.
6. Sign on the dotted line - be sure parents are helping their sons on the advancement program (they sign the boy's books).
7. Promote 100% attendance of parents at pack meetings.

Secure parent cooperation in the pack

1. Easy come, easy go! Don't make it too easy to join. Be sure the parents understand their obligations before they join.
2. Ignorance is not bliss. Don't keep the parents in the dark - discuss pack plans and problems with parents.
3. In order to multiply, you must divide. Individual leaders can be helpful in securing parent cooperation.
4. Everyone works. Appoint parents to help at each pack meeting.
5. A stitch in time - follow up on delinquent parents to find out why they're not participating.
6. No gems in the rough, blooming unseen. Find out the skills and abilities of parents and put them to good use.
7. Foresight is better than hindsight. Plan a full year in advance.
8. Blow your pack horn. It pays to advertise. Be sure your sponsor and the public know about your pack program.
9. It's sugar that attracts the flies. Use theme ideas to promote and maintain parent interest and attendance.

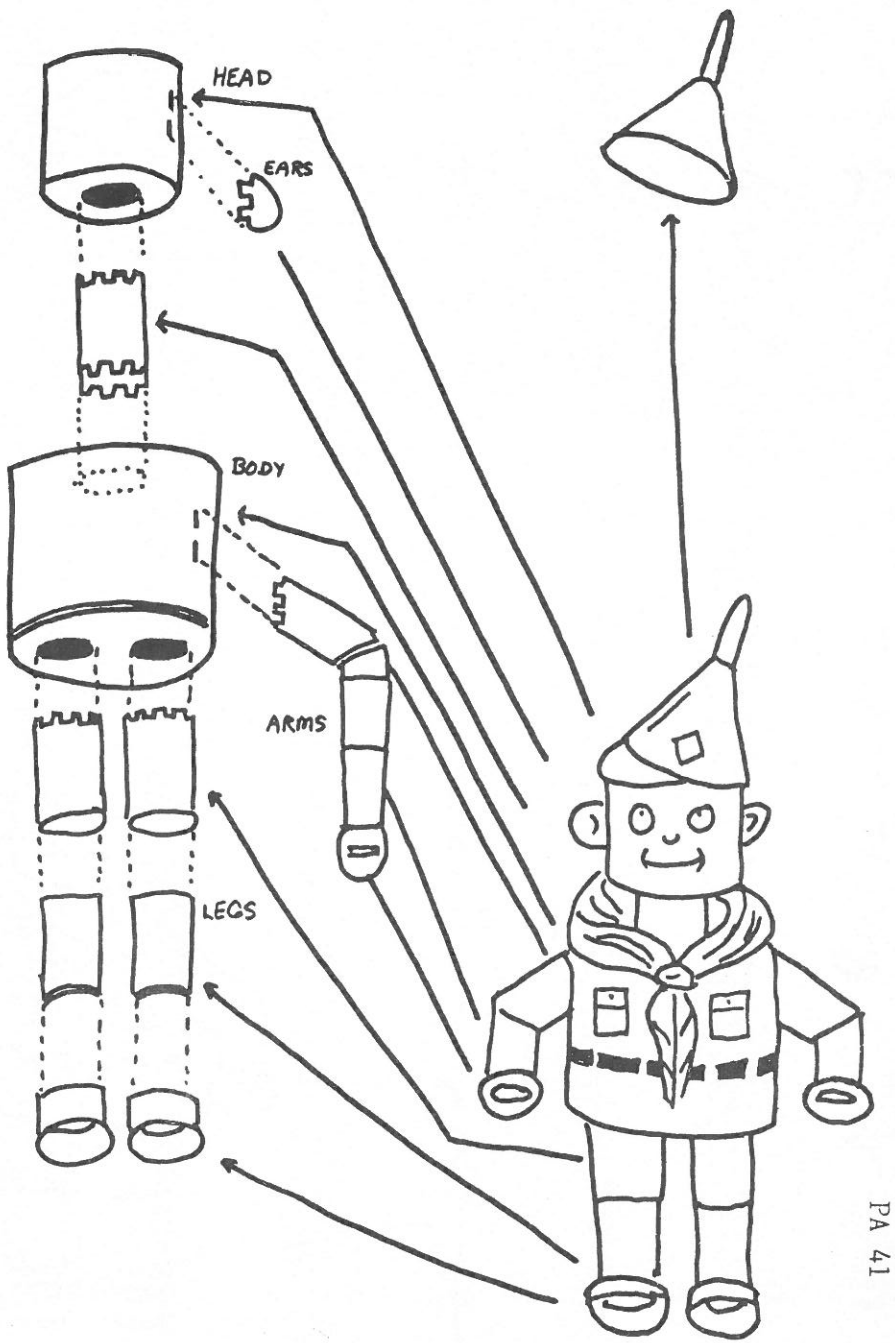
HOW TO MAKE CUBBY

Cubby is approximately 27 inches in height, his size depending on the types of tin cans used. Following is a list of cans, their length, and the kind of food each contained. This table can be used as a basis for assembly.

Part	Length	Food
Hat-funnel	5 9/16"	(purchase)
Head	4 11/16"	pumpkin
Neck	2 3/8"	pimento
Ears-lid	2 1/8"	pumpkin
Body	12"	shortening
Arms	3¼"	frozen fruit juice
Hands	2 7/8"	baby food
Leg-thigh	4 15/16"	frozen fruit juice
Leg-lower	3¼"	frozen fruit juice
Feet	3 3/4"	frozen fruit juice, two sizes

Cut hole in head for neck can. Flange both ends of neck can. Insert in head and body cover-solder in place. Cut hole in body top for neck can.
Cut holes for thigh cans close to outer rim. Assemble the legs.
Insert flanges in body-solder in place.
Solder closed ends of thigh and lower leg cans together.
Trim to fit foot can. Remove both ends-flatten to about 2". Solder to lower leg.
Trim two ears from can tops so that the ridges form the edges of the ears. Cut flanges and spread them to fit the head. Solder in place.
To make the arms, remove rims. Cut cans to fit body-flatten slightly-solder to body. Remove both ends of lower arm can. Cut off lower rim, shape-flatten slightly-solder to hand. Leave end in. Push "lower arm" over "upper arm" and solder.

To assemble:
-Put cover on body, solder in place
-Tilt funnel on head-solder
-Sand rought spots
-Paint to resemble Cub Scout
-Finish with a neckerchief



COMMUNICATIONS

A line of communication that is closed or not being used can create quite a headache for a Cub Scout pack. The following lines of communications must be held open:

the council and the pack
the district and the pack
the cubmaster and the pack leaders
the charter partner and the pack
the pack and the community
the leaders and the Cub Scouts
the leaders and the parents
the parents and the Cub Scouts

What are some of the problems that can occur if these lines of communication are not kept open?

A pack may not participate in a council or district activity because it was not informed of the event.

A den may have a problem with program ideas for meetings yet never receive any help because none was offered nor way any asked for.

A Cub Scout may miss an activity because he did not know the date and time of the event.

A Cub Scout may not receive his next advancement at the upcoming pack meeting because he did not share his record with the den leader.

A parent may not work with his son on advancement because of poor communications within the family.

The list of possible problems caused by poor communications is endless. Some things that can be done to improve communication in the pack are;

1. Take notes, don't trust to memory
2. Speak clearly
3. Listen to what others are saying
4. Encourage the free flow of ideas and information between paretns and leaders
5. Plan and be prepared
6. Don't overload den leaders with constant communication to parents
7. Be consistent in communications to leaders and parents
8. Understand that others can interpret what was communicated in a way different from what was intended.

METHODS OF COMMUNICATION

Yearly Calendar - Each year at the annual planning meeting the pack should set the monthly themes for the program for the next 12 months. Along with the themes the pack meeting dates, times and places can be set. This information is vital and should be shared with every family in the pack as soon as it is available. This will increase the family's awareness of the pack activities.

Newsletter - Every pack should have some type of newsletter, even if it's hand-written, to keep the boys and their parents up to date on what's happening. Have the boys of one den pass them out at the door when families enter the meeting place. Have a contest to have the boys choose the name of the paper!

Skits - A skit about next month's bicycle rodeo will add more fun and variety to a pack meeting. It can help make others more aware of an upcoming event.

Posters - Posters help tell what is going to happen or what has occurred. A den can use posters to tell what activities they have done when the event does not lend itself to display at pack meetings. The den may have visited the telephone company, had a nail-driving contest, practiced archery in the backyard, and learned about astronomy, yet all the den has to display at pack meeting are constellation views made out of soft drink cans. A poster can communicate to parents what the boys have accomplished more effectively than a display. A poster can also place emphasis on an upcoming event more effectively than the pack newsletter. Making a poster showing the dates and other information about Cub Scout Day Camp may generate enthusiasm and interest about the program. Boys will read the poster while they won't read the newsletter.

Pictures and Slides - A picture is worth a thousand words. In September, to present the pack activities at School Night for Scouting, instead of saying what the pack does, show them with pictures and slides.

Notes - A note given to each boy as he leaves den meeting can be very useful in communicating with parents. Personal information can be added with a P.S. at the end of the note.

Telephone - While the telephone is not as effective as person to person communication, it has the advantage of being expedient. The telephone can be used for last minute information, a between-meeting message, or for asking a question. Please encourage parents and leaders that the telephone works for both asking question AND for giving information.

Person-to-Person - A leader both gets and gives information and must be able to do both of these well. Discuss things that are going to happen. Get feedback about past events. Measure success in terms of the job getting done andthe degree to which instructions were followed. One way a leader can get off to a good start with communication is to visit with the parents of each new Cub Scout. The time will be well spent. The family will know what to expect out of Cub Scouting and the leader will know what to expect out of the family. One very wise den leader invited the parents to den meetings. It was easy to share information and ideas that way. Parent participation in the den was great and so was the communication.

NEWSPAPER PUBLICITY

District _____ Council, Inc.
Boy Scouts of America

DATE

FOR IMMEDIATE RELEASE

RELEASED BY: Your Name & Address
Phone Number

All of us like to see our name and picture in print... and it is simple to get there ... easy to do ... but someone must do it. Therefore, the first job is to assign a unit committeeman to do this important task.

Newspapers need you! That is, they "live" on your news. They want it; they welcome it. However, they have a few "ground rules" and if these are followed, they'll print your copy ... regularly and many times "as is".

WHAT PAPERS WANT

1. NAMES... weeklies (and dailies) need the names and addresses of their local residents. Names should be complete and correct.

2. TITLES... include them. Scout ranks, unit numbers, official designations should be accurate. The sponsoring institution should also be mentioned.

3. NEWS... is anything that will happen or has happened. Every event is at least two stories - before and after. The Pack Meeting, the trip to the Museum of Science, the overnight camp at Wild Goose, the Troop "Good Turn" to the community, rank advancement and awards.
If you have a good "angle" on a story, it is worth suggesting to the editor. Who knows, it might end up as a feature, a picture spread or an editorial.

4. PHOTOS... "tha's gold" as publicity men know. However, some papers use them and some don't. Some will use only their own or professional photographer's work. Check this out with the editor.

HOW NEWSPAPERS WANT IT

1. VERBAL... dailies MAY take the sory this way, usually over the phone. You should know whom to ask for-by name or by title.

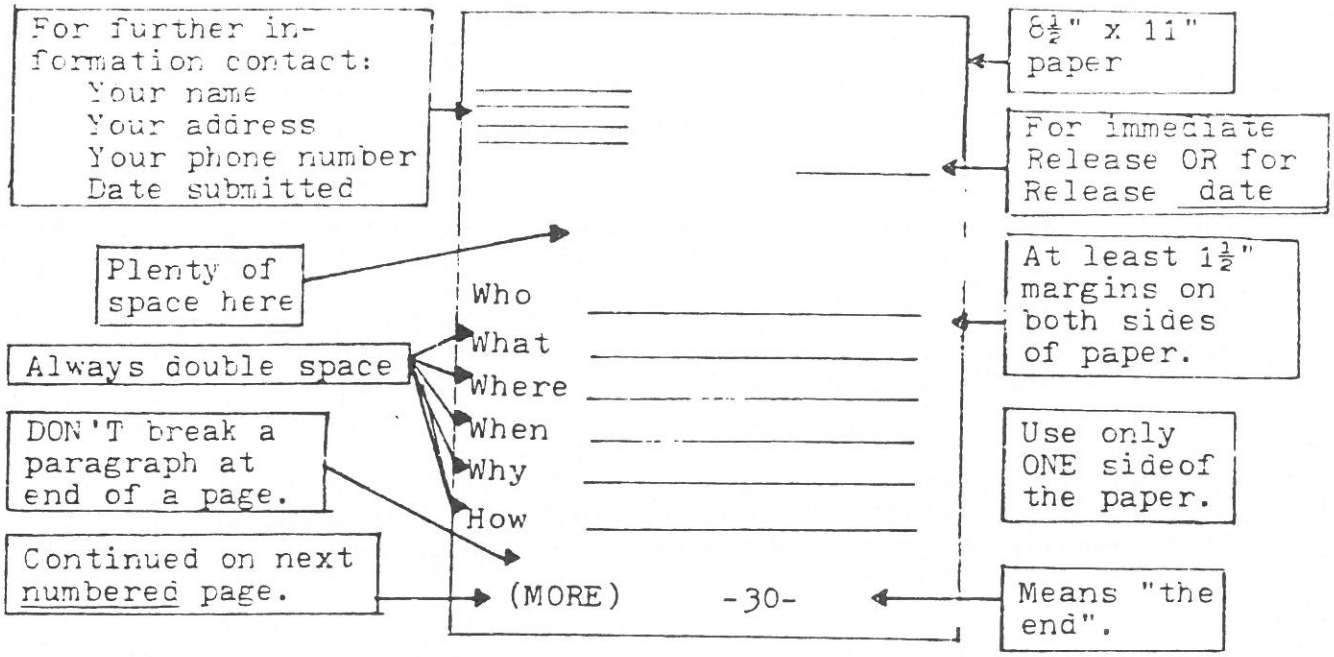
2. WRITTEN... means "typewriten" - most stories get into print this way but you've got to follow the rules: use originals or duplicator - not carbon copies - see chart on next page for format. Be sure to DOUBLE SPACE.

Here's an important idea

Newspaper Publicity.....

Dailies want "hot" news, usually won't hold for a release date that coincides with weeklies. The latter have a "deadline" usually two to three days before the day of publication. Get your story in earlier for preferred consideration. Some papers maintain a depository for news releases where local reporters pick them up during the early morning hours.

3. STYLE... comes from reading news stories - getting the "feel". A sample of standard format is shown below:



a. The "lead" (first paragraph) should have:
   1) important facts
   2) essential theme
   3) "punch"

b. The five "W's" and the "H", also required in a good story, are not a must in the Lead.

c. A "lead" of two short sentences is better than a long, unweildy one.

d. ALL paragraphs and sentences should be short.

e. A paragraph of six typed lines means usually.... cut-up into two or cut-out the excess verbal baggage.

4. CONTENT... stick to the facts. Tell what will or has happened. Illustrate benefits to boys throught the event, not by adjectives. A "Quote" is another way to handle this. Leave "editorials" to the editors.

THE CUB SCOUT OUTDOOR PROGRAM

"Outing" is an important part of the word "Scouting". One of the purposes of Cub Scouting is to "prepare them to become Boy Scouts". Cub Scout leaders have an exciting opportunity to help prepare Cub Scouts for the outdoor adventures they will enjoy later as Boy Scouts.

The outdoor program runs like a thread through the three Scouting divisions:

8 and 9 year old Cub Scouts are introduced to the outdoors through den and pack activities and Wolf and Bear requirements. They learn proper methods and safety procedures for hikes, cook-outs, conservation projects. They enjoy backyard camping and family camping.

10 year old Webelos Scouts take the second step in outdoor adventure by participating in father-son overnight campouts. They develop basic camping and outdoor skills which help prepare them for the Boy Scout experience.

A boy's outdoor experience in Cub Scouting can help make him a life-time supporter of Scouting. It is our challenge to set the stage in the proper way.

Cub Scouts are exploreres by nature, so an outdoor program helps open up the world around them. As boys hike, explore, run, and romp, they are learning about God's beautiful world and the importance of conserving natural resources. As they take part in outdoor competitive sports and games, they learn the values of physical fitness and good sportsmanship. While they are having fun in the outdoors, they are learning important human values and growing strong in mind and body.

Den meetings can be family adventures in back yards or community parks. Cub Scouts learn to make their own outdoor games, improvise simple camping gear for backyard camping, and make nature collections. They learn to help plan and prepare for family camping experiences, picnics and trips.

Outdoor pack functions should be adapted to the facilities available. Make good use of rural facilities, Scout and church camps, as well as city parks and recreation areas. Cub Scout Day Camp is a great support to the pack's outdoor program.

The Cub Scout outdoor program is not limited to the summer months. It takes place the year around. Winter offers opportunities for outdoor fun such as ice-skating, sledding, building snowmen and forts, and also service projects such as shoveling sidewalks, setting out bird feeders, etc. Spring is a good time to help clean out flower beds and gardens and plant seeds, to hold anti-litter campaigns, kite derbies, bicycle safety programs, and hikes. Summer brings an endless variety of ourdoor activities including swimming parties, picnics, ice cream socials, fishing derbies. Cub Scout physical fitness competitions, treasure hunts, marble tournaments, obstacle courses, and Day Camp. Fall, with its cooler weather, calls for activities such as football, hayrides, and weiner roasts.

GUIDELINES AND POLICIES OF THE OUTDOOR PROGRAM

Working with Cub Scouts in the outdoors part of the Cub Scout program has certain guidelines to follow:

Overnight camping: Overnight camping on a den or pack basis is not permitted. This is a part of the Scouitng program and offering this to Cub Scouts may result in an inability to keep boys in the program for satisfactory tenure. Progression from Cub Scouting to Scouting should present an exciting <u>new</u> experience rather than repeating a premature experience.

Backyard camping: Keep the outdoor activities of the Cub Scout dens limited to the abilities and desires of the 8 and 9 year old. Cub Scouts should camp

in their own backyards and work on the electives related to outdooring that will prepare them for the more advanced hiking and camping they will experience as 10 year olds in the Webelos den.

Family camping: The Cub Scout program is home and family centered. Family camping is encouraged as this opens the door to new adventures not only for the boy but for his family as well.

Webelos/Partner/Son camping: Webelos Scouts are encouraged to have partner/boy overnight camping experiences away from home. This is an important step in the transitional period from Cub Scouting to Scouting. We make sure these activities are conducted with the health and safety of the boys in mind and that every boy is accompanied by his father or a father substitute, partner. Having a nearby troop come and assist can strengthen the pack and troop relations. Long-term camping for Webelos is not authorized.

Tour permits: Tour permits were developed to insure a safe, well-planned trip for all involved. It is, therefore, policy that any pack or den planning a trip of any extent should submit a tour permit for approval by the council. Local Tour Permits must be filed with the local service center for trips 50 miles or less. On short "in town" tours of one day or less, the local Service Center determines if a tour permit is required. These tour permits are available through the Service Center.

CUB SCOUT DAY CAMP

Every district offers a Day Camp program for all Cub Scouts and Webelos. Organized day camping is defined as an experience of group living in a natural environment. The program of activites provides fun, adventure and new experiences in the outdoors at a site which provides seclusion and natural resources.

Cub Scout day camps ideally encourage participation of den and pack leadership to strengthen packs so their boys benefit and grow with a good outdoors experience. It also provides an opportunity for continuation of the Cub Scout program throughout the summer.

Activities are planned specifically to help Cubs with achievements and elective in such areas as field sports, crafts, games and nature. Cub Scout day camping is fun and adventure with a purpose. These are reasons why Cub Scouts join and why they remain Cub Scouts.

SOAR

Save Our American Resources--for better life. Through this program packs in all parts of the country will learn about the need for good conservation practices and undertake projects to improve our environment.

Several awards are available to packs and individuals who take part in the SOAR program:

Cub Scout World Conservation Award
William T. Hornaday Award
National Wildlife Federation Backyard Program
Tom C. Clark Award of the National Park Foundation

As any part of the program, outdoor activities need a lot of preplanning, enthusiasm and some imagination. Always try to work in the achievements, electives and the theme. Remember, when in the outdoors, the group is a visitor Leave the surroundings as clean as they were when the group got there, or cleaner. Also, one of the first nature awareness processes should be to teach the boys how to recognize poisonous weeds. There are all sorts of things that can be looked for, collected, made or marked to learn and explore.

HEALTH AND SAFETY

Even though Cub Scout leaders are with the boys during only a fraction of their waking hours, the boys' health and safety should be of primary importance during that time. Leaders should set a good example of staying healthy and following safety rules. They can also have an influence in these ways:

1. Convince the family of the importance of regular medical checkups. A brief talk by a physician at pack meeting or an occasional reminder will be sufficient.
2. Teach the boys new games, contests, and physical tests to help them grow strong and healthy.
3. Teach them the rules of safety around the home, fire safety, water safety, using Cub Scout achievements and electives.
4. Make sure that safety rules are followed at all times during den and pack activites.

MEDICAL PROBLEMS

Leaders should be aware of any complication that can occur in any boy, due to a temporary or permanent medical condition. Be sure you know about any boy who is diabetic or suffers from epilepsy, asthma, or any other ailment which requires any form of regular medication. If boys do have a problem, an informed leader can get help fast.

Leaders are responsible for the health and safety of the boys while in their care. If leaders accept this responsibility seriously, there is rarely any problem. Get to know each boy as an individual and observe his normal behavior problem. It will then be easier to spot any irregularities.

OUTDOOR SAFETY

Certain safety precautions should be taken during outdoor activities:

1. Always have a first aid kit handy. It's also a good idea to have along an adult who is trained in first aid.
2. Adequate leadership and supervision helps prevent accidents.
3. Have a plan for personal or natural emergencies which could occur during an outdoor activity. Know where emergency medical care can be obtained quickly.
4. Avoid such dangers as buildings in disrepair or under construction, high diving, fire hazards, stinging insect nests, poison plants, tools improperly used, too-rough sports or games for age and size of boys. Accidents can be prevented. Think ahead.
5. An adult should always supervise Cub Scouts who are building fires and cooking. If the den is using a ground fire, follow the fules found in 'Outdoorsman Activity Badge' in the Webelos book.

SWIMMING SAFETY

Swimming is a fine, all-around body builder and makes a good den or pack activity. It goes without saying that you must be very safety-conscious any time your den or pack is holding an event around the water. Probably some of the boys are nonswimmers, and it is likely that some who think of themselves as swimmers can't swim very far.

To ensure safe swimming, whether with the family, den, or pack, the B.S.A. has developed a Safe Swim Defense Plan. This will prepare you for any emergencies and make it unlikely that accidents will happen. Follow this plan whenever an activity includes swimming.

CUB SCOUT LEARN-TO-SWIM PROGRAM

An overall summer activity for Cub Scout packs is: "Help Every Cub Scout Become a Swimmer." The needs of packs could create a great demand for use of local swimming pool facilities and swimming instructors. This may require coordination of the district organization or the council health and safety committee. Following is a suggested organization plan, should it be needed:

Step 1 FORM A TASK FORCE. This should include representatives from organizations with instructors and swimming pool facilities. Example: American Red Cross, YMCA, Boys' Clubs of America, City Recreation Department, community pools, YMHA, women's clubs, men's clubs, high school and college swimming coaches, military base pool directors.

Step 2 SECURE FACILITIES. Identify all existing swimming pool facilities. Many hotel/motel pools can be utilized by proper scheduling so as not to conflict with their availability to guests. Don't forget backyard pools.

Step 3 SECURE INSTRUCTORS. Cooperation may be secured from your local American Red Cross chapter, local recreation department, and high school and college swim teams. Use our own Scouters, certified as Aquatics Instructor BSA or Lifeguard BSA.

Step 4 ESTABLISH A REGISTRATION PROCESS. Cub Scout packs will need tc identify nonswimmers and register them. Decide if a fee is necessary to take care of any literature, buddy tags, bulletins, postage, recognition, certificates of appreciation, pins, and emblems. These details of handling need to be worked out in advance.

Step 5 PUBLICITY. Plan to publicize your cooperative effort with other organizations.

Step 6 SAFE SWIM DEFENSE. Emphasize the buddy system during all swimming activities wherever they may be—motel or backyard pool, public beach or pool, private club or YMCA, recreational or instructional swims.

BSA RESOURCES AVAILABLE:

Aquatics Program (Learn-to-Swim outline)	No. 12003
Buddy tags	No. 1945
Safe Swim Defense	No. 7369
Cub Scout Activities	No. 3837
Wolf Cub Scout Book	No. 3230
Bear Cub Scout Book	No. 3231
Webelos Scout Book	No. 3232
Boy Scout Handbook	No. 3227
Swimming merit badge pamphlet	No. 3299
Swimming skill book	No. 6591

No. 13-501
1982 Printing

HIKES

Hikes are simple and informal activities and usually don't require a lot of advance preparation. But as simple as they may seem, there are certain safety precautions that need to be followed whenever you take Cub Scouts or Webelos Scouts to explore the outdoors.

HIKING SAFETY RULES

1. Avoid heavily traveled highways.
2. When walking along any road, have the group walk single file as far to the left as possible, facing oncoming traffic. The den leader should be the first in line, with the den chief or an adult at the end.
3. Keep the hike speed consistent with the short steps of the boys.
4. Exhaustion is a common complaint on hikes. Some boys can go on endlessly while others tire easily. Take frequent rest stops. Use the time to talk about nature or play quiet games. A snack is a good pick-me-up.
5. Never drink untested water. The safest water supply is a canteen of water brought from home.
6. Stay off private property unless you have permission.
7. Stay away from railroad tracks.
8. Avoid natural hazards such as fast-moving streams, steep cliffs, and areas of loose rock.
9. Plan all hikes to start and end during daylight hours.

TYPES OF HIKES

Penny Hike: At the junction of each trail, road, street, etc. the denner or den chief flips a coin to determine the direction of travel. Heads, go right, tails, go left.

Sniff Hike: A few minutes before time for the hike to begin, mark a trail by rubbing a large onion on different objects, such as trees, grass, bushes, swing set, light pole, etc. These should be located fairly close together. Boys follow their noses to find their way along the trail.

Color Hike: Give each boy a list of colors to try and locate on the hike. The items can be collected or simply noted. The one who successfully finds all colors on the list is the winner.

Breakfast Hike: During the summer or on a Saturday morning, hike to a good vantage point to watch the sun rise. Then cook breakfast outdoors. Listen for early morning sounds.

Homes Hike: Look for spider webs, nests, holes, etc., - nature homes.

Baby Hike: Look for nature babies - bird, fern, leaf, snail, etc.

Indian Hike: Hike silently, single file. Boys could wear headbands, hear an Indian story. Always look and listen.

String Hike: Follow a string, laid out in advance. Have nature objects along the way to identify,

TRAVEL TIPS

1. Tour permits in order.
2. Parent permission slips also in order.
3. Sufficient adult supervision. Call on parents.
4. Cub Scouts and Leaders should be in uniform.
5. Coach boys to be courteous and observe all rules of the place visiting.
6. Make arrangements well in advance and be on time.
7. Locate rest rooms immediately upon arrival
8. Decide on rendezvous points, gathering times and plans for eating.
9. Use buddy system.
10. Know where emergency care can be obtained.
11. Write a thank you note after the trip.

ACTIVITY IDEAS FOR THE OUTDOORS AND MORE!

Family	Den	Pack
Fall		
Attend a football game	Top-Spinning Contest	Annual Pack Rally
Go to a fair	Make a den hut or shack	Indoor swim party
Make a leaf collection	Play touch football	All boys and dads to a football game
Learn new family outdoor game	Progressive Halloween program	Circus in connection with pack-parent meeting
Keep lawns cleaned of leaves	Den campfires with dads	Thanksgiving
Kit making-dad and son competition	Kite flying contests	Pack/Scout Troop weiner roast
Take a father/son hike	Pilgrimage to historic spot	
Winter		
Skating party for whole family	Build snowman or ice igloo	Project exhibit
Build bird-feeding station in backyard	Snow fight	Outdoor winter vacation activity
Boy lunches with dad some noon	Sledding party	
Boy visits father's place of business	Ice Skating	**SPECIAL ACTIVITY**
	Bobsled rides	Collect toys for distribution to needy
	Build skating rink in yard	Pinewood Derby
	Barrel-stave skiing contest	
Spring		
Plant vegetable garden	Marble contests	Field Day
Plant flowers to give mother on her day	Games on stilts	Space Derby
Fishing trip with dad	Visit a greenhouse	Soapbox Derby
Make croquet court in yard	Trip to airport	Tree planting
Construct a sundial in yard	Competitive pinewood derby	Easter egg roll/hunt
Construct golf target	Build den tree house in backyard	Share in Memorial Day Activities
Make garden materials		
Summer		
Family picnics	Father/Son picnic	Picnic of entire pack with family
Family at beach or pool	Father/Son swimming party	Day at the council camp
Fishing expeditions	Den parents 4th of July celebration	Historic pageant on 4th of July
Fruit & berry picking trips in car	Trip to nearby lake or river	
Family trip to state park	Treasure Hunt	
Backyard cooking		
Overnight backyard camping		
Family visit to a zoo		

NATIONAL SUMMERTIME PACK AWARD!!

OTHER IDEAS FOR FAMILY, DEN, AND PACK:

Bike safety inspection	Shovel snow	Make homemade ice cream
Do a neighborhood good turn	Clean out flower beds	Make an obstacle course
Glider contest	Pick up litter	Play miniature golf
Go roller skating	Have a hayride	Backyard night meeting to study stars
Go on a scavenger hunt	Play tennis	
Go on a safari	Have a bike rodeo	Have a campfire

Have an enjoyable time and take lots of pictures to show at the pack meeting. Everyone is always interested in knowing what you did and where you went and what you saw!! Be safe minded and have fun!

PARENT'S PERMISSION SLIP

Den leaders must obtain written consent of parents or guardian for every boy wishing to participate in an activity or outing that is held at a place and time different from the regularly scheduled den or pack meeting.

Den # _____ of Pack # _____ PLANS A _____

TO _____

ON _____ PURPOSE _____

TIME OF DEPARTURE _____ PLACE OF DEPARTURE _____

TIME OF RETURN _____ PLACE OF RETURN _____

PERSON IN CAHRGE _____ PHONE # _____

EXTRA COST PER BOY _____ FOR _____

EACH BOY WILL BRING _____

_____

PARENTS ARE NEEDED TO _____

(KEEP FOR REFERENCE)

RETURN THIS PORTION TO DEN LEADER BY _____
(date)

My son _____ has permission to go with Den # _____

of Pack # ____ on the event planned for _____ (date). I can help the Den cannot

Leader by _____

If my son is ill on the day of the event, I will not permit him to attend. I am aware that every effort will be made to contact parents through home and emergency numbers in case of accident of illness. However, if it is necessary for a physician to attend my child before I can be reached, he may have emer - gency medical attention at my expence.

Signed _____

Parent's phone # _____

Doctor _____

Emergency phone # other than parents

_____

PARENT PERMISSION FORMS

For information, make up parent permission forms and have them signed by the parents or guardians of each boy before traveling anywhere. The adult actually transporting the boys should have the permission slip in his or her possession. The form gives permission to take the boy on a trip or to camp and will give immediate information for the hospital in event that the boy is hurt and requires medical treatment.

The following information should be included on the form:

1. Boy's name, address, phone number.
2. Pack and den number.
3. Description of field trip, ie. place you are going, type of transportation, time of departure, time and place of return, person in charge.
4. Name of parent or guardian.
5. Where parent or guardian can be reached in case of emergency.
6. Name, address and phone number of boy's physician.
7. Medications the boy is taking.
8. Any allergies the boy may have.
9. Any illness the boy has which may affect activities or emergency treatment.
10. Age of the boy.
11. Signature of parent or guardian. MANDITORY

PACK INSURANCE

While the Boy Scouts of America carries insurance on all the camps and property they hold, they do not insure each boy. All youth registered within a Cub Scout pack should be insured. The B.S.A. has arranged a policy with Mutual of Omaha which is recommended for each pack.

Although Scouting programs are designed for safety, accidents do happen and it is the pack's responsibility to be prepared. Pack funds are used to pay the nominal fee charge. All youth (Cub Scouts, den chiefs) and adult leaders should be covered at the time of recharter. New members added after recharter are automatically covered as soon as they are registered with the council office. This policy will give insurance coverage to units while participating in any activity approved and supervised by the Boy Scouts of America and while traveling to and from such activities. Applications are obtained through the council office.

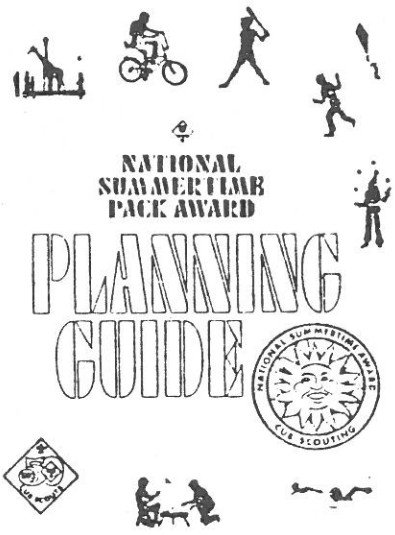
NATIONAL SUMMERTIME PACK AWARD

A year-round pack program can qualify your pack for this award. There are plenty of boys and families around to make your monthly pack outings successful. Put the accent on friendly, informal family activites, with emphasis on action in games, contests and special family events. Pack qualify for the certificate and pack flag ribbon by conducting three pack activities, one each during June, July, and August. There is no attendance requirement to earn this award.

Requirements for the Den ribbon: Dens who average at least 50% of their families at the three summer pack activities are eligible for the colorful den participation ribbon to hang on the den flag. This award has nothing to do with den activities.

Requirements for Individual Summertime Award Pin: Boys who attend the pack's three summertime activities as described above, qualify for the pin, which the pack may purchase and present. This pin is for boys, not adults.

Submit your application for the National Summertime Pack Award to the council office as soon as you have completed the August pack activity. Then plan a special presentation of awards at pack meeting.



Packs that qualify may earn the National Summertime Pack Award, No. 3731. The attractive, full-color certificate, plus the blue streamer for your pack flagpole, will be awarded to your pack for planning and carrying out an outdoor summer program that will make it possible for your Cub Scouts and Webelos Scouts to have a good summertime Cub Scout experience. This calls for holding at least one pack activity in June, in July, and August.

National Summertime Pack Award streamer for pack flag, No. 7717

Den participation ribbon for dens averaging 50 percent or more members at three summertime activities, No. 7715

National Summertime Award pin for packs to present to boys attending all three of their summertime pack activities, No. 484

APPLICATION FOR NATIONAL SUMMERTIME PACK AWARD

Date _____

This is to certify that

Cub Scout Pack No. _____ of Chartered Organization _____ (name)

has qualified for this award by conducting a pack activity in the summer months of 19____

	JUNE	JULY	AUGUST
Type of pack activity			
Number of dens participating			
Number of dens qualifying (50% Cub Scouts participating)			
Number of Cub Scouts participating			
Number of Webelos Scouts participating			
Number of parents/family members participating			

Please send us the following National Summertime Pack Award items

one Pack Award Certificate, No. 3731 _____ Den participation ribbons, No. 7715

one Pack Award Streamer, No. 7717 _____ Cub Scout Summertime Award pins, No. 484

Cubmaster _____

Date needed _____ For Pack Committee _____

Please print

Send to _____ (name) _____ (street, city, ZIP)

TO ASSURE PROMPT RECOGNITION, SUBMIT APPLICATION TO COUNCIL SERVICE CENTER AS SOON AS POSSIBLE AFTER YOUR AUGUST ACTIVITY

THEMES AND HOW THEY WORK

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

The theme idea simplifies the planning of den and pack meetings. It gives each den a focus for its work and play during the month and brings all dens together at the pack meeting with skits, stunts, and handicrafts, all related to a single theme. If the dens are active during the month on a common idea, an interesting and entertaining pack meetingis the natural result because it reviews all the things the dens have done. Parents and Cub Scouts alike are eager to see what other dens have done with the theme. A friendly rivalry usually results, and quite often den spirit is developed, even among parents.

Webelos dens do not use the pack's monthly themes. Instead, they work on one of the 15 activity badge areas. Often the Cub Scout theme and activity badge areas are compatible, such as "Mardi Gras" and "Showman" or "Bird Watchers" and "Naturalist".

The aim of the theme idea is to open the door to new fun and adventure by providing a different kind of experience for each month of the year. The theme should have a broad appeal to boys. It should give each cub Scout a chance to express his own interests and to use his own abilities. The themes should steer boys toward new fields, interests, and hobbies they might not otherwise discover for themselves.

Each year the Cub Scout Program Helps outlines the 12 monthly themes for Cub Scouts and offers program ideas on those themes. Boys' Life Magazine also features program ideas each month on the recommended theme and the district roundtable meetings provide ideas on those same themes.

Packs are not obligated to use these monthly themes although there are benefits to be gained by using them. You may have to make exceptions in the regular themes to fit your locale. The Cub Scout program was not intended to be inflexible. A boy's idea of Cub Scouting is fun. When the fun ceases, so does he.

Your themes will be good if, in planning them, you keep in mind three things:

1. They must have strong appeal for the boys.
2. They must offer variety so that each boy can do things he likes.
3. They should instill the deeper values of cub scouting.

The theme is simply the framework on which den and pack activities are built. Leaders should break it down into one or more activities or projects for the weekly den meetings. Obviously, these will vary from den to den. There should be plenty of room for the den leader to maneuver within the theme idea. The themes are agreed upon by the pack leaders, then the dens work out the details for themselves.

PACK ACTIVITIES

Scouting means doing. Everything in the scouting programs is designed to have boys and young men DOING things; Scouting IS activites. A successful activites program depends on good organization and all leaders and parents working together. The single most important word for a smoothly run activities program is PLANNING.

Advance planning is the key to success. At the pack's annual program planning conference the year-round, 12 month program is planned based on the themes and activity badges. This allows time for the leaders to make the best use of available information and materials and obtain the help needed in conducting a quality program. The following pages include several pack activities which may be incorporated into many monthly themes.

CUBMOBILE DERBY

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

It is best for each den to make a car, and it is recommended that no more than 8 boys race the same car. Any boy racing his den's car should have contributed to the building of the Cubmobile.

Derby Committees: Dads will be needed for the program committee, inspection team, registration team, track operations team and as jack-of-all trades.
Program Committee: This committee plans a snappy opening (ribbon and scissors are used for the ceremony), sets up an awards platform for presenting awards, provides for crowd control, strings penants for decorations, and secures a public-address system or bull-horns.
Inspection Team: The responsibilities of this team include: (1) making a jig of cardboard or wood to check overall dimensions (2) checking for correct attachments and safety requirements and (3) numbering each car.
Registration Team: Men are needed to (1) enter car numbers and names of entries for each run on a tally sheet (leaving space for time and each car) (2) determine final standing of each car and present awards and (3) announce fastest times.
Track Operations Team: Includes starters (two men with green flags); judges (two men with checkered flags); gatekeepers (two men to line up cars); times (one man for each car).
Jacks-of-all-Trades: Other dads are assigned to (1) set up signs and tables for awards; (2) set up ramp and mark lanes in street; (3) make a large sign to hang above awards platform; (4) rope off racing area where necessary; (5) provide ribbons for winners for perliminary heats.

Preparing the Track: Get a permit from the city, county or park officials to use a smooth-surfaced hill that is neither too long nor too steep. Permission should be obtained for closing the street during the derby. If possible, the lanes for each Cubmobile should be marked off with crepe paper or chalk. Crossing over from one lane to another will happen, especially with inexperienced drivers, but boys should be instructed to stay within their own lanes. Judges should observe entire race for any fouls. If a driver is fouled, he will be able to have a rerun, if desired.

The Starting: The starting ramp should allow ample room for two cars at the same time. The ramp can be elevated at the back side with cement blocks to get more speed at the start. Cubmobiles start from a stand still and by gravitational force run down the ramp and down the slope to the finish line. No pushing or pumping with feet is permitted. All drivers must wear protective headgear during the race and seat belts must be fastened. Have a first aid kit handy.

Prizes: Each boy participating should receive some type of recognition. Ribbons and trophies are available. Prizes are awarded according to the official time, not on the basis of who finishes first in each race. Trophies can be awarded for craftsmanship and best speed over all.

CUBMOBILE SPECIFICATIONS

Wheels and tires shall not exceed 10 inches in diameter. All wheels will be equipped with solid rubber tires, and ball bearings will be allowed.

Car frame is to be made from 2x4 construction lumber. Use roundhead ¼" bolts to hold frame. Screws are second choice. Nails will work loose.

All cars will be equipped with an adequate safety belt securely fastened to the centerboard.

All cars will have a seat and braced backrest, placed so a boy can steer comfortably with his feet.

Axles shall be either iron rods or pipes mounted on the undersides of the front and rear frame members. If threaded axles are used, the nuts shall be secured with cotter pins or wires.

The overall length of the car is to be a maximum of 60 inches, wheel base a maximum of 48". The wheel tread may vary from 30 to 36 inches.

All cars will be equipped with a handbrake with it's rubbing surface faced with a rubber material such as a strip of old tire.

Steering is done with the feet which are placed on the front frame member, also by a rope also fastened to the front frame member. Each car will be equipped with 2x4 blocks mounted on the front frame member 3/8" from each side of the center board.

Each Cub Scout, while participating in the race, shall wear long sleeve apparel, long pants and head covering such as a football helmet, racing helmet, or construction "hard hat" with chin strap. A boy will not be required to have his own hat but can share with others.

All cars will have gravity as their only means of power. Starting ramps will be provided.

Any material added to increase weight shall be permanently fastened to the car. No alterations will be made after weigh-in.

There will be two weight classes: Class 1 - Combined weight of boys and car up to 115 lbs. Class 2 - Combined weight of boy and car 116 lbs. up to 150 lbs.

Racing will be done on the car vs. car, rather than boy vs. boy. A den or group of boys may participate in building one car and can take turns in driving. Each car will be allowed to race in each weight class, if it's boys are in both weight classes.

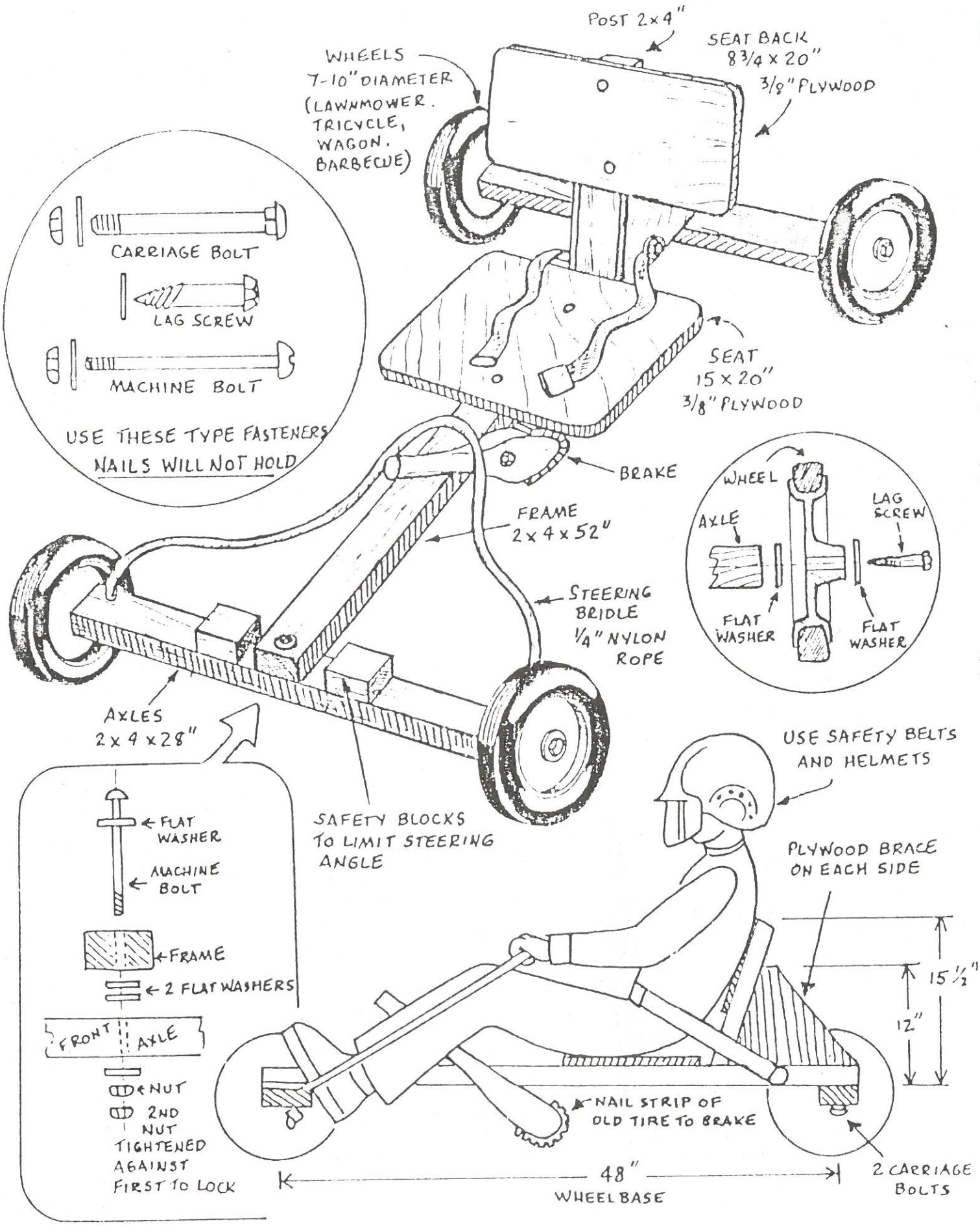
Suggested track length is 150 feet with additional stopping space available.

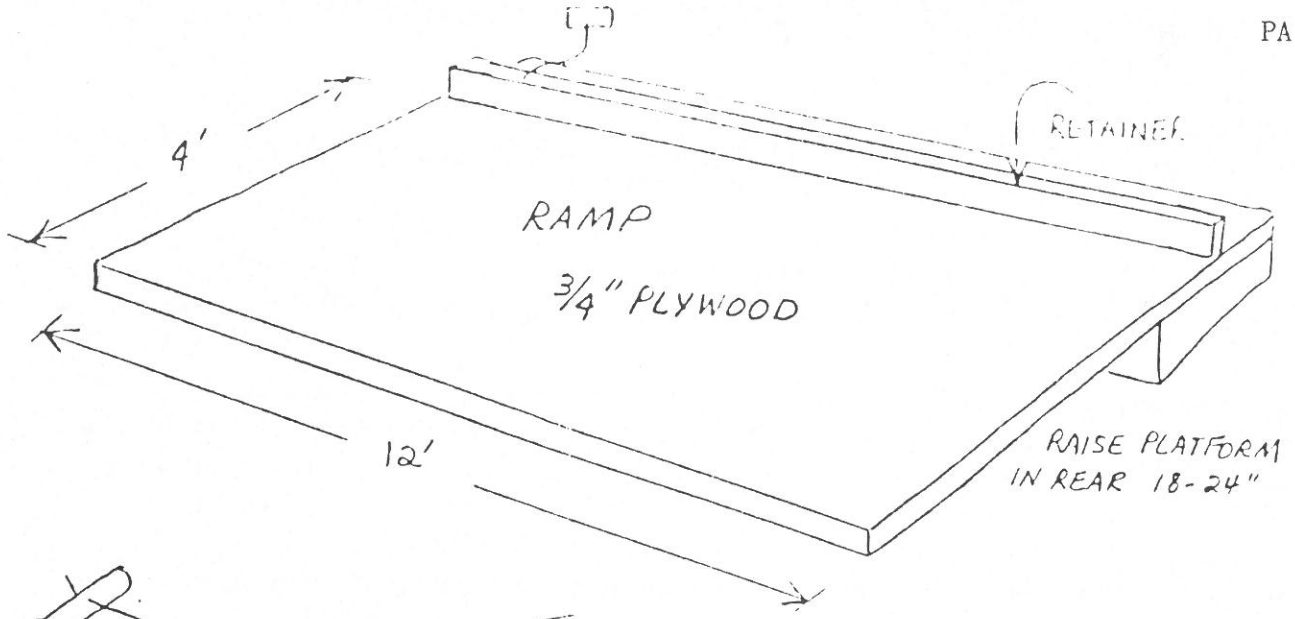
One award will be made for "Best Show" car. Basic design must be followed, but fancy extras, such as paint, decals, etc. can be added.

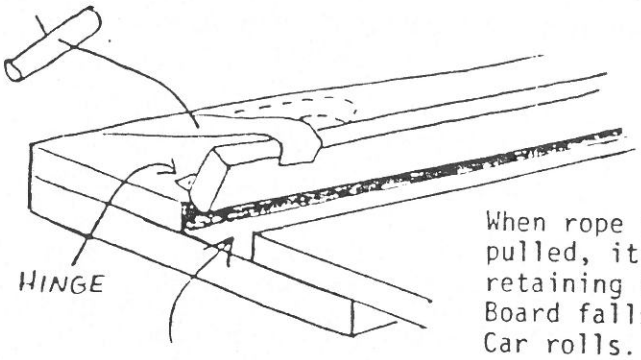
INSTRUCTIONS FOR CONTESTANTS AND PARENTS

1. The derby is run in heats. Each den has one racer, and each boy in the den races the car once. The den with the best average racing time wins.
2. Cub Scouts bring car to the inspection station where it is checked and numbered.
3. Car and drivers then go to the registration table where names and care are checked on the heat schedule.
4. As his name is called by the announcer, each Cub Scout enters through the gate and is helped into his car. Seat belt is fastened.
5. After each heat, winners go to the awards platform.

CUBMOBILE DERBY

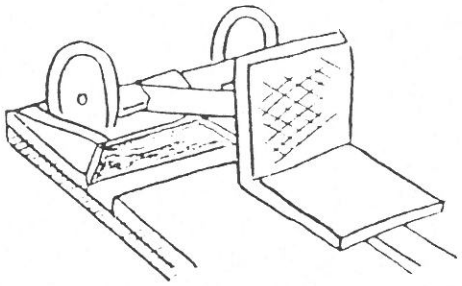






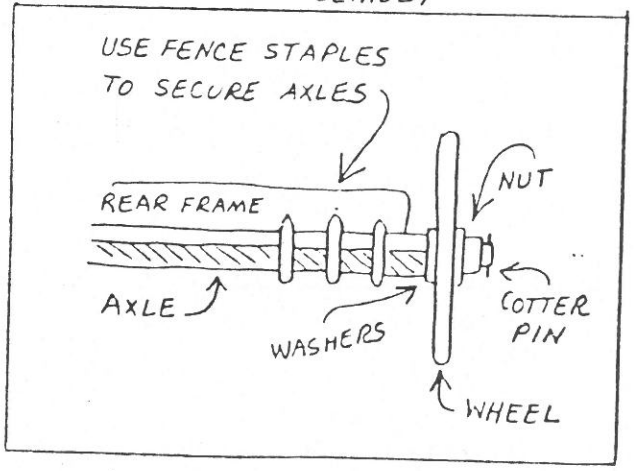
When rope is pulled, it releases retaining board. Board falls. Car rolls.

Bar falls into space allowing car to roll.

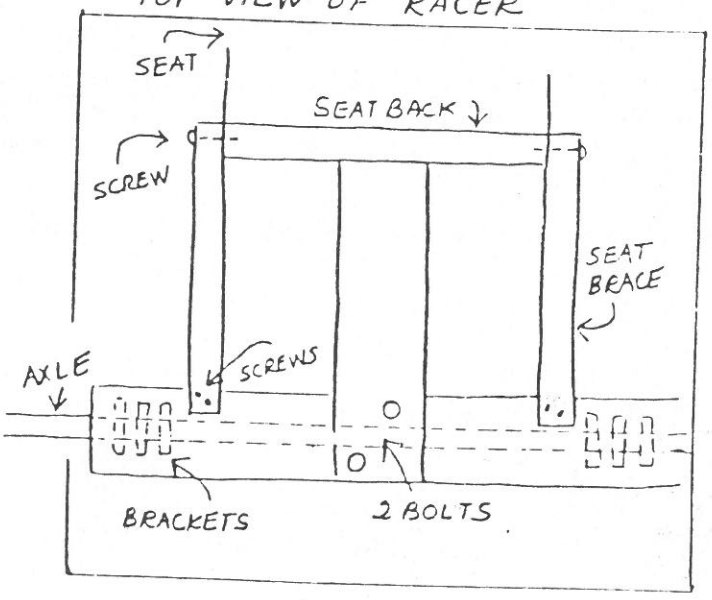


Back wheels are held by bar until released.

WHEEL ASSEMBLY



TOP VIEW OF RACER



CUB SCOUT FIELD DAY/OLYMPICS

The Cub Scout Pack Field Day/Olympics should be planned as an afternoon of fun for both Cub Scouts and their families. This event should include races and contests for the boys, their parents, and brothers and sisters.

In preparing for the Field Day/Olympics, the pack committee must consider such things as location, promotion, signmaking, events and instructions, equipment, marking game areas, scoreboards, and decorations. Be sure to have a final checkup a few days before the event to make sure plans are progressing smoothly.

A Field Day/Olympics is an outdoor event. There is always something about the outdoors that makes the boys want to try harder. However, all Cub Scout Leaders know that an outdoor activity seems to attract rain. Therefore, to insure you have a successful event, always prepare for the unexpected and reserve a facility that can house your event. But just moving indoors will not always solve your problems. You might find it difficult to have events such as softball throw or a javelin throw inside a cafeteria.

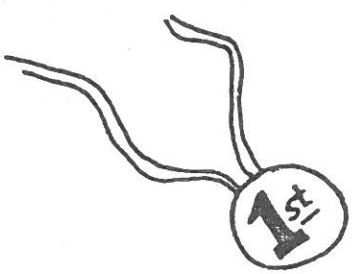
So besides arranging for indoor facilities, you will also need alternate activities. The events listed are just part of those available. Others may be included.

Discus (paper plates)
Three-legged Race (Dads/Sons)
Tire Obstacle Relay
Sit-ups
Push-ups
Standing Long Jump
30-Yard Dash for Cub Scouts
Nail-Driving Contest for Mothers.
Softball Throw (real or balloon)
Chin-ups
Vault a Fence 24"-30" High
Running Long Jump

Medals for Winners: Paste construction paper over circular cardboard cutouts about $2\frac{1}{2}$" in diameter; gold for first place, silver for second, and bronze for third in each event. Suspend each medallion on a ribbon to be worn around the neck.

Olive Leaf Crown: If you want a ceremony like that used in ancient Greece for honoring Olympic winners, make the crown with green construction paper, wire, and masking tape. The wire should almost encircle the Cub Scout's head. Masking tape holds the leaves and covers the wire which forms the base of the crown.

Olympic Flame: Your pack meeting could be started with a runner arriving with an Olympic flame (torch) just as the big games are. Use a flashlight with a red bulb. Yellow, orange and red flames are made out of light-weight paper and are glued to a cylinder of cardboard.



10-9-8-7-6-5-4-3-2-1-Lift Off! With these words you can launch your pack into a modern, exciting activity that is sure to become a most popular father-and-son project. The Akela 1 Rocket is fun to build, and even more fun to fly. Boys make them and launch them. Fathers and leaders plan, supervise and stage the event. So don't wait. Here's how to start:

Preparation - The pack committee approves the activity; contacts local fire and police departments so all safety requirements are met and approved; establishes the date; and selects a capable committee of fathers, representing all the dens, plus additional adults. Decide whether boys' kits are to be provided by the pack or sold to the adults from each family. Each den will need a BSA Power-Pad Launching System, No. 1657. Be sure everyone knows that model rockets are not fireworks.

Rocket Derby Committee - Publicize your rocket derby. Invite the public. Arrange for a photographer. Recruit adults to divide items in the 8-Pak Model Rocket Derby Kit, No. 1655, into individual envelopes. Select the site. Secure a written permit for the site. Arrange location and set up of launchers for each den as shown in the leader's guide in the 8-Pak kit. Recruit and instruct 2-man adult teams to supervise each pad, control motor supply, and assist boy in preparing for lift-off to avoid long waits. Team members should be trained in advance. They arrange a demonstration to the whole pack a month in advance so all understand procedure.

Registration and inspection teams set up tables so they can record each boy's name and den, and number his rocket to identify it. Prepare crowd control lines and supervisors.

Recruit a starter, timers, and judges as needed. Develop contests from the leader's guide. Keep it fun. Add competitive events later. Launching his rocket will be the main attraction for the boys. Appoint a recovery crew to help boys retrieve rockets after all have been fired. Develop rules and information sheets for each family to have at the previous month's pack meeting.

Plan and create some imaginative, meaningful awards for the boys, such as the Rocket Derby medals or trophies (available through Scout Service Center). Each boy who participates or achieves a successful launch should receive some type of recognition. Special appreciation should be shown to all helpers.

Derby Procedure

- At den meetings introduce kit and review derby plan. Start construction. Each boy needs a box or mailing tube to protect his rocket. If possible, involve families in assembly and decoration.
- At pack meeting derby committee teams set up in advance.
- Displays and opening activities (flag ceremony, song, guests, skits)
- Rocket launching (check-in, inspection, dens line up at their pads, launching teams help boys prepare motors to avoid waiting delays, flight control team begins launching, recovery crew supervises boys in reclaiming rockets)
- Additional flights organized where time allows.
- Recognitions and awards. (be sure to include regular advancements, closing ceremony and cleanup)

SPACE DERBY

ggestions:

To stage the race, participants wind up their rubber-band rocket motors. Then they hook the rockets over the guide lines, centering the rockets between the vertical dowels and locking the propellers behind the horizontal dowels on the starting gate. Start the countdown and fire at "Zero" by lifting the rear of the starting-gate frame, thus releasing the rockets.

. Run your race in heats, up to four contestants at a time. Cubs work hard on their rockets, so each boy gets to try at least twice instead of eliminating him from competition after the first race. For instance, in a 6-Cub den, try two heats of three boys each. The winner of each heat goes into the den finals. Then race the other four again with the winner competing with the other heat winners for the den championship and entry in pack finals.

3. Recruit dads as your flight operations team - two as starters (with green flags); two as judges (with checkered flags) and two as gatekeepers to line up the boys. Use other fathers as inspectors, scorekeepers and announcers.

4. Experienced rocket racers 'warm up' their space ships by gradually winding the rubber-band motors to full capacity. Try 50 turns first, then 100, 200 and so on. Release the propeller between each winding. Try some backyard runs on a length of monofilament line before competition.

5. Soak rubber bands in castor oil several days before the space derby. This prolongs the bands' life and power and will help eliminate breaking during the competition. Pack leaders should still have boxes of extra rubber bands and props handy for emergencies. Remember that it takes three rubber bands to fly the ship properly.

6. To save time, whenever a ship gives any trouble, pull it off the line and run it with the last heat. Allow boys to wind propellers before coming to the starting gate. Turn a spotlight briefly on each heat winner as his name is announced.

Your Cub Scouts will find the space derby exciting. Join in the fun as the countdown begins for the rocket race of the century!

-Scouting Magazine

Twin-Tower Rocket Raceway

The space derby is rapidly becoming one of Cub Scouting's most popular father-and-son projects. Why? Because Cubs get a charge out of building their rubber-band powered rockets and watching them zoom along the raceway.

It is easy to buy the official Cub Scout Space Derby Kits at your Scout distributor, and there are even ribbons and trophies available. But what about the raceway itself? Shown on the next page are plans for a new improved raceway. Light-weight, easy to make, inexpensive - it takes only a few hours to build with ordi-nary carpenter tools. Materials for the towers will cost approximately $15.00.

Identical in construction, the towers consist of two legs, two feet, one cross-arm, and one bottom brace each. The launching-gate frame is made as a unit and is attached to the crossarm of one tower with small strap hinges.

Begin construction by cutting all parts to size before assembling. Clamp the legs together in pairs. Then lay out the bolt-hole centers, squaring the lines across the legs so both pieces will be matched. Drill 1/4 inch holes for all bolts.

Make the plywood feet next. Clamp them in position on the legs. Drill match-ing bolt holes in them, using the leg holes as guides for the bit. Label parts with numbers before disassembling the pieces so they can be reassembled again easily.

Lay out both cross arms for bolt holes and screw-eye centers, again in pairs. Do the same with the bottom braces. Now install the butt hinges at the top of the legs and the screw-eyes in the crossarms.

Then assemble the towers. Open the screw-eyes slightly before installation so the fishline (30 to 50-pound test monofilament) can be slipped into the eyes from the rear, rather than threaded through the eyes.

The launching-gate frame consists of 4 pieces of wood, 12 dowels and 2 small strap hinges. Assemble the frame with brads and glue, squaring it up before glue sets. Lay out the dowel-hole centers, then drill holes 5/8 inch deep. Press-fit the dowels into the holes instead of using glue. This makes replacement easy.

Install the strap hinges and mount the frame on one tower crossarm, centering it. The launching-gate frame requires a small counterweight to balance the frame in a horizontal position. Use a small C-clamp attached to the center of piece E.

Set up the raceway indoors or out. Locate the towers at least 100 feet apart. Use guy ropes fastened to the ends of the crossarms or at the hinges at the top of the legs to anchor the towers to suitable supports (see drawing). Then thread the fishline in one length around the screw-eyes, draw tight to equalize tension, and secure the ends. If used outdoors, the plywood feet can be omitted, substituting headless spikes or rods to act as ground anchor pins. The plywood feet merely hold the towers erect while the raceway is being set up.

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Outdoors - attach guy ropes to stakes, trees or fences.
Indoors - attach ropes to wall, hooks, or columns.
Brakes - hang strips of cloth over guide lines near finish tower.

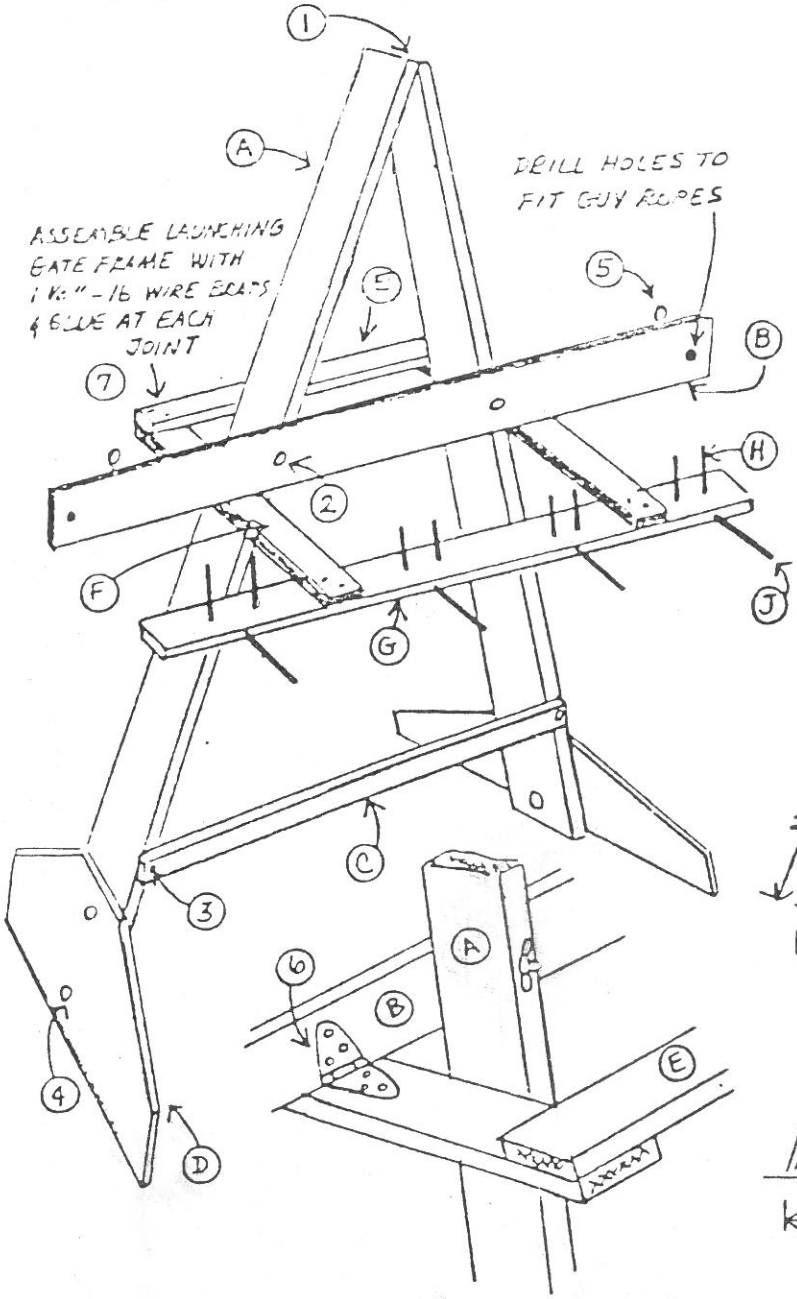
Towers:
A 4 3/4"x3 1/2" x 72" pine
B 2 3/4"x3 1/2" x 40" pine
C 2 3/4"x1 3/4" x 40" pine
D 4 1/2"x12"x24" plywood

Fastenings:
1 2 2 1/2" butt hinges
2 4 1/4"x5"carriage bolts
3 4 1/4"x4 1/2" wing nuts &
4 8 1/4"x2" washers

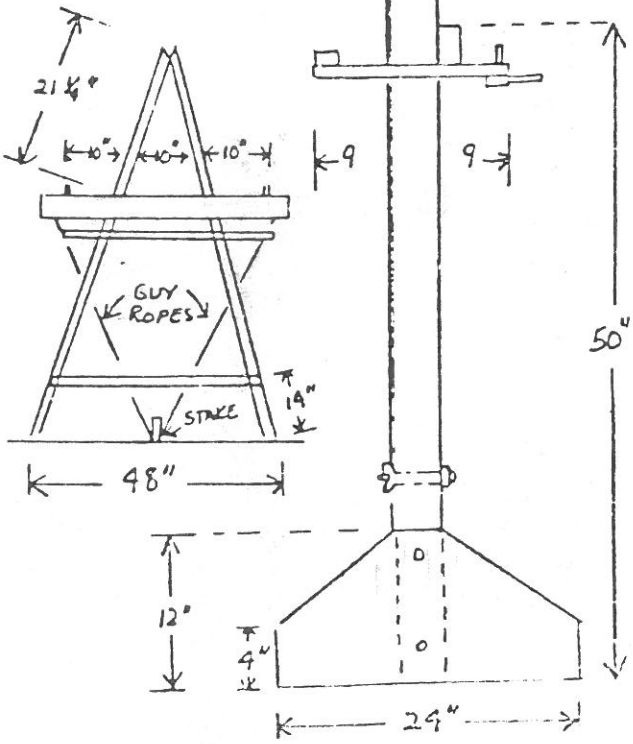
Launching Gate:
E 1 3/4"x1 3/4"x 24" pine
F 2 3/4"x 1 3/4"x18" pine
G 1 3/4"x 1 3/4"x 36" pine
H 8 1/4"x 3" wood dowels
J 4 1/4"x 5" wood dowels

Fastenings:
6 2 2" strap hinges
7 8 1/4" - 16 wire brads & white glue

Miscellaneous:
600 ft. 50 Lb. test monofilament fishline; 3/17" or 1/4" rope -guy ropes



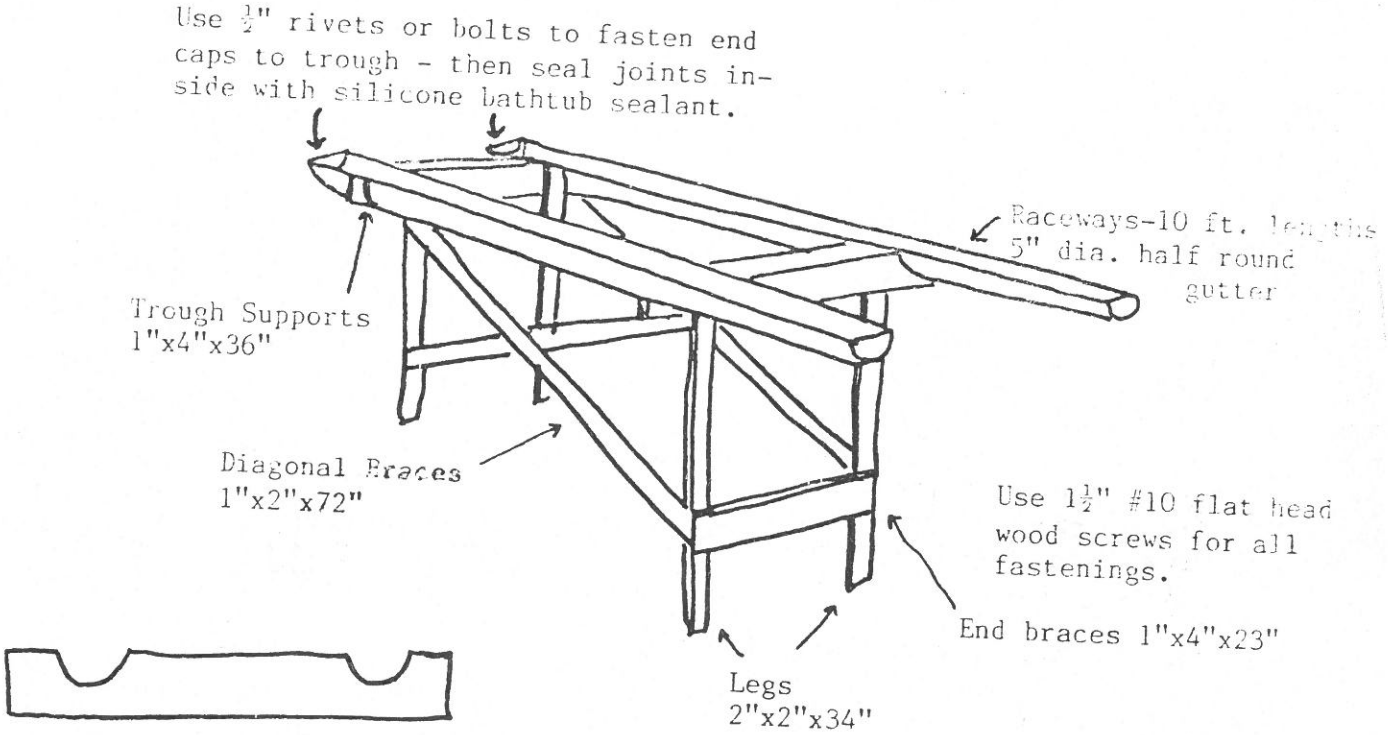
DETAIL OF LAUNCH GATE HINGE INSTALLATION. ADD WEIGHT TO BAR "E" TO HOLD FRAME HORIZONTAL (USE A SMALL C-CLAMP)



RAINGUTTER REGATTA

Ahoy mates! You're watching the sailing regatta of the century! Although the "seas" are only 10-foot lengths of rain trough, filled with water, and the ships are a mere six inches long, each race can be an exciting event. This is a very popular pack race. Each boy makes his own boat (with his dad's help) to enter in the race.

The raceway consists of a simple frame that supports two 10-foot lengths of rain trough filled with about eight gallons of water. The frame is designed so that it can be assembled and disassembled quickly. The illustration below gives material sizes and fastening details.



Trough Support 1½"
Use end cap of trough to measure contour

MATERIALS NEEDED FOR DOUBLE RACEWAY

2	10 ft. lengths of 5" dia. half round gutter
4	End caps for gutter - and rivets or bolts to attach end caps to gutter
2	Trough supports 1"x4"x36", cut so that gutter will fit snug
2	End braces 1"x4"x23"
4	Diagonal braces 1"x2"x72"
4	Legs 2"x2"x34"
	1½ #10 flat head wood screws for all fastenings

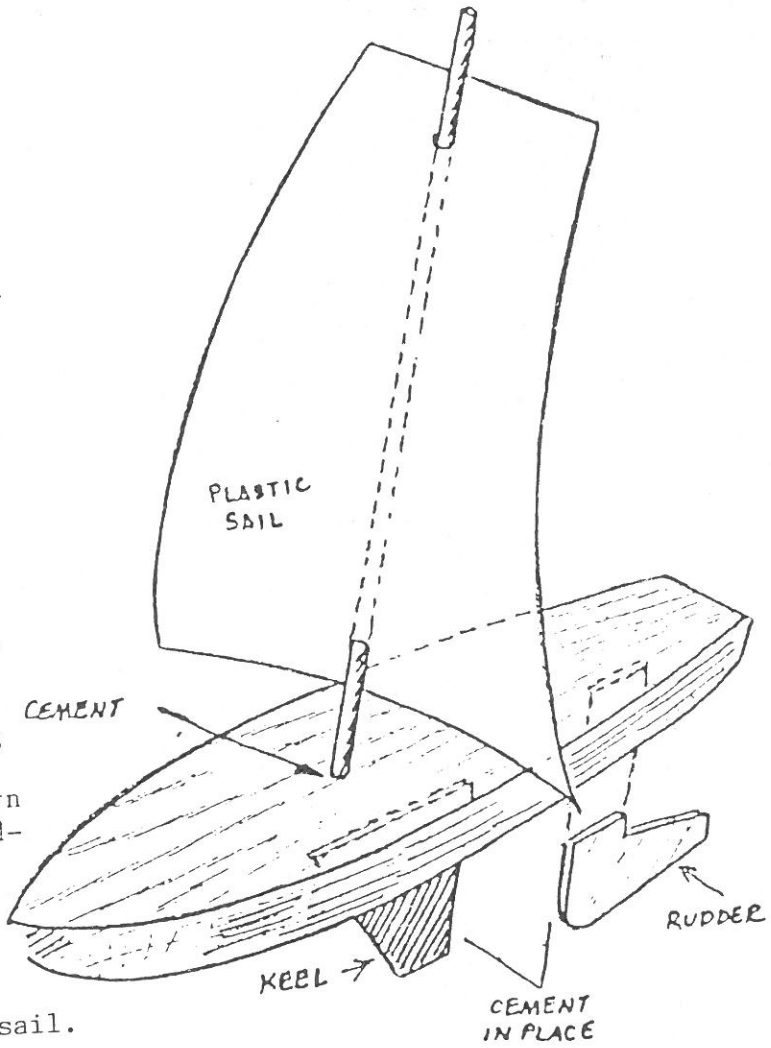
This makes a simple frame that will support two 10' lengths of rain gutter. Allow sufficient space around the course for both participants and spectators. With gutters in place, put a small amount of water into each to make sure they are level. Make any needed adjustments, and when level, fill to about ½" from top.

BOAT SPECIFICATIONS

Hull - No longer than 7" nor shorter than $6\frac{1}{2}$"
Mast - $6\frac{1}{2}$" from deck to top
Keel - Supplied in kit - no alterations
Sail - No larger than material supplied in kit
Rudder - Supplied in kit - no alterations.

BUILDING INSTRUCTIONS

1. Sandpaper the balsa hull to the desired shape, adhering to the specifications listed above. First use a medium-grade sandpaper, then finish off with a very fine grade paper.
2. Give model two coats of sanding sealer which can be obtained at a craft or hobby store.
3. Mast can be tapered by chucking either in a hand or electric drill. While you carefully turn the dowel, work a piece of sandpaper back and forth until the desired shape is achieved.
4. Give entire model two coats of colored lacquer in desired color and design
5. Add official number at top of sail.



RACING PROCEDURE

The boats are propelled by boys blowing into the sails. Start with the boats' stern touching the end of the rain gutter. The starter stands at the opposite end with his hands raised. When he drops his hand, the boys begin to blow. Once the race is started, the boys may not touch the boats with their hands. The first boat to reach the end of the gutter is the winner.

All races are run on an elimination system, by heats. Timing of boats has no bearing on determining heat or final winner. Winners of first heats will compete against each other in second heat, and third, etc., until a final winner is determined.

On courses other than the raingutter regatta, boats must be held by the pilots at the starting line and released at a pre-determined signal. No pushing is allowed. The boat crossing the finish line first is the winner of that heat. If two or more boats should run afoul, there is no contest. The race is re-run.

KITE DERBY

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

There may be several classifications of kites: cross, box, tailed tailless,etc.

Prior to the derby, it is suggested that the pack committee locate the various stores that sell sticks suitable for kite-making.

The following are examples of derby rules that should be announced as far in advance of the derby as possible:

1. All kites are father-son (or substitute father) made. No commercially made kites may be entered.
2. Each Scout may have his father help get the kite into the air and help catch it when it comes down.
3. A kite must fly in order to be eligible for prizes.
4. No restrictions on materials used in construction, except that fighting kites are prohibited (glass, razor blades etc. on kites)
5. No wire flight lines are permitted.
6. Kites that may get caught in trees or power lines are lost and may NOT be retrieved.
7. Kites may be adjusted and modified at any time during the derby.
8. Decisions of derby officials are final.

The following are suggested judging categories:

Pre-Flight Judging	Judging While in Flight
Smallest kite	First kite in the air
Largest kite	Highest after 5 minutes
Funniest kite	Highest after 15 minutes
Prettiest kite	Most stable flying
Most unusual kite	Most graceful in the air
Strangest kite	Fastest climbing
Best craftsmanship	Best sportsmanship
	Most persistent flyer

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

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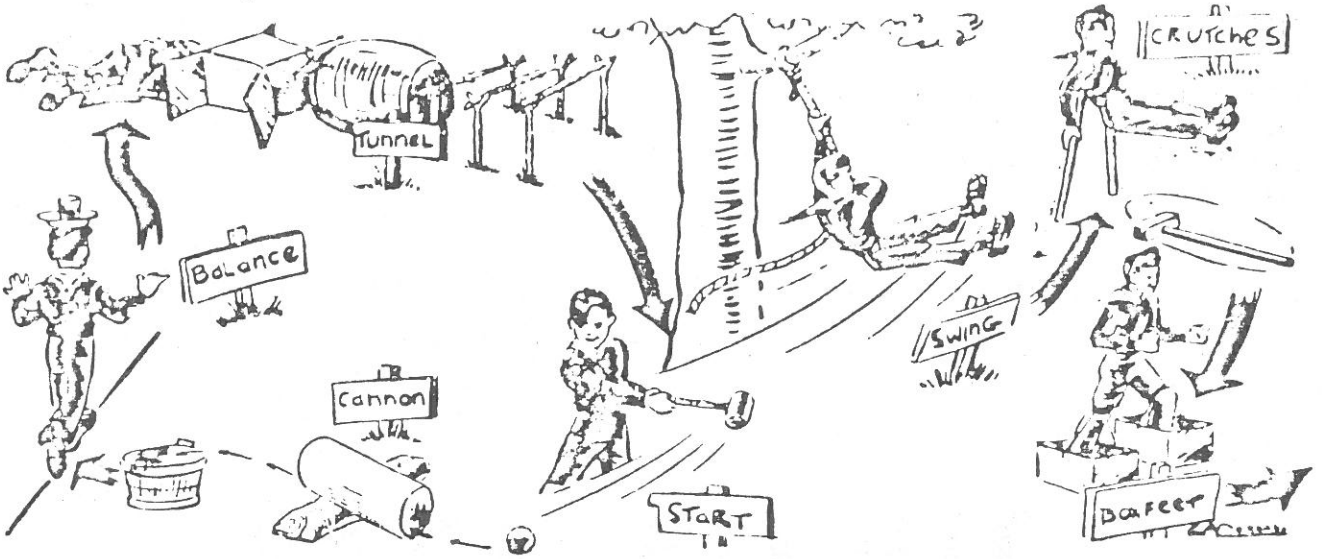
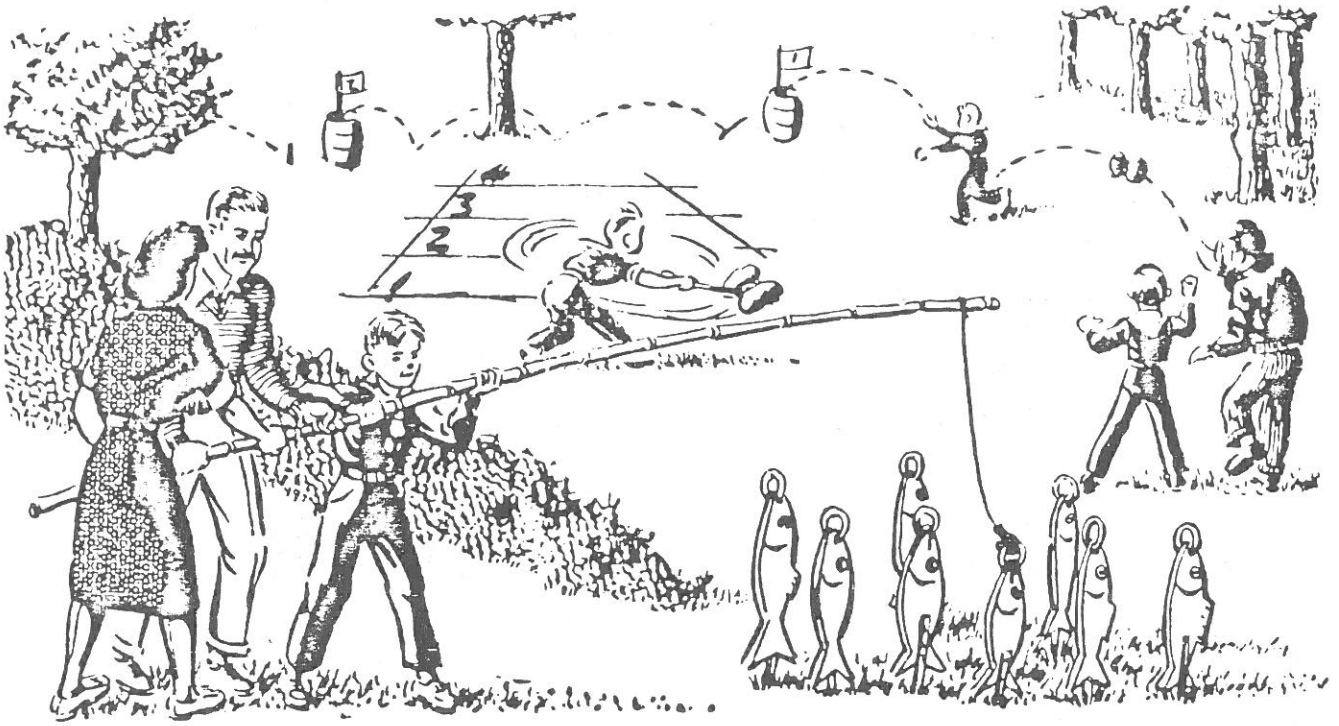
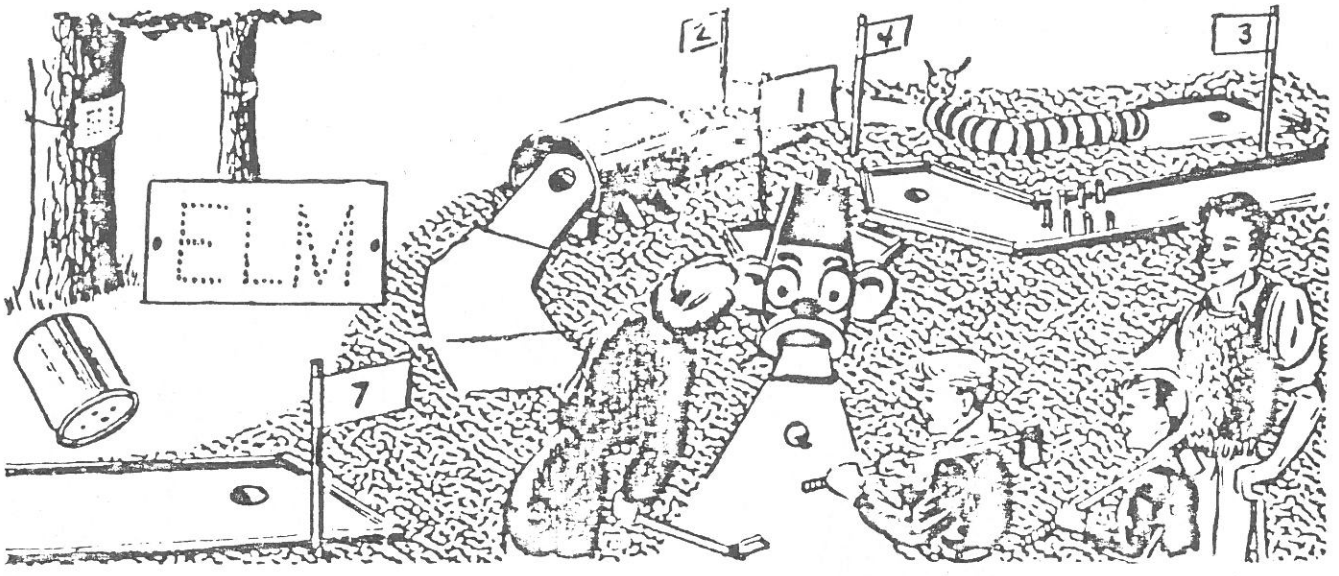
PACK PICNIC







THE SUPER-DUPER OUT-OUT-OF-THE-ORDINARY SCAVENGER HUNT!!

Rules: Stay together as a den and try to find or figure out each item!
Suggestions: The key to this scavenger hunt is to use your IMAGINATION.

1. One piece of letter per person
2. The roundest rock
3. A freckle
4. Something that will BECOME oil
5. A flock of red-winged blackbirds (remember your imagination)
6. A pine cone or acorn
7. One green eye and one blue eye
8. A beautiful view of a park
9. A seed (not acorn or pine cone)
10. The biggest and widest smiles
11. The muddiest finger or toe - just 1 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
19. Your dens 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 POINT: A big bear hug!

HAVE FUN!!!

TIME LIMIT: 30 minutes

PACE OBSTACLE COURSE

Operation and Timeing: It should take about 55-60 seconds to run the entire course. If this is too long because of the number of boys to go through, reduce the number of events in the course.

If an event is missed by a boy, add 2 seconds to the final score as a penalty. If the boy has done the event except for a small detail and has used as much time as other boys who got it right, the judges can call a lesser penalty time to be added.

Have adults to be sure the items in the course are ready at the beginning of each run. i.e. (1) The valve on the inner tube must be away from the face and at the top of the tube. (2) The rope climb is on the incline. (3) The cinderblock step at the beam is in place. (4) The tires on the tire barrier must be back in place. (5) The crossbar on the hurdle must be in place.

The starter tells about five boys the way to run the course. Then an adult should be between the tube and the incline to tell them directions and to check the valve and replace the rope. Another adult should be by the beam and the tire to give directions and check for accurate placement of the items. Another adult might be needed with the net to tell the boys to "go under" the net. And another adult at the tire to tell the boy to go through the 3-tire tunnel and to "climb" the tire barrier.

The timer is stopped when the boy jumped for the bell.

If a boy should get disoriented and crosses over to another event out of order, try to get him back into line and add penalty time if he has shortened his running distance via the "shortcut".

If a boy is allowed only one run to count for time, allow a first run to let him become familiar with the course. If he gets to count his best time, write them all down.

GUIDELINES FOR EVENTS

If you use an innertube go-through, the innertube needs to be set up either on level ground or on the uphill. Many boys dive through the tube, so the distance to the ground on the back side of the tube should be minimized. When hanging the tube, have the bottom about 15" off the ground. Be sure that the valve is at the top and pointed away from the boy's face. Check it after each run.

Place a net for the roll-under only after you have checked for ant hills and sharp sticks. Make it about 24" off the ground. If it is much lower some boy, when rolling, will catch his leg in the net.

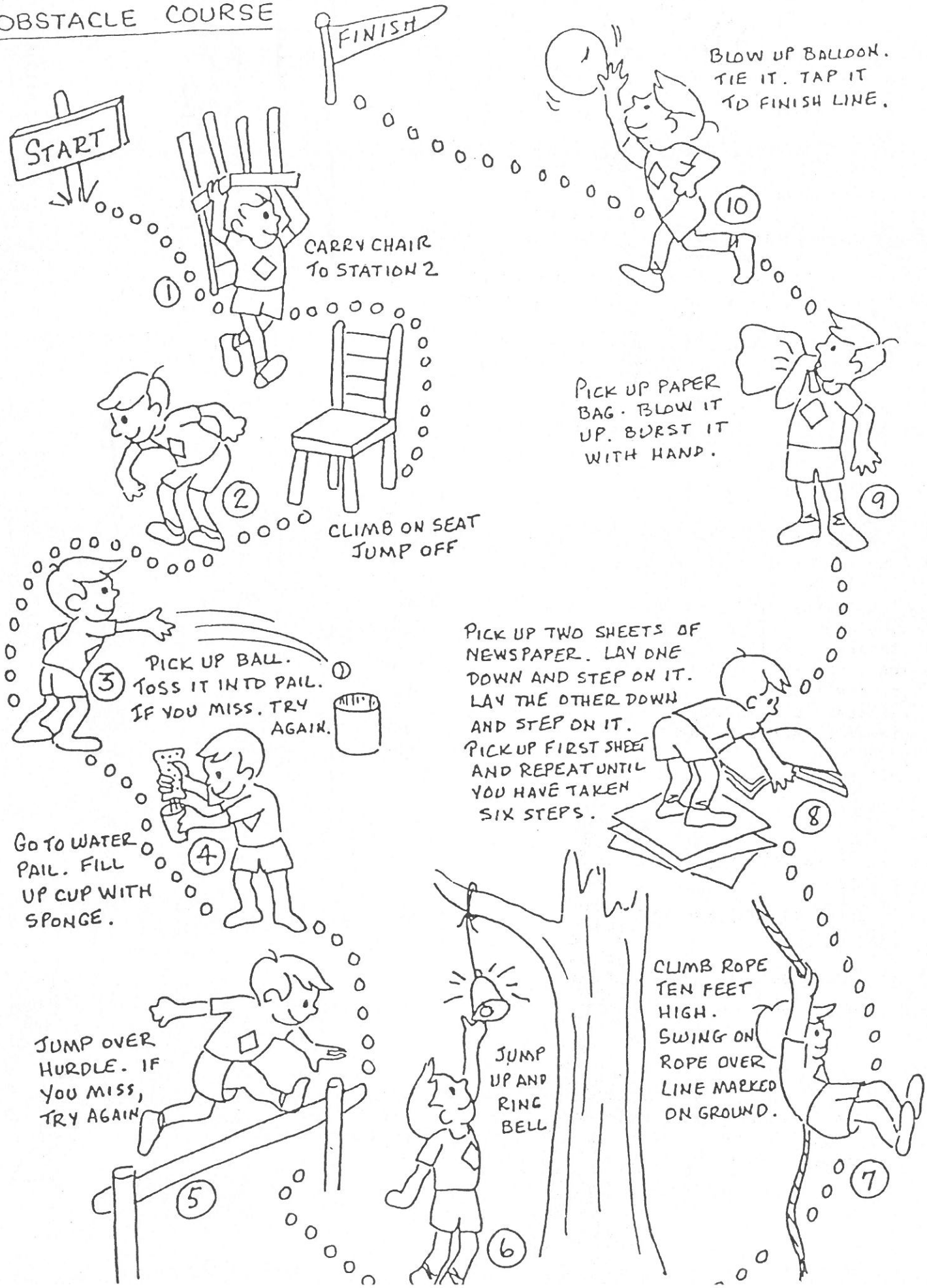
A tire barrier works best when it is between two trees so that the tire will not slide out sideways. The tire barrier is the most dangerous of the events; it is the safest when it is too high to jump. Set it up so that it has to be climbed.

A straight stretch is needed before the jump the hurdle event so the boy can get up speed. The pole rests on two nails on the side away from the approaching boy. The nails at 18" seems best with about 98% of the boys able to clear it.

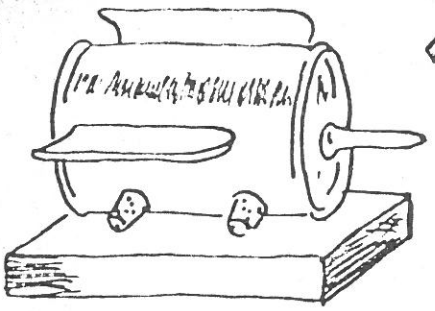
IDEAS FOR AN OBSTACLE COURSE

Walk the beam, jump a 'river', swing across a 'river', climb through a tire tunnel, climb an obstacle, hurdle jump, roll under an obstacle, tire run (like in football practice for nimbleness), dribble a ball, climb a ladder of some time, running long jump, push-ups, jump rope, balance a book on the head, and any thing else your imagination can dream up.

OBSTACLE COURSE



GENIUS NIGHT



This theme is designed to challenge the creative imagination of fathers and sons. In preparing for the big pack meeting show, lad and dad teams are given a bag of identical scrap objects. The object: to see which team can dream up and build the most unusual "invention" making the best use of the parts. The team will have one month to construct their design to be exhibited and judged at the pack meeting.

At the previous month's pack meeting, distribute materials and explain the kit to Cubs and Dads. Be sure each Cub has someone to work with. Explain the rules of the project.

A special committee should collect needed items and package them in heavy paper bags. Contents of all kits must be identical!

Suggested items:

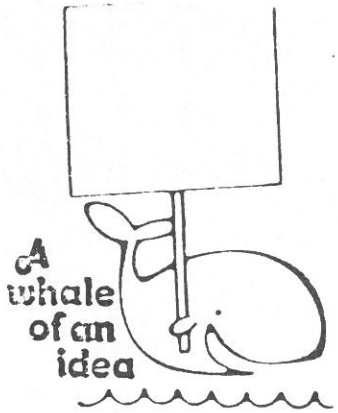
Copy of the rules
1 piece of cloth, 12" x 18"
1 board, 1" x 6" x 10"
4' of string
1 wire coat hanger
2 spools
12 tacks
4 ice cream sticks
6 paper clips
4 washers, nuts, bolts
3 pieces of scrap leather
8 peanuts
4 buttons
12" piece of $\frac{1}{4}$" dowel
8 nails, 1" long
1 #2 can
6 pipe cleaners
4 corks
1 golf tee
10 toothpicks
carpet scraps
2 screws
3 pieces of sponge
12 beads
Any goofy item you can dream up to add!

RULES:

1. Use ONLY materials supplied. You do not have to use them all; but you can't add anything.
2. Cut items up any way you wish.
3. Use any tools.
4. Use your imagination and have fun.
5. Bring Dad and your "Genius Creation" to the next pack meeting.

JUDGING:

Secure judges for best productions in various categories and obtain ribbons or awards of some sort. Make participation certificates for ALL entrants. If possible, it would be best to have judges from outside the pack. Furnish them with a list of the items used and a copy of the rules.



ADOPT-A-GRANDPARENT PROGRAM

Rest homes and senior citizen centers are filled with lonely people; so if you have one of these in your area, you will have more than enough names for your project. Help fill their needs by assigning each Cub Scout in your den to visit one special individual on a regular basis. The ideal situation would be to involve the boys who also need this relationship.

The purpose of this program is to provide an opportunity for togetherness - time for them, the boys and the elderly, to do things with each other.

In association with older people, the Cubs can -

1. Share philosophies and experiences.
2. Discuss current local and national events.
3. Watch television and play records or games.
4. Sew (yes! Sew.)
5. Help with home canning.
6. Help them take walks.
7. Help them do simple gardening such as watering or trimming.
8. Look through family albums.
9. On special occasions, such as Christmas or Valentine's Day, help decorate the room or home.
10. Encourage the elderly to invite friends over to visit, prepare refreshments.
11. On birthdays, plan and host small parties.
12. Keep them informed of all Church and community activities they might want to attend. Arrange for transportation and assistance where needed.
13. Invite them to your den and pack meetings. If attendance program is done by the pack, make sure the grandparents are included in the attendance count.

If the elderly have poor eyesight, here are other suggestions.

1. Read to them.
2. Do simple hand-mending.
3. Write letters that they dictate.
4. Dust, vacuum, and wipe off finger marks.

Now and then drop by unexpectedly for a short visit and bring a thoughtful gift, the kind that cost nothing but means much to a lonely person; a bouquet from your garden, a piece of homemade pie, a start from one of your houseplants, autumn leaves, a smile or a warm handshake.

FATHER - SON CAKE BAKE

One of the most popular fund raising ideas widely used by packs is the Father-Son Cake Bake. Cakes are baked by the Cub and his dad and are then actioned off to the highest bidder. This pack meeting is one of the most popular with the Cubs. Before cakes are auctioned, they are judged and prizes are awarded. Rather than auction the cakes some packs charge an entry fee and Cubs draw for the cakes they will take home.

RULES FOR FATHER-SON CAKE BAKE:

1. Cakes must be baked by Cub and another male. (If there is no father in the family, then an uncle, older brother, or neighbor may help). Cake mixes may be used.

2. NO FEMALE assistance allowed in any respect.

3. Entire creation must be eatable, including all decorations.

4. All cakes must have a title to be shown as part of the cake decoration or on a card attached to the cake. Cakes will be registered and numbers issued for judging purposes.

5. All cakes must be on a give-away tray.

6. All cakes will be auctioned at the Pack meeting with proceeds going to the pack.

7. Cakes will be judged (By outside guests) and prizes awarded in the following categories:

   (1) Judges Choice (Grand Prize Winner)
   (2) Most Original Creation - 1st, 2nd, and 3rd, Place
   (3) Most Appropriately Named Cake - 1st, 2nd, and 3rd Place
   (4) Biggest Cake
   (5) Tallest Cake

NOTE: This is one pack meeting where the Cubs need to sit with their families. The Cake Bake may be based on a theme, or don't use a theme and let each Cub do his own creative thing.

PACK CAMPFIRES

Campfires may be large or small, formal or informal, storytelling or dramatic, mystery, Indian, stunt, songfest, or any combination of these. Most of all, the campfire program is important. It must have purpose, direction and a definite idea of what it is trying to accomplish.

Use "Campfire Program Planner" No. 3696 as a guide in planning campfires. Decide who will do what, and how. Write down the plan, even to the song titles. Check all items in advance to be sure they are in good taste.

CAMPFIRE INGREDIENTS

Songs: Scouting, action, quiet, novelty and special occasion songs all can be used. The song leader should beat time and set the pitch before you start. The liveliest songs should occur early in the program, with the quiet songs saved until towards the end.

Stunts/Ceremonies: Campfire stunts are fun and can be action, humorous, mixer, magic, or educational. The opening ceremony sets the tone for the whole program so it must be good, and attract and hold the attention of the group. A firelighting ceremony is part of the opening. Closing ceremonies should be quiet, inspirational and challenging.

Stories: Storytelling is an art which almost anyone can acquire with practice. As long as the story holds together, the audience won't be too critical of your dramatic ability. It's the story they are interested in, not the storyteller.

The Main Event: The program needs a climax - an event that will top off the evening and make it something to remember. This could be a Boy Scout, telling of his Jamboreee experiences or tale of Philmont trails. It could be a story. It should be the high point of the evening.

Showmanship: Without showmanship, the campfire leader and all the songs, stunts and stories will fall flat. Showmanship is an indispensable ingredient that puts sparkle and life into a campfire program.

1. Follow the fire. When it leaps high, the program should be loud and lively. As the fire dies down, the program becomes quieter and serious.
2. Put the 'best'stunt last and the next-best stunt first.
3. Vary the pace by scattering stunts by individuals in among the den stunts.
4. Dress up the campfire area. A tom-tom off in the distance is an excellent mood-setter for an Indian program.
5. Crowd control is easier if you insist on silence as the group enters the campfire ring. Make sure there is sufficient light so they can find their seats.
6. Discipline is important. Squelch any horseplay immediately. Encourage enthusiasm, but maintain control.
7. Get everyone involved in songs or stunts.
8. Recognition should be a part of every campfire program.
9. Inspiration contriburtes to showmanship and is essential to a successful campfire.
10. Quiet as the ember die. Group can be asked to leave the campfire circle quietly.

TRICKS IN FIRELIGHTING

FIRE BY TORCH

Torches are easily handled and do not require as much skill for firelighting as some other methods. The fire might be lighted by a group of torches held by den leaders, or an 'Indian' runner (den chief) could be used to bring in a lighted torch to start the fire.

Torches are easy to make. Here are several different methods:

- Tin can on a long stick, cotton waste and a little kerosene in the can.
- Hollowed-out pine knots with waste and kerosene.
- Stick with split in one end. Catch waste in split and use with kerosene.
- Catttails, well dried out and saturated with kerosene.
- Pieces of 'fat' pine wood with the hand end soaked in water.

Note - When using kerosene on a torch, use only a small amount and watch out for fire running down the stick! Drain excess kerosene out before lighting torch.

FIRE BY FRICTION (See "Boy Scout Handbook")

FIRE BY FLINT AND STEEL (See "Boy Scout Handbook")

FIRE BY MAGIC

Battery & Match Method - This electrical method is by far the best, safest, and surest of all trick methods to start a campfire. Fasten a piece of resistance or element wire across the two wires of an extension cord. Fasten matches with their heads in contact with the resistance wire. To ignite the fire, connect the other ends of the extension cord wires to the two terminals of a hot-shot or car battery. Very thin picture wire or copper wire can be used instead of the resistance wire.

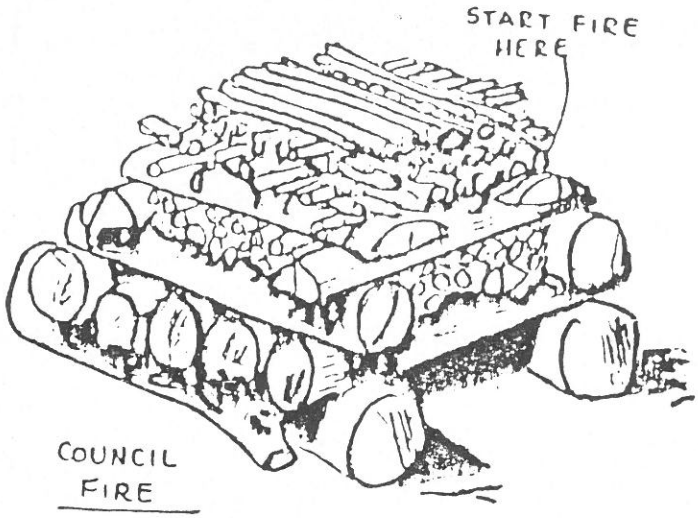
Match & Sandpaper Method - Use two boards - the lower one with match heads fastened to it; the upper one covered with sandpaper. A pull on a string attached to the top block lights the matches and the fire is started.

Candle Method - A small candle, carefully screened from view, burns on a small board under the campfire lay. An invisible string runs out to the firelighter. To start fire, use string to pull board and candle under prepared tinder.

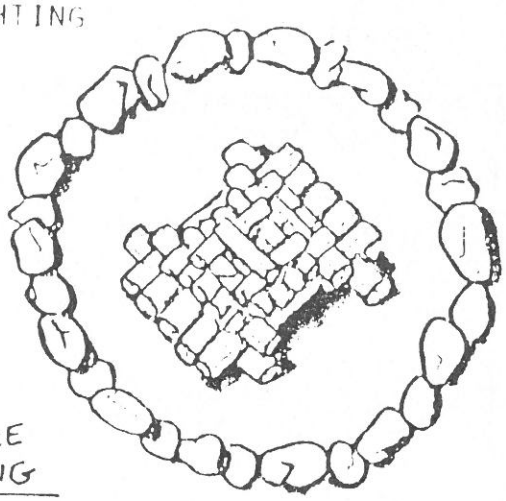
'Fire From Heaven' Method - A wire is stretched from a tree top to the fire lay. Person in tree lights inflammable material which plunges down wire on pully wheel or spool and ignites fire. Caution: Do not run wire over the crowd!

Always have a pinch-hitter ready in case the trick lighting method doesn't work. The Indian runner with his flare seems best for this purpose.

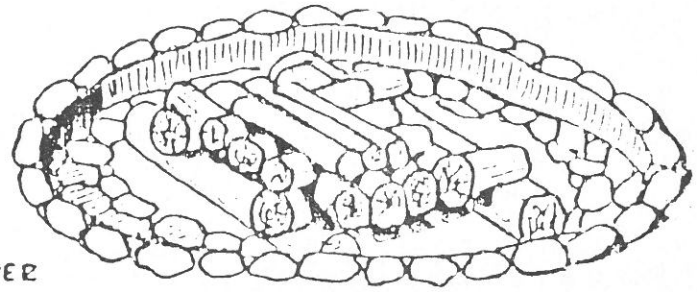
CAMPFIRES AND FIRE LIGHTING



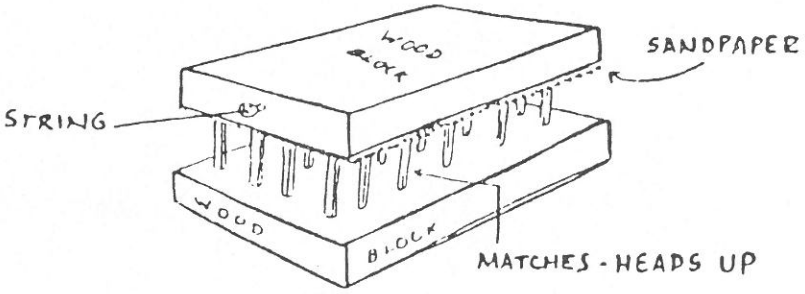
COUNCIL FIRE



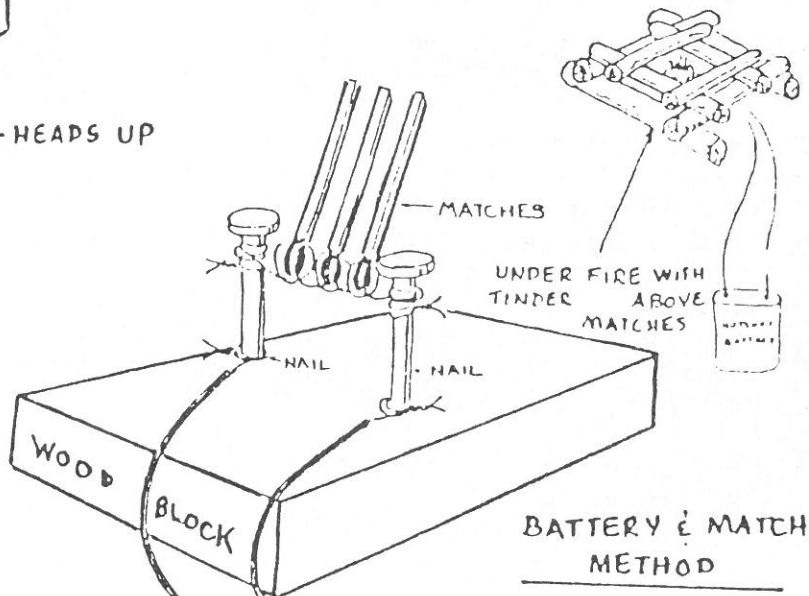
FIRE RING



FIRE IN A PIT

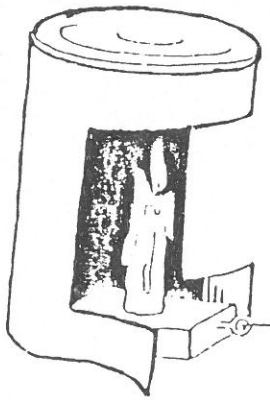


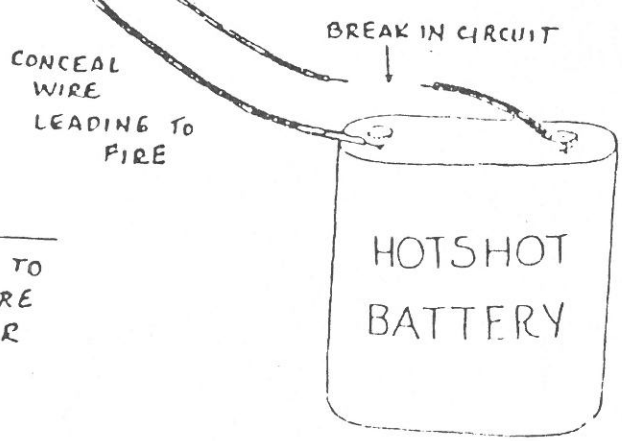
MATCHBOARD & SANDPAPER METHOD



BATTERY & MATCH METHOD

CANDLE METHOD





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CUB SCOUT SPORTS

Requirement: Participate in a competitive event conducted by the pack OR by a community sports program.

Stresses 3 points of sportsmanship

1. Honesty-foundation for everything we do; society could not exist without it; a freedom we all cherish. Trust. It contributes to kids well-being and confidence as they meet new people and face life's problems.
2. Fair Play-family, den, neighborhood and even country. Everyone has a share in whatever is at stake.
3. Respect for others-should happen regardless of age or position. Respect starts at home and works it's way outward. Courteous behavior opens doors to opportunities that otherwise might remain closed.

ACTION SPEAKS LOUDER THAN WORDS - adults must set the example.

Purpose of the program - provide opportunity to become acquainted with and participate in all kinds of sports - indoor, outdoor, summer, winter, team, individual, active and less-active

The boy can participate through the unit, the community or by himself. The C.S. Sports emphasizes participation of the FAMILY by involving an adult teammate. Recognition is both boy and adult participation as well as for good performance.

Today's average boy is exposed to two or three team sports - i.e. baseball basketball, soccer and perhaps one individual sport - swimming.

This program offers a year-round program designed for his age group, provides a choice among many different sports - both team and individual. It includes adult guidance and training, a safe environment, a share in decision making, awards and achievement, and fun.

The program emphasizes the sports and physical fitness. He takes part at own ability level and plays as a relaxed child. It's design is to work at all cub scout levels-family, den, pack, district and council, and teach a boy how to get along with others.

Leader's Guide --many sections

1. Resources
2. Safety
3. Role of parents
4. Setting up tournaments
5. Facilities
6. Recognition
7. Equipment
8. Young athletes Bill of Rights
9. Scheduling Pack Sports Program
10. Work sheet for building the sports program
11. Pack sports report
12. Competition beyond the pack
13. Cub Scout Sports Camp

Sports covered:

Physical Fitness	Archery
Baseball	Softball
Tennis	Swimming
Marbles	Bowling
Volleyball	Table Tennis
Basketball	Soccer
Golf	Skiing

Recommendation: Each pack try 2 different sports each year. Over 3 years, the boy learns to play 6 different sports. Many are individual sports he can enjoy the rest of his life.

DO'S and DON'TS
DO - voice encouragement and moderation; love them no matter how well they play
DO - attend their games
DO - help them have fun
DON'T - shout advise or criticism to anyone
DON'T - interfer with coach and officials
DON'T - criticize players, coaches or officials
DON'T - enter playing area
DON'T - keep anyone from having fun
DON'T - push son into sport he doesn't like or isn't qualified to play

Recognition - other than the segment

1. Participation Belt Loops - presented at pack tournament OR at any pack meeting for individual spots outside his unit. WORN ON CUB SCOUT UNIFORM BELT ONLY
2. Sport Physical Fitness Pin - 90 day time period. Recorded on chart in the individual sport books and is worked on with an ADULT teammate. PINS WORN BY THE SCOUT ON HIS SPORTS LETTER AND BY THE ADULT ON CIVILIAN CLOTHES
3. Sports letter- qualify by
   a. earning 1 sport belt loop
   b. earning a physical fitness pin
   c. and involving an adult in also earning a physical fitness pin WORN ON SWEATER OR JACKET OR JUNK VEST
4. Others
   a. Ribbons - individual, den and pack
   b. Medals(gold,silver,bronze) - individual and pack
   c. Trophies - individual and pack
5. T-shirts - 9 colors available with numbers. Order by the pack black, burnt orange, columbine blue, gold, kelly green, maroon, navy, red, silver

The physical fitness olympics held in Aug. or Sept. can be used as a finale for the "physical fitness individual" cub scout sports.

SCOUT SHOW

This is a show held each year where the Scouts and Cub Scouts display their skills and knowledge to parents, leaders, and guests. Each unit has a booth set up that is manned by boys and their leaders. Each year brochures are sent out to all units with suggestions, ideas and rules about your booth.

Begin your planning in September by recruiting a chairman to handle the Scout Show. A ticket chairman is also needed.

By October they should have some ideas to present to the pack committee. They should announce the event at the October pack meeting.

Parents are encouraged to see to it that their sons sell tickets to neighbors and friends to attend the Scout Show. Pack treasuries are bolstered through commissions in ticket sales.

Cub Scouts and Webelos are expected to prepare and decoreate their pack booth; to practice whatever skills are necessary to present their ideas effectively and to be in the booth to work at their assigned time.

Work schedules and all other pertinent information should be prepared, written and distributed as soon as possible before the event. The telephone committee should call all parents the week before and reconfirm working times.

Scout Schow awards, thank-yous and a final report should be made at the Pack meeting, following the Scout show.

SAMPLE SCOUT SHOW SCHEDULE

Thursday - Parents and leaders to set up booths:
Mr. Miller Mrs. Smith Mr. Brown
Friday - Dens on duty at booth:
7:00 - 8:30 PM - Den 1 Cub Scouts, leader, parent
8:30 - 10:00PM - Den 6 Webelos, leader, parent
Saturday - Dens on duty at booth:
3:00 - 4:30 PM - Den 2 Cub Scouts, leader, parent
4:30 - 6:00 PM - Den 3 Cub Scouts, leader, parent
6:00 - 7:30 PM - Den 4 Cub Scouts, leader, parent
7:30 - 9:00 PM - Den 5 Webelos, leader, parent
9:00 - Parents to help dismantle booth and clean up:
Mr. Smith Mrs. Hess Mr. Carlson

HINTS

1. Display pack number and name of charter partner
2. Have a title for the booth
3. Have something for all to participate
4. Have an adult in attendance at all times
5. The cubs should be always be busy
6. Keep it simple

SUGGESTED CUB EXHIBITS

Outdoor activities:
Backyard cookery
Kite building
Knots and uses
Summer fun
Shacks - tree hut
Gardening

Collections (active):
Home museums
Coins
Scrap books
Stamps
Toy soldiers

Arts and Crafts:
Sand painting
Whatnots
Papercrafts
Things that go
Wire craft
Rope making
Tinfoil crafts
Music
Salt modeling
Bone craft
Ceramics - painting
Den furniture
Toy making-repair
Coat hanger craft
Boat races
Woodworking
Party favors
Tin can craft
Weaving
Tie racks
Whittling
Masks
Soap sculpture
Basket weaving
Bubbling bottles

Science and Trades
Astronomy
Chemical magic
Cub florist
Electricity
Fun with birds
Gardening
Landscaping
Photography
Radio- TV shows

Miscellaneous:
Know your nation
Know your state
Know your city
Magic
Reading
Secret codes
Travel from home
Mother's Day
Dad's Day
Themes of Month
Achievements
Good turns
Halloween
Den Chief's program
Rock and roll
Pinewood derby
Hobby show
Flag history-ceremonies

Safety and Physical Fitness:
Health habits
Feats of strength
Feats of skill
First aid
Keeping healthy
Muscle builders
Bycycle safety
Outdoor safety
Pedestrian safety
Don't be a litterbug
Sports
Tumblers
Home safety

Webelos activities:
Graduation ceremony
"Be Prepared"
Webelos Den
Dad-son outing

In the Home:
Cooking
Cookie cookers
Home museum
Home games
Home helps
Home repairs
Party chef
Den meetings
Den birthday party

Pets and Animals:
Animal care
Farm animals
Pet managerie

Fantasy:
Hobo jungle
Knights in armor
Make believe
Pirates
Fairy tales
Punch and Judy
Out space - moon
Bottom of the seas
Air adventure

CUB SCOUTS AND BICYCLE SAFETY

In early summer, packs from all over the nation will be joining the Cub Scout Bicycle Safety Program. This activity involves cooperation with the National Safety Council, The Bicycle Manufacturers Association of America, and other agencies and companies.

Why the big emphasis on bicycle safety? Because bikes are becoming more and more popular - and because of the alarming statistics regarding bicycle accidents. More than 80 million people in America now drive bicycles, and most of them are under 18. A person on a bicycle is not merely a rider - but a driver - the same as if they were auto drivers. The rules of the road are the same. The death toll in bicycle accidents is over 1,100 a year and climbing rapidly. Those of cub scout age are involved in most of the accidents on bikes.

In short, it is an unfortunate fact that your Cub Scouts are the most vulnerable to accidents on bicycles. So it is important that they are trained to keep their bicycles in good working order, how to drive them safely, and to know the "rules of the road".

The purpose of the Cub Scout Bicycle Safety program is to give this training to all Cub Scouts.

Most of the Den and Pack activity in this program will concern bicycle maintenance and safe driving. As with any other Cub Scout activity, the Bicycle Safety Program calls for plenty of hands - on learning and fun while in progress.

At the end of the program your Cub Scouts should:

1. Know how to keep their bikes in safe condition.
2. Drive their bikes safely.
3. Know traffic signs and the bicycle rules of the road.

The Bike clinic and Rodeo will be the two highlight activities of the Cub Scouts Bicycle Safety Program.

The Bike Clinic is a combination of safety inspection and maintenance quiz. Much of this can be done in the den meetings and this is a good time to bring in the local police to help explain the rules, conduct the testing and the inspections. Another source of help might be an Explorer post chartered to a police force and a local Troop.

The Rodeo brings in the fun and competition using bike driving skills. Just a thought, have parents compete too!

The following several pages include rules and regulations, suggested rodeo layouts, bike inspection points, scoring ideas and recognition ideas. Ribbons denoting 1st, 2ne, 3rd place winners for each Den and for the Pack would be neat ideas.

CUB SCOUT BICYCLE SAFETY PROGRAM NECKERCHIEF SLIDE MOLDS AND DECALS

CUB SCOUT BICYCLE SAFETY PROGRAM DECAL

One of these colorful 1 3/4" round, pressure-sensitive decals will be affixed to each bike that passes the safety inspection conducted as part of the Cub Scout Bicycle Safety Program by your local Scout council. These tough, weather-resistant decals are available only through your local council service center. Ask for: No. 3464, Cub Scout Bicycle Safety Decal; pkg. of 50, $1.50 (Sale of decals restricted to adult Cub Scout Leaders).

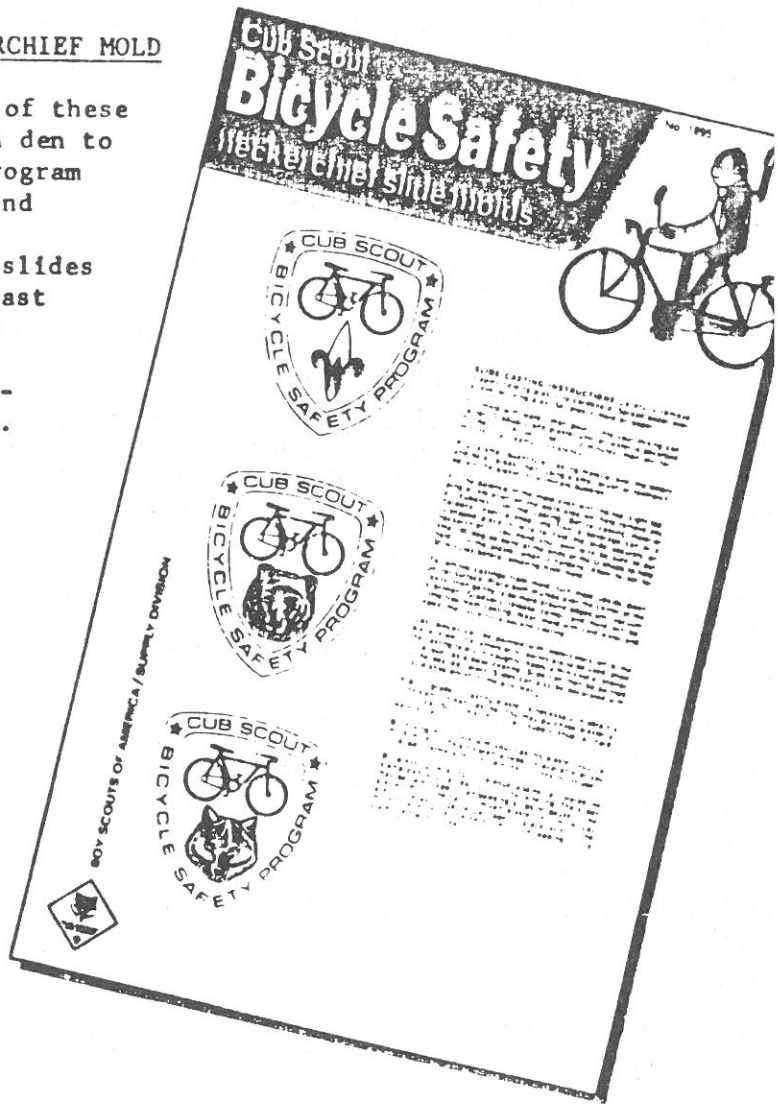
CUB SCOUT BICYCLE SAFETY PROGRAM NECKERCHIEF MOLD

Pack leaders will want to purchase one of these reusable plastic plaster molds for each den to make and paint their own bike safety program neckerchief slides for all Cub Scouts and Webelos that participate in the Cub Scout Bicycle Safety Program. Six slides (2 Wolf, 2 Bear and 2 Webelos) may be cast at one time. Complete instructions are printed on the card. These molds are available from your local Scout distributor or your local Scout council office. Ask for: No. 1895 Cub Scout Bicycle Safety Neckerchief Mold. 40¢ ea.

ACTUAL SIZE

RELIEF SCULPTURED

THREE DIMENSIONAL



An attractive 8" x 10" Cub Scout Bicycle Safety Participation Award (No. 13-156) will be made available free of charge to all packs that participate in the program. The certificates are available on request through your local Scout council service center.

THE BICYCLE DERBY

Bicycle Inspection Check List

___ FRAME - clean and not bent out of shape.

___ FRONT FORM - clean and not bent out of shape.

___ STEERING BEARING - well lubricated, turns freely with no binding.

___ PEDAL CRANK HANGER - turns freely with no more than a barely perceptable play in the bearing.

___ PEDALS - bearing well lubricated and adjusted to free movement with no more than a barely perceptible play. Pedals tightly screwed into crank.

___ FENDERS - clean. Tightly attached without rattling or rubbing against tire.

___ WHEELS - run true without wobbling. Wheel nuts tight.

___ WHEEL BEARINGS - well lubricated and properly adjusted to move freely with only a barely perceptible play.

___ SPOKES - tightened to a uniform tension.

___ TIRES - properly inflated to recommended pressure. Good tread. Valves completely airtight.

___ RIMS - free of dents and kinks.

___ CHAIN - proper tension allowing one-half inch of play, clean, oiled and wiped dry.

___ GEARING - clean and oiled, with three-speed gear adjusted to eliminate slipping.

___ BRAKES - if coaster, even braking; operates within a 20° back pedaling motion. If hand, even braking; all nuts tight; minimum of 3/16" thickness of rubber on shoes. Front and rear brake each hold well without catching. Brake shoes aligned with rims and hit with a minimum movement of the hand controls.

___ CABLES - no frayed ends. No broken strands. All cables taut.

___ HANDLEBARS - tightened securely. Grips fit snugly. Adjusted to comfort of rider.

___ SADDLE - height adjusted to rider. Securely tightened.

___ LIGHTS - front light visible for 500 feet. Generator or battery in good operating condition.

___ REAR-END REFLECTOR - visible for 300 feet. Size meets local requirements.

___ BELL OR HORN - in good operating condition.

___ ACCESSORIES - well tightened and securely fastened.

Assign one dad to check 3 or 4 of the items. You'll need 7 or 8 dads for checking. Boy on bicycle moves from dad to dad, getting his list checked off.

PACK 000 BICYCLE RODEO

LOCATION: _____

DATE: _____ If rained out, postponed to: _____

RULES AND REGULATIONS

1. All boys that are currently registered with Pack 000 are eligible to ride.
2. In order for a boy to participate, he must have at least one parent present.
3. Any style bike (two wheels) with working brakes is acceptable.
4. Each entrant must have a bike of his own to use in the competition.
5. There will be no switching of bikes once the rodeo starts.
6. Each boy will receive a number when he registers.
7. Relay teams will be chosen by registration number, and number of boys in each team will be determined by the total number of boys registered.
8. Decision of the judges will be final in all contests.
9. A visual running score will be posted, so boys can see point accumulation after completion of each event.
10. Registration of boys will begin at 12 noon and close at 1:00 pm sharp. Any boy waiting in line to register at 1:00 will be allowed to do so.
11. All events will be explained to the boys so that each boy understands the proper rules before event actually starts.
12. Boys will not be allowed to ride bikes over chalked out courses or roped areas prior to races.
13. All bikes not being used in an event being run, must be parked at the specified place.
14. Ten (10) BONUS POINTS will be awarded boys for each of the following that is in working order on their bikes: 1. Horn or bell; 2. Headlight assembly; 3. Tail reflector. (30 possible points)

FEATURE EVENTS

NEWSPAPER RELAY SHOE SCRAMBLE PARENT - SON RELAY STRAIGHT LINE RACE

SPEED RACE SIMPLE RELAY COASTING RACE SNAIL RACE

BICYCLE RODEO EVENTS

1. Simple Relay (Team Race)

   Winners - 5 points
   Losers - 2 points

   A) Team competition by age group. Four lanes used - approximately 50 yards. Teams are divided into 2 groups for first lap and second lap segments.

   B) From a dead start, teams peddle 50 yards on first lap then tag team partner when crossing line, then partner peddles 50 yards on second lap to tag team partner when crossing line. Repeated until all members of teams have completed a lap.

2. Coasting Race (individual)

   1st place - 15 points
   2nd place - 10 points
   3rd place - 5 points
   others - 2 points

   A) Individual competion by age groups. All lanes used - approximately 50 yards.

   B) Individuals start approximatley 10 feet behind official start line and peddle to official start line then remove feet from peddles and coast as far to end of course and return if possible, without peddling or touching feet to ground.

3. Newspaper Relay (Team Race)

   Winners - 5 points
   Losers - 2 points

   A) Team competition by age group. Four lanes used - approximately 50 yards. Teams divided into 2 groups for first lap and second lap segments.

   B) Same course as in Simple Relay except the transfer of a newspaper is used instead of a tag from on team member to another.

4. Snail Race (individual)

   1st place - 15 points
   2nd place - 10 points
   3rd place - 5 points
   Others - 2 points

   A) Individual competition by age group. All lanes used - Approximately 50 yards.

   B) Individual peddles as slow as possible to finish line without stopping and without touching feet to the ground.

BICYCLE RODEO EVENTS
(continued)

5. Speed Race (individual)

1st place - 15 points
2nd place - 10 points
3rd place - 5 points
others - 2 points

A) Individual competition by age groups. All lanes used - course as specified.

B) From a dead start individual peddles around course as fast as possible to finish line.

6. Shoe Scramble Race (individual)

1st place - 15 points
2nd place - 10 points
3rd place - 5 points
others - 2 points

A) Individual competition by age group. All lanes are used - course as specified. All individuals place right shoe in circle at halfway point in course.

B) From dead start individuals peddle to halfway point and find right shoe, put it on and lace it up and remove left shoe, the continue to finish line.

7. Parent - Son Race (individual and parent)

1st place - 15 points
2nd place - 10 points
3rd place - 5 points
others - 2 points

A) Parent and Individual by age group. All lanes are used - course as specified. Divided into 2 laps, first lap - parent, second lap - son.

B) From dead start parent peddles to complete first lap, gets off bike, son peddles to complete second lap to finish line.

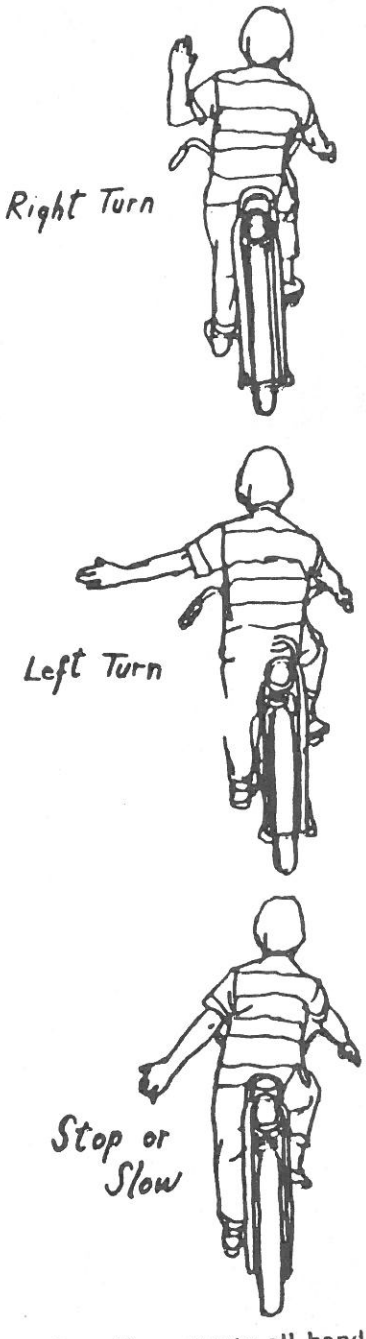
8. Straight Line Race - Obstacle Course (individual)

Points based on all individuals starting with _____ points. One point removed for each obstacle knocked over or moved out of line.

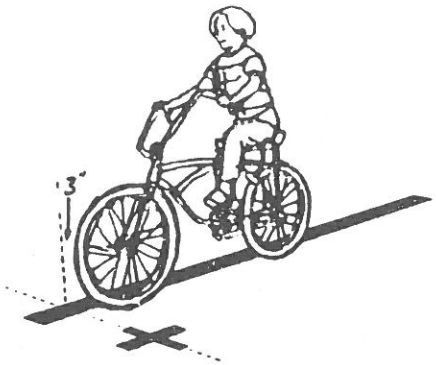
A) From dead start individual peddles through winding obstacle course to finish.

BIKE RODEO

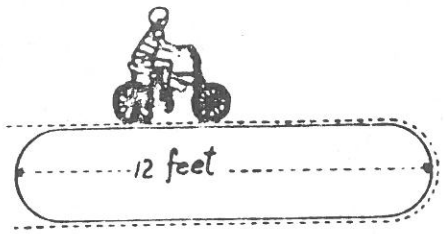
In a bike rodeo, winners are selected for their skill in avoiding path lines and obstacles, making proper signals, and for staying in full control of the bike. Scouts can be trained as scorers and instructors, and adult leaders can be recruited from fire departments, bike dealers, school industrial arts departments, service clubs, police departments and other groups.



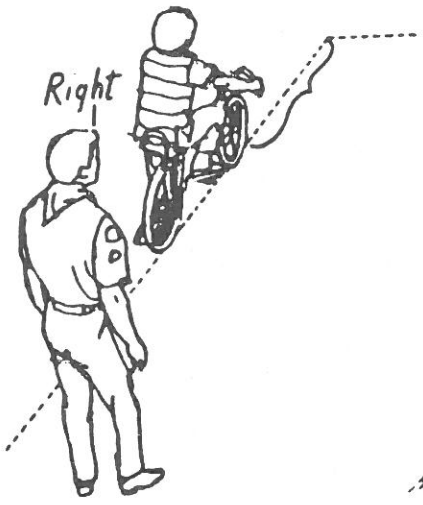
Signaling. Demostrate all hand signals while driving and properly execute all the signaled stops and turns.



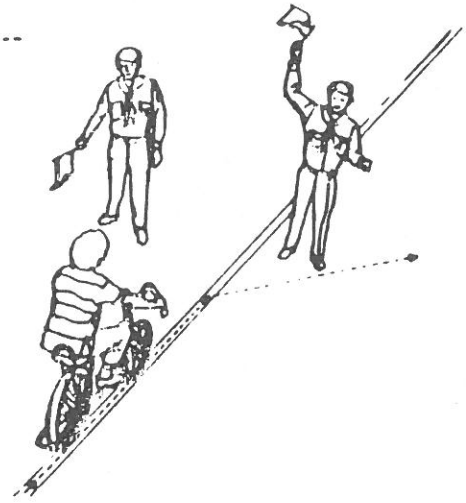
Stopping Accuracy. Drive in the street parallel to the curb and stop within 3 inches of a line running out from a mark on the curb.



Reversing Direction. Go to the left side of a 12-foot wide lane, turn around clockwise, drive in the opposite direction and turn around counterclockwise.

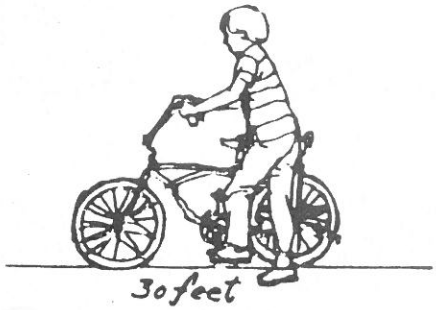


Change Direction by Sound. Advance in a straight path and change direction on command.

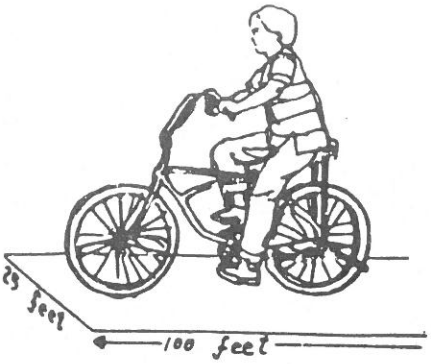


Quick Direction Changes. Change direction quickly on signal from the tester, giving proper signals.

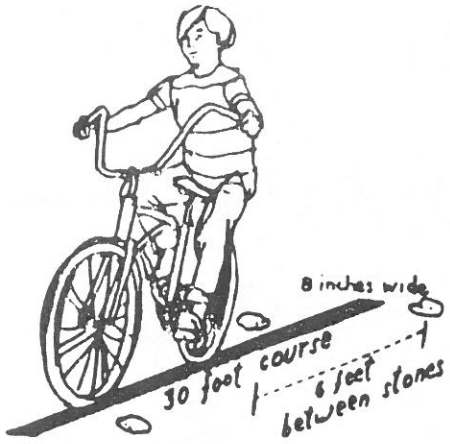
CUB SCOUT BICYCLE SAFETY PROGRAM
SAFETY INSPECTED



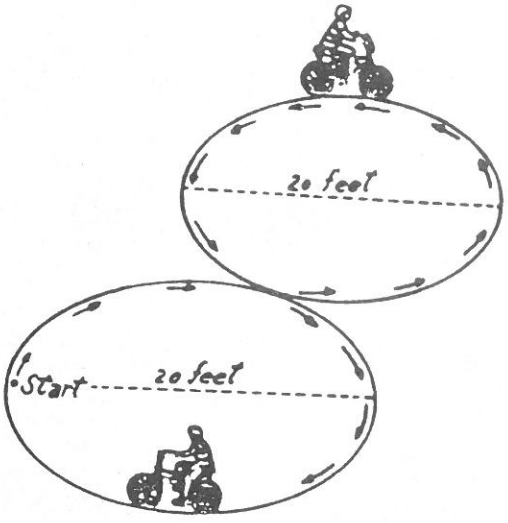
ance Test. Coast for 30 feet following a straight line not more than 4 inches wide, with the body entirely on the left side of the bike. The left foot is on the left pedal, and the right foot pushes off the ground to provide momentum.



Pedaling and Braking—Mount and drive 100 feet at average speed, pedaling and braking correctly, and then dismount and park the bike.

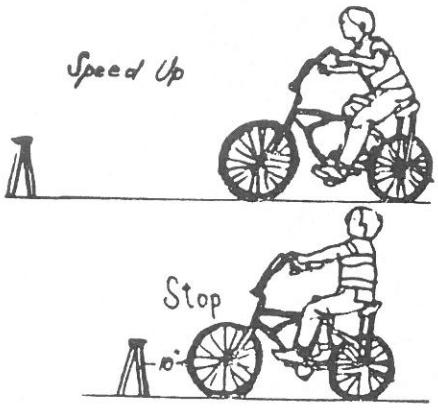


Drive a Straight Path—Drive 30 feet on a straight path 8 inches wide



nges in Balance. Drive three times around a Figure 8 formed by two touching circles each 20 feet in diameter.

Maneuvering. Mount and coast 12 feet before turning the pedals more than a half turn.



Emergency Stop. Drive directly toward an obstacle and stop 10 to 14 inches from it.

RULES OF THE ROAD

As an expert bike driver, you will know and observe these rules;

1. Obey all stop signs and traffic signals, as if you were driving a car.

2. Ride only on the right hand of the street, as near the curb as possible.

3. Ride single file on busy or narrow streets. Never ride more than two abreast.

4. Don't carry another person on your bicycle. It obstracts vision, makes steering and balancing difficult.

5. Don't "hitch on" to trucks or cars. Never "stunt" or race in traffic.

6. Always dismount and walk your bicycle across busy streets.

7. Don't weave in and out of traffic. Avoid sudden turns and stops.

8. Be alert for suddenly opened doors when passing parked cars.

9. Stop and make sure sidewalks and streets are clear when coming out of alleys and driveways.

10. Be sure you bicycle has good brakes, a horn or a bell, a rear reflector, and a headlight.

11. Never drive so fast as not to be able to stop in the assured clear distance ahead.

12. Always carry books or packages in a basket or carrier in order to have both hands free to control the bike.

13. Avoid crowding between cars at stop signs, or between a car and the curb.

14. Stunting or trick riding is always dangerous and should never be done on the street or where there is a danger of collision with another person or a fixed object.

15. Report all vehicle-bicycle accidents to the police.

16. Avoid bumps, chuckholes, stones and slippery surfaces.

SAFE DRIVING TRUE FALSE QUIZ

(answer following questions)

1. A bicycle should be driven on the right-hand side of a street or highway. (True)

2. Bicycle drivers should obey all traffic signs and signals. (True)

3. Stop signs are round in shape. (False - they have 8 sides)

4. Pedestrians have the right-of-way on sidewalks and crosswalks. (True)

5. Bicycles should be 'walked' across busy streets. (True)

6. The signal for a right turn is stretching the right arm straight out. (False - it's extending the left arm, with forearm raised and palm of hand facing forward.)

7. Driving a bicycle at night without a front light or rear reflector is unsafe. (True)

8. It's safe for a bicycle driver to carry a passenger. (False)

9. You don't have to stop at an intersection if there is no traffic. (False)

10. Hitching a ride on another vehicle is safe if the driver of the car is careful. (False)

11. Bicycle drivers should give a hand signal before making a turn or stopping on the street. (True)

12. It's safe to drive a bicycle that is in poor condition if you're a good driver. (False)

13. If you're driving bicycles with frinds, you should go single file, or no more than 2 abreast. (True)

14. Your chain should be loose enough to slip off easily. (False)

15. It's OK to drive your bicycle in either direction on a one way street. (False)

16. If you live in the country, it OK to drive on either side of the road. (False)

17. Even a good driver should "walk" his bicycle through heavy traffic. (True)

18. The faster you drive, the safer it is. (False)

19. All bicycle drivers should stay at least three feet away from parked cars. (True)

20. If you don't ride on busy streets, you don't need a horn or bell. (False)

PA 92

PINEWOOD DERBY CHECK SHEET

TASK	ASSIGNED TO
1. Pinewood Derby Chairman	
2. Date, Time, Place (Includes all arrangements for place to hold race and for publicity)	
3. Purchase & Distribution of Derby Kits (Equipment chairman is assigned to purchase the required number of kits for the entire pack and distribute them to den leaders)	
4. Collect Money for Kits (Den leaders sell kits to boys. Treasurer has responsibility to collect money from the den leaders)	
5. Pinewood Derby Track (Includes all arrangements necessary to provide a track, including setting up the track at race time. Tracks can be borrowed from another pack or you can build your own) If possible, set track up the night before for trial runs.	
6. Race Organization (Includes all activities necessary to determine race procedures, the type of race, the heat structure, how many heats, the type and number awards. This person also serves as "race control" at race time)	
7. Procurement of Awards (Responsible person purchases the required awards, including arrangements for the necessary engraving)	
8. Rules, Registration, Inspection Team (Determine all rules for registration and inspection of cars at race time, as well as rules for running the race. Responsible for registration and inspection, including assignment of numbers to each car. Assist "race control" person)	
9. Starter (Align cars properly on track and start each heat)	
10. Place-spotters (Work at finish line to pick winners of each	1st 2nd 3rd 4th
11. Announcer & Awards Presentation (Announces each heat and presents awards)	

PINEWOOD DERBY RACE PROCEDURE

1. Register cars.
2. Inspect cars or reinspect cars which previously failed inspection.
3. Race control assigns heats.
4. Race control provides Cubmaster with heat card.
5. Cubmaster announces race and passes heat card to starter.
6. Starter assembles drivers and cars and starts race.
7. Place spotters remove appropriate car from track.
8. Starter and drivers report to finish line. Starter records race results on heat card.
9. Drivers take their seats.
10. Starter returns heat card to race control.
11. Race control posts heat results on master control sheet; places the appropriate awards with heat card; and passes heat card and awards to Cubmaster.
12. Cubmaster presents awards; initials heat card to indicate that awards have been presented; and returns heat card to race control. If no awards, Cubmaster announces race results and returns card to race control.

SAMPLE HEAT CARD

Heat Number: _____ Track Number _____

Driver's Name	Car #	Place

Awards for this heat _____

Awards presented (initial) _____

PINEWOOD DERBY SUGGESTIONS

1. A simple method of inspecting the length and width of each car is to construct a box, measuring 2 3/4" x 7 3/8" x 1 1/2". If the car fits in the box, it passes that part of the inspection. (This saves measuring each car individually) A small postage scale which measures ounces can be used for weighing the cars.

2. Have a pre-race inspection of cars about one week before the race to catch all possible problems before race time. This minimizes disqualifications and disappointments at race time.

3. Pre-establish numbers by den (i.e. Den #1 number 1 thru 10; Den #2 numbers 11 thru 20, etc.) Since some cars will, without fail, have a number problem or have no number at all at race time, numbers can be printed on tape and stuck on the cars as they are registered.

4. Timetable:
   Set up track and chairs from 6:00 to 6:30
   Begin registration at 6:30
   Complete registration at 7:15
   First race at 7:30

5. Present each participant with a Pinewood Derby Ribbon #7708.

6. If your trophies are to be engraved, it is more economical to buy your trophies from the establishment doing the engraving, since it may be dond at no extra cost or at least a minimum cost. Bought separately, the engraving will cost around 10¢ per letter.

7. Consider using some sort of board to post race progress, such as with tags on hooks, to allow spectators to watch the race progress.

8. Determine work assignments and hold a special meeting a few days prior to the race to orient everyone to their job.

9. Use a Polaroid camera to photograph finish. This simplifies picking winners in a close race and the photo can be given to the winner.

10. Try to arrange for judges from outside the pack to avoid parent problems when a boy doesn't win.

Building Tips

1 Use wood file, steel wool and emery paper on axles.
2 Sand wheel edges slightly.
3 Use Elmer's glue to hold nail in axle.
4 Use small nail or brad to hold axle to body.
5 Use electric drill and fine file to smooth axles.
6 Remove burrs from axles before adding wheels.
7 Measure center distance between axles before gluing.
8 Remove mold projections on wheel treads.

CUB AND WEBELO SCOUT PINEWOOD DERBY

SPECIFIC INSPECTION RULES
For Kit No. 1623

THE WHEEL AXLE (also called pin and nail)

- Axles of Pinewood Derby model car kit No. 1623 must be used.
- If desired any burr or seam on any surface of axles may be lightly skimmed off.
- Diameter of axle must be maintained.
- Do not build up axles with any material and then turn down with lathe.
- Lubricate with powdered graphite only.

THE WHEELS

- Wheels of Pinewood Derby model car No. 1623 must be used.
- if desired the burr and seam on contact surface of wheels may be lightly skimmed off with any tool or material available.
- If burr and seam are removed from contact surface of wheels, then the surface must be flat and square to side of wheels. In either case, width and thickness of contact surface to be maintained.
- No holes can be drilled through wheels to remove material and no material can be removed from inside of wheels.
- No weight can be added to wheels.
- Wheels are designed to be and must be wobbly on axles.

THE WEIGHT

Because of variance in scales used in different Cub Pack Pinewood Derbies, a tolerance of plus one gram will be acceptable. (5 oz. = 141.75 Gr.)

PLEASE NOTE

- Parts found in kit No. 1623 must be used in the construction of the car.
- Don't forget to check groove squareness to end of block for proper alignment. Also check length of block for regulation length.
- All other rules and specifications are found in your Pinewood Derby car kit No. 1623.

The above rules must be adhered to in order to make the Derby fair and competitive for a mixed group of boys, 8, 9, and 10 years old who are limited in the use of power tools and have varied assistance from fathers.

PA 96

PINEWOOD DERBY RULES

1. All cars must pass inspection to qualify for the race:

   Inspection Points:

   A. Car must have been made this year.
   B. Width shall not exceed 2 3/4 inches.
   C. Length shall not exceed 7 inches.
   D. Weight shall not exceed 5 ounces.
   E. Axles, wheels, and body wood shall be as provided in kit.
   F. Wheel bearings, washers, and bushings are prohibited.
   G. The car shall not ride on any kind or type of springs.
   H. Details added must be within length, width and weight limits.
   I. The car must be free-wheeling with no starting devices.
   J. No loose materials of any kind are allowed in the car (such as lead shot).
   K. The official number must be clearly marked or visible on both sides of the car.

2. Each heat will be announced. Drivers will report to the starting line and place their cars on the track. All other persons must remain behind barrier.

3. The starter will make sure the cars are on the track properly and then start the race.

4. The starter and drivers will then report to the finish line to record results.

5. The car whose nose is first over the finish line is the winner. Place spotters will pick first, second, third and fourth places.

6. If a car leaves the track, runs out of its lane, interferes with another car or loses an axle, etc. the heat will be run over. If the same car gets into trouble on the second run, the contestant automatically loses that race. If, on the second run, another car is interfered with, the heat will be run a third time but without the car that was disqualified.

7. When the results of each heat are recorded, the drivers will return to their seats. Cars should be placed on a display table when not actually being raced.

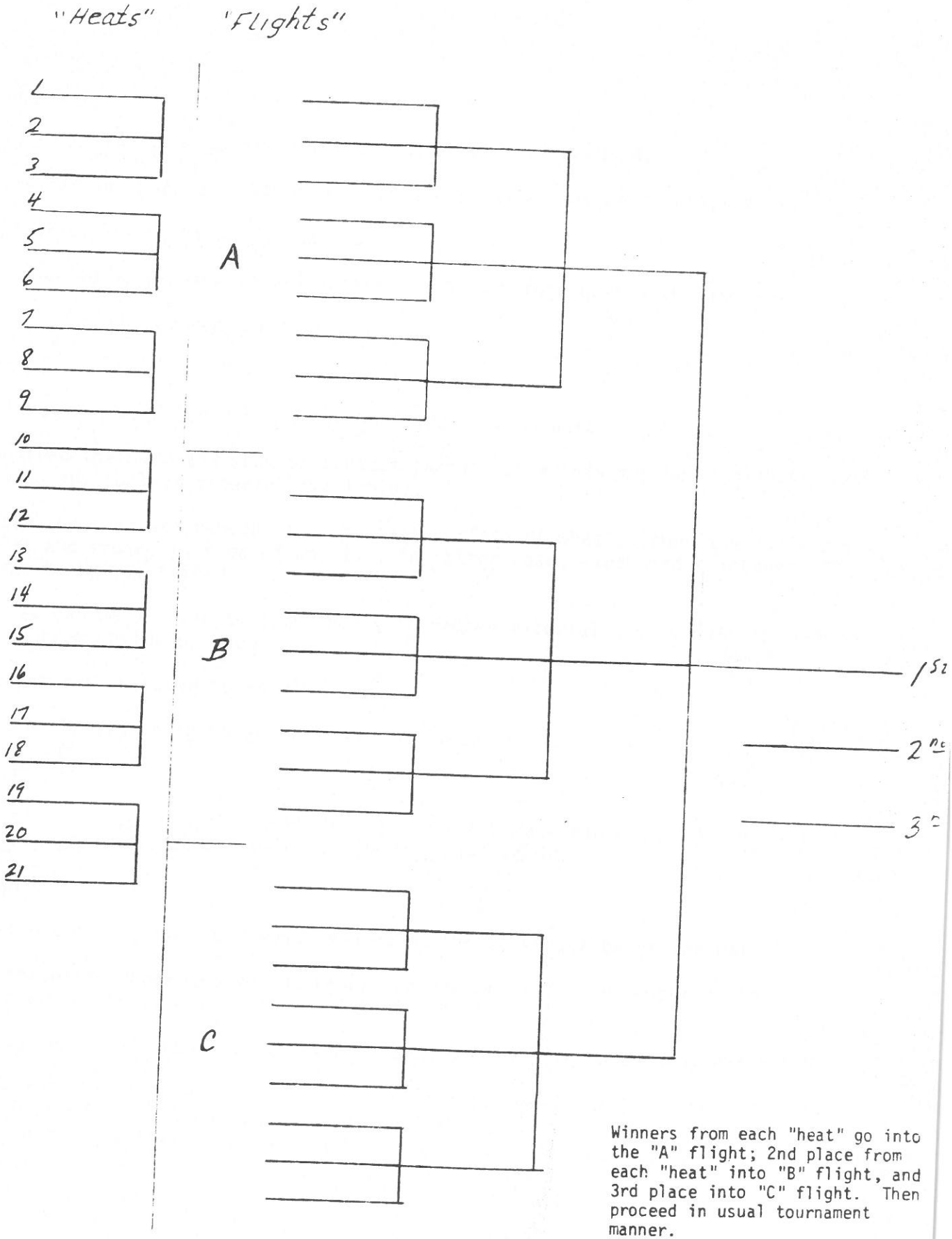
8. Awards will be announced shortly after the heat for which awards are to be made. The drivers and their dads will report to the stage for the awards as their names are called.

9. There are a total of ____heats and ____awards to be given. Den Winners will be determined first. The first four places from each den will advance to the pack championship heats. The remaining drivers will participate in consolation heats.

MAY THE BEST CAR WIN!

SUGGESTION: furnish a copy to every boy participating in the race, at the same time he is issued his derby kit.

Double Elim. (Alt)



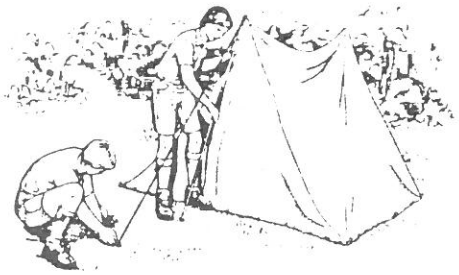
Winners from each "heat" go into the "A" flight; 2nd place from each "heat" into "B" flight, and 3rd place into "C" flight. Then proceed in usual tournament manner.

Try this

FAMILY CAMPING SKILL-O-RAMA

LEARN
- Nature identification (birds, plants, mamals, stars, rocks, clouds, webs)
- Collection (shells, rocks, cones, litter)
- Prints or rubbings
- History - local - railroads - outdoor plays

PLAY
- Natures Toys - jackstraws, natures marbles, tic-tac-toe, bubble blower
- Fishing
- Bicycling
- Frisbee - ground darts - etc.
- Board games
- Reading
- Walking



TALK: Listen
- Conservation
- Story telling (ghost)
- Campfire (maybe with marshmallows)

CAMP FOOD

Some types of food that travel well are:

Canned meats: Ham, tuna, weiners in sauce, chicken, Vienna sausage.

Canned dishes: Tomatoes, spaghetti, stew, ravioli, pork and beans, corned beef hash, prepared cheese dinners.

Canned fruit juices: Don't try to take frozen juices or frozen foods of any kind.

Canned fruits: Grapefruit sections, cherries, pears, plums, applesauce, apricots, peaches.

Canned vegetables: Potatoes, peas, string beans, lima beans, beets, corn.

Dried fruits: Raisins, apricots, figs, dates.

Instant foods: Coffee, tea, chocolate, soups, rice, potatoes, breakfast food, packaged salad dressing.

Miscellaneous: Vinegar, cooking oil, margarine, mustard, salt, pepper, sugar, pickles, crackers, cookies, pancake mix, peanuts.

Perishable items: Pick these up as you travel - bacon, eggs, milk, fresh fruits, fresh vegetables, meat, bread, salad ingredients.

FAMILY CAMPING
HELPFUL HINTS

1. Pack children's clothes in a bundle ready for the day - socks, underwear, shirt, pants - altogether. Wrap an elastic around the clothes to keep them together.

2. Let each child have their own bag for their clothes (a plastic garbage bag is good). They can pull out a bundle of clothes easily by themselves.

3. Use as much 'disposable' as you can: plates, cups, utensils. This helps mother have a little vacation.

4. Don't have a lot of money to get started? Look around your home, use what you have: Example, make bed rolls for sleeping bags.

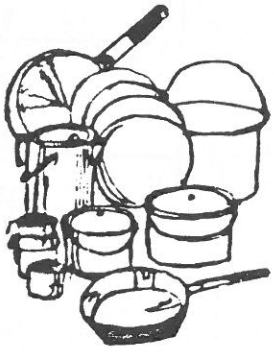
5. Have a "practice" camp-out in your back yard. If you've forgotten something on your check list you can run to the house for it. Also, you'll see how your children will do.

6. The first ingredient of a successful outing is a good plan. Consideration should be made of time, destination, activities, food, personal equipment and organizing group tasks.

7. Take along an onion bag to hang your pots in after washing. It keeps them clean and up out of the way.

8. Take cheeses, crackers, jerky, fruit (dried), candy bars, etc. for lunches instead of stopping to cook a full meal.

9. Make a checklist of items your camping mode includes, then check it each time you leave home. Nobody is enough of an expert to think of everything. Among items most often forgotten: salt, matches, tool kit, flashlight, batteries, mantles, ample rope and cord.



10. Use big plastic lawn bags for camp garbage. Anchor with a rock and/or tie one corner to a tree. Smokey Bear will love you!

11. A small "toy" broom is perfect for camp use. Roll it up in the tent or tuck in a corner closet of the camper. It is small enough to get into tight corners.

12. If you're cooking over an open fire, coat the bottom of your pans with soap ahead of time, for ease in removing soot. This is an oldie but it really works.

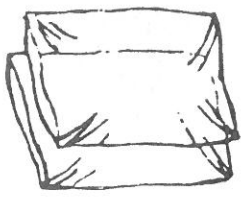
13. A small police-type whistle can carry a long distance in the outdoors Buy one for each member of your camping group - with strict instructions to blow it only if lost or in an emergency. Great for small kids.

14. Use empty plastic pill bottle (remove the labels) for matches, toothpicks, lantern mantles - or any other small item that might get lost or broken. These snap-top bottles can really take rough going. Film canisters (35 mm) work well too - but they aren't see-through.

15. Often the last thing you do before you leave camp site is wash up dishes and clean up gear. Use the dish water to make doubly sure the fire is out. Pour and stir.

16. Nylon net makes a tough, fast-drying dish cloth for camp work. A square doubles as a strainer, too.

17. To make sure an easy hand-washing station for camp, hang a large plastic jug from a tree, punch a hole in the side (just above the bottom) and whittle a wooden plug to fit. Attach the plug with a string, so it own't get lost, fill the jug with water and let it warm in the sunshine. Keep at the right height for small fry, hang a towel next to the jug and see how clean everybody stays.



18. You can make a camp hot-water heater by filling a square tin five-gallon can with water, then setting it close to the fire. Add cold water occasionally to replace the warn to hot that you take out.

19. Add half-gallon milk cartons or plastic Clorox jugs filled with water and frozen as good ways to keep your ice chest cool but dry.

20. A child's collapsible wading pool makes a neat camping bathtub. Set it up inside the tent (or out in the clearing if you're camped in the boonies), fill with water and let solar energy heat it for you.

21. Dining flies are easy to set up and provide shade and rain protection for less than $30.00. They'll make life easier for tenters, camp owners, even motorhome types.

22. Tie-or use a large safety pin - a sock to the tent opening and put in a small flashlight. If somebody has to get up in the night, the light will be easy to find (and put back). A magnetic flashlight at the door of the camper will serve the same purpose.

PHILMONT TRAINING CENTER
CIMARRON N.M.

SME
SUSTAINING MEMBERSHIP ENROLLMENT

CUB SCOUT NATIONAL YOUTH REPRESENTATIVE

Each year, one Cub Scout who best meets the requirements listed below is selected by the national activities committee to be the Cub Scout Youth Representative for the Boy Scouts of America.

He joins a Boy Scout and an Explorer in traveling to Washington D.C. during Scouting's Anniversary month. He participates in a congressional breakfast and assists in presenting to the President of the United States a highlights report of the B.S.A's performance for the previous year.

The maximum age requirement is included to ensure that the boy will still be active in Cub Scouting at the time he participates in the Washington D.C. ceremony the following February.

Selection Procedure:

1. Each pack selects a nominee early in the spring.
2. From the pack nominees, one nominee is chosen from each district.
3. From the district nominees, one council representative is chosen.
4. From the coubncil nominees, an area representative is selected, and then a regional representative is chosen from the area nominees.
5. Finally, the six regional candidates are considered and one Cub Scout Youth Representative is selected, usually in the fall, to serve during the following year.

Although we realize that all Cub Scouts are very special, and it is difficult to choose one, we must remember that one boy is needed to represent all Cub Scouting in the nation in the report to the President. So, this selection process is necessary.

REQUIREMENTS:

1. A registered Cub Scout. He may be either Wolf, Bear, or Webelos.
2. An active member of his pack.
3. He must not have reached his 11th birthday by the following February 8th.
4. HHe must have demonstrated practical citizenship in his church, school, Cub Scouting and the community.

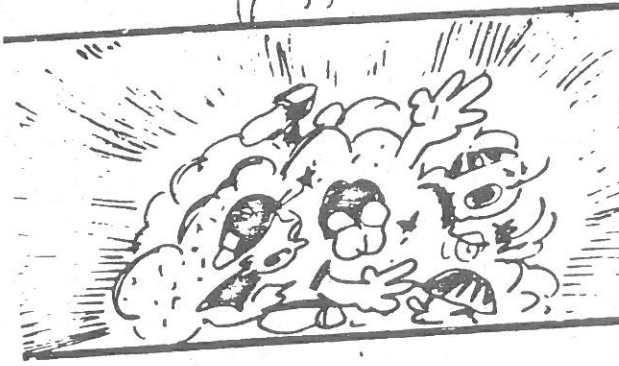
PACK MEETINGS While the Parents LATHER vs GATHER

We know You'll NEVER RUN A MEETING LIKE THE ONE ON THE LEFT, But IT HAS BEEN DONE. AND I ASK YOU, Ain't IT Awful "?#?"

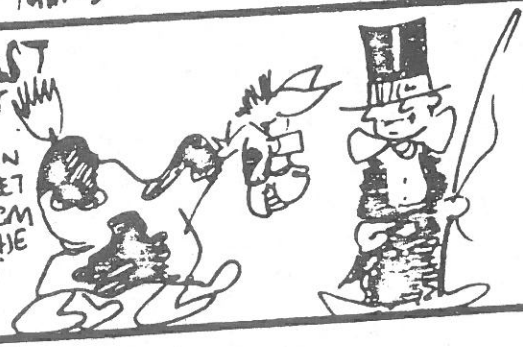
CUBS REPORT TO DEN CORNER WHILE PARENTS GATHER AND PALAVER

BAH vs RAH

BLAST vs CAST



THE CUBS GET READY FOR THEIR PART IN THE PACK MEET WHILE THE CM TALKS TO THE PARENTS



The Meeting BORE vs MORE

I GUESS WE'RE ALL HERE,
NOW WE OUGHTA PLEDGE TO THE FLAG
WHO'LL GET IT?
NOW SEEMA THA DENS ARE GONNA PUT ON SKITS
THEY AIN'T GOOD, BUT THEY'RE YOUR KIDS. HEH
HEY HERE'S YOUR BADGE JA DOIN EARN IT? HEH
GUESS THAT'S ALL MAYBE WE OUGHTA CLOSE BY
DOIN SUMPTHIN—
NO? WELL GOODNITE

HEY WAIT! I FORGOT SUMTHIN!

DEN 1 HAS CHARGE OF THE OPENING
MRS SCHULER, DEN MOTHER & DEN CHIEF SPEEDY...
OUR THEME TO NIGHT — THE GOOD OLD CIRCUS - LET ME PRESENT DEN DAD CROSS - RINGMASTER —
WE HAVE SEVERAL WELL EARNED AWARDS TO PRESENT - WILL THE FOLLOWING CUBS AND THEIR PARENTS COME FORWARD PLEASE.
(CUBMASTERS MINUTE)
DEN 4 WILL CONDUCT THE CLOSING MRS. CROSS' DEN MOTHER, PAUL WILDEN CHIEF....

ORIGINAL BY BUD BENNETT - RE-DRAWN BY CACASE '80

THE MAGICAL WORLD OF SKITS AND PUPPETS

SKITS

Den leaders often wonder why a skit is necessary, what kind of skit to do and how the boys will respond to doing a skit. They should understand that skits help the pack meetings, the parents, the boys and the den leader.

A skit is a short sketch designed to make a point, solve a basic problem created in the skit, express a feeling, promote a mood, or dramatize a specific theme. Skits are used for ice breakers at the pack meeting. They are usually funny and short and they get everyone smiling or laughing and can set the pace for the whole pack meeting.

When a den does a skit, the parents are able to see their boy participating in the program. The pack meeting then becomes the boys' not the adults. Skits are appealing to boys of Cub Scout age. They help channel a boy's imagination and energy. Dramatics are important in the growth of boys because it gives them an outlet for the 'let's pretend' part of their character. It also gives boys a chance for creative expression rather than imitation. Scoutings ideals can be effectively taught with the aid of a skit because learning is much easier if it's fun. The Cubs can use their imagination and gain a sense of accomplishment.

A skit is a dramatized joke or funny situation with a snapper line at the end. Skits offer the opportunity for boys to develop their creative ability and to broaden their base of aptitudes. Keep skits FUN. Fun makes a good skit. Whether the theme is serious or humorous, the skit must be fun for the Cub Scout.

Skits are a program help for the den leader. They also help the den leader get to know the boys better through the ideas they present and how the skits are presented. Boys love to use their imaginations, so let them. This is their chance to be somebody else, to pretend, to dress up and to give others pleasure at the same time. These skits can be used just as they are or only as guidelines. They can be added to or subtracted from. If the Cub Scouts feel more comfortable presenting the basic idea in their own way, it's perfectly okay. If they want to ad lib a little or clown around, fit it in. It makes the skit more "theirs."

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

Before you begin to work on your skit, keep in mind that you are working with 8, 9, and 10 year olds. They basically want very much to succeed and they want to 'please'. Don't expect them to be pros but at the same time don't underestimate them either. Ease them into skits by doing a simple one first, maybe one that you narrate and they pantomime. Build their confidence, have fun and you'll have a group of boys that won't frown everytime you mention SKIT.

To avoid problems, keep these things in mind:

1. Keep it simple so audience will understand what the skit is about.
2. Keep it short (3 to 5 minutes at the most)
3. Use simple props, scenery, costumes if any.
4. Avoid long memorized dialogue. Pantomimes are great.
5. Let every boy participate.
6. Use stage directions liberally-tell who goes where and does what.
7. Be sure the audience can hear.
8. A simple skit can be written around a joke, a punch line from a joke, a song or participation of others than the Cub Scouts.
9. Keep it fun - for you, the boys and the parents.

Types of Skits:

A. Pantomime - no words
B. Pantomime - with narration
C. Pantomime - set to music
D. Playlet with short spoken lines
E. Puppet show - Cubs can read lines
F. Audience participation - either to fill in characters or scenery in your skit or to simply supply the responses.

Where to get ideas for skits:

A. Monthly themes and Program Helps
B. Cub Scout Books - Skits and Puppets; Den leaders Handbook
C. Library
D. Joke pages of "Boys Life".
E. Children's books and records
F. Pack O' Fun magazine
G. Your Cub Scouts - they are a wealth of information.
H. Funny papers
I. Shows and cartoons on TV - what makes the boys laugh ?
J. Commercials
K. Fairy Tales - retold or "fractured"
L. Familiar situations

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

A. Current events
B. Historical episodes - the start of the Scouting program.
C. Community history - story of some local legend related to theme
D. Embarrassing moments (can be very humorous).
E. Demonstration of skills (try tying knots with an Indian theme such as "tying the cubmaster to the burning stake" trick).

Presentation of skits:

A. Costumes - the simpler the better - just to guide the imagination of the audience.
B. Den chief - stage manager.
C. Use extra Cubs to represent items of scenery or do the sound effects.
D. Be sure they can be heard.
E. Avoid skits that ridicule persons or groups.

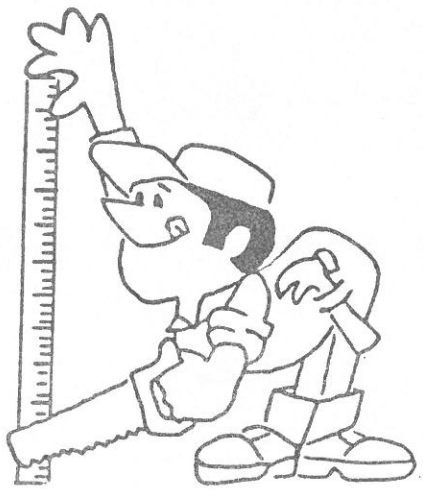
More things to avoid:

A. Dramatization of undesirable character.
B. Allowing a Cub Scout to attempt a characterization which is difficult for him, causing him to become discouraged.
C. Criticism which makes no attempt to suggest a better way out.
D. The tendency of the more capable Cub Scouts to do all the work.
E. Panic? The boys will most likely "good off" during practice. They usually come through with flying colors when it's the time for the real thing.

Regardless of how the skit is presented, it should follow this simple outline:

A. Boy wants something - Friendship, a gold mine, a trophy, to find a lost planet.
B. Boy starts to get it - by canoe, plane, horseback, on foot, etc.
C. Obstacles stop boy - crocodile, native head hunter, a secret enemy, a false friend or other problems.
D. Boy achieves goal - through an act of kindness, bravery, wisdom, magic, unexpected help, or other means.

Write a skit timed for twenty minutes. Boil it down to three to five, saving only the best lines. Keep the plot moving. It should be simple, the characters clear cut, and the emotions elementary.



SCENERY FOR CUB SCOUT SKITS

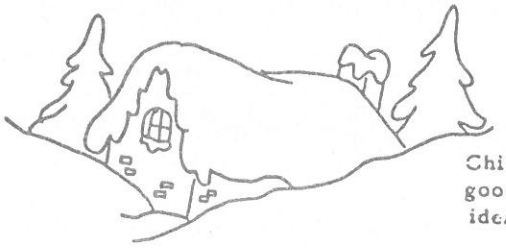
Simple scenery is fun for Cub Scouts to make. It is a good den project. It adds to the mood of the skit and makes the skit more believable. Keep these things in mind:

- Scenery should be simple.
- It should provide an idea or suggestion of what is to come.
- It can be made from large pieces of corrugated cardboard. Check with furniture stores, appliance stores, grocery stores, or warehouses for large furniture and appliance cartons. Cardboard can be cut with a jigsaw.
- Wood lathes can be nailed to the back of the scenery to make it more sturdy or to help it stand up. These will keep painted cardboard from curling.
- Let the boys do the painting. Guidelines can be drawn with heavy pencil to show what colors go where. Latex or tempera paint is best on cardboard, and it washes off the boys as well. It is best of paint on the blank side ot the cardboard so printing will not bleed through.
- Felt-tip markers can be used on cardboard that has been painted a light color, to put in detail work or outline a design.
- When using latex to cover large areas, apply it with a roller. Latex paint is inexpensive. Sometimes the boys can bring left-over paint from home. It washes off hands and clothes with soap and water.
- Tempera can be used to tint latex when the desired shade is not available. Also use tempera for trim and detail work on top of latex.
- Boys should don old clothes or Dad's old shirt for paint smocks. Den leaders should stand back and let the boys do the work.
- Create a mood with scenery. Paint in grays if skit is spooky or sad; bright colors if skit is happy or funny.

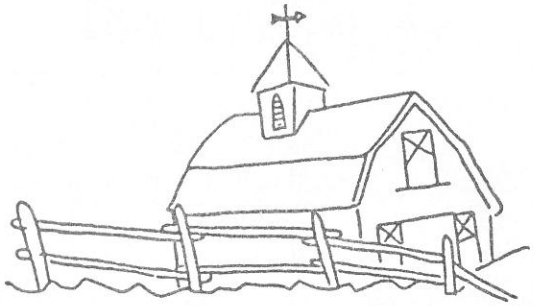
Scenery which can be cut out of cardboard:

Mountain range	Skyline of city	Houses, cabins
Individual bushes, trees	Forest outline	Tents, buildings
Lamppost	Picket fence	Arches, columns
Sun, moon, stars (suspended overhead)		

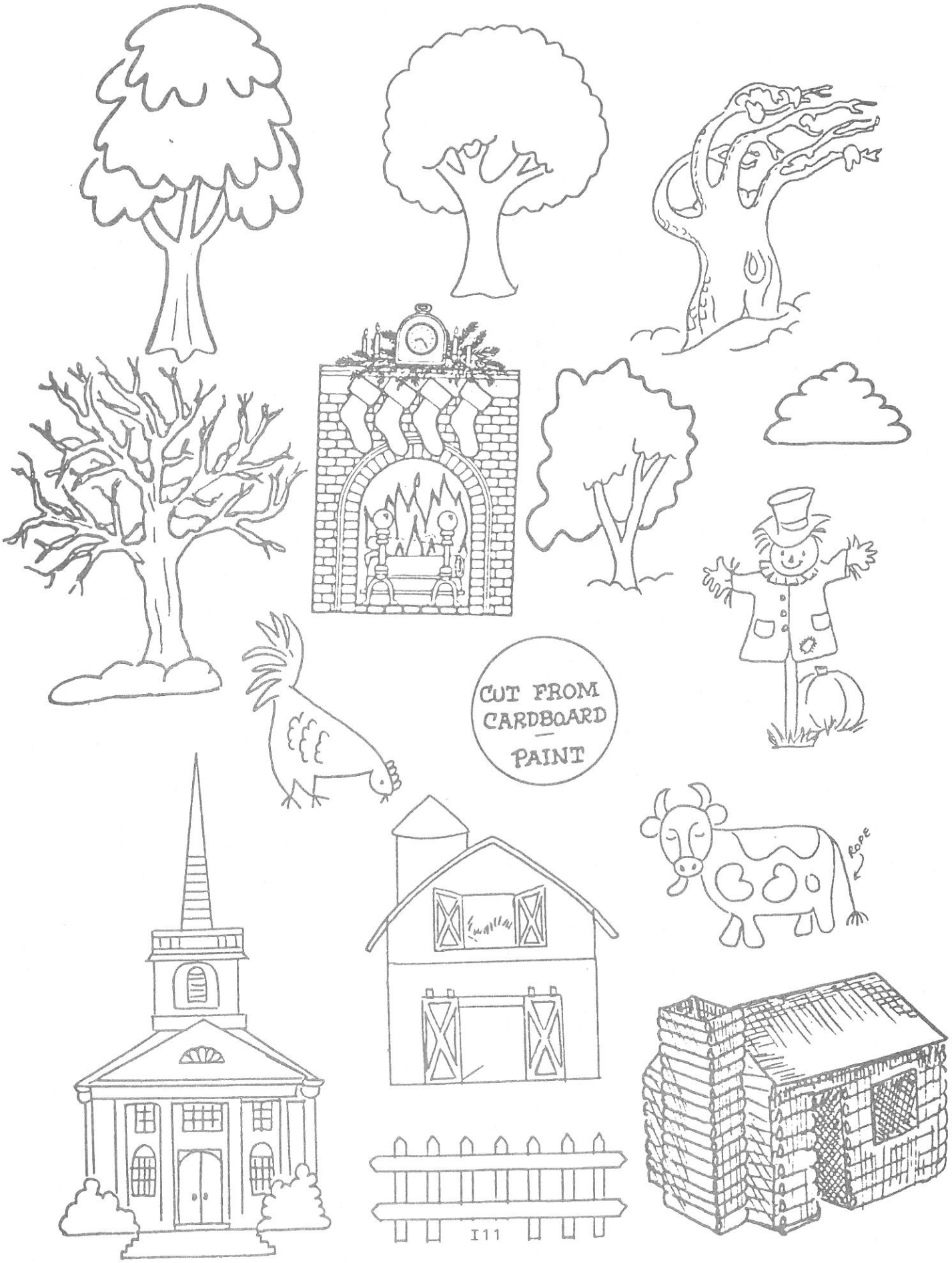
(When creating a skyline, cut the pieces short - waist or shoulder height - to give the effect of distance.)



Children's coloring books are good sources for backdrop ideas.



Scenery for Cub Scout Skits



LIGHTS AND SOUND EFFECTS

Lights and sound effects can add a new dimension to the skit. Preparations are simple and can be created by the Cub Scouts. Sound effects man is the perfect job for the shy Cub Scout who finds it difficult to speak or act in front of a group. Many sounds can be pre-recorded and can be used effectively in skits where it is too difficult to bring sound effects to the pack meeting.

HAIL - Pour rice on a pane of glass, tin, or wood in front of a microphone.

RAIN - (a) Fill a biscuit pan or cookie jar 1/3 full of dry peas or beans and rotate slowly. (b) Plastic pill bottle or nail container with BB's inside-rotate slowly. (c) Slowly drop sand on tightly drawn cellophane.

THUNDER - Grasp a tin or aluminum cookie sheet at one end, placing your thumb on underside of it. Shake tin so it vibrates. Bang it against knee for occasional loud clap of thunder. For single crashes, strike the tin in the center with a rubber hammer or rubber heeled shoe.

WIND - Cut narrow slit in sheet of paper, hold it about $\frac{1}{2}$" from lips and blow.

WATER - Several persons blowing through straws into glasses of water.

BREEZE - Wave narrow strips of streamers or newspaper.

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

FIRE - Sound of fire can be produced by crumpling celeophane into a ball, then releasing it into a microphone.

SNOW - Small pieces of white paper fanned off a flat box top will give a snow effect. Moth flakes or Christmas snow can be dropped from above.

BOAT WHISTLE - A wooden or plastic spool, 3/4" strip of a balloon, and a rubber band. Fasten the balloon over the hole in one end of the spool. Wrap rubber band around spool over the ends of the balloon and pull the balloon tight. Blow into open end of spool. This makes a shrill whistle.

KNOCK AT THE DOOR - Hit or rap sharply a $\frac{1}{2}$ gallon bleach bottle on the end with a rubber spatula.

LIGHTENING - (a) Flash white light off and on. (b) Use photographic flash.

CAMPFIRE - Wood piled over a light or flashlight with red cellophane or tissue covering the light for a red glow.

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

PISTOL SHOT - A rubber band stretching around the center of a small foil pie pan. Pull out the band from bottom of pan and release. Snap a yardstick or thin board on the hard sturface. Fire a cap pistol.

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

PUPPY DOG - Blow up a balloon. With first 2 fingers of both hands stretch neck of balloon, slowly releasing air.

ANIMAL ROAR or CREAKING DOOR - Any closed box will do. Use a coffee can or two foil pans taped together. Tie a string in the center of a pencil. Punch a hole in container, place pencil inside and pull string out through hole. Rub string with resin or a green leaf. Drag fingernails along string to produce noise into microphone.

GONGS AND CHIMES - Chinese gong suspended by a rope. Or a 4' or 5' length of water pipe, suspended. Tubes or water pipes can be cut in various lengths for chimes. Cut off $\frac{1}{2}$" at a time and test for tone, strike with a rubber hammer.

TRAINS - Place small wire nails or shot inside a flat cigarette box or popcorn inside a tin bandaid box. Move back and forth, and it sounds like a train chugging along. Rhythm of movement is important. Chug, chug, chug, chug-CHUG, chug, chug, chug.

SWORD AND SHIELD FIGHT - Holding aluminum cookie sheet in one hand, hit with metal spoon.

AUTO BRAKES - Slide drinking glass across pane of glass.

RUNNING WATER - A wooden box, 1'x2'x2" is fitted with tin on the bottom and ends. Finishing nails are driven into the bottom and ends in a 1" diameter pattern. Place a small amount of lead in the box, tilt, and the sound of running water is produced.

COSTUMES

Costumes not only help with the mood of the skit, they have the magical ability to transform a Cub Scout into a man from outer space, a pirate, an astronaut, a clown, an Indian, an exotic animal or anything else his imagination suggests! Costumes can be as simple or elaborate as the den leader and Cub Scouts would like for them to be. Cloth costumes are quite durable, but the cost is higher and more time is spent making them. The Cub Scouts should have the fun of making the costume.

Crepe paper can be used effectively in costume making. It is a relatively inexpensive costume material and can be glued, stapled, sewn, draped, and folded. Its ability to stretch is also an important factor. Simple tunics, shifts, vests, and hats can be fashioned quite readily.

Costumes made from old clothing are an easy source for mother, father, den leaders and Cub Scouts. Don't throw out those old tights, T-shirts, and dad's old robe, felt hat, etc. Save feathers and sparkly trim for knight's costumes; scraps of bright material cast-off toy guns, foil for deputy badges, vinyl for leather vests and trim will be useful for cowboy costumes. Use some imagination before using the trash can.

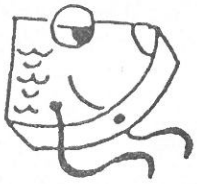
Cardboard boxes make excellent costumes for clowns, animals, vegetables, robots, etc. Cut holes for the head and arms in advance, then let the Cub Scouts paint with latex paint and trim with tempera paint or felt tip markers.

Paper sacks can be used effectively for both costumes and masks. Save large and outsized sacks for future use. They can be painted in the same fashion as the boxes. Latex paint will add strength to the paper sacks.

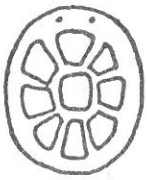
Don't forget that a sign to identify the characters can be as effective as a costume. Props such as a cardboard moustache, eye patch, bandana, cardboard sword for a pirate, can do a great deal to costume the characters and set the mood for a skit.

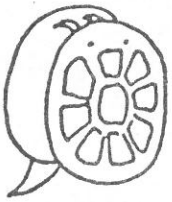
Remember to keep the costumes at the Cub Scout level. The boys will give their best performance if they are made to feel that the skit is theirs, including making the costumes.

NATURE COSTUMES

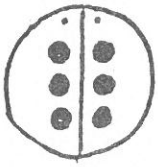


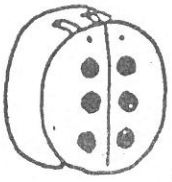
CUT TURTLE HEAD FROM CARDBOARD BOX. ADD EYES. PAINT





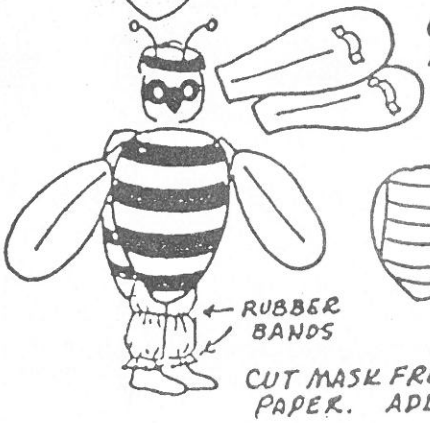
CUT TURTLE SHELL FROM CARDBOARD. PAINT. WEAR SANDWICH BOARD STYLE



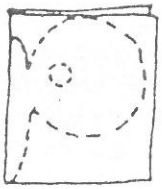


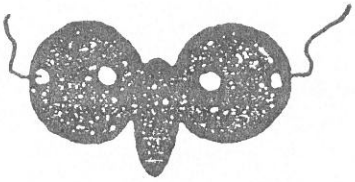
CUT LADYBUG SHELL FROM CARDBOARD. WEAR SANDWICH BOARD STYLE

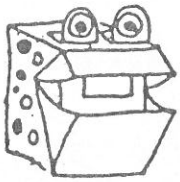
CUT BEE, ANT, OR GRASSHOPPER SHELL FROM CARDBOARD. WEAR SANDWICH BOARD STYLE



CUT MASK FROM CONSTRUCTION PAPER. ADD TIES.

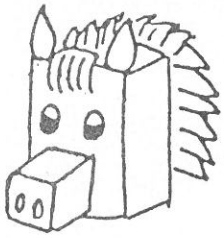






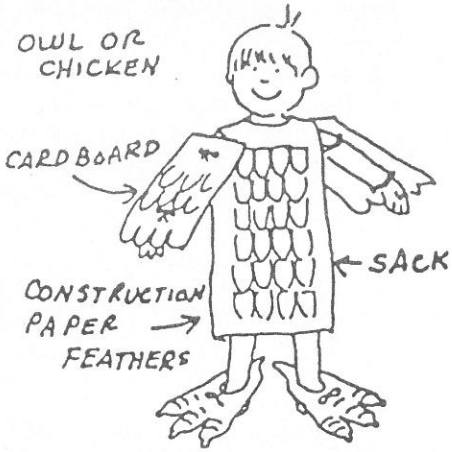
FROG MASK - MADE FROM GROCERY BAG WITH 2 EXTRA PAPER FLAPS TO FORM MOUTH

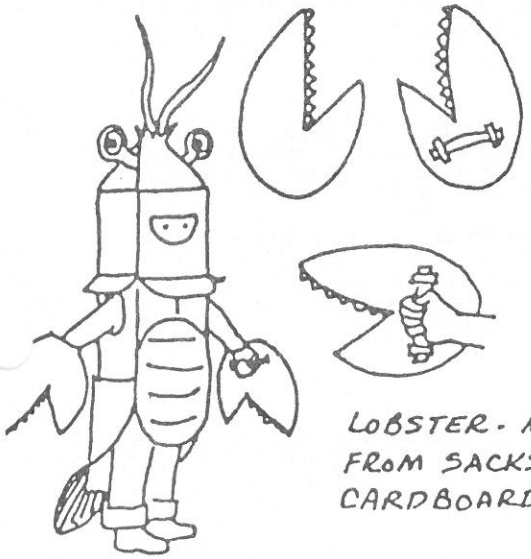
DOG MASK - FROM PAPER BAG



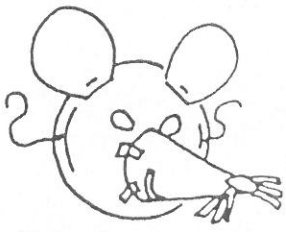
HORSE MASK - FROM PAPER BAG

TURKEY





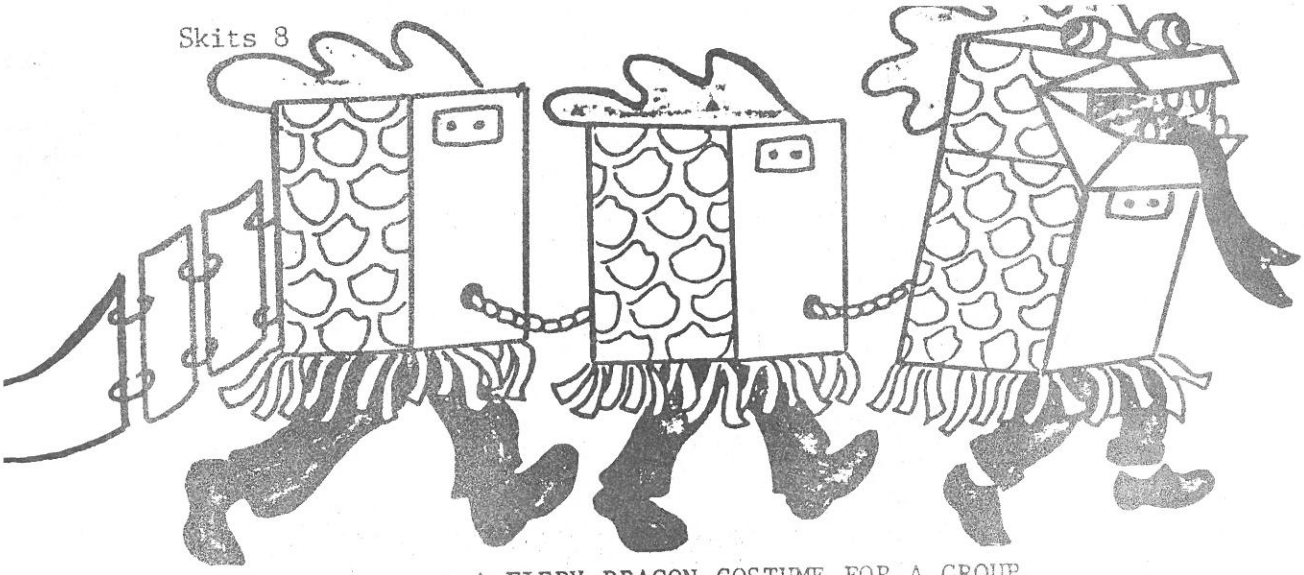
LOBSTER - MADE FROM SACKS AND CARDBOARD



MOUSE MASK - PAPER PLATE, PAPER CONE NOSE

CHICKEN MASK

OWL MASK



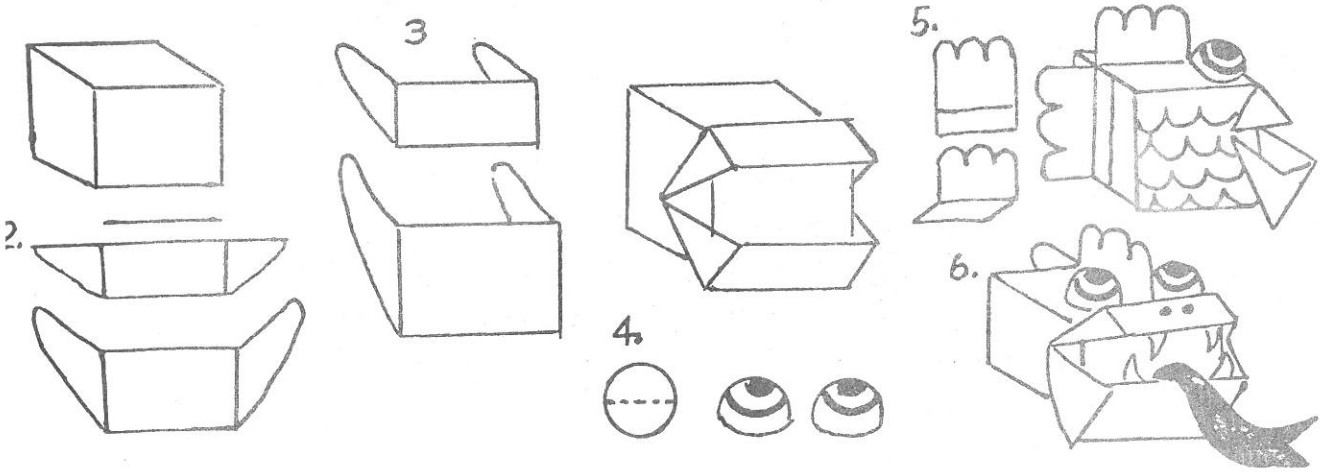
A FIERY DRAGON COSTUME FOR A GROUP

To make the Dragon you will need: A carton for each child in the group (large enough to come down over the head and cover the hips), a shallow carton for the Dragon's head, newspaper, heavy cord, cordboard, tape, white clue , paint and a styrofoam ball.

BODY: Cut slits in the front side of each carton, for the child to see out. Cut fringe from newspaper and tape it around the bottom of each carton on the inside. Now poke a hole in the front and back of each carton and link the cartons together with pieces of heavy knotted cord. Cut fin shapes for the Dragon's back out of lightweight cardboard. Cut a shape for each carton except one. Fold the fins at the bottom to make tabs. Glue tabs to the top of the carton. Paint scales on all the cartons.

TAIL: Cut 3 - 5 sections out of cardboard. Poke holes in each section at top and bottom. Tie the sections loosely together with cord. Fold back part of the front of the tail and glue it to the end of the Dragon.

HEAD:
1. Use the shallower carton.
2. Cut 2 jaw pieces - as wide as the carton - out of lightweight cardboard, as shown.
3. Fold the side tabs back and tape or glue the carton.
4. Cut a styrofoam ball in half. Paint an eye on each half and glue to the top of the box.
5. Cut 2 fin shapes out of cardboard. Fold the fins at the bottom for tabs. Glue tabs to top and back of the head.
6. Cut teeth and tongue out of paper and glue them in place. Paint scales on the sides of the head. Glue head section on top of the front carton of Dragon's body.



COSTUME IDEAS:

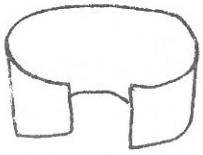
Hats for your head -- Paper band hats: Cut band and decorate as needed.

construction paper

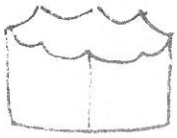
band to fit

add rabbit ears

horns for a deer

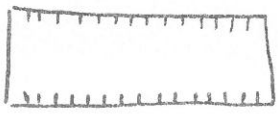


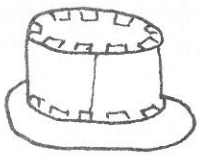
wider band

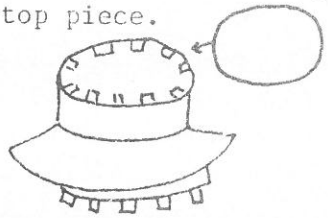


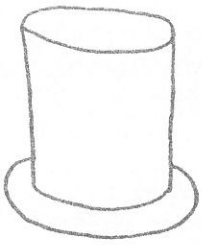
makes a crown.

Tube hats:
Cut a rectangle from a piece of colored paper to fit around head and allow enough to tape together. The height depends on what is desired. Cut slits along the top and bottom to tape hat to rim and top piece. Roll into cylinder and tape. Place sheet of paper under tube and trace around the bottom; make an outer circle and cut brim of hat. Fit brim down over hat so that the btoom slits are underneath and tope in place. Push top slits inward and tape inner circle from brim to hat for top piece.

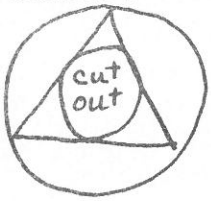


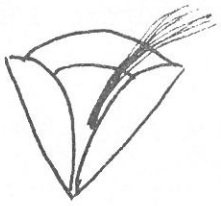




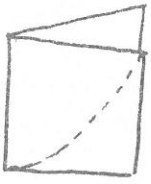


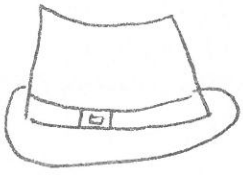
Colonial hats:
Cardboard circle needed. Cut out center for head. Fold in a triangle (up) and add a feather.



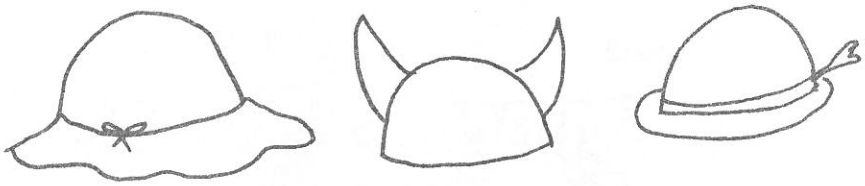


Cone hats:
Fold paper in half and cut circle. Form basic cone shape and add brim as in tube hat. Cut off point and add buckle for a pilgrim hat.





Fancy hats:
Hats of paper and paste are shaped to fit the head. Paste together two big squares of wrapping paper, making one damp square. Put this damp square on the boy's head. Mold the crown of the hat, and tie a string around his brow to hold the hat in shape. Take it off, shape it, let it dry, and pain it.



Facial Disguises:
Beards - Add moustaches or beards or even sideburns. Cut from construction paper and tape on. OR A hairy disguise can turn a boy into a wild man of the woods. Use curtain fringe for heavy browns, cotton wool for beard, and knotted yarn for a moustache - all attached with adhesive tape.

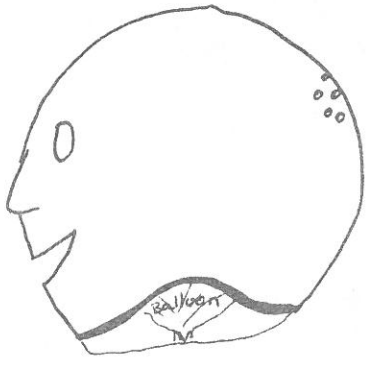
Ears- On construction paper, draw the shape of the ears desired. Draw in lines to make them look ear-like. Cut out making sure there are a right and a left ear. On the back side, staple a length of twine in 2 places to the side of the ear that will be nearest the head. Tie over own ears.

Glasses - Fold construction paper in half and cut eyeglasses. Adjust ear piece to fit face. To make them fancy, spread glue around the frames and sprinkle glitter on the glue. OR Make two circles out of two pipe cleaners. Then fasten a small piece of pipe cleaner by twisting. Fasten a pipe cleaner to the outside of each circle by twisting one end around the circle and form to make an ear piece.

Masks:
Paper Masks - Make wide, fanciful masks using construction paper. First, hold sheet over face and have someone lightly mark eye, mouth and nose. Cut these openings and draw the basic face. By cutting slits, three dimensional pieces can be added. Horns from cones can be added. Or other features. Cut tabs in other features for attaching. Decorate with yarn, fringe, and curled paper or paper confetti.

Paper plate mask - Mark eyes, nose and mouth as with paper masks. Punch holes on opposite sides of the plate and attach string for tying mask to boy's head. Draw on feature, staple on ears, horns, etc. at top edge. Add nose features as above. Glue on fur, yarn or whatever to create desired effects.

Giant mask - Cover a large blown up balloon with newspaper strip paper mache. Four or five coats will be needed. Let dry. Deflate and remove the balloon. Cut a hole in bottom of paper mache, large enough to fit head through. Rough in features with pencil. Cut 2 shallow curves immediately below ears to allow mask to fit snugly on shoulders. Put on mask and mark areas for vision. Remove and cut eye holes. Make small slits in back for ventilation. Decorate as desired adding features with paint, markers, or construction paper.



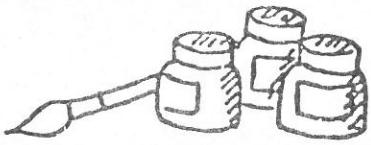
CARDBOARD CUT-OUT COSTUMES

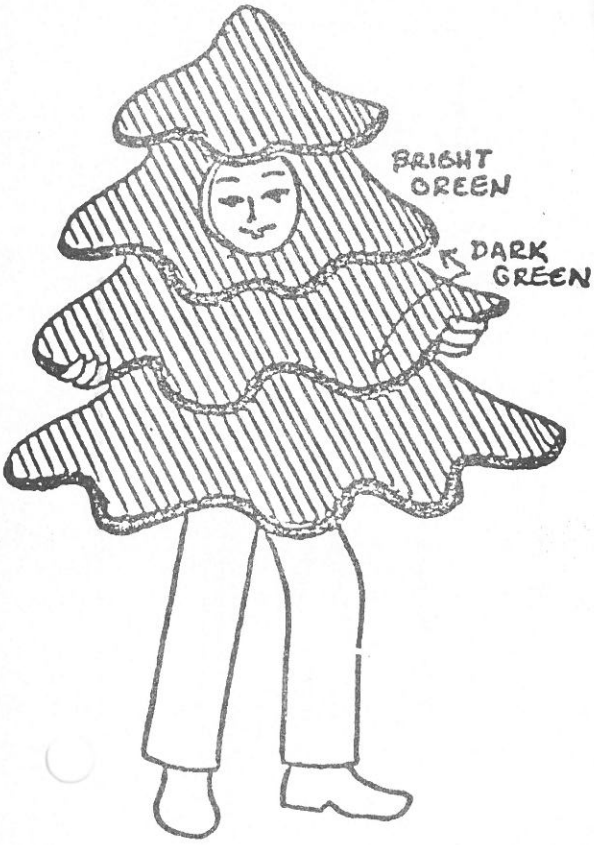
Easy costumes can be made from cardboard - the type that comes from cardboard boxes or Scout-o-rama type cardboard.

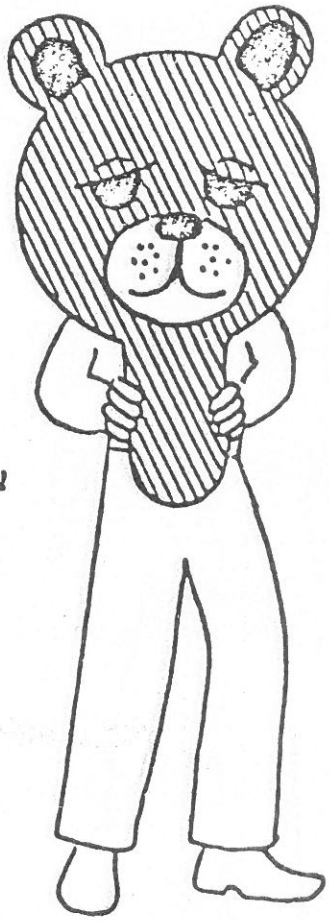
Boys hold these costumes in front of them. They need to be cautioned to remember to face the audience.

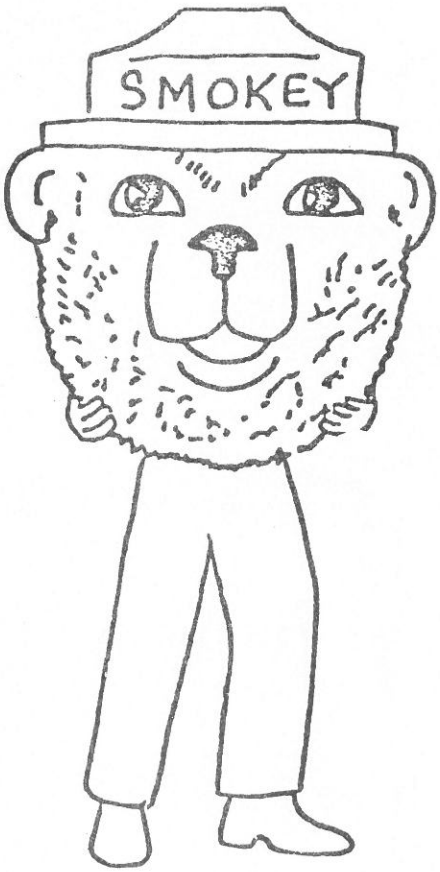
Cardboard can be painted with poster paint, tempera or latex wall paint. Details can be drawn in with wide-line markers.

Almost any character can be portrayed with this type of costume. Remember that the boys' hands will not be free to do anything else, since they are holding the costume on.



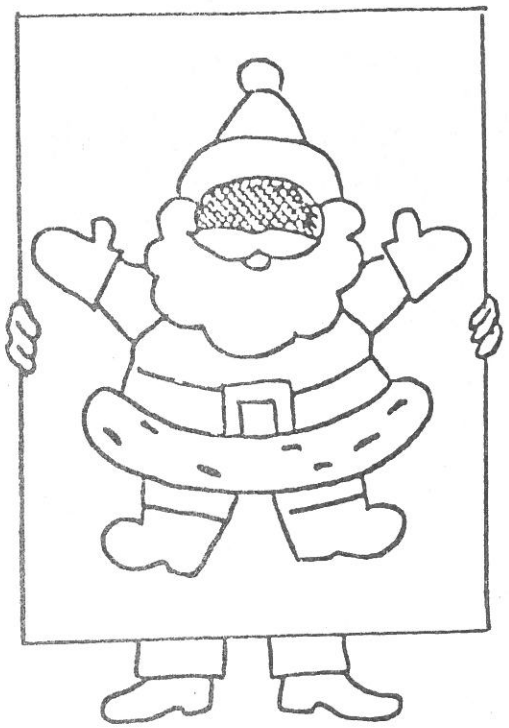


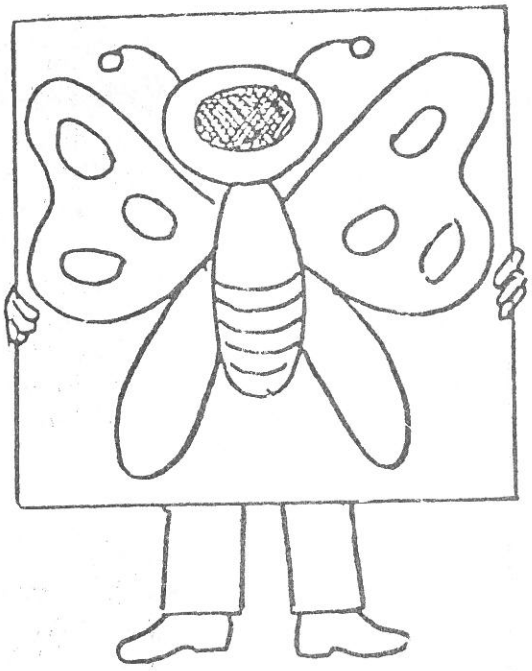


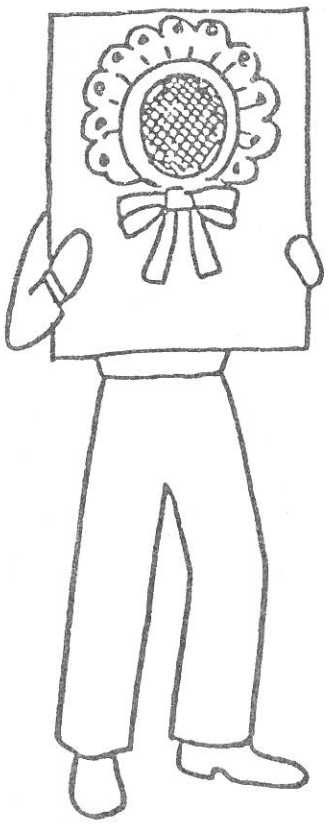


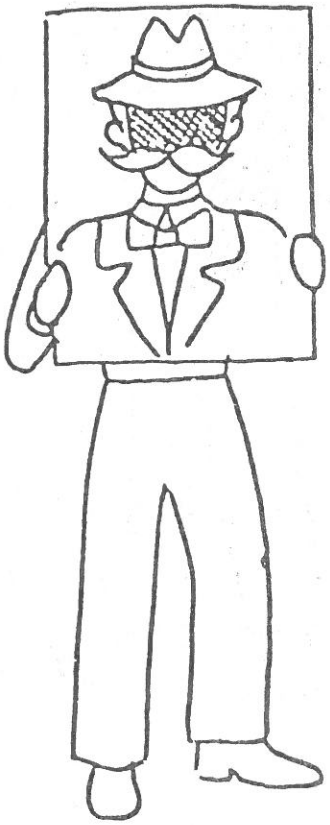
PEEK-A-BOO MASKS

The characters in many skits can be represented by poster board masks, which have the face or face and figure painted on, and a face hole cut out. The boy holds this cardboard in front of him and puts his face in the face hole.







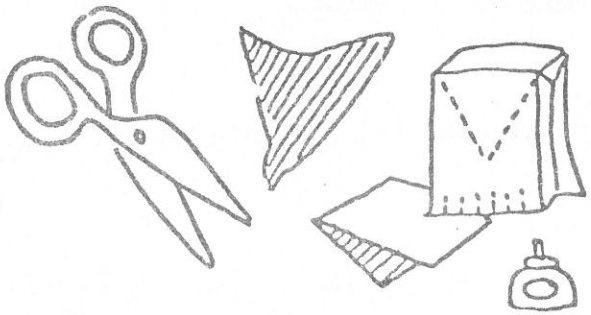


Paper Bag Masks

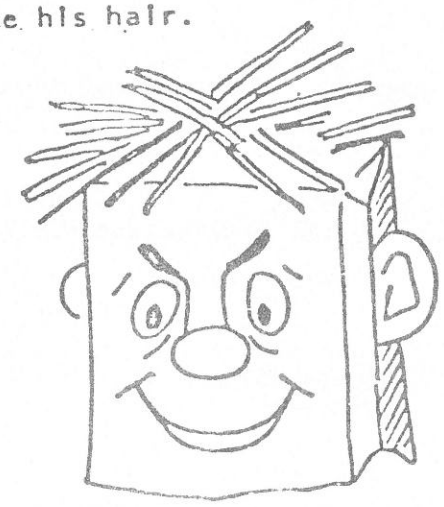
These masks are fun to make and help make costuming very easy. Supplies include ordinary brown paper bags, glue, scraps of yarn, soda straws, paints or crayons, and construction paper. For each mask, cut out small slits or holes for eyes and nose.

LION - To make lion's head, draw face on paper bag and paint or color it with crayons. Cut out ears at sides of bag, and fold forward. Draw the mane on another piece of paper and cut it out - folding like a paper fan. Fold tabs on mane and paste on top and sides of mask. Paste lion's ears down on mane. Add a few broom straws for whiskers.

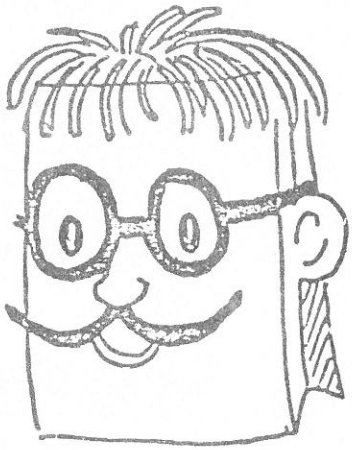
OWL - The owl's big forehead is made from a separate piece of black paper cut in the shape of a triangle. Fold the bottom point upward for a beak, and paint or color it yellow. Big, round eyes will make him look wise. Cut bottom edge of mask to make the feathers, as shown.

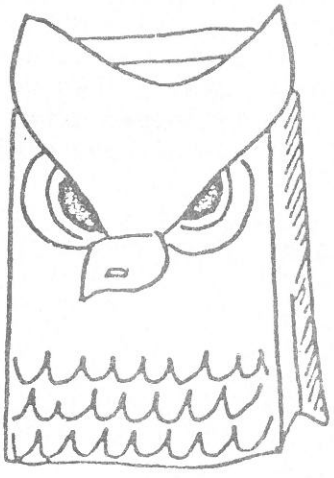


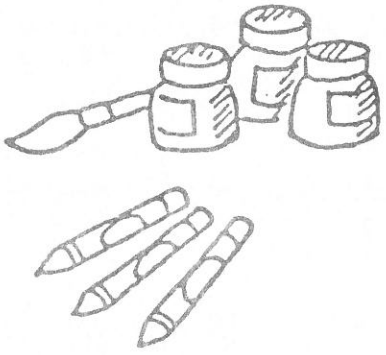
GOBLIN - The mischievous goblin has a face that will be fun to make. Use lots of soda straws or yarn scraps to make his hair.



FUNNY MAN - The big eyeglasses on the funny man should have wide, black rims, which can be painted on or cut from black paper. Cut large ears from each side of the bag. For hair, glue on scraps of yarn. Yarn can be used for moustache - or it can be cut from black paper and glued on.







STAGE MAKE-UP FOR CUB SCOUTS

You don't wish to make masks? Here's another solution: make-up! Below are a few simple tricks for using make-up to its best advantage with the boys.

Make-up helps tell the audience what the character is like. Make-up, along with a costume, makes the actors seem more real to the other actors and as a result, everyone plays their part better. It hides an actor's own features, changes his form, and make him appear larger or smaller, older or younger, and can alter his character completely.

Theatrical make-up is expensive, and since most den leaders work on a limited budget, the information which follows tells about inexpensive substitutions.

Easy to get supplies:

Liquid make-up remover or cold cream	Nose putty	Foundation make-up
Cream rouge	Spirit gum	Eye shadow
Cotton	Black tooth enamel	Eyebrow pencils
Face Powder	Lipsticks	Hairpins
Scissors	Shower cap	Clown White

If you have lots of kids and not many mirrors, it's less frustrating for the younger ones to get in pairs and make-up each other. Make-up is lots of fun and can be done anytime for any reason!

Make your own make-up base. Recipe One

Combine equal parts of liquid cleansing cream and powdered sugar. Sift the sugar first to remove all lumps. Mix well, and the result is a simple white base which can be used for Clown White. Tint with a a few drops of green food coloring for monster make-up. Tint with a mixture of red and blue for a purple Martian. Or mix red, blue and yellow separately for Indian war paint. This make-up is non-toxic and wipes off easily.

Recipe Two

Mix together 2 teaspoons white solid vegetable shortening, 5 teaspoons cornstarch, 1 teaspoon white flour, a few drops of glycerin and any food color desired. For brown color, add 2 teaspoons unsweetened cocoa. This make-up gives a soft, skin-like texture and is easily removed. Put each color in a baby food jar to keep it from drying.

Perhaps the boys aren't playing the roles of monsters or Indians. If their skin is to look normal, use regular liquid or cream make-up in a color slightly darker than their skin.

Before you make up: Remember these important things:

1. Have a good light in the location where make-up will be applied.
2. Remember that the more light used on stage, the more make-up necessary.
3. Apply make-up AFTER the character is in costume. Protect costume with a cape or towel. This will prevent smears that usually happen if the costume is donned after the make-up is applied.
4. Keep plenty of tissues and cleansing cream handy, so that fingers can be cleaned and so that make-up removal can be done.
5. Have the boy wash his face before applying the make-up and rinse it in cold water. This will close the pores and make the make-up go on smoother.
6. Have them put a layer of cold cream (Noxema or any such brand) on before applying make-up. This way less of the make-up will sink into their pores.
7. Try to avoid using great quantities of black and red. They don't come off very well. They come off better in small quantities over a base of a different color.

Applying the Make-up:

Cover the face with make-up, all the way up to the hairline. See that it goes down to a little below the collar. And don't forget to cover the ears. Once the make-up base has been applied, these are some tips which will make your characters distinctive:

Lipstick - a slight change in lip line will alter the whole appearance. The best color for boys is a reddish brown. A little lipstick or rouge in the cheeks helps any character. If the character is someone who spends a lot of time outdoors, he should look 'flushed' by adding red color to regular make-up. Keep rouge away from nose and never place lower than nostrils.

Eyebrow Pencil - can be used to darken or change the shape of eyebrows, to line the eyes (which helps any character stand out better), to make freckles, mustaches, sideburns and wrinkles.

Eye Shadow - different colors can be used not only on eye lids, but under the eyes to give a 'hollow' look or on the nose to alter the shape of the nose. It can also be used to make eyes appear sunken.

Cornstarch - powdered into the hair helps make characters look older. The hair usually begins to gray at the temples first, and in streaks.

Black Crayon - can be used to simulate missing teeth.

Changing the appearance:

Fat Stomach - sew cords or tapes to four corners of small cushion or pillow. Tie two around neck, two around hips. Wear under clothing.

Bumps, Lumps and Muscles - stick pieces of foam rubber or cotton padding on arm and legs in appropriate places. Wear a tight leotard, tights, or nylon stocking sleeves and leggings.

Glasses - made from wire are the most realistic. Shape two circles with earpieces. You can attach an artificial nose and mustache to the glasses, if desired.

Noses, Ears, and Warts - the shape of ears and noses can be changed by using commercial nose putty. It is light weight and pliable. This can also be used to make warts. Make up is applied over the putty.

Scars - draw on scar with eyebrow pencil. For a deep scar, make a red line with a thin white line on either side. Add red dots alongside the scar.

Hair pieces - spirit gum is used for applying wool crepe hair for whiskers, mustaches, beards, and eyebrows. Spirit gum will stick only to dry surfaces.

Wrinkles - draw on wrinkles with grey eyebrow pencil. Age lines across forehead and at corners of eyes, nose, and mouth help age a character. An older person would have red lines around the eyes rather than gray or brown.

Removal of make-up:

Get face wet, pour a small amount of baby shampoo in hand and lather up. Then scrub face with shampoo. Rinse face with water. Repeat, if necessary. Be careful not to get shampoo in eyes or mouth.

DECEMBER

SANTA'S NOISY CHRISTMAS

(Sound Effects Stunt)

Divide audience into 7 groups and provide each with materials for making sound effects. Give them a chance to practice. Then a narrator reads the story and holds up numbered cards at the appropriate time. Groups respond with their sound effects. This is lots of fun for the audience and materials for making sound effects are easily obtained.

Sound Effects

(1) Beat on drum
(2) Blow whistle
(3) Ring bells
(4) Rub sandpaper blocks together
(5) Clap blocks of wood together
(6) Sing through hummer or kazoo
(7) Strike two heavy lids together

NARRATOR - It was a snowy, blowy Christmas Eve (1) (2). Santa was just about finished with his rounds. His reindeer landed on the last roof with a great jingle of bells (3). Santa jumped from his sleigh and squeezed down the chimney (4), landing softly on the floor (5). Reaching into the bottom of his almost-empty pack, Santa hummed a tune (6), as he decorated the tree and filled the stockings. The clock on the mantle struck two (7) (7), as he put the last ornament in place. Then Santa began stacking presents under the tree (5) (5) (5).

As he finished and stood back to survey his work proudly, he noticed that an ornament was slipping from a branch (4). He lunged frantically for it, but he missed, and it crashed to the floor (7). In his hurry, Santa knocked over the beautifully wrapped presents that he had arranged so carefully (4) (5) (7). A toy airplane started zooming around the room (6) up and down, just as a bowling ball bumped over some small things that had fallen (1). A baby doll, still smiling sweetly, tumbled to the floor, loudly calling for her 'mama' (6).

Reaching quickly for her, Santa stumbled across a rocking horse, which started to rock frantically with its bells jingling (3). A large rubber ball, carefully balanced on the horse's saddle, slid off and began bouncing merrily around the room (1) (1) (1). It struck a pile of blocks, crashing them loudly to the floor (4) (5) (6) (7). A toy engine, beneath the blocks began to whistle shrilly (2) as a block hit its switch and it raced around and around on the track.

As the wind outside got louder and louder (6), the shutters began to bang (1), the windows rattled (5) and the rafters creaked (2). What a bedlam! Santa groaned (6) as he could hear the reindeer up on the roof prancing lightly (5) and jingling their bells (3). "Oh dear", sighed Santa, scratching his head (4) "Why does everything seem to happen at once?" He scurried around the room picking up things and putting them back in their boxes. Just as the clock struck three (7) (7) (7), many pairs of feet began running down the stairs, so Santa hastily squeezed up the chimney (4), jumped into his sleigh and flew away. Through the noise of the jingling bells (3), crashing storm (1) and whistling wind (2), you could hear him exclaim as he drove out of sight: "Christmas is fun ... but oh, what a night!"

Also see *Group Meeting Sparklers* for "Santa's Annual Visit", "Visit From St. Nicholas" and Christmas Handshake.

SANTA'S HELPERS
(Audience Participation)

Santa: "Ho-ho-ho"
Happy: "Chuckle-chuckle"
Game: "I'll try"
Fair: "Your turn"

Up at the North Pole in Santa's __ Workshop, there were many elves busy at work preparing for that rush on toys for the yearly Christmas Season.

Three of them were the Chief helpers. They were called by the names of Happy__, Game__ and Fair__. Now Santa__ didn't name all his many elves but called them by number. However, these three, being Chief helpers, had been named according to their main personality traits.

Happy__ seemed to be the jolliest, Game__would always tackle any project given him and Fair__always seemed to want to give others their turn at doing the projects that were the most fun.

So one busy day, Santa__called Happy__, Game__ and Fair__to his side because he had a special rush job which he wanted them to do. There was a new toy in the workshop which needed the alphabet printed on it, so he set the three elves busy at this task. After much discussion, it was decided that Fair__should not be left out this time and should be allowed to start this new project. He busily started printing A, B, C, D, E, H, G, F, when suddenly Santa came by and glanced down at the work.

Immediately Santa__stopped the elf and asked Fair__why he did not print the alphabet correctly. Well, it seems that Fair__was always so busy saying "your turn" to all the other elves that he had never had a chance to do much work and so he never learned some of the things that all elves should know.

Being ingenious as all elves are, Fair__improvised a way to teach himself the alphabet by the method of association.

Santa has always called the three elves in the same order - Happy__, Game__and Fair__. So when the elf came to that part of the alphabet, he put H, G, F, in that order since that's what he remembered hearing all the time.

After hearing the elf's story, Santa__decided rather than confuse other elves in the future, and maybe cause a national disaster by giving out toys with the alphabet printed wrong, he would change and call his three Chief elves by letters instead of names. And since Santa__knew his alphabet well, he would call out F, G, H when he wanted Happy__, Game__and Fair__. So let's all make being Happy__, Game__ and Fair___ so familiar to us that it will automatically become our way of life.

THE HELPFUL CHRISTMAS MOUSE

Mouse: Squeak, squeak Night: Ho-hum Santa: Ho, ho, ho

Twas the NIGHT before Christmas, and fast asleep in the house,
was wonder of wonders, a little fat MOUSE.

A MOUSE sleeping at NIGHT; oh, what a riot!
But the reason it happened - he was on a diet!

How the MOUSE'S stomach began to hurt and growl,
But since he was dieting, at NIGHT he shouldn't prowl.

Mom was so thoughtful before she retired that NIGHT,
And for dear old SANTA, she had left a bit.

That NIGHT in his dreams, the MOUSE'S nose did twitch,
As the smell of the food made him dream of a sandwich.

The more the MOUSE lay there and quietly slept,
The more the smell of food into his nostrils crept!

Soon the poor little MOUSE began to claw at his nose,
And he began to quiver from his head to his toes.

Though he was trying to sleep with all his might,
His sleep had been ruined for the rest of the NIGHT.

So up the MOUSE got, and with a great big yawn,
He peeked out the window and there on the lawn,

He saw something there---indeed a strange sight;
For there sat old SANTA in the cold, dark NIGHT.

He was holding his bag, as if ready to leave,
But great salty tears were bouncing off his sleeve!

The MOUSE just stood there as if in fright,
Trying to imagine what was wrong that NIGHT.

Then he crept to the door, and threw it open wide,
And motioned for SANTA to come and join him inside.

So SANTA came in and sat down with the MOUSE,
And confessed that NIGHT he felt like a louse.

He had eaten so much during the holiday season
That he couldn't go down the chimney-that was the reason.

So SANTA and the MOUSE made a contract that NIGHT.
That he would help SANTA make Christmas come out right.

Off they went together, old SANTA and that MOUSE,
To pay the yearly visit to each and every house.

The fat little MOUSE, so filled with delight,
Ate for old SANTA all the snacks left that NIGHT.

He had helped SANTA a merry Christmas to give,
He'd just sacrifice...a fat MOUSE would live.

CHRISTMAS SKIT

Cast: Santa Claus; 7 Cub Scouts; Boy in Box.

Props: Santa Claus costume; battered old box large enough for boy. Cut place for arms.

(Santa Claus comes on stage, leading a big shabby box by the hand.)

Santa: I'll leave you here on the street and maybe someone will take you this year.

Box: I hope so, I'll get busy right away trying to make someone take me.

(1st Cub Scout enters.)

Box: Please, will you take me home as a Christmas present?

1st Cub Scout: My mother would really yell if I brought a junky thing like you home with me.

(1st exits, 2nd Cub Scout enters.)

Box: Please, will you take me home as a Christmas present?

2nd Cub Scout: Nah, I want a new baseball bat.

(2nd exits, 3rd Cub Scout enters.)

Box: Please, will you take me home as a Christmas present?

3rd Cub Scout: Are you trying to be funny? I wouldn't take something as dirty as you are for a present.

(3rd exits, 4th Cub Scout enters.)

Box: Please, will you take me home as a Christmas present?

4th Cub Scout: Of course not! I don't pick up strange things on the street.

(4th exits, 5th Cub Scout enters.)

Box: Please, will you take me home as a Christmas present:

5th Cub Scout: I'd better put you in a trash can. You're littering the street.

(5th exits, 6th Cub Scout enters.)

Box: Please, will you take me home as a Christmas present?

6th Cub Scout: Kids want presents that are new.

(6th exits, 7th Cub Scout enters.)

Box: Please, will you take me home as a Christmas present?

7th Cub Scout: No, I don't want you and it looks like nobody else does either.

(7th exits, Santa Claus enters.)

Santa: Well, I see you didn't get anyone to take you again this year.

Box: I haven't given up hope. Someday someone will take me.

Santa: You know, I've been hauling you back and forth for so long that I've forgotten what you are.

Box: I'm not sure either, but when God packed me up nearly 2,000 years ago, He called me "PEACE ON EARTH".

JANUARY

YELLOW FINGERS

Once upon a time, in a far away land, lived good King Herman. He was loved by his people for his kindness and wisdom. (King Herman sits on his throne off to one side.) The people in Herman's kingdom would have been very happy except for one thing--in order to get across the river to King Alfred's kingdom, the people had to cross a bridge under which lived the horrible yellow fingers! (Yellow fingers twitch menacingly.)

One time, King Herman needed to send a very important message to King Alfred. So he chose his strongest and bravest knight to carry the message. (In struts Knight #1.) He never even made it across--the horrible yellow fingers got him. (Yellow fingers and knight struggle, knight falls.) King Herman chose another fearless knight who met the same gruesome fate. (Knight #2 goes across bridge and is snatched and fallen by yellow fingers.) Then King Herman offered a great reward to anyone who could take this important message to King Alfred. Finally, after many brave knights had tried, the youngest and smallest page in the kingdom volunteered to go on this dangerous mission. (Enter page.) Everyone laughed, but the King decided to let him try it. And do you know what? The little page not only delivered the message, but he skipped safely back across the bridge, right through the yellow fingers. (Page skips across bridge and back, past yellow fingers.)

The moral of this story is--Let your pages do the walking through the yellow fingers.

A KNIGHT AND HIS - HORSE??

Characters: Inn Keeper, 2 Helpers, Knight, 2 Cubs for Horse,

The scene opens in an inn where the Inn Keeper and 2 Helpers are working. It is raining outside, so there should be sound effects of thunder and rain when the Knight enters.

INN KEEPER: It sure is raining and cold out, not one Knight came in our inn today. The knights don't come in our inn when it's so cold out.

HELPER #1: Oh, well, I can get along without cold knights.

KNOCK, KNOCK

INN KEEPER: Are you a knight? (He yells this through door)

KNIGHT: Yes, I'm a knight. (This is yelled through door)

INN KEEPER: Are you a good knight?

KNIGHT: Yes, I'm a good knight (Knight enters)

HELPER #2: (Looks at Helper #1) A good knight.

HELPER #1: Good night! (Helper #1 exits)

INN KEEPER: (To knight) Can I help you?

KNIGHT: I need a horse.

INN KEEPER: (To Helper) Go fetch him a horse from the stable.

(HELPER LEAVES AND REENTERS WITH OLD SWAY BACK HORSE)

KNIGHT: (Sings) The Old Gray Mare Just Ain't What She Used To Be.

INN KEEPER: What's this!!

HELPER: Sir, this is the only horse we had left.

INN KEEPER: I want you to know: I would not send a knight out on a dog like this!!

A-SOP'S FABLES

Characters: A-Sop -dressed in long flowing sheet tied around the middle with a rope. White cotton beard.
8 Knights -shield, sword and helmet
1 Rabbit - cardboard ears tied around head and sign saying "Rabbit" around neck.
2 or 3 Boys as a Snake - paper sack head and sheet or paper as body
1 Boy as Bully -wears "Bully" sign around neck.
2 Boys as themselves - lick lollipops.

Arrangement: This skit is divided into 3 very short simple scenes-with little props and very simple costumes. Cubs can play one or more parts, except A-Sop. A-Sop is the narrator and holds up a sign at the end of each scene which states the moral of the story.

A-Sop: Ladies and gentlemen. Tonight I would like for you to meet some of the people I have written about.

Scene I

(Enter 8 knights. One knight does battle with the other 7 knights, taking on one at a time. When he has finally finished defeating the seventh knight (who has fallend "dead" on the floor), the victor (boy) staggers, then collapses in complete exhaustion.)

A-Sop: The moral of this story is (holds up a sign with the words: "SEVEN KNIGHTS MAKE ONE WEAK")

Scene II

(A rabbit is quietly eating a carrot. Along comes a "snake." The rabbit disappears under the sheet - he has been eaten by the snake.)

A-Sop: The moral of this story is: (Holds up a sign with the words: "HARE TODAY, GONE TOMORROW")

Scene III

(This scene needs a couple of simple props - a sign saying "MEN WORKING,' a small sawhorse, if available) and a box with a sign on it saying "DITCH". As the scene opens, 2 boys are calmly licking big lollipops. They are standing by the ditch. Enter Bully:)

Bully: Okay, you guys, I'm hungry. You - give me your candy.

Boy #1: No, I won't.

Bully: O.K., then I'll take it (gets into a scuffle with Boy #1 and yanks the candy from him. While the two are fighting, Boy #2 tosses his candy into the "ditch")

Bully: Now, where's yours? (speaking to Boy #2) I want it too.

Boy #2: Oh, I ate it.

Bully: Chicken (Leaves stage eating first boys candy.) (Boy #2 retrieves his lollipop from the "ditch" and leaves stage with Boy #1.)

A-Sop: The moral to this story is: (holds up sign that says "A DITCH IN TIME SAVES MINE").

Note: This is a fun type of skit that boys love to make up their own scenes.

AUDIENCE PARTICIPATION
BRAVE KNIGHT - - - -Shake fist in the air, grrrrrrrrrrr
MAID MARIANE - - - -Save me, save me
BLACK KNIGHT - - - -Boooooooo
TRUSTY STEED - - - -Whinnie
DRAWBRIDGE - - - - -Squeek, squeek
SILVER SWORD - - - -Sawwwiiissssshhhhhhhh

Once upon a time in the county of make believe lived a very BRAVE KNIGHT. His name was Sir Laugh-a-Lot. He was the BRAVE KNIGHT of King Arthur and he carried a SILVER SWORD. Sir Laugh-a-Lot, the BRAVE KNIGHT always rode his TRUSTY STEED and carried his SILVER SWORD. A very favorite of King Arthur was MAID MARIAN. She had recently been captured by the BLACK KNIGHT, King Arthur sent the BRAVE KNIGHT, with his TRUSTY STEED and SILVER SWORD to rescue MAID MARIAN from the BLACK KNIGHT. The BRAVE KNIGHT dashed out of the castle and over the DRAWBRIDGE to fight. A furious battle developed. The BRAVE KNIGHT lifted MAID MARIAN to the back of his TRUSTY STEED. He made a dash for the DRAWBRIDGE, but the DRAWBRIDGE gave way on the way across and the BRAVE KNIGHT, TRUSTY STEED, SILVER SWORD and MAID MARIAN and the BLACK KNIGHT (who was chasing them) all fell into the watery moat. So ends the story.

The moral of the story is "Keep a Boat in your moat or you may have to float."

FEBRUARY

"CUB SCOUT UPSIDE STEW"

There are 9 parts. You might cut down by combining ingredients such as "humor" and "pleasing". Or use a Cub Scout to read the recipe and have 10 parts.

Stage: Boy stirring in huge pot which can be painted on cardboard and propped up. Or let the boys use their imaginations and pretend there's a pot. Boys getting into pot pile on top of each other, face down.

1st Cook: (Could be in oversized apron and chef's hat - stirs, tastes, and says:) Hmmmm - tastes like a well rounded den to me.

2nd Cook: (Same costume) What did you put in it?

Den Mother or Cub Scout: (Reads from oversized recipe card with name of dish printed on back of card which is held up so audience can see.) ___Scouts that "Do Their Best" (the number of uniformed Cub Scouts you need get into the pot) - a sense of humor (grinning Cub Scout climbs into pot - he has a sign around his neck that reads "Humor").

A pinch of wanting to please (Cub Scout climbs in - sign around his neck reads "I want to please").

A dash of mischief (Cub Scout with sign "Mischief").

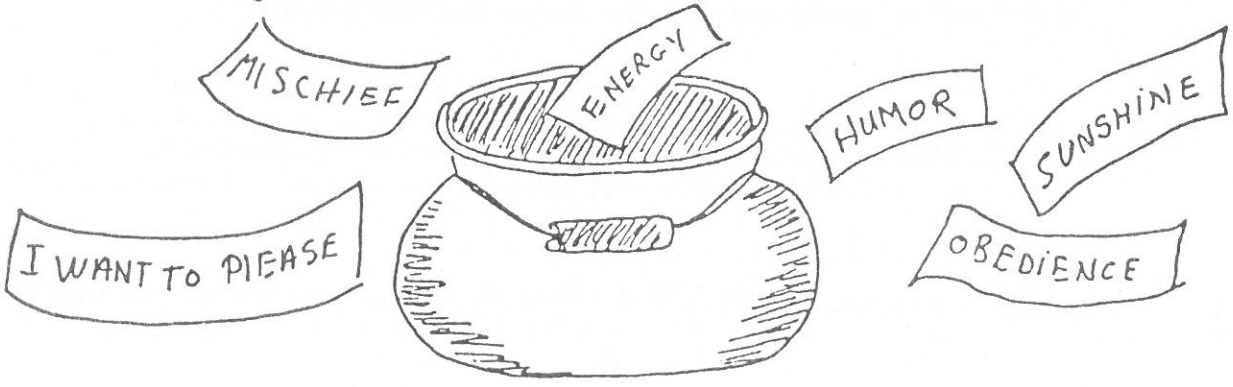
A bit of obedience (Cub Scout with sign "Obedience").

A bundle of sunshine (Cub Scout with sign "Sunshine").

And 1 ton of energy (Cub Scout with sign "Energy" scampers into the pot).

Stir well and you have Cub Scout Upside Down Stew.

2nd Cook: (Pretends to taste and says:) Tastes like dirty blue jeans to me!



IT'S ALL WHAT GOES INTO IT

Characters: Head Baker, Uniformed Cub Scout, rest of den dressed as bakers with towels tied around their waists and paper chefs hats.

Props: A large appliance carton, two stepladders, a lot of detergent boxes and a large wooden spoon made from cardboard. Print "mixing bowl" on appliance carton and place stepladder on each side. Uniformed boy is inside carton, hidden from view. Label a detergent box for each ingredient, large enough to see well. Gurgling sounds, scraping, etc. are heard throughout the mixing process-coming from the "bowl".

As the curtain rises, the bakers are all standing around in little groups talking to each other. The Head Baker enters...

HEAD BAKER: Attention, men (the bakers form a line and snap to attention). We have just received an order from Mrs. Smith for the outstanding boy. (The bakers fall out of line and slump dejectedly.)

HEAD BAKER: I know, I know, men. It is a hard order to fill, but we have never, never failed...we will not fail now! (All bakers stand tall again, proud and straight. They whip off their hats and place them over their hearts.)

HEAD BAKER: (dramatically) Remember out motto..."If at first we don't succeed, we fry, fry again...(After this dramatic declaration, he becomes all business again). Well now, men. Let's get to work. First, is everyone here? (He reads the names of the men. As each name is read, the baker holds up a sign that says "present" - except for one who can do nothing right, his sign says "here".

HEAD BAKER: All right men, to your places. (The bakers pile their signs at the back of the stage. Two bakers stand on the ladders--one adds the ingredients as the other mixes with the spoon. The other bakers form a line to pass the ingredients, bucket-brigade fashion, to the baker who adds them).

HEAD BAKER: (pacing back and forth in deep concentration) Now, let me see.. an outstanding boy...what will that take? (brightens and stops pacing) But of course, I know what we need. First, a lot of Honor. (As he mentions each ingredient, a large, labeled detergent box is handed to the first baker in line, who passes it on down the line. After it is mixed in well, the Head Baker names the next one.)

HEAD BAKER: Now some Integrity...and Good Will...Cooperation...Understanding... Love...put a lot of love in there boys...Respect...Loyalty... Courtesy... (rubs hands together). Well, how are we doing, boys? (the bakers taste the mixture and shake their heads).

HEAD BAKER: Well we still haven't added Obedience. And Truth..Now let me taste it. (they carefully pass a spoonful to him). Mmmmmmm. No, it's not quite right--there's something missing....(snaps his fingers). Of course, of course...We forgot the spices. A good Sense of Humor...A lot of Laughter...A Twinkle in the eye... Now, let's try it. (takes a taste.) Mmmmm-mmmmmm-mmmmmm. It needs something else. What could it be?

(All bakers are thinking and frowning when one holds up his finger to the others to wait, and goes off stage. He returns, smiling proudly, with a box labeled "Mischief".)

HEAD BAKER: (delighted) But of course. A dash of Mischief. Now, mix it real well. Now, let me taste it. (the baker passes the spoon and the head baker is very excited.)

HEAD BAKER: Mmmmmmm.mmmmmmmmmmm,mmmmmmmmmmmm. It's just right. It's just right! We've done it. We've made a truly outstanding boy! (they lift the carton and out from it steps the uniformed boy. He stands proud and tall as the bakers salute and cheer him... the curtain falls.)

OPERATION "A"

This is a pantomime skit, with the den cheif acting as narrator. Cut Scouts play the parts of the Patient, Doctor, Assistant Doctor, and Nurse. They wear appropriate costumes.

Den Chief: Den ___ will present a skit called "Operation A'. We will attempt to take an ordinary boy and turn him into a Cub Scout. I'd like to introduce our patient. (Patient come on stage with a sheet wrapped around him to conceal his uniform. He lays on a table which has been covered with a sheet. The articles which are to be removed from him are on one corner of table, in easy reach of doctor)

D.C.: To make a Cub Scout we need to cover him with fun and good times.
(Boy is covered with a sheet)
We need to give him laughing gas.
(Assistant doctor administers)
We need to take out hate.
(Doctor removes stone from under sheet)
We need to put in love.
(Doctor puts in large heart cutout which nurse is holding on tray)
We need to take out selfishness.
(Doctor removes sign "ME")
And put in cooperation.
(Doctor puts in sign "WE")
We need to take out idle hands.
(Doctor removes pair of old gloves)
And put in busy fingers.
(Doctor puts in glove which has been stuffed with cotton)
We need to take out laziness.
(Doctor removes old rag)
And put in ambition.
(Doctor put in inflated balloon, then bursts it with a pin)
We also need to add duty to God and country.
(Doctor puts in U.S. flag)
And family...
(A parent comes forward and stands by table)
A Cubmaster...
(Cubmaster enters and stands by parent)
A den leader...
(Den leader enters and stands by table)
And a gang...
(Other uniformed Cub Scouts enter)
And now, we have a cub Scout!
(Patient stands, dropping sheet to reveal uniform. He puts on Cub Scout hat.)
Our operation was a success!
(Doctors and nurse pat each other on back..shake hands with parents and leaders.)

MARCH

MARDI GRAS "MELLERDRAMA"

The audience participates, making the suggested sound effect. The narrator, who should be an adult, reads the entire script, pausing after the mentioning of the sound words so the audience can give the sounds designated. The following skit is a melodrama-with a hero, a heroine, and a villian. For costumes use masks. The audience is either divided into four sections to give the following sounds or the entire audience can give the responses at each appropriate time.

PEARL - Wolf whistle
PETE - Boos or Hiss
PAUL - cheers and applauding
PADDLEWHEEL - "Toot! Toot!"

Select four individuals to lead the appropriate sounds and have them up front of the audience. After warming up the audience, the Narrator introduces the characters (with their masks on) and the audience gives the proper sound.

Narrator: Once upon a time, in New Orleans, there was a beautiful southern belle named PEARL PRECIOUS. Poor PEARL - she had inherited a beautiful plantation from her parents. The name of the plantation was PADDLEWHEEL. PEARL'S great grandfather, a riverboat captain, had built PADDLEWHEEL. Now, PADDLEWHEEL belonged to PEARL, but she had no money to pay the taxes on it. Poor PEARL was about to lose PADDLEWHEEL, unless she came up with some money - fast!

It was Mardi Gras time in New Orleans and PEARL had to pay the taxes before the Mardi Gras ends or lose PADDLEWHEEL. To make things worse, PEARL was in love with a handsome young man named PAUL STATE. PAUL had everything a woman could ever want but, alas, no money. Now there was an evil, ugly old man named PETE PERSNICKETY who had nothing a girl could ever want but, alas, money!

PETE wanted PEARL to marry him, and PETE knew she needed money for PADDLEWHEEL. So PETE proposed to PEARL. But as much as she wanted to save PADDLEWHEEL, PEARL could not marry PETE PERSNICKETY, because she loved PAUL STATE - oh, what a pickle! If only she could think of a way to rob PETE and pay PAUL!

Suddenly, PEARL hit upon an idea! Since it was Mardi Gras time, why couldn't PAUL STATE disguise himself as PETE PERSNICKETY and make money the way PETE did? But how did PETE make his money? PEARL told PAUL about her idea. They decided that PAUL would follow PETE one day to see how he made his money - after all, they had to find some way, or PADDLEWHEEL would run aground! PAUL told PEARL not to worry, he would find out how PETE PERSNICKETY made his money, or his name wasn't PAUL STATE!

The next day, PAUL followed PETE around. Wherever PETE was, PAUL was right behind. And PAUL found out how PETE made his money! He could hardly wait to get back and tell PEARL. He told PEARL that all day PETE would go

around and collect the money from all the wishing wells in New Orleans - coins that people had thrown in to make wishes. PAUL figured that since PETE had no corner on the market, he could collect the coins for PEARL and for PADDLEWHEEL. In the meantime, PEARL would keep PETE busy by having him take her to the Mardi Gras festivities.

In order not to arouse suspicion, PAUL decided to wear a PETE mask while he was doing his collecting. When PAUL put on a PETE mask, you couldn't tell the difference between them. PAUL looked exactly like PETE - why, they actually looked like two PETES in a pod!

So while PEARL and PETE danced the hours away, PAUL made the rounds of the wishing wells for PADDLEWHEEL. On the last day of Mardi Gras, PETE and PEARL were sure pooped from all that dancing. In fact PETE was so pooped he decided to retire from that day on.

However, PAUL STATE wasn't pooped! Proudly, he brought back to PEARL the money he had collected from the wishing wells. Anxiously, PEARL and Paul counted the money. There was enough there not only to save PADDLEWHEEL but also to allow PAUL and PEARL to be married. PEARL was beside herself with joy. She told PAUL how wonderful he was to have done so much for her, and she would be so happy to become MRS. PAUL STATE. Even PETE decided to come to the wedding. He figured anyone who could dance as long as PEARL did, was just too much for him!

On the day of the wedding, PEARL again marveled to PAUL about how he had fooled PETE and saved PADDLEWHEEL. PAUL told her she should never have worried. After all, didn't she know that when it comes to protecting property "YOU'RE IN GOOD HANDS WITH PAUL STATE!"

THE GATTHERING OF THE NUTS

Select a cast to enact the following dramatic roles and read the play allowing time for each character to play his part. Have the boys perhaps select people from the audience to play the roles.

HORNS- Toot, toot.
DRUM - Boom, boom } ORCHESTRA
CYMBALS-Clang, clang
CURTAINS-(two people who stand together then part)

MOON - (Get up)
TREES - (Wave arms)
SUN - (Sit down)
WOLF - (Howl at moon)

The story:

The ORCHESTRA plays and the CURTAINS part. The TREES wave in the breeze, The SUN sets. The MOON rises. And a WOLF enters howling.

Did you ever see such a gathering of nuts?

APRIL

THE DEATH OF CHIEF SHORTCAKE

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

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

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

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

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

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

(Enter Squaw)

Squaw: You all wrong. SQUAW BURY SHORTCAKE! (As she speaks, she squirts whipped cream on face of chief and tops it with a cherry)

(Have a wet towel ready for the CHief!)

NO DEAL

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

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

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

Chief: No Deal!

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

Chief: NO Deal!

(Tourists gather around and bid - $12.00, $15.00, $18.00, $20.00, $22.00, and finally...)

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

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

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

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

THE INDIAN HUNTER

Divide the audience into eight groups. Assign a character role to each. Have them rehearse their parts once. As each character is mentioned, the group stands up, shouts the proper response, and sits down. Read the story.

CHIEF .....ME EMPTY
BRAVE .....KI-YI
PONY .....CLIP CLOP, CLIP CLOP
BOW AND ARROW .....SWIIISSSSSSH
FIRE .....CRACKLE, CRACKLE
TOM TOM .....BOOM BOOM
NORTH WIND .....WHOOOO, WHOOO
DEER .....SCITTER, SCATTER

Many moons ago in the land of the Plains Indians - the tribes of the Pawnee, Arapaho, Cheyenne, and Kiowa - there was a village that was in trouble. For many days no rain had fallen, and the crops were drying up. The buffalo and the DEER had gone north to seek better water holes. Their very existence depended on the securing of fresh meat.

The CHIEF called a conference of all the male members of the village. They all gathered around the FIRE as the TOM TOM sounded the call. When all were present, the CHIEF looked around the circle. It was complete, even to his own son, a BRAVE of just nineteen harvests. They discussed their problem until the FIRE dwindled to smoky red ashes. Finally, the BRAVE stood up and said that the only way was for a true-blooded member to go far off where the DEER were grazing and return with food for the village. He himself would go.

Early the next morning the BRAVE mounted his PONY. As the TOM TOM sounded, the BRAVE waved to his father, the CHIEF, and rode off on his PONY into the NORTH WIND.

Onward the trail led with the BRAVE and the PONY getting weak. The NORTH WIND howled with glee. Finally, he came upon a small water hole. There, drinking, were two fine DEER. The BRAVE tethered his PONY, aimed his BOW AND ARROW, and let fly two direct hits.

The BRAVE started back to the village with the two DEER strapped to the PONY's back. Southward they trod and the going was slower and slower. Despite his great hunger, the BRAVE ate very sparingly, for he knew his people were depending on him. Finally, he came upon a scout from the village. The Indian sounded his TOM TOM, signaling the CHIEF and the people that the BRAVE and his PONY had returned.

That night there was great rejoicing as the tribe gathered around the FIRE, each eating a welcome slice of DEER. The BRAVE told his story to the CHIEF and his people. This story of his PONY and his BOW AND ARROW is relived today in Indian dance legend to the sound of the TOM TOM.

MAY

A BOUQUET FOR MOM (Mother's Day Skit)

Each boy reads a part. Have a picture of the flower flued to colored paper and the part written on the back. Narrator uses a bouquet.

ROSE: I'm queen of all flowers,
Praised in poetry and prose,
When seen, you think of Beauty,
And my simple name is "Rose."

VIOLET: When people of me, they speak
Of shrinking, shy and coy
I'm a violet - a simple flower,
I simply bring you joy.

DAISY: "He loves me, and he loves me not"
They nearly drive me crazy
But then, it's all a part of love
The meaning of a daisy.

TULIP: Now, I'm known as the tulip
And my praises Dutchmen sing;
And when you see my blooms,
I give hope - the hope of spring.

LILLY: An Easter lily, tall and proud.
All tensions I release,
And when you see my graceful stalk
I give a sense of peace.

NARRATOR: These flowers, all together, make
For mom, a bouquet of these wishes -
Beauty, Hope and Joy
And Peace and lots of Love.

VISIT TO AN AVIARY

Characters: Cub Scouts wearing costumes to represent the birds listed below.

NARRATOR: Tonight we would like to take you on a visit to an aviary where we can meet some of our fine feathered friends. (He introduces each bird by name as it walks on stage)

WOODPECKER: (Makes noise like Woody Woodpecker) If you sit in my tree I can shake you up! (Nods head like he's pecking and then exits)

CROW: (Comes in with bright trinket in beak) I'm a bit of a rascal, you know. I'm just a scavenger at heart. (exits)

HUMMINGBIRD: (Darts back and forth quickly as he flies in, fluttering wings very rapidly and making soft humming sounds. He speaks quickly and distinctly.) I'm always coming and going, coming and going. Must hurry to find some sweet, sweet nectar. (Exits)

OWL: (Comes out very calmly and slowly, blinking wide eyes slowly and looking straight ahead with expressionless face) The less I speak, the more I hear. The more I hear, the more I know.

PEACOCK: (Struts in slowly, head high and speaks in proud manner) My family is in show business, you know. Have you seen us on TV lately? (Struts off in same proud manner)

CARRIER PIDGEON: (Has message strapped toleg, and speaks as though out of breath from hurrying) I'm just resting in flight. (Pulls compass out from under wing and looks at it) Have to have a look at my trusty compass every hour or so. Must be on my way again to get the message through. (Exits)

PELICAN: (Waddles or struts as pelican would) I am a pelican. My mouth can hold more than my belly can. Have you seen anything fishy around here? (Exits)

PARROT: (Speaks to narrator) I've never been owned by a sailor, so don't worry about my language. (To audience) I wish someone would offer me something else besides crackers. (Exits)

CUCKOO: (Comes out with branch of tree in front of him. Makes soft cuckoo sound) I am heard more than I am seen. I have to be careful or I may end up in a clock. (Exits)

NARRATOR: (As nondescript bird walks on stage) What kind of bird have we here?

NONDESCRIPT: (Has alarm clock around neck and long dangling worm of exaggerated size in one hand. He flaps wings a couple of times and gives an excited squawk as he walks around excitedly) I'm the Early Bird.. and I've got the worm!

THE BIRD ASTRONAUT

WOODY: "Peck, peck" BLUE JAY: "Twitter, twitter" ROCKET: "Vroom, vroom"
ROBIN: "Bob-bobbing" ORIOLE: "Ta-wheet, ta-wheet" THRUSH: "Chirp, chirp"

WOODY....was a bird,
A woodpecker with ambition,
He fancied he would like to fly
A ROCKET....on its mission!

Now, BLUE JAY...., friendly ROBIN....
and ORIOLE....and THRUSH....
Said, "WOODY...., why be eager
To leave earth in such a rush?"

But WOODY....had ambition,
And though BLUE JAY....persisted,
The urge to see the space world
Just could not be resisted.

Now WOODY....took a fancy
To ROCKET...."Flying Star"
And decided he would join it
On its journey out toward Mars.

The morning of the launching
Dawned clear and cool and bright.
Young WOODY....was excited.
He had hardly slept all night!

BLUE JAY....was there, and so
  was THRUSH....,
Though ORIOLE....was slow,
And all of them still did their best
To persuade him not to go.

But nonetheless, the countdown came:
5-4-3-2-and ONE!
The ROCKET....came to life and
VROOM!
The launching has been done.

BLUE JAY....and THRUSH....and
  ORIOLE....
And ROBIN....strained to hear
The throbbing of the ROCKET....
Which was no longer near.

Now came long hours of waiting,
And WOODY'S....friends so stout
Stayed near the pad, they would be glad
To greet him with a shout!

As evening shadows lengthened
And night drew ever nigh,
BLUE JAY....said, "Hey!" and
  THRUSH....said, "Hush!
There's something high in the sky!"

And as they looked they could discern
A tiny little figure.
They watched and strained to catch a
  glimpse.
Said THRUSH...., "It's getting bigger!"

Then suddenly there came a whoosh!
And blazing light shone 'round.
And when the friends could look to see,
The ROCKET....was quite sound.

THRUSH....held his breath, and
  ROBIN....gasped,
And BLUE JAY....made no sound.
The ROCKET....made one last faint vroom!
And WOODY....bounded down!

Hail, WOODY...., first bird astronaut!
Space tales, he had a score.
ORIOLE...., BLUE JAY...., ROBIN....,
  and THRUSH....
Kept begging, "Please tell just one
  more!"

So if you should see, one day in a tree
A red-headed WOODPECKER....pecking,
Just ask him to tell of his space trip,
  and well--------
He'll talk on for hours, I reckon!

JUNE

THE DOGGY STORY

(This delightful bit of nonsense has been around for quite a while and can use as many as eight Cub Scouts or be cut down to the number in your den. Very few props are used. Cub Scouts should speak slowly and clearly.)

One: Say_____(Fill in name), what kind of dog have you?

Two: I have a setter. (Walks on stage carrying chair, sits on chair, quickly rises and exits.)

(As each succeeding player comes in, ONE repeats, "Say _____what kind of dog have you? Each makes his response as follows and exits:

Three: (pointing a stick at audience) I have a pointer.

Four: (carrying a large spring) I have a springer

Five: (with bucket) I have a water spaniel.

Six: (with clock or watch) I have a watch dog.

Seven: (with box or boxing gloves) I have a boxer.

Eight: (enters with a mop)

One: Say _____ what kind of dog have you?

Eight: I have a puppy!

GIANT CATERPILLAR

A group of boys are in a line bending over to represent a large caterpillar. Sheets are over them.

The explorer who has captured this monster tells the audience he would like to have them watch this phenomenal animal devour food. He puts a box of fruit in the caterpillar's mouth . . . it eats it. (boys under sheet shake can filled with rocks, move up and down, etc.). Contents of the box are emptied and the boy at the end tosses out the empty box.

Next he feeds the caterpillar a paper sack filled with food. The same procedure is followed, with the sack tossed out in pieces.

Finally the caterpillar grabs the explorer. After great commotion, articles of clothing which have been concealed under the sheets are tossed out, giving the appearance that the explorer has also been eaten and his wrapping tossed out!

Group makes a hasty exit with the victim under the sheet.

CUBMASTER - Chinese Cheer - 1*
DEN LEADER - Now, boys! - 2
WEBELOS DEN LEADER - Watermelon cheer - 3*
Song Leader - Encore, Encore, Encore - 4

COW - moo - ooooooo - 4
PIG - oink oink oink - 3
SHEEP - baaaaaaaaaaa - 1
OLD CAR - chug a chug a chug a - 2

Once upon a time, a CUBMASTER, a DEN LEADER, a WEBELOS DEN LEADER, and a SONG LEADER were traveling across the countryside in an OLD CAR. As the night approached, they passed a farm. Grazing in the pasture were a COW, a PIG and a SHEEP. Rain began to fall as darkness closed in around them. Suddenly the OLD CAR stopped dead. Unable to fix the OLD CAR, the CUBMASTER, the DEN LEADER, the WEBELOS DEN LEADER AND THE SONG LEADER walked back to the farm on which they had seen the COW, the PIG, and the SHEEP.

Greeted at the farmhouse door by the farmer, the CUBMASTER, the DEN LEADER, the WEBELOS DEN LEADER, and the SONG LEADER asked to spend the night. "Certainly", said the farmer. "I myself have an OLD CAR and know how undependable they can be. But I only have room for 3 in my small house and one of you will have to sleep in the barn with my COW, my PIG, and my SHEEP." "That's o.k.", said the CUBMASTER, "I will sleep in the barn."

Ten minutes passed and there was a knock on the door of the farmhouse. When the farmer opened the door, there stood the CUBMASTER. "I'm sorry, he said, "but the COW made so much noise I couldn't sleep." "I am used to COWS," said the DEN LEADER, "I will sleep in the barn."

Ten minutes passed and there was another knock on the farmhouse door. The farmer opened the door and allowed the DEN LEADER to enter. "I'm sorry, said the DEN LEADER, "I may be used to COWS, but the PIG made such a racket that I couldn't sleep." Think nothing of it," said the WEBELOS DEN LEADER, "I am used to COWS and PIGS. I will sleep in the barn."

Another ten minutes passed and there was another knock on the farmhouse door. "I am used to COWS and PIGS," said the WEBELOS DEN LEADER when the door was opened, "but the SHEEP made such a noise that I couldn't sleep." "Then I will sleep in the barn," said the SONG LEADER, "but before I go to sleep I will practice the songs for the next pack meeting."

The farmer went to bed for the night, but immediately there was yet another knock on the door. He got up and opened the door. There stood the COW, the PIG and the SHEEP.

*Chinese Cheer: How! How! How! Phooey, Phooey, Phooey!

*Watermelon: Make motions of taking several quick bites, turn head and give "raspberry' sound of spitting out seeds.

JULY

THE DISAPPEARING BANDANA

Props: 4 or more bandanas and one ripe banana.
Characters: 5 deadpan assistants and an announcer.
Setting: Tell the audience you are going to perform a magic trick for their enjoyment. Before their eyes the assistants will demonstrate the disappearing bandana trick. The assistants have been carefully selected for their abilitiy to follow instructions exactly.

Note: Four assistants take their places behind announcer. Bandanas are concealed in the hip pocket. The banana is carefully kept behind the "dolt's" back.

Announcer: (Straightfaced at all times) "Remove the bandanas from your pockets and show them to the audience."
(Note: Hold the bandana in front of you show both sides. The one with the banana shows a banana with confidence.

Announcer: Fold the bandana in half.
(Note: Everyone folds the banadana one time. The one with the banana begins to look concerned, rolls the eyes left and right and then looks skyward. With an "oh well" attitude breaks the fruit in half.

Announcer: Fold the bandana in half again.
(Note: Everyone folds the bandana again to a smaller square. The one with the banana expresses more concern, looks left and right, uses facial expressions to demonstrate an uncomfortable feeling. Remember to keep a straight face. He breaks the banana again.

Announcer: Hold the bandana in your left hand and fold in the four corners.
(Note: Everyone complies. The one with the banana sort of scoops up the fruit and piles it in the center of the palm of the left hand. Facial expressions should be appropriate to show concern that something he is doing is different from everyone else.

Announcer: Make a fist!
(Note: By now, everyone in the audience is watching the banana. The hands with the folded bandana are discretely exchanged - the left for the right. The bandana is placed in the hip pocket. The banana by now is oozing from between the fingers and the audience is usually in tears.

Announcer: Open your hand and show that the bandana has disappeared.
(Note: Of course, it has, and applause is appropriate.

MUSCLE BUILDING CHAMPS

Characters: 6 boys in uniform, holding props as described below.
Setting: All boys come on stage and speak their lines.

All together: We all excel in building muscles
We're champs at that, you see;
Just listen to our stories
And I'm sure you will agree.

1st Boy: (steps forward) I hold the title of strongest in my den,
Do you suppose it's because of my friend?
(Holds up toy skunk. Other boys hold their noses)

2nd Boy: (Steps forward) I'm known as the den's muscle man this year,
Most of my muscle is between my ears.
(Pulls out small hat from behind his back
and tries desperately to fit in on his head)

3rd Boy: (Steps forward) I hold the title of the fastest of all,
I'm first in line for the chow basket call.
(Pulls out bag of cookies and begins eating)

4th Boy: (Steps forward) I'm known as the champion of the high jump,
One time I missed and got a big lump.
(Rubs head, with painful expression on face)

5th Boy: (Steps forward) To keep in shape, I exercise each day,
I wonder why my muscles turned out this way.
(Removes sweat shirt to show colorful padding
on arms and legs)

6th Boy: (Steps forward) I'm the champ at making things disappear, you see,
Watch us all disappear, as I count to three.

(He counts slowly 1 - 2 - 3 as curtain closes)

IT'S ALL IN YOUR MIND

JUMPING JACK - Stand up and jump once and then say "Boing-g-g", then sit down.

RUNNING RALPH - Stand up and run in place, bringing feet down three times, then say "Zip-p-p" and sit down.

COMPUTER CHARLIE - Stand up and in robot fashion, swing arms back and forth, saying: "Does compute, does compute."

This is the story about a boy called Jumping Jack _____ and another one named Running Ralph _____; and still another boy called Computer Charlie _____. These three boys were all friends and they stuck pretty close together around the neighborhood.

Jumping Jack _____got his nickname because everywhere he went he was always jumping over things for no apparent reason except that he liked to jump. You would see the boys walking along the street with Jumping Jack _____ jumping over benches, curbs, bushes, fences and almost everything that wasn't too high.

As you have probably guessed, Running Ralph _____ got his name because he was always running. Maybe it was because his legs were shorter than those of his two friends, which meant that he had to run to keep up with them.

Computer Charlie _____ got his name because he was a very intelligent boy, and excelled in mental skills. Everyone teased Computer Charlie _____ because he wasn't good in sports and wasn't as strong as his friends Jumping Jack _____ and Running Ralph _____. However this didn't matter to them because the three boys were great friends and went everywhere together.

One day something happened to prove to all the other children that Computer Charlie _____ was just as valuable to this world as anyone else, and that having strong muscles is no more important than being good in mental skills.

The three boys, Jumping Jack _____, Running Ralph _____ and Computer Charlie _____ were on their way to the store one day when suddenly they saw the local bank being robbed and the robber making his getaway. Jumping Jack _____ jumped over hedges and fences to hurry to a neighbor's house to call the police. Running Ralph _____ was right beside him. But Computer Charlie _____ just stood there, watching the whole thing. The swiftness of the two boys brought the police running to the scene of the robbery. The policemen began asking questions. But Jumping Jack _____ and Running Ralph _____ could tell them nothing about the robbery because they had been too busy running to telephone the police. But Computer Charlie _____ began rattling off a long list of facts about the model and color of the car, the license number, the direction the robber went, and a full detailed description of the robber. His mental ability was a great help to the police.

After reading about it in the local newspaper, all the children were so proud of Computer Charlie _____ that they never once teased him again about his mental skills. They came to realize that the Computer Charlies _____ are just as important in this world as the Jumping Jacks _____ and the Running Ralphs _____ because when they all pool their talents they can accomplish great things!

AUGUST

THE OUTING

Setting: Den Chief is narrator. He is taking the boys on a nature hike. As the narration is read, the boys pantomime (suggested movements below). The Cub Scouts' real names may be substituted for those shown below. If desired, scenery may be used, such as trees, shrubs, etc. Curtain opens with boys lined up behind Den Chief, ready to take hike.

Den Chief: I'll take you on a nature hike
You boys in Gold and Blue
You'll know what hiking's all about
Before this day is through

(Boys sing Chorus to tune of the Kool Aid Song)
Cubbing Cubbing...it's great
We love Cubbing...can't wait!

Whose magnifying glass is this? (Den Chief holds up an
You should have held it higher! imaginary magnifying glass,
You see, the rays came from the sun while Tom grabs the seat of
And set poor Tom on fire! his pants and dances around)

Chorus

But never fear, Salt Creek's nearby (Another boy shakes himself
First aid is what we're learning off and frowns)
Oh boys, you threw the wrong guy in,
It's Tommy here who's burning.

Chorus

Please don't wade out into the green (Bill hops around holding
You'll drown and I'll not know, his foot)
Besides a snapping turtle there
Just bit off Bill's big toe.

Chorus

Please, Steve, don't hang there by your knees
You're apt to come to harm, (Steve holds his arm and
CRASH. What's that you're trying to say pantomimes pain)
You think you've broke your arm?

Chorus

I know you're from the city, Rick (Rick holds up an imaginary
And I'm not one who gripes, skunk, while othe boys hold
But black cats from these woods of ours their noses)
Just don't come with white stripes!

Chorus

(continued on next page)

The Outing (continued)

Your foot's caught in a gopher hole, (both boys pantomime
Is that your trouble, Gary? their predicaments)
Well, don't go away, I'll be right back
A snake has bitten Larry.

Chorus

Alright now, Bill, where the treats? (Bill holds up imaginary
We all could use a snack. bag and looks sheepish)
But a hole tore in your paper bag
About a half mile back?

Chorus

OK boys, hit the trail for home, (Den Chief squirms and
I hate to be a pill. wiggles around scratching
But this ain't the twist I'm doing, himself)
I just sat on an ant hill.

Chorus

AROUND THE WORLD

Willie Worm	"wiggle, wiggle"	Bessie Beetle	"click, click"
Sheila Snail	" slithery-slip"	Tommy Turtle	"snap, snap"
Gregory Grasshopper	" hop, hop"		

As the different insects are named the group assigned to that one stands and makes the noise.

"Willie Worm___ wanted to see the world. Willie Worm___ was tired of his home in the flower bed. Bright and early one morning, with a word to anyone, Willie___ Worm set out to see the world. Willie Worm___ was excited. He would be gone many days and see many sights. Willie Worm___ wriggled excitedly along his way. Soon Willie Worm___ met Bessie Beetle___ eating her breakfast in the tulip bed. "I'm off to see the world," said Willie Worm___. "May I accompany you?" asked Bessie Beetle___. What fun to see the big beautiful world!" "Come along," said Willie Worm___,"but let's hurry because we have much to see." So Willie Worm___ and Bessie Beetle___ wriggled and crawled on their way to see the world. Before long Willie Worm___ and Bessie Beetle___ met Sheila Snail___ who was slowly making her slithery slippy way along the path. "Where are you going?" asked Sheila sleepily. "We're going to see the world" greeted Willie Worm___ and Bessie Beetle___. "The big wonderful world.""I've always wanted to see the world," said Sheila Snail___ between yawns. "May I join you " "Yes indeed!" replied Willie Worm___ and Bessie Beetle___. So Sheila Snail___ joined Willie Worm___ and Bessie Beetle___ as they wriggled and crawled on their way to see the world. Shortly after, they met Tommy Turtle___ lying in the sun. "Whereever are you going in such a rush?" asked Tommy Turtle___ as he lazily opened one beady eye. "We're on our way to see the big wonderful world said Willie Worm___, Bessie Beetle___ and Sheila Snail___. "Oh," replied Tommy Turtle___ slowly as he opened his other beady eye. "May I goo too?" "OF course!" Willie Worm___, Bessie Beetle___ and Sheila Snail___ agreed. So off they crawled to see the big wonderful world.About this time Gregory Grasshopper___ came hopping happily down the path. "Good morning!" he called out to them. "What a beautiful Morning!" he said. "Beautiful morning, indeed, for being on our way to see the big wonderful world," Willie Worm___, Bessie Beetle___ and Sheila Snail___ chimed in together. "May I come too?" asked Gregory Grasshopper___. "Please do, " chorused Willie Worm___. Bessie Beetle___ Sheila Snail___ and Tommy Turtle. So with a hop and a half Gregory Grasshopper___ joined Willie Worm___, Bessie Beetle___, Sheila Snail___ and Tommy Turtle___. What sights they saw in the world. They passed thru a forest of tall green fern. In the middle of the fern forest was a waterfall. This must be Africa they thought. "Do you suppose we will meet any wild animals?" Willie Worm asked. "I hope not," chorused Bessie Beetle___, Sheila Sanil___, Tommy Turtle___ and Gregory Grasshopper___. Later they came to a stretch of sand. There were large cactus plants all about. "This must be Mexico" cried Tommy Turtle___. Two days later they came to a small bridge that arched over a tiny stream. A wee Oriental house stood there. Gregory Grasshopper___ knew they were in Japan. Willie Worm___ wiggled all over, Sheila Snail___ forgot to be sleepy, Bessie Beetle___ crawled around in circle, Tommy Turtle___ opened and closed both his beady eyes rapidly and sighed, "What a big wonderful world." Three days later they all saw something they were familiar with and realized that they were home. And do you want to know a secret? What they really saw was the garden of the Jordan family where the critters live everyday. We must never tell Willie Worm___, Bessie Beetle___ Sheila Snail___, Tommy Turtle___ or Gregory Grasshopper___ that they hadn't left their own yard. They wouldn't believe us anyway.

SKITS

THE TALKING TRASH CAN

Actors: Old man, 4 boys in civilian clothes, 2 Cub Scouts. Den chief or adult reads lines for Trash Can offstage.

Setting: A park, with cardboard cut-out trees and a giant size trash can.

T. CAN: Dear, dear. I am getting so lonely. Hardly anyone ever visits me anymore, and I thought I was so attractive! Sitting here on such a nice spot ... right on the corner of 5th and Main. Wait a minute. Here come a couple of boys. Maybe they'll come and visit me.

(Two boys enter, eating candy bars)

1ST BOY: This candy sure is good!

2ND BOY: Mine is too. Want to trade?

(They trade candy and throw the wrappers on the ground)

T. CAN: Here I am, boys. Yoo yoo! Can't you see me? Oh, please don't throw them down there! Well, some people will never learn.

(Boys exit. Old man enters)

T. CAN: Here comes a little old man. Look ... he's reading a newspaper. I'm over here, sir. Please come and see me.

(Man is reading newspaper. He stops and reads a second, then looks at audience and says:)

O. MAN: With these prices, America sure isn't the way it was when I was a boy!

(He throws newspaper over his shoulder and exits)

T. CAN: Oh dear! Why can't I get their attention? Guess I'll just keep trying. Here come a couple of boys on their way home from school. Hi boys! I'm over here!

(Next two boys enter and ignore trash can)

3RD BOY: That was some test today, wasn't it?

4TH BOY: Yeah. What did you get?

3RD BOY: I'd rather not say!

4TH BOY: Me either!

(Boys toss test papers on ground and exit, laughing)

T. CAN: Oh boys, don't put them there. I'll take them. I won't tell anyone what you got. Come back, boys, please come back. Oh, I'm so lonely ... so very lonely.

(Two Cub Scouts enter)

1ST C.S.: Oh, look at this mess! Let's pick it all up.

2ND C.S.: Hey look! There's a trash can over there. We can put the trash there.

(They get busy and pick up all the trash, putting it in the can)

1ST C.S.: Picking up litter isn't our project this month, but I think we should do our best and keep our community beautiful every month.

T. CAN: Oh, thank you. Thank you! I feel so much better now. And the park looks so much better. Thanks for being my friend. Even a trash can like to have friends.

(Cub Scouts pat trash can on back and nod.)

SEPTEMBER

THREE RIVERS (or Genius in Reverse)

Setting: Two prospectors meet. First Prospector has camp set up and food cooking. Dog is sitting beside him. Second Prospector comes in pulling mule named Sunshine.

Props needed: Pick, pans, No. 10 can for cooking, 2 beat-up hats.

1st Prospector: Howdy.

2nd Prospector: Howdy.

1st: Any luck?

2nd: Nope.

1st: Come fur?

2nd: Quite a jog.

1st: Et lately?

2nd: This mornin'.

1st: Hungry?

2nd: Yep.

1st: Join me?

2nd: Don't mind iffen I do.

1st: Have a plate.

2nd: (holds up plate and looks at it) Don't want to seem to be picky-unish, but ain't this a mite dirty here in this corner?

1st: (Looks scornfully at him) Well now, it all depends on how you look at at it. But I'll tell you one thing for sure--it's as clean as Three Rivers can get it.

2nd: (shakes head looking at plate and echoes) Clean as Three Rivers can get it?

(Mule brays a loud hee-haw! hee haw!)

2nd: Shut your mouth, Sunshine, you heard what the man said.

(1st prospector dishes out stew and they eat.)

2nd: Mighty good vittles.

1st: Thanks pardner. Mind handin' me the plates so we kin clean up?

(2nd prospector hands him the plates.)

1st: (puts plates on floor and calls loudly over his shoulder) Here Three Rivers, here Three Rivers.

(Dog comes up and starts licking plates.)

MAGIC MUD

One Player: Did you ever wonder, as you pass a little stretch of mud and grass,
what Nature may be hiding there, within this spot a few feet square?

ALL: Let's gather round and take a look and like the pages in a book
We'll study it with open eyes. Can soil like this hold a surprise?

(All get down on hands and knees in a semi-circle around imaginary patch of ground or piece of cardboard painted black and green. Each player is assigned one or more of the two-line stanzas. Some of the items may be held up as they are found. The bee sting gets everyone to his feet, and the victim is smeared with some black substance. All line up for final stanza)

ONE: Here's a freshly patterned animal track
Where a rabbit hopped across and back

TWO: I see a stream of busy ants
Carrying tidbits as they dance.

THREE: Look, a feather blue and gray,
Dropped off a screaming jay.

FOUR: Sprinkled here are sprouting seeds
From lofty elms and sprawling weeds.

FIVE: A pebble smothered by action slow,
Formed a million years ago.

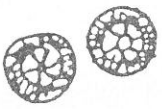
SIX: In a puddled spot not yet dried out,
A water beetle swims about.

SEVEN: And here an eager plant is set-
An early blooming violet.

EIGHT: A wiggly worm comes up to twitch,
No one knows which end is which.

NINE: The mud itself, with food stores vast,
From life that grew in ages past.

TEN: It's not all Nature mud reveals
Here's a candy wrapper and two toy wheels.



ELEVEN: There's something moving; what's that now?
I'll pick it up.... a EEE! Oh Yow!

TWELVE: Quick, here's some mud upon the spot
To take away the soreness hot.

ALL: In mud, there's stone and living things
Healing power for bitter stings
Through it flows the earth's life blood,
Our soil is really MAGIC MUD.

OCTOBER

CLIMBING THE MOUNTAIN - Audience Participation

BOY: "WOW"
CHIEF: "Ugh"
MOUNTAIN: "To the top"

Afar in our dry southwestern country is an Indian village; and in the distance is a high MOUNTAIN, towering up out of the desert. It is considered a great feat to climb this MOUNTAIN, so all the BOYS of the village were eager to attempt it. One day the CHIEF said, "Now BOYS, you may all go today and try to climb the MOUNTAIN. Start right after breakfast and go each of you as far as you can. Then when you are tired, come back; but let each BOY bring me a twig from the place where he turned."

Away the BOYS went, full of hope; each feeling that he surely could reach the top. But soon, the first BOY came slowly back, and in his hand he held out to the CHIEF a leaf of cactus. The CHIEF smiled and said, "my BOY, you did not reach the foot of the MOUNTAIN; you did not even get across the desert." Later a second BOY returned. He carried a twig of sagebrush. "Well," said the CHIEF, "you got up as far as the MOUNTAIN's foot, but you did not climb upward." The next BOY had a cottonwood spray. "Good," said the CHIEF, "You got as far as the MOUNTAIN springs." Another BOY came later with some buckthorn. The CHIEF smiled when he saw it and spoke thus, "You were climbing; you were up to the first rock slide."

Later in the afternoon, one BOY arrived with a cedar spray, and the old CHIEF said "Well done. You went halfway up." An hour afterward a BOY came with a switch of pine. To him tne CHIEF said, "Good, you went to the third belt; you made three quarters of the climb."

The sun was low when the last BOY arrived. He was a BOY of noble character. His hand was empty as he approached the CHIEF, but his countenance was radiant, and he said, "My father, there were no trees where I got to; I saw no twigs, but saw the shining sea." Now the old CHIEF's face glowed too, as he said aloud and almost sang, "I knew it. When I looked on your face, I knew it. You have been to the top. You need no twigs for tokens. It is written in your eyes and it rings in your voice. My BOY, you have felt the uplift; you have seen the glory of the MOUNTAIN."

Oh, ye Scouters, keep this in mind then: The badges that we offer for attainment are not "Prizes." Prizes are things of value taken by violence from their rightful owners. These are merely tokens of what you have done, and where you have been. They are mere twigs from the trail to show how far you got in climbing the MOUNTAIN.

AUDIENCE PARTICIPATION

GOBLINS AND GHOSTS

Divide Audience into 7 groups, each being led by a Cub Scout. Groups are as follows with their sound effects:

CASKET:	Eeek, Eeek, Eeek:	Mummies:	OO-ah! Oo-ah! Oo-ah!
MONSTER:	Thump, Thump, Thump	Midnight:	BONG! (12 Times
VICTIM:	Help! Help! Help!	Leprechaun:	He! Ha! Ho!, He! Ha, Ho!
Candle:	Flicker, Flicker, Flicekr	Everyone:	All sounds made together

In the land of Pennsyltucky was a CASKET___ that housed a MONSTER___. This was a zillion years ago. The CASKET___ walked by day and the Casket___ walked by night. The door would spring open and out would walk a MONSTER___, when ever it came upon an unsuspecting VICTIM___. The MONSTER___ was horrible. He resembled Frankenstein. The MONSTER___ was so horrible that he would cause goosebumps topped with duck bumps on his VICTIM___. The MONSTER was a towering creature, 75' tall. He carried with him a flickering CANDLE___. The CANDLE___ burned forever. When the MONSTER___ spotted a likely VICTIM___, he would wail and shriek terrible noises, paralyzing the VICTIMS___ so much that the VICTIM___ would turn immediately into a MUMMIES___. EVERYONE___ was horrified. The terror went on for centuries! Would it ever Stop? Couldn't someone do something about it? One night a strange thing happened. The CASKET___ was making its rounds through the cemetery. The CASKET___ always paid a special visit to the cemetery at the stroke of MIDNIGHT___. It was MIDNIGHT___ when the CASKET___ with the MONSTER___ came upon another unsuspecting VICTIM___. A LEPRECHAUN___ of all things. "Well", thought the MONSTER___, "I can take care of this LEPRECHAUN___ in short order." Out of the CASKET___ popped the MONSTER___ making fierce noises again. Was the little LEPRECHAUN___ frightened? He sure was, but the LEPRACHAUN___ was determined no to be turned into a MUMMY___. The LEPRECHAUN___ turned himself into a 2'7" mighty one. The LEPRECHAUN___ was extremely short but with one mighty blow he did what he had to do. Did he kick the MONSTER___? NO! Did he hit the MONSTER___ on the head? No, he couldn't reach. What did he do? The brave LEPRECHAUN___ with one might blow, blew out the MONSTER'S___ CANDLE___. That did it. Without his CANDLE___, the MONSTER___ was powerless. The MONSTER___ vanished in a puff of smoke made from the blown out CANDLE. From MIDNIGHT___ on, no one ever saw the walking CASKET___, the MONSTER___ with the CANDLE___, VICITMS___ turned to MUMMIES___ and the LEPRECHAUN___ and EVERYONE___ lived happily ever after.

Audience Participation

THE WITCH HUNT

Leader is seated in front of audience, asks them if they would like to go on a witch hunt, and if so repeat after him what he says and copy motions. Leader should sort of sing it in a sing-song fashion, monotone except for the next to the last syllable of each sentence that goes up from the "do" tone to the "me" tone. (do, do, do, do, me, do) type song. A "'" is put over the part where the leader raises voice to the "me" sound.

"We're going on a witch hunt". "Everyone tip-toe" (tiptoe fingers across hand)

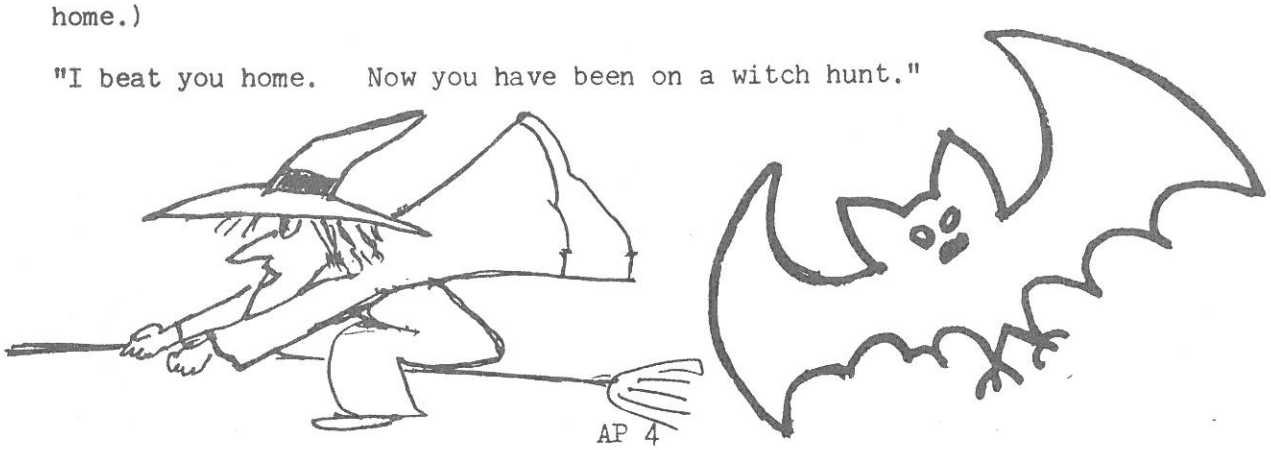
"shhh!" (finger across mouth) "I see a hou-se" "a haunted hou-se"
"Can't go round it" "Can't go over it." "Can't go under it."

"I guess we'll have to go in it." (pretend to open creaking door)

"Shhh!" (finger across mouth) "I see the sta-irs." "great long sta-irs."
"Can't go round them." "can't go over them." "can't go under them."
"Guess we'll have to climb them." (make hands show going up stair by placing one on top of the other. Shade eyes look around. Go back to tiptoeing)
"Shhhhh!" (finger across mouth) "I see a cob-web" "a great big cob-web"
"Can't go round it." "Can't go over it." "Can't go under it."
"Guess we'll have to go through it." (Wave hands as trying to get through them. Go back to tip-toeing again)
"Shhh!" (finger across mouth) "I see a ro-om." "a big dark ro-om"
"Can't go round it." "Can't go over it." "Can't go under it."
"Guess we'll have to enter it." (Open creaking door. Feel in front of you as grooping in the dark.) "Sure is dark in here." "I I am feeling some-thing." (Go thru motions of feeling) "It is bi-g." "It has a crooked no-se."
"It has a pointed ha-t." It has stringy ha-ir." "I think it is a wi-tch."

"It is a witch. Let's get out of here." (said fast. Now reverse the motions replacing the tiptoeing with running by slapping knees fast. C Creaking door, thru cobweb, down stairs, creaking door, shut door. running home.)

"I beat you home. Now you have been on a witch hunt."



TURKEY VS. JERKY

Cast: Two Pilgrims (John and Miles); Three Indians (Winkum, Blinkum, Nod); Boy in Turkey mask or headdress. (Pilgrims could wear hats; Indians headbands)

Scene: Forest, during Pilgrim days. Cardboard backdrops of rocks and trees, etc., with real or artificial greenery. Tree branches could be used. Enter two Pilgrims, one with musket, other with game bag.

JOHN: Good friend, Miles, it seems a shame--all this forest and no game!

MILES: But John, my friend, we can't go back, until we've something in our sack!

JOHN: Tis true, friend Miles, it would seem rude. We can't go back 'til we find food.

MILES: Look you there, John, if you'd rather. Me thinks I see a turkey feather!

JOHN: Yes, friend Miles, I see it too. In but a minute it's turkey stew!

(He aims musket, prepares to fires. Behind bush there is a commotion. Three Indians pop up, waving hands for him not to fire.)

NOD: Spare our lives, for we are meek--and we will find you what you seek.

JOHN: Oh my, and just what's this I see...

NOD: (points to each as he gives their names) That's Winkum,...Blinkum... and Nod I be. (points to himself.)

JOHN: Have no fear -- we will not fire. You see, it's food we desire.

BLINKUM: To find-um food we can't be beat. Pale face like to have-um meat?

MILES: Oh yes, but where? Your forest lacks -- why, we can't even find the tracks.

WINKUM: You not look in proper space. Only Indian find-um place!

JOHN: I'm sure we'd all feel rather perky, if only we could find a turkey.

BLINKUM: We no eat turkey for a feast -- he tough old bird to say-um least!

MILES: Not eat turkey? Why how strange! What do you eat to make the change?

NOD: Greatest feast instead of turkey, for our people is Beef Jerkey. So come with us--we fill-um sack--with lots of Jerkey to take back.

(Pilgrims shrug shoulders. Exit with Indians.)

TURKEY: (Enters, looking smug) Our feathered Mom, she raised no fools. She sent us all to turkey school. Yes, you're right, I'm feeling perky. I got them to eat the jerky.

(He struts off stage, wearing THE END sign on tailfeathers.)

NOVEMBER

HAPPINESS IS -- MISERY IS

Using two to eight boys, (or more) each boy can alternate a line repeating "Happiness is...", second boy repeating the sequel, "Misery is...", etc.

Using props, hold up cards or cardboard cutouts (painted) of smiling and sad faces that boys themselves can make, will add to this skit.

HAPPINESS IS hearing your dad has won an all expense paid trip to Hawaii.

MISERY IS when you find out that the trip is for two and you must stay home with a babysitter.

--

HAPPINESS IS when your dad drives you to school in his brand new car and all your friends are there to see you.

MISERY IS when the door falls off as you get out and lands on your toes.

--

HAPPINESS IS when your mother takes you and your friends for a ride in her new convertible with the top down.

MISERY IS when it starts to rain cats and dogs and the top won't go up.

--

HAPPINESS IS when your dad is flying home from a business trip in time for your birthday with a big surprise.

MISERY IS when your mom gets a collect call from your dad from Havana.

--

HAPPINESS IS when you're flying in outer space in a big space ship and you are in command.

MISERY IS waking up with a big headache after you've fallen out of bed from the top bunk.

--

HAPPINESS IS getting to do it yourself - build your own motocycle kit and your dad is going to help you put it together.

MISERY IS opening the box and finding the instructions written in Japanese.

--

HAPPINESS IS getting a bike for your birthday.

MISERY IS when it has three wheels.

Skits 48
AUDIENCE PARTICIPATION

A FRONTIER THANKSGIVING

Settler - "Davey Crockett" - stand and salute
Gun - "Bang! Bang!"
Dog - "Man's Best Friend" - wag arm
Turkey - "Yum! Yum!" - Flap arms
Cabin - "Shut the Door!" - slam the door
Frontier - "Way Out West" - spread arms
Indian - "Geronimo" - Pull Bow
Thanksiving - everyone - pat tummy

Early one THANSGIVING morning, many years ago on the old FRONTIER, a SETTLER stood before his lonely CABIN with his trusty GUN and faithful DOG ready to hunt the TURKEY he needed for dinner, hoping no INDIAN would spoil his feast. Whistling to his DOG, the SETTLER shouldered his GUN and started down the forest trail. Meanwhile, the INDIAN; also with his DOG, came down the forest trail from the other direction. Just at that moment, a fat TURKEY flew between them. Out flew an arrow; off went the GUN; down fell the TURKEY; in bounded the DOGS; up rushed the INDIAN and the SETTLER. "It's mine," claimed the SETTLER. "Ugh - him mine," said the INDIAN. "grrr," snarled the DOGS. The noise of the argument shook the CABIN and awoke the whole FRONTIER. But the TURKEY, which was only stunned, took off unsteadily and flew in the open door of the CABIN where it was promptly captured by the INDIAN and the SETTLER and the DOGS. And thus, THANKSGIVING came to a lonely CABIN on the old FRONTIER.

WHERE IS YOUR HOME

Home - "Home on the Range"
United States - "This Land is your Land"

Be it ever so humble, there's no place like HOME.
No matter where in the UNITED STATES you may roam.
You may travel all over the UNITED STATES,
But your own HOME state with you always rates.
Some choose to roam while others stay,
Always in their HOME state till their dying days.
No matter in what part of the UNITED STATES your HOME state may be.
There's one thing everyone says you see,
And everybody I'm sure will remember that------
HOME is where you hang your hat!!!!

ABOUT PUPPETRY

Puppetry is an old art. It has entertained many down through the ages and particularly children. It appeals to a boy of Cub Scout age because it allows him to be creative. He writes the play, constructs the stage, paints the scenery, and makes the puppets. Puppet making can be an inexpensive venture in which paper bags, old socks, and left-over scraps from the attic can be used.

Puppets can be used in connection with some achievements as well as the monthly themes. They can also be used with some of the electives and the Webelos Showman Activity Badge.

MY PUPPETEER

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

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

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

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

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

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

Puppets belong in a Cub Scout's world because they are

- fun
- educational
- entertaining

Puppets have the potential to

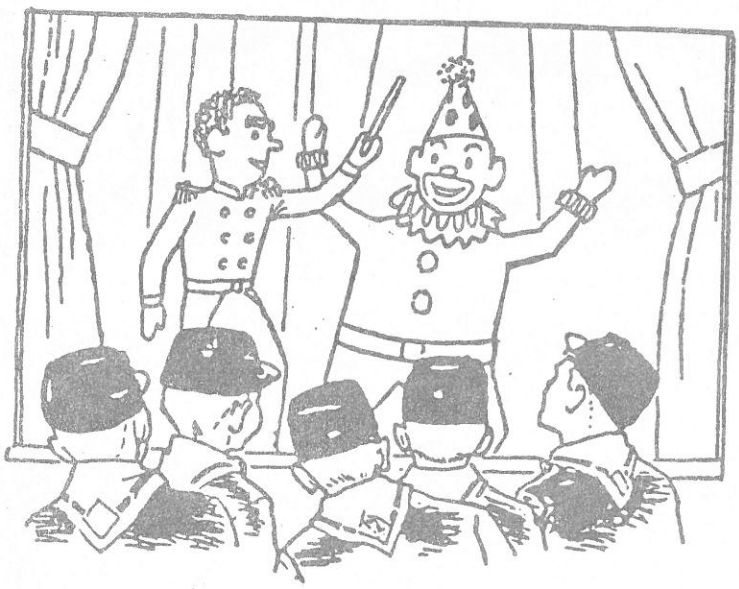
- stimulate a Cub Scout's imagination
- provide ways in which a boy can express his creativity
- assist a boy in expressing his thoughts and feelings
- help a boy develop his listening, verbal, and language skills
- give a boy opportunities to use and develop his small muscles
- provide for activity in which boys are constructively planning, working and playing together

Puppets can be used specifically

- as an art or craft project
- to tell or dramatize a story
- to teach facts or concepts
- to play musical instruments or sing songs
- to impart information
- to give directions and/or instructions

These puppets can be made and used at home, den meetings, pack meetings, recreation programs, etc. The puppets recommended are simple enough to be made by Cub Scouts, but they can be more elaborate to suit the difference in age and abilities within a given den.

The Cub Scouts should be encouraged to individualize their own puppets by modifying the basic ideas or patterns in any way they choose to fit their needs. The important thing is for each Cub to be able to create his very own puppet.



TIMELY TIPS

Puppets will be more appealing if given a definite personality. This means that your puppet should have his own special character which is unlike any other puppet on stage.

The main idea ;is to make him an outstanding individual with his own mannerisms, with his special way of dressing, and with his particular way of walking and talking.

The features of a puppet should be exaggerated. Give him an extra big nose or a very crooked mouth, so that the audience can recognize him easily. Let your puppet speak and act according to the kind of person that he represents.

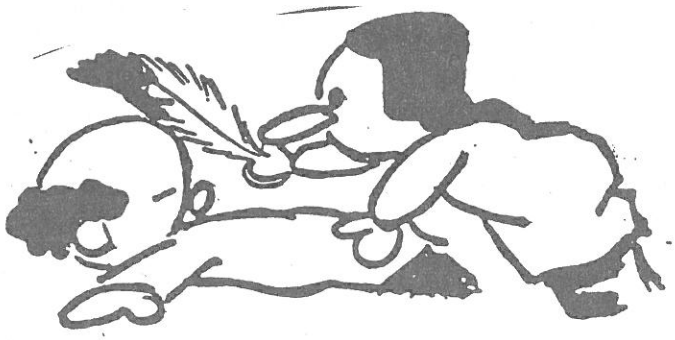
When putting on a puppet show, keep actions clear and simple. Make sure the audience can tell which puppet is doing the talking. Jiggle the talking puppet somewhat as he talks, nod his head, or move slightly forward. The other puppets on stage should remain motionless until their turn to speak.

Be sure to speak clearly. It is harder to understand a person's voice when you can't watch his face and lips while he talks.

Do not hide one puppet behind the other.

Let the puppet exaggerate both feelings and actions that go with the feelings. An excited puppet should be wildly excited, while a tired puppet should groan and sag so wearily that the audience knows instantly how tired he is.

In some cases, it is a good idea to have the puppet speak aloud to himself as he goes about his act. For example, he might say while looking, "I'll look under this tree for a rock."



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BRINGING THE PUPPET TO "LIFE"

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

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

The following are some hints and how-to's about manipulating your hand puppets:

WALKING

Move the wrist back and forth. The puppet should not pop out of thin air, but enter at the side of the stage or enter as coming upstairs into view of the audience.

TALKING

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

LISTENING

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

SITTING

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

CLIMBING

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

PIANO PLAYING

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

DANCING

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

POINTERS TO HELP THE SHOW GO

Think of actions a puppet can do best and include them.

Be sure there is plenty of room behind the scenes for all puppeteers. Crowding will inhibit spontaneity.

Puppeteers should use their own words as much as possible - even in formal productions.

If children are to perform publicly, they should practice ahead of time to get used to the movements.

Tops of heads should not be seen. Have the taller children wear skull camps made from dark stocking.

For primary grades, a 15 or 20 minutes show is long enough.

Monologues should not last more than one minute.

Look for ways to heighten suspense in the play.

Utilize opportunities to have the puppets exchange repartee with the audience.

Use music during the production is possible.

Plan frequent exits and entrances to hold interest and to avoid having too many puppets on stage at one time.

Actions should always be downstage. Hold the puppets vertically.

Let the puppets walk off the stage, not sink out of sight.

Teach children to wait for laughs so the audience does not lose lines.

Have good prompters.

Enjoy what you are doing - have fun!!!!!

THE MARK OF AN EFFECTIVE CUB SCOUTER
IS TO SEE SOMETHING IN A MUD PUDDLE
BESIDES MUD.

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ACTION

or

"HOW TO MAKE YOUR PUPPET ACT"

The three-finger setups:
- Thumb and little finger
- Thumb and second finger
- Three fingers in head

Puppet actions:
- Head (nod or thrust forward and back)
- Hands (clap, hold to head, scratch head, fling to sides, cross is in front, point)
- Waist (bow, twist, sway, sit down) This is your wrist.
- Legs (walk, leap, limp, dance) This is your forearm.

Puppet personality and characterization:
- Excited (clasp hands, jump up and down)
- Sad (hand to face, show movements)
- Angry (best head, bang hands)
- Afraid (tremble)
- Tired (slow, languid movements)
- Old (shaky)

EVERY ACTION SHOULD HAVE A PURPOSE AND A MEANING

Some things puppets can easily do:
- March to music
- Dance
- Lead an orchestra
- Sweep or scrub the floor
- Fight
- Play musical instruments
- Wash and iron clothes
- Stack blocks
- Play with a balloon
- Wash dishes
- Dust

HAND POSITIONS

Here are two ways of holding your hand inside a puppet. The first one gives the puppet arms, a longer reach, and a better grip on the props; but it tends to tile the puppet to one side.

The second position makes for more balance, but the little finger makes a shorter arm. It is harder to get it and the thumb together to hold on to props.

The first position is best for small hands.

SCENERY AND PROPS

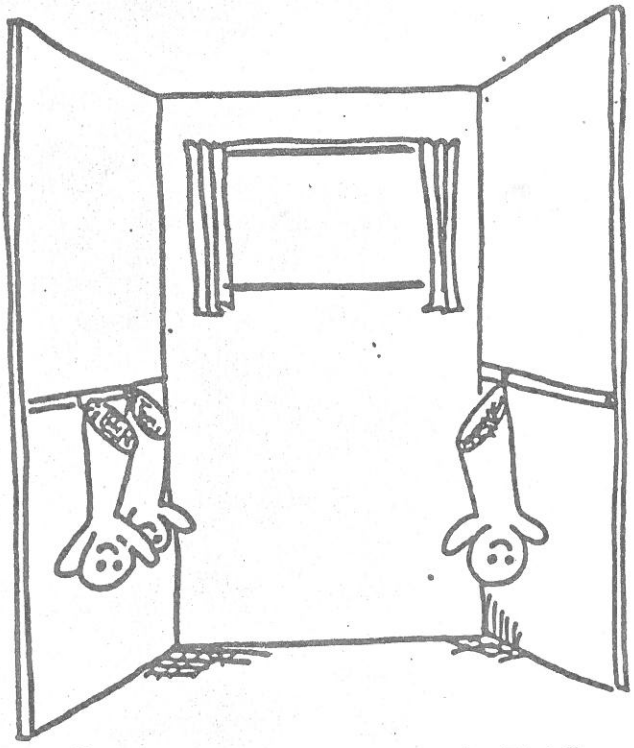
Making scenery and stage furnishings can be the most fun of all in preparing your puppet play. It takes very little scenery to set the stage. But a few props can be a big help in weaving a magic world of make-believe for your audience.

Use your imagination, paper and crayons - a piece of cardboard or cloth - create a whole new world - inside, outside, plains, mountains - castles, cabins, caves....

There are two ways of using scenery. One is to make a "backdrop", that is, a piece of material with a scene painted on it which is hung inside the theater. A backdrop is useful in a one-set play. If the play has several scenes you might find backdrops awkward and time-consuming to change. A better plan is to use a plain color backdrop and make scenery out of cardboard. With the scenery standing right on the stage the puppets can act around it.

A prop is any object you will need other than the puppets. If you were doing "Little Red Ridinghood," your prop list might read like this: basket of food, bed, cap for wolf and hunter's ax.

Always, ALWAYS make a list of your scenery and props before starting a show. If you are careless about this you may find your self in the middle of the play and suddenly realize that a needed prop or piece of scenery is upstairs or, worse, left at home, should you be doing the show somewhere else.



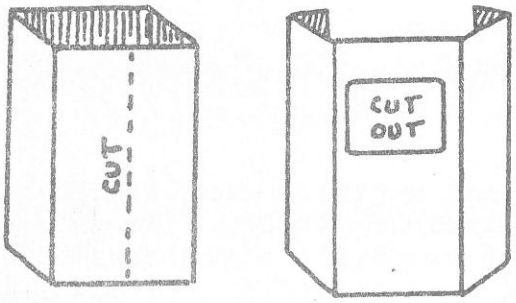
BACKSTAGE DURING A PLAY

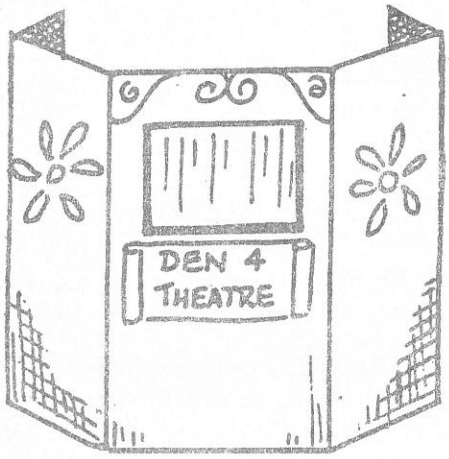
But never use too many props or too much scenery. A number of colorful pieces will give your play interest without cluttering it up, or distracting you from the job of handling the puppets.

By using a few necessary props, one or two inventive pieces of scenery, and some vivid narration, you will transport your puppets (and your audience) from China to Africa to India; from the bottom of the sea to outer space; from a dungeon to a desert to a roof top . .

A very good way to have puppets and props at hand, ready and waiting to be used, is to hang them from hooks which you have fastened to the side of the stage. Hang puppets upside down so you can plunge your hand right into them. You might want to make a shelf to hold the props or use a small table.

PUPPET STAGES





PAINT AND DECORATE
ADD CURTAIN

REFRIGERATOR BOX STAGE

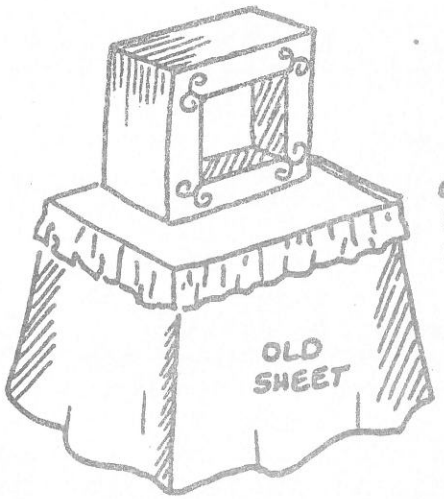
1. Ask the merchant to remove the bottom and top of the carton and lift it up off the appliance uncut.
2. Then cut it down the center of one side. Do not cut at corner. This will make a large screen with a narrow panel on each end and 3 wider panels between.
3. Turn cardboard inside out.
4. In center of wide panel, about elbow high, cut a window - 2" from the top and 2" from the fold at side.
4. Paint as desired.
5. On inside (printed side), hang a curtain made from 1 yard of black fabric strung on a fine wire and fastened above the window with removable copper brads. The puppets perform in front of this curtain.
6. This stage is simple to carry or store, and is easily replaced when it wears out.

TABLE MODEL STAGES

Make table model stages from smaller cardboard boxes. The sides of the stage need to be about 24" high. Cut out back side. Cut opening in front, leaving a frame at least 4" wide.

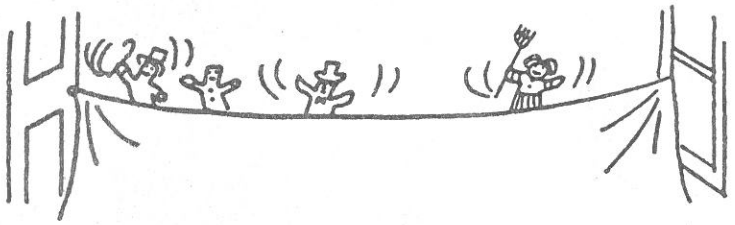
Decorate as desired.

Set stage on card table which is draped with an old sheet or blanket to hide puppet operators.



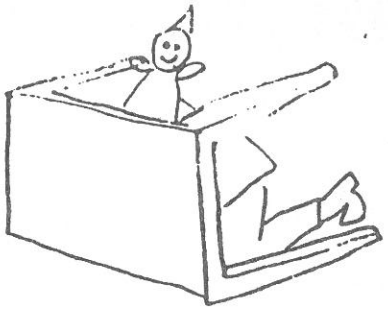
BLANKET THEATER: A blanket theater is excellent for presenting plays with a large cast of puppets. Make the stage as wide as necessary. As many as six or seven puppets, or even more, can perform onstage at the same time.

The theater consists of a blanket or sheet which is stretched out to any desired length across the room or yard. Fasten the ends to solid objects to hold the blanket up. Perhaps you can fasten the ends to a door or a window.



The puppeteers stand behind the blanket and hold their puppets above its top edge. The ample room behind the blanket makes it possible for several puppeteers to have their puppets onstage at the same time.

This type of theater is superb for outdoor use. Then you can suspend the blanket between posts or trees.



Almost anything can be used as a temporary stage. The simplest is merely a table, which has been turned on its side.

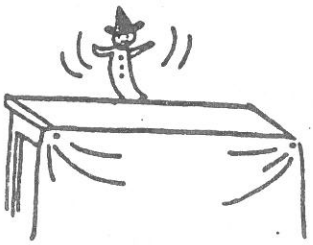
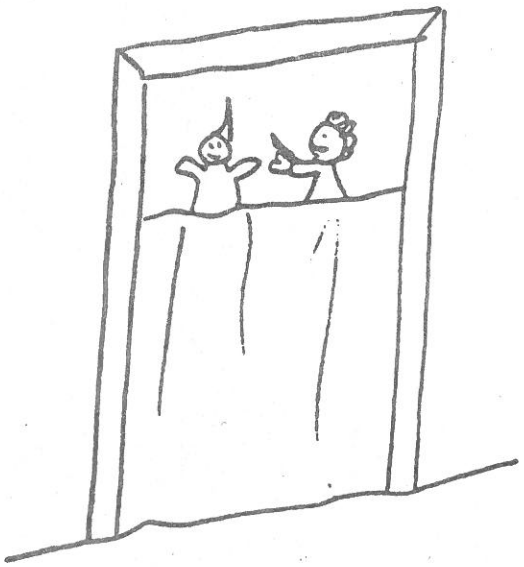
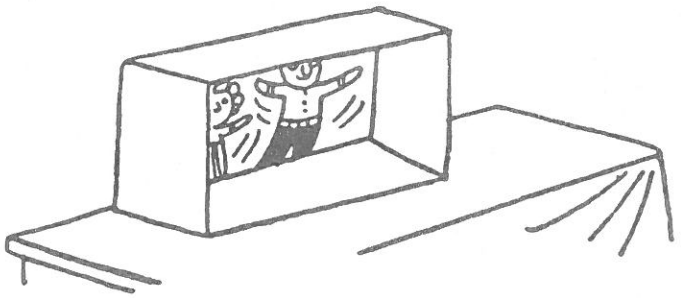


TABLE THEATER: Here the top of a table serves as your stage. Fasten a blanket or sheet over one side of the table and let it hang down as far as the floor. The purpose of the blanket is to hide you from the audience which sits in front of the table. You sit or kneel behind the table and hold your puppet up to perform on the table top.



A simple doorway can be used as the basis for a stage. Drape a cloth across it, at the necessary height, so boys can stand behind the curtain and operate puppets above their heads. The cloth can be draped lower, if the boys are to be seated.

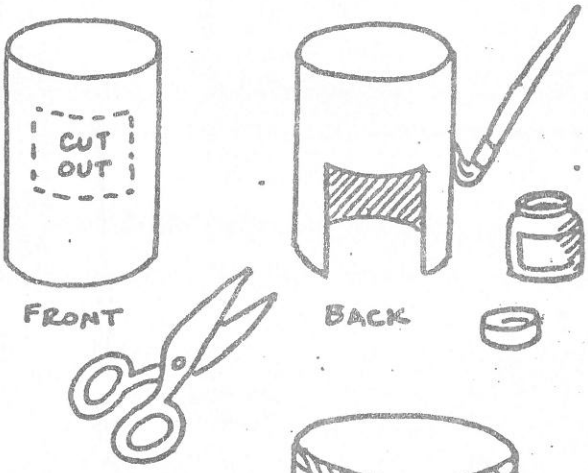


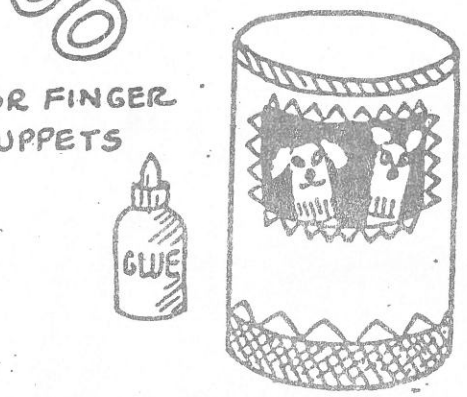
BOX THEATER: This is a small theater which is good for one puppet or perhaps for a pair of performers. First of all, follow the instructions given above for making a *Table Theater*. Next, find an oblong box, such as an orange crate, and remove two of its sides. This leaves you with a frame consisting of the other two sides and the two ends. Place a blanket on top of the table (to prevent the box from scratching it), then set the box on its side on top of the blanket. Stand or sit in back of the table and let your puppets act inside the box.

PUPPET STAGES (continued)

OATMEAL CARTON STAGE

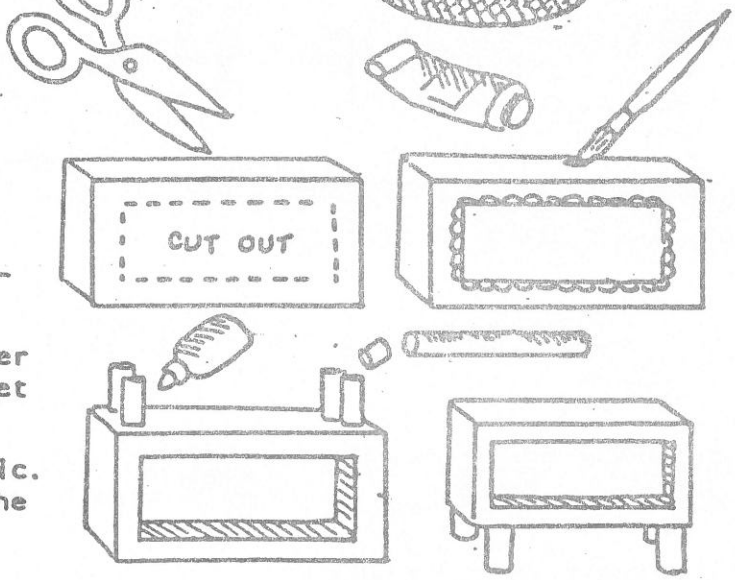
1. Remove the lid from the oatmeal carton and turn carton upside down. Draw a front window about 1" down from what is now the top of the carton.
2. Next draw an opening on the back side of the carton on the bottom half.
3. With a knife or a pair of scissors, cut along the lines you have drawn on both the front and back of the carton. Decorate as desired with paint, felt, construction paper or other trim.
4. Set the finished stage on a table or bench. Slide your hand with the finger puppets on it through the back window until the puppets show in the front window. You are now ready to begin the show.

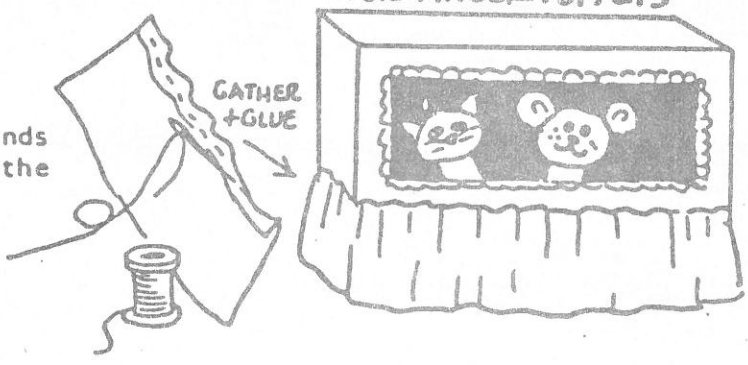




SHOEBOX STAGE

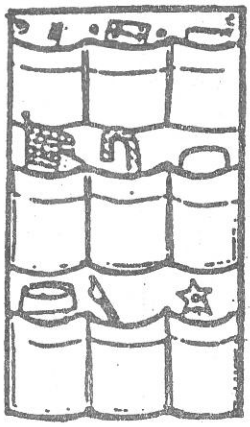
1. Lay a shoebox on its side. Draw a line about 2" from all four edges of the side facing up.
2. Cut out along these lines and decorate box as desired.
3. Glue a cardboard tube to each corner of the box on the side just cut. Let glue dry.
4. For skirt, cut a rectangle of fabric. It should be a little wider than the cardboard roll is long and long enough to go around three sides of the box, plus about 6".
5. Fold over one long side of fabric and sew a running stich along this side.
6. Gather skirt slightly by pulling ends of thread until skirt fits around the three sides of stage, leaving back open.



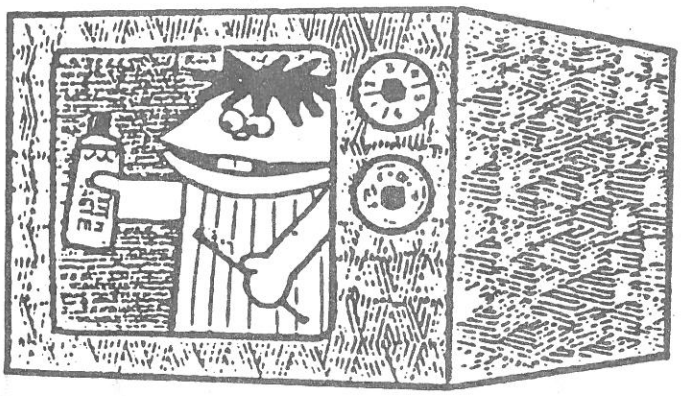


MORE STAGES...

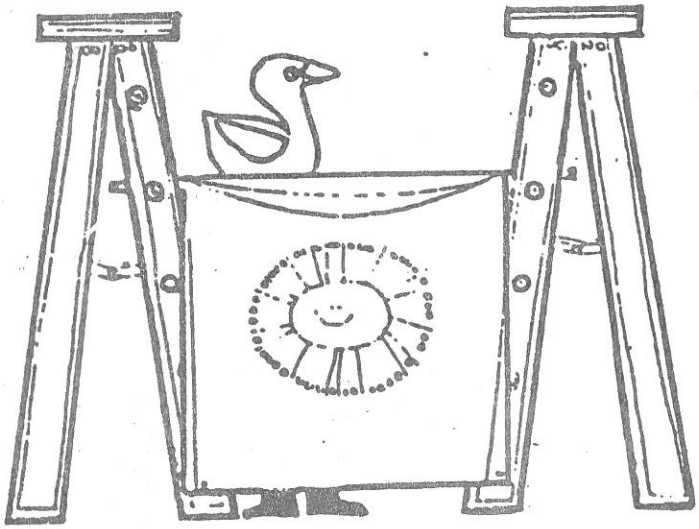
USE A SHOE-BAG TO HOLD YOUR PROPS



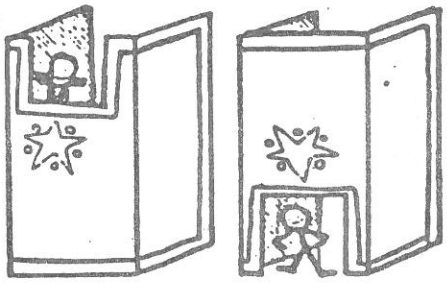
HOLLOW LOG MADE FROM OATMEAL BOX



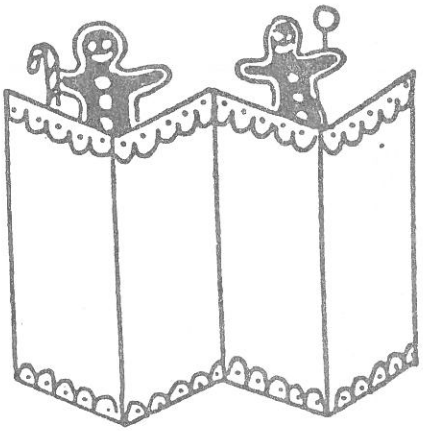
TELEVISION STAGE MADE FROM CARDBOARD BOX



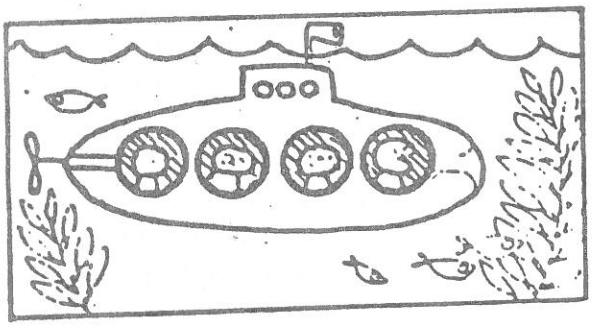
LARGE STAGE MADE FROM TWO LADDERS AND A SHEET



REVERSIBLE STAGE FOR HAND PUPPETS OR MARIONETTES



FOLDING SCREEN



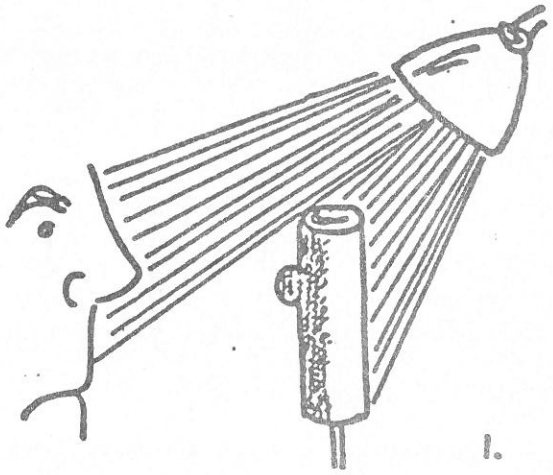
SCENE PAINTED ON LARGE CARDBOARD WITH HOLES FOR PUPPETS TO PEEP THROUGH

P-60

LIGHTING THE SHOW

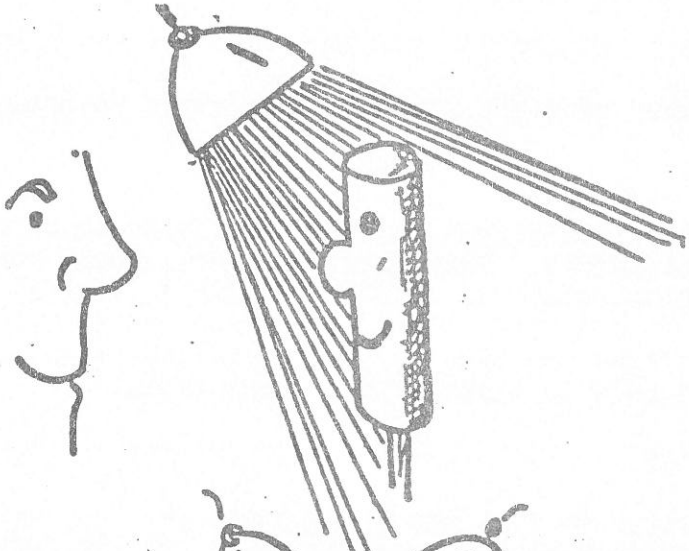
The basic purpose of all lighting is to illuminate the performance.

1. If the puppet is lit from behind the light gets in the audience's eyes.



1.

2. The puppet properly lit, so that it comes to life.



3. More lights may wipe out the puppet's features, so that it also loses its shape and look flat.

WRITING THE PUPPET SCRIPT

Writing a play for puppets is very much like writing a play for live actors. All the basic rules of theater apply. But there is an extra privilege allowed the puppet playwright: he can be so wildly imaginative that the results are often funny or touching in a way that it would be impossible to achieve in live theater. Don't forget that a puppet can do things that a person cannot do, so when you write a play for puppets, keep in mind their unique capabilities.

The best method of assembling a script is to begin with a scenario. A "scenario" is an outline for a play or some other form of dramatic action. In the process of assembling a script consider several steps.

First: determine the intent of the script.

Second: select a situation - real or imaginary.

Third: select characters.

Fourth: determine how characters act and react.

Fifth: give the characters specific dialogue.

Be sure to keep in mind some basic things about puppets. They are quick, fantastical characters. They speak in short, jumpy phrases. They may jump to illogical conclusions as quickly as they do logical ones. Also, they have a tendency to leap to extremes in character and situation. Their pace is always quick, light and bouncy. These feelings should be suggested in script materials, not only in physical representations.

Scripts need not be original with the puppeteer - select a familiar story to dramatize, a song to "sing", a current event, a holiday idea. Perhaps at first it would be better to just let the puppets get the feel of movement and freedom just let the conversation come as it may. Let the puppet find itself - let the boy lose himself!!

Never make a puppet play too long - 5 or 10 minutes. If a longer time is needed - divide into two acts, have an intermission. Puppets cannot sustain long, talky material. They require brief appearances - and lots of action!!

Anything that takes your fancy can be used as a puppet. An object may be sufficient in itself, or you may like to fit it with glasses, eyes, mouth, clothes, hat and so on.

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GETTING READY TO CONSTRUCT

Before starting to make a puppet or build scenery and props, it is helpful to be familiar with a full range of possible construction materials. This generally insures that the result will be original and intriguing puppets and sets. Have a place for collecting and organizing the following types of odds and ends into containers or on shelves.

* old bottle brushes, scouring balls, steel wool mops, fly swatters, wooden and plastic spoons and hair curlers
* broom handles, dowels, popsicle and other wooden sticks. coat hangers, umbrella parts, bicycle spokes, and chop sticks
* plastic containers, small boxes including egg cartons, plastic and wooden baskets and trays, used rubber balls, ping-pong balls, and tennis balls
* buttons, beads, sequins, glitter, costume jewelry, bits of glass
* corks, sponges, lids and caps, spoons and spools, weights and fishing floats
* socks, stockings, gloves and mittens, felt and other cloth scraps, polyfoam, cotton, kapok and other materials to use for stuffing
* lace, fringe, pom-poms, trimmings, netting, feathers, fur bits, embroidery thread, raffia, ribbon, shoe laces, string, yarn and rope
* pipe cleaners, chenille, wire, tooth picks, and tinsel
* styrofoam balls, sheets and packaging shapes, wood scraps, sponges and old leather goods or scraps
* old dolls (especially rag dolls), doll clothes, doll house furnishings, hats, wigs, and stuffed toys
* colored construction paper, crepe paper, molded and corrugated paper and cardboard from packaging, sheets of different weight cardboard, shiny, fuzzy, or transparent flat materials (wallpaper sample books are a good source), cellophane, metallic paper, paper plates, bags and cups, cardboard and plastic tubes, old newspapers and magazines
* natural objects and materials such as unspun wool, gourds, shells, pebbles, seeds, seed pods, twigs, etc.

SHADOW PUPPETS

"Because it is easy to make and use, a shadow puppet is one of the simplest forms of puppetry; but one that lends itself to the telling of tall stories. It is important for you to think through the events of the story that you select, so that you plan plenty of action that simple jointed or unjointed shadow puppets can perform".

One or two people can put on an entertaining shadow puppet show and a very small group can produce one that is quite elaborate. The big advantage for the boys is that a whole theater can be created with cutouts and shadows so that dozens of different plays can be performed without a large group of live actors and stage help.

Ordinary white cotton bed sheeting will make a good screen. So will an old white window shade or material from a discarded shower curtain.

The size of the screen depends on the size of the puppets. A small screen for table use, with figures about five inches high, should be about fourteen inches high by twenty-two inches wide. For foot-high puppets, which are the most commonly used, the screen should be about three feet wide and two feet high.

Whatever the set-up, the screen should have a footing for the figures. This floor is a ledge about one to two inches wide. It should be fastened to the frame all the way across the bottom edge at the rear. This is important so the feet of the puppets will touch something and not seem to be floating in air.

Illumination for shadow puppets must come from directly behind the center of the screen. There are many shadow tricks and devices to produce special effects. Manipulating the light will give the illusion of movement to stationary silhouettes cut in the mass form of a number of soldiers marching, a herd of animals, a caravan or a boat on the water. To do this, hold the silhouette back a little from the screen while you have someone move the light slowly from one side of the screen to the other and parallel to it.

The miraculous disappearance of a puppet character is an easy trick. Suddenly pulling the puppet straight back and down out of the light will cause it to vanish. The reverse move will cause an instantaneous appearance. Characters may be transformed from animals to humans or dwarfs to giants by pulling one puppet straight back while another is pushed forward in its place. Usually a spoken magic spell and a blink of the light accompanies the move.

Carriages, wheelbarrows, carts and other rolling props may have a wheel taken from a small toy mounted to the silhouette so a puppet can push or pull them along the cross-piece of the screen. A cardboard tab fixed at the proper place will allow the cart or wheelbarrow to be rested.

Cardboard may be used to make the pupets. Fishline or strong carpet thread will work for the control strings for string-control puppets with moving parts which work on the principle of the lever. The shadow puppet is a rigid figure, held straight up against the screen by the handle at its base.

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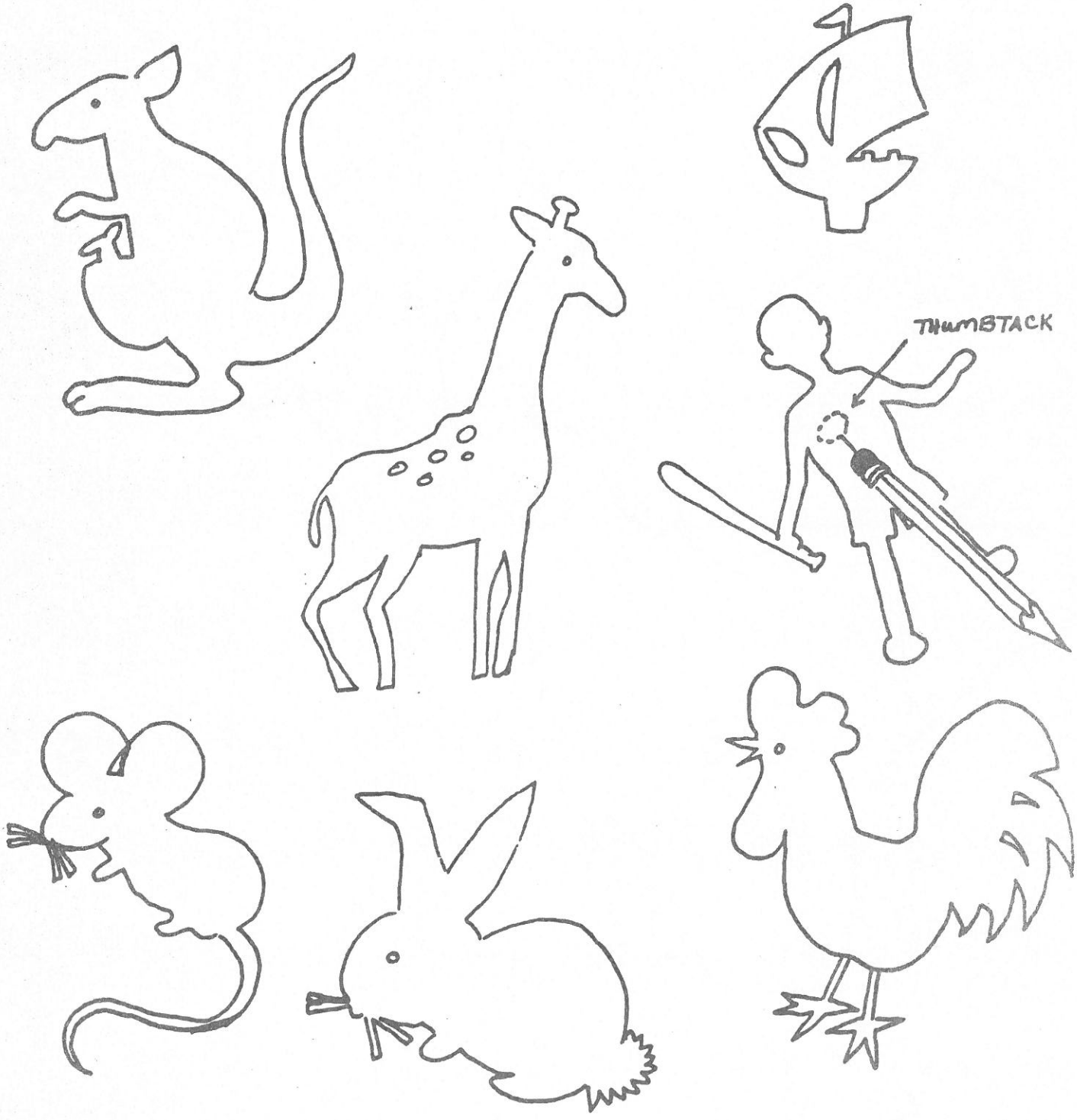
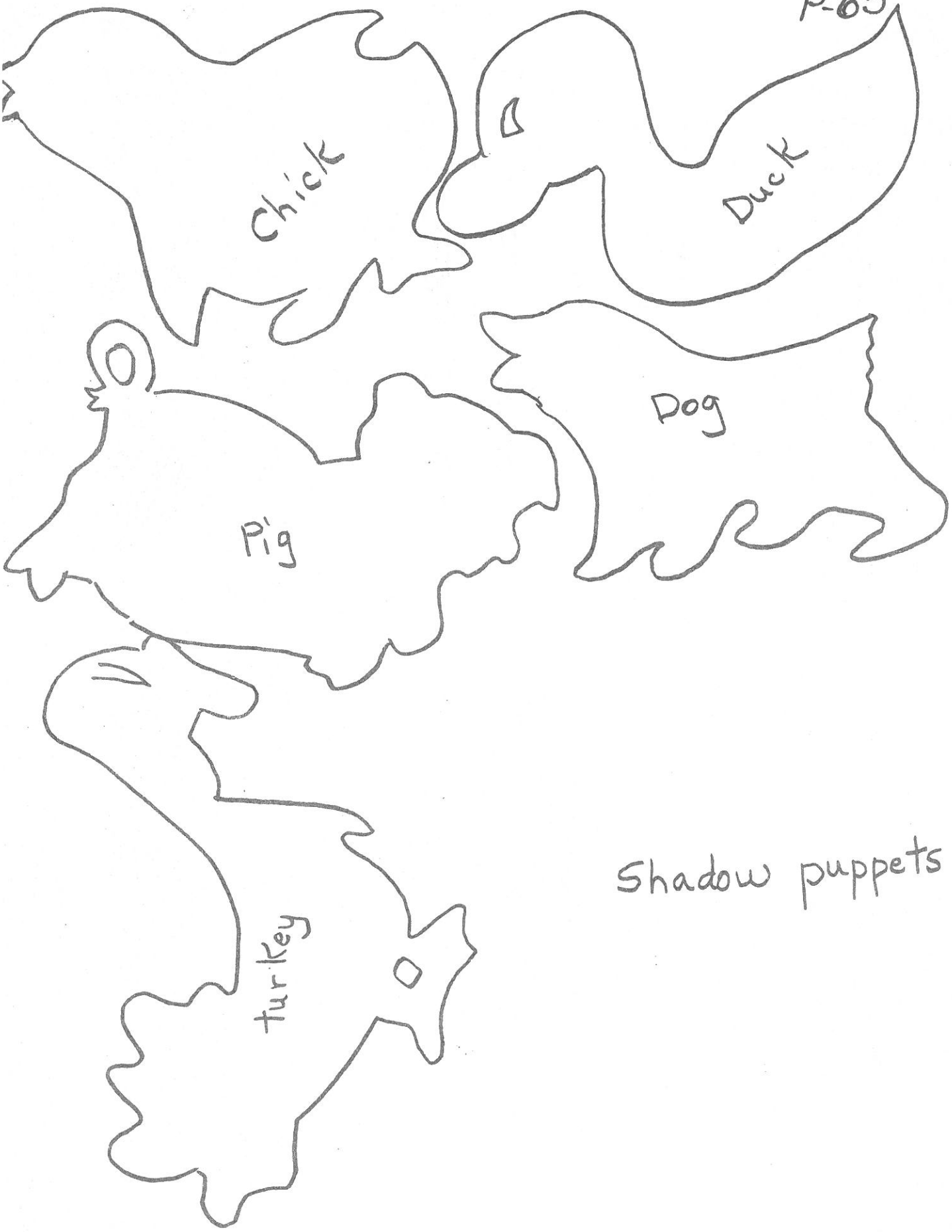
SHADOW PUPPETS

Simple patterns such as the ones found below can be obtained from children's coloring books. Enlarge to needed size. Cut from cardboard. Use thumbtack to fasten cutout to wood dowel or pencil eraser.



Select a story that has lots of action and some sound effects; cut out your puppets, make your screen, and you're ready to perform.



Shadow puppets

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SHADOW PUPPET THEATRE

Screen Support: 2 dining room chairs placed 26" apart, with seats facing in same direction. To determine length of supports, measure chair back and add 24". You will need 2 pieces of 1" X 1" stock this length.

Fasten 1 upright to the back of each chair on the seat side with a "C" clamp as shown in illustration 1.

Screen: Use a piece of butcher paper, newsprint or other similar white paper long enough to reach from one upright to the other with several inches for overlap on each end. Oil this paper with linseed oil, lard or vegetable oil .. this makes the screen translucent. Tack securely to uprights. If desired, frame screen with cardboard as shown in illustration 2, and hang curtain below.

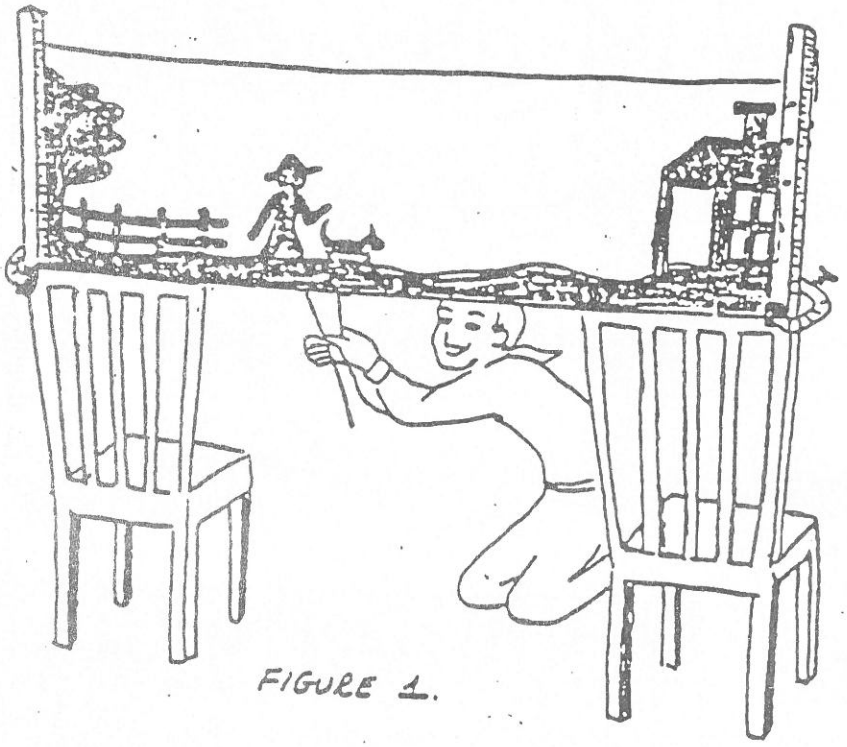

FIGURE 1.

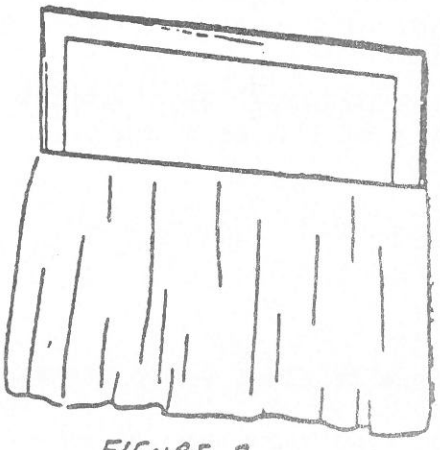

FIGURE 2.

Lighting: Room should be as dark as possible during puppet show. Place a floor lamp with 100 watt unshaded bulb in it about 3 feet behind screen. Boys operating puppets should be cautioned to keep their heads below screen, so their shadows will not show.

Puppets: Shadow puppets are cut from cardboard with a heavy wire or small dowel fastened on backside. Puppets are held rightly against screen to get a clear outline. Wire or dowel serves as a handle for holding puppets.

Another method for making the shadow puppet stages is shown on page 57 in "Skits and Puppets". This method uses a cardboard box for the stage.

FOOT AND KNEE PUPPETS

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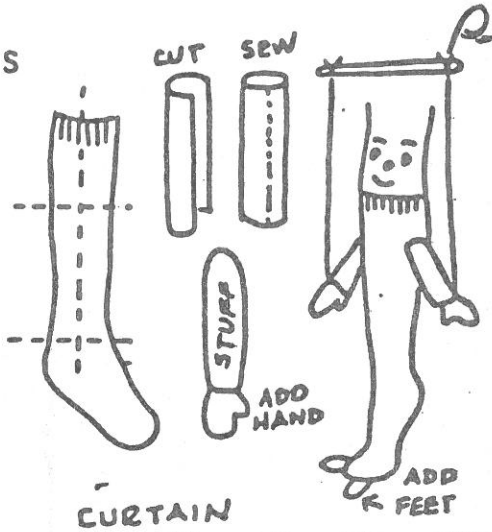
KNEE PUPPETS

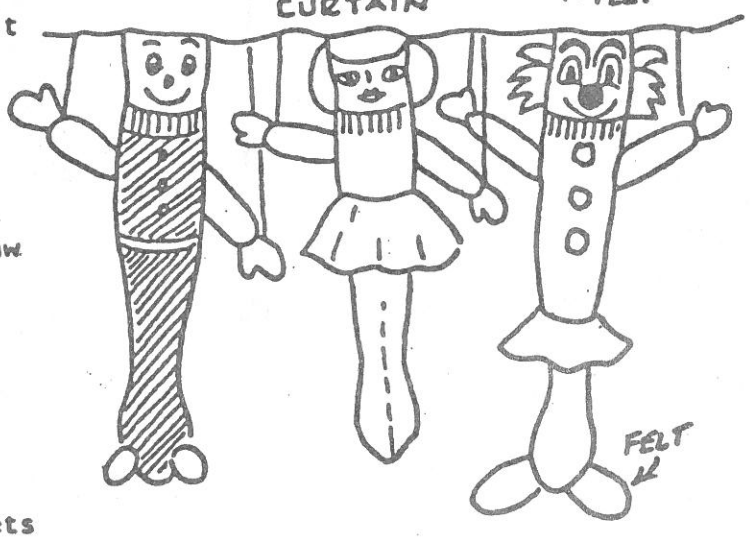
For each puppet you will need one sock to slip onto your leg for the body of the puppet, and part of another sock for the puppet arms. Cut off the foot of the second sock, then cut sock leg in half lengthwise.

For arms, cut one of the pieces in half. (Save other half for another puppet) Sew across the end and down the side. Turn, stuff, and sew to body. Sew felt hands to arms.

String the arms of each puppet to a stick, so that the puppeteer can wear a puppet sock on each leg and operate both easily.

Use eyebrow pencil and lipstick to draw puppet's face on bare knees.





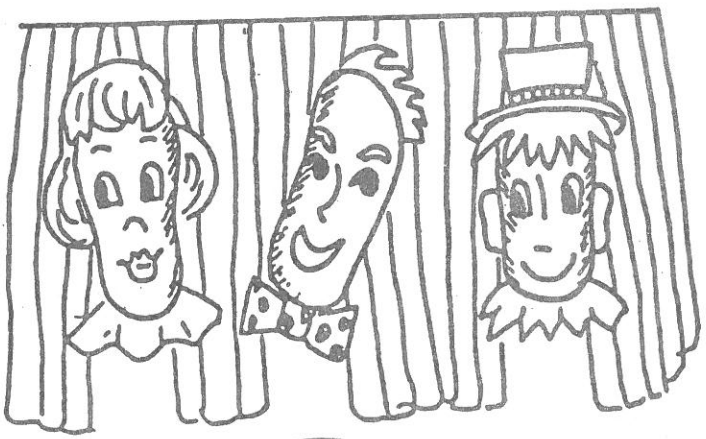
FOOTSIES

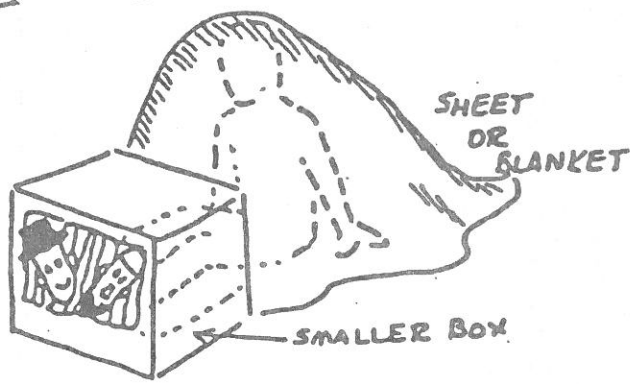
The faces of these funny footsie puppets are the soles of your socks. You can cut out felt features and sew or glue in place on bottom of sock. Sew on yarn hair.

To make different types of characters, add collars, bow ties, hats, whiskers, etc.

Footsie Theatre is cut from a cardboard carton, as shown in the drawing. Place a smaller carton inside as a resting place for the legs. Drape a sheet over the puppeteer. Make a curtain for the theatre from crepe paper strips so the foot puppets can 'enter' through the curtain while the legs of the puppeteer are concealed.

Instead of the theatre, you can simply cover the legs with a blanket, leaving only the puppet footsies showing. Boys have a lot of fun with these.





P-68

SLIT SOCK PUPPETS

A cotton sock needs only a few stitches & some decoration to turn it into a wide-mouth fellow. Put your hand into the sock & cut a slit around the tips of your fingers. The sock has an upper and lower jaw now, but he needs an inside for his mouth! Cut a piece of fabric to fit the opening. Red or pink are the most realistic colors, but that should not stop you from using purple, green or even black. Sew this fabric to the sock with a neat stitch, turning the raw edges of the cloth to the inside. Your thumb controls the lower jaw & your fingers control the rest of the head as you manipulate the puppet.

Decorating a slit sock puppet is an ad lib procedure - anything goes! Yarn, buttons, felt, beads & ribbon become hair, eyes, a nose, freckles, eye glasses, a moustache, or just random ornaments on the plain sock surface.

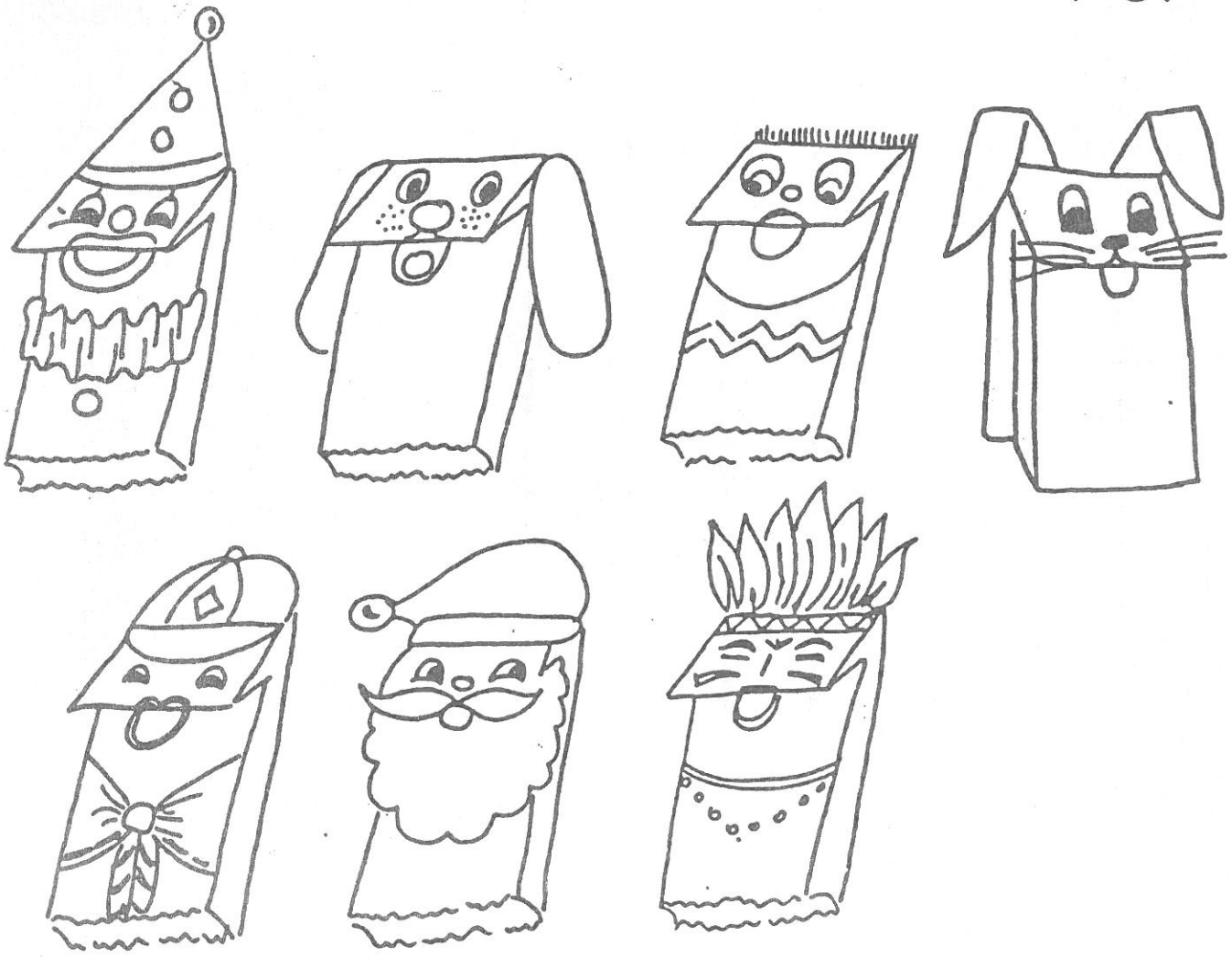
SOCK FIST PUPPET

The head of a sock puppet is the stuffed toe of an old sock with a stiff tube inside. You can use a mailing tube, or you can make a cardboard tube a little larger than your middle finger.

Cut off the toe of the sock about 4½ inches from the end. Stuff about 3 inches of it with cotton, kapok, or old rags. Insert the tube, adjusting the stuffing to shape the head. The tube and the sock should extend a little below the stuffing. Sew a running stitch at the bottom of the stuffing. Pull the thread tight around the tube and fasten the thread.

To make features, you can sew on buttons for eyes and mouth. Or you can paint features, or cut them from cloth and sew them in place.

You can make a wig from an old sock, or you can sew on yarn hair. Or you can have a bald puppet with or without a hat. All fist puppets wear simple dresses which fit over the hand easily. An elastic at the bottom of the dress prevents it from slipping up the wrist.



PAPER SACK PUPPET

Materials Needed: Paper sack, newspaper, scraps of material, string, wire, tape, and tube roll.

1. Stuff a small sack (about number 4 size) with a ball of newspaper to form a head.
2. Place a tube roll or stick in the sack to make the neck. Tie securely with a string or tape with masking tape.
3. Draw a face on the sack.
4. Gather a piece of cloth long enough to cover the hand and wrist well and tie cloth to the neck of the puppet.
5. Make hair or headdress as desired.
6. Arms may be made by rolling a piece of newspaper into a roll about 1/2 inch in diameter and 12 inches long. Insert a piece of medium weight wire in the roll. Secure to the back of the roll by taping in a crisscross fashion.
7. Dress the puppet as desired.

P-10

HAND PUPPETS

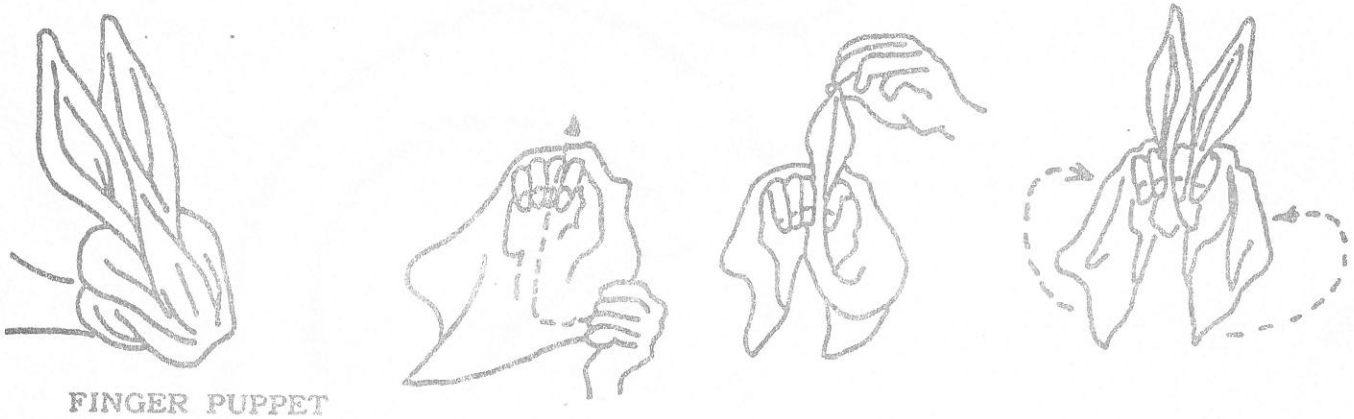
Hand puppets can bob up and down, nod and shake their heads, move their arms, get into fights-even pick things up in their hands.

They can be made in different ways, but their heads always have a tube inside, large enough to slip over the first finger of the operator's hand. They all wear loose dresses that can be draped over the operator's hand and wrist.

All fist puppets are worked the same way. The operator puts his first finger into the puppet's head and extends his thumb and middle finger for the puppet's arms.

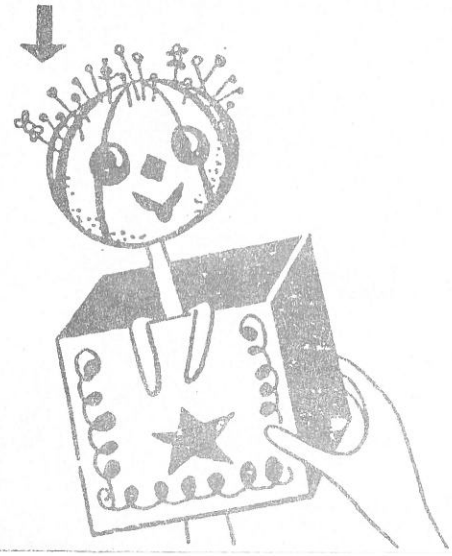
If you make a fist puppet for each hand, the puppets can talk to each other, tell each other jokes and tall tales, get into arguments, or sing songs. You can also make up little plays for a number of puppets worked by several people.

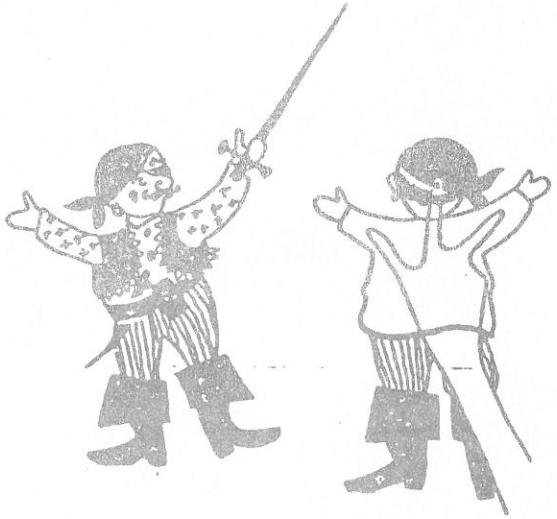
INSTANT BUNNY: Make a loose fist, drape a handkerchief (large) over it as shown in diagram A. With your other hand, pull one of the front corners of the handkerchief up between your first two fingers. That's one ear. Now do the same with the other corner, pulling it up between the second and third fingers. Now you have two ears. Wrap the two back corners around your wrist, and you have a bunny with floppy ears and a wriggly nose (your second finger is inside the handkerchief.)



FINGER PUPPET

Use a pincushion for head, pins for hair, buttons for eyes and nose. Draw or embroider a mouth. Make hole in cushion for middle finger. Cut lid and bottom off box, for stage. Your first and third fingers are the puppet's arms.

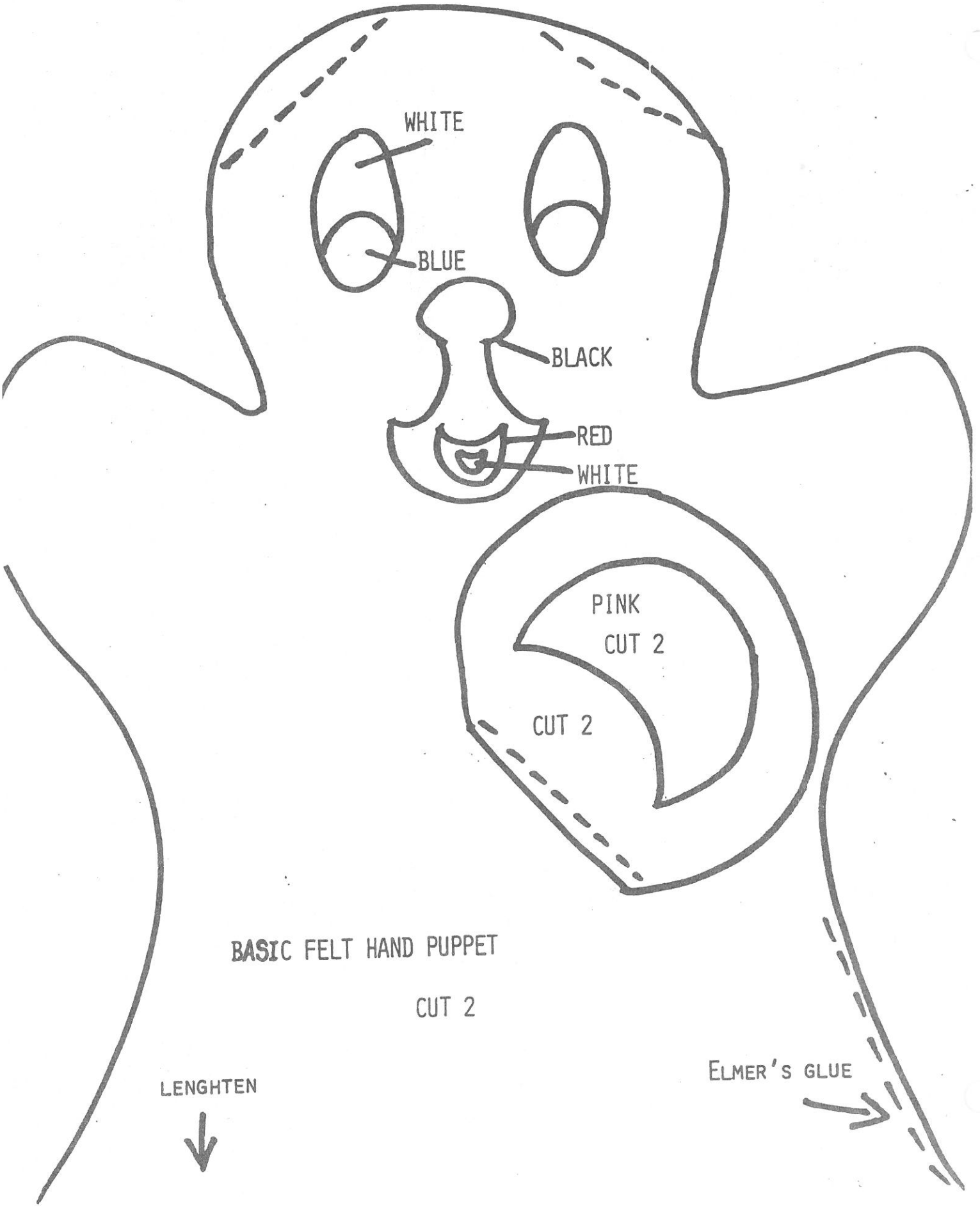




HAND PUPPET

Here's a hand puppet with legs. This is made like any other hand puppet, but the front is longer and cut into legs. Sew on cardboard boots.

P. 11



BASIC FELT HAND PUPPET

CUT 2

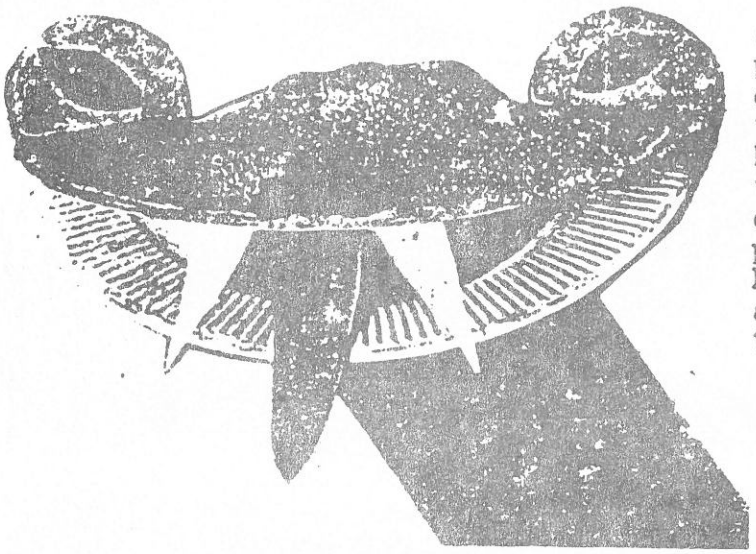
P-12

PAPER PLATE PUPPET

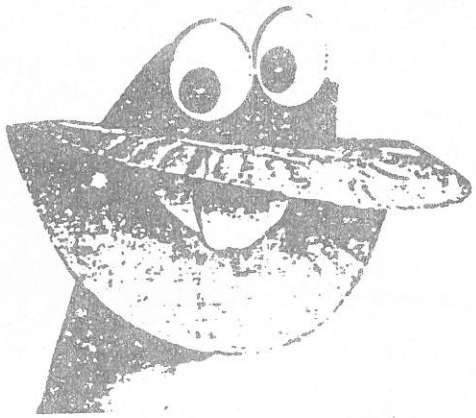
Material Needed: Paper plate, construction paper, small wads of cotton, construction paper, and cloth for costume.

1. By folding a paper plate in half, the basic element of another interesting puppet is formed. The outer rim of the plate forms a wide mouth, and the fold forms a hinge which allows the mouth to open and close. The eyes are fashioned from construction paper and small wads of cotton. The teeth are made of construction paper glued inside the upper rim of the plate. The costume is made by attaching two pieces of cloth to the plate (one on the top and one on the bottom), leaving sufficient room for the hand to grasp the fold of the plate to manipulate the puppet.

Illus. 1

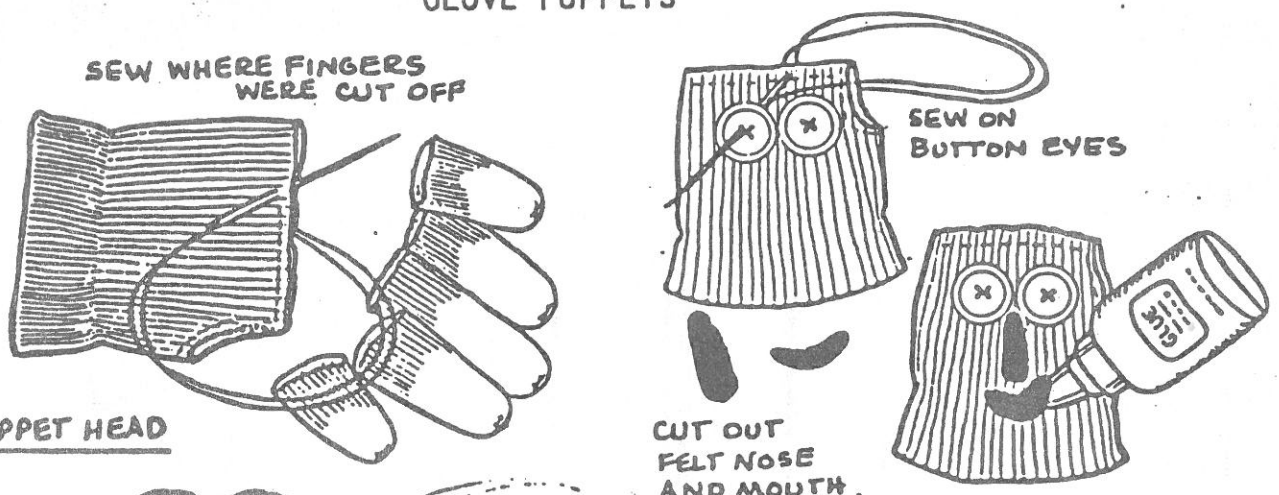


One fold turns a paper plate into a face with a gigantic grin. The puppet is almost all mouth. Cut open the end of a sock and glue to top of plate. This provides a hiding place for your fingers (your thumb goes under the chin), so you can open and close the mouth as the puppet jabbers to the audience. Protuding paper circles for eyes and a red tongue and white fangs turn this pupper into a real character!



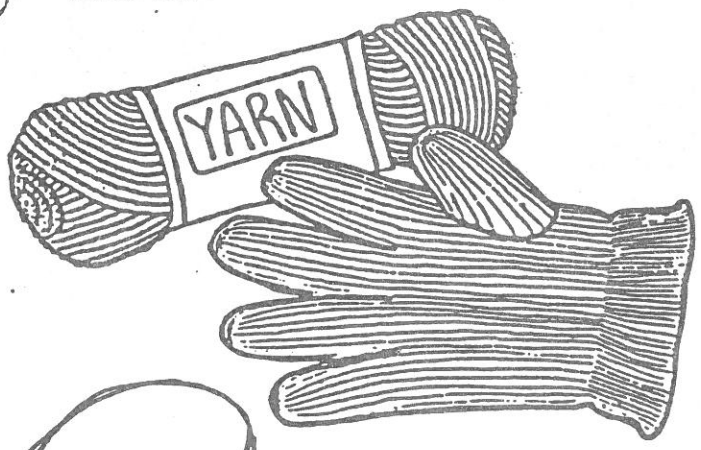
The fellow smiling in Illus. 2 is a frog - as you can see from the warts on his face! Green paint and bulging eyes, made from the bottoms of paper cups with buttons glued on, add to the toadlike qualities of this creature. His red felt tongue is especially suited to catching flies.

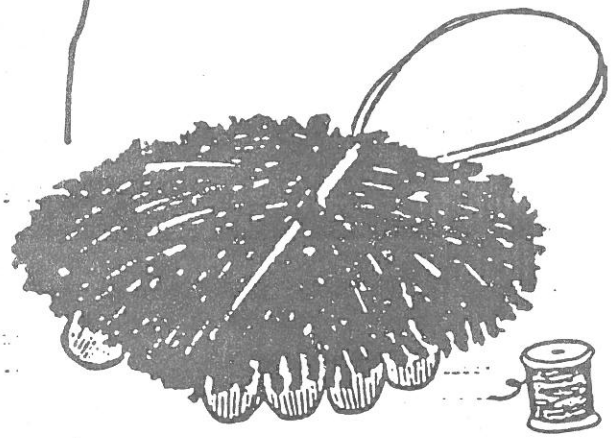
GLOVE PUPPETS



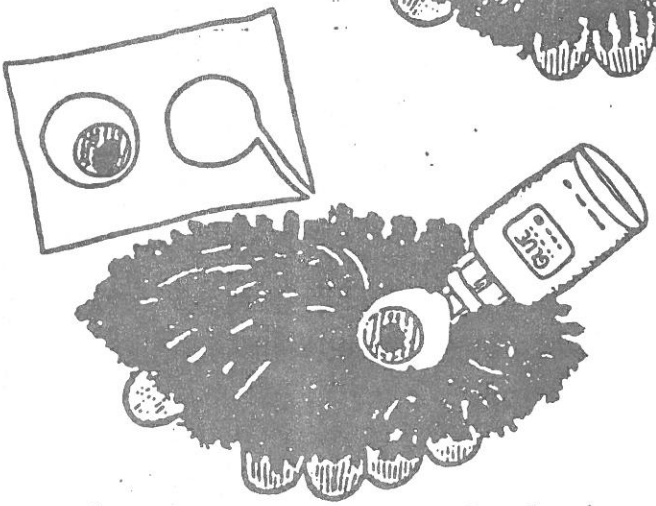
PUPPET HEAD

CUT OUT FELT NOSE AND MOUTH. GLUE ON.



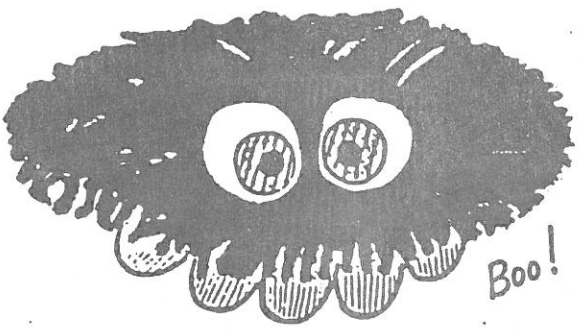


SEW YARN ON BACK OF AN OLD GLOVE. DO NOT SEW GLOVE TOGETHER.



CUT OUT FELT EYES. GLUE ON.

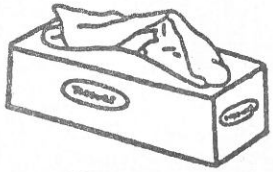
GLOVE MONSTER

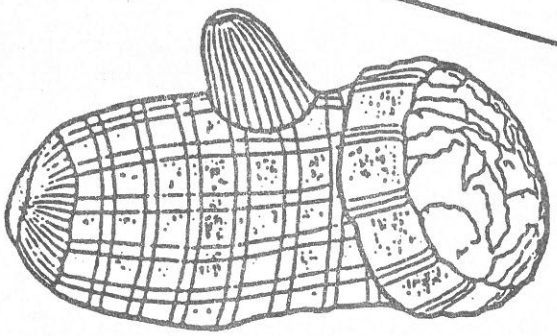


PUT HAND IN GLOVE. PUT FINGER TIPS ON TABLE TO MAKE HIM WALK

GLOVE AND MITTEN PUPPETS

MITTEN DUCK



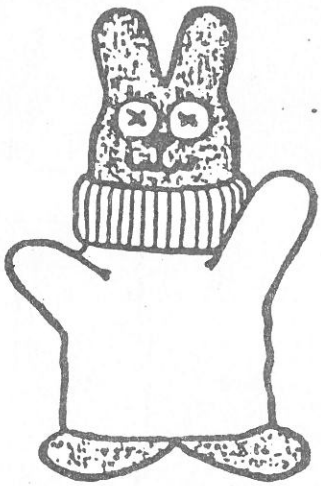


Stuff a mitten with tissue or any stuffing material.

Turn mitten so thumb becomes a beak. Sew on button eyes.

Tie a string or ribbon around duck's neck. Put index finger into head. Make a fist with other fingers.

GLOVE RABBIT



Turn an old glove inside out. Cut off index and smallest finger. (Save to use for feet later) Sew up openings.

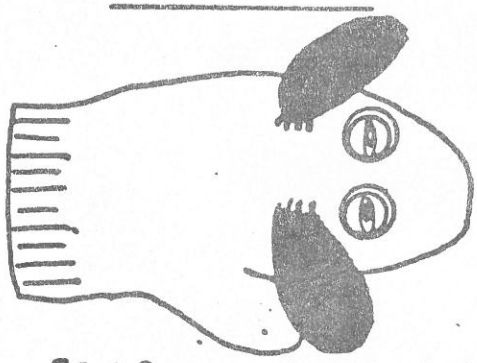
Turn glove right side out, but leave thumb turned in. This is the rabbit's mouth.

Sew on button eyes and a felt nose. Use heavy thread to make whiskers.

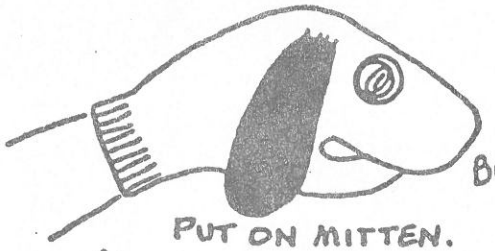
A second glove is the rabbit's body. Sew the two fingers cut from the head glove onto the bottom of the second glove for the rabbit's feet.

Put glove on hand; three fingers in rabbit's head. Now hop along.

MITTEN MUTT

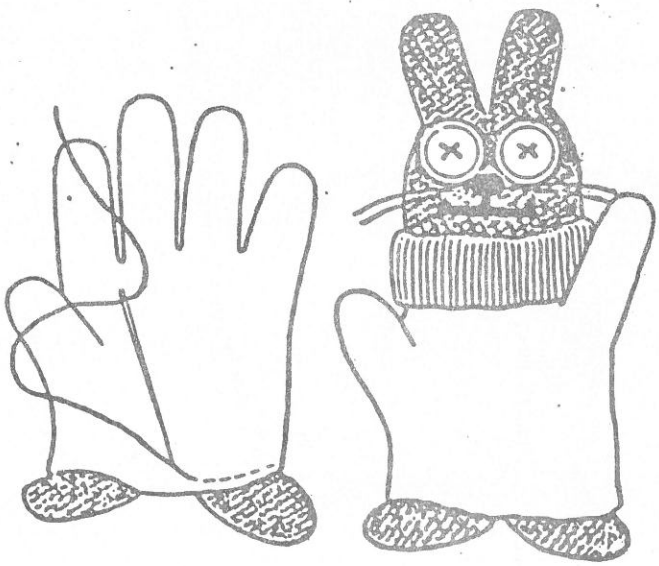


SEW BUTTON EYES AND FELT EARS ON OLD MITTEN.

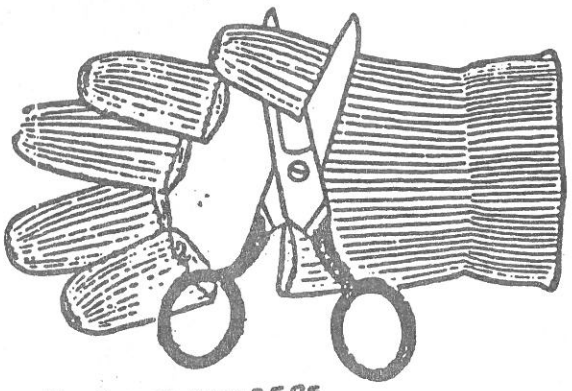


BOW WOW!

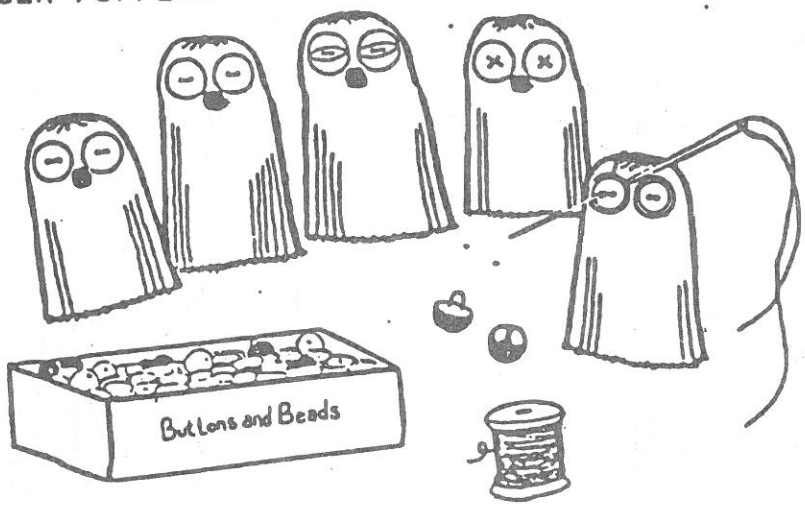
PUT ON MITTEN. THUMB IS LOWER JAW. MOVE IT UP AND DOWN TO MAKE HIM TALK OR BARK.



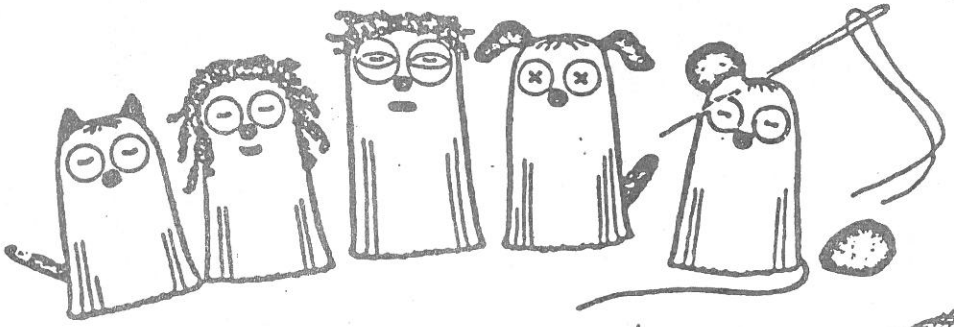
GLOVE FINGER PUPPETS



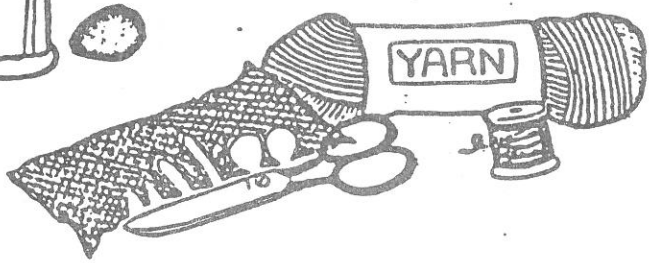
CUT THE FINGERS OFF AN OLD GLOVE

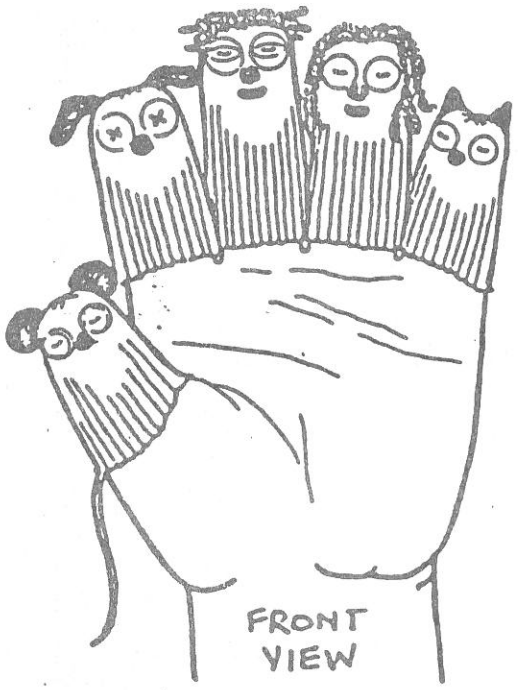


SEW ON

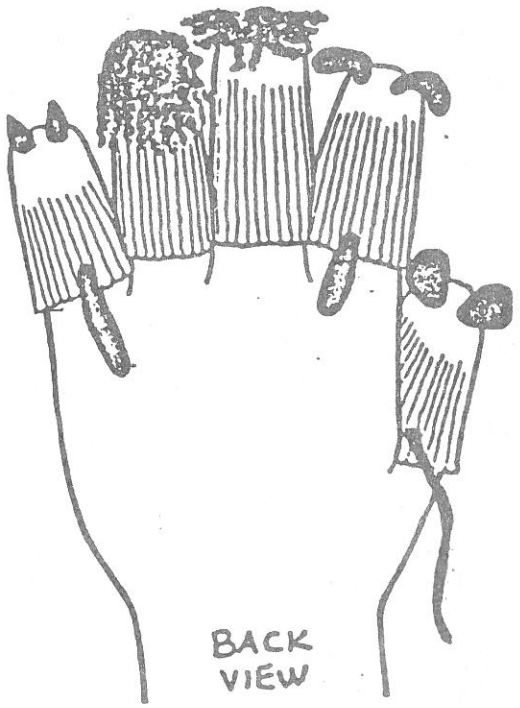


CUT OUT FELT EARS, MOUTHS, AND TAILS. USE YARN FOR HAIR. SEW OR GLUE TO PUPPETS.





FRONT VIEW



BACK VIEW

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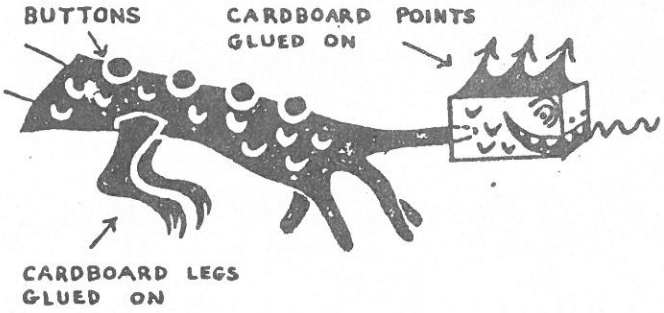
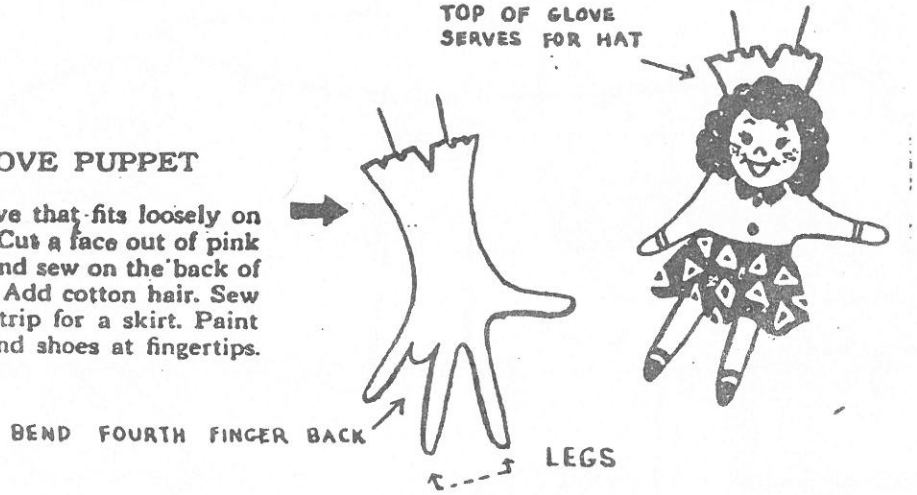
GLOVE PUPPET

A loose-fitting, colored glove is fine for a dragon. Paste a cardboard mouth and eyes on a matchbox. Use a pipecleaner for a tongue. A hole in the opposite end of the box fits your middle finger.



GLOVE PUPPET

Use a glove that fits loosely on the hand. Cut a face out of pink material and sew on the back of the glove. Add cotton hair. Sew on cloth strip for a skirt. Paint buttons, and shoes at fingertips.



Let their imaginations soar!

RING PUPPETS

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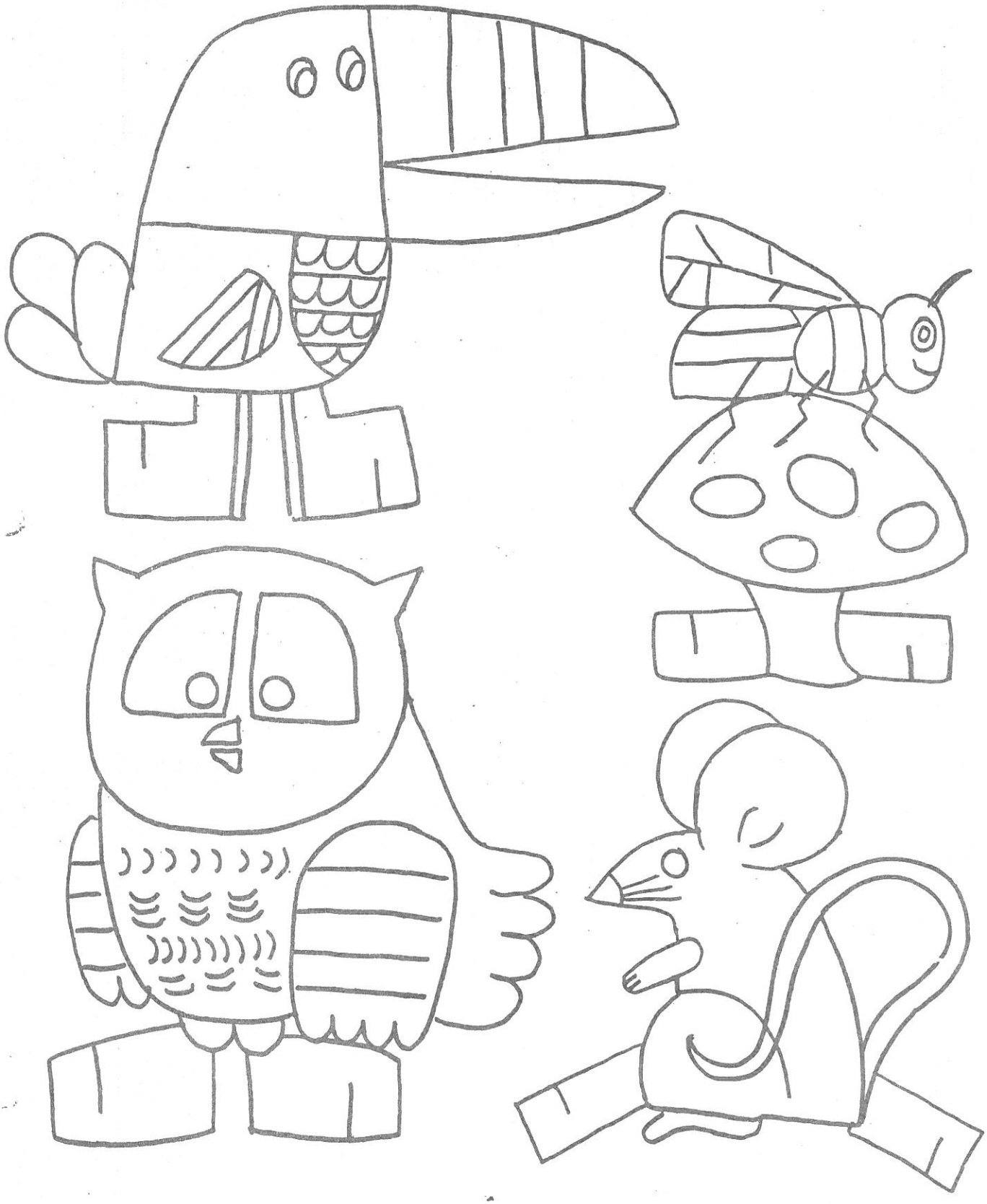
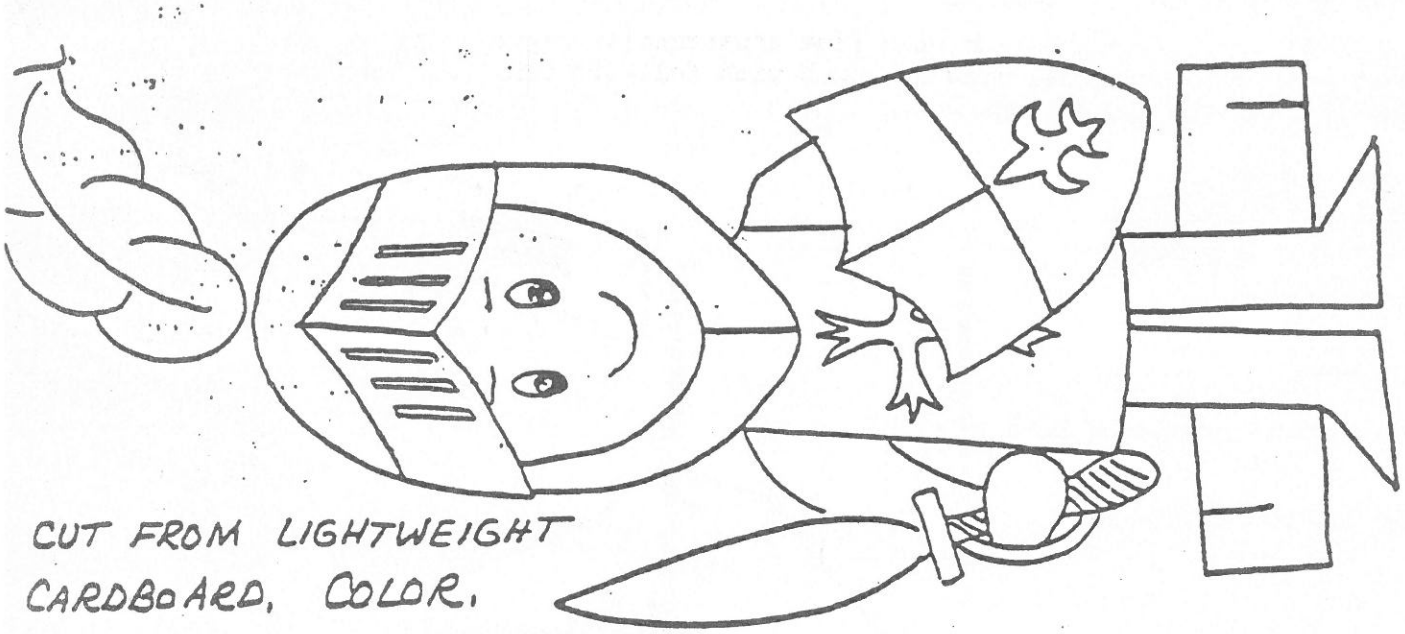
A ring puppet is a picture of a character pasted on a paper ring that fits your finger. Wear the puppet with its head toward your wrist. Make the puppet walk. Make puppets for other fingers. Let them dance together or put on little plays.

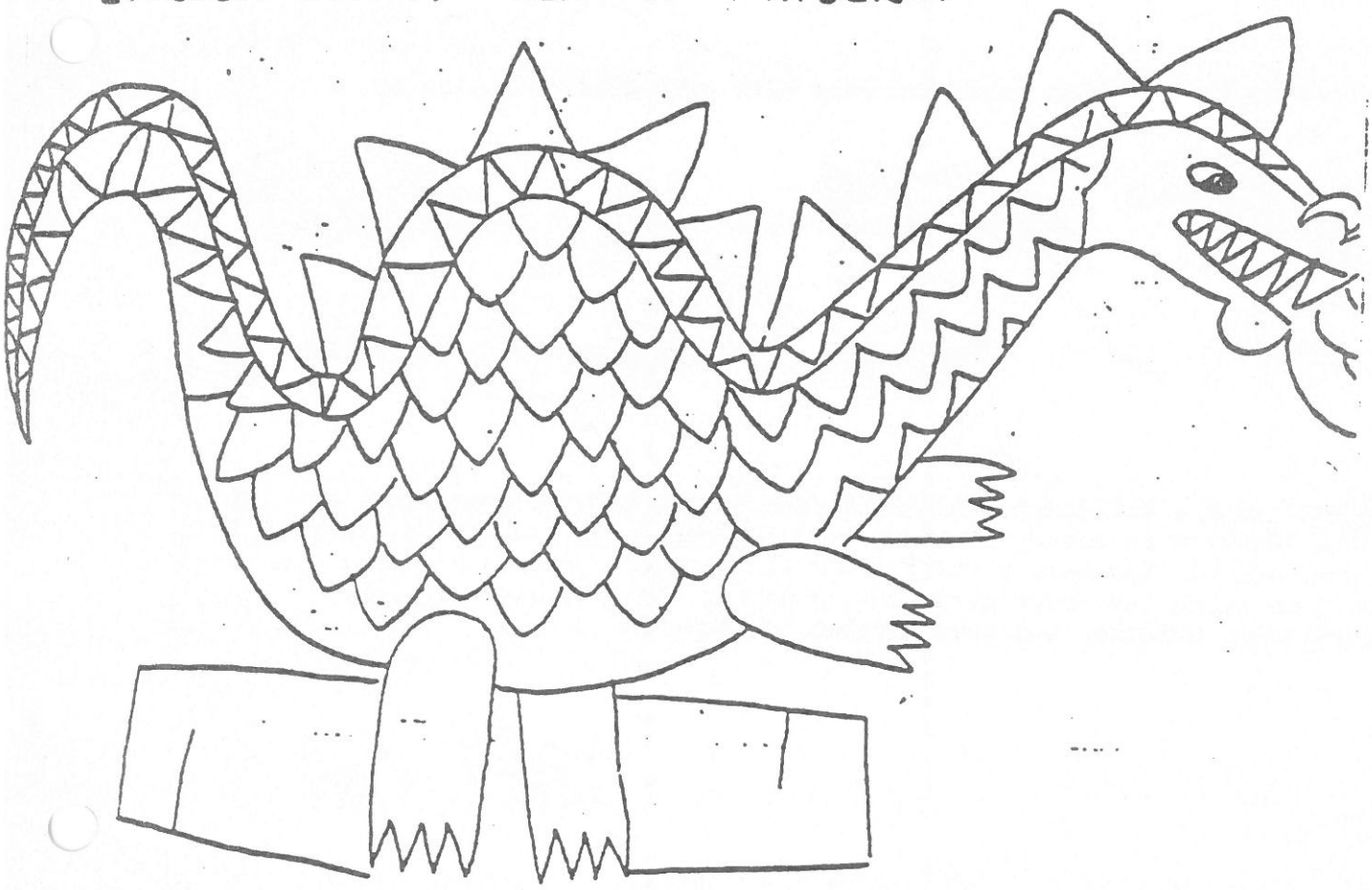


FINGER PUPPETS



CUT FROM LIGHTWEIGHT CARDBOARD. COLOR.

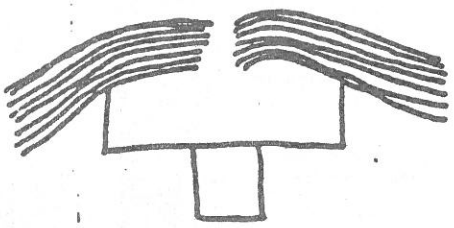
FOLD TABS BACK - INTERLOCK SLITS. SLIP ON FINGERS.

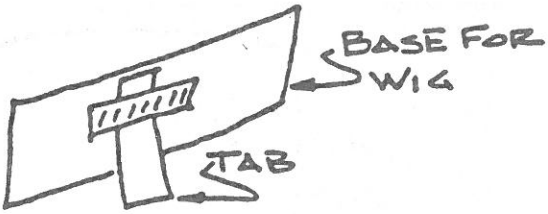


FIST FACES

Your fist can become a real face - it moves, talks, wiggles 'n twitches..... and it's so easy.....

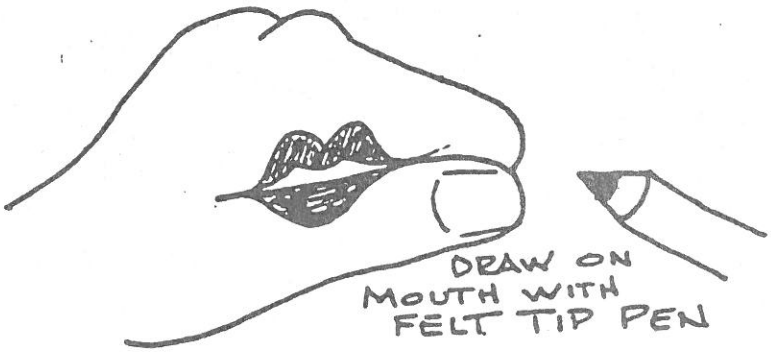
Make a wig from yarn. Make eyes and nose from construction paper, buttons, felt, etc. Insert wig, eyes and nose, draw on mouth with felt-tip pen. Now move your fingers for lots of fun and action.





WIG: Glue yarn to cardboard base with tab to hold in fist....

Insert wig between fingers....



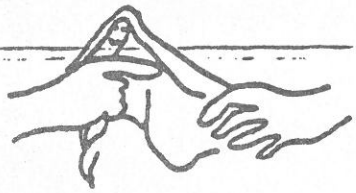
Glue buttons or felt eyes to cardboard base with tab; glue on button or construction paper nose.

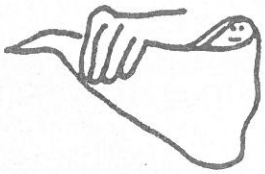
JABBERWACKY: With a ballpoint pen draw a face on the back of your hand, as shown. Use lipstick to color the lower half of your first finger and the upper part of your thumb. Now make a fist. Your first finger becomes the upper part of mouth, your thumb the lower part, and by moving them you can make your Jabberwacky talk, whistle, and even pretend to chew.

FIST PUPPETS

Make a face on the back of your hand. Draw it or cut out construction -paper features and paste them in place. Clench your fist. Tie a handkerchief around the face for a bonnet, if you like. Make a face on the back of your other hand. Hold the faces to the audience. Let the puppet sing a song. Have one puppet ask the questions, and the other gives the answers.

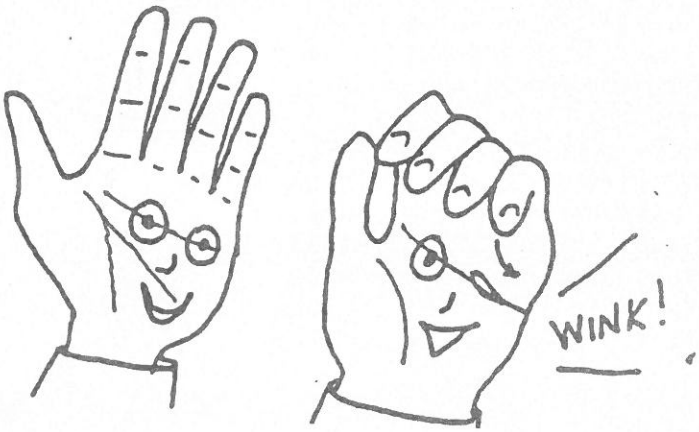
P-80





THUMBELINA: With a ballpoint pen draw a funny face on your thumb. Drape a handkerchief over it, as in B. Pull it around in front to hide your hand. You can also put a peanut shell on your thumb and draw Thumbelina's peek-a-boo face on that.

WINKUMS: Find the fold in the palm of your hand - just under the little finger. Draw one eye right on that fold. Draw the rest of the face to fit, as in Diagram C. Now, by curling your little finger down, you can make Winkums wink.



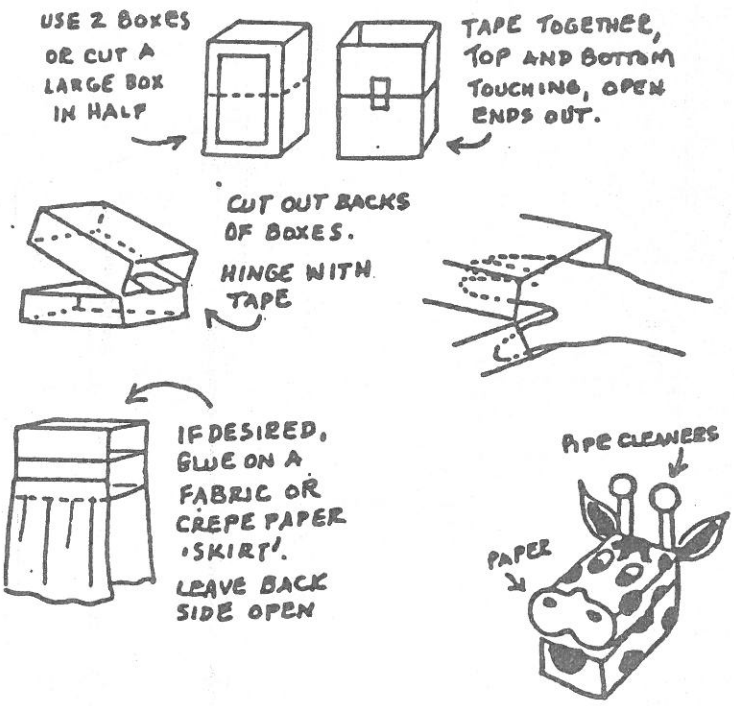
Your hands are the most convenient bases to decorate. Draw features on the back of your hand with lipstick, crayon or make-up. Color the tips of your first two fingers also, so your character is not barefoot. Clothing is never a problem for small folks: paper, attached to your hand with double-sided sticky tape, is always at hand. Cloth is usually just as available & looks a bit more realistic. The center figure has a fluted cupcake liner for a full skirt.

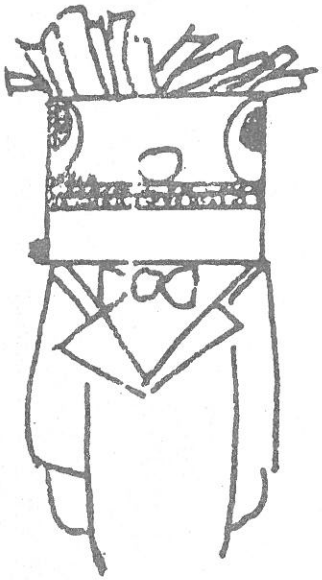
Box Puppet

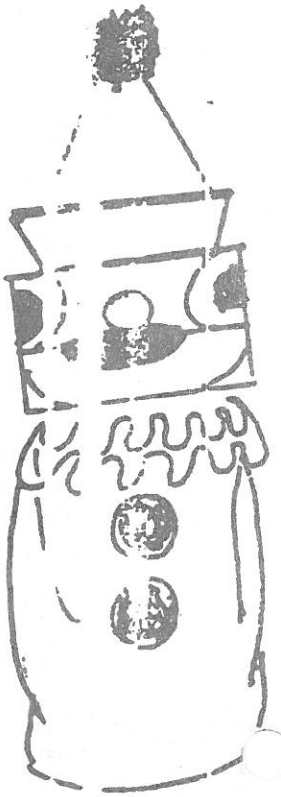
Boxes are a good source of material for making puppets. For small puppets, use Jello boxes. For large ones, cereal boxes can be used. For unusual puppets, use spaghetti boxes, egg cartons, or other type boxes.

For boxes with a waxy surface, add a small amount of liquid soap to tempera before painting. Scratch the surface before gluing on trim. Or, the boxes can be covered with construction paper. Features can be drawn on with marking pen, painted on, or felt or paper cut-outs glued on.

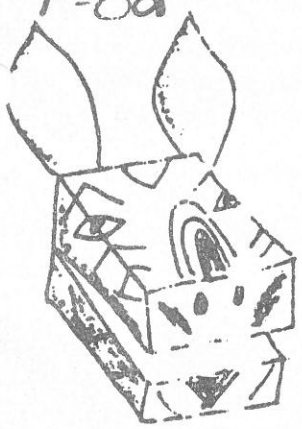
Start with two boxes (the same size, or different sizes, depending on puppet) or cut one large box in half. (See Illustration) Tape boxes together as shown so that back side of puppet is open and hinged. Decorate as desired.



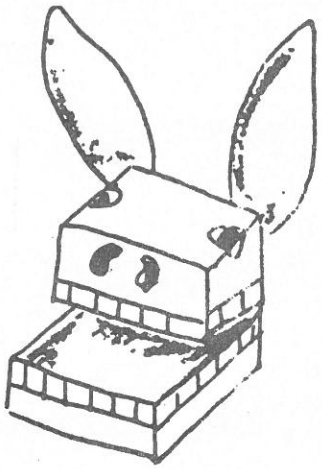




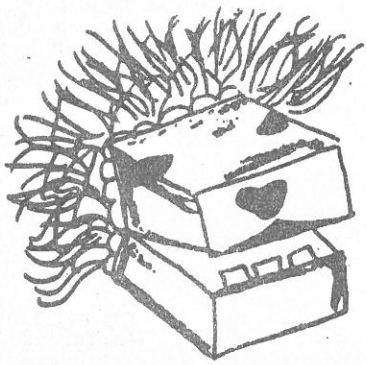
P-82



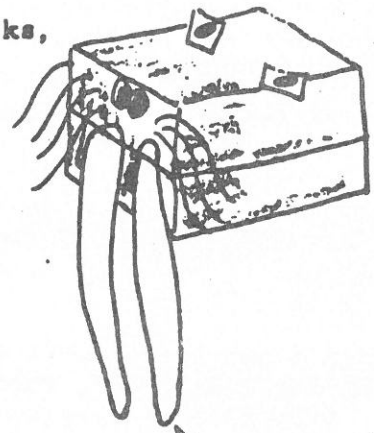
ZEBRA - use white paper black construction paper for mane, stripes, ears, etc.



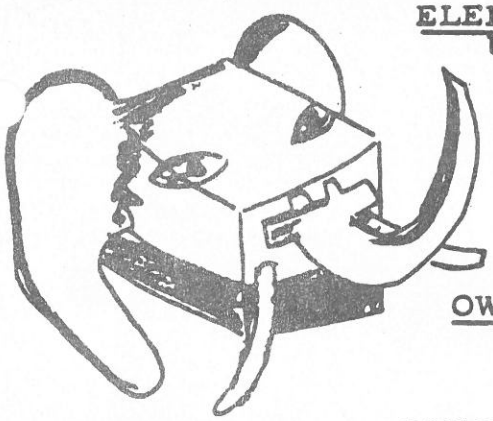
DONKEY- gray paper, paint teeth, marker for tooth division.



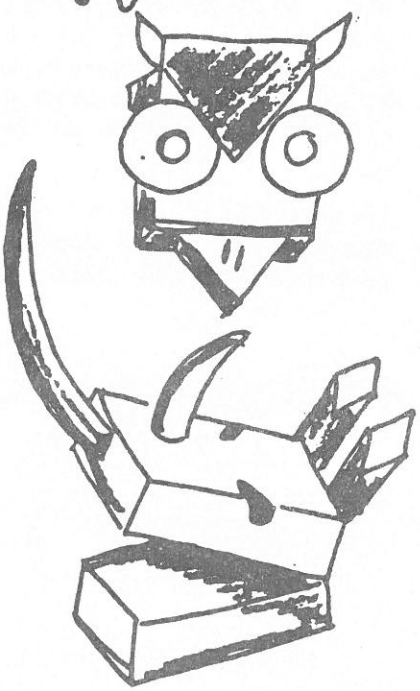
WALRUS -butter box tusks, black yarn looped and cut for moustache.



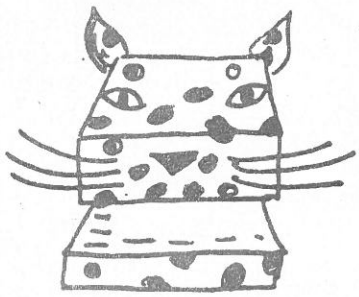
LION - sew on loops of manila rope and unravel after cutting. White paint for teeth, marker for nose, black paper eyes.



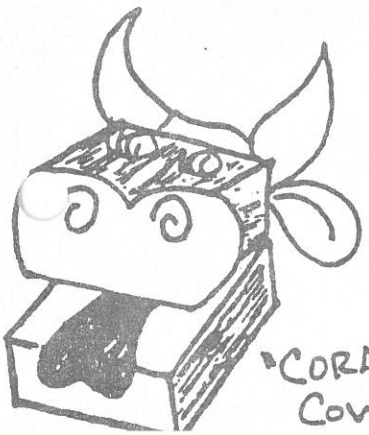
ELEPHANT - Gray paper. Use pint ice cream box cut down to cereal box length. Use foil for ears and trunk. Stiffen trunk first with wire. Attach through slots. Tusks from butter boxes.



OWL - use rasin boxes, black features.



LEOPARD - brown bag, broom straws for whiskers poked through holes. Black marking - white teeth.

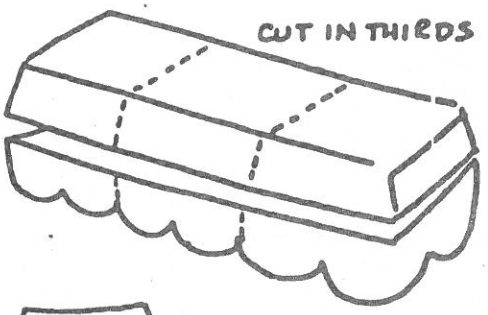


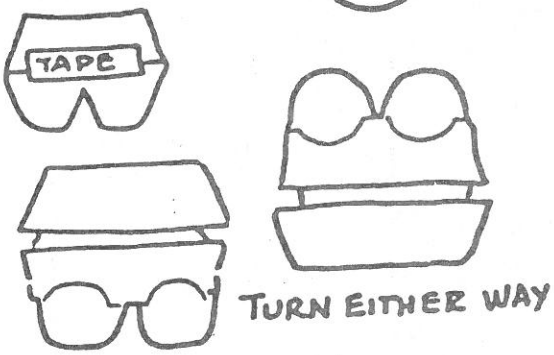
"CORA COW"

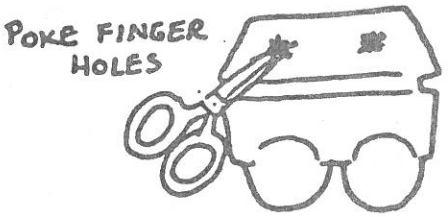
"DANNY DRAGON"

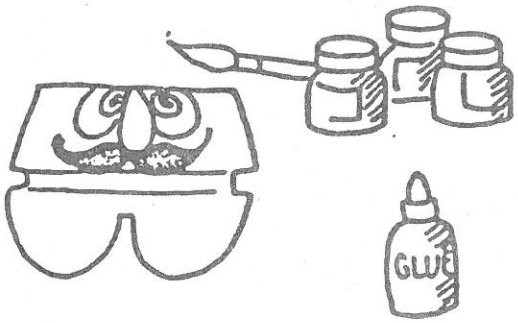
Egg Carton Puppet

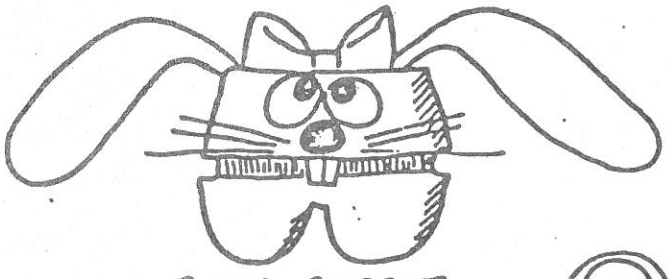
1. Use large scissors or a paper cutter to slice an egg carton into thirds. Each third becomes a puppet mouth. Reinforce the hinge with masking tape to make a more durable puppet.
2. Help each boy decide if his character needs the bumpy side up or down, as the holes for controlling the puppet will be placed in whatever is the top half of the puppet.
3. Boys can decide whether to cut off the egg carton flaps or turn them into teeth or lips.
4. Poke and twist the point of closed scissors into the top, back part of each puppet, directly above the hinge. Finger holes made in this way last longer than if two circles are carefully cut out, because tearing is less likely.
5. Provide a variety of odds and ends for making eyes, hair, ears, noses, etc. Styrofoam egg cartons are particularly good for poking things in, like pipe cleaners and feathers. Pipe cleaners can also be used to attach things such as earrings or bows.
6. If desired, paper or cloth bodies can be stapled or taped to the back, underside of the puppet heads.



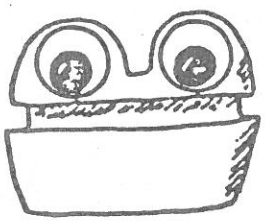




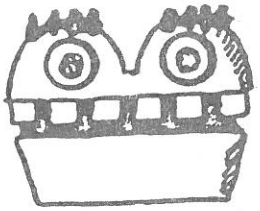




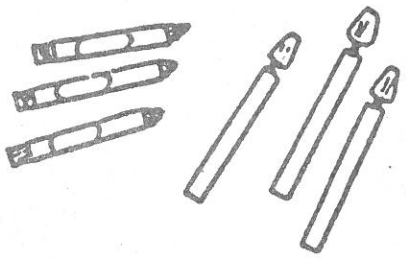
RUDY RABBIT

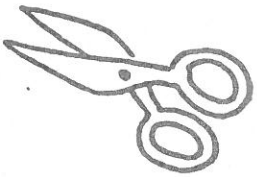


FREDDIE FROG



TOOTH MONSTER





P-84

AN EASY PUPPET BODY

Make an easy puppet body from a half circle of cloth.

Use a rectangle of cloth about 24" x 12" for a large body.

Fold in half.

Mark the center with a dot as shown.

Fold it in half again so that it makes a triangle.

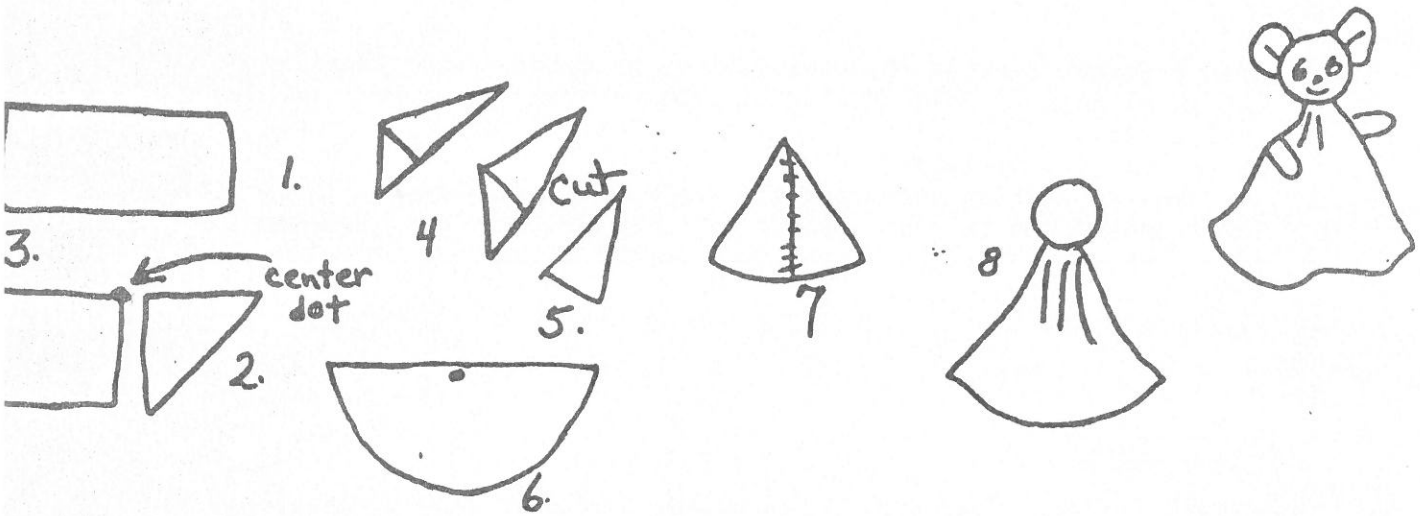
Fold one more time and cut so that the ends are even.

Unfold and you have a half-circle.

Use a styrofoam ball, a stuffed sock toe, and an old doll head or some other head.

This half-circle puppet body works very well with a rod because your thumb and index finger can make even better arms for your puppet than your thumb and second finger can.

This body is suitable for a miniature mouse, a small girl pig and many other characters.



FLYSWATTER PUPPET

Materials Needed: Flyswatter, construction paper, bits of white paper, glue and crayons.

1. Cut facial features from construction paper and glue to the flyswatter.
2. Construct a beard from one solid piece of blue construction paper with tiny bits white paper glued to it.
3. Add hair, and costume as desired.

BALLOON-TISSUE PUPPET

Materials Needed: Balloon, tissues, spray starch, tempera paint, yarn and material for clothing.

1. Blow a small balloon to the size of the small orange. Tear some tissue into one-inch strips.
2. Spray balloon with spray starch.
3. Add one layer of the torn tissue. Spray with starch. Continue to add a layer of tissue and spray generously with spray starch after each layer. Add about 8 to 10 layers. When sufficiently thick, pinch in a nose, depress eyes, form mouth and ears. Let dry.
4. Paint with tempera paint, and glue on hair.
5. Roll a cylinder of paper to fit in neck after balloon has been deflated.
6. Gather material for dress and secure around the neck.
7. Manipulate by inserting finger into the neck cylinder.

SPOON PUPPET

Materials Needed: Wooden or plastic spoons, scraps of material, construction paper, yarn, lightweight cardboard, pipe cleaners, and clay.

1. Draw a puppet face on the bowl portion of spoon. Make arms from a pipe cleaner if desired. Cut a robe or dress from scrap material.
2. Make headdress from a small square of material folded in a triangle. Glue headdress to spoon.
3. Or, draw a body for the puppet on lightweight cardboard. Color the body and cut it out. Then make a headdress or use yarn for hair. Paste the body of the puppet to the spoon just below the bowl of the spoon.
4. Manipulate the puppet by holding the handle of the spoon.

SOAP BOX PUPPET

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

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

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THE GOONEY BIRDS

This version of puppets requires four sizes of styrofoam balls, heavy cord, cardboard and felt, a package of feathers and some odds and ends.

A six inch styrofoam ball becomes the body and a 4" ball the head. A half dozen 2" balls form the neck while 2 dozen 1" balls make spindly legs - 12 for each leg.

A cardboard triangle (4½"x5½"x4½") with felt glued to both sides creates the tail. Cut a slit in the body ball, fill it with glue and insert the long edge of the tail triangle.

Use an awl or knitting needle to make a hole through each of the neck balls and string them on a piece of cord knotted at one end. Make a hole in the body in front of the tail, fill with glue and embed knotted end of neck.

For eyes, cut two indentations, half dollar size, in the head. Glue in felt circles and movable plastic eyes over felt.

Two more cardboard triangles about 4½"x4½"x4½", one slightly larger than the other, combine to make the beak. Paint the triangles with water colors. After they're dry, fit the triangles into glue filled slits located below the eyes.

Glue the remaining neck end to the bottom of the head.

String balls for one leg on cord, pass cord through lower part of body, and string balls on the remaining cord to create the other leg. Half of a 4" ball with a weight, such as a drape weight, glued inside makes one foot.

Add felt covered cardboard wings attached through body on a cord and then cover the head, top of body and ankles with bright feathers available at craft stores.

Two pieces of wood, about 12" each, nailed in an "X" for the control. Add eyescrews to hold the strings: One at each end of the pieces of wood, others along the bottom of the "X". Nylon filament (fishing line) is strong and nearly invisible.

Pass a string through the center of the head, the body and each foot. For more control, add strings to wings and tail.

Place 2 eyescrews on top of control and tie string through them for hanging up the puppet.

The rest is up to you. Add more feathers, or maybe substitute yarn or fake fur. Baby birds can be created with small balls, string and Popsicle sticks for controls

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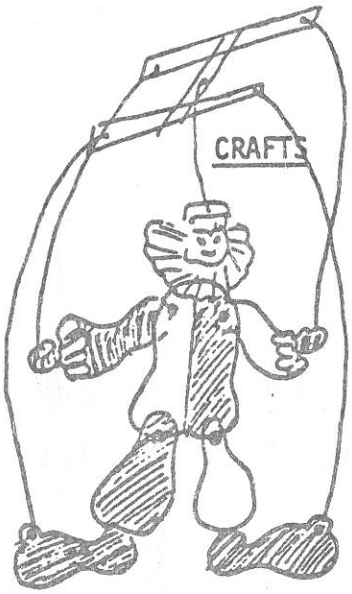
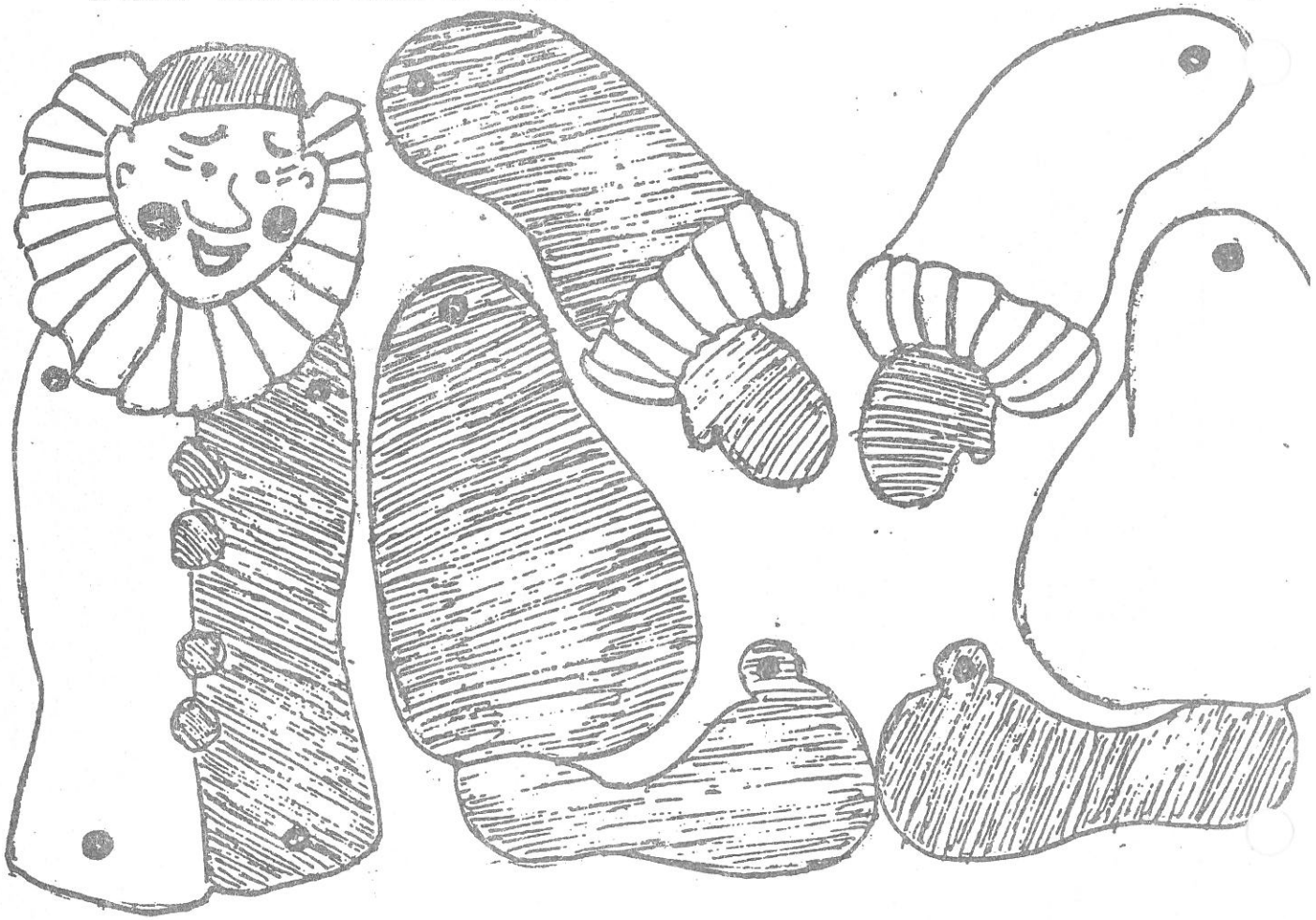


CLIPPO THE CLOWN

Materials:
Round Head
Paper
Fasteners
Cardboard
String

1. Paste pattern on sheet of lightweight cardboard.
2. Cut out puppet parts and punch holes as marked for fastening parts together.
3. Attach arms and legs to body using round head paper fasteners.
4. Make a cardboard handle by glueing 3 pieces of heavy cardboard as shown. Long pieces should be about 6 inches long, and cross pieces about 3 inches.
5. Tie strings from handle to arms and legs as shown.

When you move handle up and down, and side-wise, Clippo will do all sorts of tricks. Make him dance to music.



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MARIONETTES

A marionette is a puppet operated by strings. He can jump, dance, sit down, bow, wave his hands --even fly. You can buy marionettes, or you can make simple ones yourself. The body may be a loose-jointed rag doll. Or you can make a marionette with papier-mache head, lath shoulders and hips, and tape body, legs, and arms. Be sure to sew weights in the feet and hands.

You operate a marionette with a control bar which has strings attached. The main control has strings extending from the front to the marionette's wrists. Another string extends from the back of the bar to the marionette's seat.

A shorter bar is nailed across the main bar. Strings extend from this to the sides of the marionette's head.

A third bar is removable. It may fit on a peg or nail on the main bar. Strings extend from it to the knees of the marionette.

You can make animals or queer-creature marionettes from small boxes, scraps of wood, pipestem cleaners, and other odds and ends. Attach strings to them.

To operate a marionette, hold the main control bar in your left hand so that the marionette's feet touch the floor or a table. Pull the front strings with your right hand to make the marionette's arms move. Sing a song, having the marionette's arm move in rhythm.

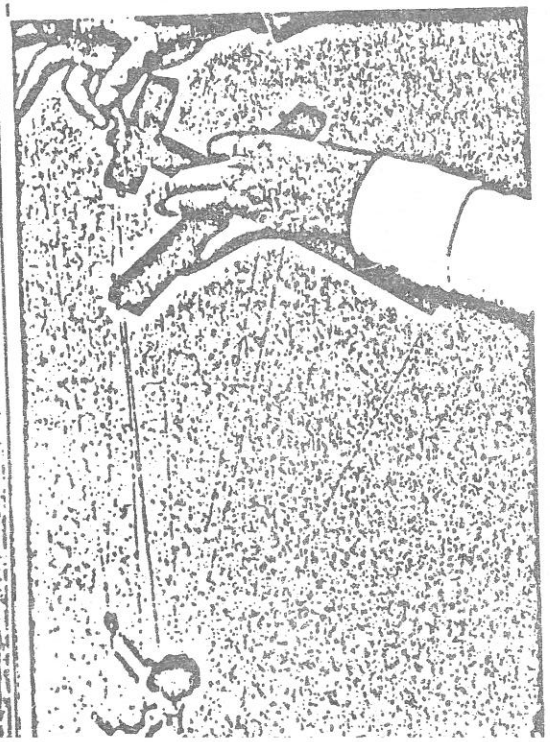
Pull the strings from the small crossbar to make the marionette turn his head. Tilt the bar and lift the back string to make him bow. Say a few lines, having the marionette move in a natural way.

To make him walk, continue to hold the main control in your left hand. Remove the front bar with your right. Pull the strings. Twist the bar. See the different movements he makes.

Stringing a marionette

Marionettes are probably the most difficult puppets to make and operate. Their advantage is that they seem to move freely in space. If you practise the basic movements you will soon be able to operate your puppet well. This section shows you how to make a balanced control for your marionette.

Materials, tools, and equipment
Wood laths (smooth, thin strips of soft wood like deal) approximately 20 × 6 mm

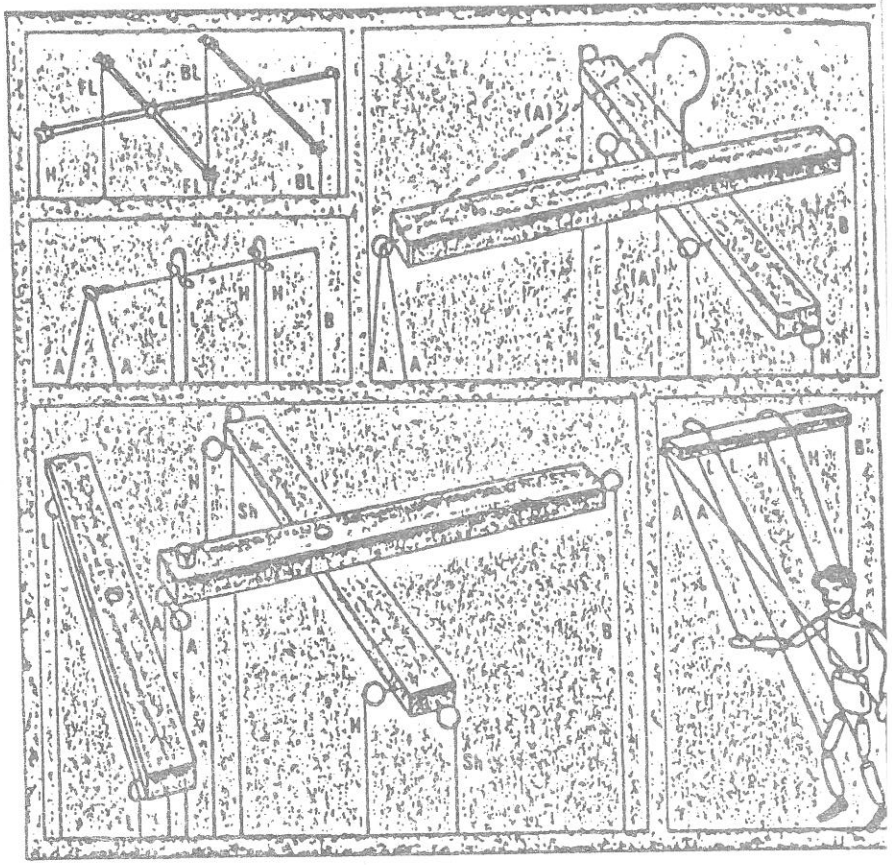


Fabric (for clothes), small pieces of lead
Screw eyes, 15-gauge wire, elastic, nails, pins, macramé thread or fine fishing line, large and small cup hooks, large bulldog clips, rag
Scissors, stapler, awl, hammer, pincers, pliers, paint brushes
Glue, paste, paint, polyurethane varnish

Method for stringing The controls described are in order of difficulty in making and use. The following key has been used for naming the strings.
A – Arm. Strings consist of a loop or running string which passes through one or two screw eyes on the control. They are attached through a hole in the centre of each puppet's hands, and tied round the hand.
B – Back. A wire joined to shoulders and down the back of the body, or a string joined to just below the waist.
BL – Back legs for animals.
FL – Front legs for animals.
H – Head. The first string to be attached. It is fastened to the top of the head. When two strings are used, attach one to a screw eye behind each ear.
L – Legs. Usually a free-running loop, best tied above the knee joint.
Sh – Shoulders.
T – Tail for animals.

In all the diagrams the working strings are shown in red to make them different from construction strings or joins. Strings are usually white, black, natural, or transparent.

Method for single-bar control This



wood about 300 × 25 × 12 mm with screw eyes and strings, a piece of stiff wire and 150 mm of elastic (1). The stiff wire (B) is glued and stapled at the back of the wood control, and to the back (not head) of the puppet. The macramé thread used for the strings runs freely through the screw eyes, except for the head strings (H). These do not go through screw eyes. They have a short piece of elastic which goes over the control to give realistic head movements.

Method for aeroplane control This control is suitable for puppets up to 300 mm in height (2). It consists of two pieces of wood each 300 × 25 × 12 mm. The cross-bar pivots on the hook to make it easier

to pack away. The hook is made stiff wire and can be fixed by bendi back under the main bar.

The strings are of two types. Tho for the head (H), and back (B) a fixed. The others for legs (L), a arms (A) are continuous run-throu strings. If necessary the arm string can be pulled up to the top hook (s dotted line in diagram). The contin ous string allows either the legs arms to be lifted or dropped sing together or alternately without havi to change strings.

The control is held in one ha and the other hand is used for in vidual strings. By tipping the cont forwards the puppet will bow. Tipp it from side to side it will shake head.

THE MAGIC OF SONGS

SONGS

Anyone can become a song leader. People have a fundamental rhythm urge. Notice them tap teir feet or hum to themselves or even sway to lively music with a definite beat. Here are a few tips to help you lead songs in your den or pack:

-Be convinced that singing builds and produces group participation. It is one of the most effective ways of strengthening morale, spirit, fun, and that solid feeling of everyone working together. Singing is one activity that can pep up your meeting and get everyone feeling that he is in a pack where everyone does his part.

-Select songs that fit the occasion. Be sure you know the song.

-Select songs that are not too hard to sing.

-Select some songs that the people already know.

-Establish pitch by trying it softly to yourself, then aloud so all can get it. If you're too high or too low, stop and start again.

-If the group does not know the song, teach them. Songs are easily learned if they have a familiar tune.

-Don't ask what they would like to sing, tell them what you want to hear.

-Sometimes it helps to clap your hands softly or tap your feet to keep time to the music.

-Use easy-to-follow motions to set the tempo. Start everyone at the same time. Start over if they have trouble starting together.

-Start with lively, action songs. Encourage pep and enthusiasm by your example.

-End with the more quiet songs. Alternate quiet and action songs.

-Make good use of someone who plays guitar. It can make singing even more fun for the boys.

-Teach songs at the den meeting that will be sung at the pack meeting.

-Help the group relax and enjoy themselves. Singing is for fun.

-Emphasize quality, rather than volume.

-Cubs are more interested in the words than your voice, so don't be worried if you are not a good singer. They don't even care if you don't have the correct tune if the song is a fun one.

-If you show them that you are having a good time singing they will also have a good time singing. If you give them the impression that it is a chore they will look on it as a chore. BE POSITIVE!

-Smile at the group. Appear to be confident whether you actually feel that way or not. Morale is catching.

-Control the volume with hand motions. Raise your hand for loudness and lower it for softness.

-Don't stand fixed in one spot. Move around a little to inject some pep and personality.

-Dividing the group into separate groups to sing separately, or when you point to them can spark enthusiasm. Vary singing with humming, whispering, whistling, or rhythm clapping.

-Never go on long enough that people ask you to stop. Leave them wanting more.

DECEMBER

CHRISTMAS SONG

tune: Rudolph the Red-Nosed Reindeer

Here's to the Cubs in our den,
As they follow, help and give;
All of the boys in our den,
Know just how a Cub should live.

Now that it's time for Christmas,
We've been very helpful boys,
We've gathered lots of old things,
Fixed them up like brand new toys.

Saved our pennies every meeting,
Bought a lovely Christmas tree,
Trimmed it up to take to our
Den-adopted family.

Bright and early Christmas morning,
When they see our shiny toys;
We'll be happy that we shared
Our Christmas joy with other boys.

IF I HAD A HAMMER

If I had a hammer, I'd hammer in the morning
I'd hammer in the evening All over this land.
I'd hammer out danger, I'd hammer out warning
I'd hammer out the love between my brothers and my sisters,
All over this land.

If I had a bell, I'd ring it in the morning--

If I had a song, I'd sing it in the morning--

Well, I've got a hammer, and I've got a bell
And I've got a song to sing, all over this land.
It's the hammer of justice, It's the bell of freedom,
It's the song about love between my brothers and my sisters,
All over this land.

PEOPLE IN A FAMILY SHOULD DO A LOT TOGETHER

tune: Supercalifragilisticexpialidocious

Chorus:
People in a family should do a lot together.
In the house, or out of doors,
No matter what the weather,
Do not try to put it off,
It's either now or never,
People in a family should do a lot together.

Mom and dad should take the time you will be glad you did
To be a parent and a friend,
Do something with your kid,
One day they are tiny,
And the next day they are grown,
And before you know it,
You'll be living all alone.

Chorus:

Go to a museum, see a show, or ride a bike
Try your hand at fishing.
Or at camping or a hike.
Swimming in a swimming pool
Or skiing on the snow,
Lots of things that you can do
And places you can go.

Chorus:

WE WISH YOU A MERRY CHRISTMAS

We wish you a Merry Christmas
We wish you a Merry Christmas
We wish you a Merry Christmas and a Happy New Year;
Good tidings to you wherever you are,
Good tidings for Christmas and a Happy New Year.

JANUARY

I'VE GOT TUPENCE

I've got two pence, jolly, jolly, two pence.
I've got two pence to last me all my life.

I've two pence to spend, and no pence to lend,
And no pence to send home to my wife (poor wife).

No care have I to grieve me,
No pretty little girls to deceive me,
I'm as happy as a king, believe me, as we go rolling, rolling home.

Rolling home, rolling home, by the light of the silvery moon,
Happy as the day when a soldier earns his pay
As we go rolling, rolling home.

(The second and third verses are "Four pence" and "Six pence."
For four pence, you have two to spend, two to lend, and none for the wife.
With sex pence, you have enough for everyone.)

THE GRAND OLD DUKE OF YORK

The grand old Duke of York,
He had ten thousand men.
He marched them up the hill,
And marched them down again.

And when you're up, you're up,
And when you're down, you're down,
And when you're only halfway up,
You're neither up nor down.

(Repeat several times, each time
getting faster. Action is up and
down as indicated by the words.)

FEBRUARY

WE'RE HERE FOR FUN

tune: Auld Lang Syne

We're here for fun right from
the start,
So drop your dignity;
Just laugh and sing with all
your heart,
And show your loyalty.
May all your troubles be forgot,
Let this day be the best;
Join in the songs we sing today,
Be happy with the rest.

HAIL, HAIL, T

Hail, hail, the
Never mind the
Here we are toget
Hail, hail, the g
Sure we're glad t

Hail, hail, the gang
We're a bunch of live
Not a single dead one
Hail, hail, the gang's
Sure I'm glad that I'm

THE MORE WE GET TOGETHER

tune: Ach Du Lieber Augustine

The more we get together, together,
together,
The more we get together, the happier
we'll be.
For your friends are my firneds,
And my friends are your friends,
The more we get together, the
happier we'll be.

RECOGNITION SONG

tune: Farmer in the Dell

Our honored guests are her,
Our honored guests are here,
Stnad up now and take a bow (stand)
Our honored guests are here.

Continue-Den Leaders, fathers,
mothers, sisters, brothers, den
chiefs, Cub Scouts, Webelos, etc.

ALL YOU ET - A

tune: Alouette

All you et-a, think of all you et-a.
All you et-a, think of all you et.
Think of all the soup you et,
Think of all the soup you et,
Soup you et, soup you et .. oh....

All you et-a, think of all you et-a,
All you et-z think of all you et.
Think of all the corn you et ...
Etc.
(Add additional verses - potatoes,
salad, meat, bread, pie, etc.)

SCOUT VESPER SONG

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

TAPS FOR CUBS

Sun of gold, Sky of blue,
Both are gone, From our sight
Day is through
Do your best, then to rest,
Peace to you.

Day is done, For our son.
From a Cub, To a Scout, To a man.
He will grow, if we help, And we can.

MARCH

THE BATTLE OF NEW ORLEANS

In 1814 we took a little trip
Along with Colonel Jackson down the mighty Mississip
We took a little bacon and we took a little beans,
And we caught the bloody British in a town in New Orleans.

Chorus:
We fired our guns and the British kept a-comin.
There wasn't near as many as there was a while ago.
We fired once more and they began a-running
From down the Mississippi to the Gulf of Mexico.

We looked down the river and we see'd the British come
There must have been a hundred of 'em beatin' on the drum
They stepped so high and they made the bugles ring;
We stood beside our cotton fields and didn't say a thing.

Old Hickory said we could take 'em by surprise.
If we didn't fire our muskets till we looked them in the eyes.
We held our fire till we see'd their faces well;
Then we opened up our squirrel guns
And really gave 'em --Well,

They ran through the briars and they ran through the brambles,
And they ran through bushes where a rabbit couldn't go.
They ran so fast that the hounds couldn't catch 'em
From down the Mississippi to the Gulf of Mexico.

We fired our cannon till the barrel melted down.
So we grabbed an alligator and we fought another round.
We filled his head with cannonballs and powdered his behind
And when we touched the powder off, the 'gator lost his mind.

Chorus:

CALLIOPE SONG

(Divide the group into four or
five parts; begin with first and
bring other in one at a time.)

1st: um-pah-pah
2nd: um-sss-sss
3rd: um-peep-peep
4th: um-tweedle-tweedle
5th: sings melody of Daisy, Daisy"
or The More We Get Together"

APRIL

DOWN AT THE TEEPEES

tune: Down by the Station

Down at the teepee (1)
Early in the morning (2)
See the Indian campfires (3)
Burning in a row (4)

Little brave is chopping (5)
Wood for teepee fires (3)
Chop! Chop! Crack! Crack! (6-7)
Watch him go. (8)

MOTIONS: (1) Point down, make sign for teepee (index fingers together). (2) Yawn and stretch. (3) Rub hands as if warming them over fire. (4) Right hand cuts downward three times for three rows. (5) Chopping motin (6) Same as 5. (7) Pretend to break stick over knee. (8) Shade eyes.

AKELA'S PACK

tune: I've Been Working on the Railroad

We're a pack of happy Cub Scouts
Webelos is our tribe.
We are waiting to be Boy Scouts
When we become of age.
Don't you want to come and join us,
Join our happy pack?
Don't you want to be a Boy Scout?
Come! and "Do Your Best!"

TEN LITTLE INDIANS

One little, two little, three
  little Indians,
Four little, five little, six
  little Indians,
Seven little, eight little, nine
  little Indians;
Ten little Indian boys.

(Give war whoop)

Ten little, nine little, eight
  little Indians,
Seven little, six little, five
  little Indians,
Four little, three little, two
  little Indians,
One little Indian boy.

MAY

WORMS

Nobody like me, Everybody hates me
I'm gonna eat some worms.

Chorus:
Long slim slimey ones, Short fat juicy ones, Itsy bitsy fuzzy wuzzy worms.

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

Chorus:

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

Chorus:

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

Chorus:

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

Chorus:

BE KIND TO YOUR WEB-FOOTED FRIENDS

tune: Stars and Stripes forever

Be kind to your web-footed friends,
For a duck may be somebody's mother,
Be kind to your friends in the swamp
Where the weather's always damp.

You may think that this is the end;
Well, it is!

LITTLE WHITE DUCK

There's a little white duck sitting in the water,
A little white duck doing what he oughter,
He took a bite of a lily pad,
Flapped his wing and he said, "I'm glad
I'm a little white duck sitting in the water, Quack! Quack! Quack!"

There's a little black bug floating on the water,
A little black bug doing what he oughter.
He tickled the frong on the lily pad,
That the little duck bit and he said, "I'm glad
I'm a little black bug floating on the water. Bzz! Bzz! Bzz!"

There's a little red snake playing in the water,
A little red snake doing what he oughter.
He frightened the duck and the frog so bad,
He ate the bug and he said "Im glad
I'm a little red snake playing in the water, Hiss! Hiss! Hiss!

Now there's nobody left sitting in the water,
Nobody left doing what he oughter,
There's nothing left but the lily pad,
The duck and the frog ran away, I'm sad
"Cause there's nobody left sitting in the water. Boo! Hoo! Hoo!

JUNE

KOOKABURRA

Kookaburra sits on an old gum tree,
Merry, merry king of the bush is he,
Laugh kookaburra, laugh kookaburra,
Gay your life must be.

SWEETLY SINGS THE DONKEY

Sweetly sings the donkey on his way
to hay;
If you don't go with him, he will
run away.
Hee-haw! Hee-haw! Hee-Haw! Hee-
haw! Hee-Haw!

T' CHEESE

t's cheese, it's cheese, it's cheese that makes the world go round,
Repeat two more times.)
t's cheese that makes the world go round.

horus:
h! Rolling over the billows, rolling over the sea;
olling over the billows of the deep blue sea,
h! Rolling over the billows, rolling over the sea;
olling over the billows of the deep blue sea.

dditional verses:
t's mice, it's mice, it's mice that make the cheese go round, etc. etc.
t's cats, it's cats, it's cats that make the mice go round, etc. etc.
t's dogs, it's dogs, it's dogs that make the cats go round, etc. etc.
t's boys, it's boys, it's boys that make the dogs go round, etc. etc.
t's Cubs, it's Cubs, it's Cubs that make the boys go round, etc. etc.
t's spirit, it's spirit, it's spirit that make the Cubs go round, etc. etc.

ULES

une: Auld Lang Syne

n mules we find two legs behind,
nd two we find before;
e stand behind before we find,
nat the two behind be for.
nen we're behind the two behind,
e find what these be fore;
) stand before the two behind,
nd behind the two before.

BINGO

There was a farmer had a dog and
Bingo was his name-o!
B-I-N-G-O, B-I-N-G-O, B-I-N-G-), and
Bingo was his name-o!

There was a farmer had a dog and
Bingo was his name-o!
(clap-I-N-G-O, (clap-I-N-G-O,
(clap)-I-N-G-O, and Bingo was
his name-o!

(Each succeeding verse eliminate one letter from Bingo and substitute a hand clap.)

JULY

HIKING

tune: Caisson Song)

Over hill, over dale,
We will hit the greenwood trail,
As the Cub Scouts go hiking along.

In and out, all around,
You will never see us frown,
As the Cub Scouts go hiking along.

And it's hi, hi, hee,
The Cub Scouts are for me,
Shout out our name and shout it strong,
Where 'er we go, we will always know
That the Cub Scouts go hiking along.

ONE FINGER, ONE THUMB

One finger, one thumb, one hand,
keep moving.
(Repeat two more times)
And we'll all be happy and gay.

One finger, one thumb, one hand,
two hands, keep moving.
(Repeat three times)
And we'll all be happy and gay

Add in turns: One arm
Two arms
One leg
Two legs
Stand up, sit down

HEAD SHOULDERS, KNEES & TOES

tune: Tavern in the Town

Head, shoulder, kneeds and toes, knees
and toes
Head, shoulders, knees and toes, knees
and toes
And eyes and ears and mouth and mose
Head, shoulders, knees and toes, knees
and toes.

WHEW-W-W-W-W

tune; Jingle Bells

Clap your hands, stamp your feet,
let's all stand up please.
Face to the left, face to the righ
now hands on your knees.
Sit down now, stand back up,
clap your hands two beats.
Now we'll all wipe our brows,
and collapse in our seats.

MY CUB SCOUT JUMPS OVER THE FENCES

tune: My Bonnie Lies over the Ocean

My Cub Scout jumps over the fences,
My Cub Scout jumps over a wall,
I can't get into my senses,
Why into mud puddles he'll fall.

Chorus:
He'll fall, he'll fall
Why into the mud puddles he'll fall,
he'll fall
He'll fall, He'll fall
Why into the mud puddles he'll fall.

My Cub Scout walks on narrow planks
My Cub Scout walks on narrow walls
He's balanced on anything narrow
But into mud puddles he falls.
Chorus:

AUGUST

GREEN GRASS GROWS ALL AROUND

Chorus:
The green grass grows all around, all
a-round, And the green grass grows
all a-round.

There was a hole, A pretty little hole;
The prettiest little hole, That you ever
did see;
There's a hole in the ground, and (chorus)

Now in this hole, There was a seed;
The prettiest little see That you ever
did seed;
The seed is in the hole, and the hole is
in the ground, and (chorus)

Now from this seed, There came a root;
The prettiest little root, That you ever
did see;
The root is from the seed, and the seed
is in the hole, and the hole is in
the ground, and (chorus)

Now from this root, There came a trunk,

Now from the trunk, There camae a branch,

Now on this branch there sat a nest,

Now in this nest, there was an egg,

Now on this egg, There was a bird,

Now on this bird, There was a feather,

Now on this feather, There was a flea,

)OORWAY TO ADVENTURE

:une: My Bonnie Lies Over the Ocean

.et's follow the trail to adventure.
The trail every good Cub Scout tries,
Vith all of God's beauty around us,
The trees, and the streams and the skies.

.et's open the door to adventure,
Vith achievements, electives and fun,
Cub Scouting is such an adventure,
It's exciting for everyone.

\nd after we've had fun in Cubbing,
\nother door lies straight ahead,
Ve're prepared for the Scouting adventure,
\nd so so have nothing to dread.

Chorus:
Cub Scouts, Cub Scouts,
Adventure is part of Cub Scouting fun
Cub Scout, Cub Scouts,
Oh won't you come have fun with us?

THE HAPPY WANDERER

I love to go a-wandering; along the
mountain track,
And as I go, I love to sing, my knap-
sack on my back.

Chorus:
Val-de-ri, Val-de-ra, Val-de-ri,
Val-de-ha-ha-ha-ha-ha-ha
Val-de-ri, Val-de-ra, My knapsack
on my back.

I wave my hand to all I meet, and they
wave back to me.
And blackbirds call so loud and sweet,
from every greenwood tree.

Repeat chorus:

Oh may I go a-wandering, until
the day I die!
Oh, may I always laugh and sing,
beneath God's clean blue sky!

Repeat chorus:

THIS LAND IS YOUR LAND

This land is your land
this land is my land
From California
to the New York Island,
From the red-wood forest
to the Gulf Stream waters,
This land was made for you and me.

As I went walking that ribbon
of highway,
I saw above me that endless
skyway,
I saw below me that golden
valley,
This land was made for you and me.

I roamed and rambled, and I followed
my footsteps.
To the sparkling sands of her diamond
deserts.
All around me a voice was sounding,
This land was made for me.

When the sun came shining, then I was
strolling,
And the wheat fields weaving, and
the dust clouds rolling
A voice was chanting as the fog
was listing.
This land was made for you and me.

SEPTEMBER

PINK PAJAMAS

tune: Battle Hymn of the Republic

I wear my pink pajamas in the summer
when it's hot.
I wear my flannel nighties in the
winter when it's not
And sometimes in the springtime and
and sometimes in the fall,
I jump right in between the sheets with
nothing on at all.

Chorus:
Glory, glory, Hallelujah;
Glory, glory, what's it to you.
Balmy breezes blowing through you,
With nothing on at all.

AIN'T A-GONNA RAIN NO MORE

Bullfrog sittin; on a lily pad,
Lookin' up at the sky,
Lily pad broke and teh frong fell in,
Got water in his eye!

Chorus:
Well, it ain't a-gonna rain no
more, no more,
It ain't a-gonna rain no more,
How in the heck can I wash my
neck
If it ain't a-gonna rain no more!

The skeeter he fly high,
The sketter he fly low,
If ole Mr. Skeeter light on me,
He ain't a-gonna fly no more.

Chorus:

Peanut sittin on a railroad track,
His heart was all a-flutter,
Along came a big ole railroad train,
Choo! Choo! Peanut butter!

Chorus:

CUB SCOUT WELCOME SONG

tune: Auld Lang Syne

We welcome you to our Cub Pack,
We're mighty glad you're here.
We'll start the air reverberating,
With a mighty cheer.

We'll sing you in, we'll sing you out,
For you, we'll raise a shout.
Hail, hail, the gang's all here tonight
You're welcomed to our Pack.

IN THE GOOD OLD WINTERTIME

tune: In the Good Old Summertime

In the good old wintertime,
In the good old wintertime,
I love the snow, the rain,
the sleet,
This season you can't beat.

I'm frozen in, I'm frozen out,
It is without a doubt,
The coldest time of all the
clime,
In the good old wintertime.

SINGING IN THE RAIN

Chorus:
Singing in the rain.
Just singing in the rain.
What a glorious feeling,
I'm happy again.

Thumbs up, elbows back. (Chorus)

Thumbs up, elbows back,
toes out, knees together. (Chorus)

Thumbs up, elbows back,
toes out, knees together,
chest out, buns back. (Chorus)

Thumbs up, elbows back,
toes out, knees together,
check out, buns back,
chin down, tongue out. (Chorus)

OCTOBER

STAND UP, SIT DOWN

tune; If You're Happy

If you're a Wolf and you know it,
stand up, sit down.
If you're a Wolf and you know it,
stand up, sit down.
If you're a Wolf and you know it,
Then your life will surely show it
If you're a Wolf and you know it,
stand up, sit down.

If you're a Bear and you know it,
clap your hands.
(Repeat as above inserting Bear and
the action in the appropriate spots.)

If you're a Webelos and you know it,
turn around.
(Etc.)

If you're a parent and you know it,
wave your arms.
(Etc.)

KEEP ADVANCING

tune: Clementine

We're the Bobcats, Wolf and Bear Cubs;
And true Webelos are we.
Altogether we're a Cub pack,
That's well known from sea to sea.
Keep advancing, keep advancing,
Step by step, right up the line.
If you want to be a Boy Scout,
Never, ever, lag behind.

JACK O'LANTERN SONG

tune: Sing a Song of Sixpence

First you take a pumpkin
Big and round and fat.
Then you cut the top off
That will make the hat.
Then you hollow out the
Nose and mouth and eyes
Show it to the children
For a Halloween surprise.

CUB SCOUT ADVANCEMENT SONG

tune: Farmer in the Dell

A-Cubbing we will go, a-Cubbing we
will go,
Hi, ho, the daireo, a-Cubbing we
will go.

The bobcat makes a Wolf, the
Bobcat makes a Wolf,
Hi, ho, etc.

The Wolf Cub makes a Bear, the Wolf
Cub makes a Bear,
Hi, ho, etc.

Then next is Webelos, then next is
Webelos,
Hi, ho, etc.

The Webelos makes a Scout, the Webelos
makes a Scout,
Hi, ho, etc.

PUMPKIN WONDERLAND

tune: Winter Wonderland

Screech owls hoot
Are you list'nin?
Beneath the moon,
All is glist'nin
A real scary sight,
We're happy tonight,
Waitin' in a pumpkin wonderland.

In the patch, we're watching for
Great Pumpkin;
We've been waiting for this night
all year;
For we've tried to be nice to every-
body;
And to grow a pumpkin patch that
is sincere.

THREE LITTLE WITCHES

tune: Ten Little Indians

One little, two little, three little witches.
Fly over haystacks, fly over ditches.
Slide down the moon without any hitches.
Hi, ho Halloween's here.

Horned owl's hooting, it's time to go riding.
Deep in the shadows, black bats are hiding.
Gay little goblins, sliding, sliding.
Hi, ho, Halloween's here.

NOVEMBER

I'M A CITIZEN IN CUB SCOUTS

tune: I'm a Yankee Doodle Dandy

Oh, I'm a citizen in Cub Scouts;
A good one I will try to be.
I'll keep Akela for my constant guide,
He will be watching over me.
Yes, I'm a citizen in Cub Scouts;
And I will always do my best.
I'll earn my Wolf and then my Bear,
And Webelos will follow.
I'll wear the badges on my chest!

CUB SCOUT MARCHING SONG

tune: This Old Man

This young Cub, number one,
he sure likes to get things done.

Chorus: (Repeat after each stanza)
With a knick knack paddy wack
give a Cub a chore
this he'll do and ask for more.

This young Cub, number two,
he will do odd jobs for you.

This young Cub, number three
Full of humor, full of glee.

This young Cub, number four
Follows rules and knows the score.

This young Cub, number five
He has courage, he has drive.

This young Cub, number six
He'll make things with ropes and sticks.

This young Cub, number seven
Becomes a Boy Scout at eleven.

This young Cub, number eight,
Gives goodwill that sure does rate.

This young Cub, number nine,
He's so pleasant all the time.

This young Cub, number ten,
Sings the chorus once again.

IF YOU'RE HAPPY

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

If you're happy and you know it
stamp your feet.

If you're happy and you know it,
shout HOORAY!

If you're happy and you knowit,
do all three.

SONG WITH AN UNEXPECTED ENDING

tune: Clementine

I'm and teacup, I'm a teacup
I'm a teacup yes I am
But I'd rather be a teacup than a mug.

I'm a bloodstain, I'm a bloodstain
I'm a bloodstain yes I am
But I'd rather be a bloodstain than
a clot

I'm a moose, I'm a moose
I'm a moose yes I am
But I'd rather be a moose than a fool.

I'm a raindrop, I'm a raindrop
I'm a raindrop yes I am
But I'd rather be a raindrop than a
drip.

I'm a mosquito, I'm a mosquito
I'm a mosquito yes I am
But I'd rather be a mosquito than
a nit.

HI HO! NOBODY HOME

Hi, ho nobody home
Meat nor drink, nor money have I none.
Yet will I be merry.

FUN SONGS

BACKYARD ADVENTURE

tune: Clementine

Chorus:
In your backyard, in your backyard,
You can have a lot of fun.
If you look at what's around you
You'll have fun 'til day is done.

Did you ever watch an ant work?
Have you listened to the bees?
Have you watched birds build their nests
And been thankful for the trees?

After sunset, watch the stars shine;
Nature's wonders you can see.
Plant a garden, watch the corn grow,
They'll be food for you and me.

If you'll just look all around you,
Many new things you will see.
Mother Nature's backyard's endless,
Always there for you and me.

THINK BLUE

tune: My Bonnie Lies Over the Ocean

Think blue and you're thinking of Cub Scouts,
Think blue and you're thinking of boys.
Think blue and your thinking of families,
Of outings and picnics and joys.

Chorus:
Think blue, think blue,
Think blue of our Bobcats and Wolves and Bears,
Think blue, think blue,
First Webelos, then Scout badge we'll wear.

Think blue and you're thinking of friendship,
Think blue and you're thinking of fun.
Think blue and you're thinking of good times,
For Cub families and their sons.

Chorus:

IT'S AN INSECT COVERED WORLD

tune: It's a Small World

It's a world of centipedes, a world of moths,
It's a world of katydids, a world of wasps,
There's so much that we share that it's time
We're aware, it's an insect covered world.

It's an insect covered world, It's an insect covered world,
It's an insect covered world, It's an insect covered world.

It's a world of beetles, it's a world for fleas,
It's a world of caterpillars and a world of bees.
In this world that we know, There is so much to show,
It's an insect covered world.

It's an insect covered world, It's an insect covered world,
It's an insect covered world, It's an insect covered world.

It's a world of snakes and a world of snails
It's a world of turtles and a world of whales,
Big or little, great or small, it's a wonder to us all
It is Mother Nature's World.

It is Mother Nature's World, It is Mother Nature's World,
It is Mother Nature's World, It is Mother Nature's World.

Our Car
Tune: Camptown Races
Pinewood Derby's here again,
Oh boy, oh boy!
Dad and I would like to win,
Oh boy, we will try!

Chorus:
My pop's thumb is sore,
From the carving knife,
Wish he'd let me try it too,
You can bet your life!

Our car looks a little weird,
Oh my, oh my!
Glad it doesn't have to be steered,
Oh my, time to go!
(Chorus)

Now it's racing down the track,
Hurry, hurry!
We're close to the finish line,
Hurry up and pass.
(Chorus)

We won the trophy, dad and me,
Hurrah, hurrah!
See the smile on old dad's face,
Cause we won the race!
(Chorus)

Race Your Car
Tune: *Row, Row, Row Your Boat*

Race, race, race your car,
Swiftly down the track,
If we don't place first this year,
Next year we'll be back!

Race, race, race your derby,
Quickly down the track.
Try to put it in reverse
And go back up the track.

Pinewood Derby Car
My Bonnie

My car is hung up on the race track,
The darn thing won't move up or down,
If only I'd followed instructions,
I'd have the best race car in town.

Chorus:

Bring back, Oh bring back,
Oh bring back Pinewood Derby again,
again.
Bring back, Oh bring back,
The race, cause next time I'll win.

PINEWOOD DERBY SONG
tune: Camptown Races

Cub Scouts all join in the song,
Doo-dah, doo-dah!
Pine car track is might long,
Oh, doo-dah day!

Chorus:
Going to run so fast,
Going to get ahead.
Bet my money on the blue pine car,
Somebody bet on the red.

Red cars, blue, cars, green, and gray,
Doo-day, doo-dah!
Running on the track today,
Oh, doo-dah day!

Chorus:

Pinewood cars have lots of class,
Doo-dah, doo-dah!
Even though they don't use gas,
Oh, doo-dah day!

Chorus:

They're the pride of all the lads,
Doo-dah, doo-dah!
Built by Cub Scouts and their dads,
Oh, doo-dah day!

Chorus

MY GAL'S A CORKER

My gal's a corker; she's a New Yorker.
I'll buy her anything to keep her in style.
She's got a pair of legs just like two whiskey kegs.
Hot dog, that's where my money goes!

My gal's a corker; she's a New Yorker.
I'll buy her anything to keep her in style.
She's got a pair of lips just like potato chips.
Hot dog, that's where my money goes!

She's got a pair of eyes just like two custard pies.

She's got a pair of hips just like two battleships.

She's got a big red nose just like a cabbage rose.

She's got a pointy chin just like a safety pin.

She's got a head of hair just like a grizzly bear.

GRANNY'S IN THE CELLAR

Granny's in the cellar, Lordy can't
you smell her
Making biscuits on that darned old
dirty stove.
In her eye, there is some matter,
that keeps dripping in the batter
And she whistles as the (SNIFF) runs
down her nose.
Down her nose, down her nose
She keeps whistling as the (SNIFF)
runs down her nose.

THREE MYOPIC RODENTS

tune: Three Blind Mice (adjust to fit the words)

Three myopic rodents, three myopic rodents.
Observe how they perambulate, Observe how they perambulate.
They all circumnavigated the agriculturalist's spouse.
She excised their extremities with a carving utensil.
Did you ever regard such an occurrence in your existence
As three myopic rodents?

WEBELOS MAGIC

THE WEBELOS DEN

Webelos Scouting is a brand new adventure, tailor made for the ten-year-old. It is full of new things to do. Webelos Scouts have their own advancement program. The Webelos den can enjoy the out-of-doors on one or two overnight camping trips. Webelos Scouting will give the older boys in the pack a taste of the activities they will find when they join a Boy Scout troop.

Baden Powell, the founder of Scouting, said "A fisherman does not bait his hooks with food he likes -- he uses food the fish like. So it is with boys."

The fun and fellowship of your Webelos den program is the bait to catch and hold boys while you work with them to accomplish the objective of Scouting. Boys won't come to your house to have their characters developed. They come for fun so that must be there; but, so too, must the objectives of Scouting.

WHAT IS A WEBELOS DEN?

The Webelos den is the organized group through which Cub Scouting reaches the 10-year-old boy. The program gives older boys in Cub Scouting new activities to excite and hold their interests.

The Webelos den is under the leadership of a man -- the Webelos den leader.

The Webelos den meets weekly.

Members of the Webelos den don't follow the regular Cub Scout monthly theme, but work on a different activity area each month. A new activity badge area gives the Webelos Scout a chance to specialize and explore many new hobby and vocational subjects.

Requirements or tests for the activity badges are passed to the Webelos den leader or someone he designates.

The Webelos Scout starts to experience some Boy Scout activities as he works on the Tenderfoot Scout tests and takes part in one or two dad and son overnight camps.

The Webelos Scout wears distinctive uniform parts that set him apart from the younger Cub Scouts.

THE DEN MEETING

Most Webelos den meetings follow a regular pattern. There are five basic parts to their pattern. If you'll follow them in planning your meetings, you'll have balance, accomplish a program, and give fun to your Webelos Scouts. These five meeting parts are: GATHERING, OPENING, ACTIVITY BADGE FUN, PREPARATION, AND CLOSING.

YOU, AS A WEBELOS LEADER --

So now you are a Webelos den leader. You made the plunge; decided to commit one night a week to meetings at your home and halfway decided what place in your home will serve as a meeting place. And now the realization sinks in: "Where do I go from here?" The best thing you can do is prepare yourself!

Don't attempt to carry the load yourself. You have a group of fathers who should be included with you in the program. Help them realize that it is program to attend by determining their interests and abilities and using them.

Set goals that you want to accomplish during the year. Outline your program for the year and plan ahead to involve as many people as possible. Plan each meeting ahead of time. Some of us have found it helpful to sit down and plan the next week's meeting following this week's meeting. This will give you time to prepare.

Understand the Webelos program so you can help the boys and their dads grow through the program. Help the boys understand their leadership role at pack meetings and pack activities. There is a lot of material available to help you. One of your best resources is the monthly district Cub leader Roundtable where you can exchange ideas with other Webelos leaders.

The Webelos program attempts to prepare boys for Scouting. You should learn which troops are active in your area. Get acquainted with the Scoutmaster of these troops. Many times troops will be glad to have your Webelos den go along on a camping trip or other outdoor activity. Take your boys to visit some troop meetings during the year. Help your boys decide before graduation time which troop they want to join; then at pack graduation ceremonies, ask the Scoutmaster to come and receive the boy into his troop. Everything you can do to lessen the boys' apprehension about going into Scouting will help. You should also consider moving into the Scout troop with your Webelos Scouts.

Involve the boys in program planning. They need to learn leadership, and they will surprise you with your ideas. Get them involved in setting a code of discipline for the group.

Leadership is formed and developed. You can become an effective Webelos leader if you will prepare yourself and take the time to learn. Remember to be flexible in your planning. There are no 'pat' answers to handling boys. Don't be afraid to experiment. Be thankful for the opportunity which has come your way to work with and influence the lives of boys. There is a great deal of satisfaction in helping boys along their way to manhood.

It has been said that life is 10 percent what you <u>make</u> it and 90 percent how you <u>take</u> it. Keep a good attitude and you and the boys will have one of the best years of your lives.

THE NEW WEBELOS DEN LEADER

If you are a new leader or seem to be having problems with your den, the first thing you need to do is find out where you are by asking yourself the following questions:

1. Do I have an adequate meeting place?
2. Do I have a den flag and advancement ceremony equipment?
3. What are my finances? What is the amount I am collecting in dues? How much does the den retain? Is the retained amount sufficient?
4. How many boys are in my den? (If you have more than eight without a strong assistant, you have a problem.)
5. Do I have a Den Chief?
6. How many parents have I involved in the activity portion of the den meeting?
7. How fast are my boys receiving their activity badges?
8. Do I have an assistant or someone that could take my place?
9. Am I satisfied with the answers to the above questions?

If your answer is "no" to the last question then here are a few tips for you.

If you need ceremony equipment, have the boys build it as part of the craftsman activity area.

Your dues should be about 50¢ per boy per week, with your den retaining about 70% of this. (Isn't your pack using the budget plan?)

Don't accept more boys in your den than you can effectively handle. All you will succeed in doing is diluting a good program.

To recruit more help you should start at the beginning, that is, when you first receive a boy at the pack meeting. Hand to the parents a parent talent survey sheet. (available from Scout service center.) When you award the boy his Webelos book and his colors, make it clear to the parents that they will be expected to do their share and assign the parent to help in one of the activity areas for a month. This can be either the father or the mother.

Recruit your Den Chief from a nearby Scout Troop; he should be two to three grades in school ahead of your Webelos and a first class Scout or better. Now you have two helpers. You and your Den Chief should meet briefly with your dads after the last den meeting of the month before the month they are to help. Outline your goals as the leader and then let your new dads and your Den Chief help outline the weekly programs for the new month. At the end of each den meeting spend 15 minutes together discussing the next den meeting.

After each meeting you should ask was the den meeting fun. did the boys learn anything, and are you really giving a quality program?

THE WEBELOS LEADER'S CHALLENGE

1. To encourage your Webelos Scouts to be physically fit and good sports by the use of games and athletic contests.
2. To influence the development of character and encourage spiritual growth by your actions and by your talks with the boys. Deserve their trust and admiration.
3. To instill the ideals of Cub Scouting and Scouting by your affirmation of these ideals and your example.
4. To show them how to be helpful and be of service to others.
5. To encourage advancement in your Webelos den by making the program fun, exciting and challenging.
6. To foster a sense of personal achievement by insisting they do their best in all their activities.
7. To hold the boys in Cub Scouting, to prepare them to become Scouts and to graduate them into a troop.

THE SUCCESSFUL WEBELOS LEADER

The Webelos leader must be at least 18 years old, enjoy working with ten to eleven-year-old boys, and accomplish the following special tasks to succeed:

1. Select and train an assistant Webelos leader and a Webelos den chief. He must also train the denner and assistant denner.
2. Choose the activity badge or badges that his Webelos den will work on each month.
3. Recruit parents to help him with activity badge areas in which they are knowledgeable.
4. Plan and conduct the weekly den meetings with the aid of the assistant Webelos leader and/or the den chief.
5. Include a portion of the Scout requirements in the weekly den meetings to facilitate each boy earning his Arrow of Light award prior to his Webelos graduation.
6. Plan and organize day hikes and father-and-son overnight campouts. The overnighter requires active support of all of the boys' parents.
7. Work and cooperate with the other Cub pack leaders. He must submit his Webelos advancement reports and den dues at the monthly pack leaders' meetings and request sufficient time at the pack meeting for the presentation of badges and awards and for demonstrations. He usually conducts the Webelos ceremonies at the pack meeting.
8. Maintain discipline of the Webelos Scouts at all den and pack functions.
9. Cooperate with the Scoutmasters of nearby troops that may absorb his boys.
10. Attend Cub Scout roundtables to share and obtain ideas that he can use in his Webelos den. He also participates.
11. Maintain the principles and standards of the Boy Scouts of America as related to his Webelos den.

Dad, we need your help with our Webelos Den. We want this help in those things you are best equipped to do. Please check the areas in which you are willing and qualified to help.

WEBELOS ACTIVITY BADGE

_____ Aquanaut	_____ Artist	_____ Athlete	_____ Citizen
_____ Engineer	_____ Forester	_____ Geologist	_____ Naturalist
_____ Scholar	_____ Scientist	_____ Showman	_____ Sportsman
_____ Craftsman	_____ Outdoorsman	_____ Traveler	

SPECIAL PROGRAM ASSISTANCE

_____ I have a station wagon.

_____ I have a truck.

_____ I have a workshop.

_____ I have family camping gear.

_____ I have access to a cottage or camping property

_____ I can make contacts for special trips and activities.

_____ I can help instruct in Tenderfoot test skills.

GENERAL

List hobbies _____ _____

List anything about your job, business, or profession that would lend itself to Webelos den activities (such as a visit to your plant).

- -

Indicate your past experience in Scouting

Cub Scouting as a boy _____ as leader _____

Boy Scouting as a boy _____ as leader _____

Exploring as a boy _____ as leader _____

_____ Highest rank earned as boy.

_____
NAME

_____
ADDRESS

_____
PHONE

THE WEBELOS SCOUT

The year spent in the Webelos den will do much to determine the future of the boy in the Scouting program. This is the year of change -- change from a female-directed program to a male-directed program; change from working on a short-range project to a longer range one; change from a home-oriented handicraft program to one which requires observation, analysis, and points the boy towards the outdoors. Rather than looking at the Webelos program as a continuation of Cub Scouts, it should be considered as a step to Scouts. You, the Webelos leader, have the responsibility, fun and satisfaction of being able to watch your boys mature in their handling of new problems and increase their ability to expand into new areas of activity.

The Webelos Scout is older, bigger in stature, and more advanced in knowledge and experience than the other boys in the pack. He definitely doesn't want to continue to do things which the 8 and 9-year-old boys are doing in their dens.

These boys are real testers. They size up their leaders, teachers and even parents to see what they can get away with. They want a line drawn telling them how far they can go, but will constantly try to bend or move the line once it's there. This means you must stand firm once the line is drawn. Your discipline should be consistent, impartial and fair. Because they still lack adult judgment, they also need reminders when it comes to responsibility for property -- theirs and others.

Like every living person, the Webelos Scout thrives on praise and sulks at criticism. He is eager to please those he likes. Your demonstration of interest, sincerity, and genuine liking will result in intense loyalty to you and the Webelos den. As long as you are fair in all dealings and make reasonable requests, your Webelos Scouts will follow your leadership and participate in the program.

Ever watch two or three 10-year-olds at unsupervised play? One pokes another and then runs, challenging the other to catch him. If the other boy does catch him, what happens? He gives a shove and then runs, expecting to be chased by the first boy. Run and chase -- chase and run. Yet right in the middle, an ant hill is spotted. Suddenly the running and chasing stops. Down on hands and knees, the boys carefully watch the work done by these tiny insects. This intent study is interrupted by the sound of a model airplane motor three blocks away. The ants are forgotten. The boys are off on a new venture, tearing off to get there while it's still flying. This play pattern gives you an insight into their attention span.

This means the den program should not stick to any one thing very long. An ideal program is quite variable with short periods of seriousness, games, instruction, contests, and crafts. If any part of your meeting lasts more than 10 minutes, you start to have horseplay. If you try to carry out the same activity for 15 minutes or more, you are in real trouble.

Remember, FUN isn't any single part of a meeting. It's present at every meeting from the time the first boy arrives until the meeting is over.

THE WEBELOS DEN CHIEF

You, the Webelos leader, are the captain of the ship; the Den Chief is your executive officer. The more responsibility you feel able to give him, the more likely he is to develop into a good leader. The more he is able to do, the less you'll have to do.

How the den leadership duties are actually divided is a matter to be settled by you and the Den Chief. In general, the Den Chief leads the activities portion of your den meetings, especially the active games, tricks, puzzles and stunts. He may also lead songs and have a hand in ceremonies. He can be particularly helpful to you by teaching Scouting ideals like the Scout Oath, Law, Motto and Slogan.

The Webelos Den Chief is recognized by the red, blue and gold shoulder cord with tab he wears. His specific duties are as follows:

1. Talk with the Webelos den leader about den and pack meeting plans. (He may ask for your assistance in formulating those plans).

2. Help the Webelos den leader direct the weekly den meetings. Arrive on time and in uniform. If you are able to get in and "mix it up" with the Webelos Scouts, you will be accepted as their leader and prove helpful to your Webelos den leader.

3. Be prepared to help the Webelos den leader when Webelos Scouts go on a hike. You can also be helpful on overnight trips, even though each Webelos Scout will be camping with his father.

4. Share the responsibility of leadership in all den activities with the Webelos leader. Look to him for guidance and inspiration.

5. Help your Webelos Scouts with the skills needed for activity badge requirements. Remember the goal of the Webelos den is to prepare boys for Scouting. You make your contribution to this goal by sharing your knowledge of the Tenderfoot Scout requirements with your Webelos.

6. Assist the Webelos den leader at the monthly pack meetings.

7. Recognize the Webelos denner as your helper by giving him chances to serve. This is important, because your denner should feel that he is a leader, too.

8. See that your Webelos den program does not include Scouting activities. As a Scout, you should inspire your Webelos Scouts to want to become Scouts, but don't give them Scouting now, that comes later.

9. Take all the training you can get so you will be a better leader. Attend your council or division den chief training conferences and any training sessions conducted by your Cubmaster or Webelos leader.

THE WEBELOS DENNER

It is the Webelos Denner's job to help the Den Chief whenever possible. He carries out assignments given to him by the Webelos Den Leader and/or the Den Chief including such things as:

1. Opening and closing ceremonies.
2. Preparing equipment and the meeting place.
3. Greeting new boys and helping them adjust.
4. Assisting with tricks, puzzles and games.
5. Putting the meeting place back in order.
6. Leading songs or acting as a cheer leader.
7. Selecting other Webelos Scouts to help with assignments as needed.

In the absence of the Den Chief, he also acts in this capacity.

He is elected to the position by secret ballot of your den's Webelos Scouts. The suggested term of office for this position is 3 to 6 months. A shorter period would make changes too frequent, while longer might stick the den with a poor leader for too long. The Webelos Denner may succeed himself in office if voted in by a subsequent ballot. Cub Scout age is not too early to start American boys on democratic practices. The experience of deciding by vote and then living with their decision is valuable.

The Denner's gold double strand shoulder cord should be presented at a den or pack ceremony.

THE ASSISTANT WEBELOS DENNER

If the Webelos Denner is absent, the Assistant acts in his place. He keeps the Den Diary and reads it at the den meetings once a month. He, too, serves for 3 to 6 months and wears a gold single strand shoulder cord. He is also elected by a secret ballot.

RESOURCES FOR WEBELOS - TO - SCOUT TRANSITION PLAN

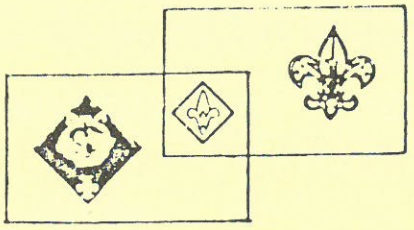
3122 Group Meeting Sparklers
3188 Your Flag
3211 Den Chief's Denbook
3214 Staging Den & Pack Ceremonies
3217 Webelos Den Leader's Book
3222 Cub Scout song Book
3226 Boy Scout Song Book
3232 Webelos Scout Book
3423 Webelos Activity Badge Certificate
3696 Campfire Program Planner
3707 Citizenship Through Service
3751 Pack Graduation Certificate
3842 Skits and Puppets
3843 Crafts for Cub Scouts
3844 Games for Cub Scouts
3846 Cub Scout Family Book
3850 Webelos Den Record
3852 Webelos Den Meeting Program
3853 Webelos Den Activities
4187 Webelos Den Advancement Chart
4224 Webelos Buckskin Record
4263 Pack Job Description Sheets
4426 Local Tour Permit Application
6404 Webelos Den Leader Library Kit
6450 Den Chief Training Conference
6453 How to Be a Den Chief
6526 You Can Be A Scout
7362 Parent Talent Survey

RESOURCES (continued)

26-026 Stunts and Skits
26-041 Cooking Skills & Menus
26-042 Hiking & Camping Equipment
26-043 Handicraft
26-046 Toughen up
26-047 Showman Activity Badge
26-048 Outdoorsman Activity Badge
26-053 Forester Activity Badge
26-054 Naturalist Activity Badge
26-061 Outdoor Code
26-079 Traveler & Engineer Badge
26-082 Geologist & Scientist Badge
26-084 Indian Lore
26-085 Bike Fun
26-077 Camping Skills
26-094 Nature Hobbies & Activities

Webelos Scout Helps
Scouting Magazine
Boy's Life Magazine

WEBELOS-TO-SCOUT TRANSITION



The Webelos-to-Scout transition plan is a cooperative effort on the part of the Cub Scout pack and the Boy Scout troop which will result in increased transition of Webelos Scouts to the Boy Scout program. The following information describes the plan and explains how it can be successfully implemented in the pack, troop, and district.

LEADERSHIP TITLES AND RESPONSIBILITIES

1. Webelos Den Leader and Assistant Webelos Den Leader

   a. Qualifications - See Chapter 2, *Webelos Den Leader's Book*

   b. Responsibilities - See Page 4, *Webelos Den Leader's Book*

2. Webelos Den Chief

   a. Qualifications - See Chapter 2, *Webelos Den Leader's Book*

   b. Responsibilities - See Chapter 2 and 8, *Webelos Den Leader's Book*

   Adult Webelos and troop leaders cooperate to give this job peer status and respect. They should do everything possible to raise the self-image of the Webelos den chief and the importance of the job he is doing for the pack, troop, and the Webelos Scouts as he trains and prepares them to become Boy Scouts.

   The Webelos den chief is selected and trained within the troop structure, and he participates in the Webelos den planning procedure which shows him that the job rates with his adult pack and troop leaders. This recognition enhances his performance and extends his tenure.

   The Webelos den chief should be at least a Second Class Boy Scout (preferably First Class or higher) with proper qualifications.

3. Webelos Den Leader Coach

   a. Qualifications - A registered adult male in the pack; preferably a former Webelos den leader.

   b. Responsibilities - See page 5, *Webelos Den Leader's Book*.

   If the pack has more than one Webelos den, the Webelos den leader coach serves as the coordinator between the Webelos dens in planning activities, the use of resources, contacts with Boy Scout leaders, participation by Webelos dens in pack meetings, and keeping the Cubmaster informed. He assists in recruiting, training, and helping new Webelos den leaders. He keeps the Cub Scout den leaders alert to Webelos adventures just ahead and assists in any parent orientation related to the Webelos program. His main responsibility is to support and help build the self-image of the Webelos den leaders and aid them in being successful in their jobs.

4. Troop Webelos Resource Person

   a. Qualifications - A registered adult male in the troop; may be an assistant Scoutmaster or troop committee member. May have personal knowledge in teaching Boy Scout skills, but

(continued)

WEBELOS-TO-SCOUT TRANSITION (continued)

equally important, will know where to secure resource people to assist in Webelos activity badges and other projects.

b. Responsibilities - This man is appointed by the Boy Scout troop as the liason between the troop and Webelos den(s).

He works closely with the Webelos den leader to use the supportive talents, equipment, and know-how of the troop to help prepare Webelos Scouts and families for a good Boy Scout experience. He helps schedule and plan joint Webelos den-troop activities, assists Webelos Scouts with the Boy Scout-related parts of their advancement requirements, makes sure that graduation ceremonies are exciting, helps insure a smooth transition from the Cub Scout pack to the Boy Scout troop, and helps recruit, train and inspire qualified den chiefs.

He should attend some (not all) den meetings, particularly those during which there is work or planning related to the Boy Scout program.

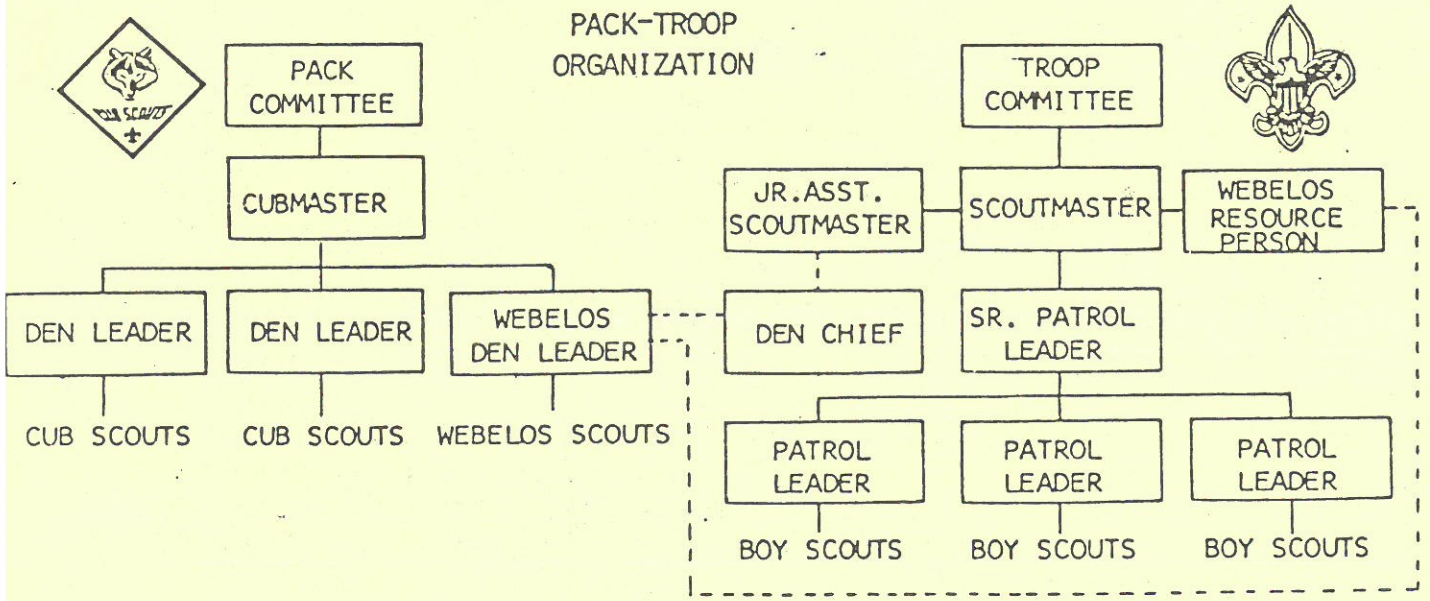
5. Activity Badge Counselors

a. Qualifications - Parents of Webelos Scouts or other adults with specific expertise in one of the 15 activity badge areas.

b. Responsibilities - These adults are recruited by the Webelos den leader or Webelos den leader coach, with the help of the pack committee, to help with activity badges.

This position should not be confused with that of a merit badge counselor. It offers an opportunity to involve parents or other adults as support helpers to the Webelos den leaders as they explore the activity badges with Webelos Scouts.

These persons serve as program or advancement assistants at various times during the year. They help Webelos Scouts gain self-confidence in making future contacts with adults for the Boy Scout merit badges.



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WEBELOS-TO-SCOUT TRANSITION (continued)

TRAINING

Every Webelos Scout deserves trained and qualified leaders. The following training is available:

1. Webelos Den Leader and Assistant Webelos Den Leader

   a. Cub Scout Parent/Leader Orientation - An overview of the B.S.A.'s three programs, with emphasis on Cub Scouting.

   b. Basic Training - Webelos den leaders and assistants attend sessions #1, #2, #5, and #6 of Cub Scout Leader Basic Training.

   c. Supplemental Training - Webelos den leaders and assistants attend the Webelos section of the monthly district roundtable and the Cub Scout leaders' pow wow. Twice a year, joint roundtables are held for Webelos den leaders and Boy Scout leaders. A district Webelos activity badge workshop and other training sessions may be available.

2. Webelos Den Chief

   The Webelos den chief receives on-going training from the Webelos den leader. Initial training includes a review of the Webelos section of the *Den Chief's Denbook* and pages 20, 30, 76, and 84 of the *Den Chief Training Conference*. If the den chief is new, a review of *How To Be a Den Chief* should be included.

   The Webelos den leader also provides regular coaching related to the den's monthly program activities. The Webelos den chief should be encouraged to attend a district or council Den Chief Training Conference.

3. Webelos Parents

   The Webelos den leader should provide an orientation for Webelos parents which gives a more detailed story of the Webelos program than that given when they joined the Cub Scout pack. (See Chapter 9, *Webelos Den Leader's Book*) This orientation should include a review of the Webelos advancement plan, the Webelos Scout Parents' Supplement, and a discussion of how Webelos parents can help. Use the Parent Talent Survey with each parent.

PACK-TROOP RELATIONSHIPS

The success of the Webelos-to-Scout transition plan depends on a good relationship between the Cub Scout pack and the Boy Scout troop. Read Chapter 10, *Webelos Den Leader's Book*.

1. Each Webelos den should be involved with a Boy Scout troop. The Webelos den leader establishes this liason with a troop by encouraging troop leadership to select and recruit a troop Webelos resource person.

2. A meeting of representatives from the troop (Scoutmaster, troop committee chairman, troop Webelos resource person, and others, if desired), representatives from the pack (Cubmaster, Webelos den leader and/or Webelos den leader coach, pack committee chairman), and the Scouting coordinator will go a long way in establishing a foundation for strong pack-troop relationships. During that meeting:

(continued)

WEBELOS-TO-SCOUT TRANSITION (continued)

a. Discuss the ways that the pack and troop can work together. Share calendars of events and meetings, and agree on the best dates for joint meetings and activities that will foster inter-unit interest, support, and mutual help to better serve boys. Establish participation plans and decide what each group will do to help. Write these into a calendar to be shared.

b. Encourage the Scoutmaster or a troop representative to participate in special pack functions, especially the Arrow of Light Award and graduation ceremonies. This will help build a feeling of confidence on the part of the boys, parents, and leaders which will be reflected in how readily boys join troops, are made to feel welcome, and stay happy and active.

c. Find out what the Scoutmaster expects of a Webelos Scout when he joins the troop. Find out what the Webelos leaders can do to help. Explain what is expected of the Webelos den chief. Discuss the troop's plan to welcome new boys into the troop.

Troop leaders and Boy Scouts must show that they are genuinely interested in having Webelos Scouts in their troop. When a Boy Scout and Webelos Scout pair up for an activity, the Boy Scout should be prepared to help and show an attitude of interest and concern. "Hero worship" becomes an important tenure response from the Webelos Scout.

Several things can be done to strengthen pack-troop relationships once the liason has been established:

1. The Webelos den leader should be sure that the Scoutmaster is invited to special pack functions. Be certain that he takes an active part in impressive and memorable graduation ceremonies.
2. The Webelos den leader and troop Webelos resource person work together to schedule joint den/troop activities such as father-son overnight campout, hikes, camporee, court of honor, etc.
3. The Webelos den leader makes sure that Webelos Scouts are prepared for the troop:
   a. Ensure interesting advancement ceremonies for presentation of the Webelos badge, activity badges, and the Arrow of Light award. Make advancement important in the eyes of boys.
   b. See that high standards are maintained in the Webelos den, and that unqualified boys don't receive undeserved badges. The Webelos badge and Arrow of Light award are a foundation for Boy Scout progress awards; the activity badges are a foundation for Boy Scout merit badges and skill awards. Be sure the boys earn them.
   c. Involve Webelos fathers (or grandfathers, uncles, older brothers) in activity badge work and joint Webelos den/troop activities.
   d. Ensure a well-rounded outdoor program for Webelos Scouts. They can be introduced to council camping facilities through the Webelos den.
   e. Arrange for the boys to visit a troop when they near their 11th birthday or complete 5th grade.

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WEBELOS-TO-SCOUT TRANSITION (continued)

YEAR-ROUND WEBELOS PROGRAM

1. The mission of the Webelos year-round program is to provide a program of activities that is fun for boys and meets their needs, interests, and desires, and contributes to their growth as defined in the purposes of Cub Scouting.

   a. Each month's program is built around activities related to a Webelos activity badge. Emphasis is placed on projects and activities to train the Webelos Scout for his Webelos badge and the Arrow of Light award.

   b. When a boy joins the Webelos den, he expects a program of fun and action. Read Chapter 1, *Webelos Den Leader's Book*.

2. The goal of the Webelos den is 'to hold a boy in the Cub Scout pack and graduate him into a Boy Scout troop. (See page 8, *Webelos Den Leader's Book*) That is why a quality program is of such importance.

   a. Webelos den leaders help reach this goal by providing a den program which contains some fun and action, supported by activity projects related to advancement.

   b. The help from the Boy Scout troop and the challenging advancement requirements help add real excitement to the Webelos den program.

3. Annual Program Planning

   a. A Webelos annual planning conference is held in July or August each year. The Webelos den leader, assistant Webelos den leader, Webelos den leader coach (if any), Webelos den chiefs, troop Webelos resource person, den fathers, parents, and the Cubmaster or a pack representative take part in this planning conference.

   (1) Prior to this planning meeting, the Webelos den leaders assemble a rough draft of all possible program ideas, using *Webelos Scout Helps*, and including the boys' favorite activities and special events planned by the chartered organization, local council, schools, and community.

   (2) The Webelos den leader (or Webelos den leader coach) guides the group in selecting and charting all meetings and activities for the next year.

   (3) Every parent is asked to fill out a Parent Talent Survey sheet. As activities are plotted, parents are recruited to assume leadership or help on an activity committee.

   (4) A local resource list is developed of professional people, civic and government agencies, craftsmen, tradesmen, industries, parks, museums, recreational areas, sporting events, etc. Resource support people are assigned for each of the Webelos activity badges.

   (5) The annual plan should include such activities as:

   - Webelos den visits to the troop (outdoor activity such as campout, summer camp visitation, special day hike; troop ceremonial or court of honor.
   - Webelos father-son overnight campouts with troop providing

(continued)

WEBELOS-TO-SCOUT TRANSITION (continued)

manpower and assistance in coaching in outdoor skills, as well as loan of equipment, when needed.

b. The Webelos den leader (or Webelos den leader coach) carries the annual Webelos plan to the pack's annual planning conference. There dates are coordinated, and the Webelos plans are added to the pack's program planning chart.

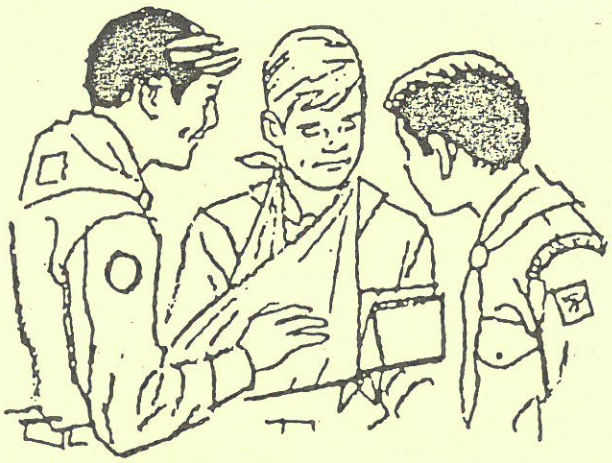
c. The troop Webelos resource person shares the Webelos plan with the Boy Scout troop, pointing out opportunities for pack/troop activities.

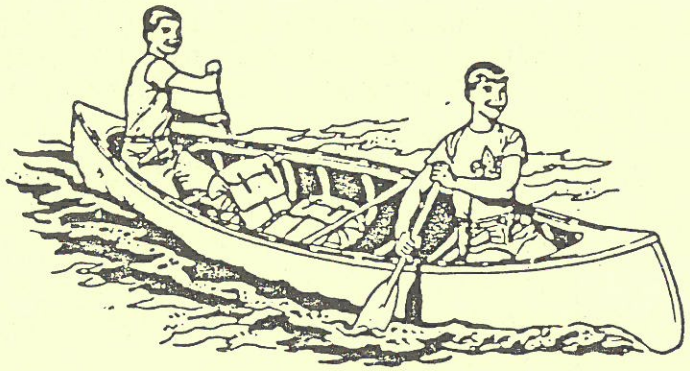
4. Monthly Program Planning

a. The Webelos den leaders, Webelos den leader coach, and the troop Webelos resource person meet at least once each month to work out details. Other Webelos helpers attend these meetings (Webelos den chiefs, assistant Webelos den leaders, and those involved in that particular month's program)

b. The Webelos den leader and troop Webelos resource person collaborate on dates and necessary arrangements for Webelos den/troop activities so that boys are prepared to participate and each event becomes meaningful and mutually satisfying to both groups.

c. The key to successful planning is the monthly activity badge. The advancement requirements emphasized are those with specific skills and activities related to the activity badge, the Webelos badge, and the Arrow of Light award.





ADVANCEMENT

The Webelos Scout advancement plan has three parts: The Webelos badge, the 15 activity badges, and the Arrow of Light award. (See chapters 3 and 4, *Webelos Den Leader's Book*)

1. As soon as a boy joins the Webelos den, he begins work immediately on the Webelos activity badges and earning the Webelos badge. When he has earned the Webelos badge he begins work on the Arrow of Light award requirements.

(continued)

WEBELOS-TO-SCOUT TRANSITION (continued)

2. The Webelos Den Advancement Wall Chart should be displayed in the den meeting place and at pack meetings as an incentive for advancement.

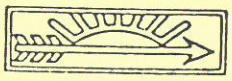
3. Pack leaders, Webelos parents, Webelos Scouts, and troop leaders should understand the significance of Webelos requirements as related to Boy Scout requirements.

4. Meaningful advancement ceremonies are important. Troop representatives should be invited to take part. (See *Staging Den & Pack Ceremonies* for ideas) Boys should be encouraged to start work on the Arrow of Light award requirements as soon as they have earned the Webelos badge.

5. As soon as the Webelos Scout completes the Arrow of Light award requirements, arrange for an impressive ceremony at pack meeting. Sometimes this is combined with the graduation ceremony. Invite troop representatives to take part in the 'bridging' from Cub Scouting to Boy Scouting.

WEBELOS BADGE REQUIREMENTS

1. EARN THREE ACTIVITY BADGES.
2. BE AN ACTIVE MEMBER OF THE DEN FOR 3 MONTHS (ATTENDANCE, DUES, PROJECTS)
3. SHOW THAT YOU KNOW AND UNDERSTAND THE REQUIREMENTS TO BE A BOY SCOUT:
   - + UNDERSTAND AND INTEND TO LIVE BY THE BOY SCOUT OATH OR PROMISE, THE BOY SCOUT LAW, THE BOY SCOUT MOTTO, AND THE BOY SCOUT SLOGAN.
   - + KNOW THE BOY SCOUT SALUTE, SIGN AND HANDCLASP AND WHEN TO USE THEM.
   - + UNDERSTAND THE SIGNIFICANCE OF THE BOY SCOUT BADGE. KNOW ITS PARTS AND TELL WHAT EACH STANDS FOR.
   - + UNDERSTAND AND AGREE TO FOLLOW THE OUTDOOR CODE.
4. POINT OUT AND EXPLAIN THE VARIOUS PARTS OF THE WEBELOS SCOUT UNIFORM. TELL HOW A BOY SCOUT UNIFORM IS DIFFERENT. TELL WHEN TO WEAR AND WHEN NOT TO WEAR THE SCOUT UNIFORM.
5. PLAN AND LEAD A FLAG CEREMONY IN YOUR DEN.

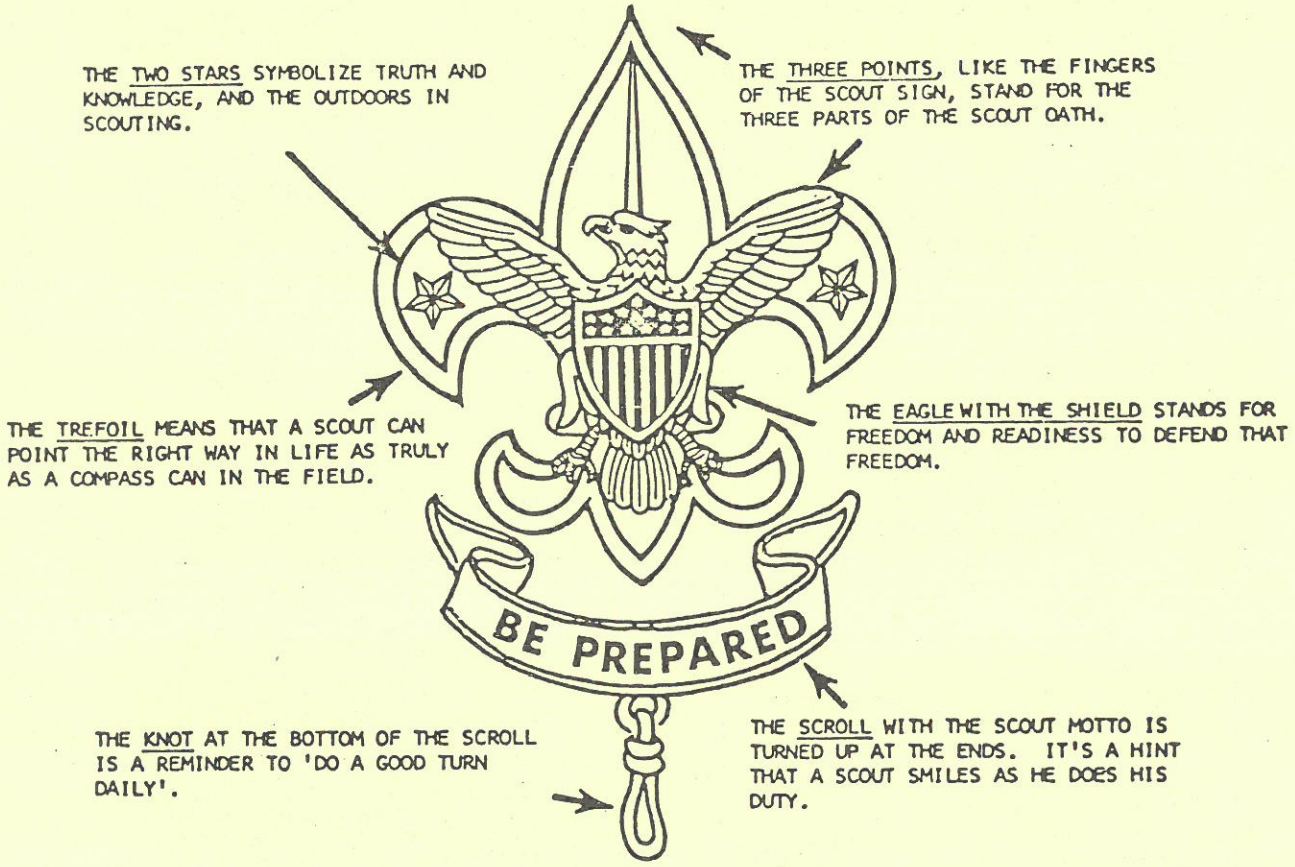


ARROW OF LIGHT AWARD REQUIREMENTS

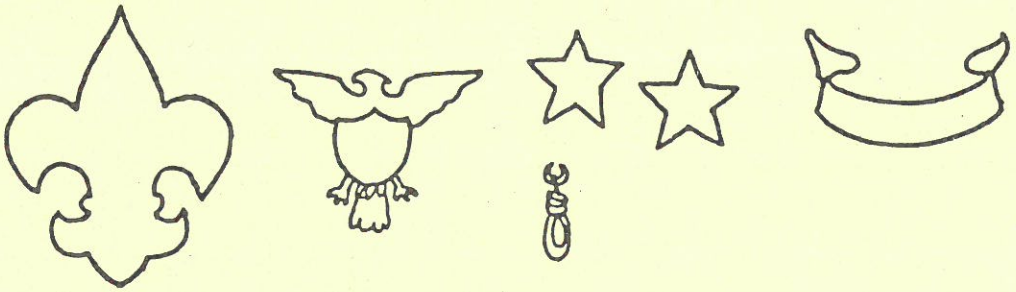
1. BE ACTIVE IN YOUR WEBELOS DEN FOR AT LEAST 6 MONTHS SINCE JOINING AND HAVE EARNED THE WEBELOS BADGE.
2. REPEAT FROM MEMORY THE BOY SCOUT OATH OR PROMISE AND THE 12 POINTS OF THE SCOUT LAW. TELL HOW YOU HAVE ALREADY PRACTICED THESE IN YOUR EVERYDAY LIFE.
3. SHOW ONCE AGAIN THAT YOU CAN GIVE AND EXPLAIN THE BOY SCOUT MOTTO, SLOGAN, SIGN, SALUTE, AND HANDCLASP. THIS WILL HELP YOU FEEL RIGHT AT HOME WHEN YOU JOIN A TROOP.
4. SHOW AND EXPLAIN HOW TO HANDLE THE 'HURRY CASES' IN FIRST AID - BREATHING STOPPED, SERIOUS BLEEDING, AND INTERNAL POISONING. KNOW WHAT SHOCK IS AND ITS RELATIONSHIP TO THE HURRY CASES. KNOW WHAT TO DO FOR IT. (SEE FIRST AID SKILL AWARD IN *Boy Scout Handbook*) SHOW PROPER TREATMENT FOR CUTS AND SCRATCHES AND HOW TO APPLY A BAND-AID.
5. EARN FOUR ADDITIONAL ACTIVITY BADGES INCLUDING CITIZEN AND AT LEAST TWO OF THE FOLLOWING: AQUANAUT, ATHLETE, NATURALIST, OUTDOORSMAN.
6. WITH YOUR WEBELOS DEN, VISIT AT LEAST ONE TROOP MEETING AND ONE BOY SCOUT-ORIENTED OUTDOOR ACTIVITY.
7. PARTICIPATE IN A WEBELOS DAD-AND-SON OVERNIGHT OR DAY HIKE.
8. AFTER YOU HAVE COMPLETED ALL OF THE ABOVE SEVEN REQUIREMENTS, AND AFTER A TALK WITH YOUR WEBELOS DEN LEADER, ARRANGE TO VISIT, WITH YOUR PARENTS OR GUARDIAN, A MEETING OF A TROOP (OR TROOPS) YOU THINK YOU MIGHT LIKE TO JOIN. TALK TO THE SCOUTMASTER. THEN GET AN APPLICATION TO BECOME A SCOUT, FILL IT OUT, AND HAVE YOUR PARENT SIGN IT. SHOW IT TO YOUR WEBELOS LEADER. (GIVE IT TO THE SCOUTMASTER WHEN YOU ARE READY TO JOIN)

The Scout Badge

The Scout badge was adapted from the north point of the old mariner's compass. The design is often called a trefoil - a flower with three leaves. It is also known by its French name 'fleur-de-lis' - lily or iris flower. It goes so far back in history that it is uncertain whether it actually stands for a flower or for an arrowhead. With slight changes, the trefoil badge is used by Scouts around the world.



To teach Webelos Scouts the parts of the badge, enlarge the above design and cut the separate parts from thin plywood or pressboard. Cut out with a scroll saw and paint or stain. Use the individual parts to teach the badge requirement for the Webelos award.



THE SCOUT LAW

Teach Webelos Scouts the song below and it will help them learn and remember the 12 points of the Scout Law, one of the requirements for the Arrow of Light badge.

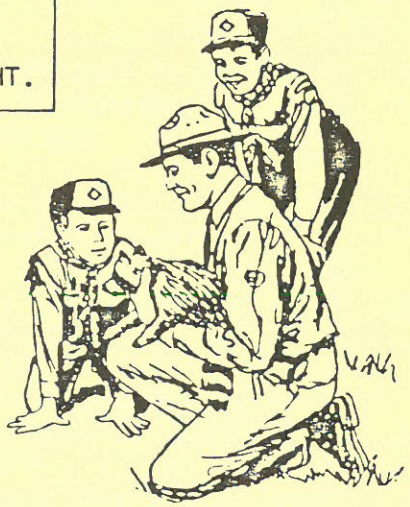
TRUSTY TOMMY

(TUNE: YANKEE DOODLE)

TRUSTWORTHY TOMMY WAS A SCOUT, LOYAL TO HIS MOTHER,
HELPFUL TO THE FOLKS ABOUT, AND FRIENDLY TO HIS BROTHER,
COURTEOUS TO A GIRL HE KNEW; KIND UNTO HIS RABBITS,
OBEDIENT TO HIS FATHER, TOO, AND CHEERFUL IN HIS HABITS.
THRIFTY, SAVING FOR A NEED; BRAVE, AND NOT A FAKER,
CLEAN IN THOUGHT AND WORD AND DEED, AND REVERENT TO HIS MAKER.

THE SCOUT OATH

ON MY HONOR I WILL DO MY BEST
TO DO MY DUTY TO GOD AND MY COUNTRY,
AND TO OBEY THE SCOUT LAW;
TO HELP OTHER PEOPLE AT ALL TIMES;
TO KEEP MYSELF PHYSICALLY STRONG,
MENTALLY AWAKE, AND MORALLY STRAIGHT.



THE SCOUT MOTTO - "BE PREPARED"

THE SCOUT SLOGAN - "DO A GOOD TURN DAILY"

THE OUTDOOR CODE

AS AN AMERICAN, I WILL DO MY BEST TO
BE CLEAN IN MY OUTDOOR MANNERS,
BE CAREFUL WITH FIRE,
BE CONSIDERATE IN THE OUTDOORS
AND BE CONSERVATION MINDED.

See *Webelos Scout Book* for additional information and explanation of Webelos badge and Arrow of Light award requirements.

MINUTES, EVEN SECONDS, MAY COUNT IN SAVING A LIFE

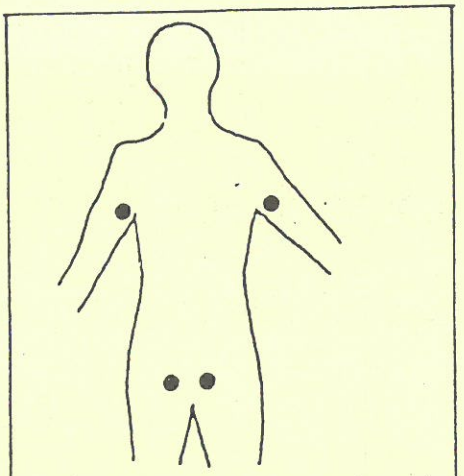
Even with the best precautions, sudden illness or physical injury can strike anyone at any time. Since the first person to arrive on the scene will usually not be a medical professional, as many people in the community as possible should be prepared to give basic emergency first aid. If you know first aid, you will use it for the rest of your life. With it, you can care for yourself and others in times of accidents and emergencies.

First aid is immediate help right after an injury. It is not playing doctor. It's doing the things that must be done before expert help arrives. How will you act in an emergency? Would you know what to do? If so, you'll be cool and calm, because you know you can help. Your confidence will show and it will aid the injured person as you ease their pain and worry.

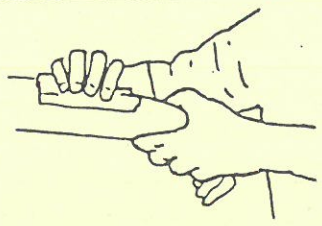
As a Webelos leader, you should set the example by knowing basic first aid. Then enlist the help of a local Scoutmaster in obtaining leadership for teaching Webelos Scouts the first aid requirements for the Arrow of Light award. There are three kinds of cases where fast action spells the difference between life and death - Bad Bleeding, Stopped Breathing, and Poisons by Mouth. These are the hurry cases where every single minute counts. Be prepared to act fast.

BAD BLEEDING - Bad bleeding can cause shock or death. First, stop the bleeding. The best way to control bleeding is with direct pressure over the site of the wound.

1. Use a pad of sterile gauze, if available.
2. A clean handkerchief, or even your bare hand will do. Use the flat part of the hand.
3. Apply firm, steady, direct pressure for 5 to 15 minutes. Most bleeding will stop within a few minutes.
4. If bleeding is from a foot, hand, leg or arm, use gravity to help slow the flow of blood. Elevate the limb so that it is higher than the victim's heart.
5. Another way to stop bleeding is by using pressure points - arteries that carry blood to the arms and legs. (See illustration). Press firmly with hand.
6. After bleeding is stopped, put bandages or cloths against the wound and tie them in place with another cloth or tape.
7. Send someone else for help.
8. Treat the victim for shock as soon as you take care of bleeding.



Pressure points to stop arterial bleeding



Direct pressure over wound

Note: Do not apply pressure to head or neck wounds where there may be a fracture.

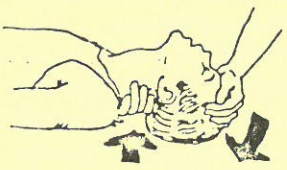
(continued)

HURRY CASES, FIRST AID (continued)

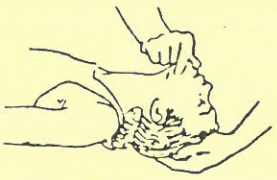
STOPPED BREATHING - A life can be saved by rescue breathing. Use it on a person who has stopped breathing. You breathe your own breath into the victim's lungs. Speed in starting is important. Don't waste time moving the victim to a comfortable place. In a water rescue, for example, you can start rescue breathing while carrying the victim from water to dry land.

Be careful approaching an unconscious person who may be in contact with electical current. Be sure to turn off electricity before you touch the victim. There are many reasons for unconsciousness, so the first thing to check is breathing.

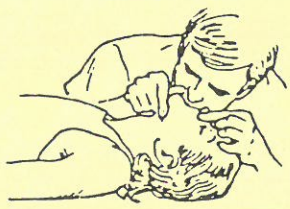
1. Try to awaken the person. Shake the victim's shoulders vigorously and shout: "Are you all right?"
2. If there is no response, check for signs of breathing.
   a. Be sure victim is lying flat on his or her back. If you need to roll the person over, move the entire body at one time. Use caution with accident victims because of potential neck injuries.
   b. Loosen tight clothing around neck and chest.
3. Make sure the airway is clear.
   a. Look into mouth and throat and remove any obstruction, solid or liquid.
   b. Watch the patient's chest, and test the air in front of his nose and mouth with your fingers for any sign of breath.
   c. Check his wrist for a pulse.
4. Check the front of the victim's neck. Many Americans have had their larynxes surgically removed and breathe only through a hole in their necks. With these people, rescue breathing must be done at the neck opening instead of mouth.
5. Place one hand under victim's neck. Lift up on neck and partially tilt the head back by pushing down on his forehead with your hand.
6. Pull his chin forward.
7. Place your mouth firmly over the victim's open mouth, pinch his nostrils shut, and blow hard enough to make his chest rise. If victim is a small child, place your mouth over his nose and mouth while breathing.



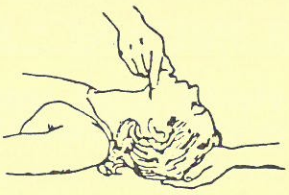
Lift up on neck and tilt head back



Pull chin upward



Pinch nostrils and blow into open mouth



Check exhalation

7. Blow one vigorous breath every five seconds for adults. For small children, blow shallow breaths every three seconds.
8. Let the victim breathe out. Chest should fall.
9. Remove your mouth and listen for the sound of exhaled air. Repeat the blowing effort. If there is no air exchange, recheck the victim's head and jaw position. His tongue, or something else may be blocking the air passage. Try again. If you still get no air, slap his back to clear his throat.
10. Don't give up until the victim begins to breathe. Call a doctor or ambulance as soon as possible. Cover the victim for warmth.

(continued)

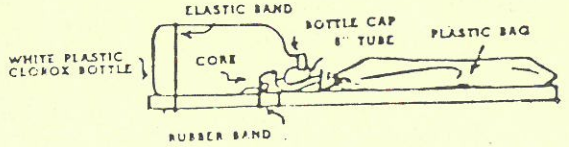
HURRY CASES - FIRST AID (continued)

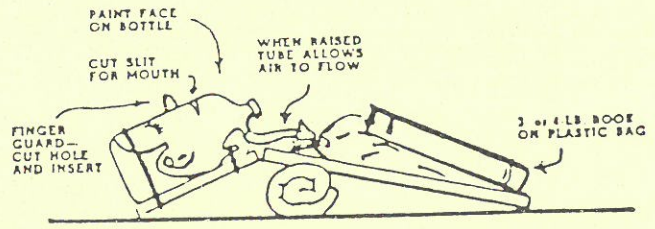
BILL BLOW

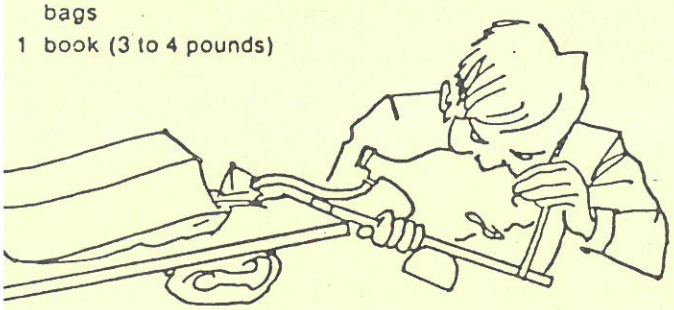
So that Webelos Scouts can practice rescue breathing as described make a Bill Blow dummy for them to use.

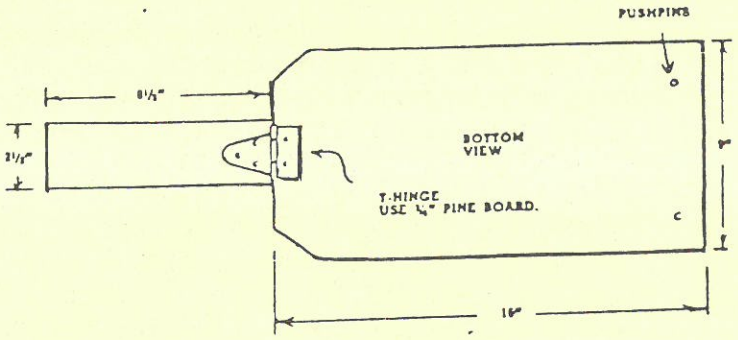
MATERIALS LIST FOR BILL BLOW

1 plastic bleach bottle (½ gallon with hollow handle)
1 rubber finger cot (ventilated)
1 piece rubber tubing (12 inches; ½-inch diameter)
1 small tube of latex rubber adhesive
1 bottle black model dope or enamel (½ ounce)
1 plastic refrigerator bag (2 to 4 quarts)
2 heavy rubber bands (3 inches; 6 inches)
1 T-hinge (6 inches)
1 cork (½-inch diameter)
1 wood strip (¾ by 2½ by 8½ inches)
1 wood board (9 by 16 inches)
2 nails (¾-inch) or pushpins
1 box or roll of flexible plastic food wrap or plastic food bags
1 book (3 to 4 pounds)









See *Webelos Den Activities* for information on making and using dummy.

STOPPED BREATHING - NO PULSE

If the victim is not breathing and there is no pulse, his heart has stopped. Cardio-pulmonary Resuscitation (CPR) is the approved method to start the heart again.

Generally, Cub Scouts are not large enough physically to apply CPR. It requires quite a bit of power. Proper training by local Red Cross, fire department, or Heart Association is essential, since CPR can cause cracked ribs, even when done correctly, and when done incorrectly, the tip of the breastbone or a broken rib can puncture the liver or a lung.

Webelos den leaders are encouraged to take CPR training for their own use, but are discouraged from teaching the boys, unless it is felt by an expert that they are large enough to handle it successfully.

(continued)

HURRY CASES - FIRST AID (continued)

POISONS BY MOUTH - Children may take poisons that will harm them, such as bug killer, rat poison, pills from the medicine cabinet and lighter fluid.

1. Cans and bottles with poison in them often tell on the label what to do for the victim. Read the label and follow directions.
2. The poison should be diluted. Get the victim to drink a glass of water, or better yet, milk.
3. Get help right away. Call your doctor or a poison-control center. Tell what the suspected poison is and follow directions.
4. Vomiting can be very dangerous if the poison is a strong acid (such as carbolic) or alkali (lye, ammonia). If the victim's mouth is burned, you can assume it's one or the other, or a volatile substance such as kerosene or gasoline. Do not induce vomiting as these poisons will do harm on the way back up. Instead dilute and neutralize the poison. Neutralize acids with two teaspoonsful of baking soda in a glass of water. Neutralize alkalies with a teaspoonful of lemon juice or vinegar in a glass of water. Give several glassfuls, but not enough to cause vomiting. Then give a glass of milk. If poison is kerosene or gasoline, simply administer four or five glasses of water.
5. If you are certain the poison is neither acid not alkali, induce vomiting by pressing down on the back of his tongue with your finger or a spoon. Cause vomiting for an overdose of medicine (like aspirin). But never induce vomiting if the victim is unconscious.
6. Get the victim to a doctor or hospital as soon as possible. Always keep the container of poison to show the doctor.

TREATMENT FOR SHOCK - With any serious injury (such as bleeding wound, fracture, major burn) always expect shock, and take measures to lessen it. The symptoms: the skin is pale, cold and clammy; the pulse is rapid; breathing is shallow, rapid, or irregular; the injured person is frightened, restless, apprehensive or comatose.

1. Keep the patient lying down with head lower than feet (except in cases of head or chest injuries when patient has difficulty breathing)
2. Loosen patient's clothing.
3. If victim is cool, or if weather is cool, cover him.
4. If victim is conscious, let him sip a little water. Do not try to force water if patient is unconscious. It may choke him.
5. If there is a head injury, raise the head instead of the feet.
6. Shock can cause death. Treat for shock after a bad injury.

Also see *First Aid Skill Book* for more information.

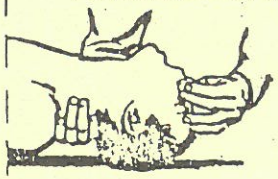
MAKE THIS WALLET-SIZE

EMERGENCY FIRST AID CARD

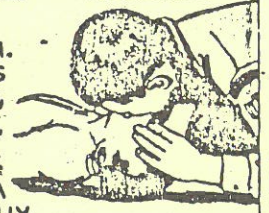
CARRY IT WITH YOU FOR QUICK REFERENCE.

CUT OUT THIS PAGE ALONG DOTTED LINES. FOLD LENGTHWISE IN CENTER. PASTE BACK TO BACK. FOLD ACCORDION FASHION ON LINES.

MOUTH-TO-MOUTH RESUSCITATION



REMOVE FOREIGN MATTER FROM VICTIM'S MOUTH. TILT AND HOLD HIS HEAD FAR BACK. PINCH HIS NOSE SHUT.

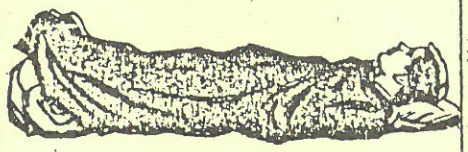


TAKE DEEP BREATH. BLOW AIR INTO HIS MOUTH (IF INFANT, INTO NOSE AND MOUTH). LET AIR BE EXPELLED. REPEAT UNTIL VICTIM BREATHES NORMALLY.

SHOCK

SHOCK IS PRESENT IN ALL ACCIDENTS. KEEP THE VICTIM LYING DOWN WITH HIS FEET SLIGHTLY RAISED (UNLESS HE HAS A HEAD INJURY, IN WHICH CASE *KEEP HIM LEVEL*).

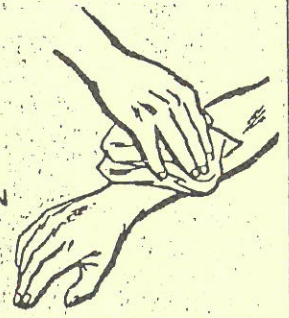
LOOSEN HIS CLOTHING. KEEP HIM WARM. IF HE'S CONSCIOUS, GIVE HIM A LITTLE WATER TO SIP. *DO NOT FORCE HIM TO DRINK.* CALL A DOCTOR.



CUTS, SCRATCHES

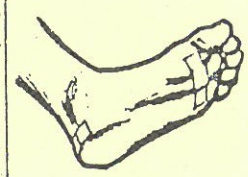
WASH CUT WITH SOAP AND CLEAN WATER. TO CONTROL **HEAVY BLEEDING**, APPY DIRECT PRESSURE ON THE WOUND WITH A STERILE COMPRESS. WHEN BLEEDING IS CONTROLLED, BANDAGE.

NEVER APPLY A TOURNIQUET **EXCEPT** FOR EXTREME BLEEDING. THEN GET VICTIM TO A DOCTOR AS QUICKLY AS YOU CAN.



BLISTERS

WASH AREA WITH SOAP AND CLEAN WATER. COVER WITH ADHESIVE BANDAGE OR GAUZE. IF THERE'S A CHANCE THE BLISTER SHOULD OPEN ACCIDENTLY, PUNCTURE IT AT ITS BASE WITH A PIN STERILIZED WITH A MATCH FLAME.



BRUISES

WASH AREA IF NECESSARY. COVER WITH A COLD COMPRESS, ICE BAG, OR CLEAN, DAMP TOWEL.

BURNS

- **FIRST-DEGREE,** OR MILD CASES: KEEP OUT AIR. USE ICE OR COLD WATER TO RELIEVE PAIN. DRY, COVER LIGHTLY WITH STERILE DRESSING.
- **SECOND-DEGREE,** WHERE BLISTERS FORM. APPLY NOTHING BUT STERILE, DRY GAUZE. AVOID IRRITATING.
- **THIRD-DEGREE,** WHERE SKIN MAY BE CHARRED BLACK IS **MOST** SERIOUS. DO NOT TRY TO REMOVE CLOTHING. TREAT FOR SHOCK. COVER BURNS WITH STERILE DRESSINGS. WRAP VICTIM IN A CLEAN SHEET. COVER HIM WITH A BLANKET. RUSH HIM TO A HOSPITAL.

SUNBURN TREAT THE SAME AS FOR FIRST-DEGREE BURNS.

IN ALL SERIOUS CASES, TREAT FOR SHOCK.

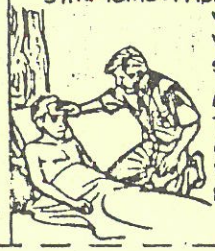
HEAT EXHAUSTION

SYMPTOMS: COLD, CLAMMY SKIN; FACE PALE.

TREAT FOR SHOCK. MOVE VICTIM TO SHADY, COOL SPOT. LAY HIM ON HIS BACK, HEAD AND SHOULDERS **LOW**. GIVE HIM SIPS OF SALTED WATER, ONE TEASPOON SALT TO ONE GLASS WATER.

SUNSTROKE

SYMPTOMS: FACE RED AND DRY. LAY VICTIM IN COOL SHADE WITH HIS HEAD AND SHOULDERS **RAISED**.

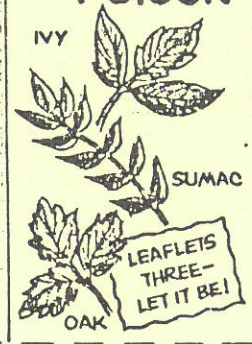


COOL HIM WITH ICE, WET TOWELS, WET SHEETS. CALL A DOCTOR. IF VICTIM IS CONSCIOUS, GIVE HIM ALL THE COOL WATER HE WANTS.

INSECT BITES

REMOVE STINGER IF IT'S VISIBLE. USE HOUSEHOLD AMMONIA OR BAKING SODA AND WATER SOLUTION TO RELIEVE THE PAIN AND ITCH. DO NOT BANDAGE.

POISON PLANTS



IF YOU COME IN CONTACT WITH **POISON IVY, OAK, OR SUMAC** (OR THINK YOU HAVE), WASH SKIN IMMEDIATELY WITH LOTS OF SOAP AND WATER. THEN APPLY RUBBING ALCOHOL. CALAMINE LOTION RELIEVES ITCH.

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POISONOUS SNAKEBITES

1. LAY VICTIM DOWN. CALM HIM; TREAT FOR SHOCK.
2. TIE CONSTRICTION BAND (NECKTIE, BELT, FOLDED NECKERCHIEF, ETC.) TWO TO FOUR INCHES ABOVE BITE OR SWELLING IF ON LEG OR ARM. LOOSEN FOR 30 TO 60 SECONDS EVERY 15 MINUTES.
3. GET VICTIM TO DOCTOR.

CAMPOUT PREPARATION GUIDE

FOR WEBELOS LEADERS

I. PREPARE YOURSELF

The material found in this guide will help you in preparing yourself for Webelos father-son overnight camping; however, don't rely on this guide as your only source of information. There is valuable material to be found in the Webelos Den Leader's Book on this subject.

A. Select the date and camping facility. This should be done well in advance so that the necessary permits and reservations can be made.

B. Enlist the assistance of others - assistant den leader, dads, Webelos den chief, troop Webelos resource person, activity badge counselors, etc., in planning the details of the campout.

II. PREPARE THE BOYS

Preparing the boys goes beyond just informing them that a campout has been planned. The period of preparation for the campout offers many opportunities to introduce materials and develop skills that will be helpful in their Webelos training. Some examples are listed below:

A. Discussing the campout with the den will help satisfy one of the requirements of the Outdoorsman Activity Badge. "With your family or den, plan and participate in an eveing outdoor activity which includes a campfire".

B. Teach the boys the rules of fire safety. This will help satisfy another Outdoorsman Badge requirement: "Know and practice the rules of fire safety." An excellent set of fire safety rules is found in the Outdoor Code. A review of the Outdoor Code will not only help prepare Webelos Scouts to be good campers, but will introduce them to Boy Scout requirements as well.

C. Teach the boys the taut-line hitch. They will need to know this knot in setting up their tents and it will help them in learning one more of their Scout knots. Enlist the help of the den chief.

D. Plan ahead for campfire program activities (songs, skits, stunts). If your den is taking part in an overnight where other dens will be in attendance, or with a troop, you will probably be called upon to participate in the campfire program. If you are camping alone, you will still need a planned campfire program. The den chief will be helpful in coming up with a suitable ideas.

E. At least a week before the campout, send home with each Webelos Scout an individual checklist, along with a letter giving final details about the campout.

III. PREPARE THE DADS

Preparing the dads is equally important as preparing the boys. The end result will be a smoothly-run campout with everyone knowing what is expected.

Properly informed dads will reduce the load of responsibility on the Webelos leader.

Information is best imparted at an informal meeting with the dads. Contact can be made by letter or telephone, inviting them to the meeting. This meeting should be held at least two weeks prior to the campout. This will allow a fairly good estimate to be made of how many dads will be going and should be close enough to the campout date so that last minute changes in plans can be avoided. If all the dads cannot attend, be certain they receive the necessary information.

The meeting agenda should cover these items:

A. Date of Campout

B. Location- Cover in detail. Provide maps if necessary. Decide if transportation will be on an individual father and son basis or some other method. Car pooling will save on gasoline expense.

C. Time and Place of Rendezvous - Also announce estimated time of arrival back home..

D. Schedule of events - Involve the dads in deciding what type of activities will be included in the campout.. For example:

1. Nature hike
2. Fishing
3. Swimming
4. Campfire program
5. Activity badge work
6. Conservation or service projects
7. Games

E. Menu for Webelos Scouts and Dads - Keep the menu simple, remembering that each dad and son will cook eat, and clean up together. This satisfies the Outdoorsman Badge requirement " With an adult or your parents, help cook your own lunch or supper outdoors and clean up afterwards." It is a good idea to suggest that similar (though not necessarily identical) meals be planned for all involved. At least two meals involving some cooking should be anticipated - Saturday evening and Sunday morning. A sack lunch can be used for Saturday noon, and a light snack used prior to returning home Sunday afternoon, if necessary.

F. Equipment - Each dad should have a personal equipment checklist similar to the boys'. In addition to those items, a hand axe for preparation of fire wood is needed. Everyone may not own such a tool, but 2 or 3 for the den should be sufficient, depending on the size of the group. Also include a First Aid kit.

G. Fire Wood - If fire wood is in short supply at the camping location, make sure everyone brings their own.

The dads' meeting can also be an excellent time to get better acquainted. Perhaps some of the dads have experience or talents which will be beneficial on the campout. Give the dads a chance to take the leadership in activities such as nature hikes, fishing, etc.

One final note: This is a planning meeting. To accomplish the most in the least amount of time, make it for the dads only.

IV. SUMMARY

Aside from the fun the boys will experience on the overnight campout, they should complete enough requirements to earn the Outdoorsman Activity Badge by the time they return home.

In addition, certain requirements for other badges can be completed while on the campout. For Example:

Geologist- Collect 5 geological specimens that have important uses to man.

Naturalist- Be able to identify the poisonous plants and reptiles in your area. Observe wild animals in their natural habitat. Describe what you saw and what they were doing.

Forester- Identify 6 forest trees and tell what useful wood products come from them. Identify 6 forest plants that are useful to wildlife.

Traveler- Make a list of 4 nearby trips. Act as navigator on one of them at least 25 miles long. Pack a suitcase for the trip. Check the First Aid Kit in the car.

AN IMPORTANT REMINDER

Boy Scout troops can provide valuable assistance and recources for Webelos father-son overnight campouts.

The troop Webelos resource person can make arrangements for the loan of troop camping equipment and can help recruit any additional personnel needed for the campout.

WEBELOS CAMPOUT CHECKLIST

Our Webelos den is going camping on (date) at (place).
We will meet at (place) at (time). We will
return at (time) on (date).
Tents: Will be furnished ☐ Bring your own ☐
Cooking EQUIPMENT: Will be furnished ☐ Bring your own ☐
Each boy will share a tent with his dad. Those boys who will be sharing a 'dad' will also occupy the same tent.

A full Webelos uniform is required for the campout. Strudy shoes, suitable for hiking, will be useful.

During the campout we will be working on the requirements for the Outdoorsman Activity Badge. The material in the Webelos Scout Book related to this badge should be read and carefully studied in advance. Bring your Webelos Book to camp.

The following is a list of optional equipment which will be useful on the campout. Make a check mark in pencil by each item as you lay out your equipment to pack:

- Blankets (2 or 3) or Sleeping Bag
- Waterproof ground sheet, plastic
- Sweater or Jacket
- Pair of moccasins or sneakers
- Knife
- Fork
- Spoon
- Plate
- Cup

Clothesbag containing:
- Swim trunks
- Extra handkerchiefs
- Set of extra clothing
- Extra sox of stockings

Toilet Kit containing:
- Soap in container
- Hand towels
- Toothpaste
- Toilet paper

Repair kit containing:
- Safety pins
- Shoe laces
- Flashlight
- Mosquito Repellent

- Washcloth
- Toothbrush
- Comb

WEBELOS BOOK

TYPES OF HIKES

PENNY HIKE - At the junction of each trail, road, street, etc., the denner of den chief flips a coin to determine the direction of travel. Heads- so to the right; tails- go tothe left, etc..

HOLD THE FRONT - The leader is followed by Cub Scouts in single file as they hike along the trail or roadside. The leader asks questions about things observed, such as "What is the name of that bird?". If the first Cub Scout in line answers correctly, he stays in his position. If he cannot answer, he moves to the end of the line and the next boy tries to answer the question. Each player who fails to give the correct response goes to the rear of the line. The object is to stay in the number 1 position as long as possible.

I SPY - Leader says: "I spy a robin".. All of the Cub Scouts who see the robin may squat, and the rest remain standing. The leader then points out the robin or asks one of the squatting Cub Scouts to do so. The group then continues hiking until another object of interest is seen.

NATURE CRIBBAGE - As he walks along, each Cub Scout gathers 21 pebbles, acorns, or seeds and puts them in a bag or in his pocket. Then the boys decide upon a list of things they may see on the hike. The leader makes up a written list, giving each object a certain number of points. For example: A grasshopper might be worth 2 points: a toad, 5 points; a squirrel 4 points, etc.. The first player to spot an object on the list calls out the correct name and points to it. The leader allows that player to throw away from his stock of pebbles a number equal to the points the object is worth. The first player to get rid of all his pebbles wins the hike.

AWARENESS HIKE - The idea is for Cub Scouts to discover, during a hike, objects relating to texture, shape, density, temperature, and size. You may wish to give each boy a worksheet such as the one below, where they can add the names of the objects that satisfy each category.

Size: heavy, thick, tall, short, small, large, big, etc.
Shape: oval, round, square, triangular, pointed, etc.
Texture: furry, hairy, waxy, soft, hard, slimy, velvety, etc.
Density: solid, hollow, porous, non-porous, spongy, etc.
Temperature: cold, hot, wet dry, cool, lukewarm. etc.

How many of these words could be satisfied in a one square yard area? How many could describe a tree? a building? a sidewalk? etc..

FOLLOW THE ORDOR - A few minutes before the time for the hike to begin, mark a trail by rubbing a large onion on different objects, such as trees, grass, bushes, swing set, light pole, etc. These should be located fairly close together. Explain to the boys that they are to follow their noses to find their way along the trail.. Afterwards, discuss how animals use odors for finding food and marking their territories.

Color Hike- Give each Cub Scout a list of colors to try and locate on the hike. The items can either be collected or simply noted. The boy who successfully locates all colors on the list is the winner.

BREAKFAST HIKE - For a special treat during thesummer of on a Saturday morning, hike to a good vantage point to watch the sun rise. Then cook breakfast outdoors. Help the boys become aware of the many different early-morning sounds that are not heard at other times of the day.

HOMES HIKE - Look for spider webs, nests, holes, etc. which are nature homes.

BABY HIKE - Look for nature babies - bird, fern, leaf, snail, etc. Make a list.

STRING HIKE - Follow a string, laid out in advance. Have nature objects along the way to identify.

SEALED ORDERS - Give the den a set of sealed directions, with a new one to be opened at each spot along the way.. Use simple directions, such as: "Go north for 50 paces and look under the three rocks piled below the big pin oak tree". Here, under the rocks,they find the next note, directing them to "Go east and look in the big hollow oak tree on the left". Make each clue challenging, but not too difficult.

STOP, LOOK, AND LISTEN HIKE - Hike 5 minutes (or a certain number of steps). Stop and write down all that you see and hear. Make several different stops.

How do you lead a hike or field trip? It's not as difficult as one would imagine. Here are a few guidelines that may be of assistance to you.

1. Don't worry about knowing everything. Children don't expect you to be an expert on all subjects.
2. Be honest.
3. Establish the rules at the beginning of the trip and stick to them.
4. Familiarize yourself with the area.
5. Encourage questions.
6. Be positive in your approach and your attitudes.
7. Keep it active.
8. Remember those in the back of the group.
9. Prepare for all types of weather.
10. Make it easy for the children to investigate things further.

The time to start planning is well in advance of the trip.

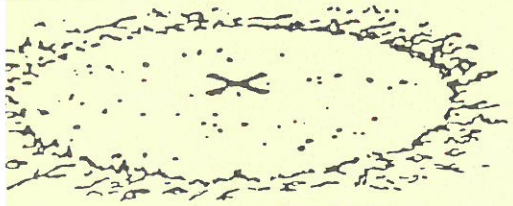
PATROL SITE INSPECTION		Good 5	Fair 3	Poor 1
Shelter:	Adequate for patrol			
	Erected properly			
	Placed to best advantage			
Personal:	Gear stored neatly			
	Ground cloths in use			
	Sleeping Bags rolled or airing			
	Packs off ground			
Patrol:	Duty Roster Posted			
	Menu & food list posted			
	First aid kit readily available			
	Washing facility for patrol			
	Adequate water for patrol			
Cooking Area:	Clean			
	Well organized			
	Equipment & Utensils clean,			
	and stored properly.			
	Food properly stored - protected			
Fireplace:	Location-safe distance			
	Type-adequate-(no pit)			
	Fire out			
	Ground cover removed			
Wood yard:	"Roped off"			
	Suffieient fuel			
	Stored correctly			
	Chopping block			
	Cutting tools sharp and,			
	stored properly.			
Garbage:	Burnables burned			
	Non-burnables ready for carryout.			
	(cans burned & crushed - glass rinsed)			
Latrine:	Adequate for Patrol			
	Distance and Access (100')			
	Wet hole			
	Paper			
	Shovel			
	Washing facility			
	Totals			

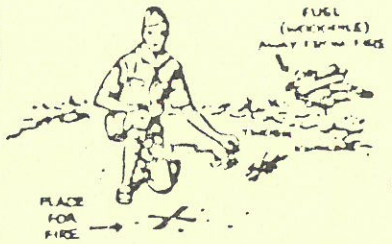
FIRE BUILDING...

THERE ARE FOUR SIMPLE STEPS IN BUILDING ANY FIRE FOR SAFETY AND EASY STARTING.

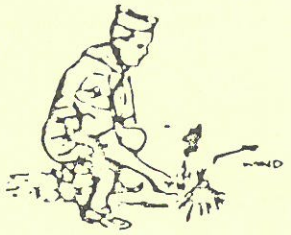
CLEAR A SPACE 10 FEET IN DIAMETER TO MINERAL SOIL OF ALL BURNABLE MATERIAL, AWAY FROM TREES, BRUSH, OVERHANGING BRANCHES.

BUILD YOUR FIRE IN THE CENTER OF THIS SPACE.



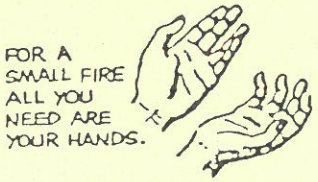


2. COLLECT PLENTY OF TINDER, KINDLING AND FUEL. LAY THEM WITHIN EASY REACH BEFORE YOU LIGHT YOUR FIRE.

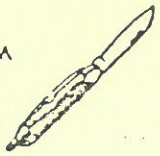


3. LIGHT A HANDFUL OF TINDER THEN STUFF FLAMING TORCH INTO THE KINDLING OR UNDER A CRISSCROSS OF KINDLING. LIGHT IT FROM WINDWARD SIDE.

4. PLACE MORE KINDLING, THEN FUEL (LARGER PIECES OF WOOD) ON DOWN WIND SIDE.



FOR A SMALL FIRE ALL YOU NEED ARE YOUR HANDS.



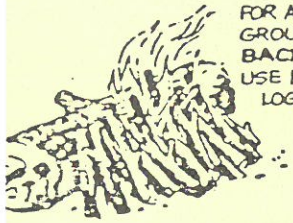
FOR A MEDIUM FIRE YOUR KNIFE.

FOR A LARGE FIRE YOUR AX.

FIRE PURPOSES...

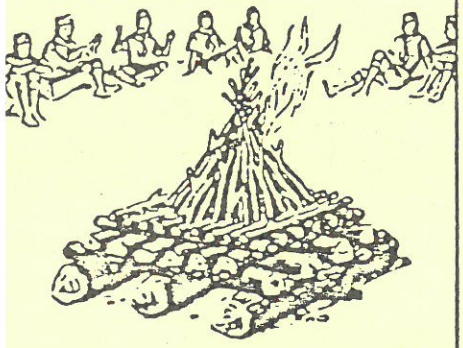
EXPERIENCED CAMPERS BUILD DIFFERENT FIRES FOR DIFFERENT JOBS.

COUNCIL



FOR A SMALLER GROUP BUILD A **BACKLOG FIRE.** USE BIG, SEASONED LOG FOR BACK.

FOR A LARGER GROUP - COUNCIL, FELLOWSHIP, STORYTELLING AND SING-AROUND, BUILD A GOOD-SIZED CRISSCROSS FIRE. START IT BURNING WITH TIPI FIRE ON TOP.



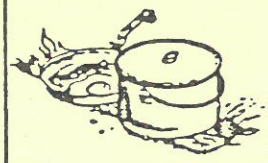
COOKING

COLLECT ALL WOOD YOU NEED TO COMPLETE YOUR MEAL BEFORE YOU START COOKING. STACK A SUPPLY IN YOUR TENT AT NIGHT IN CASE OF RAIN OR HEAVY DEW. KEEP YOUR FIRE SMALL—JUST BIG ENOUGH TO COOK WITH.

HIKE FIRE
BUILT ON GROUND LEVEL.

HUNTER'S FIRE
USE LOGS FOR SIDES. LINE UP WITH WIND

ROCK FIRE
ONE OF THE BEST—FOR ANY CAMP.

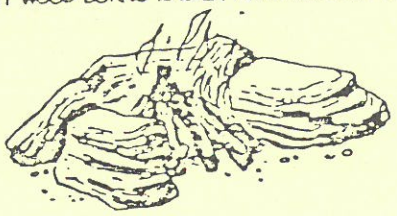


TRENCH FIRE
GOOD FOR WINDY AREAS. TRENCH ABOUT A FOOT DEEP. FAULTS—
① FLOODS EASILY.
② OXYGEN HAS DIFFICULTY GETTING TO FIRE.
③ HOLE MAY BEGIN EROSION.

COMFORT

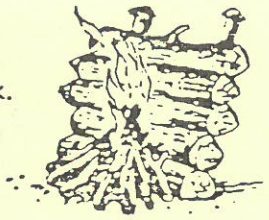
USE DEAD DOWNWOOD (LYING ON GROUND) OR "SQUAW WOOD" (DEAD BRANCHES STILL ON TREES WITHIN REACH).

SPLIT WOOD BURNS EASIER THAN FOUND STICKS.



ROCK REFLECTOR
AN EXCELLENT HEATING FIRE, ROCKS CONTINUE TO RADIATE HEAT AFTER FIRE DIES DOWN. AVOID POROUS ROCK.

LOG REFLECTOR
A GOOD WINDBREAK.



REMEMBER:

AN OLD ENGLISH PROVERB (JOHN RAY) "BETTER A LITTLE FIRE THAT WARMS THAN A BIG ONE THAT BURNS." AND THOREAU WROTE: "FIRE IS THE MOST TOLERABLE THIRD PARTY."

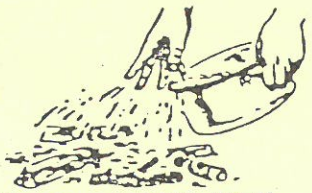
FIRE EXTINGUISHING...

LEARN THESE SIMPLE OUTDOOR FIRE-PREVENTION STEPS SO THAT YOU DO THEM AUTOMATICALLY WHEN YOU LEAVE YOUR FIRE:

WITH WATER

① SPRINKLE WITH BACKS OF FINGERS.

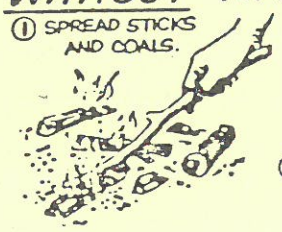
② SPREAD STICKS AND COALS.

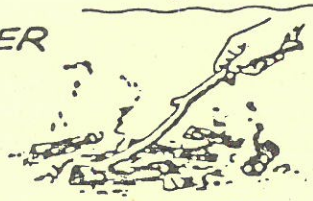


③ SPRINKLE AGAIN. DON'T LEAVE IT UNTIL COALS ARE COOL ENOUGH TO PUT YOUR HANDS ON.

WITHOUT WATER

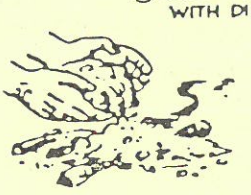
① SPREAD STICKS AND COALS.

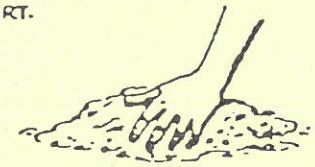




② SCRAPE BURNING EMBERS FROM LARGE LOGS AND STICKS.

③ COVER ALL WITH DIRT.





④ CHECK AND BE SURE THE FIRE IS DEAD OUT!

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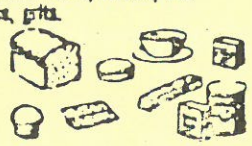


So when you're planning your menus make sure you pick your foods from each of the four groups.

PORTION PER PERSON PER DAY

Salt — 1½ ozs.	Milk — 1 quart	Butter — 2 ozs.
Pepper — ¼ oz.	Sugar — 2 ozs.	Peanut Butter — 3 ozs.
Bread — ½ loaf	Honey — 2 ozs.	Marmalade or Jam — 3 ozs.

48 teaspoons — 16 tablespoons

8 fluid ozs. — 1 cup

40 fluid ozs. — 1 quart

2 cups butter or 2 cups sugar — 1 lb.

1 gallon milk — 20 glasses

1¾ cups rice — 1 lb.

8-9 eggs weigh — 1 lb.

20 oz. tins — 3 servings approx.

Soup — Home made or canned — 8 fl. ozs. Dehydrated — ¼ pkg.

Powdered milk can replace whole milk very well for cocoa, chocolate drinks, porridge, etc. Butter can be bought in tins.

Beverages

Cocoa or hot chocolate — ½ oz. makes 6 cups.
Coffee per serving — 1 oz. makes 2 cups.
Tea per serving — 1 oz. makes 6 cups.

Canned Food

Apple Sauce, Cherries, Fruit Cocktail, Canned Peaches — 4 ozs. (approx. 5 per $2 can, 28 per $10 can)
Pork and Beans or Boston Baked Beans — 8 ozs.
Corn, Peas and Carrots — 4 ozs.
Tomatoes — 5 ozs.

Miscellaneous

Toast — 4 ozs.
Egg — 1 egg
Macaroni — 2½ ozs.
Syrup — 1-1½ ozs.
Ketchup — 1½ ozs.
Cheddar Cheese — 1 oz.
Spaghetti — 3 ozs.
Rice — 1½ ozs.
Flour for Griddle Cakes — 3 ozs.
Crackers — 2 to 3
Pickles — 2½ ozs.
Salad Dressing — 2 ozs.
Flour for puddings — 1 oz.
Flour for pies — 1 oz.
Raisins — 1 oz.
Apples-Apple Sauce — 8 ozs.
Cream Cheese — 2 ozs.
Cookies — app. 3

Cereals

Dry Cereal — 3 ozs.
Oats (porridge) — 2½ ozs.

Vegetables (Fresh)

Potatoes — 8 ozs.
Lettuce — ¼ head
Corn-on-Cob — 2 cobs
Onions — 4 ozs.
Cauliflower — 5 ozs.
String Beans — 4 ozs.

Fruit

Grapefruit — ½
Apple — 1
Watermelon — 2 lbs.

Meat

Roasts — 6 ozs.
Baked Ham — 6 ozs.
Corned Beef — 6 ozs
Meat Loaf — 5 ozs.
Roast Beef — 6 ozs.
Chicken — 7-8 ozs
Beef Stew — 6 ozs.
Bacon — 2½ ozs. 3 slices, 20-24 per lb.
Hamburger — 5 ozs.
Liver and Bacon — 4 ozs. liver 1 strip bacon
Roast leg of pork — 8 ozs.
Fish fillets — 5 ozs.
Weiners (8-11 per lb.) — 4 ozs.
Sausages (16 per lb.) — 4 ozs.
Pork Chops — 7 ozs.
Steak — 7 ozs.
Lamb Stew — 7-8 ozs.
Cold Ham — 3 slices 4 ozs.

Shredded Wheat (1½ bis.) — 3 ozs.

Stewed Tomatoes — 6 ozs.
Green Peas — 4 ozs.
Carrots — 5 ozs.
Lima Beans — 5 ozs.
Spinach — 6 ozs.
Cabbage — 6 ozs.

Cantaloupe (med. size) — ½
Orange — 1
Juice — 4 fl. ozs.

KEEP THESE THINGS IN MIND:

1. Plan your menus carefully and write them down.
2. Make a list of the food and equipment needed for the number of people to be served.
3. Check all plans carefully with your parents or den leader.
4. Pack all the food carefully so it won't spoil or spill.
5. Store your food properly before and after cooking.
6. Keep your food preparation simple.
7. Be safety conscious at all times when working around a fire. Have a container of water available to use in case of an emergency or to put out the fire when you are through.
8. If there are any terms you don't understand, ask your parents or leader about them.

FOIL COOKING

Use two layers of light-weight, or one layer of heavy-duty aluminum foil. Foil should be large enough to go around food and allow for crimping the edges in a tight seal. This will help keep the steam and juices in.

You will need a shallow bed of glowing coals that will last the length of time necessary for cooking.

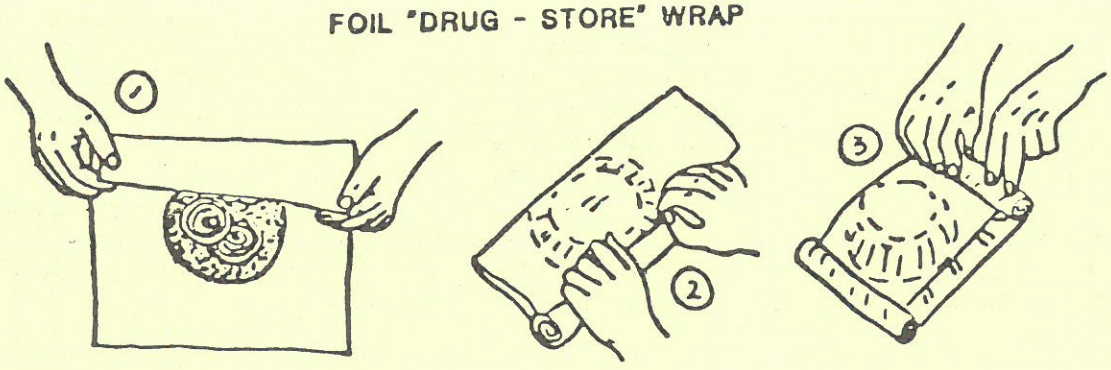
COOKING RULES

1. Wash your hands.
2. Put on a clean shirt or apron.
3. Read the receipe carefully.
4. Assemble the utensils needed.
5. Assemble the ingredients needed.
6. Read the receipe again and follow the directions carefully.
7. After cooking, wash the utensils in hot, soapy water and rinse well.
8. Put everything back in it's place.
9. Clean your working and cooking area. Leave it clean and neat.
10. Don't use fires or grill without your parents or leaders permission.

COOKING TIMES

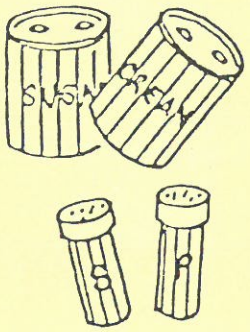
Hamburger	8-12 minutes
Beef (1-inch cubes)	20-30 minutes
Chicken pieces	20-30 minutes
Frankfurters	5-10 minutes
Pork chops	30-40 minutes
Whole fish	15-20 minutes
Carrots	15-20 minutes
Ears of corn	6-10 minutes
Whole potatoes	45-60 minutes
Sliced potatoes	10-15 minutes
Whole apples	20-30 minutes

FOIL "DRUG - STORE" WRAP



OUTDOOR UTENSILS

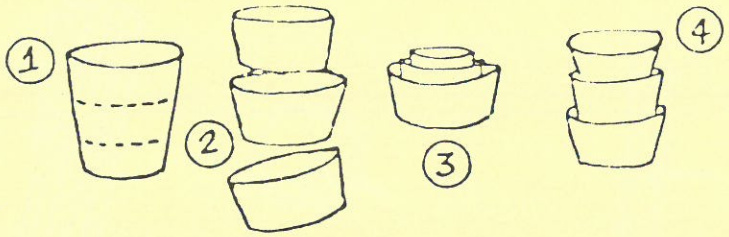
SALT AND PEPPER - SUGAR AND CREAM CONTAINERS



FOR SUGAR AND CREAM CONTAINERS, USE CANS ABOUT 4" HIGH, WHICH HAVE PLASTIC LIDS, SUCH AS THOSE WHICH CONTAIN PUDDING OR CHOCOLATE SYRUP. CUT A 1/4" HOLE IN EACH SIDE OF THE LID. CUT POPSICLE STICKS TO FIT BELOW LID AND GLUE TO CAN, UPRIGHT, AROUND THE CAN. ADD LETTERING WITH PERMANENT MARKING PEN.

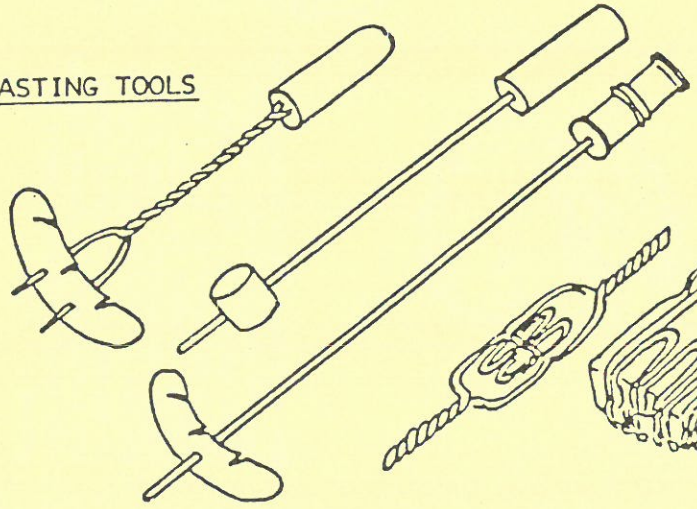
FOR SALT AND PEPPER SHAKERS, USE PLASTIC PILL BOTTLES, ABOUT 2 1/2" HIGH AND AT LEAST 1 1/4" IN DIAMETER. MAKE HOLES IN THE LID WITH A LARGE NEEDLE. THESE CAN ALSO BE COVERED WITH POPSICLE STICKS WHICH HAVE BEEN CUT TO FIT BELOW THE LID. WRITE 'SALT' OR 'PEPPER' ON EACH WITH PERMANENT MARKER.

A COLLAPSABLE CUP



1. CUT A STYROFOAM CUP INTO 3 PIECES AS SHOWN.
2. FIT EACH PIECE INSIDE THE OTHER, IN REVERSE ORDER, USING THE LARGEST PIECE ON THE BOTTOM.
3. THIS IS HOW THE FOLDED CUP LOOKS.
4. PULL UPWARD ON OUTSIDE PIECE AND YOU WILL HAVE A COLLAPSABLE CUP WHICH WILL HOLD WATER.

ROASTING TOOLS

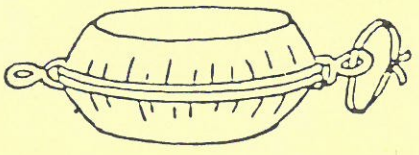


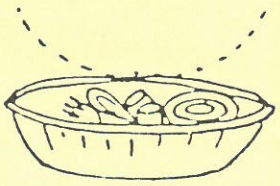
WEINER OR MARSHMALLOW ROASTING UTENSILS ARE MADE FROM WIRE COAT HANGERS WHICH HAVE HAD THE PAINT SANDED OR BURNED OFF. HANDLES ARE EITHER PIECE OF WOODEN DOWEL OR SPOOLS GLUED TOGETHER.

SANDWICH TOASTER IS MADE FROM TWO COAT HANGERS, TWISTED TOGETHER AS SHOWN SO THEY WILL FIT TOGETHER, HOLDING A SANDWICH.

LET EACH BOY MAKE ONE FOR HIS FAMILY AND PAINT HIS NAME ON THE HANDLE.

HOMEMADE MESS KIT



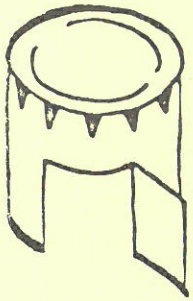


STAPLE TOGETHER TWO ALUMINUM FOIL PIE PLATES FOR THICKNESS. STAPLE TOGETHER TWO MORE. USE ONE DOUBLE THICKNESS FOR TOP OF MESS KIT, THE OTHER FOR THE BOTTOM. FASTEN TOGETHER ON OPPOSITE SIDES WITH PAPER CLAMPS.

TIE A LEATHER SHOELACE THROUGH HOLE IN ONE PAPER CLAMP TO MAKE A STRAP TO HANG ON A BELT OR BICYCLE HANDLEBARS.

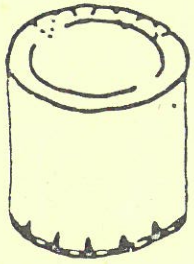
THIS MESS KIT WILL HOLD PILL BOTTLE SALT AND PEPPER SHAKERS, A COLLAPSABLE CUP, PLASTIC FORK AND SPOON. A SECTION OF A FOIL T.V. TRAY COULD BE INCLUDED FOR USE AS A PLATE OR BOWL.

COOKING GAGETS



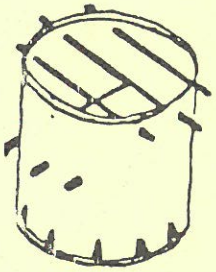
TWIG STOVE

Punch out with triangular beverage can opener. Cut door with wire snips and bend edges back with pliers. Fill with twigs. Feed fire through door.



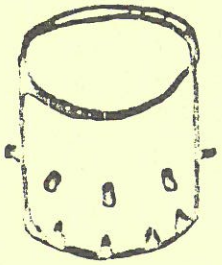
HOBO STOVE

Punch out with triangular beverage can opener. 5 or 6 punches at the top of can, 5 or 6 punches on the opposite side at bottom. Use with buddy burner.

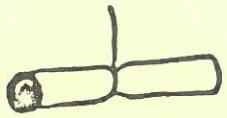


TIN CAN CHARCOAL STOVE

Use coat hanger wire through holes punched with nail. Punch 5 or 6 holes at bottom with triangular can opener.



Use coat hanger wire through holes punched about 4" from bottom of a 3 lb. coffee can. Punch holes around bottom of can with a triangular beverage can opener. To use place charcoal in top of can and one sheet of wadded newspaper in bottom. When charcoal pieces are burning evenly, remove chimney with pliers and spread coals on ground.

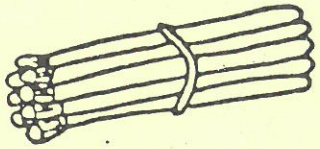


TRENCH CANDLES

Trench candles, also called paraffin logs, are useful in building wet weather fires. To make, cut several thicknesses of newspaper, 4" or 5" strips. Roll together and tie with string. Melt paraffin in a double boiler. Holding the roll with tongs, dip first one end and then the other in the melted paraffin. The saturated string becomes your wick. Trench candles produce a high, steady flame.

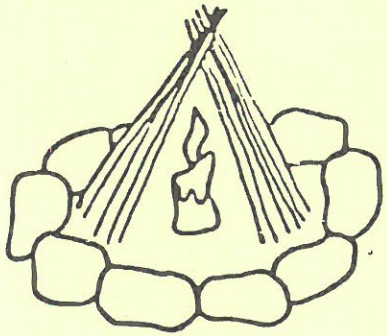
EGG CUP BURNER

Sawdust or dryer lint can be mixed with melted paraffin to make fire starters (about 3/4 cup and enough paraffin to saturate it). Use the small dixie cups or cardboard egg carton cups and insert a string in the center for a wick, or use stub candles. These are excellent to start wet weather fires.



MATCH BUNDLE

Tie a half-dozen matches together with a string, dip in paraffin.



CANDLE STUBS

A candle stub works well. Place candle in center of twigs. Light and put on more twigs. Add larger twigs.

BUDDY BURNER

Buddy burners can be used as fuel or simply to help get a fire started. If for the latter purpose, its flame can be smothered when it has done the job; then you can re-use the burner.

Your Campfire

Your campfire should be the highlight of your overnight campout. Few, if any of your Webelos Scouts have enjoyed the fellowship of a campfire. Plan it to be something more than just a casual gathering around a sputtering fire. This doesn't mean that it's necessary to have a formal program with an M.C. and a split-second schedule of snappy acts. Here is a suggested program which has variety and doesn't require hours of preparation.

- Assign a father-son team or two to lay the fire an hour beforehand. A council fire lay is suggested (See *Boys Life Reprint #26-048)*
- Gather the boys and their fathers around before the fire is lit. Ask the denner to light it while the den leader formally declares the campfire open. Be dignified and ceremonious, but keep it simple. There are more elaborate fire-lighting ceremonies which the boys will see when they become Boy Scouts.
- Sing a song familiar to most ... something like "Comin 'Round the Mountain"
- Play a campfire game, such as Ring leader or Jack's Alive
- Ask anyone with a guitar, harmonica or other instrument for a solo. Or the musician could accompany a song.
- Tell a story or read an audience-participation tale.

- Ask a boy to lead some action songs from the *Cub Scout Songbook.* Dads enjoy singing too.
- Have a knot-tying contest between fathers and sons. Give each a short length of rope and score points for correctly tying some knots. (Or if the boys are not familiar with knots ... since this is no longer a requirement to become a Boy Scout .. . select some other activity which will involve father-son teams.
- Sing a closing song such as "Scouting We Go" or "Scout's Good Night Song". *(Cub Scout Songbook)*
- End with the Scout benediction with boys and fathers standing around the fire: "And now may the great Master of all Scouts be with us till we meet again."

You might choose to include some skits in your campfire, or other forms of humor. Refer to *Boys Life Reprint #26-048 "Outdoorsman Activity Badge Helps"*

(See *"Webelos Den Activities"* for more ideas on this badge)

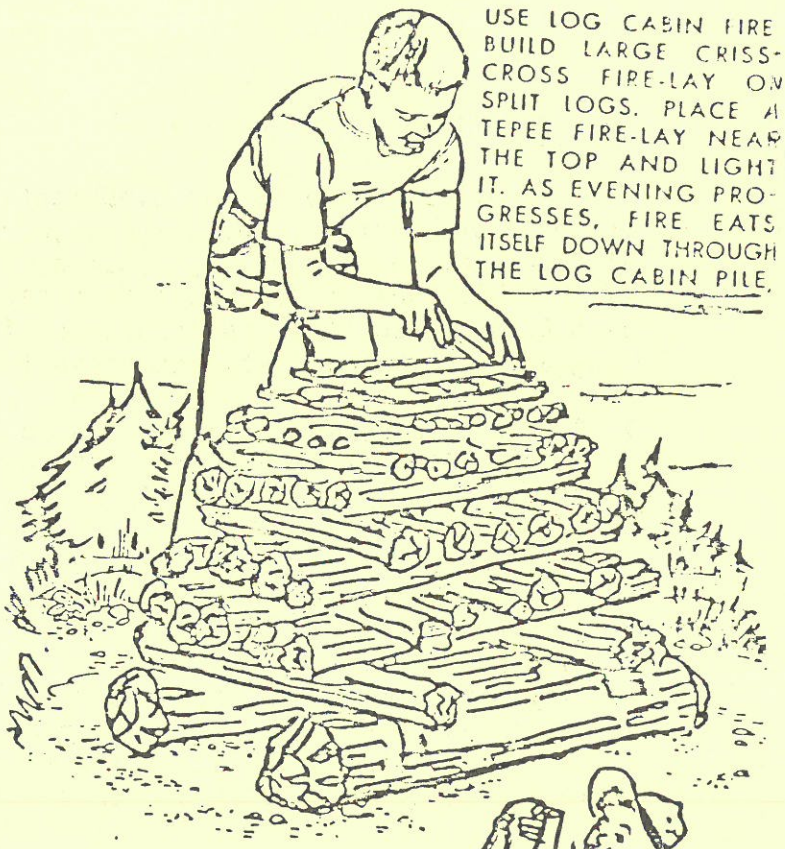
INDIAN STAR FIRE IS A GOOD CAMPFIRE FOR A FEW CAMPERS. BUILD A SMALL TEPEE FIRE. PLACE FIVE DEAD LOGS AROUND IT LIKE THE SPOKES OF A WHEEL. LIGHT TEPEE FIRE. AS THE LOGS BURN, PUSH THEM TOWARD CENTER.

Campfires

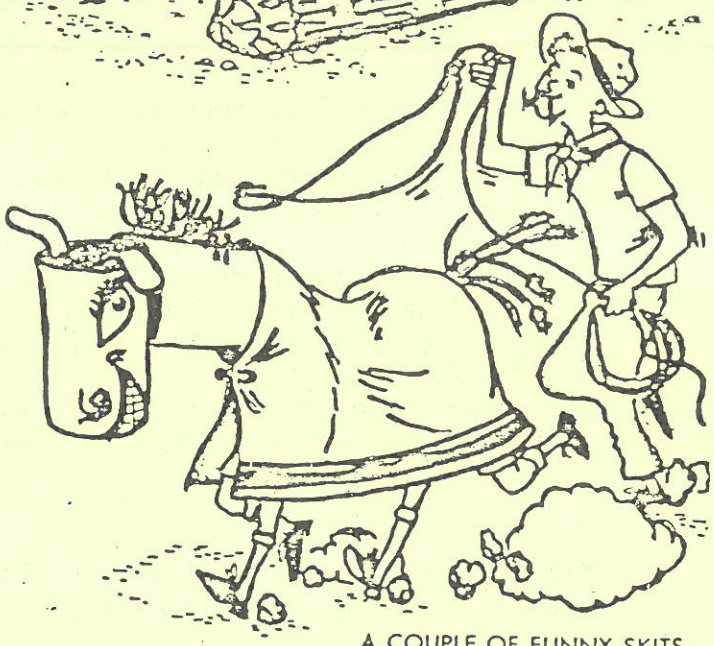
THE DAY in camp has a way of slipping quickly by. Dusk settles under the trees and soon the time comes for lighting the campfire and gathering around its cheerful flames.

A fire in the night has always had a special attraction for human beings. In early days, primitive man huddled around the fire for protection against the darkness. Later, men and women, old and young, joined each other around the fire for fellowship.

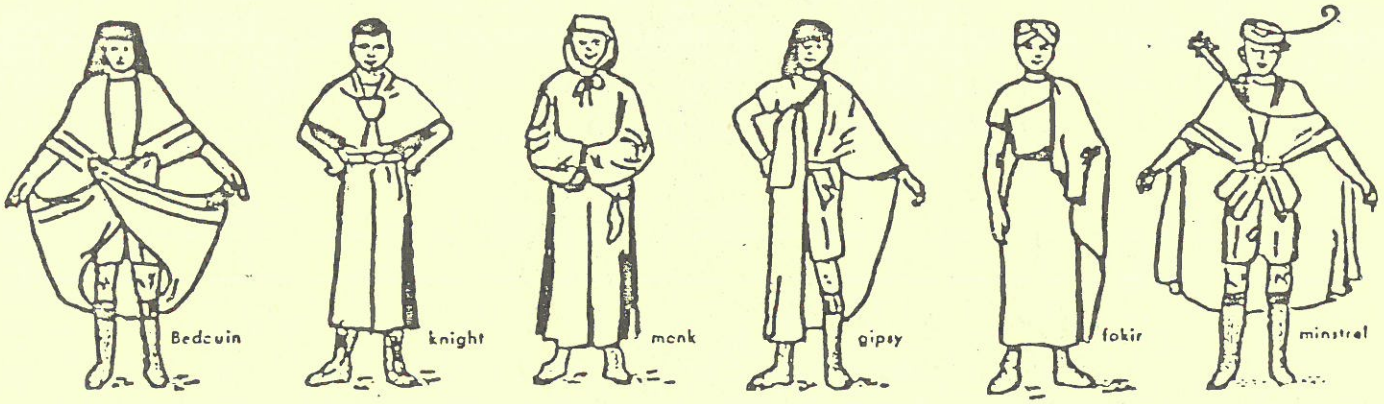
The campfire will have the same attraction for you as it has had for so many others. The hours you spend around the campfire with your friends will be among your treasured memories.



USE LOG CABIN FIRE BUILD LARGE CRISS-CROSS FIRE-LAY ON SPLIT LOGS. PLACE A TEPEE FIRE-LAY NEAR THE TOP AND LIGHT IT. AS EVENING PROGRESSES, FIRE EATS ITSELF DOWN THROUGH THE LOG CABIN PILE.

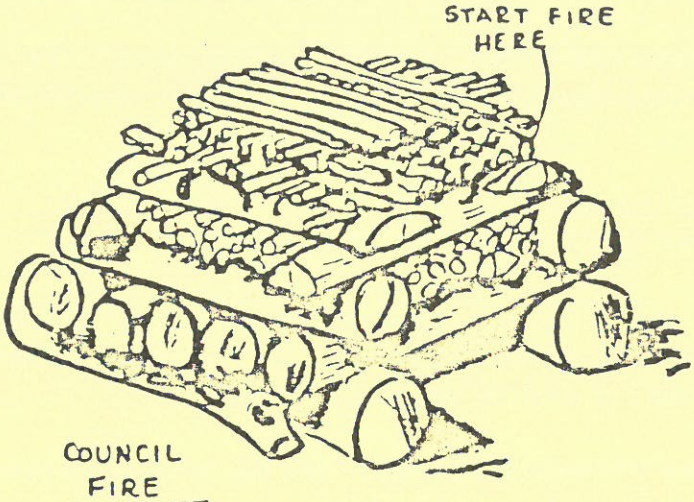


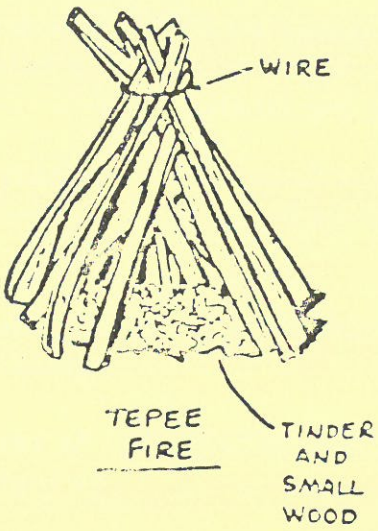
A COUPLE OF FUNNY SKITS, WELL ACTED, GO OVER WELL AROUND A LARGE CAMPFIRE.



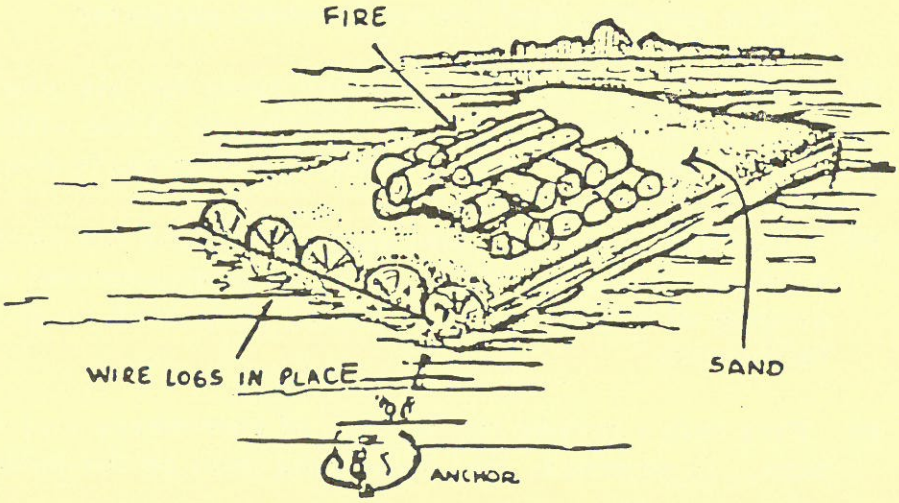
SKITS ARE MOST FUN WHEN THE ACTORS ARE IN COSTUME. USE YOUR IMAGINATION TO MAKE YOUR COSTUMES FROM MATERIALS ON HAND—COSTUMES FROM HOME ARE OUT OF PLACE AT A CAMPFIRE.

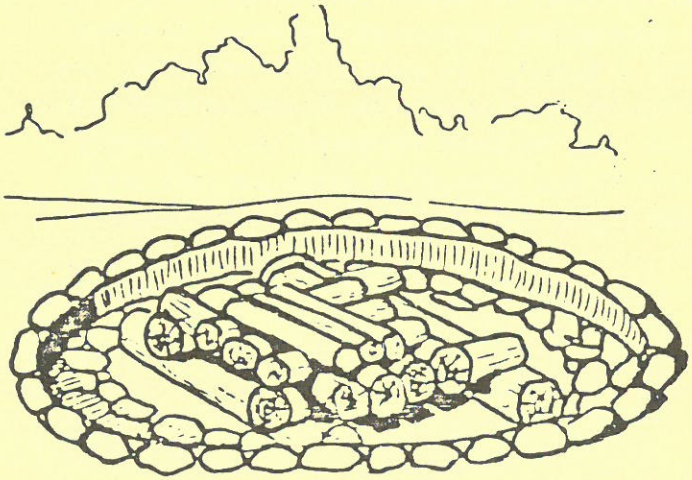
Campfires and Fire Rings



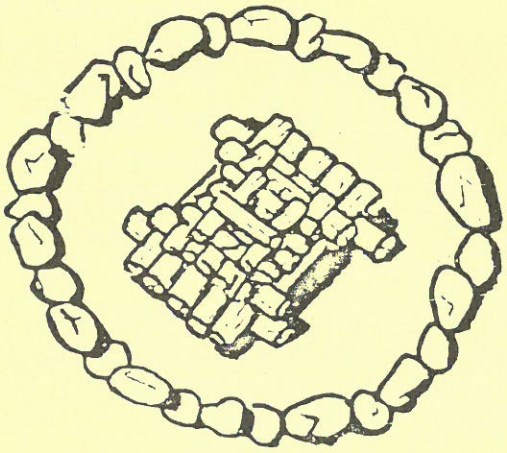


FIRE ON A RAFT





IN SHALLOW WIDE PIT



CIRCLE OF STONES ON FLAT GROUND

CAMPFIRE OPENING CEREMONY

Many times an outdoor pack activity is climaxed with a campfire after dark. To set the right tone for the campfire, use an opening ceremony such as the one below during the firelighting.

Webelos Scouts will probably have a campfire at their dad-son overnight. The ceremony below would be suitable to use as the fire is lighted.

WEBELOS SCOUT #1 (As fire is started) The early caveman used fire to protect himself from wild beasts and to warm his body.

WEBELOS SCOUT #2: In ancient times the Phoenicians used fire on mountaintops or high pillars as beacons for their ships.

WEBELOS SCOUT #3: The American Indian used fire to hollow logs for his boats, to fire pottery, and for ceremonial purposes.

WEBELOS SCOUT #4: The pioneer used fire to forge rims for his wheels and bolts to build wagons. The silhouette of the village smithy against his fire was a common sight in early America.

WEBELOS SCOUT #5: The cowboys in the old West sat around the campfire with a pot of coffee and beans. Their entertainment was the singing of ballads of the trail accompanied by guitar or harmonica.

WEBELOS SCOUT #6: Fire today makes the wheels of commerce and industry turn. In essence, fire is putting men on the moon.

WEBELOS SCOUT #7: Fire is the universal symbol of Scout camping. The fellowship around the campfire is one of the most lasting memories in the life of a Scout. In just a few months, we will have an opportunity to participate in Scout campfires, and all Cub Scouts have this to look forward to. If every Scout troop in the world had a campfire such as this one tonight, the glow would light the world with a new hope for mankind.

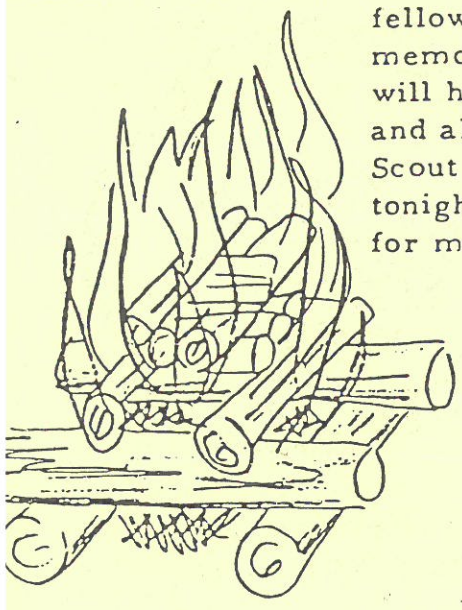


EXHIBIT	BOYS DEMONSTRATE
AQUANAUT **Mask, fins, snorkel**	**Swimming strokes, rowing strokes; buddy plan**
GEOLOGIST Rocks, minerals, other geologic specimens; scale of hardness; drawings showing formation of volcanoes, geysers, earthquakes; geologist's tools	Hardness tests for minerals, drawings of earth's crust with explanation
OUTDOORSMAN Backyard tent; fire safety rules	Pitching a tent; making an envelope bed; identifying poisonous plants
ENGINEERS Sketch of electrical transmission; drawings of bridges; block and tackle; catapult; house plans	Bridge stresses with bricks and cardboard; catapult, simple electric generator
FORESTER Forest plants; poster of tree's life history; map showing principal forest areas of United States	Samples of wood; tree planting method
TRAVELER Railroad, bus, airline timetables; neatly packed suitcase; family first aid kit.	Reading timetables; figuring cost per mile, packing a suitcase

EXHIBIT	BOYS DEMONSTRATE
ATHLETE Individual fitness records	**Fitness tests; exercises; dual contests**
CITIZEN Logbook reports on the requirements	Oral reports on any of the requirements
SCHOLAR Chart of school system; written reports on requirements	Oral reports on any of the requirements
SHOWMAN Puppets and stages; plays written by boys; record of collection; stage-setting model; drawing of Shakespear's theater	Puppet play; musical performance; monologue; one-act play
CRAFTSMAN Tools; wooden toys; leather craft; tin work	Proper use of tools in any of the three crafts in the requirements
SPORTSMAN Sports equipment, BOY'S LIFE poster, BL-61	Referee's signals in three sports; techniques for any sport
ARTIST Drawings, paintings, designs, mobiles, constructions; artist's equipment	Mixing paints; beginning a sculpture

ACTIVITY BADGES

The entire Webelos program is built around the activity badges that each one of the Webelos earn. Certain ones of these badges should be earned by each boy. Other badges can be earned as they apply to each of the individual boy's interests.

The procedure for testing the boys as they earn each badge is outlined in the Webelos Leaders Handbook. Keep in mind while testing the boys that they are only ten years old and must be judged accordingly. However, you must judge each boy on his own abilities and if you feel that one has merely "whipped" through the minimum requirements just to ge the badge it might be time to sit down with him and review the objectives of the program.

There are three badges that each of the boys should be encouraged to earn since they will not only be required for the Webelos and Arrow of Light Awards but will ensure that the boys have learned at least minimal safety precautions for outdoor activity. These are the AQUANAUT, CITIZEN & OUTDOORSMAN badges.

Whenever possible, to avoid the classroom atmosphere that ten year olds hate, try to schedule as many local trips to places where the boys can see how the skills they are learning can be put to use in the world around them. After each section on the individual badges are suggestions on places to go or places you might find someone more knowledgeable on the specific topic who would be willing to come to your den meetings. Whenever possible, have your guest appear in any special clothing or uniforms that they might wear at their regular jobs if it pertains to the subject under discussion.

BADGE COMBING

Remember - earning ALL the badges is not necessarily the ultimate goal. The ultimate goal is for the boys to learn while having fun. Don't get so hung up in cramming everything together that you lose sight of the goal.

Aquanaut #1 - will fulfill requirement #5 of Athlete.

Athlete - (Arrow of Light requirement)
- #5 - use as Aquanaut requirement.
- #6 - use while working on Outdoorsman. Maybe as a game on den's outdoor activity. Most of the requirements can be done before den meetings as a preopening game. Spread out over several meetings. This reduces your planning time and gives the boys a chance to fulfill the requirements. Suggestion: Don't plan a meeting to work on this badge, use all requirements as fillers for other badges.

Artist -
- #1 - Frame it. Use as a Craftsman project by making frame.
- #3 - Use as Engineer requirements #4, #5, and #8
  Use for Forester #3, #4, and #8
  Use for Geologist #5, and #6
  Use for Naturalist #5
  Use for Scholar #6
  Make head for puppet - Showman #2
- #6 - Make a mobile. Use as Craftsman project but cutting the objects to hang from the mobile cut out of $\frac{1}{4}$' plywood with a saw.
- #7 - Make a construction. Use as a Craftsman project by making items for construction out of tin cans, or cut them out of wood.

Citizen - (Arrow of Light requirement - Mandatory)

Craftsman - See Artist, Engineer, Naturalist, Scientist.

Engineer - #2 - Collect wood for Forester requirement #5. Use for Geologist #4.
#4, #5, #8 - Use for Artist #3.
#6 - Use for Craftsman project.
#7 - Use for Craftsman project.

Forester - #3, #4, #8 - Use for Artist #3.
#5 - See Engineer.
#7 - See Outdoorsman #5.

Geologist - Plan a Geologist field trip - use as Traveler #5.
#4 - See Engineer requirement #2
#5 - Use for Artist #3.
#6 - Use for Artist #5.

Naturalist (Arrow of Light requirement)
Build a "Bug Jug" - this will fulfill a Craftsman requirement and will give your boys someplace to keep the "critters" in their zoo.
#3 - Use for Traveler requirement.
#5 - Use for Artist #3.
"Naturalist Activity Badge Helps", Boys' Life Reprint #26-054, has several ideas on things to build that could be used for Craftsman projects.

Outdoorsman - (Arrow of Light requirement)
#6 - See Athlete
#3, #4, #5, #6, #7 - On campout
#3 - Use for a parent meeting - have parents come over for backyard picnic. Great time to get to know everybody and get parent questionaires filled out and line up help from dads.
#5 - See Forester #7.

Sportsman - Use the individual and team sports as preopening games.

Traveler - See Naturalist.
#5 - Plan a Geological field trip.
Plan overnight campout.
Any field trip you take with the boys, they can plan.
#6 - Pack a suitcase - completed by packing for overnight campout.

PROGRAM PLANNING

The mission of the Webelos program is to provide activities which are fun for boys and meet their needs, interest, and desires, and contribute to their growth. The goal of the Webelos den is to hold a boy in the Cub Scout pack and graduate him into a troop. That's why a quality program is so important.

JOINT ACTIVITIES

Plan many of these joint activities into your program. These give the Webelos that insight into what Boy Scouting is all about.

1. Webelos den visits troop Court of Honor.
2. Webelos den and troop share an evening campfire.
3. Joint attendance at Scout Sunday or Sabbath services.
4. Joint Good Turn for community or chartered organization.
5. Troop leaders assist on Webelos dad/lad overnight.
6. Webelos den visits a district camporee with troop as host.
7. Troop leaders (adult & boy) participate in pack graduation.

AQUANAUT ACTIVITY BADGE

Swimming and water sports provide the finest exercise a boy can get and the skills involved last a lifetime. The boy who is a swimmer has self confidence. Learning to swim well is an opportunity for personal adventure as he proudly learns to be an achiever and to never stop trying.

The National Cub Scout Learn-to-Swim program is encouraged for all Cub Scouts. Webelos Scouts have an additional opportunity, through the Aquanaut activity badge, to take part in a character building process as well as to learn skills which could conceivably one day save his or another person's life.

Suggestions for Den Activities:

1. Discuss the importance of the Buddy Swimming System.
2. Have a demonstration of mask, fins, and snorkel by an expert.
3. Take the den swimming. Let them try to pass the 100-foot requirements, and surface dive and snorkel optional requirements.
4. If a rowboat is available, have boat safety methods and rowing techniques demonstrated by an expert. Let boys practice the methods. Invite the dads to come along.
5. Teach the four basic rescue methods. Let boys practice reaching the throwing lifeline for rescue.
6. Practice rescue breathing on dummy.
7. Go to a swim meet or diving exhibition.
8. Go to a canoe or sailboat race.
9. Invite an expert to explain how to handle emergencies in the water. (Contact a swim instructor, the YMCE or Coast Guard)
10. Vistia boat yard.
11. Have a quiz on boat safety rules.
12. Study the safe swim defense plan.
13. Learn about water pollutants in lakes and rivers in the area. How do they affect water consumption and recreation?
14. At the end of the month, have a family splash party where Webelos Scouts can demonstrate proficiency in swimming, snorkeling, boating, and water rescue. Include water games that the whole family will enjoy playing.

ORGANIZING YOUR SWIMMING PROGRAM

A. Secure Facilities - Check pool availability with such organizations as the YMCA, American Red Cross, Parks and Recreation Department, Boys' Club, schools, local community pools, and men's clubs. Many hotel/motel pools can be utilized by proper scheduling so as not conflict with their availability to guests. Don't forget backyard pools and nearby lakes.

B. Secure Qualified Instructors - Resources could include high school and college or even the Coast Guard Reserve. Use Scouters, certified as Aquatics Instructor BSA or Lifeguard BSA. Also check Parent Survey Sheets for a resource closer than you might think.

C. Separate Boys According to Abilities - Put non-swimmers in an area with about 3 1/2" depth; beginning swimmers in an area of depth from 3 1/2" to just over their heads; and good swimmers in water not over 12' deep. Be sure to pair "Buddies" of similar abilities.

D. Instill Safety Awareness in all Webelos Scouts. Prior to a trip to the beach, pool, or lake, have each boy select a 'Buddy' who is of similar swimming ability and impress on both the necessity of always - always - staying close together. Have a lookout in a position to see everyone and lifeguards with lifelines stationed out of the water.

E. Maintain Strict Discipline - Be firm, but fair. Make sure every boy understands the necessity for obedience to the swim leaders and adheres to the rules. No exceptions! Buddies join and raise hands together every time they hear the call "BUDDIES!" They should check in and out of the water together.

F. Teach Basic Strokes - See Aquatics Program (Learn to Swim Outline) No. 12003; "Safe Swim Defense" No. 7369; Boy Scout Handbook, p. 149-160; Swimming skill book, No. 6591; "Swimming" merit badge pamphlet, No. 3299; Webelos Scout Book. Also see Swimming and Waterfront Activities, No. 26-037; and Cub Scout Water Fun, if available.

G. Include "Drownproofing" Instruction - This technique for staying afloat indefinitely may give confidence to boys who fear the water and don't believe they can float. The steps are:

1. Relax completely. Be lazy. With lungs full of air, float face down, with back of neck on the surface. Rest for 3 seconds. This isn't a test to see how long you can hold your breath underwater.

2. Get ready to raise your face above the water surface. Extend your arms forward slowly. Get ready to thrust downward with your arms and legs.

3. As you raise your head to the surface, exhale through your nose and mouth. Your shoulders should stay under the water.

4. Keep your head straight and push downward with your hands to keep your head above water. Inhale slowly - there's no rush. With your lungs again full of air, drop your head forward and thrust downward and backward with your arms and legs.

5. Relax. Hold your breath. Let arms and legs dangle while you float forward and upward. Beginners should rest 3 seconds before doing Step 1 again. Experts rest 10 seconds. Avoid bobbing above or below surface.

H. Teach Basic Rescue Methods - illustrated by the words REACH, THROW, ROW, and GO. (see Webelos Scout Book)

I. Teach Proper Snorkeling Techniques - Once a boy has passed the 100-foot swim requirement and the surface dive requirement, a den meeting on the proper use of snorkeling equipment will be fun as well as prepare them to enjoy the world underwater. A Saturday den meeting to a nearby lake or beach is a perfect time for the boys to study underwater life and to learn safe boating practices. Be sure to have a qualified snorkeling instructor.

W 48. Have Fun! - Remember that 15-20 minutes at one lesson is as much as these boys will stand for. Add water games, but make them short. Swimming is a very tiring sport. If the boys feel any fear of the water, generally it will disappear in the heat of a good water game or two.

Games

Snorkeling Penny Hunt - Scatter pennies on pool bottom. On signal, players don masks, fins, and snorkels and begin search. The one who retrieves the most pennies wins.

Towel Relay Rescue Race - Divide group into two teams. Station one boy from each team on the shore. Give him a bath towel. The other team members stand in shoulder-deep water, facing the shore. On signal, the boy on shore runs into the water, heaves an end of the towel for the first teammate, and pulls him to shore. The boy just rescued jumps back into water and rescues the next boy, etc.

Dog Race - Racers line up, bark 3 times like a dog, and swim with a dog-paddle stroke to finish line.

Water Polo - Line the teams up at opposite ends of the pool. Toss the ball into the center of the pool. The players may advance it by any means while they and the ball remain in the pool. A score is made by placing the ball in the goal at either end of the pool. A game consists of two 10-minute halves. Players change sides after each score.

Nightshirt Relay - Divide den into two teams, or play fathers against sons. Give each team an old-fashioned nightshirt (or pajama top or sweatshirt). On signal, the first player on each team puts on the nightshirt and swims to the other end of the pool. When he takes it off, the next player puts it on and swims his lap. The team who finishes first is the winner.

Pool Balloon Race - Each player has a partner. The partners stand opposite each other on each side of the pool. The partners on one side are given an inflated balloon. At the 'go' signal, those with balloons jump into the water. They must move the balloons ahead of them by blowing them across the pool. They are not allowed to use their hands. As each gets his balloon across the pool to his partner, the partner jumps in and repeats the process returning to the other side of the pool.

Turtle Float - Each boy pretends he is a turtle. Start by standing in a circle in waist-deep water. At signal, boys take a deep breath, grasp their ankles, and pull their knees against their chests. If the chin is kept on the chest, a boy will float with his back out of the water. Demonstrate for the boys and allow them to practice until they learn how to keep their bodies floating.

WATER CIRCLE TOUCH BALL: Equipment - one beach ball.

The players stand two or three feet apart and toss or pass a ball around the circle. One player inside the circle tries to get possession of the ball. If he touches it at any time the player in the circle who last touched it must take his place. The most important thing is safety - so keep it safe and all will have fun.

Thar She Blows

For this game you need a whistle that will sink to the bottom. One player is given the whistle while the rest turn their backs. The whistle is then thrown into the water. When it it has sunk to the bottom, all players are allowed to turn around and start looking for the whistle. The winner is the player that can find the whistle and dive and retrieve it.. The diver retrieving the whistle must blow it three times. The other players try to keep him from blowing the whistle by dunking him. If they are able to, the game starts over again. If the boy is able to blow the whistle, he gets to take a turn tossing the whistle.

Frogs In The Sea

This is a good game which can be played at a den meeting or in shallow water. Players form a circle around one or more players who sit with their feet crossed. The players in a circle skip (if on land) or walk (if in water) close to the frogs and try to tap them on the head as they repeat the words, "Frog in the sea, can't catch me." The frogs try to tag the players without rising or uncrossing their feet. If a player is tagged, he changes places with the frog that tagged him.

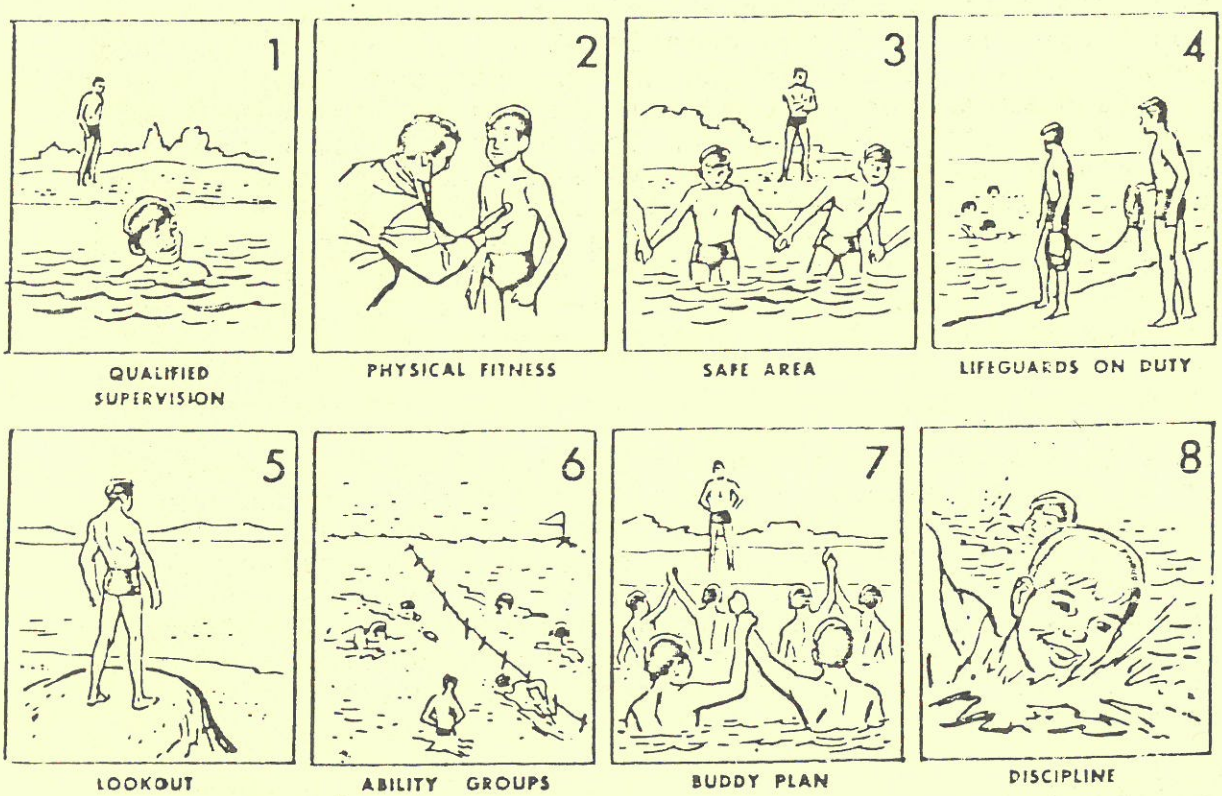
Fisherman

Establish a starting line and a goal about 30 feet away. One player, the fisherman, stands midway between the two lines. Each of the other players gives himself the name of a fish. When the fisherman calls his fish name, the player must try to get to the goal without being tagged. The fisherman can call out the name of more than one fish at a time and all those named must try to get to the goal. When a fish is caught, he becomes the fisherman.

OYSTER PICKING GAME

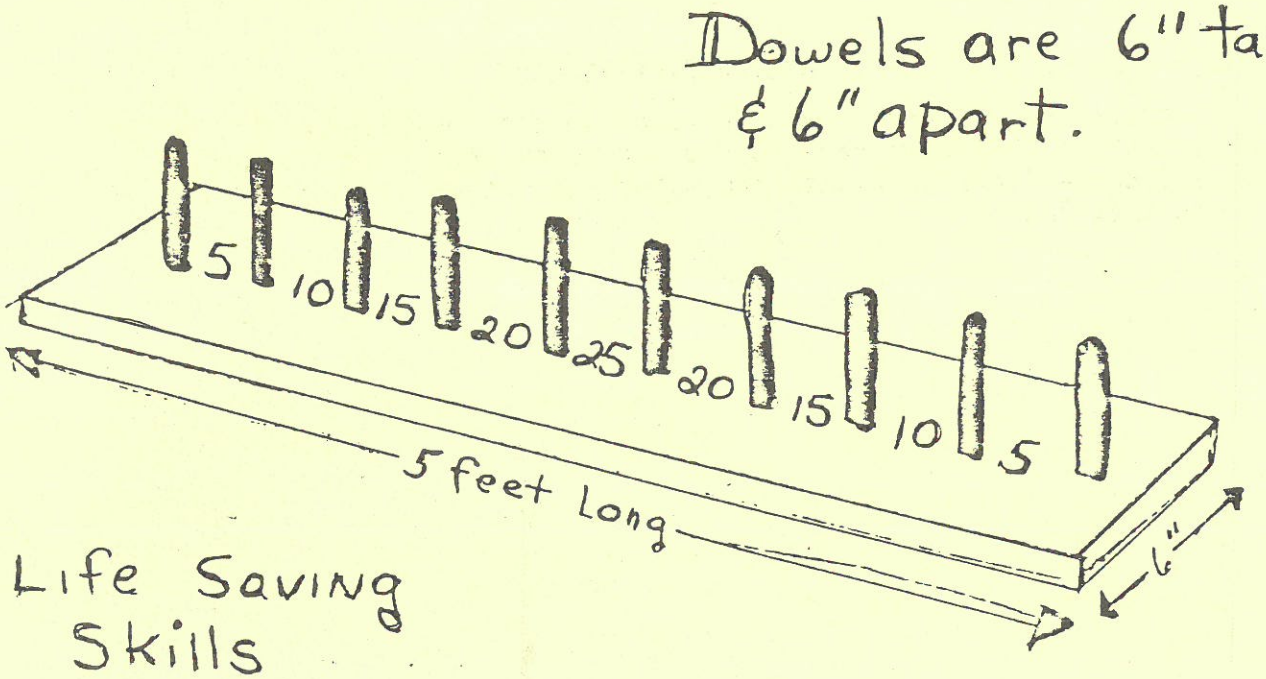
Scatter two or three dozen jar caps in shallow water but deep enough so that boys have to duck to reach them. On a signal, all competitors jump into the water and gather as many oysters as they can.

SAFE SWIM DEFENSE PLAN



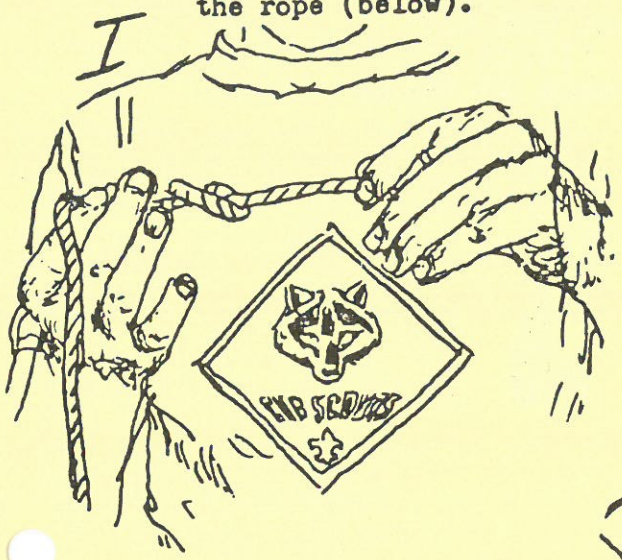
LIFE SAVING SKILLS: Heave a Life Line.

Here is a contest all boys will enjoy. As they practice their skill and accuracy in heaving a rope to a victim of a water accident. Consider 100 a perfect score. Four throws scoring points shown between dowels which are six inches apart and six inches tall. Construct and paint as shown for indoor use. Use a 25-30 foot rope and a distance of 20 feet from thrower to target. Knot one end and tie a bean bag to weight the line. Score is numbered dowel bean bag hits.



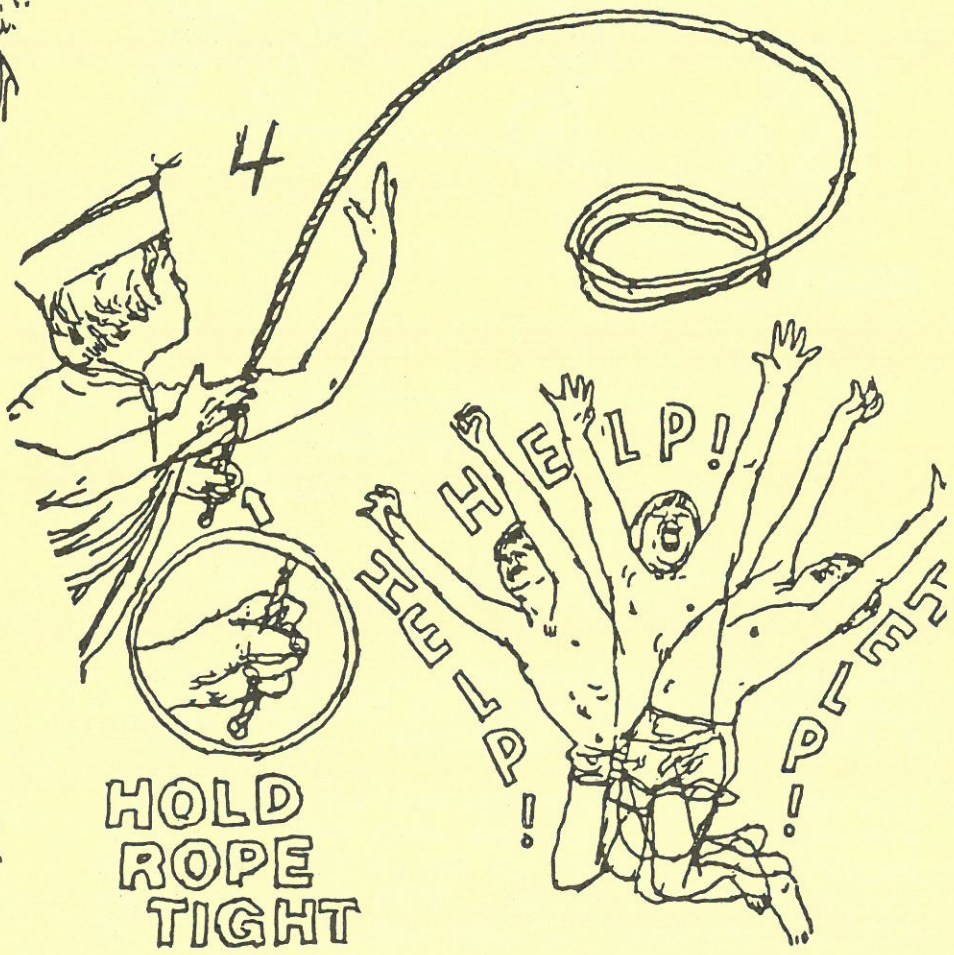
RESCUE ROPE TOSS

Tie an overhand knot in each end of the rope (below).



Measure our an arm's length of rope.

Coil the rest of the rope using your arm as shown above.



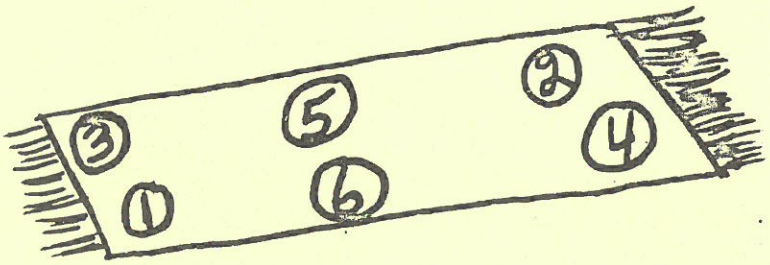
Keep a tight grip on the end of the rope with one hand. Toss the rope underhand. The rope should fall across the victim's shoulders.

Practice coiling and throwing a 25-foot rope at a target 20 feet away. The rope should fall across the target. It's fun.

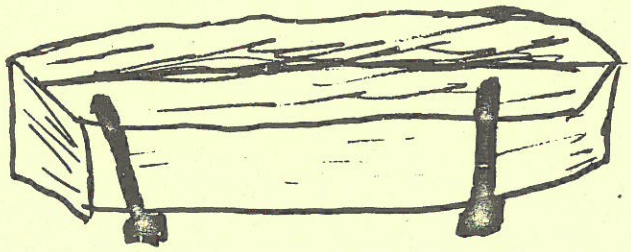
Although most Webelos leaders do not have ready access to row boats, boat safety can still be taught. Below are two ways that can be used.

Rug or blanket method

Place a rectangular shaped rug or old blanket on the floor. Teach the boys that they board a boat in the center of the boat. The first boy goes to the back of the rug (boat) and sits down. The second boy goes to the front and sits. This procedure is followed until each seat is filled as shown in the illustration.... For oar use brooms to teach the boys how to row a boat.



BOX BOAT



Materials: 1 tissue box, 1 tooth paste box, construction paper, 6 white spoons 6 corks, 4 popsic le sticks.

For bow of boat cut one end into a "V" and reglue. Cover boat with construction paper. Paint faces on backs of spoons and stick into cork bases. With a sharp knife whittle popsicle sticks into the shape of oars.

Boat Safety Rules

1. No horseplay
2. No standing when moving
3. Yeild to the right.
4. No boating in stormy or windy weather
5. If capsized, stay with the boat

ARTIST ACTIVITY BADGE

For many people, art is a vocation-the way one makes a living. For others it is a recreational activity which may develop into a lifelong hobby. The Artist Activity Badge will not make an artist of every Webelos Scout, but it should help each boy to better understand how an artist works and what h 's trying to express. If not familiar with color charts, design, sculpture, mobiles and constructions, enlist the help of an experienced dad or art teacher. Beginner's books on art may be helpful.

Webelos Scouts will learn to be more observant in this activity badge area as they learn to distinguish between colors, tints and shades. The boys should appreciate and be more aware of design and color in nature as they learn about those elements of art. They will develop creativity as they practice design and work on sculpturing, mobiles, and constructions.

Suggestions for Den Activities:

1. Attend an art exhibit or visit a museum.
2. Invite a school art instructor or artist to a den meeting to talk about art and answer any questions the boys may have.
3. Visit the art department of an advertising agency.
4. Have each boy make a pencil sketch of a still life object (bottle, dish, etc.)
5. Have each boy prepare a color scheme for his own room.
6. Study the color wheel and let boys practice combining paints (Tempera or water color) to make shades and tints.
7. Ask boys to make a profile of a family member and an original picture at home.
8. Do spoon printing.
9. Do sand casting.
10. Make mobiles.
11. Start simple constructions to be finished at home.
12. Have modeling clay and materials on hand for making models.

Webelos Den Art Show (Types of Awards)

Most Kaleidoscopic
(Using all different colors-like a stained glass window)

Most Tranquil
(Anything that looks restful)

Most Automovistic
(Cars, hot rods, automobiles)

Most Achromatistic
(Meaning free from color-black and white picture)

Most Captivating
(Catches your eye)

Most Symbolic
(A symbol or emblem)

Most Duplicitic
(A double-in pairs-two of something)

Most Naturalistic
(Anything to do with nature-trees, flowers, etc.)

Most Realistic
(Picture looking very real)

Most Simplistic
(Simplicity or simple)

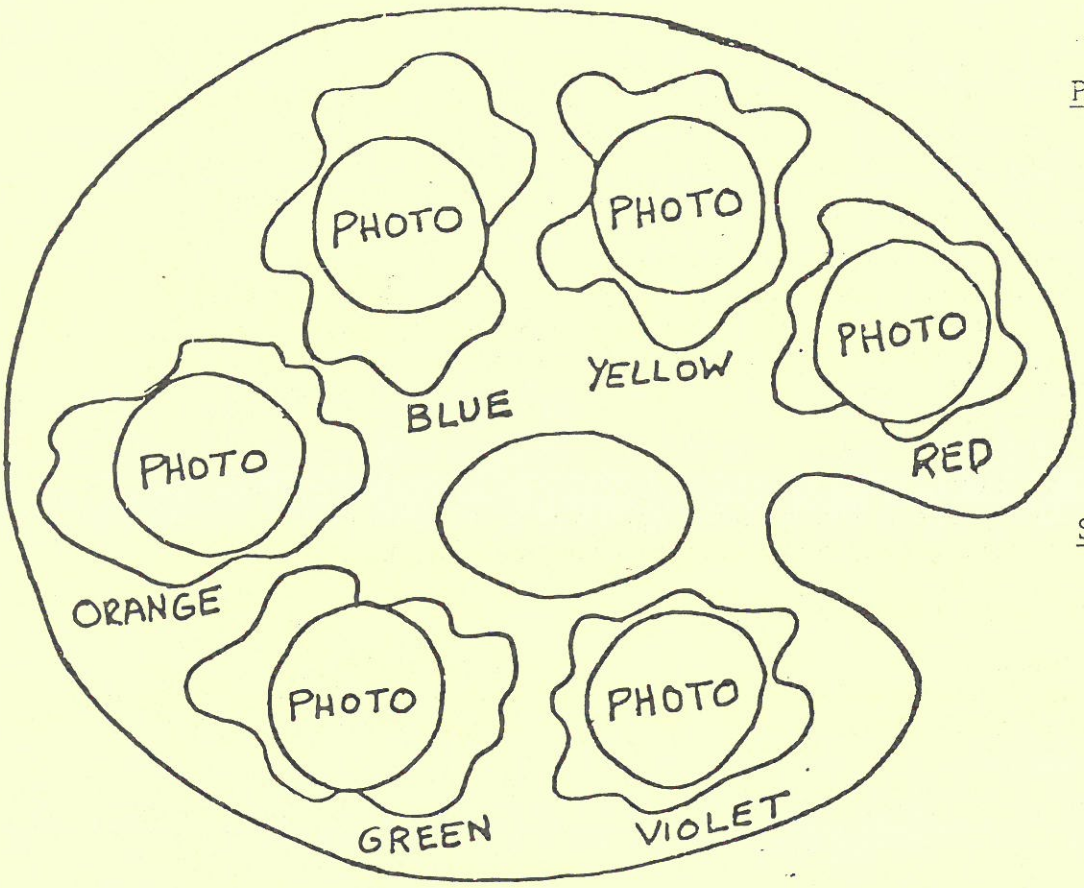
Most Humoristic
(A cartoon-something from the comics)

Most Modernistic
(Very modern or a mod picture)

Most Pellucidic
(One color-translucent)

Most Monochromic
(Done in different tones of of the same color)

One requirement is to list the primary and secondary colors. The first step is to draw an artist's palette, and, using it as a pattern, transfer it to a piece of $\frac{1}{4}$" plywood. When you have finished cutting out your plywood palette, sand all sides, making sure you round off all edges. After sanding is completed, you can either stain the wood first before varnishing or, if you prefer, you can leave the wood its natural color and finish it by varnishing only. Next, paint on dabs of the primary and secondary colors as illustrated. Then apply circular photos of the members of your family within these colored dabs. Use only the faces cut from your family photos. As a gift to his Mom and Dad, the boy can use his own photo showing different facial expressions or different things he is doing. Label the colors and the palette can be used to meet the requirement. Remove the labels and it will make a beautiful wall plaque.



Primary Colors
- Red
- Yellow
- Blue

Secondary Colors
- Orange
- Green
- Violet

Artist Game-Paper and Crayon

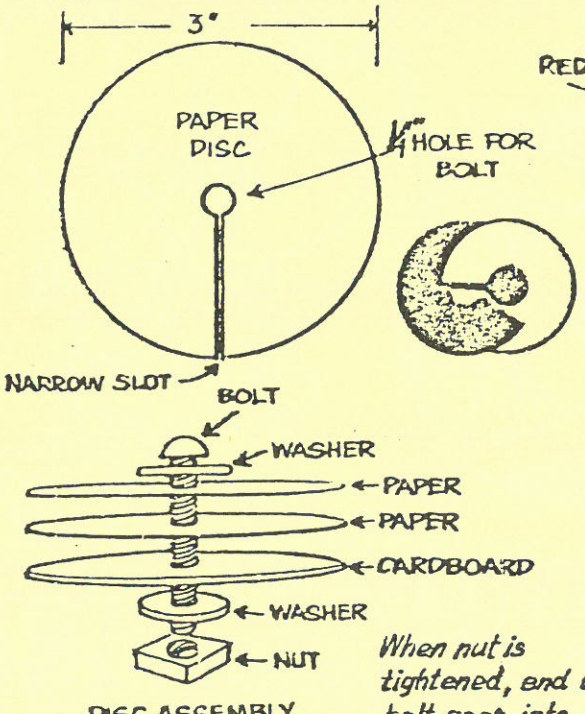
Group is divided into teams. Each team is numbered off and given a crayon. On signal, all No. 1 players run to the leader, who whispers the name of an object they must draw and gives each artist a piece of paper. On signal, they run back to their teams and immediately begin to draw the object with the crayon. Team members try to guess the object. When they guess correctly, the artist runs back to the leader. The first team to send its artist back earns a point. Then the No. 2 players of each team become artists and the game proceeds in the same manner.

COLORS - Look at a sunset, a flower garden, the Grand Canyon. You see dozens of colors, right? Wrong. Many scientists believe you see only three. If your vision is normal you will go through life, according to this theory, seeing only red, green, and blue in different amounts. That wonderful color mixer, your brain, creates all the other hues according to the signal your eye receives.

A simple science experiment can show you a great deal about your eyes and the nature of light--how your eyes and brain work together to make a vast range of tints from these three basic colors.

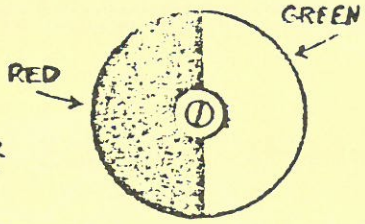
There's still some mystery about the way it works. Scientists believe that cells at the back of the eye called "rods" and "cones" (because of their shape) control the process. The rods help us see light and dark. Three kinds of cones react to red, green and blue light, and these are considered "primary" colors. (??)

In the experiment shown here you can prove parts of this theory. You'll need a package of construction paper with as many colors as possible, a $\frac{1}{4}$" bolt about an inch long with a nut and two washers, and a piece of cardboard. From these materials you can make colored discs to spin rapidly with a hand or electric drill. As the discs whirl, you'll be surprised by some of the colors you'll see.

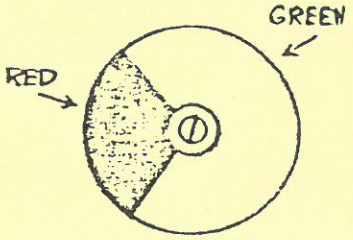


DISC ASSEMBLY

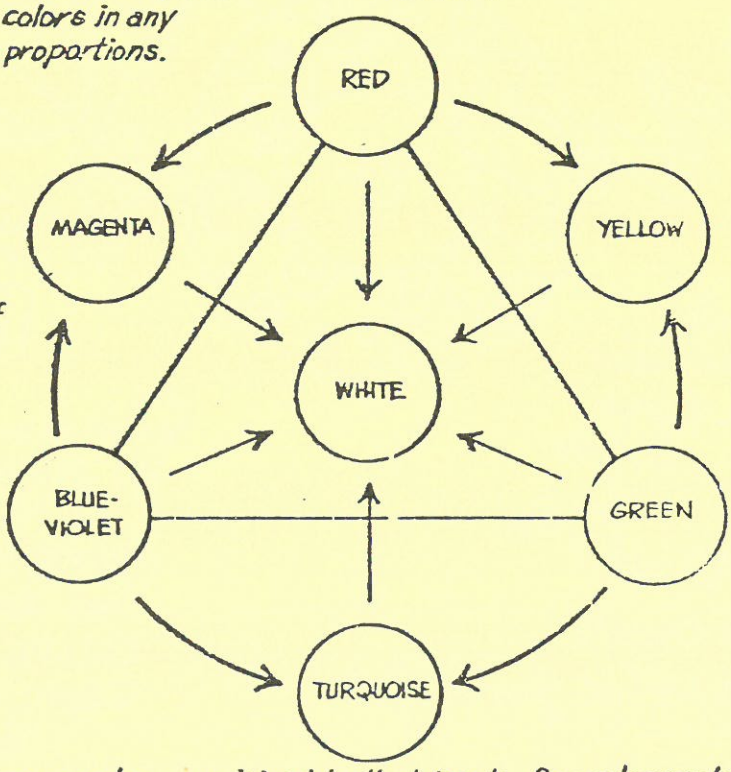
When nut is tightened, end of bolt goes into drill chuck.



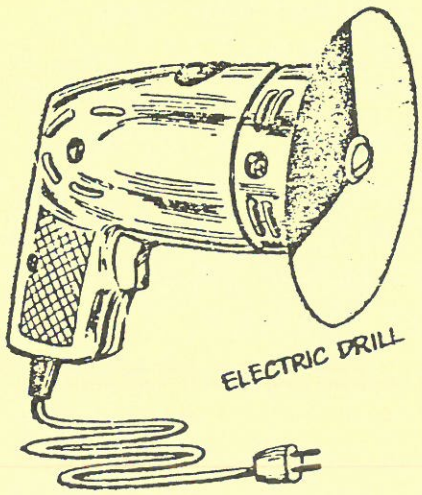
Two discs fitted on wheel may be moved over and under each other to expose colors in any proportions.



Experiment with the proportions until best results are obtained.



Primary colors are joined by the triangle. Secondary colors are between two primaries. Spin two primary discs and arrows indicate the secondary that results. Spin a primary and the secondary on the opposite side and the result will be white



W 56

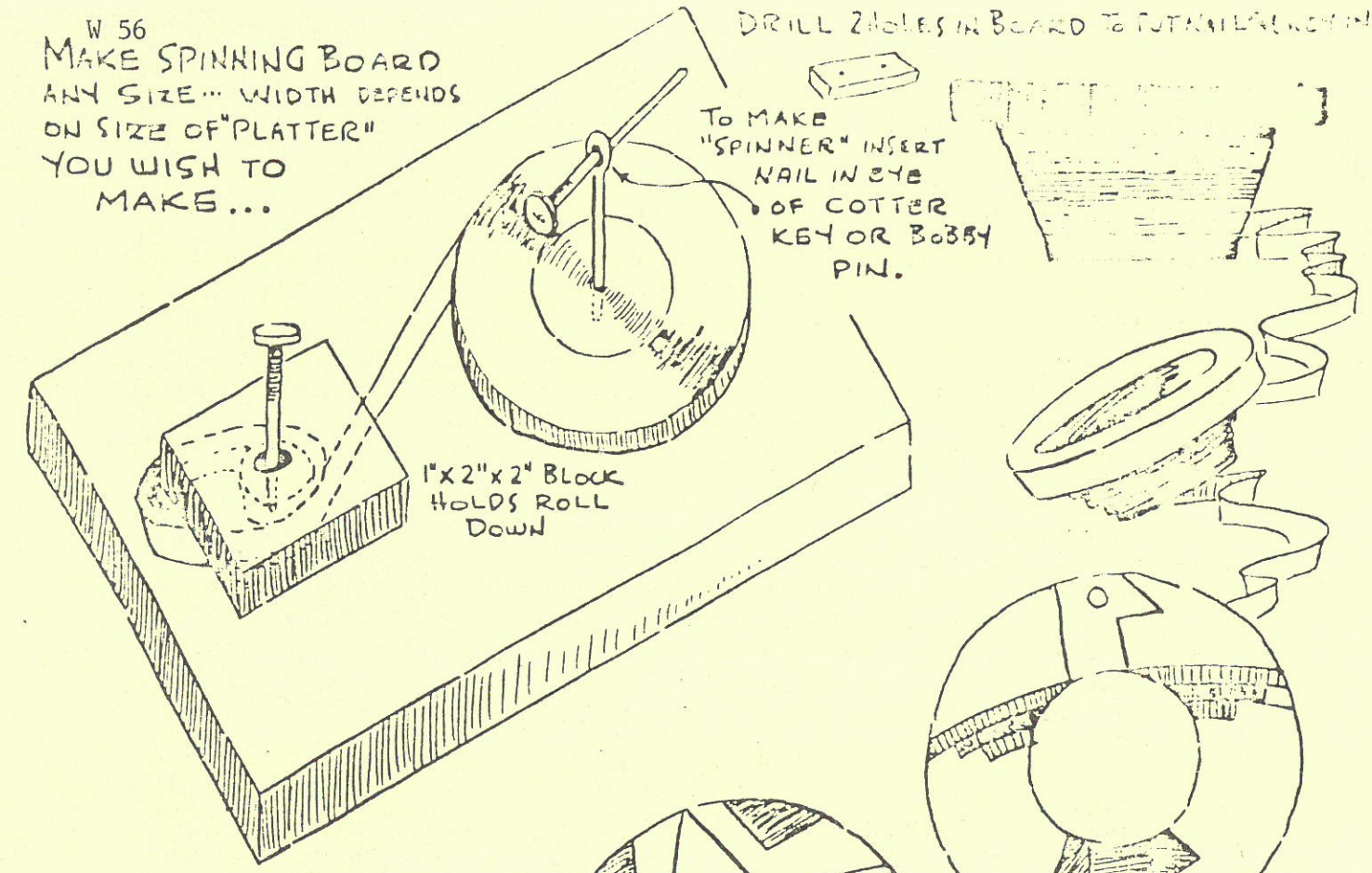
MAKE SPINNING BOARD

ANY SIZE — WIDTH DEPENDS ON SIZE OF "PLATTER" YOU WISH TO MAKE...

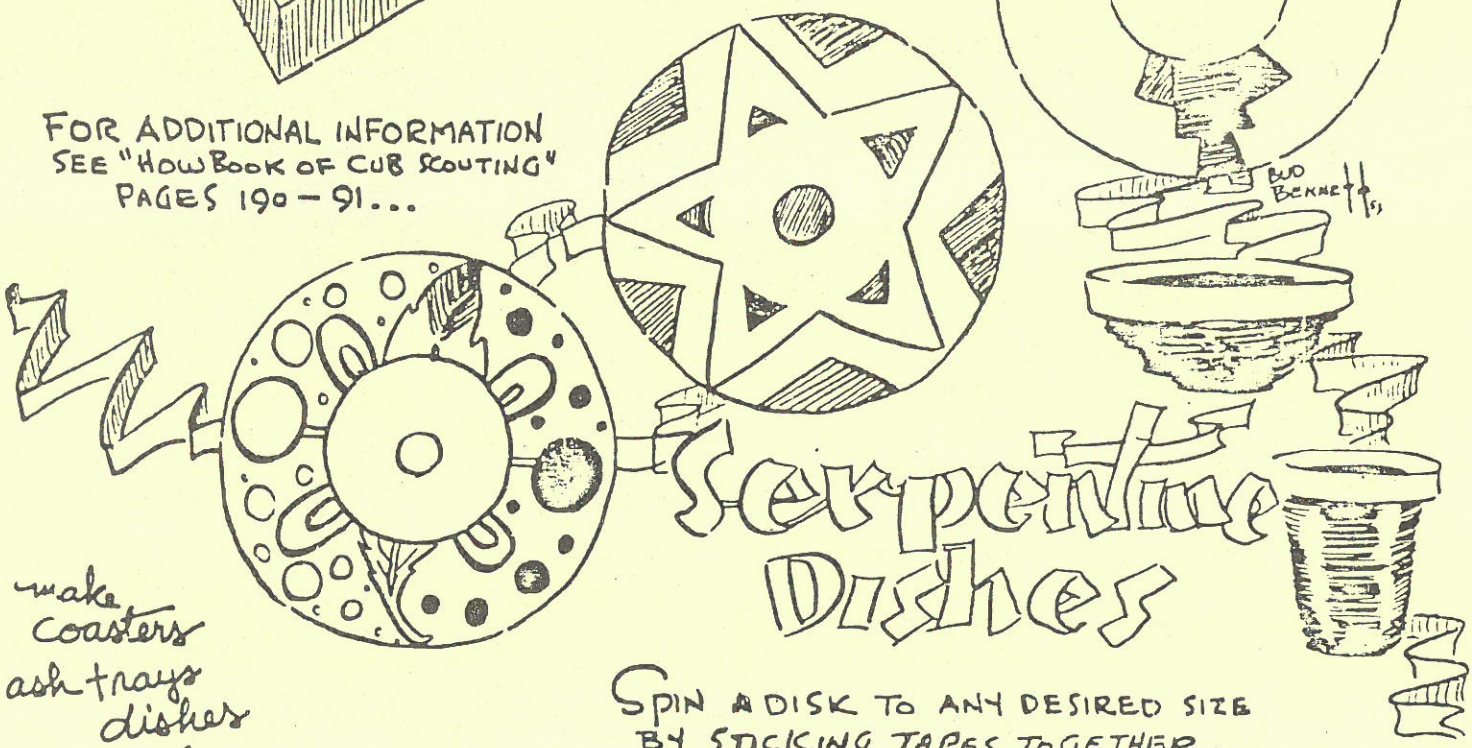
DRILL 2 HOLES IN BOARD TO FIT NAIL & KEY IN.

TO MAKE "SPINNER" INSERT NAIL IN EYE OF COTTER KEY OR BOBBY PIN.

1"x2"x2" BLOCK HOLDS ROLL DOWN



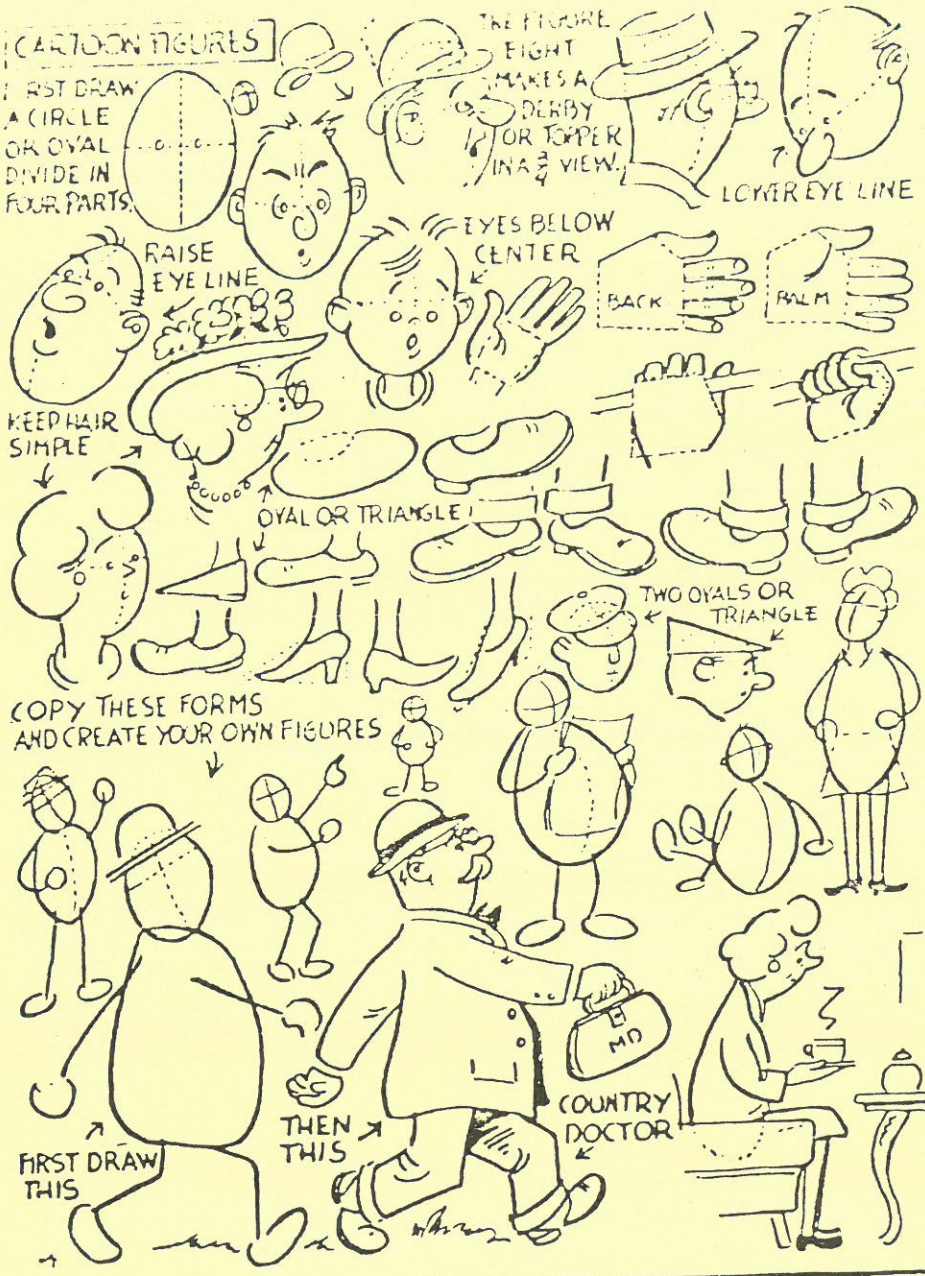
FOR ADDITIONAL INFORMATION SEE "HOW BOOK OF CUB SCOUTING" PAGES 190 – 91...



Serpentine Dishes

make
coasters
ash trays
dishes
bowls
hot pads
can covers
vases (put glass inside)

SPIN A DISK TO ANY DESIRED SIZE BY STICKING TAPES TOGETHER...
ALTERNATE COLORS FOR VARIED DESIGNS OR USE PLAIN COLORS and ADD DECORATIONS...
SHAPE DISH – DECORATE – THEN SHELLAC – LET DRY – APPLY SECOND COAT.

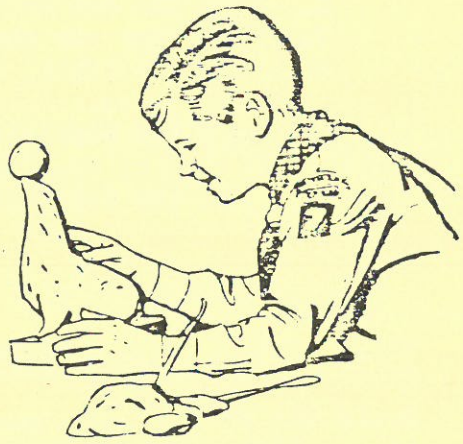


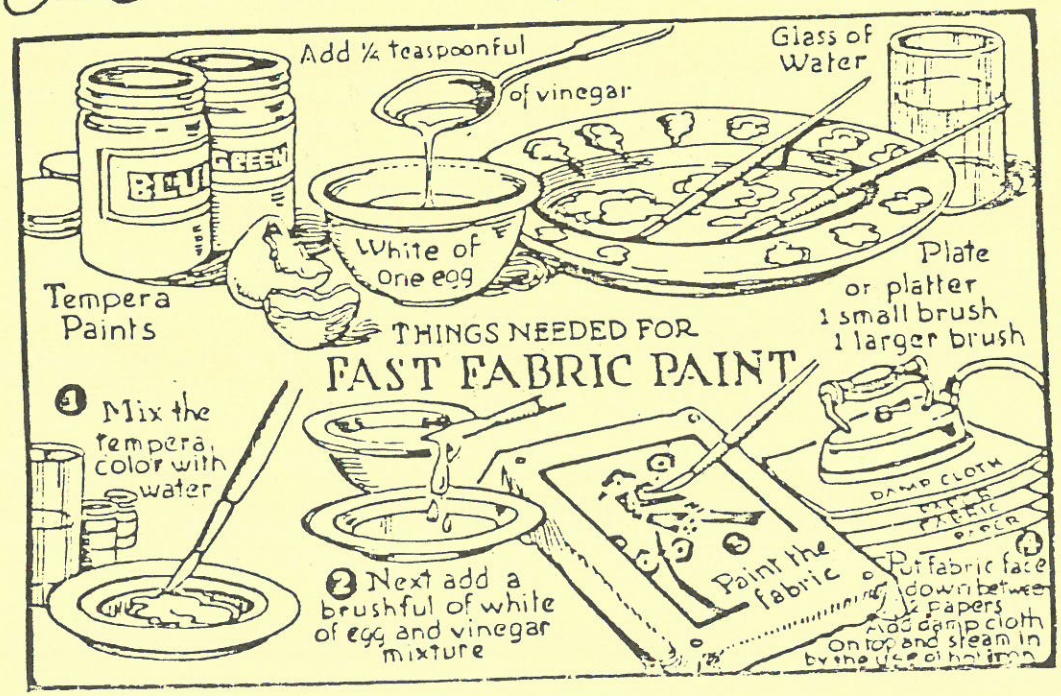
GAME

DRAW THE CLOWN FACE

Equipment: 8x10 sheet of paper, felt pen, blindfold for each player.

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.





ATHLETE ACTIVITY BADGE

An athlete is one who keeps his body physically fit, strong, graceful and agile - a desire of practically every boy. Tell your Webelos Scouts 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 and taking care of himself, a boy can become an athlete. The activities for this badge can help the Webelos Scout measure up to the standards of strength, agility, endurance, and coordination necessary for good active Scouting activities in later life.

Make up a permanent Fitness Progress Chart and retest the boys at different times throughout the year and chart their progress. They will be interested in bettering their records.

Suggestions for Den Activities:

1. Attend a high school or college athletic event.
2. Invite a Physical Education Instructor to talk to the den about fitness.
3. Attend a gymnastics exhibition or meet.
4. Attend a track meet.
5. Visit a gym and try out weightlifting equipment, or invite a professional weight lifter to talk to the den and demonstrate.
6. Take the den on a short (5 miles or less) bicycle trip.
7. Make your own physical fitness equipment.
8. Practice light, loosening-up exercises to be done before strenuous exercise.
9. Help the boys set up a regular schedule of exercise with a chart for keeping records of activity and improvement.
10. Hold the dual contests found in the Webelos Scout Book.

TIPS FOR SUMMERTIME WORKOUTS

Avoid the dangers of summertime temperatures and humidity by following these tips. They will reduce your chances of suffering heat exhaustion or heat stroke.

1. Rest frequently between exercises. Take at least two minutes rest between running exercises ... more if you need it. It's important to work hard at exercises, but don't forget to rest your body so it can recuperate from its loss of energy and liquids.

2. Drink small amounts of water to replenish the liquids lost in perspiration. Drink water supplemented with salt and gluclose.

3. Try to schedule your workout in the morning or early evening to avoid the summer heat as much as possible.

4. Wear white clothing (to reflect heat) which is loose and comfortable.

5. Persuade a buddy to work out with you. Encourage each other to work hard and keep going when you feel like quitting.

FLEXIBILITY EXERCISES

Fingers: Extend arms to the side, palms down. Quickly flex fingers by alternating between fist and open hand position. (30 sec.)

Palms: Extend arms to the front, palms down, wrists locked. Turn palms inward and outward in quick, short movements. (30 sec.)

Wrists: Same position as palms (above). Rotate wrists clockwise, then counter clockwise. (30 sec.)

Forearm Twist: Arms extended sideward and parallel to the ground. Flex at elbow bringing tips of fingers to shoulders. Return to starting position. Perform both palms up and palms down. (1 min.)

Shoulder Stretches: 3 part exercise. (a) Rotate one arm over your head and down slowly. Repeat with other arm. (b) Shrug your shoulders slowly in complete circle starting the movement by moving up and back. (c) Lock your hands behind your head and pull back slowly from shoulders. (2 min.)

AGILITY EXERCISES:

Perform these exercises within the designated time limits. Rest two minutes between each set of exercises.

Set 1: 8 Minutes

1. Fish Flops: Lie flat on your stomach, arms and legs extended and off the ground. Rock back and fourth. (2 min.)

2. Grass Drill: Run in place, drop to the ground and bounce up again. (2 min.)

3. Quick foot-knee touch: Drop quickly to one knee and bounce up again. Alternate knees. (2 min.)

4. Root Drill: You need a partner for this one. Square off on all fours, locking right shoulder to right shoulder, try to rock your opponent back off his feet. (2 min.)

REST TWO MINUTES.

Set 2: 6 Minutes

1. Crab Mirror: Two players on all fours. One moves at random to the left, right, back, or forward and all other mirrors his moves. Switch leaders and repeat. (2 min.)

2. Bear Hug Take-Down: Two players, one standing behind the other. Player in rear grasps other player around arms and chest and tries to pull him down. Reverse positions and repeat. (3 min.)

3. Situps: Lie on back, feet together, hands clasped behind head. Raise up and touch elbows to knees. Do as many as possible for one minute.

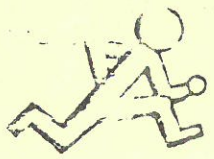
REST TWO MINUTES.

W 60 INDIAN ARM WRESTLE: Equipment - Two strong-armed boys.

Try to force your opponent's hand to the ground or raise his elbow. Try changing hands. There are other good contests in the *Webelos Scout Book*.

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; rather let each set his goal, whether large or small. Give them encouragement and praise their skill; and you'll find they will strive their best to fulfill.

ATHLETE PACK 55 SPORTS DAY



	Webelos Den 0	Webelos Den 1	Bear Den 2	Bear Den 3	Wolf Den 4	Wolf Den 5
1	Standing Jump	Races	Rope Climb	600-yard Run	Ball Throw	Walk Rolls
2	Sit-ups	Standing Jump	Races	Rope Climb	600-yard Run	Ball Throw
3	Dual Contests	Sit-ups	Standing Jump	Races	Rope Climb	600-yard Run
4	Push-ups	Dual Contests	Sit-ups	Standing Jump	Races	Rope Climb
5	50-yard Run	Push-ups	Dual Contests	Sit-ups	Standing Jump	Races
BREAK						
6	Pull-ups	50-yard Run	Push-ups	Dual Contests	Sit-ups	Standing Jump
7	Ball Throw	Pull-ups	50-yard Run	Push-ups	Dual Contests	Sit-ups
8	600-yard Run	Ball Throw	Springs Vaults	50-yard Run	Push-ups	Dual Contests
9	Rope Climb	600-yard Run	Ball Throw	Springs Vaults	50-yard Run	Push-ups
10	Races	Rope Climb	600-yard Run	Ball Throw	Walk Rolls	50-yard Run
BREAK (LUNCH)						
AFTERNOON PROGRAM						

CITIZEN ACTIVITY BADGE

The Citizen Activity Badge relates directly to developing responsible citizens, one of the prime purposes of Cub Scouting and the Boy Scouts of America. This badge is required for the Arrow of Light Award.

The Webelos Leader must plan carefully so that the boys get a feeling for the real meaning of citizenship without spending a lot of time studying. One of the ways to stress the meaning of citizenship is by practicing the Good Turn.

The appeal of this badge to the boys will be determined in large part by the method used by the Webelos Leader in presenting it. It can be exciting, fun, and informative; or it can be just some more reports to write. Because of its importance, the leader is encouraged to make special effort in planning it.

Just how much importance does the Scout program attach to Citizenship:

-One of the nine purposes of Cub Scouting is "developing habits and attitudes of good citizenship".
-One of the three aims of Scouting is "Citizenship-used broadly this means the boy's relationship to others".
-The one required Activity Badge for the Arrow of Light Award is the Citizenship Badge.
-To become a Tenderfoot Scout, the boys must earn the Citizenship Skill Award.
-To become an Eagle Scout the boy must earn Citizenship in the Community, Citizenship in the Nation, and Citizenship in the World merit badges.

So for a boy on the road to Eagle Scout the Citizen Activity Badge is the most important step in his Webelos years.

Following are some suggestions of activities for each of the requirements and the optional selections:

Requirement #1: A simple crossword or word search type puzzle which includes scouting words as well as those required names of government leaders is a fun and effective way to meet this requirement.

Requirement #2: One way to describe the flag and learn what it looks like is to try having the Webelos make a flag out of such materials as macaroni or colored plastic beads, etc. This could also help meet a requirement for the Artist Activity Badge (Construction).
Have the Scouts perform a flag raising at some public building, such as a hospital or public library or a business in your area.

Requirement #3: To meet this requirement, and also the last requirement to do a good turn project, let the Webelos Scouts help make up flyers listing the days the flag is to be flown in your state, and telling why you should respect the flag. Have them distribute them around your neighborhood.

Requirement #4: The flag or opening ceremony at the beginning of the den or pack meeting is the ideal time to help the scouts fulfill this requirement. After they recite the Pledge under the leadership of one Webelos Scout, have one or two Cubs each week explain the meaning in their own words.

Requirement #5: This requirement affords the perfect opportunity for a skit or play of one act for the Webelos to perform at the pack meeting. In this way they could also meet a requirement for the Showman Activity Badge, in the drama option. Or they could write and put on a puppet play. This would help meet the requirements under puppetry option. Building props and making costumes in the den meeting makes the den meeting fun and interesting. A fun skit might demonstrate the attack on Ft. McHenry by the British. Use large cardboard boxes to make props such as British ships and to represent Ft. McHenry.

Requirement #6: A fun way to meet this requirement would be a contest. Divide the den into two teams. Have teams face each other, and starting with either team, have one boy name either a right or a duty of a citizen. Then the other team has one boy name the opposite one. If a team member gives an incorrect answer or cannot answer, he is eliminated. At the end of five minutes, the team with the most members still in is the winner.

Requirement #7: Make cards labeled "HOME", "CAR", "BICYCLE", "NEIGHBORHOOD" and have the Webelos each draw a card. Then they can tell how to help law enforcement agencies in this particular area. Home-burglar proof with good locks, etc. Car-keeping it locked and removing key. Bicycle-chaining it up when not in use to prevent theft. Neighborhood-reporting suspicious persons to parents or to the police. A visit to your local police department to learn some things about the police and how they operate is also interesting. Have an officer talk to them about the things they can do to help the police department.

Optional #1: A visit with the Mayor or City Manager of your town is a good way to fulfill this option. However, you could also visit a councilman or city planner. This would do the job as well as any of the others. Always call ahead and make an appointment. When you return, have each boy write about the trip in his notebook and tell what he has learned.

Optional #2: For this requirement, you could have a story writing contest judged by the Citizenship Merit Badge counselor for the troop. Award a certificate to each boy.

Optional #3 and #4: These could be in a den meeting by having each Webelos Scout in turn talk about the people he has chosen if he wants to do it at that time.

Optional #5: This requirement could be done at the same time as requirement #7 on the visit to the police department in your area.

Optional #6: This can be done on the visit to your community leader. Have the community leader tell the boys about government and why we have one. Then talk about it in your den meeting.

Optional #7: This requirement is possibly the most difficult to do. Even the Webelos Scout Book does not list six ways. Therefore the Webelos may need help in this area. Have them discuss this with their parents and then tell the den what they have come up with.

Optional #8: Although there is a list of these things in the Webelos Book, there are many more. They are listed in the phone book under Service Clubs or Service Organizations. A field trip to one or more of these organizations would be fun and educational.

Optional #9: There are so many ways to meet this requirement, it is impossible to list them all here. There is available at the Scout Service Center a booklet CITIZENS THROUGH SERVICE (#3707) that has hundreds of ideas for service projects. Be sure to choose a project that is big enough to involve all of your den, but small enough to be handled by your den.

Citizenship Rating: Webelos Scout-age boys are not normally introspective, but they are old enought to view their actions objectively. Ask the boys to rate themselves on their citizenship, using the chart like the one shown below. Rating themselves may have the effect of improving their citizenship traits-or at least their efforts to become better citizens. Tell the boys that no one will know how they rate themselves, unless they want to tell. Urge them to be honest with themselves in making their rating each week.

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 ratings I can honestly give myself a higher score.

Name_____

Traits	Scores			
	Date	Date	Date	Date
1. I am honest, even in little things.				
2. I am courteous, loyal, and kind to my parents, teachers, and leader.				
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 promise.				
7. I take good care of my own things and things that do not belong to me, such as school books, school property, etc.				
8. I do my best to keep the Cub Scout Promise all the time.				
9. I always help clean up after den meetings and when I'm needed in my classroom.				
10. I never make fun of people (except maybe kidding around with my friends).				
TOTAL				

Rating Scale: 5-very good; 4-good; 3-fair; 2-poor; 0-very poor.

This Rating Sheet is merely a guide. Use it or adapt it as you wish. Don't ask to see a boy's sheet. If he wants to show it to you, fine; he may be seeking your approval. If his scores seem out line with your own observations, gently question him but don't challenge his veracity.

To earn the Citizen Badge you must fill out this workbooklet. You are also urged to do a service project, either alone or with your den.
Upon completion, give this booklet to your Webelos den leader.
You may work at home with your parent(s).
You may also copy from schoolwork you have done on these subjects.

Look over pages 63-77 in your Webelos Scout Book.

(Additional information can be found in the Boy Scout Handbook, pages 393-449, but is not required for this project.)

LET'S START:

Fill in the blanks below:

1. a. The President of the United States is:

   _____.

   b. _____ is our Vice President.

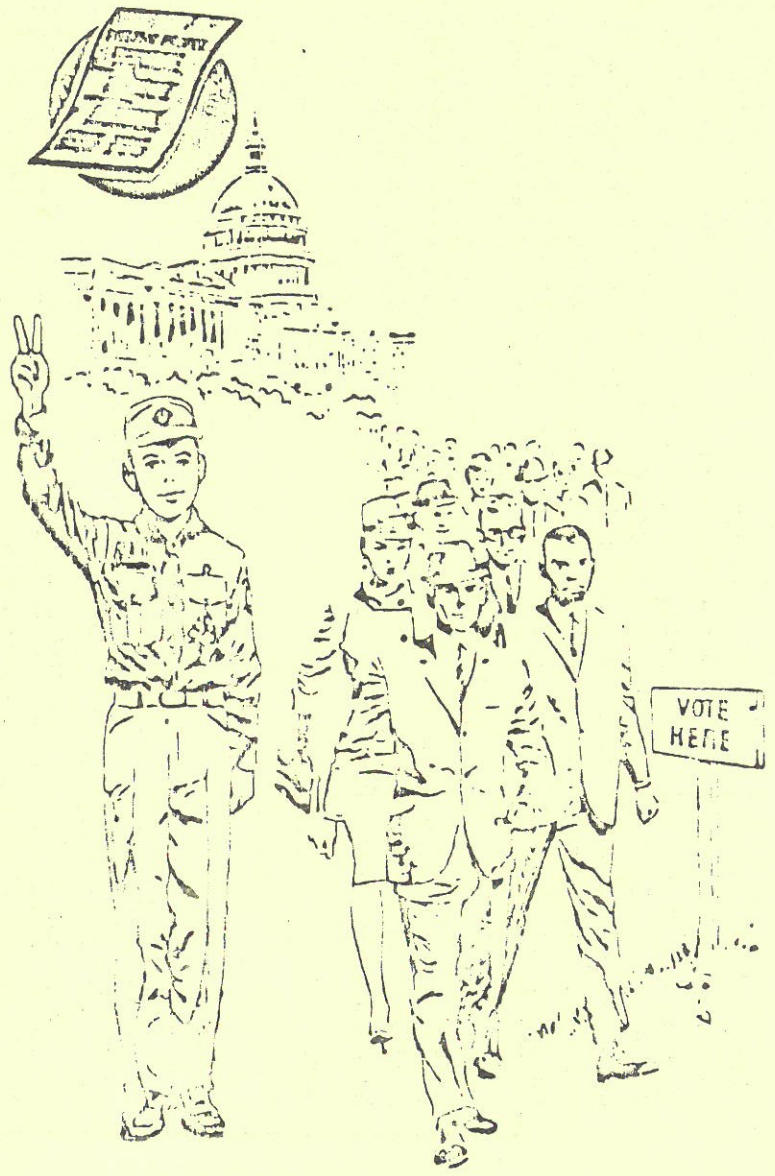
   c. _____ is the Governor of Iowa.

   d. The Mayor of our town is _____.

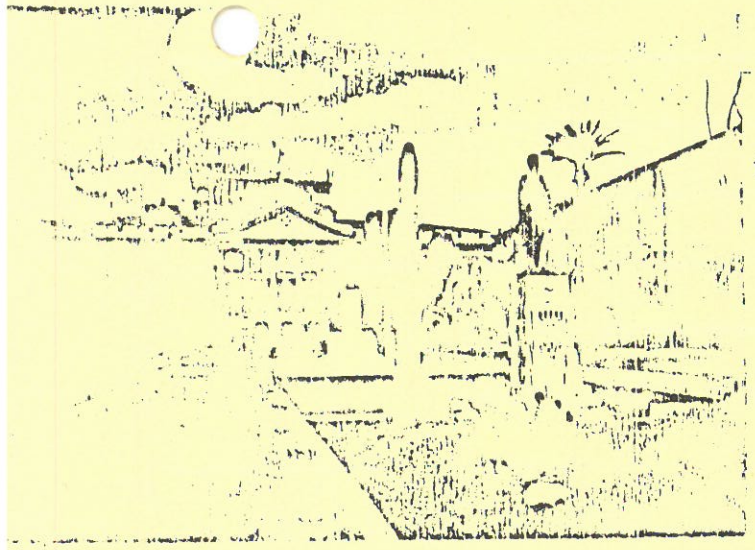
   e. A likeness of our National Capitol can be found on the _____ page of this booklet.

CITIZEN

W 64



THIS BOOKLET BELONGS TO: _____



f. This state's capitol is located in _____.

2. The Declaration of Independence says, ". . . all men are created equal."

   Read pages 67 and 68 in your Webelos handbook, then write on the lines below what it means to you.

3. Do you know the historical background of the poem "The Star Spangled Banner"?

   Read page 69 in your Webelos handbook, then write about this event on the lines below.

4. Do you know any good citizens or have you read about any?

Read page 71 in your Webelos handbook, then list five people who you think are, or have been, good citizens. Also describe why you chose each of them.

NAME	WHY CHOSEN
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

5. Write a short story (of not less than 50 words about a great American person on the lines below.

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

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_____

_____

6. You and the Law.

Read pages 72 and 73 in your Webelos handbook. Then write your answers to the questions below.

a. Why do we have laws? _____

_____

_____

_____

b. Why is it important to obey "the law"?

_____

_____

_____

_____

c. Which laws did you obey during the past seven days? (List at least three)

1) _____

2) _____

3) _____

4) _____

7. You and Government.

Read pages 72, 74, and 75 in your Webelos handbook, then write your answers to the questions below.

a. Why do we have a government?

_____

_____

_____

_____

_____

b. How does your family help pay for government?

1) For federal government? _____

_____

2) For state government? _____

_____

3) For local government? _____

_____

_____

W 67

You have now completed the requirements for the Citizen Badge. You are again urged to do a service project, either alone or with your den. Talk it over with your Webelos den leader.

Give this completed booklet to your Webelos den leader for approval of the work you did.

Do you have any additional comments about this booklet?

_____

_____

_____

_____

_____

_____

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Big A O District Eight
West Michigan Shores Council 1980
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8. You and Citizenship.

Read pages 76 and 77 in your Webelos handbook then write your answers for the items below.

a. List three volunteer organizations in your area that help people.

1) _____

2) _____

3) _____

b. Describe what the first one listed above does.

_____

_____

_____

_____

_____

_____

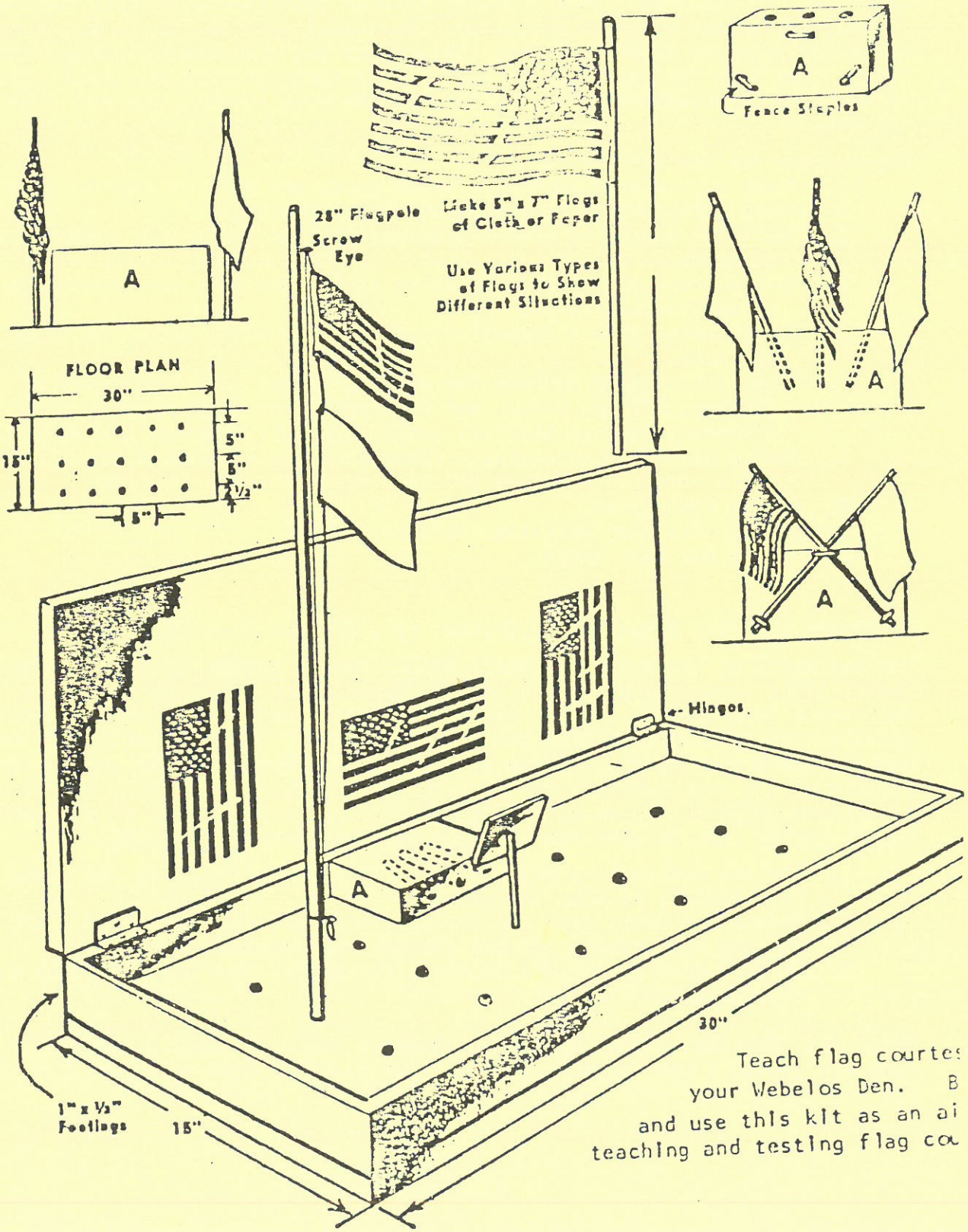
_____

_____

_____

NEWSPAPER STUDY: Equipment - One current newspaper per team.

Teams in corners, each with the same day's issue of a newspaper. On signal teams start a search for news items that definitely illustrate the Scout Law. Items are cut out and numbered according to the point of the Law. Team with most clippings in given time wins (smart team leaders distributes pages among his team members.)



Teach flag courte
your Webelos Den. B
and use this kit as an ai
teaching and testing flag co

CRAFTSMAN ACTIVITY BADGE

Learning how to care for and sharpen tools is an important asset in doing any kind of handicraft, but boys want to make things. The Craftsman Activity Badge requires that a Webelos Scout make 10 items. These involve designing, cutting, tooling, lacing leather, using a jigsaw or coping saw on wood, or cutting metal.

Sometimes a boy has a tendency to select too difficult a project and he soon becomes discouraged. One of the first responsibilities of the Webelos leader is to help the boys select and plan projects which are consistent with their abilities and interest. Then you will have an opportunity to help the boys develop confidence in their abilities. Encourage each boy to do his best. Watch for signs of discouragement. Help where you are needed, using words first. Don't do the work for the boys. It's their project not yours. Remember: it isn't as important what the boy does to the wood as what the wood does for the boy.

Suggestions for Den Activities:

1. Visit a furniture factory, lumber yard, saw mill or cabinetmaker.
2. Visit a tannery or leather goods manufacturer.
3. Invite an expert to give a demonstration on the proper care and use of tools.
4. Have someone give a demonstration of leathercraft and explain how to use leather tools.
5. Have someone give a demonstration of metal work, using tin snips and vise.
6. Discuss finishing methods for wood projects: The importance of sanding, filling holes, and scratches, the various types of finishes, such as shellac, stain, lacquer, varnish, and enamel.
7. Have a nail-driving contest. Give each boy a scrap of wood, nails, and a hammer. Let them practice driving nails straight.
8. Make a tool chest.
9. Have a birdhouse building contest.
10. Make a den knot board.

Craftsman Activity Badge Skit: (Written by a Webelos Scout den)

One day while on his way to football DRILL, Harvey HAMMER, a fearless Webelos Scout, SAW a beautiful girl in a LEATHER dress being chased by a gorilla carrying a large KNIFE. Harvey HAMMER SAW right away that unless he acted quickly, the gorilla WOOD hurt the beautiful girl. Using the skills he had learned while earning the Athlete Activity badge, Harvey HAMMER NAILED the gorilla with a bone crushing tackle. He then knocked the gorilla out with a tremendous PUNCH in the nose. The beautiful girl's father was so grateful to Harvey HAMMER that he gave him a lovely spotted horse named PAINT.

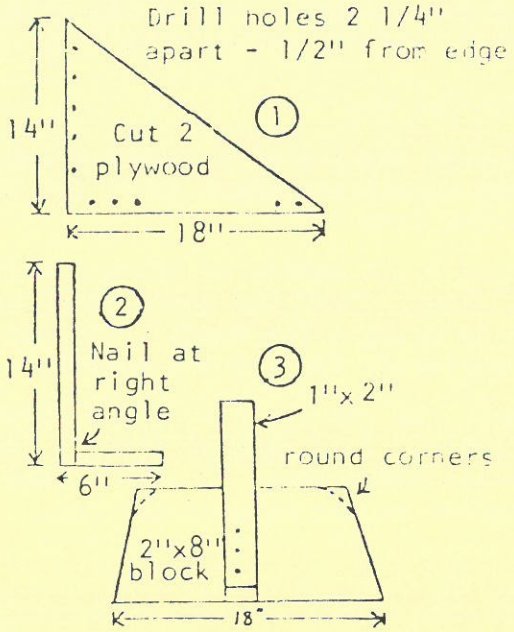
1. Ask the audience to help you tell this story by saying the names of the tools as they are held up.
2. Have a cub scout read the story leaving out the underlined words and pausing long enough for the audience to respond.
3. When an underlined word occurs in the story, have a cub hold up the tool matching the word.

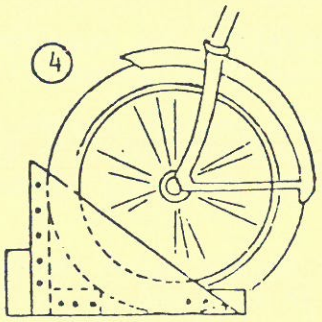
Game- Nail Driving - Give each boy a 20-penny nail. Provide a hammer and let each boy try to drive his nail into a large piece of wood at least 4" x 4". The boy driving his nail with the fewest number of blows wins.

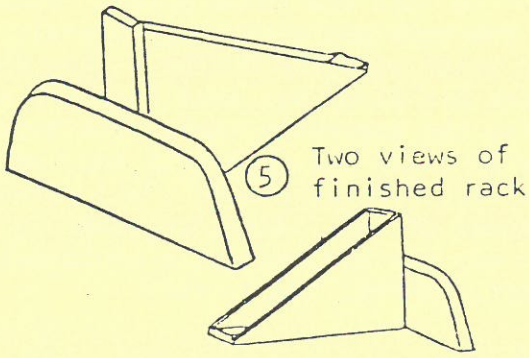
PERSONAL BIKE RACK

Materials:
One 14"x18" 1/2" plywood
One 1"x2"x2'
One 2"x8"x18"
No. 6 flathead screws (1 1/4" long)
Six-penny nails
Varnish or paint
White glue or powdered resin glue

1 Cut plywood triangles. Drill holes as shown with a 5/32" drill. Paint or varnish the inside of plywood at this time. It will be difficult to do after rack is assembled.
2 Cut the 1"x2" pieces. Nail the two longest pieces at right angles.
3 Cut the 2"x8" piece. Attach the nailed 1"x2" with screws. Paint or varnish the 1"x2" now. (Note the right angle is fastened to 2"x8" with screws from inside.)
4 Fasten the plywood triangles in place with screws through pre-drilled holes. Don't forget the small piece of 1" x2" that joins the tips of the triangle.
5 Sand and complete paint or varnish job.







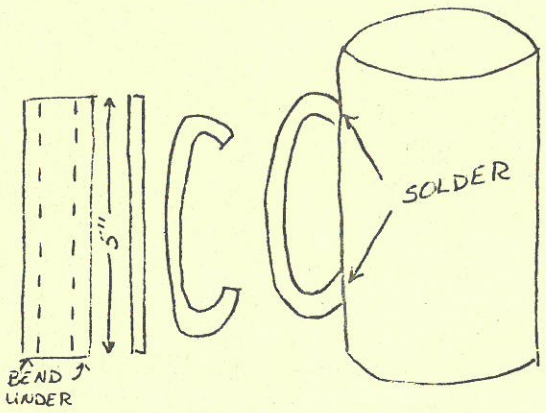
TINCRAFT is one of the requiremnts of this Craftsman badge and is fun to do with the proper tools. Tin may be obtained from a can company or a sheet metal business. In working with tin, use a pair of tin snips, cutting with short strokes rather than long strokes as in cutting with scissors.

Tin Can Mug

Cut of the top of a canned drink container and smooth the edges so it can be used to drink from.

Make a tin handle by using a strip of tin 5" long. Bend the edges under on either side using a Tin Bender. Hammer the edges completely flat with a mallet.

Bend the tin strip into the shape of a handle. Bend each of the two ends of the strip under about $\frac{1}{2}$" with pliers and then solder to the side of the can.

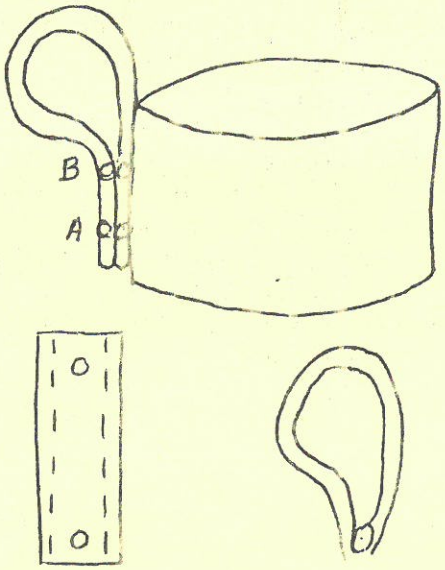


Tin Can Container

This craft satisfies the requirement "Make something useful from tin and rivet it."

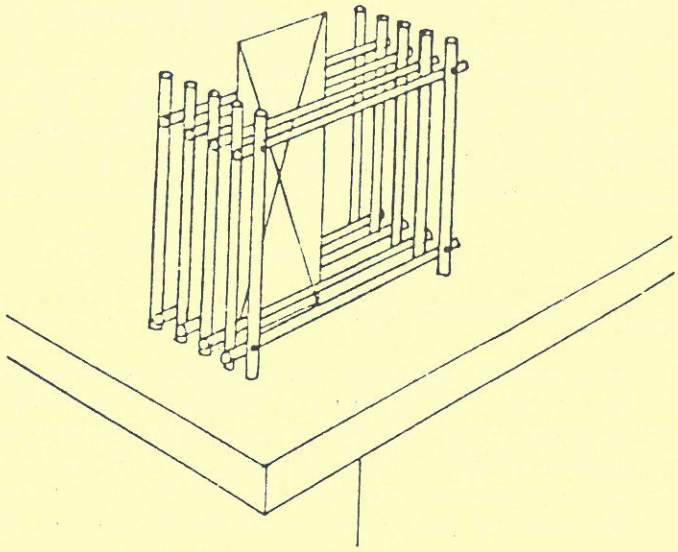
Materials needed include a tuna can; a tin strip 6" long and 3/4" wide; a gripper tool; a pop-rivet tool and rivets; and a drill.

Bend edges of handle under using Tin Bender. Punch a hole in each end of the handle strip with the gripper tool as shown. Then bend over so that the holes match. Punch a hole in the tuna can with gripper tool. Now match the holes with the handle. When the three holes are lined up, seal together with a rivet using the pop-rivet tool. The bottom rivet is now in place and will hold the handle in position. Drill a hole ("B") through the 3 prieces of tin. Rivet together as before. You may now use this as a container for sugar, coffee, flour, etc.



Letter Holder

An original piece for desk service. Easy to make and in style for every type of desk.



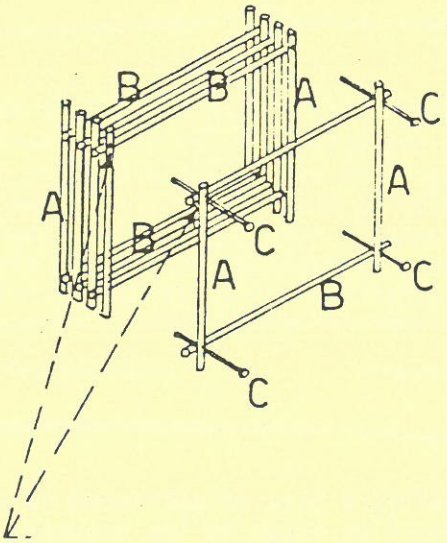
Materials:

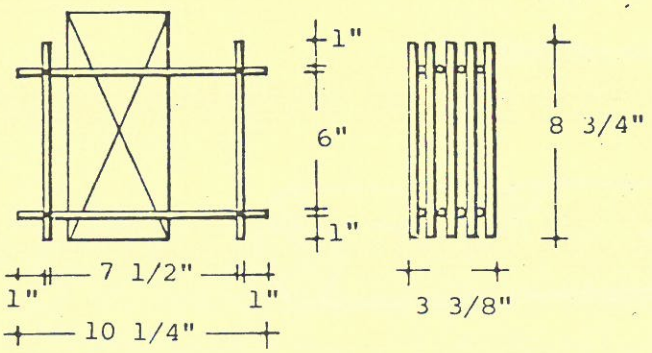
Part	No.	Function	Dimension in inches thickness	length
A	10	Dowels	3/8 (diam.)	8 3/4
B	8	Dowels	3/8 (diam.)	10 1/4
C	4	Bolts or metal wires	1/8 (diam.)	4

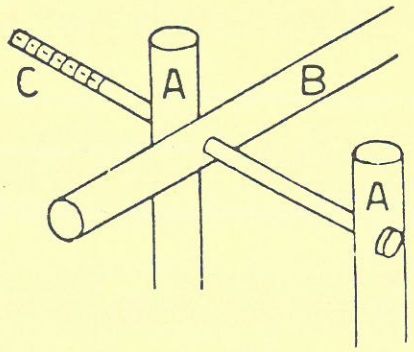
Instructions for Assembly

Insert metal wire (C) in dowels (A,B) and fasten at both ends with nuts or rivets.

Apply finish





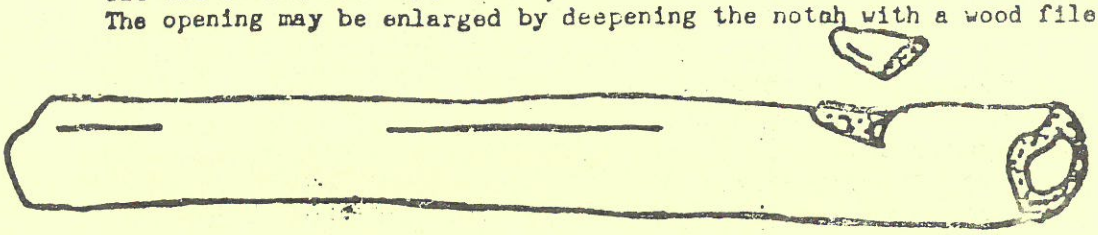


When any tools are used be sure there is adequate adult supervision.

BAMBOO WHISTLE

A six-inch length of bamboo is cut and sanded carefully. It should be at least 3/4 inches in diameter. At a point one inch from the end which is to serve as the mouthpiece, a straight cut 1/8 inch deep is made. A second cut is started at a point ½ to 3/4 of an inch behind the first one.

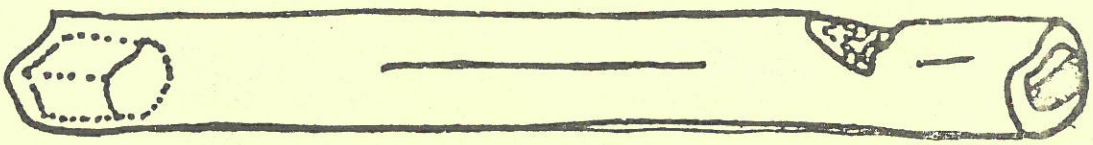
This cut is directed at an angle so that it ends at the deepest part of the first cut, forming a notch in the bamboo as shown in the second drawing. This should form a small rectangular opening in the top of the bamboo whistle. This opening should begin at the base of the vertical cut and extend not more than 1/8 inches toward the far end of the whistle. The opening may be enlarged by deepening the notch with a wood file.



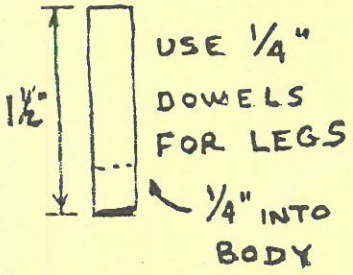
A plug of soft wood or cork is then shaped so that it fots smugly in the mouthpiece as far as the vertical cut of the notch. The side of the plug which approximates the top of the whistle is then flattened with a file so that a 1/16 inch space is formed between the plug and the bamboo. At this point, it is best to test the whistle by closing the other end with the finger and blowing gently. The tone may be improved by adjusting the depth of the notch and mouth opening.

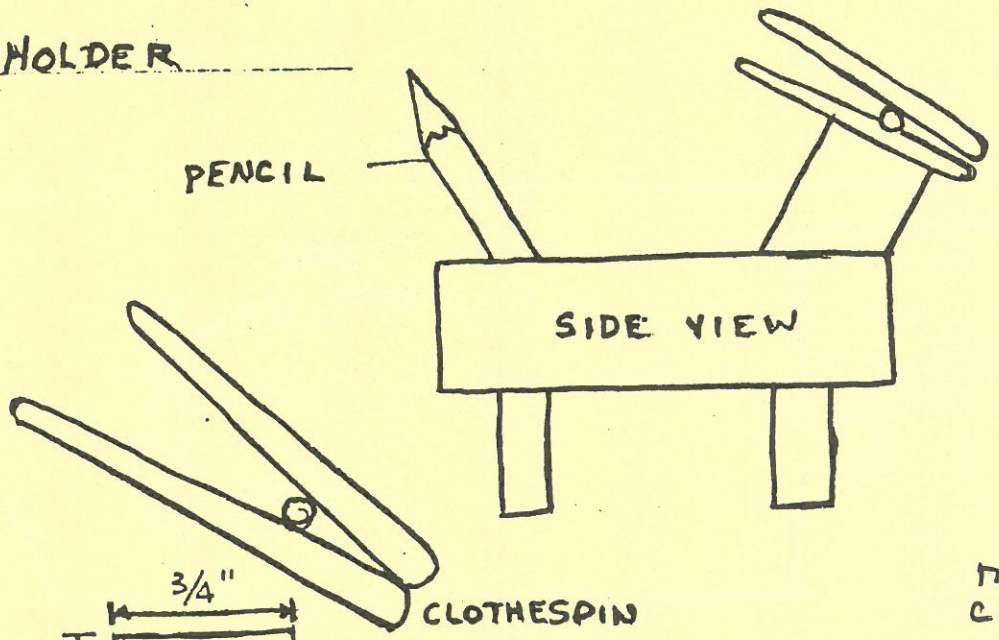
Finally, a plug of soft wood or cork is prepared to seal the end of the whistle as shown in the drawing at the bottom.

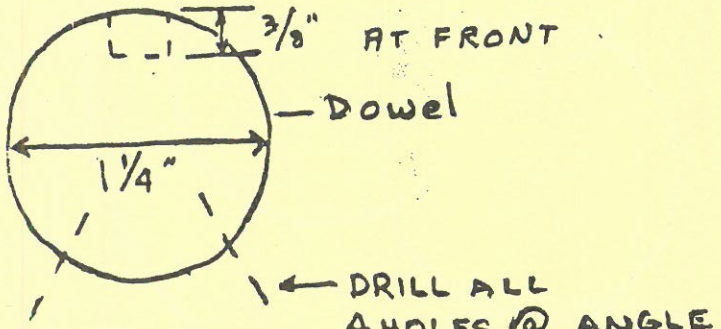
Cp. From: Scrap Wood Fun For Kids, by Robert Endicott

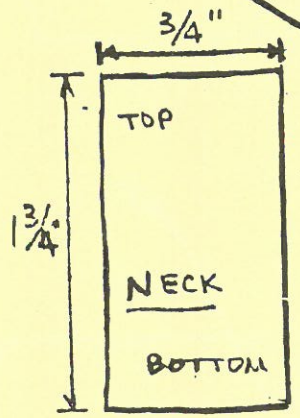


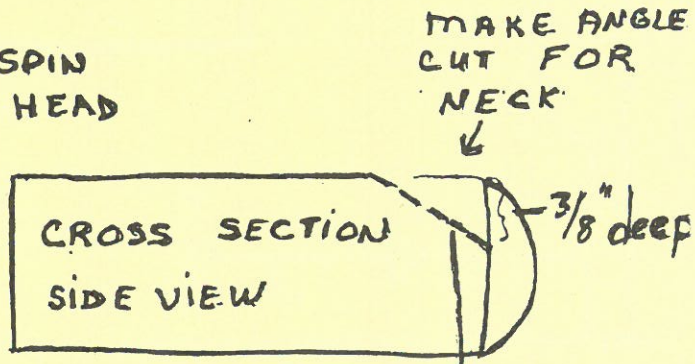
RECIPE OR NOTE CARD HOLDER

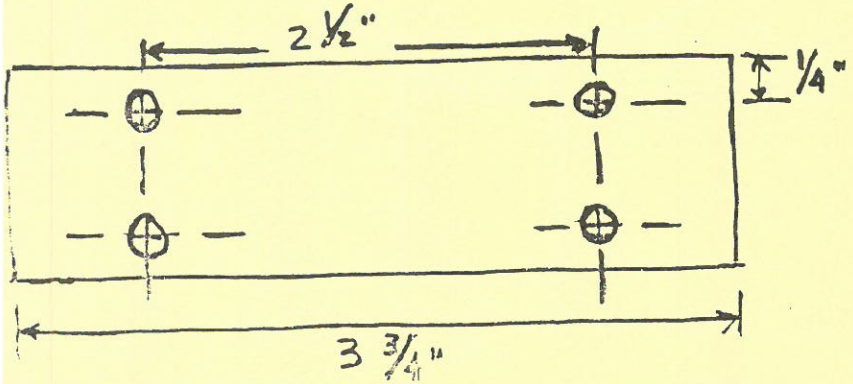


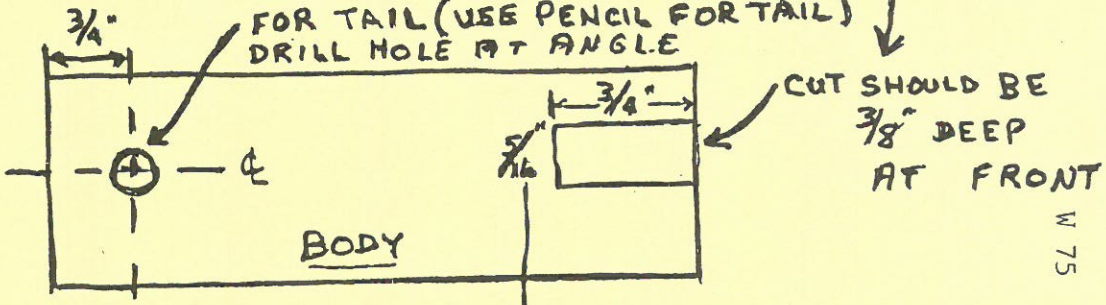












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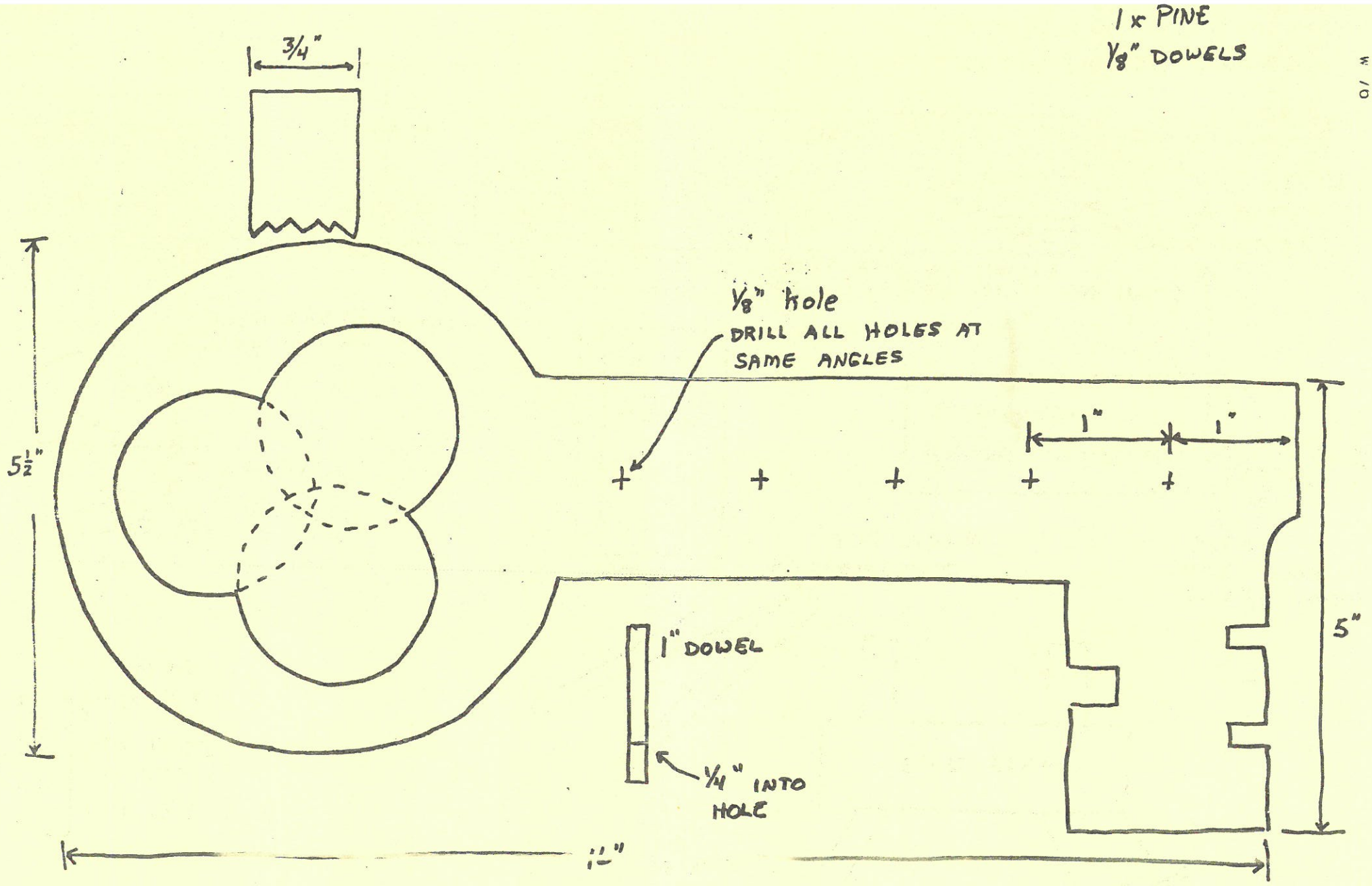

1 x PINE
⅛" DOWELS
3/4"
⅛" hole
DRILL ALL HOLES AT SAME ANGLES
1"
1"
5½"
5"
1" DOWEL
¼" INTO HOLE
11"

KEY HOLDER

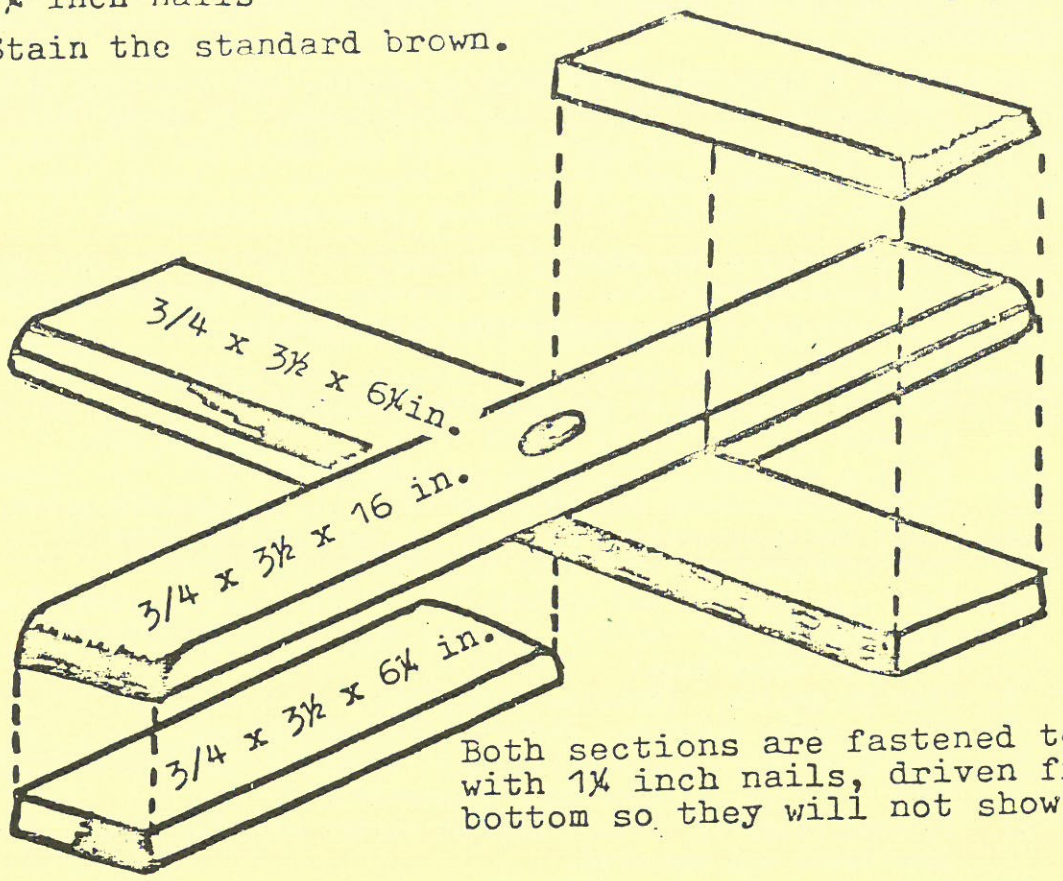
FLAG STAND

Materials needed:

two - 3/4 x 3½ x 16 inch boards
four - 3/4 x 3½ x 6¼ inch boards
1¼ inch nails

Stain the standard brown.

Round ends with a file and sandpaper.



Both sections are fastened together with 1¼ inch nails, driven from bottom so they will not show.

ENGINEER ACTIVITY BADGE

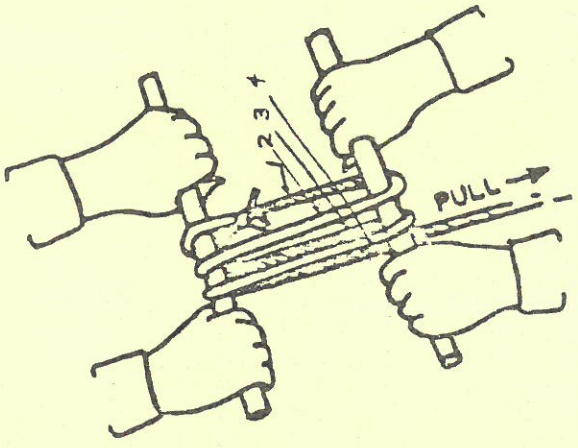
Almost every Webelos Scout, not to mention fathers and leaders, can find an interesting area of engineering. Engineering is one of the most exacting of the professions and the Webelos Activity Badge gives insight into some types of engineering.

All an engineer does is apply the laws of physics and chemistry to solve the problems of construction, industry and other areas. In doing this, he uses essentially a combination of one or more of the six types of machines which have been known for thousands of years. These are the lever, the wheel and axle, the pulley, the wedge, the inclined plane and the screw.

With careful planning a den meeting can change a boy's whole concept of the myriad of man-made objects from one of boredom or apathetic acceptance to excitement and wonder at the engineering skill required.

Suggestions for Den Activities:

1. Visit an engineer or surveyor in a municipal office. Let boys look through surveyor's manual and learn how to read a rod.
2. Visit a construction site and see the plans which are being followed.
3. Tour a house under construction with a knowledgeable guide.
4. Visit the municipal water works, TV or radio station.
5. Have someone explain how to read topographic maps.
6. Have someone show and explain how to read a floor plan of a house.
7. Make a block and tackle. Be sure to explain its purpose. (Webelos Scout Book)
8. Make catapults. (Webelos scout Book)
9. Make a steam turbine. (Webelos Den Activities)
10. Make a paper clip electric motor. (Webelos Den Activities)
11. Make sketches of electrical transmission.
12. Discuss property lines. Have an expert show how property lines are determined and measured.
13. Visit an architects office.
14. Visit an electrical generating plant.



CAUTION: Knuckles can get a good rapping if you permit sticks to be pulled all the way together.

BLOCK AND TACKLE DEMONSTRATION

(Webelos Scout Helps 1975-76, p 22)

This demonstration shows how a block and tackle increases power.

You need two lengths of broomstick, or dowel, and a length of 1/4" rope or clothesline. Tie one end of rope to one of sticks. Wrap rope loosely around both sticks as shown. Have two of your biggest den members (or adults) grasp sticks and try to keep them apart, while smallest den member pulls on rope. He will be able to pull the two sticks together, no matter how hard the others try to keep them apart. Mechanical advantage is calculated on number of ropes holding weight. (Illus.: right side = 4 ropes; mechanical advantage = 4 to 1.)

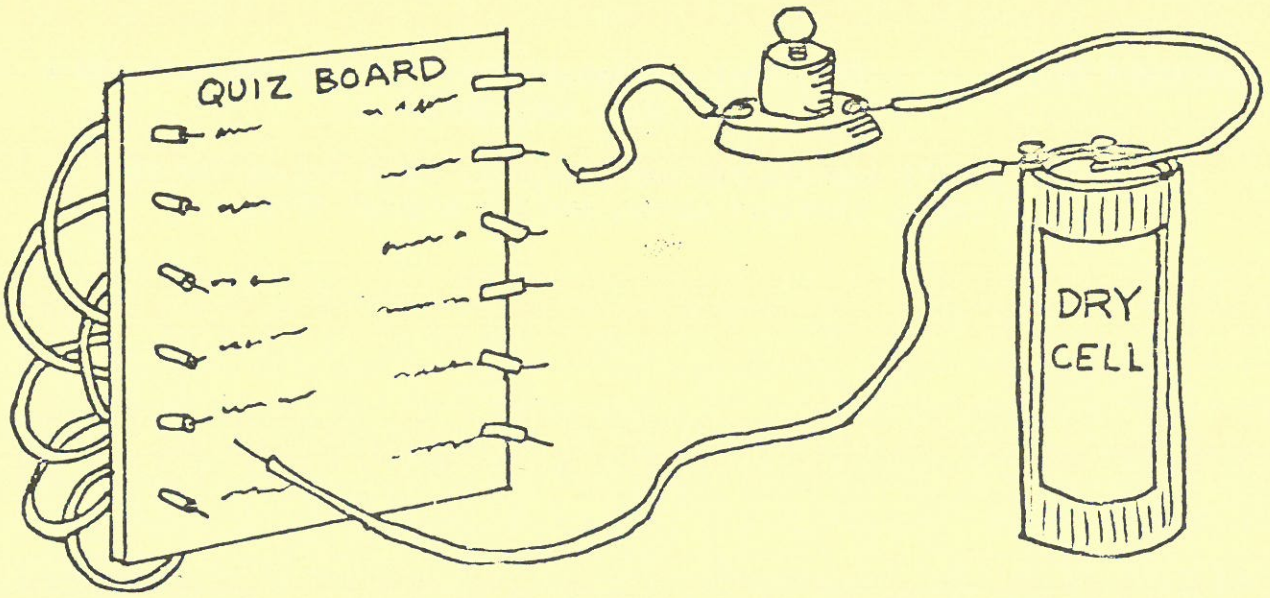
HOW TO MAKE A QUIZ BOARD

Materials needed: Dry cell battery, Miniature socket, Wire, Cardboard, Flashlight bulb, Nail

Instructions:

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. Place the end of one wire in any hole at the left and the other end in any hole at the right.
3. Strip the insulation from the ends of the wire and secure it in place.
4. Repeat this with the other five wires. Six wires are now in place, haphazardly.
5. Connect a wire between the dry cell terminal and a socket terminal. Connect another wire to the remaining terminal of the dry cell. Attach a third wire to the remaining terminal of the socket.
6. Touch the two free ends of the wires together briefly. The light will go on.
7. Hold the cardboard so that you can see how the wires are connected.
8. Place the name of a baseball player on the left side, which will serve as the question. Put the name of his team on the right side, which will be the answer. Be sure that the player and his team are on the opposite ends of the same wire.
9. Now ask someone to take the two ends of the wires from the cell and the socket. Try to touch the matching questions and answers.

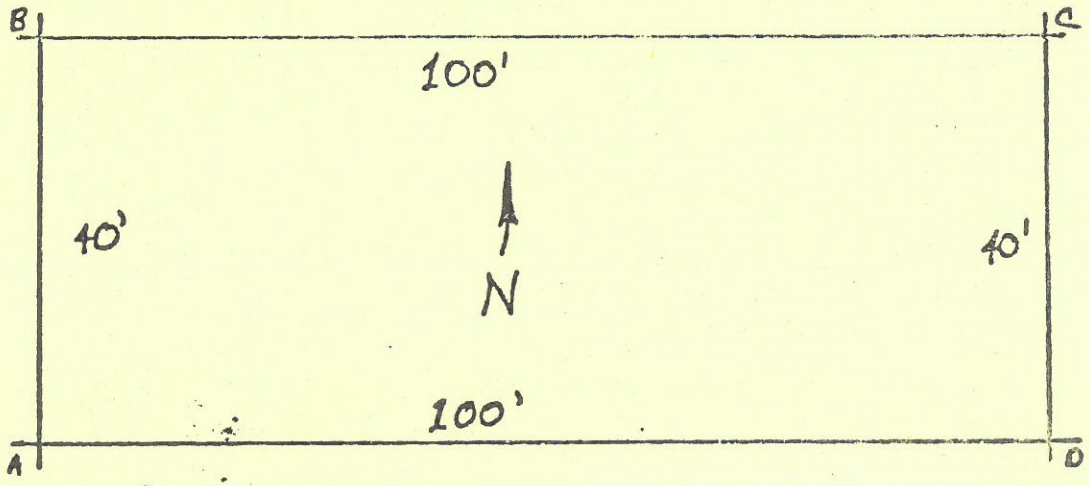
Why Does It Work? By touching the question with one end of the wire, and the answer with the other end of the wire, the light will go on. This happens because the circuit has been completed.



SURVEYING LAND -

Surveying land, yours or just stake out a section in the school yard or park, using fixed points, such as a nail pushed through a rag.

To do this you will need a compass and a 100-foot tape. Put the compass on top of a 2 x 4 approximately 3-foot long. Start at one corner of your area to be surveyed. Take a reading of your compass and measure the distance to the next point. Do this all around your area that you have chosen to survey - marking down your distance and degree.



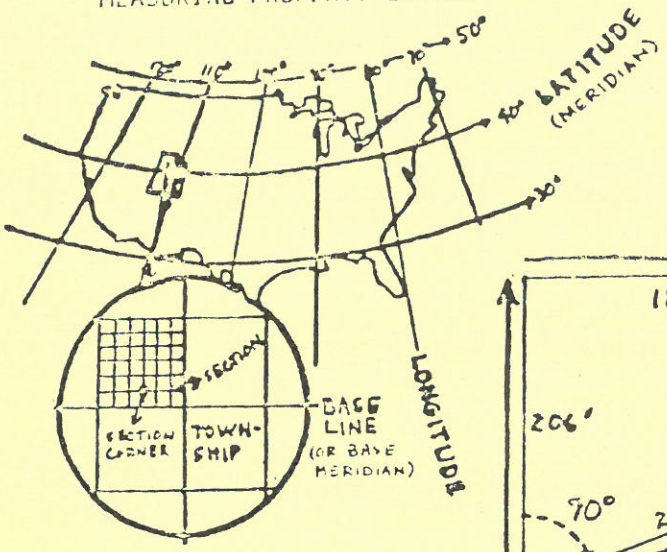
360° North 40' Points A to B
90° East 100' Points B to C
180° South 40' Points C to D
270° West 100' Points D to E

A surveyors transit works much the same way. It gives him degrees in elevation as well as the degrees horizonitily.

CATAPULT THROW: Equipment - Catapult that each boy has made and a ping pong ball.

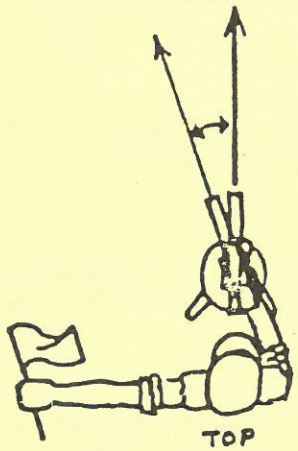
Each boy will operate his own catapult. Give prizes for the longest throw, shortest throw, and the highest throw.

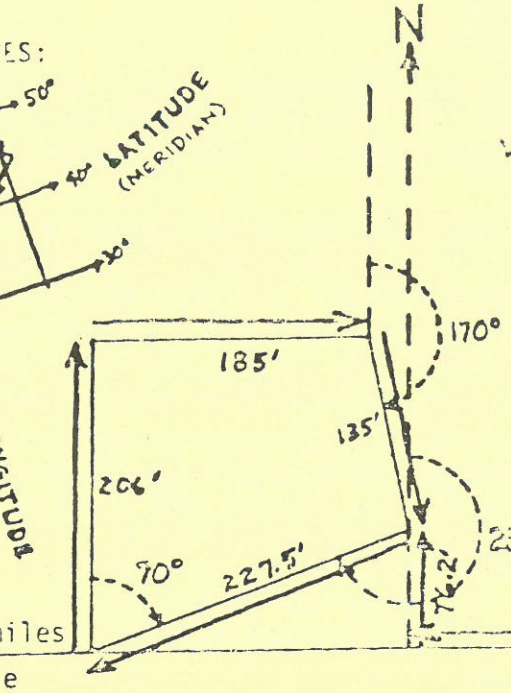
MEASURING PROPERTY LINES:



Township = 36 square miles

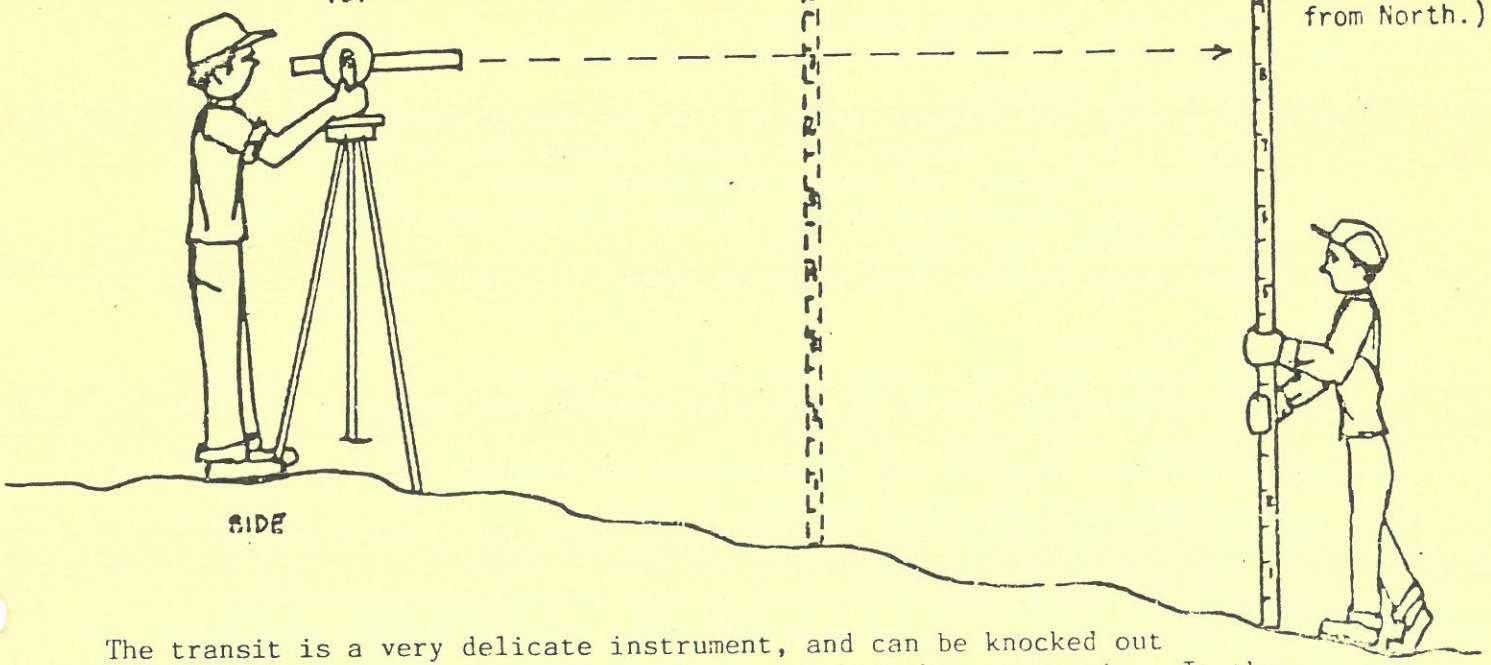
Section = 1 square mile

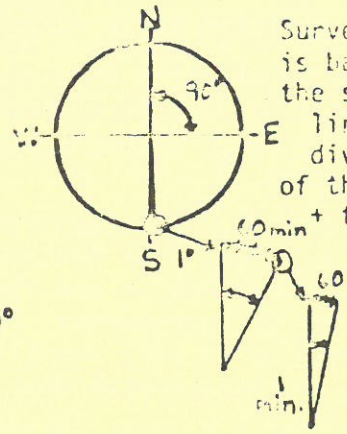




Beginning at section corner, thence West 196.5 feet, thence North 76.2 feet, to point of BEGINNING. Thence South 250° West 227.5 feet, thence North 0° 206 feet, thence East 90° 185 feet, thence East 170° South 135 feet to point of beginning.

TRANSIT: Measures angles (as at left) and uses a telescope to look long distances (as below). Looking level at the rod, it shows differences in ground height.





Surveying is based on the standard lines of division of the globe + the compass.

Each degree is divided into 60 minutes, & each minute into 60 seconds.

Starting point established by Government Survey.

With city planning, a plat is drawn up, and all lot descriptions refer to the plat.

(Measurements are always made clockwise from North.)

The transit is a very delicate instrument, and can be knocked out of alignment very easily by those who do not know how to use it. It then requires factory adjustment (expensive!). DO NOT TOUCH A TRANSIT UNLESS THE ENGINEER GIVES HIS PERMISSION!!!

FORESTER ACTIVITY BADGE

A forester deals with the care and growing of trees. A Webelos Scout, working on the Forester Activity Badge, will learn how to recognize different species of trees by their shape, foliage, bark and types of wood, as well as how they live and grow.

America is a land of trees; they grow almost everywhere in this country. It is easy to forget just how important trees are. Thousands of products come from trees-wood houses and the furniture in them, the rayon clothing, the film in cameras, the newspapers, books and paper and many fruits. Lumbering is a major industry in many countries of the world. One very important value of trees is aesthetic-think what beauty would be missing without trees.

A forester does a great variety of things--tree inventories, estimating the lumber content in standing timber, surveying, logging, tree planting, insect control, recreational planning and the mapping and marking of trees for harvesting. He is interested in woodlands conservation and learns how to preserve and protect them from fire and isease. Keep in mind, it may take one hundred years for a new tree to mature and replace a tree damaged due to recklessness from fires, knives, or fire and disease.

Suggestions for Den Activities:

1. Bring a log to den meetings or find a nearby tree stump and have the boys count the annual rings to determine the age of the tree. See if they can tell something about the kind of weather-dry or wet spells-through which the tree lived by looking at the rings.
2. Visit a lumber yard or sawmill. A local lumber dealer will help furnish wood samples for boys' collections.
3. Plant a tree.
4. Make tree life-history posters. (Webelos Scout Book)
5. Make U.S. maps showing different kinds of forests. (Webelos Scout Book)
6. Collect leaves for identification. Boys can mount them or make leaf prints.
7. Teach the boys to measure tree height and diameter.
8. Ask a forest ranger to talk to the boys about wildfire and how to prevent and control it.
9. Make a tree survey of your area.
10. Check with local forester or conservationist for advise on tree planting projects.
11. For a long term project, adopt a tree and keep a diary on it. Measure its girth, estimate its height, record when it buds, when it loses its leaves, and other interesting things.
12. Make a tree identification kit for den from strips of bark, leaves or needles, and cones or seeds.
13. Make a tree exhibit "from roots to fruit" for pack meeting.

Some Resource Materials

1. From the Forest Service: (many, many more available)
   FORESTRY ACTIVITIES- excellent source of experiments, projects, displays, games, craft ideas. 20¢
   HOW TO KNOW THE TREES OF THE INTERMOUNTAIN REGION-more detailed key to common trees and their commerical value
   HOW TO KNOW WILDFLOWERS NEAR YOUR CAMP-more detailed key to a few of the common wildflowers
   JUNIOR FOREST RANGER HANDBOOK-excellent aid to teaching fire safety, both at home and out of doors, with quizzes for testing knowledge gained.
2. Tree--reprint from The World Book Encyclopedia. Check local sales office-see your telephone directory. Very good reference.

READING THE RINGS OF A TREE

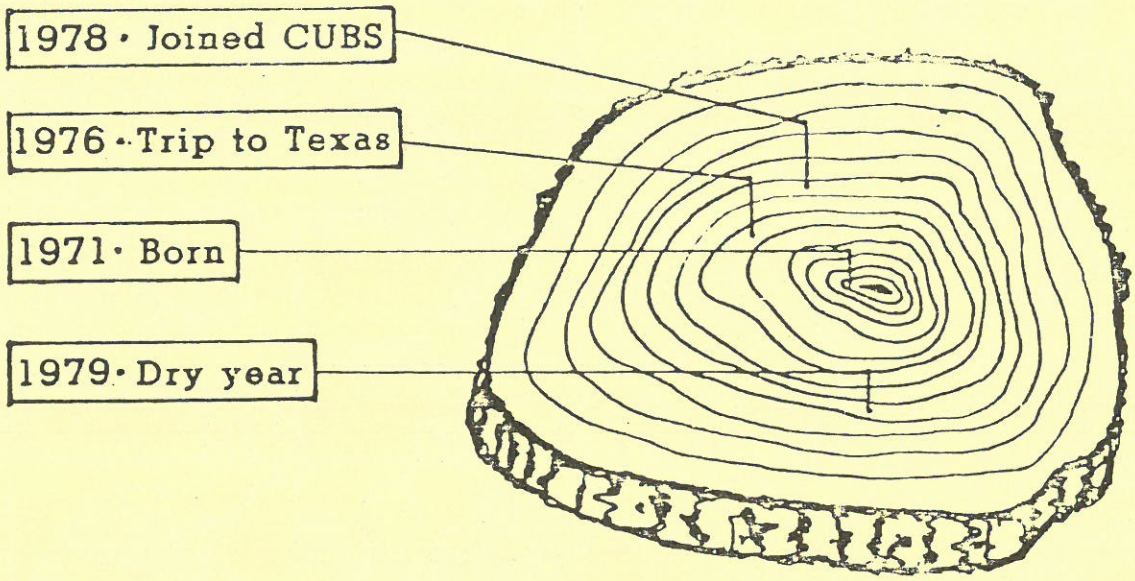
Cut a disc from a tree trunk. Mount the disc on a larger piece of plywood.

Start with the assumption that the tree was just cut.

Each ring represents one year of growth. Wider rings represent better growth years: i.e., good soil conditions, enough rain, sufficient sun light. Narrower rings would indicate poor soil conditions, draught or early freeze.

Have the boys count the rings from the bark toward the center. Have them pick out the rings that represent the year they were born, joined Cub Scouts, moved to the area, etc. They can also pick years when important events happened: first flight of the space shuttle, Watergate, President Reagan elected, etc.

Have the boys use pins, string and paper tags to mark the various events. (See illustration). Put pin in appropriate ring, run string from pin to corresponding tag glued to plywood.



NAME THE TREE: Equipment - A paper sack full of different leaves.

Have the Den Chief pull a leaf from the sack, the first boy to correctly identify the leaf gets to keep it. At the end of the game the boy with the most leaves is the winner. Have them make a scrapbook to keep and show at pack meeting.

Arbor Day Treasures - 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. The 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.
10. Our grandson's face darkened when we told him it was time to go home.
11. Our lollipop larder is raided when children come to call.
12. We all chased him as he ran down the hill.

Answers: 1. Maple, 2. Willow, 3. Pine, 4. Elm, 5. Beech, 6. Fir, 7. Hemlock, 8. Hickory, 9. Oak, 10, Cedar, 11. Poplar, 12. Ash.

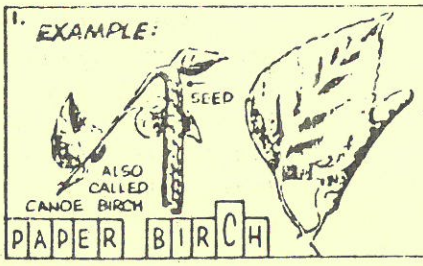
Can you recognize TREES by their LEAVES ?

Leaf Quiz

IDENTIFY EACH LEAF IN THE SQUARES BELOW IT.

LETTERS IN LARGE SPACES SPELL OUT A MESSAGE WHEN WRITTEN IN THE SQUARES ON THE BOTTOM OF THIS PAGE. THE CLUES SHOULD HELP YOU!

1. EXAMPLE:



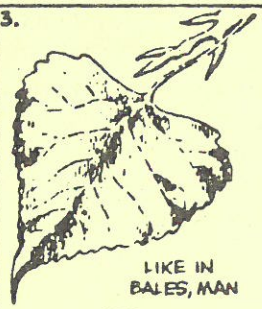
PAPER BIRCH

NOTE. THE LARGE "C" IS THE FIRST LETTER OF THE MESSAGE BELOW. THE OTHER LARGE LETTERS FOLLOW IN SEQUENCE.

2.

...FROM LITTLE ACORNS GROW

3.

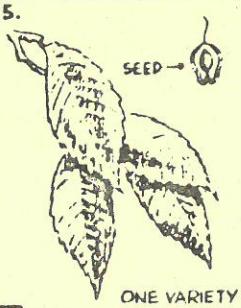


LIKE IN BALES, MAN

4.

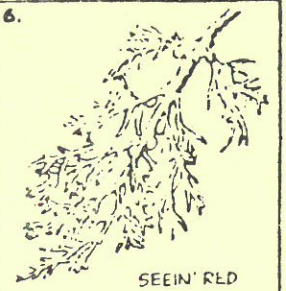
WHAT'S LEFT OF A FIRE

5.



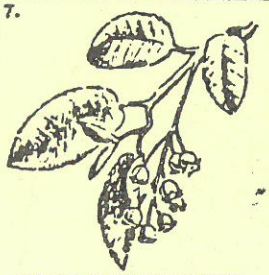
ONE VARIETY IS SLIPPERY

6.



SEEIN' RED

7.

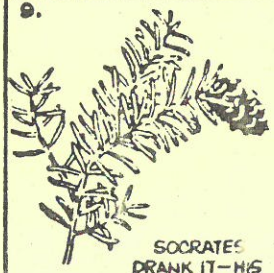


ALSO CALLED SHADBUSH. HAS RED BERRIES

8.

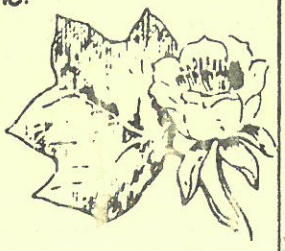
TALLEST TREE IN THE WORLD! RELATED TO THE GIANT SEQUOIA

9.



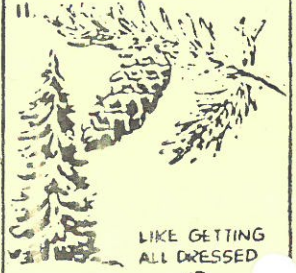
SOCRATES DRANK IT—HIS LAST DRINK

10.



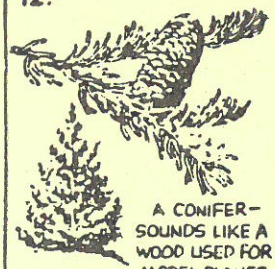
ITS FLOWERS RESEMBLE THE DUTCH KIND

11.



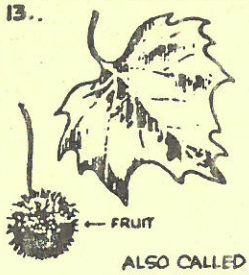
LIKE GETTING ALL DRESSED UP

12.



A CONIFER—SOUNDS LIKE A WOOD USED FOR MODEL PLANES

13.



ALSO CALLED PLANE TREES

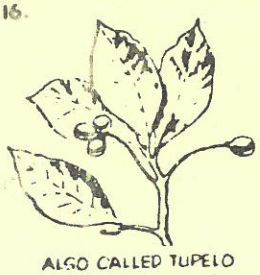
14.

HAS THREE DIFFERENT-SHAPED LEAVES ON EACH TREE. ROOTS USED TO MAKE A TEA

15.

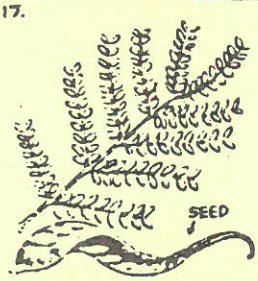
ITS NUTS ARE GOOD TO EAT

16.



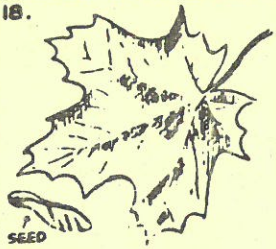
ALSO CALLED TUPELO AND PEPPERRIDGE

17.



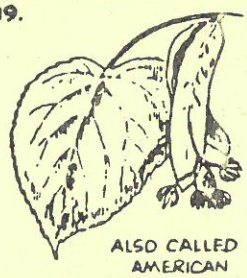
ALSO A BIBLICAL PLAGUE

18.



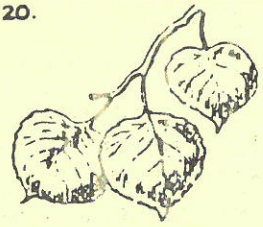
THINK OF WAFFLES AND PANCAKES

19.



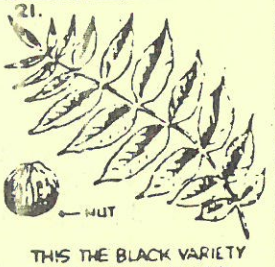
ALSO CALLED AMERICAN BASSWOOD

20.



WHAT SCOUTS ARE (WITHOUT A U)—ALSO CALLED QUAKING ASPEN!

21.



THIS THE BLACK VARIETY THE WHITE IS CALLED BUTTERNUT

SCORE YOURSELF

19-21 YOU'RE A REAL WOODSMAN.
13-18 VERY GOOD.
6-12 YOU MUST BE A CITY BOY.
0-5 TURN IN YOUR AXE.

HERE'S THE MESSAGE:

C

ANSWERS:

1. PAPER BIRCH
2. OAK
3. COTTONWOOD
4. ASH
5. ELM
6. RED CEDAR
7. SERVICEBERRY
8. REDWOOD
9. WITCH HAZEL
10. TULIP
11. SPRUCE
12. BALSAM FIR
13. SYCAMORE
14. SASSAFRAS
15. BEECH
16. SOURGUM
17. HOPHORNBEAM
18. SUGAR MAPLE
19. LINDEN
20. POPLAR
21. WALNUT

A TREE QUIZ

1.	Which tree has the softest wood?	(Balsa)
2.	Which tree is shaped like a vase?	(Elm)
3.	Which tree are the tallest ?	(Redwoods)
4.	Which trees are the oldent ?	(Sequoia)
5.	Which tree has a leaf shaped like like a mitten ?	(Sassafras)
6.	Which tree gives maple syrup?	(Sugar and Black Maple)
7.	Which tree has paper-thin bark?	(White Birch)
8.	Which tree is used for baseball bats?	(White Ash)
9.	Which tree is used to make your pencils?	(Red Cedar)
10.	Which conifers lose all their needles in the fall ?	(Larch and Bald Cypress)
11.	Which evergrees bear berries instead of cones?	(Yew Cedar Juniper)
12.	Which broad-leaf keeps its leaves all year?	(Live Oak)
13.	Which part of the tree is used for making paper?	(Cellulose)
14.	Which tree gives us turpentine?	(Long leaf and Bobolly Pines)
15.	Which is our most important lumber tree?	(Douglas Fir)
16.	Which trees are the soft woods?	(Evergreen)
17.	Which trees are the hardwoods?	(Deciduous)
18.	Which trees are often called "Stinkweed" ?	(Ailgnthus)
19.	What tree is used for making matches?	(Aspens)
20.	What tree is used to make spools?	(White Birch)

There are 1,182 different kinds of trees growing in the United States. Let's go out and get acquainted with some of them!

One-Leaf Trail - A trail is laid using one kind of leaf as a marker and letting the stem point in the direction to be followed. At the end of the trail, the players hunt for the tree whose leaves were used.

Pine Cone Battle - You will need twice as many pine cones as players. Divide boys into two equal teams, each about 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.

Autumn Leaves - Den is divided into two teams that line up on opposite sides of a chalk line on which a dozen leaves are laid. On signal, both teams attempt to blow the leaves across to the other team's territory. The winning team has the fewest leaves on their side at the end of 2 minutes.

NATURE TRAIL

This is a den competition (but not a race) to test nature skills. The trail should have 5-10 stations at which each den is asked to find something, identify something, or otherwise show knowledge of nature lore. Dens start at intervals of about five minutes. At each checkpoint, they find a message under a rock which tells them what they must do. They have a scorecard on which they write their findings, then go on to the next station. At each station, an adult acts as judge to provide minimum help and to make sure the message is replaced under the rock. The following is a sample nature trail:

Station 1 - Look for the biggest tree you can see from here. What direction is it? Write the direction on your scorecard. Go northwest to a picnic table and look under it.

Station 2 - Within 15 paces of this spot are five different kinds of trees. Write the names of two of them. Go south 50 paces and find a small mound of pebbles.

Station 3 - Within 20 feet of here, there is a clump of wildflowers. Write down its name. Go east until you come to a tree with a split trunk. Look around its base.

Station 4 - Be as quiet as you can for two minutes. Listen to all the sounds of nature. Write them on your scorecard. Go 20 paces west and look under the rock.

Station 5 - Somewhere in this tree is a nest with young birds. Spot it, but do not disturb the nest or birds. Watch for adult birds feeding the young or guess the name of the birds from the shape of the nest. Write down what kind of birds you think they are. Go north toward the entrance to the park. Look for two rocks laying side by side.

Station 6 - Within 5 paces of this spot there is an insect's home. Find it and write down the name of the insect. Go southeast until you come to a seesaw. Look under one of the seats.

Station 7 - Pick up a leaf or a bit of grass and toss it in the air. What is the wind direction? Write the direction on your card. Go north to the sand pile. Look behind the bush.

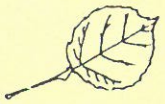
Station 8 - Look around you. You see a wooded area, a small pond and a grassy lawn. Remember that animals require different kinds of places to live. Which of the following animals do you think live within 300 yards of here: Deer, bee, squirrel, rabbit, lion, muskrat, mouse, dragonfly, bass, chipmunk, bear, skunk, frog, ant, antelope, rattlesnake, salamander, praying mantis, leopard, cricket. Write down the animals you think live around here. Go southwest until you come to a drinking fountain.

Station 9 - Within 10 yards of the fountain is a bush whose berries and seeds are important food for some birds. Pace off the distance from the fountain. Write down the number of paces. Write the name of the bush.

Have judges check scorecards at end of trail, and award appropriate prizes or ribbons.

C. LEAVES ALTERNATE AND SIMPLE (Continued)

QUAKING ASPEN
Populus
tremuloides



Leaves nearly round, with a small tip, margins finely toothed; leaf stems flattened; seeds in hanging tassels or catkins; bark whitish to yellow-green, smooth, with black branch scars, rough and furrowed at base.

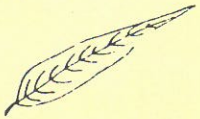
LARGETOOTH ASPEN
Populus
grandidentata

Leaves oval, pointed, margins prominently wavy-toothed; leaf stems flattened; seeds in hanging tassels or catkins; bark olive-green to brownish green, smooth, with black branch scars, rough and furrowed at base.

COTTONWOOD
Populus
deltoides

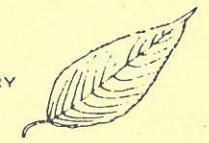
Leaves triangular, with tapered point and flat base, margins coarsely toothed; leaf stems flattened; seeds in hanging tassels or catkins; bark light brown to gray, with deep grooves and prominent ridges.

WILLOW
Salix species



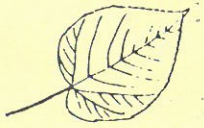
Leaves narrow, very long pointed with finely toothed margins; seeds in hanging tassels or catkins; bark on young branches yellow to green, shiny, on old trunks brown to black, with long ridges and deep grooves. Many species with generally similar characteristics.

BLACK CHERRY
Prunus
serotina



Leaves 3" to 6" long, narrow, taper pointed, margins finely toothed with sharp, in-curving teeth; fruit dark red, pea-sized, edible berries clustered and drooping stems; bark brown to black, broken into thin scales. (CHOKE CHERRY - Prunus virginiana - small tree; black fruit; good wildlife food.

BASSWOOD
Tilia
americana



Leaves 5" to 6" long, broadly heart-shaped with unequal sides, margins sharply toothed; pea-sized seeds hang from center of narrow, leaf-like structure, bark dark gray, compact, with shallow grooves and narrow parallel ridges.

AMERICAN ELM
Ulmus
americana

Leaves 4" to 6" long, oval, taper-pointed, base lopsided, margins coarsely double-toothed; bark dark gray, with flat, scaly ridges, and alternate light and dark corky layers; arching branches give trees "urn" shape. (SLIPPERY ELM - rubra; leaves sand-paper rough; bark without alternate layers.)

IRONWOOD
Ostrya
virginiana

Leaves resemble those of elm but more finely toothed and paperlike in texture. It will grow in full shade and has little commercial use, "weed tree."

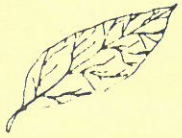
SYCAMORE
Platanus
occidentalis

Leaves up to 10" wide, with 3 to 5 broad, pointed lobes; leaf stem hollowed at base; seeds in round dangling heads; bark mottled, brown scales flake off to expose tan, pale green or creamy white smooth underbark.

HACKBERRY
Celtis
occidentalis

Leaves resemble elm leaves but are more lance shaped, have a thinner texture and are paler green in color with prominent veins. The twigs are stubby and rough; the berry-like fruit is purplish in color and has a long stem. It is a favorite bird food; bark on older trees will always identify hackberry; it has high narrow ridges, standing out, with wide smooth patches between.

SHINGLE OAK
Quercus
imbricaria



Leaves regular shaped, not lobed. In this respect they differ form other oaks; the leaf has leathery texture; shiny green above and velvety underneath; fruit nearly round acorn about ½" long, covered half way with a shallow cup; "weed tree" in Iowa.

IOWA STATE CONSERVATION COMMISSION

DES MOINES, IOWA

SIMPLE KEY TO IOWA TREES

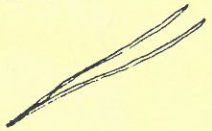
I. CONIFERS OR EVERGREENS

A. LEAVES LIKE NEEDLES

WHITE PINE
Pinus
strobus

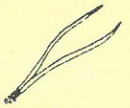
Needles 5 in a cluster, 3" to 5" long, blue-green, soft, cones 4" to 8" long, with flexible scales; bark on young trunks smooth, greenish-gray, on old trunks gray and deeply furrowed; branches whorled.

RED PINE
Pinus
resinosa



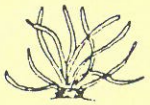
Needles in pairs, 4" to 6" long, straight, flexible; cones egg-shaped, 2" long; bark reddish-gray to red, flaky; branches whorled. (AUSTRIAN PINE - P. nigra: needles same length as red pine, stiff, sharp, twisted; bark gray-black; not native.)

JACK PINE
Pinus
banksiana



Needles in pairs, 1" to 1½" long, often twisted; cones 1" to 2" long, lopsided, remaining for many years; bark brown to black scaly & furrowed. (SCOTCH PINE - P. sylvestris: needles slightly longer than jack pine; bark orange-red; not native.)

LARCH
Larix
decidua



Needles light blue-green, soft, single along new twigs, in clusters on sharp spurs on older branchlets; needles drop in autumn, spurs remain; cones ½" long, erect; bark reddish-brown, scaly. Also called tamarack; not native.

BALSAM FIR
Abies
balsamera

Needles fragrant, flattened, blunt ½" to 1¼" long, not stalked, two whitish parallel lines underneath, lying flat or up-curved; bark ash-gray, smooth containing pitch blisters; top of tree spire-like; branches whorled.

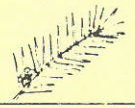
PONDEROSA PINE
Pinus
ponderosa

Needles occur in 2's and 3's on the same tree, 4" to 8" long, course and quite stiff; cones 3" to 6" long; bark dark brown on young trees becomes orange colored to cinnamon red; not native.

SPRUCE
Picea
species

Needles ¼" to ¾" long, 4-angled, sharp, on raised bases; bark scaly. (BLACK SPRUCE - P. mariana: cones nearly round, ¼" in diameter. (WHITE SPRUCE - P. glauca: cones oblong, 1" to 2" long. NORWAY SPRUCE - P. abies: cones 4" to 6" long; not native.)

YEW
Taxus
canadensis



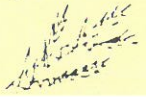
Needles ½" to ¾" long, dark yellowish green above turning reddish brown in the winter, short stalked; has a red berry-like fruit, about ½" long and broader than long, used in ornamental plantings thrives in shade.

B. LEAVES LIKE SCALES

NORTHERN
WHITE CEDAR
Thuja
occidentalis

Leaves small, flattened overlapping scales, fragrant when crushed; cones ½" long, erect; bark gray-brown with narrow, interlacing ragged ridges. Also called arborvitae. Many ornamental varieties.

RED CEDAR
Juniperus
virginiana



Leaves small, overlapping, tight or sharp-tipped scales; fruit a pea-sized blue berry; bark red-dish brown, shreddy. Also called juniper. Many ornamental varieties.

A. LEAVES OPPOSITE AND SIMPLE

SUGAR MAPLE
Acer
saccharum

Leaves 3" to 5" long, as wide or wider, with 5 (or 3) pointed lobes, scattered secondary points along margins, seeds in pairs, wings parallel or slightly spreading, drop in autumn; bark on trunks gray, unevenly furrowed.

RED MAPLE
Acer
rubrum

Leaves 3" to 5" long, about as wide, usually with 3 pointed lobes, margins fine-toothed; leaf stem red; seeds in pairs, wings at right-angles, drop late spring; bark on twigs red, on trunk gray, flaky.

SILVER MAPLE
Acer
saccharinum

Leaves 3" to 6" long about as wide, deeply cut into 5 pointed lobes, margins coarse-toothed, silvery green underneath; seeds in pairs, wings in-curved, drop in late spring; bark on trunk light gray to brown, flaky.

NORWAY MAPLE
Acer
platanoides

Leaves 5" to 8" long, often wider, with 5 pointed lobes and scattered secondary points; leaf stem with milky juice; seeds in pairs, wings wide-spread, drop in autumn; bark on trunk dark brown, finely furrowed. Common street tree. Not native.

CATALPA
Catalpa
speciosa

Leaves opposite or whorled 8" to 12" long, heart-shaped, margin smooth; flowers white, showy; seeds in brown, slender, cigar-shaped pods 10" to 20" long; bark red-brown to gray-brown, broken into thick scales. Not native.

B. LEAVES OPPOSITE AND COMPOUND

WHITE ASH
Fraxinus
americana

Leaves with usually 7 short stalked, smooth or slightly toothed leaflets; seeds with paddle-shaped wings, 1" to 2" long; bark ash-gray with narrow, interlacing ridges and wedge-shaped grooves. (BLACK ASH - F. nigra: leaflets 7 - 11, not stalked. GREEN ASH - F. pennsylvanica: 5 - 9 leaflets, attached to axis of leaf by a short stalk.

BOX ELDER
Acer
negundo

Leaves with 3 to 5 oval, pointed leaflets, margins nearly smooth or coarsely toothed; paired seeds in persistent hanging clusters, wings in-curved, mature in early summer; bark light to dark brown, shallowly furrowed.

HORSE-CHESTNUT
Aesculus
hippocastanum

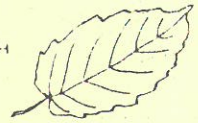
Leaves composed of 7 whorled, tapered leaflets, 5" to 7" long, margins bluntly toothed, stems grooved; flowers white, in showy upright clusters; seeds large, shiny, red-brown, in a thick spiny cover; bark dark brown, broken into thin plates. Not native.

C. LEAVES ALTERNATE AND SIMPLE

WHITE BIRCH
Betula
papyrifera

Leaves 2" to 4" long, oval, pointed, with rounded to tapered base, margins double-toothed; bark on twigs and young trees dark red, older trunks cream or chalky white, pelling in papery shreds or sheets.

YELLOW BIRCH
Betula
alleghaniensis



Leaves 3" to 5" long, oval pointed, with rounded or heart-shaped base, margins double-toothed, winter-green odor when crushed; young bark silvery yellow with papery curls, old trunks gray with ragged plates. (RIVER BIRCH B. nigra leaves smaller than yellow birch, distinctly wedge shaped at the base with dark green upper surface, double toothed margin.

WHITE OAK
Quercus
alba

Leaves 5" to 9" long, with 5 to 9 rounded or wavy lobes, and shallow or deep rounded spaces between; acorn covered one-third or less by cup, bark ash-gray to light brown, flaky.

BUR OAK
Quercus
macrocarpa

Leaves 6" to 12" long, lobes rounded, upper half of leaf broad, deeply cut near middle; acorn covered one-half or more by bur-fringed cup; bark brown or gray with long vertical ridges.

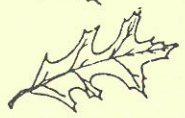
RED OAK
Quercus
rubra

Leaves 5" to 9" long, dull, lobes bristle-tipped, generally extending about half way to center; acorn covered one-quarter or less by shallow cup, bark brown to black, ridges flattened, smooth on upper trunk, inner bark pink.

BLACK OAK
Quercus
velutina

Leaves 5" to 7" long, shiny, lobes bristle-tipped, variable in length, but usually extending more than half way to center; acorn covered about one-third by loose-scaled cup, bark black, ridges rough, rounded; inner bark yellow.

PIN OAK
Quercus
palustris



Leaves 3" to 6" long, shiny, lobes bristle-tipped, variable in length, often extending nearly to center; acorn enclosed only at base by flat cup; bark black, shallowly grooved or smooth; branches slender, lower ones horizontal or drooping.

D. LEAVES ALTERNATE AND COMPOUND

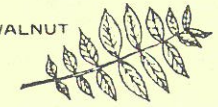
SHAGBARK
HICKORY
Carya
ovata

Leaves composed mostly or 5 tapered, finely toothed leaflets, the three upper ones largest, fruit 1" to 2" in diameter husk thick, separating into 4 sections, nut edible; bark light gray, with loosely attached outcurving strips.

BITTERNUT
HICKORY
Carya
cordiformis

Leaves composed of 7 to 9 tapered, finely toothed leaflets, more or less equal in size; fruit about 1" in diameter, husk thin, opening only half way, nut bitter, bark gray, tight, with narrow, flat interlacing ridges.

BLACK WALNUT
Juglans
nigra



Leaves 1' to 2' long, composed of 15 to 23 finely toothed leaflets; fruit 1½" to 2" in diameter, containing an edible nut; bark with interlacing, rounded ridges, deep brown, chocolate brown when shaved.

BLACK LOCUST
Robinia
pseudoacacia

Leaves composed of 7 to 19 oblong, blunt, smooth marginal leaflets; twigs with short prickers; flowers white, fragrant, in drooping clusters; seeds in short, flat pods; bark thick, coarse, dark reddish brown.

HONEY LOCUST
Gleditsia
triacanthos

Leaves are singly or doubly compound and have leaflets 1" to 1½" long with rounded tips; buds are small; twigs slender, shiny, greenish to reddish brown; fruit is a large, long, dark brown, flexible, curved pod with bean shaped seeds; green pods contain honey-like fluid from which the tree gets its name; bark on larger trees breaks into long, thin, flat ridges which sometimes curl at the edges; often has thorns.

KENTUCKY
COFFEE TREE
Gymnocladus
dioicus

Leaves often branched into several stems each with 15 to 30 leaflets, 1" to 2" long, minutely toothed; seeds in a flat, twisted reddish-brown pod, 12" to 18" long; bark gray, broken into broad flat plates, thorns on branches and trunk.

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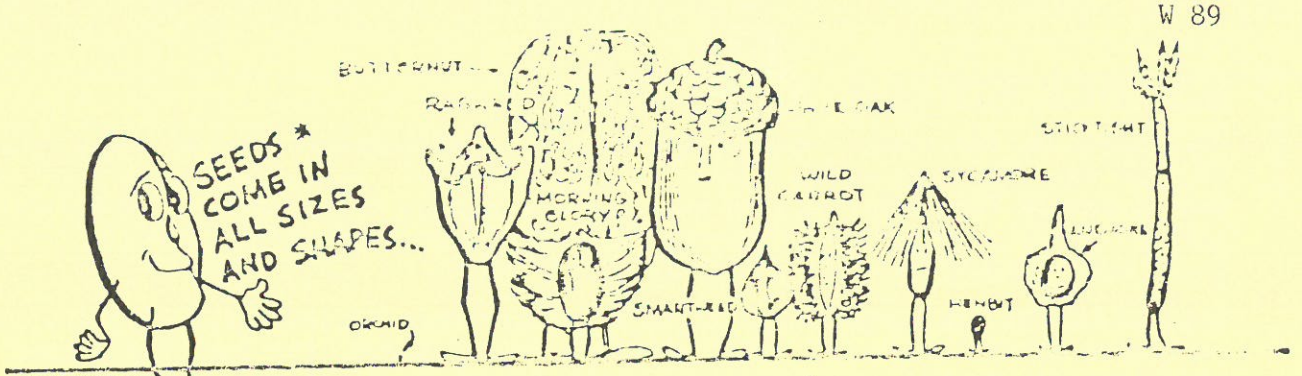
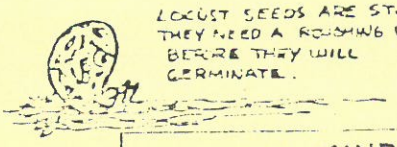
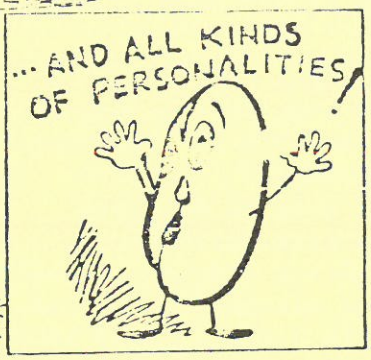
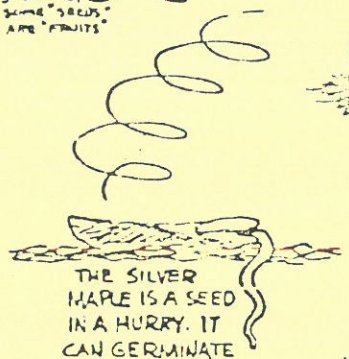
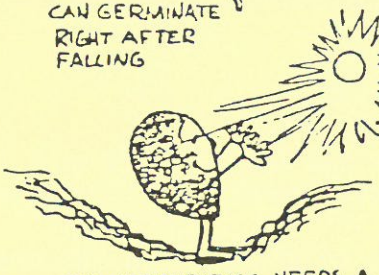
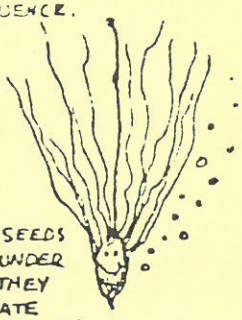




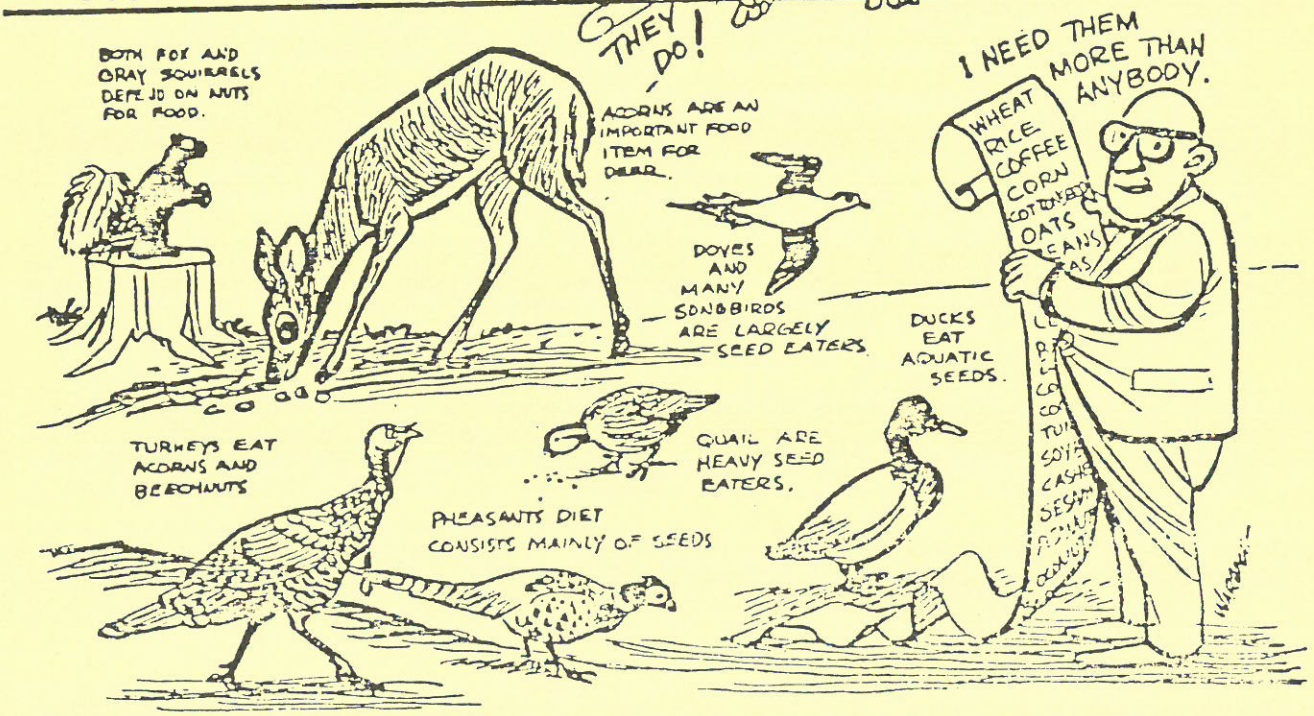








WHO NEEDS SEEDS?



GEOLOGIST ACTIVITY BADGE

Most boys, at one time or another, have a rock collection of some sort. Some of them may be surprised to learn that the study of geology deals with rocks, and it can be fun. The Webelos Scout book contains information on volcanoes, geysers and the formation of mountains so that the boys will acquire a fairly good understanding with only a little assistance.

This is one of the badges that seems to be oriented toward increasing the boy's awareness of the outdoors. While working on the badge, the boys will learn how the earth was formed, how rocks and minerals are used and how a geologist works.

If you can locate a "rockhound" in your pack or community, he can help the boys with some of the technical aspects of geology and the study of rocks and minerals. Perhaps one of the dads is a geologist and if so he can be of great help.

Suggestions for Den Activities:

1. Visit an industry that used geological materials.
2. Visit a rock collector's club meeting.
3. Visit a jeweler's shop.
4. Visit a museum of natural history.
5. Have boys start a rock collection.
6. Make a volcano. (Scout reprint # 26-082)
7. Identify rocks and minerals collected.
8. Ask a roundhound to demonstrate a rock tumbler.
9. Make a mineral hardness kit. (See reprint 26-082)
10. Make a buckskin pouch to carry rocks (See #26-082). This will not only help on the Geologist Badge, but will complete a requirement for the Craftsman Badge.
11. Invite a geologist to come to den meeting to demonstrate the use of geologist tools.
12. Have a contractor come to talk about materials used in home building, such as slate, brick, limestone, marble, cement, gypsum, etc.

Game: Specimen Hunt-Have a treasure or scavenger hunt to make fun out of the requirement to collect geologic specimens. The winning team would be the ones who found minerals such as iron, lead, tin, aluminum, sand, coal, etc.

Some good rock hound rules to remember:

1. Always ask for permission before you collect on private property. If the mine or quarry is abandoned, ask someone who lives nearby where to obtain permission.

2. Also ask about any possible hazards, such as sliding rocks, or street slides. Most places will require an adult to be with you. He or she may also have to sign a statement clearing the owner of any responsibility for accidents.

3. Don't meddle with tools, machinery, or domestic animals that you may find.

4. Leave gates as you found them, either open or closed.

5. Don't walk or drive across growing crops. Stay on the road.

6. Take only what you will use for yourself or for trading. Leave some for the next rock hound just as those before you left some for you.

7. Be courteous and considerate of the rights of others. As much as possible, leave things as you found them.

Let's Go Rock Collecting -

Clothes - Wear the type of clothes you would wear on hiking or hunting trip. Old clothes that are comfortable and servicable are best. Ankle high hiking shoes will help prevent bruises from contact with sharp stones.

Collecting Bag - A knapsack type collecting bag is ideal. Use one with pockets to hold maps, notebook, small tools and labels. Use lunch-size brown paper bags to hold specimens. Take along newspapers to wrap the rocks in first.

Field notebooks and Labels - As you collect each specimen, give it a number. Put the label on the rock before you wrap it up. In a small pocket notebook list the following information:

NAME _____

LOCALITY _____

DATE _____

COLLECTOR _____

Later at home you can enter the information in to your permanent record.

Big and Little Hammers - An eight-to-ten-pound sledge hammer is useful to break up large rocks into a smaller size. A geologist's hammer weighing one and a half to two pounds is the most practical hammer to take along on your expeditions.

Chisels - One or more good steel chisels are essential collecting tools. Do not use wood working chisels, as they become dull and nicked quickly.

Goggles and Face Shields - These are important equipment to use while hammering. Your eyes will thank you.

Magnifiers - A good hand lens or pocket magnifier will help you identify many characteristics of rocks.

Compass - A good compass is an invaluable tool. Learn how to use one to keep from getting lost.

First Aid Kit - Any trip away from home requires a First-Aid Kit. Keep one handy.

GEOLOGIST:

KING OF THE ORE: Equipment - None

This game is played by one boy naming something that a house is made of, he must name the ore or metal and it's use. If he is right, he is King and he stands in the center, until someone gives the King another geological material used the the building of a home then that boy becomes King. (The answers can be found in the *Webelos Scout Book*.)

It has been estimated that salt has 14,000 specific industrial applications.

Salt—sodium chloride

direct applications

Drug and Pharmaceutical
- Capsule polishing
- Blood dialysis
- IV solutions
- Heat relief
- Hormone, Antibiotic manufacture
- Surgical cauterizing

Household, Personal Care Products
- Bath salts
- Bowl, oven cleaners
- Facial lotions
- Laundry, dishwashing detergents
- Floor sweeping compound
- Spot lifters, rug cleaners
- Soap manufacture
- Scouring compounds
- Water softener compounds
- Shampoos, rinses

Textile and Dyestuffs
- Dyestuff manufacture
- Dye carrier, diluent
- Cotton, wool fabric dyeing
- Pigment grinding
- Breatheable synthetic fabrics manufacture
- Hide curing
- Leather tanning

Metallurgy
- Aluminum foil etching
- Aluminum flux
- Electrolytic machining
- Heat treating baths
- Steel descaling
- Ore processing
  - copper
  - tantalum
  - titanium
  - uranium
  - vanadium

Food Processing
- General seasoning
- Flavoring for salted snacks
- Preservative
  - Butter, margarine
  - Cured meats
  - Cheese
  - Mayonnaise
  - Salad dressings
  - Meat sauces
  - Olives and pickles
  - Sauerkraut
  - Sausage casings
- Processing Aid
  - Fluidized bed cooking
  - Baking
  - Canning-blanching, quality grading
  - Shellfish shucking

Miscellaneous Processes
- Artificial seawater
- Coal desulfurization
- Ceramics, tile glaze
- Emulsion breaker
- Enzyme manufacture
- Explosive filler
- Fluidized bed processing
- Gasoline drying
- Herbicide, pesticide preparation
- Latex rubber manufacture
- Ion exchange regeneration
- Starch manufacture
- Water softening

indirect applications

Soda Ash
- abrasives
- adhesives
- batteries
- ceramics
- cleansers
- cosmetics
- degreasers
- dyes
- explosives
- fats and oils
- fertilizers
- fire extinguishers
- inhibitors
- insecticides
- leather
- metal fluxes
- ore refining
- paint removers
- paper
- petroleum
- pigments
- soap
- textiles
- water softeners

Sodium
- bactericides
- case hardening
- cosmetics
- detergents
- dye fixation
- dyes
- flour conditioning
- fumigation
- heat transfer
- ore refining
- organic syntheses
- paints
- pharmaceuticals
- photography
- pigments
- plating salts
- pulp bleaching
- starch conversion
- tetraethyl lead
- textile bleaching
- titanium metal
- zirconium metal

Sodium Sulfate
- ceramics
- detergents
- dyes
- explosives
- fertilizers
- metal fluxes
- paper
- pharmaceuticals
- photography
- pigments
- plating salts
- rubber
- soap
- textiles

Hydrogen
- alcohol
- ammonia
- cooking fats
- high energy fuels
- hydrochloric acid
- metallurgy
- meteorology
- organic syntheses
- petroleum products
- pharmaceuticals
- synthetic fibers
- synthetic gems
- welding

Hydrochloric Acid
- adhesives
- ceramics
- dyes
- engraving
- inks
- leather
- metal cleaners
- ore refining
- perfumes
- pigments
- printing
- rubber
- soldering flux
- textiles

Chlorine
- anaesthetics
- bleaches
- ceramic colors
- cleansers
- disinfectants
- dyes
- explosives
- fertilizers
- fire extinguishers
- fungicides
- insecticides
- leather
- paint removers
- paper
- plastics
- refrigerants
- rubber
- sewage treatment
- solvents
- synthetic fibers
- textiles
- water treatment
- weed killers

Caustic Soda
- adhesives
- batteries
- building materials
- ceramics
- cosmetics
- dyes
- explosives
- fruit peeling
- inks
- ion exchange
- laundering
- leather
- lubricants
- ore refining
- pharmaceuticals
- pigments
- plastics
- rayon
- refractories
- rubber
- soap
- synthetic fibers
- water treatment
- wood processing

Miscellaneous Chemicals
- Calcium Chloride -- cement, deicing
- Sodium Chlorate -- pulp and paper bleaching
- Sodium Perchlorate -- rocket fuel
- Sodium Cyanide -- electroplating, dyestuffs, pesticides
- Sodium Bisulfate and Hydrosulfite -- textile drying, aluminum processing, preservatives
- Sodium Silico Fluoride -- detergent preparations
- Sodium Hypochlorite -- bleaching and sanitizing

NATURALIST ACTIVITY BADGE

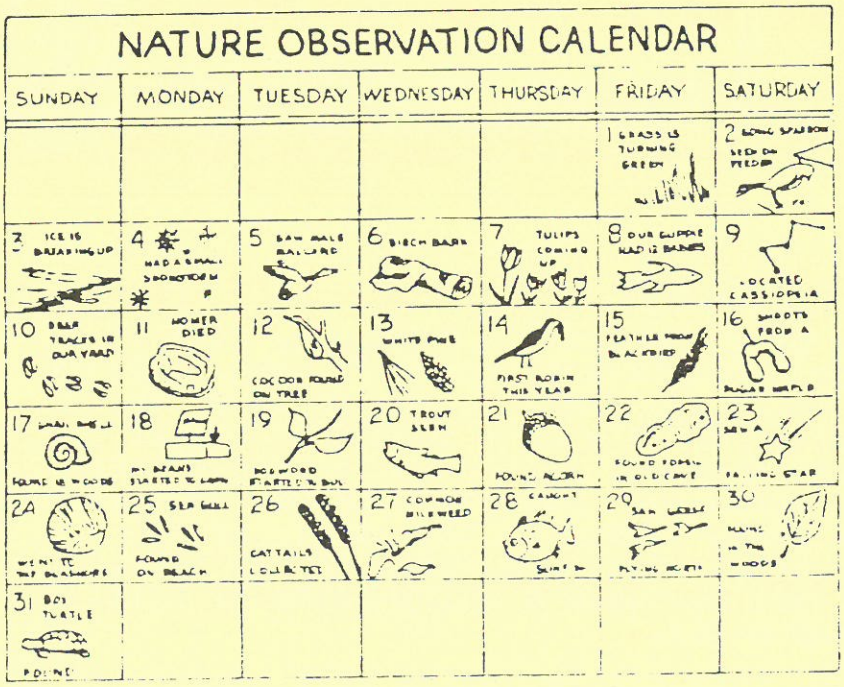
No matter where a person lives there is a world of undiscovered secrets of nature still waiting to be explored. A naturalist is a student of natural history, which includes many things found in nature. The Naturalist Activity Badge is concerned mainly with plants and animals. This is an interesting badge to help the boys learn more about the world of nature and to develop an appreciation for it.

The naturalist's world can be discovered anywhere. It is as near as a boy's back yard, a nearby park, the woods and fields or even a country road. It is inhavited with many kinds of insects, birds, plants, animals, trees, and other forms of life.

A boy's interest in the Naturalist Activity badge may lead him into a hobby or a vocation. It will also help prepare him for the new adventures he will find in the world of nature when he moves into a Boy Scout troop.

Suggestions for Den Activities:

1. Make bug cages.
2. Make an ant farm. (Webelos den Activites)
3. Invite a conservationist to visit den meeting and talk about some phase of nature.
4. Make aquariums or terrariums. (Scout reprint #26-094)
5. Take a birdwatcher's hike. Identify birds. Make notes about location, species, habits.
6. Take a nature hike and make plaster prints of animal tracks.
7. Make bird feeders.
8. Learn to identify poisonous plants and reptiles.
9. Make a leaf collection and leaf prints.
10. Take a trip to the zoo. Have boys keep logbooks and write down the the things they see.
11. Collect tadpoles to keep in an aquarium and watch them grow.
12. Take a night hike or go on an owl-prowl.
13. Make a butterfly collection.

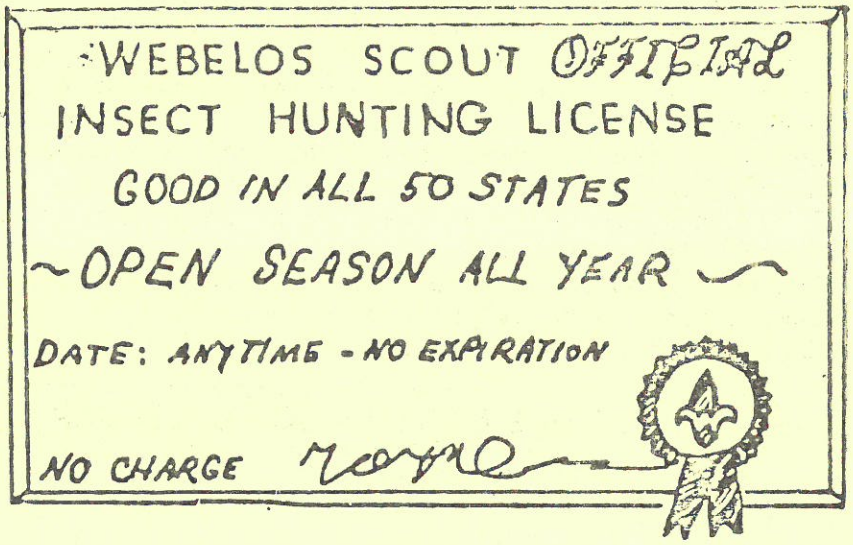


Each Webelos Scout can make his own nature observation calendar. Every day he writes down in the appropriate box something from nature he has seen.

Nature Scavenger Hunt - Divide group into pairs. Give each pair identical lists of natural objects to be found. No item should be one which would destroy or injure a plant, shrub, or tree. Set a time limit and boundaries for the hunt.

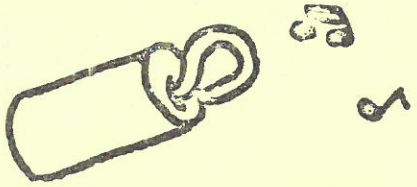
I Am a Snake - Players form two teams and sit opposite each other. One team huddles to choose the name of a poisonous snake or plant. Then one member gives the opposing team up to eight clues. He could start by saying "I am a snake" "I am poisonous", and continues with other clues. Whenever the opposing team gives the correct answer, it is their turn to give clues. The idea is to keep the other team from guessing the answer. The team describing the snake or plant scores one point for each clue given before the answer is guessed. The team guessing scores a point for each clue not given before they answer.

Bird and Bug - The object of the game is for the bird who is 'it' to catch a bug. The bird has a can for catching the bug, which is a spool tied on a string. Make a bug for each player by slipping a spool on the middle of a piece of string, about two yards long, and tie ends together. Draw a circle with chalk, 3-4' across for the bird to stand in. Draw another circle about two feet outside of this, for the bugs' guideline. Players roll their bugs into the bird's circle. the bird tries to plop his can down on one of the bugs before the bug escapes by a pull on his string. When the bird catches a bug, that player becomes 'it' and changes places with the bird.

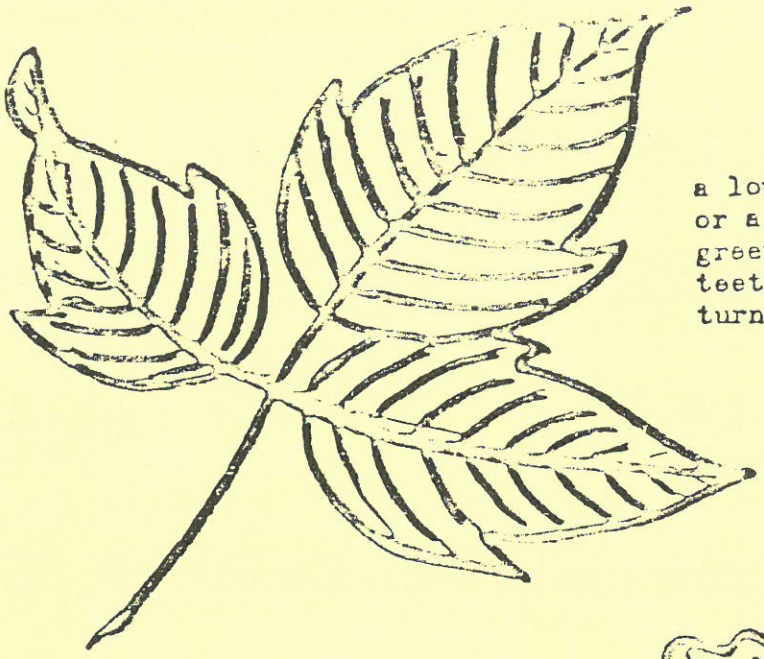


HOW TO MAKE A BIRD CALL

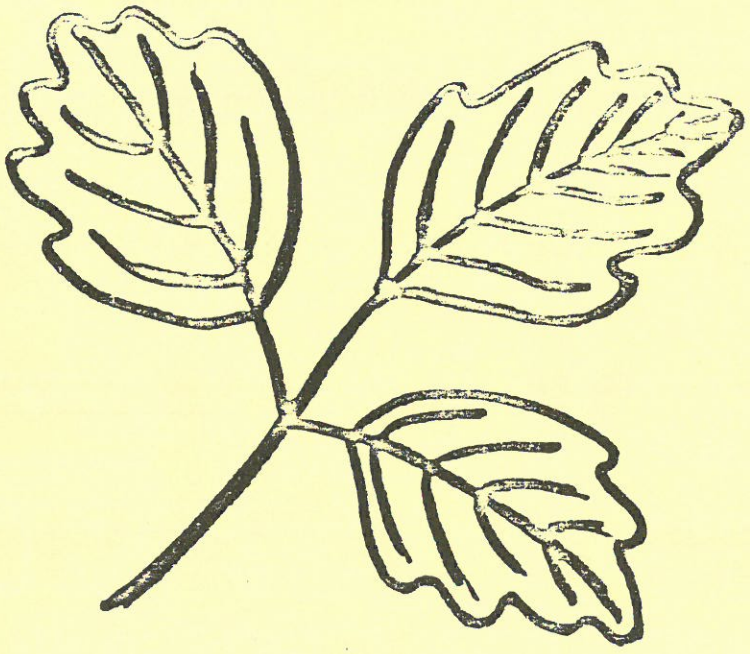
Take a piece of close-grained hardwood, such as rock maple or mountain ash, about 2" long. You'll also need a screw eye that can be bought at the hardware store. Drill a hole slightly smaller than the screw threads, in the end of the block, and turn the screw eye into it. Unscrew the eye, put a little rosin powder in the hole. As you twist the screw eye back and forth in the hole, very slowly, you can make a chirp-chirp or trill in loud, clear notes.



With practice, this simple device will produce an astonding variety of bird noises. If you wish, paint or decorate the bird call with marking pen designs or your initials.



POISON IVY--May be found as a low growing plant or a shrub, or a vine. It has three, shining, green leaflets, usually with coarse teeth. In the fall, the leaves turn bright red, then yellow.



POISON OAK--Closely related to poison ivy, has three to seven lobed leaflets that are hairy underneath. Poison oak is common to the south.

POISON SUMAC--Grows as a shrub or a small tree and grows in damp places. It is related to poison ivy, and has compound leaflets and white drooping berries. Unlike sumac, its leaflets are smooth and grow in a V-shape from the midrib.

FIRST AID - LEARN TO IDENTIFY AND STAY CLEAR OF!!!

If exposed, wash with soap and water to remove toxic oils and apply rubbing alcohol to the exposed area.

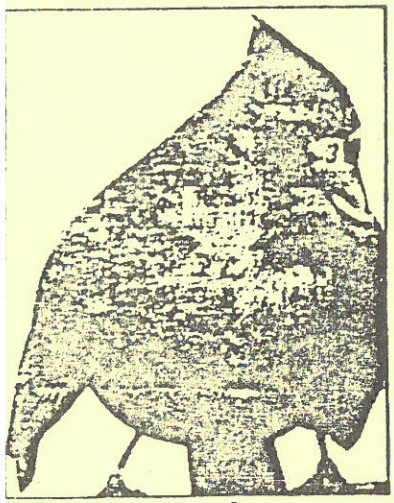
W 96

Birds You're Bound to See

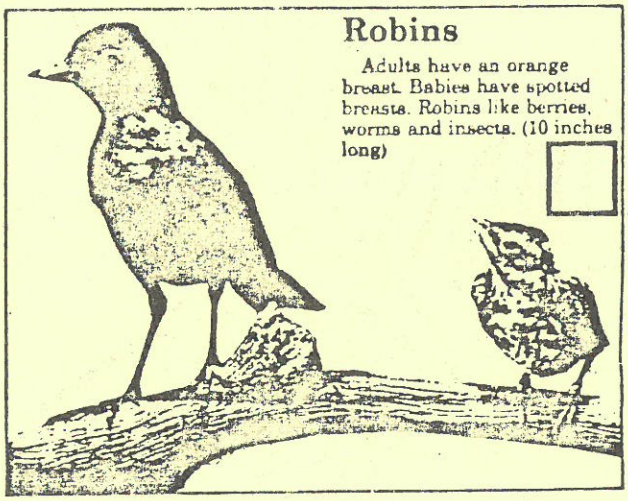
There are many kinds of birds. Here are just a few that you are very likely to see.

Save these pages and put a check in the box when you spot one.

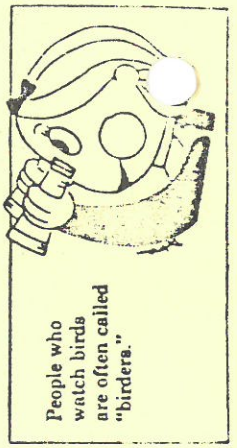
We have given you their average length, from bill tip to tail tip.



Robins



Adults have an orange breast. Babies have spotted breasts. Robins like berries, worms and insects. (10 inches long)

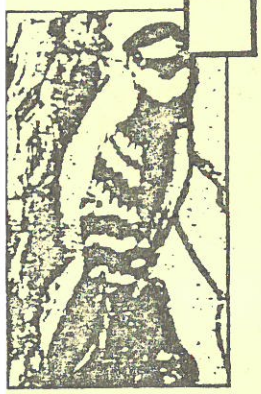


People who watch birds are often called "birders."

Photos and bird prints courtesy U.S. Fish and Wildlife Service.

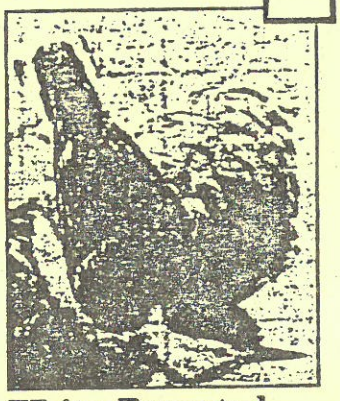
Cardinals

Cardinals often live in city yards and parks in low shrubs or tree branches. The males are a bright red. The females are reddish tan. (8 inches long)



Downy Woodpeckers

These black-and-white birds eat many harmful insects. (6 inches long)

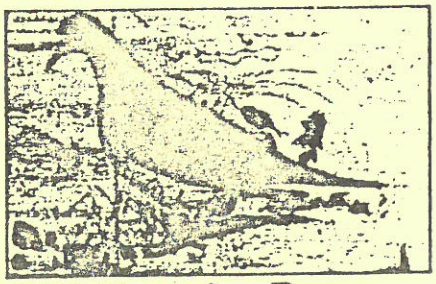


White-Breasted Nuthatches

These birds can climb downward head first as easily as upward. They eat insects, nuts and seeds found on trees. (6 inches long)

Mocking-birds

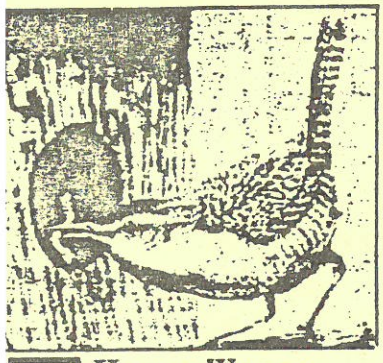
Mockingbirds copy the songs of some other birds. They are gray with white wing patches. (9 inches long)



Mourning Doves

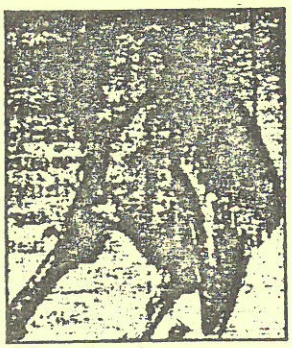
A dark spot on the side of the neck helps us to tell them apart from other doves and pigeons. They make a "cooing" sound. (12 inches long)

Birds must practice to fly in formation. In the spring, when the babies are born, the flocks have a hard time flying in groups. In the fall, the formation has shaped up.



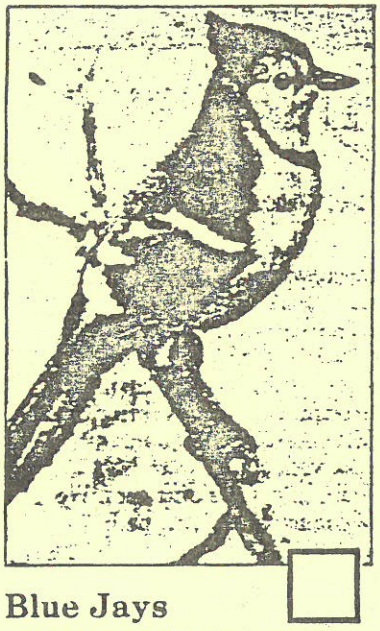
House Wrens

These birds like man-made houses. They are often called Johnny and Jenny wren. They are brownish-gray with a white breast. House wrens are very bold birds. (5 inches long)



Chickadees

Chickadees have a black cap, white cheek patches and white feather edges on their wings. They eat insects and seeds. (5 inches long)



Blue Jays

These beautiful blue birds are very quiet around their nests, but bold and noisy away from home. They often eat the eggs and young of other birds. (12 inches long)

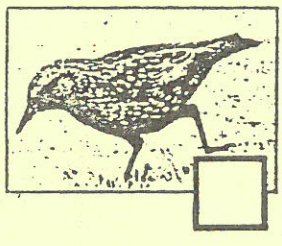
Bathing is very important to birds. They must take good care of their wings and feathers so they can fly.

Some birds flip and flop in the dust. The dust gets rid of some parasites. (Par-a-sites are animals or plants that live on and get their food from another animal or plant.)

Some birds even dive into anthills so ants can crawl over them. The ants get rid of the parasites

Starlings

These greenish-black birds are big pests. They travel in huge flocks and do much damage. (8 inches long)



FACT-A-POONIES

B as in Birds

Birds spend their entire lives trying to survive and raise families. Only about 10 percent of the babies make it past the first year of their life.

If you see a bird's nest with eggs or babies, leave it alone. There is a mother out there watching.

Some birds like to sunbathe. They spread out their wings and lie on their backs. They look as if they are dead.

CATEGORIES

The aim of this game is to fill in all the empty category squares with words beginning with the letter for that line. If you cannot think of a name, leave the square blank and go on to the next one. Then come back and fill in as many of the skipped blanks as you can. The person with the most squares filled in wins.

	ANIMALS	FLOWERS	TREES	BIRDS	FISH
N					
A					
T					
U					
R					
A					
L					
I					
S					
T					

Bug Zoo

The bug zoo is a simple device that can provide you and your son hours of fun. You can watch an immature insect pass through several moltings, spin a cocoon, and finally emerge as an adult insect.

Collect caterpillars for your zoo. Supply them with the proper food (leaves of the plants you find them on) and watch them grow.

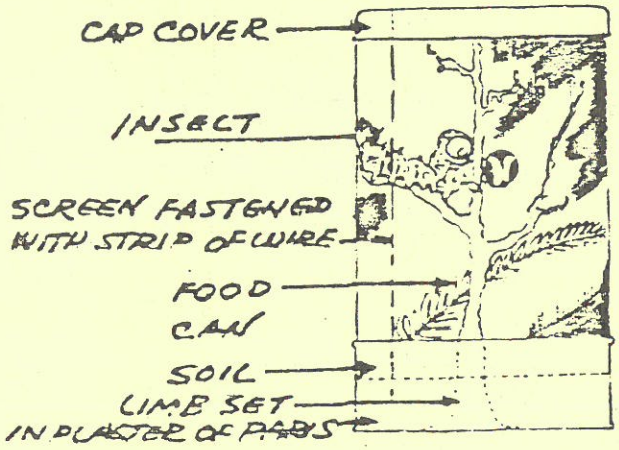
You can gather chrysalises or cocoons and attach them to the small tree limb in your zoo and watch them emerge as moths or butterflies. The air in the zoo must be humid, but not wet. Sprinkle the pupae and soil about once a week.

Any large, wide-mouthed jar with gauze or netting tied over the top will serve for confining and raising insects.

A lamp chimney cage is large enough for raising a couple of larvae of a single species. Here's how it's made.

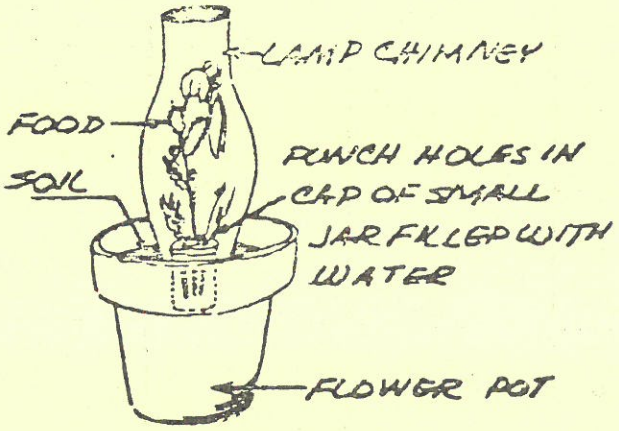
Fill a flowerpot or a can with soil. Sink a small glass jar in the soil and fill the jar with water. Punch holes in the jar top large enough to insert the stalks of the food plant. If you prefer, you may simply plant the food plants in the soil and not use the small glass jar for supporting them.

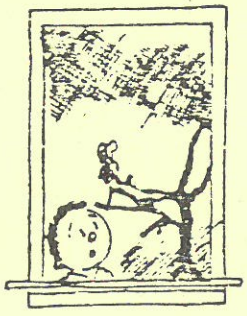
Place the larvae on the food, then set the lamp chimney over the plant, pushing the bottom of the chimney into the soil. Cover the top with fine screen or netting.



Another attractive bug zoo may be made from a piece of fine screen wire rolled into a cylinder and fastened with a piece of wire woven through its length. Place this inside a can just tall enough to support the wire cylinder. Cover the floor of the can with 1 or 2 inches of plaster of Paris. Insert a small tree branch before the plaster sets. Cover the plaster with about 2 inches of soil. Place food plants in the soil and put larvae on the leaves. Cover the top of the screen, then sit back and watch developments.

For a large cage use an old aquarium tank. Cover the bottom with moist soil. Plant food plants or place them in jars of water. Put in the larvae. Cover the top of the aquarium with fine screen.





Keep the cocoon or egg mass between the window glass and the screen. You needn't worry about temperature or humidity.

Another advantage of the outside-the-window location is that your moth, butterfly, or praying mantis will emerge at the right time for feeding on his natural foods. Free him as soon as he emerges from his cocoon.

OUTDOORSMAN ACTIVITY BADGE

Webelos Scouts look forward to the day when they can participate in Boy Scout camping. Because it provides a taste of the outdoor adventure that awaits them in the troop, the Outdoorsman Activity Badge will be one of the most popular with the boys. It is also one of the most important because it help prepare them for outdoor life.

In most Webelos dens, the boys work on the Outdoorsman badge during the month before their first father-son overnight campout. The reason is that they should be prepared for the experience of setting up camp, fixing their own meals and enjoying camp life. The activities will give each boy enough of the rudiments of outdoor living to make him comfortable on the father-son campout, with a small amount of equipment, and have an enjoyable experience without trespassing on the Boy Scout camping program.

The boys must be given a chance, through their own efforts, to live in the outdoors. It can give them a sense of pride in knowing that they can take care of themselves. Through camping, the boys have a good opportunity to develop citizenship, character, and fitness. It is up to the Webelos leader, with the help of other adults, to make this experience an enjoyable one.

Suggestions for Den Activities:

1. Learn how to make an improvised sleeping bag or bed.
2. Study and learn fire safety rules.
3. Learn aluminum foil cooking techniques.
4. Have a den cook-out.
5. Build charcoal stoves. (Webelos Den Activities)
6. Make a first aid kit.
7. Learn the Outdoor Code.
8. Plan and hold a father-son overnight campout.

→ SEE MUCH MORE DETAILED INFORMATION FOR THE CAMPOUT IN THE GENERAL DISCUSSION EARLIER IN THIS WEBELOS SECTION.

Casting Relay for Dads

Line teams of dads up for a relay race. Each one in turn casts a plug at a target and as soon as he scores a hit, he gives the rod to the dad behind him and goes to the rear position on his team. The first team back in its original order wins. This would be a good game for your Webelos Scouts, too.

Indian Shinny

Use a broomstick about 30 inches long, a ball of rags (grapefruit size) covered with tape, and two goal stakes ten feet apart at each end of the playing field. The ball is placed in the middle of the field and the teams start to bat it, as in hockey. No one can touch the ball with his hands. The first team to drive the ball through the other team's goal is the winner.

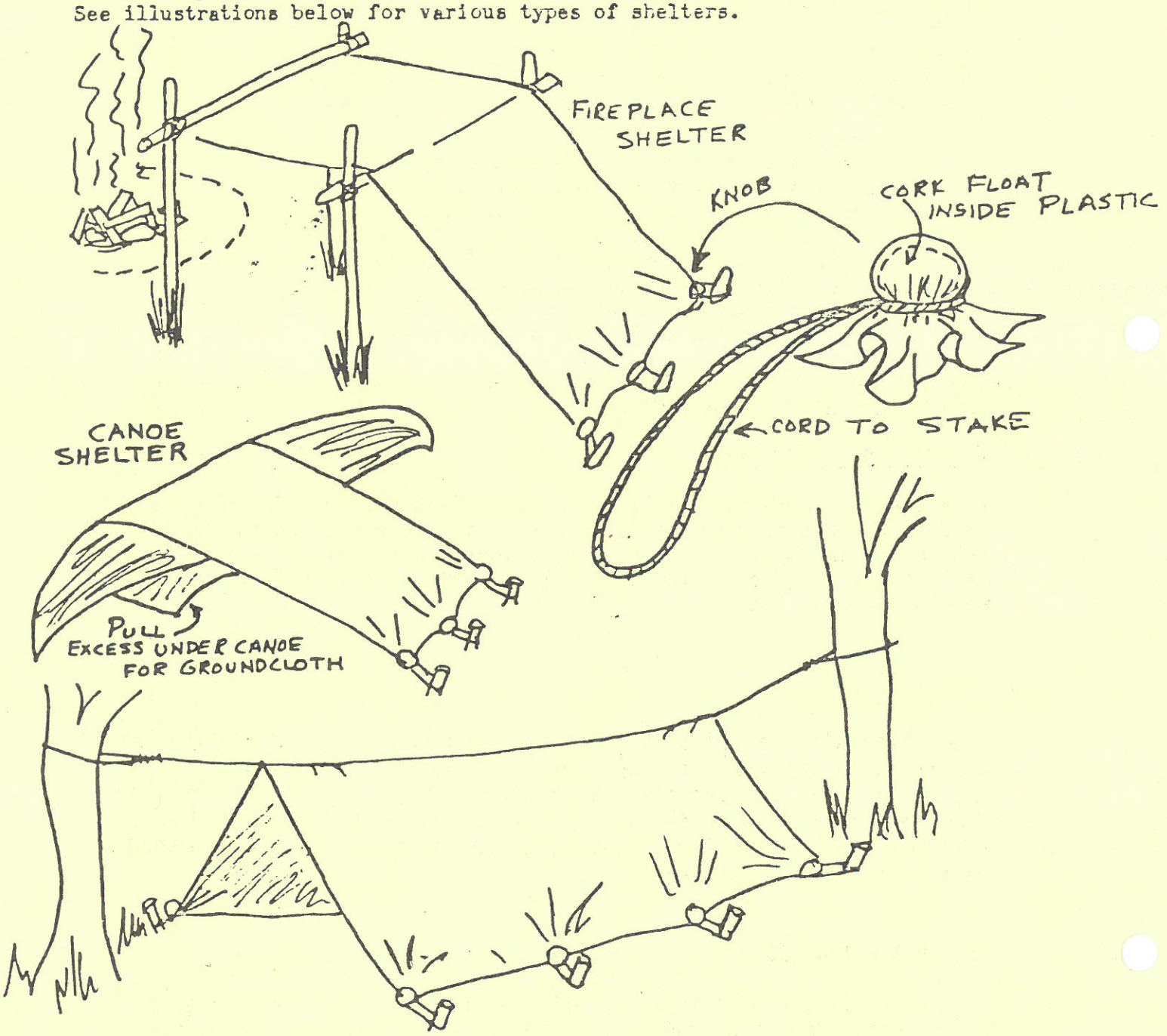
TENT UP AND TENT DOWN Equipment - One tent for each team

This is a good father-son or three to four boys for each team game. Object of the game is to see which team can set up their tent in the fastest time. (The tent has to stay up!)

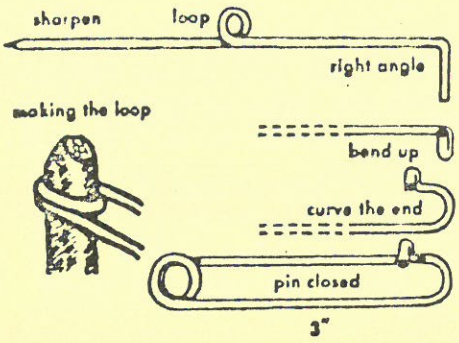
TARPS OR TENTS

Sturdy sheets of polyethylene are waterproof and lightweight, so can be used to protect food, line a pack, cover a woodpile, or serve as a ground cloth. In addition, this handy stuff can replace a tent in mild weather. For a tarp tent, buy an 8' by 12' sheet of 6 mil thickness, or a piece of polyethylene cloth reinforced with film. If polycloth is not available, you can strengthen a regular sheet with strips of plastic tape (the type which is reinforced with glass fibers). Place the tape around the edges of the sheet and run strips across the length and width every two feet, checkerboard-style.

To fasten lines to the plastic, tie cork fishing floats into the tarp as shown, or use a number of smooth rocks or a stiff ball of mud. Use knobs to anchor tarp to stakes or poles. Tie it down with thin sash cord or nylon line. See illustrations below for various types of shelters.



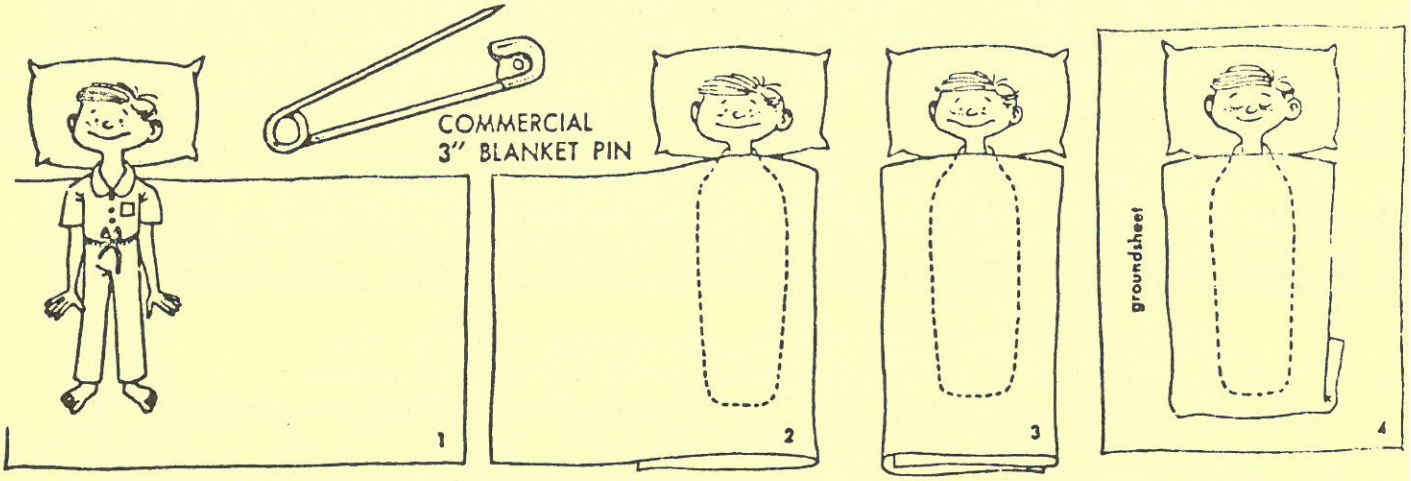
Comfortable Camp Beds



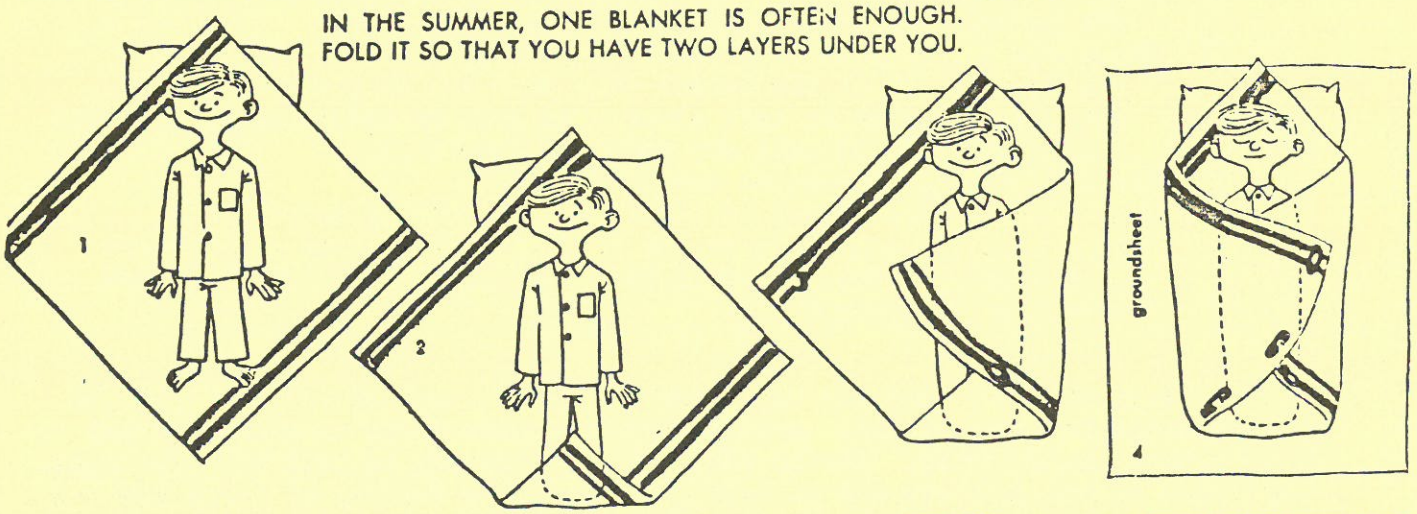
MAKE YOUR OWN BLANKET PINS FROM 10" WIRES.

bend the catch so that it safely guards the point

FOR AN overnight camping trip, your bed-making does not have to be very elaborate. But if you are staying for a while on the same site, the extra time you spend making a camp bed will be repaid by the added comfort you will have. But be sure to use only dead wood, or branches from down timber.

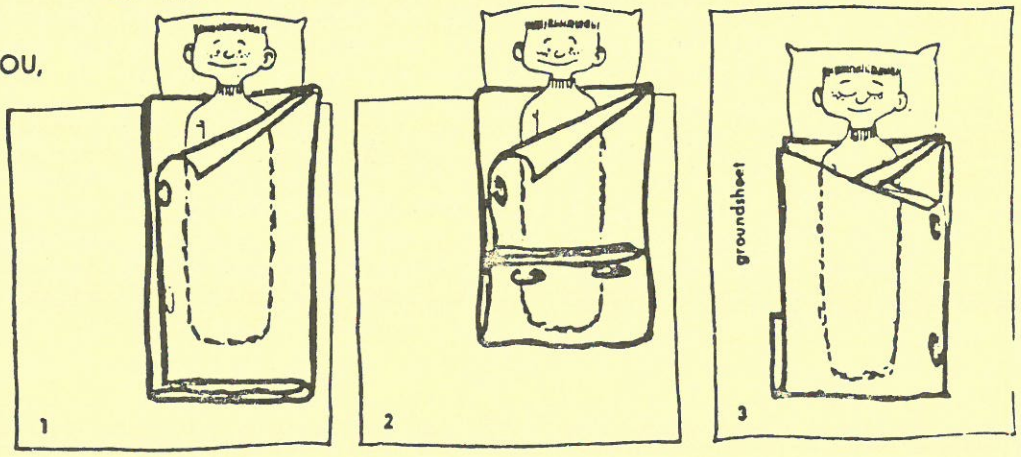


IN THE SUMMER, ONE BLANKET IS OFTEN ENOUGH. FOLD IT SO THAT YOU HAVE TWO LAYERS UNDER YOU.



FOLD A SQUARE BLANKET WITH ONE LAYER UNDER YOU, TWO ON TOP.

IN COOLER WEATHER, YOU NEED AT LEAST TWO BLANKETS. FOLD FIRST BLANKET WITH TWO LAYERS UNDER YOU. THEN BRING BOTTOM UP OVER YOUR FEET. SWING HALF OF SECOND BLANKET OVER YOU, AND FOLD BOTTOM UNDER YOUR LEGS.



SCHOLAR ACTIVITY BADGE

Let's face it, a majority of Webelo-age boys may not like school. There may be one or a dozen reasons. Probably the main reason is that a 10-year boy is-or would like to be-a free spirit, doing whatever he feels like when he feels like it. School is often seen as a place of confinement rather than learning.

A Webelos-age boy has a very high quotient of curiosity and a thirst for knowledge. There is at least one boy in your den who can ask seven straight questions about a subject that interest him. The problem is that for many boys, mathematics, English, history and geography are not very high on their current list of interest.

Through the Scholar Activity Badge we hope to encourage boys to do well in their school work, to understand why schools are necessary and what they offer, and to learn how schools are run in this country. If a boy is at least a fair student, he should have no trouble earning this badge.

Suggestions for Den Activities:

1. Talk with the boys about the history of education, how schools are developed in America. Try to arouse their curiosity.
2. Invite a member of the school board or a professional educator to talk to the boys on the value of an education and waht school has to offer a boy.
3. Help the custodian set up the meeting room for PTA.
4. Raise flag at school over a period of several weeks.
5. Invite someone to come and discuss careers which are available in the field of education.
6. Prepare a large chart of the school system, showing where the boys fit in both as student and as helper.
7. Encourage the boys to talk about what is going on at school--the people who work at the school--how each boy is progressing in school. Get them to talk about such jobs as safety patrol, office monitors, etc. and tell why they are important.
8. Plant flowers or shrubs on school grouds.
9. Tour a local high school or visit a local college campus.
10. Obtain some old school books for boys to look through and compare with current books. It will be interesting for them to see how education has progressed.

Another suggestion is have the boys list what they consider the best and the worst things in their school. Arrange to give these lists to the principal or a school board member. Invite them to a den meeting to talk with the boys. Important to the participants in such a meeting is a feeling of trust and comradery. Allow the meeting to have an informal setting. After respectfully introducing the guest, let it become an informal rap session. A few cookies and punch served by the denner has worked wonders in the past. Now is the opportunity for the leader to blend into the woodwork and enjoy observing. Do not become concerned with a lack of participation on the boys' ppart. If the quest is someone concerned with the boys of this age group, he or she will draw them in. Many an hour den meeting has ended quite sometime after that with the parents joining for cookies and punch. Enthusiasm seems to build during such sessions and the boys never run out of questions.

Dear Teacher:

As a Webelos Scout, _____ is now working to achieve his Scholar badge. The following is a list of requirements which requires the teachers' signature, verifying the fact that he has indeed completed these deeds.

_____ Maintain a good record in attendance, behavior and grades at school.

_____ Be an active participant in a school activity or service.

_____ Discuss with your teacher or principal the value of having an education.

Please sign off each achievement as it is completed with your name and the date of completion. Your help in this matter will be greatly appreciated.

Sincerely Yours,

_____
Webelos Leader
Pack _____

TWO CARS

If two cars start from Denver to drive to Colorado Springs, a distance of approximately 80 miles, if they are both the same make of car, and if both are being driven at the same rate of speed, and yet, while one of the cars makes the distance in 80 minutes, it takes the other one one hour and 20 minutes. Can you explain the reason?

Answer: 80 minutes and one hour and 20 minutes are the same.

CAB DRIVER

Suppose you are a cab driver. A lady with two suitcases hails you and asks to be driven to the railway station in a hurry. On the way there is an accident which results in a traffic jam. The lady gets impatient, jumps out of the cab, and runs to the depot. She had forgotten the suitcases. She missed the train and now she starts looking for the cab driver. She does not know his name. What was the cab driver's name?

Answer: His name is the same as yours, for "You are the cab driver."

"JUST ONE WORD":

Give each boy a paper with DJRUOWSTNEO on it. Instruct the boys to write JUST ONE WORD from these letters. If they follow instructions they will write JUST ONE WORD.

S-GAME: The game consists of writing a word beginning with the letter S in answer to the questions below. When the time limit is up (ten minutes) each player in the group is called upon to read his answer to number one. After the scores have been noted, each player reads number two, and so on.

Scoring: Score your paper as follows: 10 points, if no one else has your answer; 5 points if one other person has the same; 2 points if three or more have the same answer. The player with the most points wins. Remember the more that you "copy" your neighbor's sheet, the lower your score will be. Remind the cubs that the person with the unusual words has the best chance of winning the game.

			SCORE
1.	Something you like to do	S_____	_____
2.	Something you hate to do	S_____	_____
3.	Famous person	S_____	_____
4.	Fish	S_____	_____
5.	Vehicle	S_____	_____
6.	Title of book	S_____	_____
7.	Inventor	S_____	_____
8.	River	S_____	_____
9.	Country	S_____	_____
10.	Animal	S_____	_____
11.	Flower	S_____	_____
12.	Author	S_____	_____
13.	College	S_____	_____
14.	Song	S_____	_____
15.	Tree	S_____	_____
16.	Color	S_____	_____
17.	Vegetable	S_____	_____
18.	Magazine	S_____	_____
19.	Household item	S_____	_____
20.	School subject	S_____	_____

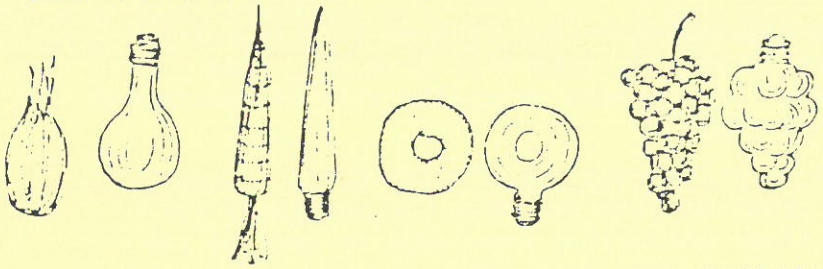
TEST YOUR SENSES: Gather cubs together. Give each a paper cup. Now explain the test. They are to find the following: something green, something brown, something rough, something smooth, something living and something dead and something man-made. They will be blindfolded and once the word "go" is said they must not speak at all until someone tells them to remove their blindfolds. Make sure they heard you because you will not tell them again. Part of the test is to learn to listen when instructions are given to us. When they have gathered all seven items they are to sit down whereever they are until someone comes and leads them to the place where they can take off their blindfold. This game can be played in a yard or at the park. Remember, YOU MUST NOT TALK TO ANYONE but use your mind to get around and find what you need to find.

FIND: SOMETHING GREEN, SOMETHING BROWN, SOMETHING ROUGH, SOMETHING SMOOTH, SOMETHING LIVING, SOMETHING DEAD, SOMETHING MANMADE. Now blindfold yourself and stand until I say "Go". "GO".

As the cubs grope for the items watch them carefully so that no danger comes to them. As soon as someone has finished all seven, walk over and ask him to remove his blindfold but NOT TO SPEAK TO ANYONE. After all are finished, ask them to talk about their experience. How it felt being blindfold. Looking for something green when you could not see the colors.
An explanation: Life is a road which we must follow. We can follow it in darkness like the blindfold or we can grasp all the education we can and set goals for ourselves. Being a scholar is to have KNOWLEDGE.

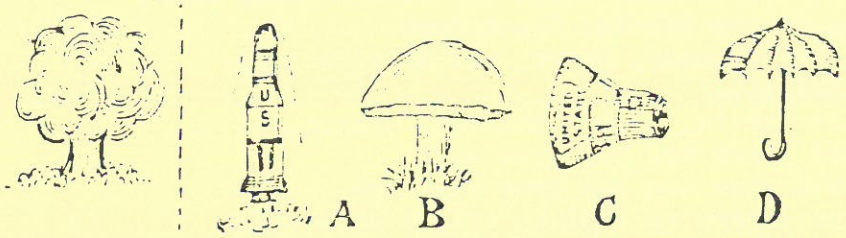
MIND BUILDERS

Here is an exercise to set up your creativity. A light "bulb" is not the only possible shape for an incandescent lamp. Other possibilities are: might be a light "carrot," a light "doughnut," or a light "bunch of grapes." Think of seven or more other shapes for an incandescent lamp.



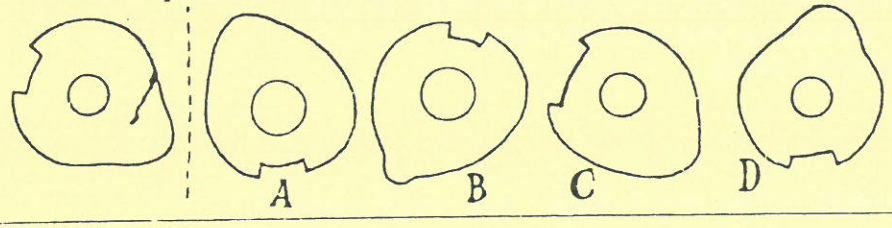
No 'right' answer. How about a light pineapple, mushroom, or rose? Part of being creative is seeing that things could be different than they are.

Which object (A, B, C or D) looks most like the atomic explosion?



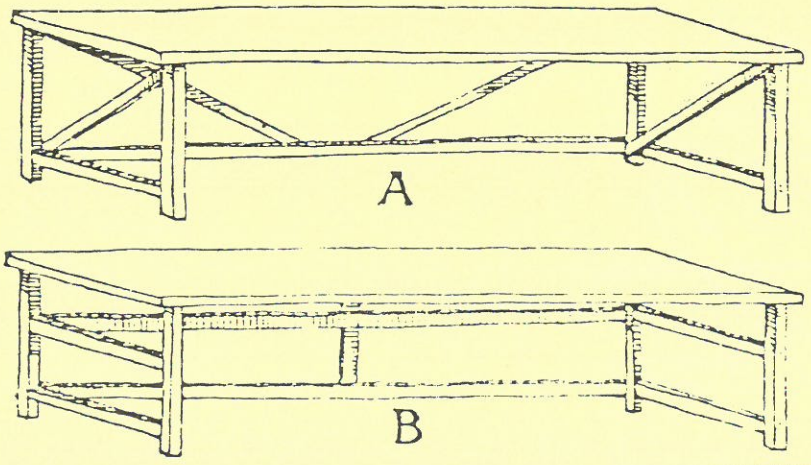
B. The expression 'atomic mushroom' is very appropriate. This type of exercise helps you see how things are alike, though they may be quite different in most ways.

Part of a machine is bent and will not work. Which part (A, B, C or D) should replace it?



D. This type of exercise helps you perceive the parts of physical objects, whether machinery, buildings or continents.

Which workbench is stronger (A or B)?



A. A structure made with triangles is stronger than one made with rectangles. You can prove this by cutting 7 strips of cardboard and attaching them with thumbtacks, as shown. If you hold onto the points of the thumbtacks and pull outward, the triangle will keep its rigid shape, but the rectangle will change into a rhomboid. Workbench 'B' would be less steady than 'A' and could more easily collapse under pressure.

SCIENTIST ACTIVITY BADGE

We live in an exciting age of science that continues to bring new explorations and discoveries. The scientist tries to learn the laws of nature that govern the how, why, and wherefore of the world about him so that these laws can be used by people to improve the environment.

The Scientist Activity Badge offers opportunities for lots of fun, learning and a touch of magic. Boys who have inquiring minds will love it. Even those whose interests are more toward the outdoors or sports will be interested if they have plenty of chances to experiment.

Choose experiments and enjoy an "exploration into space" with Webelos Scouts. Be sure to perform the experiments ahead of time and have the necessary materials on hand. The boys can use their scientific knowledge to astound the Cub Scouts at pack meeting with experiments and scientific tricks showing their phenomenial learning from den meeting.

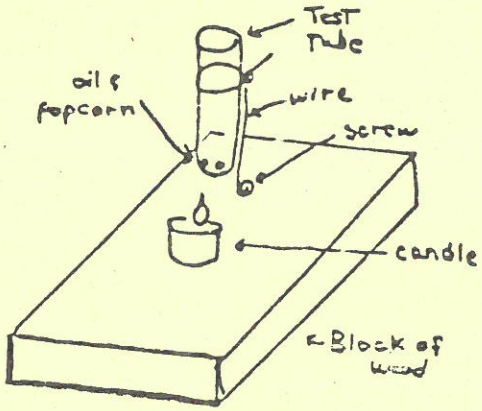
Suggestions for Den Activities:

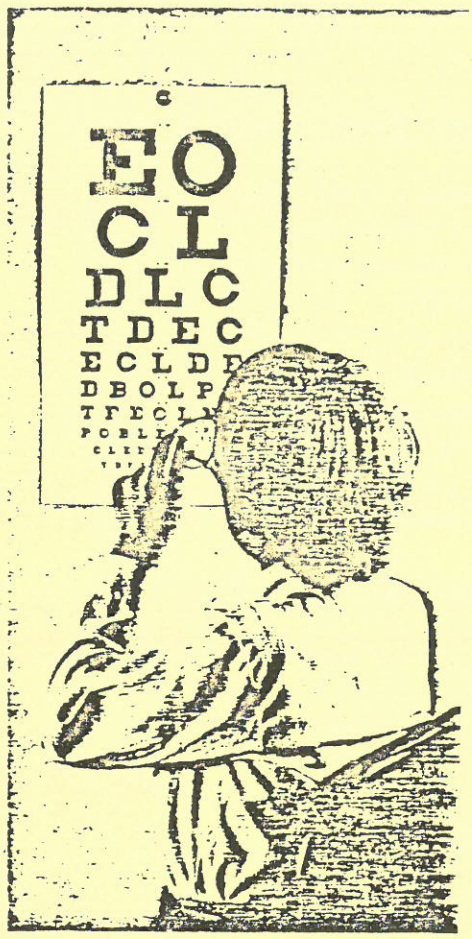
1. Do the atmospheric pressure and balance tests in Webelos Scout Book.
2. Do the inertia experiments in the Webelos Scout Book.
3. Make fog, using a gallon jug, stopper, water, and bicycle pump.
4. Make a do-it-yourself flashlight.
5. Make a barometer using milk bottle, straw, balloon, string.
6. Visit an eye specialist and learn how the eyes work.
7. Make an optical illusion and show how the eyes converge.
8. Visit an airport and ask an expert to explain flight principles.
9. Have a slow-motion bicycle riding contest to illustrate balancing ckills.
10. Invite a weather expert to talk to the den or visit a weather station to learn about weather and air pressure.
11. Discuss the various branches of science and how they differ.
12. Make a chemical garden. (Webelos Den Activities)
13. Make crystals (Webelos scout Book)

POP THE CORN

Equipment - One test tube, pop corn popper and pop corn.

The first one to get his corn to pop is the winner, he must pop two kernals. Each boy must put corn in the test tube and light his own candle.





Seeing it clearly

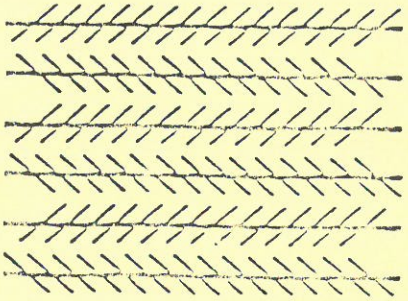
Your eyes don't hurt, but the doctor says you need glasses. Why? How can glasses help your eyes?

Light comes into your eye through the pupil—the round, dark opening in the middle. Just behind the pupil is a built-in lens. The lens bends the light and makes it fall on a spot called the retina (REHT uh nuh) that is at the back of the eye. The retina is full of nerves that go to your brain. When light touches the retina, a message is sent to your brain—and you see.

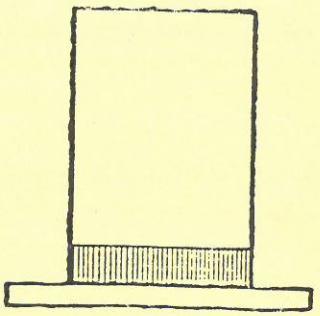
The lenses in your eyes are soft. They change shape, so that light rays will come together, or focus, on the retina. Muscles in the eye squeeze the lens and make it thicker for close-up seeing. For far-off seeing, muscles pull the lens and make it thinner.

Sometimes people's eyes are not quite the right shape. No squeezing or pulling changes the lens enough to make the light rays focus on the retina. Either nearby or faraway things look fuzzy.

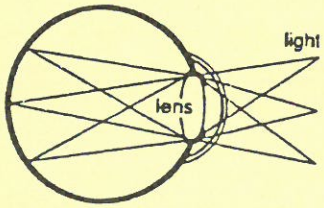
When your eyes are tested, the doctor can tell exactly how much help your lenses need. Then glasses are made with lenses that bend the light rays just enough to make them focus on the retina.



Do the scratches make the long lines slant?



Is the hat as tall as its brim is wide?

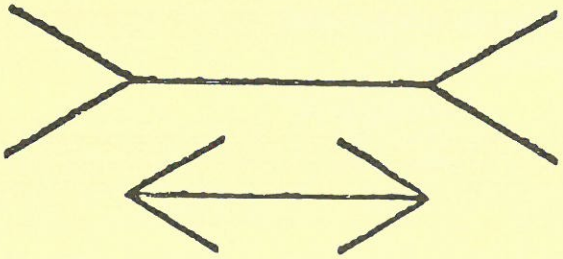


The lens in your eye bends light rays and makes them focus, or come together, at the back of your eye.

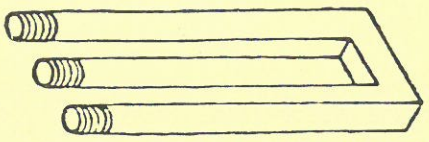
What Do You See?

Just for fun, some people make up tricks on the eyes, or "optical illusions," to show how our eyes can fool us sometimes.

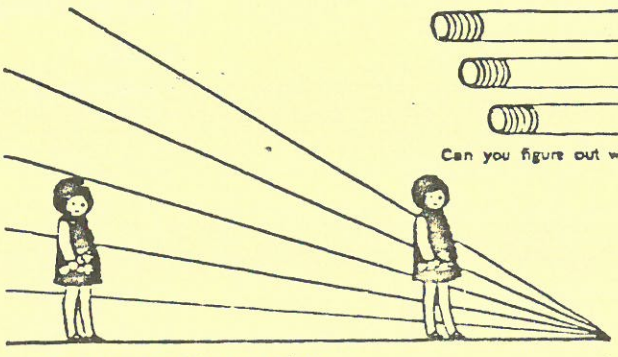
Here are some of these just-for-fun optical illusions. See if they work for you, and then try them on your friends.



Is the top line as long as the bottom line?



Can you figure out where the middle bar starts?



Which girl is taller? Measure and see.

Weighing air

You can make a scale with which to weigh air! A lamp with an ordinary light bulb will make the warm air you need.

Balance one stick between two chairs or two small tables. Make sure the stick is steady.

Cut two pieces of string. Tape one end of each piece of string to the bottom of a paper bag. Then tie one bag to each end of the second stick. Open the bags all the way.

Balance the second stick across the first stick. Make sure that the stick is straight and that the bags hang down evenly.

Turn on the lamp. Stand it under one of the paper bags, so that the heat from the light bulb warms the air in the bag. What happens as the air gets warm?

When the air inside one bag warms up, the two bags are no longer balanced. The bag above the lamp moves up, and the other bag moves down.

The heated air in the bag above the lamp expands as it warms up—the molecules push farther and farther away from each other. Some of the air is pushed out of the bag.

The air left in the warm-air bag has many fewer molecules than the air in the cool-air bag. It weighs much less than the cool air. So the bag of warm, light air rises, and the bag of heavy, cool air sinks.

Materials

- lamp
- paper bags (2, same size)
- sticks (2, long)
- string
- tape

A push in two directions

Blowing up a balloon takes a lot of huffing and puffing. But if you let the balloon go, the air rushes out—and the balloon takes off like a rocket! What makes it fly?

When you blow up a balloon, you push air into it. The force, or push, of the air inside the balloon makes the balloon bigger.

But anytime something makes a push, the thing it pushes against pushes back. The two pushes are exactly the same size, but they go in opposite directions.

The air inside is pushing on the balloon, but the balloon is pushing on the air, too. When you let go, the balloon pushes the air out of the opening. But the air pushes back at the balloon—and the push makes the balloon fly.

A rocket balloon

This project proves that when there is a push in one direction, there is always an equal push in the opposite direction.

Flatten the bag. Place the straw on the middle of one side, along the length of the bag. Tape the straw to the bag. Decorate the bag to look like a rocket, using the side with the straw as the top.

Thread the string through the straw. Then stretch the string between two chairs. Tie the ends so that the string is tight. Slide the straw to one end of the string.

Slip the balloon into the bag. Then blow up the balloon. Now your rocket is ready to fly.

Let go of the balloon. Your rocket will take off and zip forward along the string, pushed by the air rushing out of the balloon.

Materials

- balloon (long)
- crayons
- drinking straw (long)
- paper bag (small)
- string (long)
- tape

A crystal garden

You can see how crystals of a mineral grow by growing some crystals yourself. Here's what you need:

- 6 tablespoons of water
- 1 tablespoon of ammonia
- 6 tablespoons of laundry bluing
- 6 teaspoons of salt
- 6 pieces of charcoal—the kind used for outdoor cooking

Mix the water, ammonia, bluing, and salt together in a bowl.

Put the charcoal in a pie pan. Now pour the liquid over the pieces of charcoal. Put the pie pan in a warm place where the water will evaporate quickly.

When the water has evaporated, you will find you have grown a fantastic "garden" of crystals!

If you can't get some of the things listed above, you can grow crystals with nothing more than salt and water. Common table salt is a mineral called halite that forms in cube-shaped crystals.

Put a little hot water into a small pie pan or a saucer. Then, put several spoonfuls of salt into the water. Stir the water until all the salt dissolves. Put the pan in a place where it won't be disturbed. Leave it there for a few days.

Slowly, the water will dry up. On the bottom of the pan there will be a lot of shiny, cube-shaped crystals of salt.

Homemade clouds

You can make a cloud! In fact, you probably have made clouds many, many times. All you need is a cold day.

Just open your mouth and blow a puff of breath into the cold air. For just a moment, you'll see a cloud. It's only a tiny, smoky, whitish patch in the air. But it's a real cloud.

Clouds are made when warm, moist air hits cold air. That's what happens when you breathe on a cold day. Your breath is warm from being inside your warm body. And your breath is full of water vapor—water in the form of a gas. When your breath hits the cold air, the water vapor instantly turns into many tiny droplets of water. The droplets form a cloud, just like the clouds in the sky. But the cloud is so tiny that it quickly spreads out and vanishes in the air.

Flat sides and sharp corners

A chunk of mineral may seem to be just a jagged, lumpy, or twisty piece of hard stuff with no special shape. But each kind of mineral is actually made up of tiny shapes called crystals—shapes that have flat sides and sharp corners, such as cubes, squares, and pyramids.

Each kind of mineral is made up of crystals that have the same shape. The mineral halite, which is the salt we put on food, is made up of crystals shaped like cubes. Diamonds are made up of crystals shaped like pyramids. Graphite, which is the "lead" in pencils, is made up of square crystals.

It seems strange to think of hard, lifeless things growing. But crystals actually do grow. They don't grow from the inside, as living things do, however. They grow by joining together. For example, the walls of a cave may be covered with a particular mineral. Water trickling down the walls washes crystals of this mineral onto the cave floor. The water, filled with many tiny crystals, forms a puddle on the floor. As the puddle slowly dries up, the crystals stick together. They form larger crystals. That's how crystals grow—when more and more of them join together.

Some minerals have the same shape as the crystals they are made of. Diamonds usually look like two pyramids with their bottoms stuck together. Graphite comes in flat sheets. Pyrite comes in clusters of shiny, golden cubes. Quartz is often found in clusters of six-sided, pointed shapes.

Clouds airplanes make

Have you ever looked up and seen a jet airplane high in the sky? Sometimes you will see what looks like a trail of white smoke stretched out behind the plane. This trail is a cloud made by the jet.

The air high in the sky is cold and frosty. Hot gas, left over from burned fuel, comes out of the jet's engines. There is a lot of water vapor in this hot gas. When the water vapor hits the cold air, it instantly condenses into tiny water droplets or ice crystals. So the jet leaves a long, white cloud behind it.

These long clouds that a jet makes are called contrails, which is short for "condensation trail." Contrails sometimes cause rainstorms or snowstorms.

What keeps them up?

How do an airplane's wings help it stay in the air? What keeps a satellite up?

Airplane wings have a special shape. They are curved on top and straight on the bottom. This shape is what helps lift the plane up.

When the plane starts to move, the wings cut through the air. The air moves over the curved top of the wing and under the straight bottom. The air moving over each wing pushes down on it. And the air moving under each wing pushes up.

The curved top of the wing is longer than the straight bottom. The air moving over the wing has to travel farther than air moving under it. So the air going over the wing moves faster. And the faster it moves, the less it pushes. As the push *over* the wing gets weaker, the push *under* the wing begins to lift the plane. So the plane leaves the ground. As long as the plane keeps moving, the wings lift it and help it to fly.

Far out in space, a satellite circles the earth. What keeps it from falling? And what keeps it from sailing away?

Two kinds of forces work to make the satellite circle around the earth. One is the tremendous push of the satellite's speed—thousands of miles (kilometers) per hour. Without this push, gravity would pull the satellite back to earth.

The other force is the pull of the earth's gravity, which reaches far out into space. Without this pull, a satellite would travel in a straight line, away from the earth.

Gravity pulls the satellite toward the earth. But the speed of the satellite pushes it outward. When the push and the pull are even, the satellite can't sail away from the earth—or fall back to the earth, either. Instead, it speeds *around* the earth, making a circle in space.

Clouds on the earth

Eeee-rump! Eeee-rump! The growly sound of a foghorn echoes in the night. A thick, gray fog creeps in from the ocean and settles over the waterfront. You can hardly see your hand in front of your face. It's like being in the middle of a cloud.

As a matter of fact, that's just what fog is. It's a cloud that touches the earth, instead of floating high in the sky.

Like every other kind of cloud, fog forms when warm, moist air meets cool air. Fog often forms when warm, moist air passes over the cold water of an ocean, lake, or river. The warm air quickly cools. Then the water vapor in it becomes millions of tiny droplets of water —a cloud that rolls in from the water and spreads out over the land.

Fog forms over land in much the same way. This happens when ground that has been warm all day begins to cool off. As the warm air above the ground cools, the water vapor in the air turns into droplets of water. Then there's a fog that hugs the ground.

Metric Words - Can you figure out these well-known sayings and quotes? In the original wording, each includes an English measurement like inch, mile, or cup. We have updated them into metric terms. Figure them out for fun.

1. Just 4.8061 milliliters of sugar helps the medicine go down.
2. 28.4 grams of prevention is worth .454 kilograms of cure.
3. Give them 2.54 centimeters and they'll take 1.61 kilometers.
4. My .236 liters runneth over.
5. 2.54 centimeter worm.
6. Boy is it hot! It must be 37.7 celsius in the shade!

Answers: 1. Just a teaspoonful of sugar helps the medicine go down. 2. An ounce of prevention is worth a pound of cure. 3. Give them an inch and they'll take a mile. 4. My cup runneth over. 5. Inchworm. 6. 100°F

DAFFYNITIONS

ATOM - half an indian drum.

MOLECULE - a furry animal living in an underground cule.

ELECTRICITY - a major population center in the country of Electra.

SOLAR - the bottom of Lar's feet.

SOLID - the only lid left.

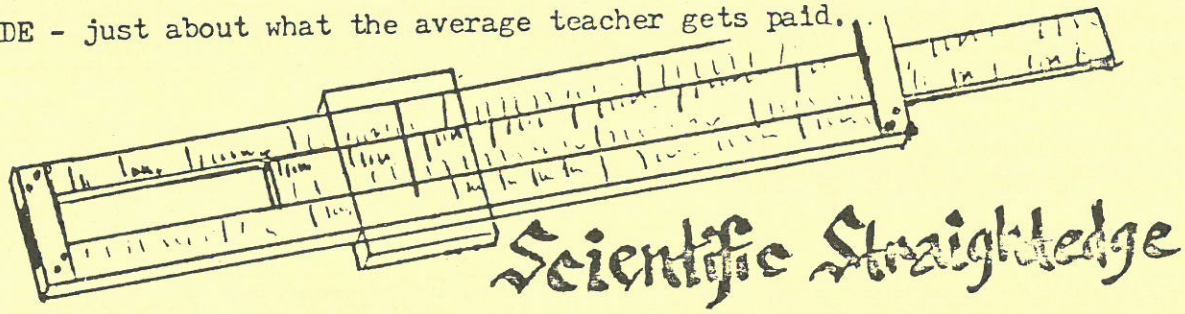
PROTON - anyone in favor of ton.

CHEMISTRY - the tree behind the science lab at the university.

MAGNET - a net to catch magpies with.

FAHRENEIT - Fahren was about 6'2" last time I saw him.

CENTIGRADE - just about what the average teacher gets paid.



Pick 'Em Up If You Can

Drop five toothpicks on the table. Be sure they are not in an even row. Pick them up as follows... .

First toothpick between your two thumbs
Second one between your two first fingers
Third toothpick between your two second fingers
Fourth one between your two third fingers
Fifth toothpick between your two little fingers

Place a large piece of white paper on the floor in front of a window through which the bright sun is shining. Set a glassful of water on the window sill so that it extends slightly over the inside edge. The water in the glass will act as a prism and produce a spectrum on the paper on the floor. A rainbow!

STUBBORN QUARTER AND LAZY DISKS - INERTIA

Materials Needed:

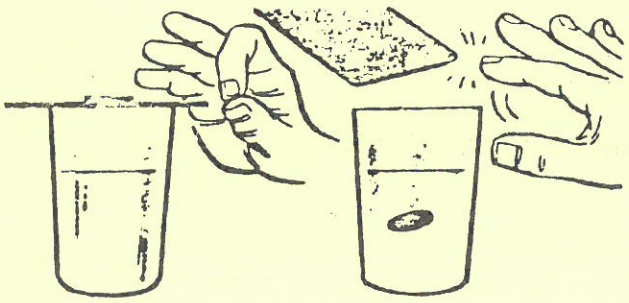
Glass of water
Playing card
Quarter
5 checkers

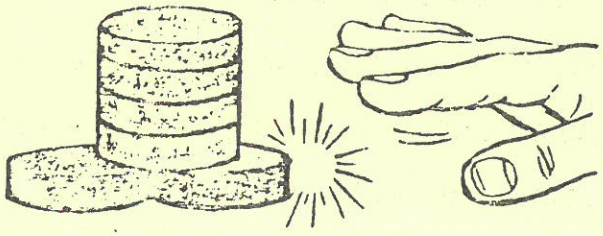
Procedure:

Put the card on top of the glass with the quarter in the center of the card. Now, shoot the card off the glass like you would shoot a marble. The card will fly but the coin will drop into the glass. Inertia keeps the coin from moving.

Next pile four of the checkers on top of each other. Place the fifth checker 2 or 3 inches away. Now flick the fifth checker with your finger at the bottom of the pile. If it hits correctly the bottom checker will fly out but the three on top of it will remain behind, one on top of the other.

Below, the "stubborn" coin; below right, the "lazy" disks.



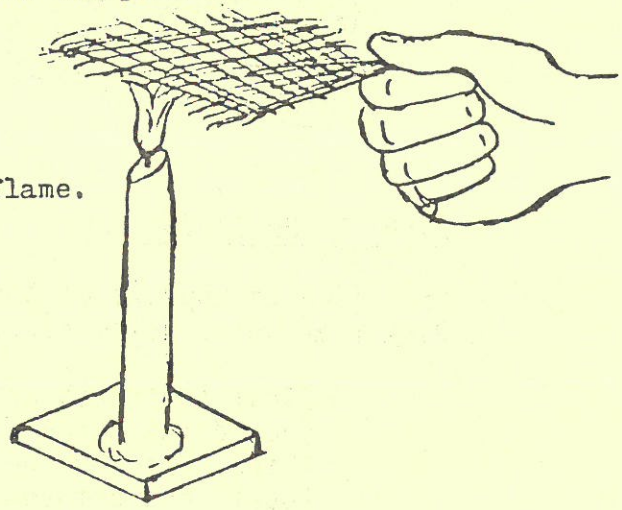


TOUCH: ONE PENCIL OR TWO

You can show that nerve endings are not distributed evenly throughout your body by doing the following. Take two sharpened pencils. Blindfold yourself and have a friend press the point of one of the pencils on the palm of your hand. Have him repeat with two pencils held about a quarter of an inch apart. Repeat, alternating irregularly while you guess how many points. You should score well. Next have him alternate the pencils on the skin of your upper back near the spine. You will find you can not tell whether it is one or two pencils pressing on your skin. The nerve endings on the palm are much more frequent then those on the back.

CONDUCTOR

Lower a small piece of wire screen onto a candle flame.
The flame is cut off.
The screen wire conducts the heat away.



A WEATHER FORECASTER

A change in humidity - moisture in the air - usually means a change in the weather. Because human hair reacts to moisture, you can use it to make a handy weather predictor.

Materials Needed

A large, clear glass jar (like a 1-qt. mayonnaise jar) with lid

Lightweight plastic lid (from cottage cheese or yogurt)

Human hair

Paper and thin cardboard.

1. Using a hammer and small nail, punch about 10 holes into the jar's metal lid and cardboard liner. These allow air and moisture in, while the lid keeps out larger air currents.

2. Cut plastic lid into disc with a diameter smaller than jar opening. Make a pinhole exactly in center of plastic disc.

3. Cut a thin cardboard rectangle, 3 cm X 12 cm. Leave a tab on each end. Fold it in half, and crease to form an 'A' shape. Make a pinhole midway in the crease. Draw a character or scene on one half to indicate rainy weather - one on other half for fair weather.

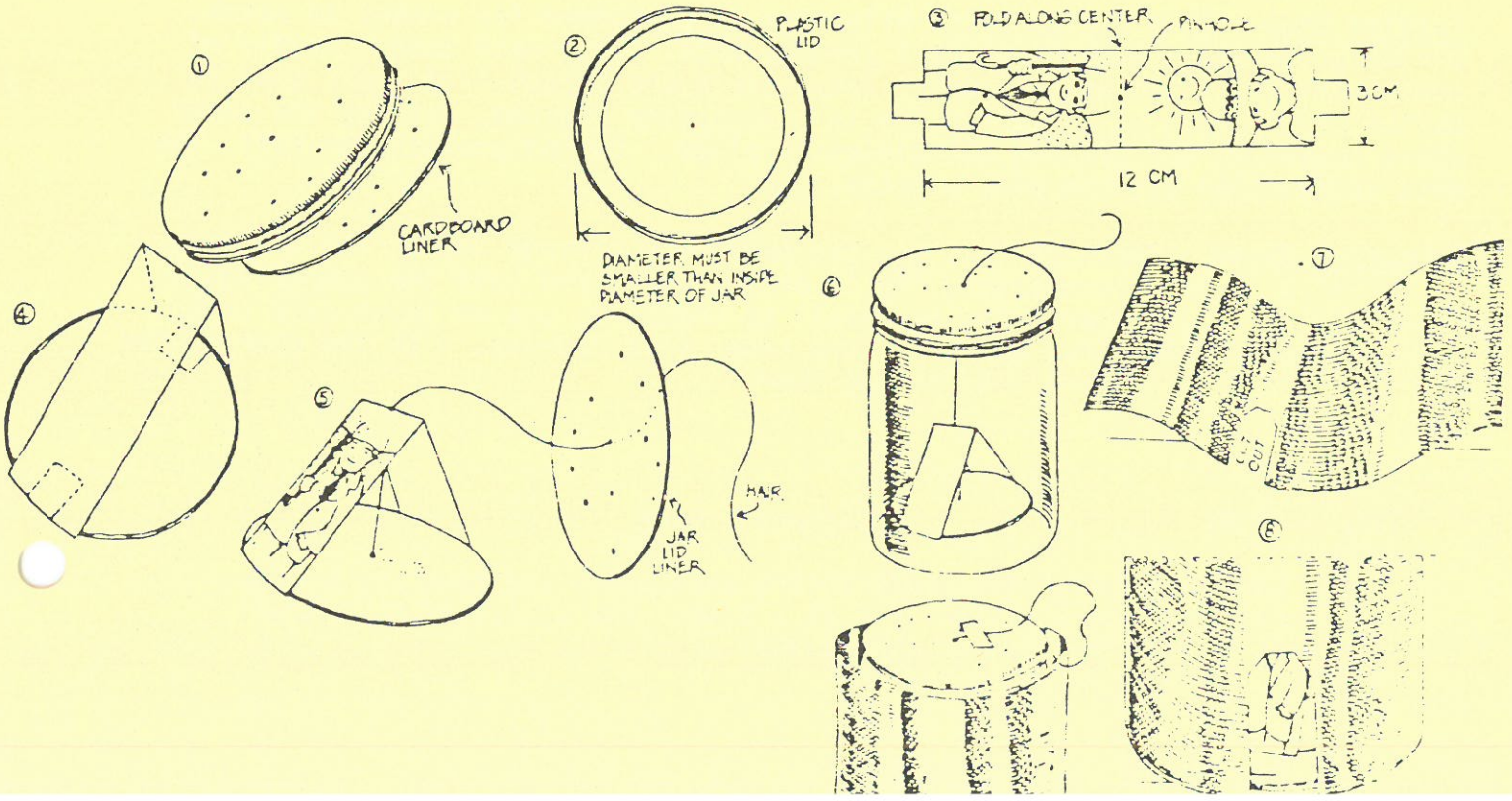
4. Bend the tabs inward, and tape them to opposite ends of plastic disc's underside. The pictures should face outward.

5. Clip a few strands of clean human hair. Thread the hairs through the pinholes in plastic disc and cardboard, and tape them to underside of plastic. Remove liner from jar lid. Thread the other hair ends through a pinhole in the liner. Do not return liner to metal lid yet.

6. To adjust hair, lower base to the bottom of jar and set lid liner on the mouth. Pull hair until base lifts off bottom, rotates freely, and does not touch any glass. Tape hair to cardboard liner, and snap liner back into metal lid.

7. Cut a paper sleeve to fit around jar. Cut out a door the size of both rainy and fair weather figures.

8. Make sure lid is secure. Place it on a brick in bucket of warm water and drape wet towel over top. After a few minutes, turn paper sleeve so you can see the rainy weather character through the coor. Then, when the atmosphere humidity changes, the figures will turn, to show the change through the opening.



SHOWMAN ACTIVITY BADGE

The Showman Activity Badge has something for every Webelos Scout. For the "ham" actor, there's drama--for the shy boy, puppetry--for almost every boy, good entertainment for pack meeting or for a den family night.

You might decide to use a theme for the Showman Badge, the Cub theme of the month, so all the entertainment at pack meeting will be coordinated. Then again, your boys may have some ideas of their own about a good theme to follow.

It is doubtful that you will produce any skilled entertainers, but the badge should help expose the Webelos scout to theatre and musical arts, and perhaps build self confidence in some of them. It's bound to be fun!

The puppets section of this book will give you ideas on making various,types of puppets. The skits section will also be helpful for skit ideas, costumes, and make-up as well as the Boys' Life Reprint #26-047 for ideas.

Suggestions for Den Activities:

1. Attend a high school play or concert.
2. Invite a drama teacher to explain and demonstrate make-up techniques; or invite a shrine clown to demonstrate clown make-up.
3. Discuss stage directions and what they mean
4. Learn how to make sound effects for skits.
5. Use a tape recorder to record the boys' voices so they can hear how they sound.
6. Use a tape recorder to record sound effects.
7. Visit a costume shop.
8. Visit a TV or radio station and watch program in action.
9. Visit a recording studio.
10. Write a one-act play for pack meeting and make costumes.
11. Write and film a short (3-5min.) movie. Show it at a pack meeting.
12. Make puppet stage from cardboard boxes.
13. Write a puppet play and make puppets to go with it. Present it at pack meeting.
14. Make a shadow puppet screen and shadow puppets.
15. Take the show on the road to a children's home or hospital, as a good turn.

Fashion Show - This can be quite hilarious if performed for others to watch. Divide group into teams of about 4 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 a prize.

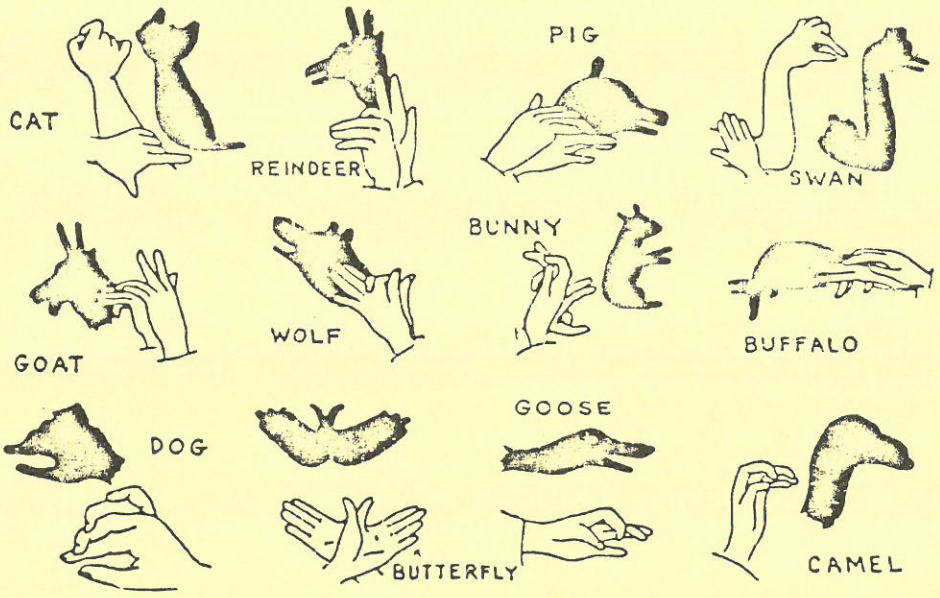
Newspaper Magic - Announce that you can perform a strange feat. You can take an ordinary sheet of newspaper, lay it on the floor and have two people stand on it, facing each other. Yet they will be unable to see or touch each other. Make your claim come true by laying the paper in a doorway, with the door closed. One person stands on each side of the door.

TELL-A-STORY Equipment - None

Line up boys of two teams facing each other and have one boy on each team tell a story one at a time. The object of this game is to make the other team laugh.

SHADOW PICTURES

Stand between a lamp and a wall, and you can have no end of fun making all kinds of shadow pictures. Hold your hands as shown below to make the animals shown. Try to remember the positions so you can show them to others. Experiment and make your own shadow pictures.



PRODUCE A FILM

One way to handle the play-writing phase of the Showman activity badge is to let the Webelos Scouts produce a film. This opportunity should excite any boy. Let them write the script, direct it, film it if possible, and act in the film.

Ideas for the plot will come easy, but the boys will need help in the mechanics of making the film. This rough outline should help.

1. The type of camera does not matter. Film can be brought from home with the boys paying the cost of film and developing.
2. A 50-foot reel of film will run about 3 1/2 minutes, so it is important for the boys to have a script. Determine the approximate length of the film to see how many reels will be needed.

   Five seconds is the shortest time for any one scene or title. This will allow the audience time to read it or see what's going on
3. The script should contain a plot outline to tell the story, and a detailed scene-by-scene outline describing the action of the scene and the time elapsed.
4. Have a run-through where boys learn what they are to do and practice.
5. Next comes a dress rehearsal with an unloaded camera to check out film angles and let the actors get used to their costumes. Make any needed changes in the script.
6. After a final dress rehearsal, shoot the film. It is best to shoot in the proper sequence so editing will not be necessary.
7. Develop the film and show it at pack meeting.

SPORTSMAN ACTIVITY BADGE

In a recent survey of boys of all ages across the country, playing team sports topped the list of activities that they are most interested in doing. Seventy-nine percent of the Cub Scout age boys considered learning how to play in team sports very important, so chances are you will find much interest on this subject among the boys in your den. Sports are fun to watch, but the boys will enjoy them even more if they understand the rules and are able to participate in the games.

The Webelos Scout Book devoted 19 pages to the Sportsman Badge, so this will be your best resource. Your responsibilities are to conduct the den meetings in such a way that every boy in the den becomes sufficiently skilled to meet all the requiremtns of the badge. Just participation in a sport is not enough. The boy should be able to demonstrate his skill and knowledge in his four selected sports. He will learn that by doing his best, he achieves a feeling of a real accomplishment.

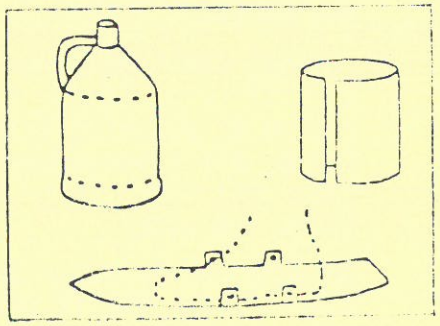
Also very important is the learning of sportsmanship. What does it mean in practice? It means the least skilled gets just as much instruction and encouragement as the best athlete. It means the better athletes learn not just to tolerate the awkward boy, but to help him. It means all boys can win and lose with grace and good sportsmanship.

The leader's example will help to achieve these goals. Put stress on the fun of the game, not on winning. If boys choose teammates, there is a good chance that most of the best players will wind up on one team. Encourage the less skillful players. Discourage others from belittling them. Sports in a Webelos den should be fun for all.

Suggestions for Den Activities:

1. Invite a sports figure, coach, or referee to den meeting to teach signals, and talk about teamwork, fair play and sportsmanship.
2. Attend a football, baseball, soccer or hockey game with dads.
3. Use big print posters to teach football signals. Practice until the boys know them well.
4. Have a father-son bowling night.
5. Let boys practice casting with fishing rod.
6. Practice archery, using a bale of hay behind paper targets. Teach the safety rules.
7. Make shuffleboard discs and cues. Lay out a court with chalk on a driveway and play a game.
8. Select a sport to demonstrate at pack meeting and practice.
9. Have a dad-son volleyball game.
10. Hike around a golf course.
11. Take the den ice-skating or roller skating.
12. Have boys make lists of the posts in which they have participated during the past year.
13. Challenge another Webelos den(s) to a sports day or in a particular sporting event.

Ski-Skate Tag - For a pair of shorty skis, remove the top and bottom of two gallon plastic botties. Cut down seams and flatten into strips, curved at the ends. Stand on the center of the plastic and mark the width of your shoe at the widest point. Mark small tabs on each side of your foot and a second pair of tabs near your ankles. Cut plastic to the width of your foot with tabs attached. Trim skis to a point at the front. To fasten the skis to your shoes, punch holes in tabs. Bend tabs up and lace with ribbon or cord, lacing over the tops of your shoes and around your ankles.

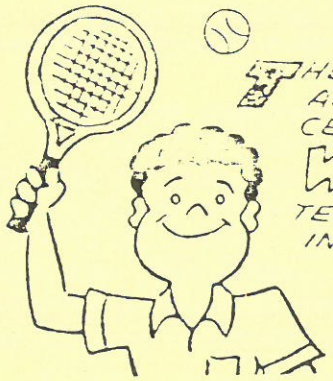


To play ski-skate tag on ice, one person is 'it'. When he tags another player, that player freezes in position. If he moves, he is automatically 'it'. If no one moves, the last player tagged is 'it' for the next round.

NAME the GAME

1	SLIDER	A	FOOTBALL
2	BIRDIE	B	TENNIS
3	SLAM DUNK	C	HOCKEY
4	HAT TRICK	D	BASEBALL
5	LOVE	E	GOLF
6	BLITZ	F	BASKETBALL

SOLUTION: 1-D, 2-E, 3-F, 4-C, 5-B, 6-A



THE EXPRESSIONS BELOW ARE ASSOCIATED WITH CERTAIN SPORTS IN THIS GAME BY MATCHING EACH TERM WITH THE SPORT IN WHICH IT IS USED

Sports Quiz

See how many term you can match with the game it belongs to.

1. Spare	Hockey
2. Shell	Trap-shooting
3. Shuttlecock	Boxing
4. Fairway	Bowling
5. Slalom	Polo
6. Double fault	Skiing
7. Eight-ball	Basketball
8. Chukker	Archery
9. Clay Pigeon	Boating
10. Technical K.O.	Football
11. Jump shot	Baseball
12, Puck	Figure skating
13. Double Play	Tennis
14. Figure Eight	Badminton
15. Field Goal	Pool
16. Headlock	Wresteling
17. Casting	Golf
18. Quiver	Diving
19. Jack-knife	Hunting
20. Oar	Fly fishing

1-5 = Amateur 5-10 = Novice
10-15 = Semi-Pro. 15-20 = Pro.

TRAVELER ACTIVITY BADGE

Almost everybody loves to travel--Webelos Scouts are no exception. But not everyone has the opportunity for extensive travel. Obviously you can't give your boys that opportunity while working on the Traveler Badge. But you can introduce them to some of the joys of travel and perhaps to a means of travel new to them.

Through the badge requirements, the boys will learn to read maps and timetables of railroads, buses, or airlines serving this area. They will use this information in planning trips. They will learn the comparative costs of rail, bus or air transportation. They may take some trips with their parents. They will learn to pack suitcases and check to see if family cars have adequate first aid kits.

Earning the Traveler Badge will not only help the boys prepare for travel experiences, but it will also enable them to get the most out of any trip they take and to learn more about our country.

Suggestions for Den Activities:

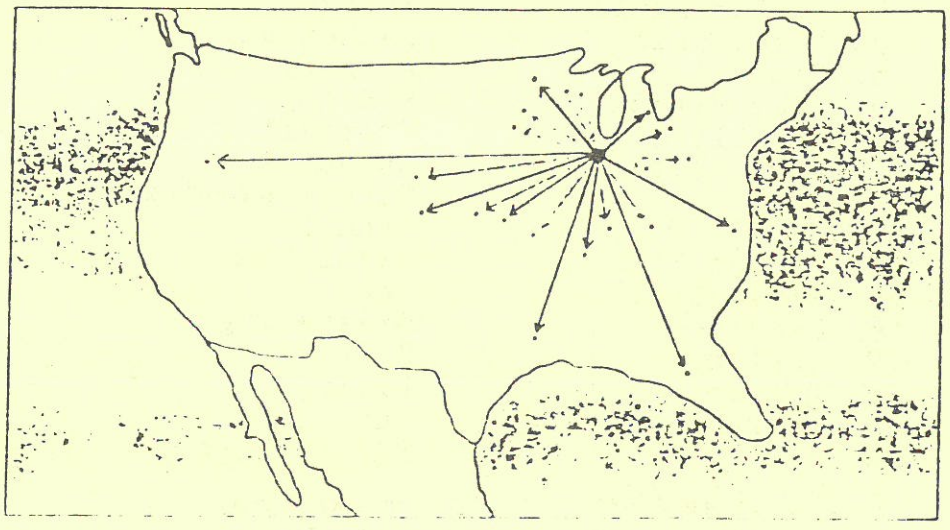
1. Visit a county, state, or national park with den families.
2. Visit a historic site nearby.
3. Take a bus or train trip.
4. Visit a travel agency or automobile club office and find out what they do.
5. Calculate cost and speed of a plane trip.
6. Make car first aid kits.
7. Visit a bus terminal or airport to see the inside operation.
8. Discuss timetables and how to read them.
9. Have a speed contest of locating specific destination and how to get ther, using maps and timetables.
10. Teach proper packing of suitcase. Afterwards, have a speed contest stressing neatness as well as speed.

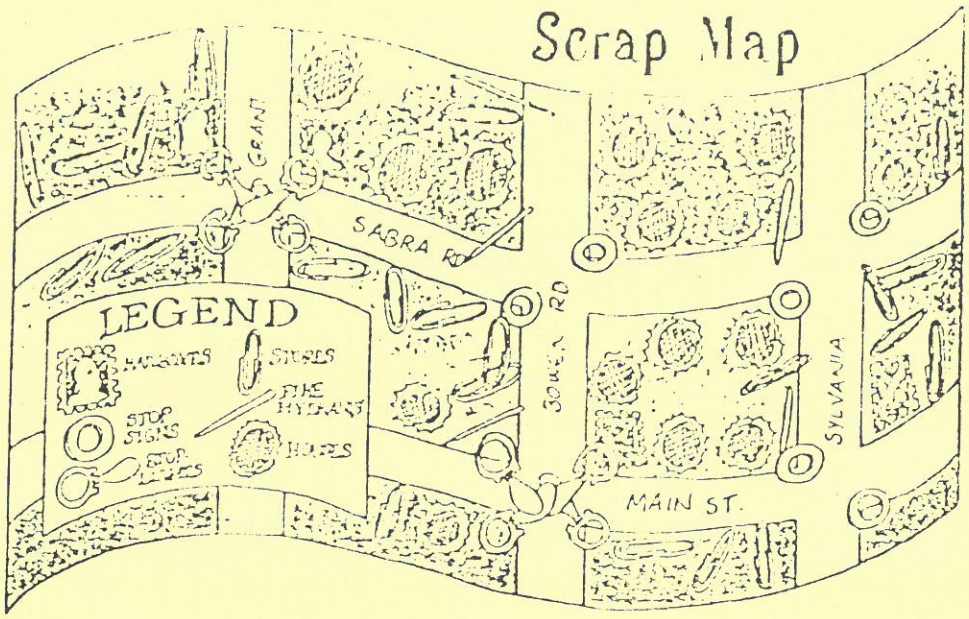
"Sphere of Influence" Map

On a United States map, mark (with tack or pencil) your home town. Draw an arrow from your town to:

cities where relatives live,
cities where friends live,
cities you've visited,
cities you know at least one fact about.

Make arrows from each group a different color. You can see how many towns play a part in your life. You'll probably be surprised to find out how far your influence reaches! ■





A map doesn't have to be of a faraway place or a large land area. It can be of a neighborhood—your neighborhood!

Make a map of your neighborhood. Use cancelled stamps to show the locations of mailboxes. Use washers to show where stop signs are. Use scraps as symbols for stoplights, houses, stop signs and fire hydrants.

Many maps have a legend. A legend is very important in helping someone read a map. It contains all the symbols used in the map and tells what they are. Make a legend in one of the corners of your map. Show the scraps used in the map and tell what each means.

CAR PASSENGER CODE - This code provides hints on how car passengers can help make each trip a safe and pleasant one.

1. Help yourself by:
   *always wearing your seat belt, or sitting in the back;
   *sitting down, so that you won't be hurt if there is a sudden stop;
   *keeping your hands away from doorhandles, gear stick, ignition key, and the driver.

2. Help the driver by:
   *sitting down, so that you don't distract him;
   *looking out for road signs;
   *keeping the noise down;

3. Help other passengers by:
   *not teasing younger passengers;
   *not putting anything dangerous on the back ledge;
   *saving all litter until you get home; use litter bags.

4. Help others on the road by:
   *staying in the car (if you put your arms or head out of the window, you could lose them!) while it is moving.
   *not throwing things out of the window;
   *getting out of the car on the side away from the traffic.

W 120

1. Traveler Brain Game -

HOW DID THEY GO?

Each of the fictional characters below made a famous trip. What means of transportation did they use to travel?

1. Casey Jones
2. 3 Wise Men of Gotham
3. Cinderella
4. Hans Brinker
5. Huckelberry Finn
6. Phinneas Fogg
7. Eliza
8. Winken, Blinken, and Nod
9. Ulysses
10. Butcher, Baker, and Candlestick Maker
11. Owl and the Pussycat

Answers: 1. Locomotive 2. Bowl 3. Pumpkin Coach 4. Ice skates 5. raft 6. balloon 7. Foot 8. Wooden Shoes 9. Ship 10. Tub 11. Boat

2. Road Map Alphabet - Give each boy a map. On the signal "GO!", each boy finds a city on the map for as many letters of the alphabet as they can find in 5 minutes. The boy with the most number of cities found on the map wins.

3. Packing Relay - Be sure each boy wears a bathing suit under his uniform this day. Have the boys divide into two teams, with an empty suitcase for each team. On the signal, the first boy runs to the suitcase, takes off his clothes, folds them and packs the suitcase properly (the Webelos Leader can approve). If done properly, he may then dress and tag the next boy in line. The first team to finish wins. A variation of this game is to have identical sets of clothes hanging in two different locations on a clothes line. The first boy for each team runs to the clothes line, takes the clothes off the clothes line, folds and packs them (the Webelos leader approves), runs with the suit case to the starting line, runs back (with the suitcase) to the clothes line and hangs the clothes back up on the line, and then races back to tag the next team member.

4. Road Map Location Game - Divide the boys into two teams (or if you have enough maps and ingenuity, have each boy work independently). The boys are to see where they would end up if they correctly followed your instructions.

Example using the Texas road map: Starting at Seguin, take I10 west until you reach I81. Turn right on I81 and continue until you reach FM...

You should have the same number of tasks for each of the teams (or boys). They could start at the same point or different points, take the same route or different routes, and end at the same location or at different locations. The first to correctly identify their destination wins.

One variation of this game is for the boys to locate the shortest route from one location to another or the one which has the fewest turns. (This can be using city maps, state maps, or even maps which include several states.) Another variation is to give the boys a starting point (Street address), a destination address in a city in another state, the appropriate state and city maps, and let them plan the trip. The first team to finish with a correct answer wins. If you've got a very sharp group of boys you could even try having them use different modes of travel and give them the appropriate timetables. (i.e., They could take the city bus to the bus station, the bus to another town which connects with the train, the train to a city in another state, a city bus in that city to a rental car distributorship, and then a car from there to another location.....Hopefully this gives you some ideas on the possibilities for road map games even if the last suggestion is a little farfetched and unrealistic.)

5. 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 name of a state 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. The first to complete a row across, down, or diagonally wins.

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 only use 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 carrots" or "Capture caged circus cats". If the answer is "Boston", it could be "Borrow big boots" or "Bring back Boston baked beans".

Circle Geography - Players sit or stand in a circle. One boy begins by naming a geographical location (city, state, country). The next player to the right in the circle names another location which begins with the last letter of the previous word. For example: First player says "California", second player says "Aberdeen", third player "North Carolina", and so on.

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 first letters on car tags, or the first letters of words on billboard signs.

GEOGRAPHY GAME

Players are seated in a circle. First player names a geographical term -- city, river, country, animal, race, etc. Second person must give a geographical word which begins with the last letter of the first player's word. Continue thus around the circle. The same word is not to be given twice.

YOU'RE GOING TO TAKE A TRIP

For this game you will need two teams of three or more boys. Each boy has a blindfold so that he cannot see. One boy will be the leader of his team and will have to guid his teammates and pick up small flags along the way. (The Webelos leader has put these markers in the back yard ahead of time so that no one will know where they are.) Make two identical trails. The team that comes back with the most markers is the winner.

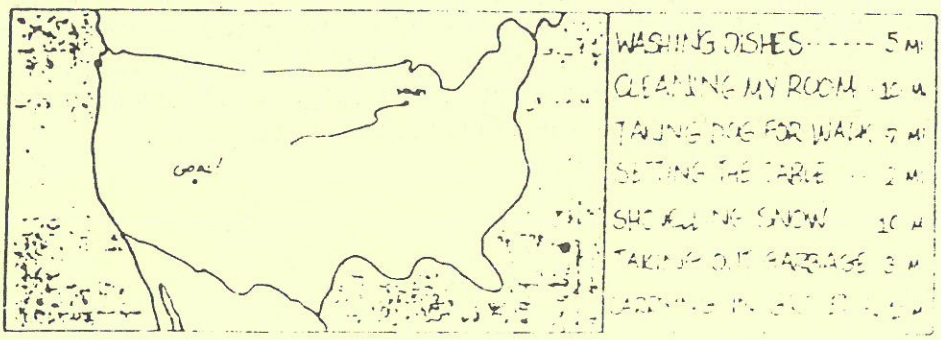
I PACK MY SUITCASE

One boy starts the game by saying "I pack my suitcase and I put in it.....(he says something like my ... or my shirt....or my toothbrush...). The next player says I pack my suitcase and I put in it....repeats the first player's item and then adds his own. This continues and each boy who is not able to get all the previous items correctly is out of the game and the game continues until all but one boy have missed.

SUITCASE PACKING GAME

Have each boy bring a change of clothes packed in a suitcase and a bathing suit. Have them start in a bathing suit. Have them put the clothes they have brought on hangers. The first thing that they must do is to pack the suitcase. Once pack they must run to the opposite end of the room and unpack the suitcase and put the clothes on.

Goal Map

Decide which American city you'd like to visit. Figure out how far away it is from your home town. Then set goals for yourself, and allow yourself miles for each completed goal.

Use a tack or a pencil (if no one has future plans for the map) to mark the map as you move closer and closer to your imaginary destination until you finally arrive.