WOLF

DEN LEADER GUIDE

BOY SCOUTS OF AMERICA®

Chief Scout Executive
Michael Surbaugh

The BSA's Commitment to Safety

We want you to know that the safety of our youth, volunteers, staff, and employees is an important part of the Scouting experience. Youth develop traits of citizenship, character, fitness, and leadership during age-appropriate events when challenged to move beyond their normal comfort level and discover their abilities. This is appropriate when risks are identified and mitigated.

The Scouting program, as contained in our handbooks and literature, integrates many safety features. However, no policy or procedure will replace the review and vigilance of trusted adults and leaders at the point of program execution.

Commit yourself to creating a safe and healthy environment by:

- Knowing and executing the BSA program as contained in our publications
- Planning tours, activities, and events with vigilance using the tools provided
- Setting the example for safe behavior and equipment use during program
- Engaging and educating all participants in discussions about hazards and risks
- Reporting incidents in a timely manner

Thank you for being part of Scouting and creating an exciting and safe experience for every participant.

Prepared. For Life.®

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DEN LEADER GUIDE

BOY SCOUTS OF AMERICA®

BOY SCOUTS OF AMERICA
SCOUTER CODE OF CONDUCT

On my honor, I promise to do my best to comply with this Boy Scouts of America Scouter Code of Conduct while serving in my capacity as an adult leader:

1. I have completed or will complete my registration with the Boy Scouts of America, answering all questions truthfully and honestly.
2. I will do my best to live up to the Scout Oath and Scout Law, obey all laws, and hold others in Scouting accountable to those standards. I will exercise sound judgment and demonstrate good leadership and use the Scouting program for its intended purpose consistent with the mission of the Boy Scouts of America.
3. I will make the protection of youth a personal priority. I will complete and remain current with Youth Protection training requirements. I will be familiar with and follow:
    a. BSA Youth Protection policies and guidelines, including mandatory reporting: www.scouting.org/training/youth-protection/
    b. *The Guide to Safe Scouting*: www.scouting.org/health-and-safety/gss
    c. The Sweet Sixteen of BSA Safety: www.scouting.org/health-and-safety/resources/sweet16
4. When transporting Scouts, I will obey all laws, comply with Youth Protection guidelines, and follow safe driving practices.
5. I will respect and abide by the Rules and Regulations of the Boy Scouts of America, BSA policies, and BSA-provided training, including but not limited to those relating to:
    a. Unauthorized fundraising activities
    b. Advocacy on social and political issues, including prohibited use of the BSA uniform and brand
    c. Bullying, hazing, harassment, and unlawful discrimination of any kind
6. I will not discuss or engage in any form of sexual conduct while engaged in Scouting activities. I will refer Scouts with questions regarding these topics to talk to their parents or spiritual advisor.
7. I confirm that I have fully disclosed and will disclose in the future any of the following:
    a. Any criminal suspicion, charges, or convictions of a crime or offense involving abuse, violence, sexual misconduct, or any misconduct involving minors or juveniles
    b. Any investigation or court order involving domestic violence, child abuse, or similar matter
    c. Any criminal charges or convictions for offenses involving controlled substances, driving while intoxicated, firearms, or dangerous weapons
8. I will not possess, distribute, transport, consume, or use any of the following items prohibited by law or in violation of any Scouting rules, regulations, and policies:
    a. Alcoholic beverages or controlled substances, including marijuana
    b. Concealed or unconcealed firearms, fireworks, or explosives
    c. Pornography or materials containing words or images inconsistent with Scouting values
9. If I am taking prescription medications with the potential of impairing my functioning or judgment, I will not engage in activities that would put Scouts at risk, including driving or operating equipment.
10. I will take steps to prevent or report any violation of this code of conduct by others in connection with Scouting activities.

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The Boy Scouts of America welcomes your comments and suggestions on how to improve this resource. Please email your thoughts to myscouting@scouting.org.

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WELCOME

Welcome! You have chosen to make an important difference in the lives of the youth in your den and pack. With your guidance as their leader, the youth in your den will develop character, leadership skills, responsibility, fitness, and a love for fun while learning. Your role as a den leader is a critical one to a child's success and continued involvement in Cub Scouting. This guide is your key to leading a successful program.

AN OVERVIEW OF CUB SCOUTING

THE PURPOSES OF CUB SCOUTING

Cub Scouting is a year-round, family-oriented part of the Boy Scouts of America. The program is designed for youth who are in the year prior to first grade through fifth grade (or are 6–10 years of age). Parents, leaders, and organizations work together to achieve the 10 purposes of Cub Scouting:

- Character Development
- Spiritual Growth
- Good Citizenship
- Sportsmanship and Fitness
- Family Understanding
- Respectful Relationships
- Personal Achievement
- Friendly Service
- Fun and Adventure
- Preparation to join a Scout troop

All the activities leaders plan and Cub Scouts enjoy should relate to one or more of these purposes.

CUB SCOUTS: A POSITIVE PLACE

The Boy Scouts of America emphasizes a positive place in Cub Scouting. Any Cub Scouting activity should take place in a positive atmosphere where children and other family members can feel emotionally secure and find support, not ridicule. Activities should be positive and meaningful and should help support the mission and purpose of the BSA.

THE SCOUT OATH AND SCOUT LAW

Use of the Scout Oath and Scout Law in all Scouting programs is designed to help emphasize the unity of Scouting. This helps fulfill Scouting's mission and vision statements, both of which mention the Scout Oath and Scout Law:

Vision Statement: The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.

Mission Statement: The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Scout Oath	Scout Law
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.	A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Age-Appropriate Expectations for Learning the Scout Oath and Scout Law

The concepts of the Scout Oath and Scout Law are difficult to master, but they are not so difficult that a Cub Scout cannot begin the journey. In the beginning of the Cub Scout's journey, don't expect memorization. The Scout Oath and Scout Law are printed on the back cover of the handbooks. Use the handbook or a poster as an aid to reciting.

You can also use older Scouts and adults as mentors to help bring your Cub Scouts along at a pace comfortable for their learning needs.

The following descriptions can help you explain the meaning of the Scout Oath and Scout Law to Cub Scouts:

What the Scout Oath Means

ON MY HONOR ...

Saying "On my honor" is like saying "I promise."

I WILL DO MY BEST ...

This means that you will do your best to do what the Scout Oath says.

TO DO MY DUTY ...

A duty is something you are expected to do. At home, you might be expected to make up your bed or take out the trash. You also have duties to God and to your country.

TO GOD ...

You do your duty to God by following the teachings of your family and religious leaders.

AND MY COUNTRY ...

You do your duty to your country by being a good citizen and obeying the law.

AND TO OBEY THE SCOUT LAW; ...

You also promise to live by the 12 points of the Scout Law, which are described on the next page.

TO HELP OTHER PEOPLE AT ALL TIMES; ...

Many people need help. A friendly smile and a helping hand make life easier for others. By helping other people, you are doing a Good Turn and making our world a better place.

TO KEEP MYSELF PHYSICALLY STRONG, ...

This part of the Scout Oath is about taking care of yourself. You stay physically strong when you eat the right foods and get plenty of exercise.

MENTALLY AWAKE, ...

You stay mentally awake when you work hard in school, learn all you can, and ask questions.

AND MORALLY STRAIGHT.

You stay morally straight when you do the right thing and live your life with honesty.

What the Scout Law Means

The Scout Law has 12 points. Each one is a goal you should do your best to achieve.

A Scout is **TRUSTWORTHY.**

Tell the truth and keep your promises. People can depend on you.

A Scout is **LOYAL.**

Be true to your family, friends, Scout leaders, school, and country.

A Scout is **HELPFUL.**

Volunteer to help others without expecting a reward.

A Scout is **FRIENDLY**.

Be a friend to everyone, even people who are very different from you.

A Scout is **COURTEOUS.**

Be polite to everyone and always use good manners.

A Scout is **KIND**.

Treat others as you want to be treated. Never harm or kill any living thing without good reason.

A Scout is **OBEDIENT.**

Follow the rules of your family, school, and pack. Obey the laws of your community and country.

A Scout is **CHEERFUL**.

Look for the bright side of life. Cheerfully do tasks that come your way. Try to help others be happy.

A Scout is **THRIFTY.**

Work to pay your own way. Try not to be wasteful. Use time, food, supplies, and natural resources wisely.

A Scout is **BRAVE.**

Face difficult situations even when you feel afraid. Do what you think is right despite what others might be doing or saying.

A Scout is **CLEAN.**

Keep your body and mind fit. Help keep your home and community clean.

A Scout is **REVERENT.**

Be reverent toward God. Be faithful in your religious duties. Respect the beliefs of others.

DELIVERING THE CUB SCOUTING PROGRAM

Cub Scouting can be extremely rewarding for every member of the family—children and adults alike. Taking the time to review this information and using the den meeting plans in this den leader guide is the first and best step toward ensuring that you can deliver the fun that families want as easily as possible.

The den is where Cub Scouting takes place. The majority of dens meet two to four times a month with the average meeting lasting 60 to 90 minutes. The following are some considerations to make things even smoother.

SAFETY FIRST

In conducting activities, Cub Scout den leaders must maintain adequate supervision and assure the proper use of materials. Be careful, and remember: Safety must always come first!

Refer to the latest printing of the *Guide to Safe Scouting*, No. 34416, for information on policies relating to the many activities in which your den may participate.

The *Guide to Safe Scouting* is available on the National Council website at www.scouting.org, or you can find it at your local council service center. **The online version of the *Guide to Safe Scouting* will always have the most current information.**

ROLES AND RESPONSIBILITIES IN CUB SCOUTING

Parents and other caring adults support Cub Scouting through a variety of ways. Some adults take on a role with the pack committee and provide support through finance, record keeping, or other administrative tasks to make it easier for den leaders to provide the program.

DEN LEADER

Cub Scout den leaders work directly with Cub Scouts and their parents/guardians to execute the Cub Scouting program in the den. Cub Scout dens are gender-specific and are either all boys or all girls.

Dens may have a den leader and assistant den leader or two co-den leaders. In all situations, den leaders work with parents as a team to deliver the program.

Qualifications: Is at least 21 years old, and should be an experienced leader and is usually a parent or guardian of a child in the den. Recommended by the Cubmaster after consultation with the parents and guardians of the Cub Scouts involved, and approved by the pack committee and chartered organization. Registered as an adult leader of BSA and current with Youth Protection training.

Responsibilities:

- Den leaders are to carry out the activities listed for each rank adventure in the handbook in order for the Scouts in the den to earn their badge of rank.
- Plan, prepare for, and conduct den meetings with the assistant den leader and den chief (if Wolf, Bear, or Webelos den leaders) or adult partners (if Lion or Tiger den leaders).
- Attend the monthly pack committee meetings.
- Lead the den at pack activities.
- Ensure the transition of Cub Scouts to a den of the next rank (or to a troop if Webelos/Arrow of Light Scouts) at the end of the year.

Lion and Tiger den leaders should do the following:

- Coordinate shared leadership among the adult partners in the den.
- Ensure that each child and their adult partner have the opportunity to be the host team, planning and executing the den activities. Rotate responsibilities monthly.

Cub Scout den leaders should keep in mind the following responsibilities:

- Ensure that their den chief attends den chief training, and guide them in working with Cub Scouts. Attend Den Chief Training with them and see that they receive recognition for their efforts at den and pack meetings.
- Provide meaningful responsibilities for the denner and assistant denner so that they can learn responsibility and gain satisfaction from their efforts.

The Webelos den leader should remember the following responsibilities:

- Ensure that their den chief attends den chief training, and guide them in leading Webelos Scouts. Attend Den Chief Training with them, and see that the den chief's efforts receive recognition at den and pack meetings.
- Provide worthwhile tasks for a Webelos Scout serving as denner so that they can assume some responsibility and gain satisfaction from their efforts.
- Along with the Scoutmaster and assistant Scoutmaster, plan and conduct meaningful joint activities.
- Plan and carry out overnight campouts and other outdoor activities.

◇ ASSISTANT DEN LEADER

The assistant Cub Scout den leader shares the responsibilities of the Cub Scout den leader and may be called upon to serve as a family contact or record keeper, or to handle other details of den operation. Each den should have at least one assistant den leader, and more if needed.

Qualifications: Is at least 21 years old, and is recommended by the Cubmaster after consultation with the den leader, parents, and guardians of the Cub Scouts involved, and approved by the pack committee and chartered organization. Is registered as an adult leader of the BSA and current with Youth Protection training.

◇ PARENTS/GUARDIANS/FAMILIES

Cub Scouting seeks to support the family, whatever that looks like. When we speak of parents or families, we are not referring to any particular family structure. Some Cub Scouts in your den may live with two parents, some with one parent, some with foster parents, and some with other relatives or guardians. Whomever Cub Scouts call their family is their family in Cub Scouting.

Our focus is on helping build strong families as we build stronger children. Don't try to carry the load yourself. Involve parents or guardians and encourage them to lend expertise to the program in their areas of interest. Each parent has something to contribute. Invite them to participate and use their skills. Use "two-deep leadership," which means that two adults are required for all outings or activities. Review the "Youth Protection" section in the *Cub Scout Leader Book* for more information on how parents can help.

◇ DENNER AND ASSISTANT DENNER

The denner position is for Wolf, Bear, and Webelos dens. The denner is a den member selected to be a youth leader for a short period of time—anywhere from one week to several months. It is a good practice for the den leader to rotate the position of denner throughout the den so that all Cub Scouts have the opportunity to experience the leadership position. The den leader and den chief determine the denner's responsibilities, which might include leading the opening flag ceremony; helping to set up and clean up the den meeting place; helping with games, ceremonies, tricks, and puzzles; leading a song; or acting as den cheerleader. Denners should be given meaningful responsibilities and recognition to help them learn how to be leaders. The denner wears a shoulder cord on the left shoulder. Some dens also have assistant denners who assist the denner and may move up to the denner position after their term is over.

◇ DEN CHIEF

The den chief is an older Scout from a troop, a Venturer, or a Sea Scout who serves as an activities assistant at Wolf, Bear, or Webelos Scout den meetings. The den chief can serve as a positive role model for Cub Scouts as they look toward the continuation of their Scouting experience. The Scoutmaster from a local troop, the Advisor from a Venturing crew, or the Skipper from a Sea Scout ship may be able to help identify a den chief. A den chief that has been approved by their unit leadership and by the pack leadership may serve either an all-boy den or all-girl den regardless of their gender.

THE ROLE OF TRAINING

Core to succeeding with these responsibilities is the concept that every Cub Scout deserves a trained leader. Being a trained leader helps you deliver the program in a way that is effective and efficient with a focus on the core objectives of Scouting. Becoming a trained leader requires completion of the following training:

- Youth Protection
- Leader Position-Specific

Both trainings are available online at my.scouting.org and as an in-person training through your local council service center. Leaders who have completed these two trainings qualify to wear the Trained Leader emblem.

RESOURCES

This den leader guide is designed to be self-contained, including all the information you will need to run your den meetings. However, there are additional resources that may be helpful to the Cub Scout leader's experience. As you gain more experience you should consider having the following in your personal Cub Scouting library. Many packs have pack libraries as well for sharing among their pack leadership.

- *Cub Scout Leader Book*
- *Cub Scout Leader How-To Book*
- *Wolf Handbook*
- *Group Meeting Sparklers*
- *Cub Scout Ceremonies for Dens and Packs*
- *Cub Scout Songbook*

THE CUBMASTER

You will work closely with the Cubmaster to deliver the Cub Scouting program to the families in your den. The Cubmaster works as the program leader for the pack. In addition to working with den leaders, he or she will lead the pack program at your monthly pack meeting. Some of the ways you and the Cubmaster will collaborate include the following:

- Work together to plan and help carry out the Cub Scouting program in the pack according to the policies of the BSA. This includes leading the monthly pack meeting with the help of other leaders.
- With the pack committee, develop and execute a year-round recruitment plan for recruiting new families into Cub Scouting.
- Acquire and use the appropriate and available Scouting literature, including the den leader guide for each program level.
- See that the pack program, leaders, and Cub Scouts positively reflect the interests and objectives of the chartered organization and the BSA.

- Encourage the continuation of Scouting by establishing and maintaining good relationships with local troops; this is especially important for Webelos den leaders. Your pack may have an assistant Cubmaster whose primary responsibility is to support transition from Cub Scouting into a troop.
- Together, maintain good relationships with parents and guardians. Seek their support, and include them in activities.
- Work collaboratively to ensure that Cub Scouts receive a quality, year-round program filled with fun and activities that qualify the dens and pack for the National Summertime Pack Award.
- Participate with the Cubmaster and the pack committee chair in the pack's annual program planning conference and the monthly committee meetings.
- Work as a team with the pack committee chair to cultivate, educate, and motivate all pack leaders and parents or guardians in Cub Scouting.
- Work together to conduct impressive advancement, recognition, and graduation ceremonies. For Webelos ceremonies, involve Scoutmasters and other Scout leaders.
- Bring families together at joint activities.
- Support the policies of the BSA.

In addition to supporting den leaders, the Cubmaster will help coordinate activities that take place during the pack meeting. Many of the advancement requirements that are related to outdoor adventure, such as camping, and leadership development require the members of each den to work with each other during pack meetings. The Cubmaster will help to organize those activities. Camping activities can only be conducted as pack overnighters, council-organized family camps, or Webelos den overnighters.

RESPONSIBILITIES TO CUB SCOUTS

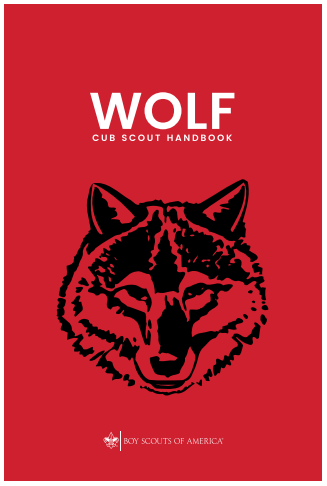
All Cub Scout leaders have certain responsibilities to the Cub Scouts. Each leader should:

- Respect each child's rights as individuals and treat them as such. In addition to common-sense approaches this means that all parents/guardians should have reviewed *How to Protect Your Children From Child Abuse: A Parent's Guide*, and all youth leaders must have taken the BSA's Youth Protection training.
- See that Cub Scouts find the excitement, fun, and adventure that they expected when they joined Cub Scouting.
- Provide enthusiasm, encouragement, and praise for Cub Scouts' efforts and achievements.
- Develop among the Cub Scouts a feeling of togetherness and team spirit that gives them security and pride.
- Provide opportunities for Cub Scouts to experience new dimensions in their world.
- Become a fully trained Cub Scout leader.

THE CUB SCOUT RANKS AND HANDBOOKS

A child who is 6 years old or is in the year prior to first grade is a Lion. Related adventures are found in the *Lion Handbook.*

A child who is 7 years old or is in the first grade is a Tiger. Related adventures are found in the *Tiger Handbook*.



A child who is 8 years old or is in the second grade is a Wolf. Related adventures are found in the *Wolf Handbook*.

A child who is 9 years old or is in the third grade is a Bear. Related adventures are found in the *Bear Handbook*.

A child who is 10 to 11 years old or is in the fourth or fifth grade is a Webelos Scout. Related adventures are found in the *Webelos Handbook*.

The den meeting plans are written to help Cub Scouts complete the adventure requirements in their handbook. A den leader is strongly encouraged to have the handbook for the den he or she is leading as well, to be able to follow along and review for den meeting planning.

ADVANCEMENT

CUB SCOUT ADVANCEMENT FOR RANK BADGE

Advancement is the word used to describe the progress Cub Scouts make toward their rank. It is one of the methods we use to achieve Scouting's aims and its desired outcomes. As Scouts earn the ranks of Lion, Bobcat, Tiger, Wolf, Bear, Webelos, and the Arrow of Light, they achieve important goals in developing skills and favorable dispositions related to personal fitness, good character, participatory citizenship, outdoor skills and awareness, and leadership development. Each level of the program is designed to achieve these goals through a series of developmentally appropriate and fun adventures.

RECOGNITION PROCESS

No Cub Scout wants to wait several months to be recognized for hard work. The Cub Scouting program recognizes completion of intermediate steps leading to rank advancement by awarding immediate recognition.

Each adventure for Lion through Bear has a metal adventure loop that is designed to be worn on the Cub Scout's belt. To purchase adventure loops at the Scout shop, an advancement report is not required. This allows for the den leader or other pack leadership to purchase adventure loops ahead of time and have them ready to present once a Cub Scout has completed the adventure. Adventure loops are color-coded to each rank. Required adventure loops have full-color logos, and elective adventure loops have single-color logos.

Advancement gives Scouts a means of measuring their progress. Credit is given to the Cub Scout for each requirement when the den leader is satisfied that the Scout has done their best.

Ensuring that Cub Scouts are recognized immediately and publicly for their efforts is an important part of the advancement process. **No Scout should have to wait for more than two weeks to receive a device and be recognized for their accomplishments.** Your pack may approach this in a variety of ways:

- The den leader may provide the belt loop or adventure pin at the final meeting when the Cub Scouts complete the adventure. At the following pack meeting, the Scouts would then receive a certificate during a brief ceremony.
- The pack may provide certificates for den leaders to award when Scouts complete the adventure and then present the adventure loops and pins at the next pack meeting.

Packs are encouraged to find a method that works well for the families in the pack, guided by principles that recognition is both *immediate* to encourage the Cub Scouts and *public* to celebrate their success.

Advancement provides a satisfying means of recognizing Cub Scouts for their progress. Cub Scouts have a ladder to climb, with recognition at each step. Presenting awards in meaningful ceremonies to recognize their accomplishments is a principle of advancement. Advancement is not competition. Each Cub Scout is encouraged to advance steadily and purposefully, setting their own goals with guidance from family and leaders. Measurement for satisfying requirements is "Do Your Best," and that level can be different for each Cub Scout.

HOW THE ADVANCEMENT PROGRAM WORKS

The success of the advancement program depends entirely on how Cub Scout leaders and parents apply it. Careful research has gone into developing the advancement program, but den and pack leaders and families make advancement work in the dens, in the home, and with pack activities.

Goals of the Advancement Program

When implemented correctly, the advancement program will:

- Help build a Cub Scout's self-esteem.
- Help build self-reliance as each Cub Scout discovers they are now old enough to assume certain responsibilities toward other people.
- Give each Cub Scout the positive recognition they need.
- Bring families closer through the advancement activities that each family enjoys with their Cub Scout.

The Den Leader

The den leader has the following responsibilities related to advancement.

1. Work on advancement requirements in den meetings using the handbook and den leader guide for the appropriate rank.
2. Plan meetings that support the advancement program. Other parents with specific skills, the den chief, or local troop leaders can help.
3. Help parents and adult partners understand the advancement plan and their role in promoting advancement. Make sure returning parents understand how the advancement process works at each age level.
4. Keep accurate records of requirements that Cub Scouts complete. Promptly provide the pack leadership with the advancement records so Scouts can be recognized at the next pack meeting. The use of Scoutbook and the Scouting mobile app provides the easiest way to keep leaders and parents up to date on advancement.
5. With advancement being completed in the den meeting, a Scout's absence should be the only reason for failure to advance. Work with the Scout and their family to complete activities missed due to absence.
6. Provide reinforcement for and recognition of advancement at den meetings. These can include advancement charts, den doodles, and immediate recognition items.
7. Make sure that impressive advancement ceremonies and graduation ceremonies are conducted at the pack meeting. For the Arrow of Light rank, involve the Scoutmaster and the troop's youth leaders.

The Cubmaster

The Cubmaster has these responsibilities related to advancement.

1. Provide a quality year-round program full of action and fun that appeals to the Cub Scouts and their families. See that den and pack activities are planned so that completing required and elective adventures for all levels is a natural outcome.
2. Guide den leaders in the use of the den leader guide to help organize and deliver each meeting's program for each level of programming.
3. Work with den leaders to coordinate den activities at pack meetings that support the use of the Cub Scout adventure program materials.
4. Provide advancement reinforcement at the pack meeting, such as colorful and exciting induction, advancement, and graduation ceremonies. Encourage displays of advancement charts and den doodles at pack meetings.
5. Ensure that Cub Scouts in each den who have earned awards receive them at the next pack meeting. Don't let Cub Scouts and family members get discouraged by having to wait for recognition.

6. Make sure that den leaders are trained and know how to use the advancement program effectively.
7. See that advancement standards are maintained. All Cub Scouts should do their best to complete the requirements as presented in the program.
8. Coordinate with the pack committee to ensure that accurate advancement records are kept.

The Pack Committee

Pack committee members have these responsibilities related to advancement.

1. Help train leaders and adult partners or family members in the proper use of the advancement program.
2. Ensure that den leaders have program resource materials such as den leader guides and advancement charts to support program delivery.
3. Collect den advancement reports monthly. Purchase awards from the local council service center. See that badges are presented at the next pack meeting. Use of Scoutbook and the Scouting mobile app makes each of these responsibilities easy to manage with an online tool that reduces the use of paper reporting.
4. Help plan advancement and graduation ceremonies for the pack meeting.
5. Help build or secure equipment for use in meaningful advancement ceremonies.

How Fast Should a Den Advance?

A Cub Scout's approach to advancement progress will depend on two factors:

- Their own motivation for learning new skills, the encouragement and help they get from family, and their need for recognition
- The den leader's preparation for and presentation of advancement activities in the den meetings

The den meeting plans outlined in the den leader guide provide program opportunities that are generally delivered as two den meetings and an outing. This will provide opportunities for the Cub Scouts in your den to advance. A year-round program is composed of required adventures (that will lead to rank advancement) and elective adventures (which contribute to rank advancement and provide program enrichment).

If a Cub Scout cannot attend all meetings, the den leader should help the Cub Scout and their family complete the missed activities.

The length it takes for the den to earn their rank is completely up to the den leader and the families in the den. Dens meet as frequently as they like. Although many packs target their blue and gold banquet for awarding the new badge of rank, there is no requirement to advance by an arbitrary date such as a blue and gold banquet.

Advancement Checklist

- ❏ Do the Cubmaster and pack committee give den leaders and families guidance in using the advancement program effectively?
- ❏ Do family members understand their part in the advancement program? Are they using required adventures and elective adventures to suggest activities for the Scout's free time?
- ❏ Do den leaders talk to parents about children who are missing den meetings and therefore missing opportunities to advance?
- ❏ Do den leaders implement the required den meeting plans leading to advancement as outlined in the den leader guide and, when necessary, have advancement work completed at home?
- ❏ Are accurate advancement records kept in the dens and the pack?
- ❏ Do Cub Scouts receive prompt recognition?
- ❏ Do pack advancement ceremonies create an incentive for advancement?
- ❏ Are wall charts and den doodles used in den and pack meetings?
- ❏ Does the pack have an advancement ladder or chart?

BOBCAT

Regardless of what age or grade a Cub Scout is in, the Bobcat rank must be earned before earning any other rank, except Lion. Lion Scouts earn the Lion rank first. When they complete kindergarten, they may begin work on the Bobcat badge. The Bobcat requirements focus on the fundamentals of Cub Scouting that every Cub Scout must know.

You as the den leader can help! Practice the requirements in your den meetings, and encourage Cub Scouts to work on the requirements with their families also. Requirement 7 is a home-based requirement. The requirements are found in each of the youth handbooks as well as listed below:

Bobcat Requirements

1. Learn and say the Scout Oath, with help if needed.
2. Learn and say the Scout Law, with help if needed.
3. Show the Cub Scout sign. Tell what it means.
4. Show the Cub Scout handshake. Tell what it means.
5. Say the Cub Scout motto. Tell what it means.
6. Show the Cub Scout salute. Tell what it means.
7. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*.

WOLF ADVANCEMENT

Wolf Scouts work toward the Wolf rank. The Wolf badge is earned by completing six required adventures and one elective adventure as described below.

1. Complete each of the six required adventures:
   - Call of the Wild
   - Council Fire (Duty to Country)
   - Duty to God Footsteps
   - Howling at the Moon
   - Paws on the Path
   - Running With the Pack
2. In addition to the six required adventures listed above, complete at least one elective adventure of your den's or family's choosing.
3. With your parent, guardian, or other caring adult, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide.*
4. Earn the Cyber Chip award for your age. (The Cyber Chip requirement may be waived by your parent or guardian if you do not have access to the internet.)

For each adventure, the Wolf Scout must complete the requirements as outlined in the *Wolf Handbook*.

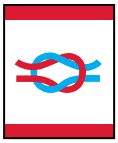
> Requirement 7 of Bobcat and requirement 3 of Wolf are identical. Cub Scouts earning the Bobcat rank during the same year they begin working on the Wolf rank will need to complete the requirement only one time.

The den leader signs each Scout's handbook (Den Leader's OK) and records progress in the den's advancement records. The Wolf Scouts also keep track of their own advancement using the Adventure Tracking section in the back of their handbooks, and under the guidance of the den leader, they can also keep a record of their individual progress on a den advancement chart and den doodle. For requirements completed at home, the parent or other caring adult who worked with the Cub Scout on the requirement notifies the den leader, and the den leader signs off on the requirement.

The pack should encourage each den to deliver a year-round program, drawing from both required adventures to support rank advancement and elective adventures to support program enrichment. Elective adventures

may be earned during den activities, by a Scout with participation of the Scout's family, and during council- and district-sponsored program opportunities. There is no required order in which adventures must be earned. The sequence is left to the discretion of the den leader.

After Cub Scouts earn the Wolf badge, they will continue to meet with their den, working on elective adventures until they complete second grade (or turn 9 years old) and become Bear Scouts.

	Adventure Loop	Wolf
Required		*Call of the Wild
Required		Council Fire (Duty to Country)
Required		Duty to God Footsteps
Required		Howling at the Moon
Required		Paws on the Path
Required		*Running With the Pack
Scout or Den Choice		(1) Elective adventure of choice

	Adventure Loop	Wolf
Elective		Adventures in Coins
Elective		Air of the Wolf
Elective		Code of the Wolf

	Adventure Loop	Wolf
Elective		Collections and Hobbies
Elective		Cubs Who Care
Elective		Digging in the Past
Elective		Finding Your Way
Elective		Germs Alive!
Elective		Grow Something
Elective		Hometown Heroes
Elective		Motor Away
Elective		Paws of Skill
Elective		Spirit of the Water

*Seasonal considerations

After a Scout has completed all the requirements for the Wolf rank, they should receive the Wolf badge at the next pack meeting. This is an important milestone, so the ceremony should be suitably impressive. The Wolf badge is sewn on the left pocket of the uniform shirt in the Scout's right position.

Scouts may complete as many elective adventures as their ambition and time available allow. They are entitled to wear each of the adventure loops on their official Cub Scout belt.

◇ PLANNING YOUR MEETINGS

As you plan your den's program for the year, there are a few important points to consider.

- **Required adventures.** These adventures are required to advance from rank to rank.
- **Elective adventures.** These add to the fun and adventure of Cub Scouting. One elective adventure is required for each rank.
- **Coordinating your planning.** Some of the adventures require coordination with other dens. A pack meeting is an ideal place to do this. There are some suggestions made in the *Cub Scout Leader Book,* but however your dens and pack wish to do this, work together with the other leaders in your pack to build this into your annual program. For example, Lion, Tiger, Wolf, and Bear dens may not go camping as a den. They may only participate in pack overnighters or council-organized family camps. When working out your annual program plan, seek to deliver an entire year of fun programming. It is important to seek input from the Cub Scouts in the den to find out which adventures they would like to explore with the members of the den. Elective adventures that are not selected may be earned by Cub Scouts at home, working with their families.
- **Audience for requirements.** Many of the requirements state that a Scout should demonstrate a new skill or share something they have learned with others during a den meeting. We all need to recognize that not all Scouts are able to make each meeting. While we recognize that the best approach is to carry out sharing tasks in a den setting, it may be necessary to allow Cub Scouts to share what they have learned while working on Cub Scout advancement requirements in other settings, such as in front of their family.
- The duty to God adventures are primarily done with the family and, for some dens, may not be included as part of the den meeting planning. If that is the case, notify families that they will need to help their Cub Scouts complete the adventure at home and then notify the den leader when those requirements are completed. See page 29 for more information regarding the duty to God adventures.

Read through the Wolf adventures, and give some thought to which adventures will work the best for your location and climate. Write in the adventures you will use and the corresponding month that will work best. Check with your Cubmaster to see if some adventures need to be coordinated with other dens or for upcoming pack meetings.

Important: When planning, keep in mind that six required adventures and one elective adventure are required for Wolf advancement. Adventure loops may be awarded at any time within the Scout's rank year by age or grade. Once Cub Scouts have moved (graduated) to their next level den, THEY MAY NOT EARN THE RANK OF THEIR PREVIOUS DEN LEVEL.

DEN ANNUAL ADVENTURE PLAN

Month	Adventure
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

DEN MEETINGS

The den meeting is critical to the Cub Scout's success and enjoyment of the Scouting program. It is in and through the den that youth develop character and learn life skills through completion of the adventure activities. Along the way, they make social connections and enjoy exploring a wide variety of ideas. Den meetings that are fun, organized, and interesting provide a great experience for youth.

The structured, but fun nature of den meetings sets the tone for a Cub Scout experience in which youth thrive. Each den meeting consists of five basic elements: Gathering, Opening, Talk Time, Activities, and Closing.

DEN MEETINGS AT A GLANCE

PREPARATION AND MATERIALS NEEDED

Use this section of the den meeting plan to determine the materials you will need to lead the den meeting and to know when to make arrangements in advance, such as scheduling a meeting with a guest or arranging the logistics for an outing.

Read the pages in the youth handbook for each new adventure before you start to work on it. The handbook provides background information, instructions, or suggestions for many activities. Encourage Scouts to bring their handbooks to each meeting.

GATHERING (5 TO 15 MINUTES BEFORE MEETING)

- Designed to provide constructive welcoming activities for early arrivals while they wait for the meeting to start
- Suggested gathering activities range from active games to quiet pastimes, depending on children's needs (energy release or settling down), time of day, and the meeting venue
- Should not include activities essential to the meeting, as not everyone will be part of the gathering experience

Use a formal, time-consuming gathering activity only if youth arrive at different times and there is considerable time before everyone is present. Be sure to begin the meeting itself on time. Sometimes a nutritious snack is substituted for a gathering activity. The gathering activity sets the tone for the den meeting.

OPENING (5+ MINUTES)

- Pledge of Allegiance (may be part of larger flag ceremony)
- Recite the Scout Oath and Law together
- Sometimes additional inspiring message or reflection
- May include Outdoor Code or Leave No Trace ideas related to preparation for an outing

Youth and adults stand respectfully for the opening, which often takes place with Scouts in a horseshoe or circle at the front of the room. The opening may be a longer ceremony for special occasions.

TALK TIME (5+ MINUTES)

- Overview of meeting and den member roles (what to expect)
- Dues collection (only if needed and not collected otherwise)
- General announcements and updates
- Quick discussion (or extensive planning) for coming events
- May include youth sharing ideas or accomplishments related to adventure requirements
- May introduce a new adventure or set groundwork for future advancement

Expand the meeting time to accommodate in-depth discussion or planning if needed.

ACTIVITIES (30+ MINUTES)

- The heart, or core, of the den meeting, where most of the fun and learning (adventure requirements) take place
- Two to three projects, games, or discussions chosen from requirement activities in the meeting plan

Note that many of the activities for requirements include a reflection at the end. (See "Closing" below.) Make sure that someone is taking notes on parts of requirements each youth completes.

CLOSING (5+ MINUTES)

- A ceremonial moment wrapping up the meeting
- Often led by the denner, the youth leader of the den

Closing should be a quiet time. It usually works best to have youth stand in a circle or horseshoe with adults standing behind.

AFTER THE MEETING

- Assign roles and provide opportunities for teamwork.
- Ensure protocols in place for continued supervision and parental pickup.
- Review the general success of the meeting, such as group dynamics and accomplishments.
- Record Scouts' individual requirement completions in their advancement reports, either on paper or electronically.
- Plan for following up with additional parts of requirements or to make arrangements for coming events.
- Communicate with parents via email or a note given to the child to take home. Include a review of the Scouts' accomplishments and reminders of future events and arrangements.

Use this Den Meetings at a Glance guide when preparing for meetings and following through after meetings. Key how-to and ideas for these important considerations are included in the meeting plans throughout this guide. The appendix includes great ideas for generic parts of the meeting, and adventure-specific ideas are highlighted in this chapter.

WHAT ARE DEN MEETING PLANS, AND HOW DO I USE THEM?

The den meeting plans are your guide to bringing the adventures of advancement to life for your den. These plans will, if followed, help Cub Scouts advance in rank as they experience all the fun of Cub Scouting. Take time to read through and prepare for each den meeting.

The plans are developed around the following:

- Two to three den meetings per month in addition to the pack meeting or other pack activities.
- If a plan consists of three den meetings, one of those meetings is usually designed to be an outing. The outing may take place at the beginning, middle, or end of the adventure, so be sure to read through each of the den meeting plans for each adventure before beginning. Outings are very important to the Scouting experience.
- The plans follow the parts of the den meeting structure listed above.

CHARACTER COMPASS

In the den meeting plans, you will notice this icon. The adventures you are planning for the monthly meetings have an association with one or more points of the Scout Law. As you read through the plans and the youth handbook for the adventure, be aware of the point of the Law emphasis and how you may be able to help teach it. These points are to be brought about naturally and subtly within the adventure and are by no means meant to be "drilled" into your meeting plan. That's one of the wonderful things that happens in Scouting—we teach character development through our adventures and advancement.

DO-AT-HOME PROJECTS

Do-at-Home Projects are activities completed outside den meetings. Projects should be assigned (usually during the Closing). They may be assignments in preparation for the next den meeting plan, or they may be part of a requirement that you will need to then verify at the next den meeting as having been completed.

YOUR FIRST DEN MEETING

You are going to be a great den leader! Use your first den meeting as a chance to get to know each Cub Scout and their family. Take time to hand out the Family Talent Survey or email the link to the PDF form and ask each adult to complete it and return it to you. (The form is available at www.scouting.org/programs/cub-scouts/leaders/forms.) Below are some tips for your first meeting. This will help set a positive atmosphere for everyone.

- Wear your adult uniform to all meetings, and remind Scouts to wear their uniforms.
- Be completely organized before the start of the meeting.
- If you are new to running meetings like this, it is easier to think of it as seven short activities rather than a single long event. (See the Den Meetings at a Glance section earlier in this chapter.)
- Explain clearly to the Scouts the behavioral expectations. You may wish to use the "conduct candle" approach (see this guide's appendix), and develop a den code of conduct. This can be handwritten on poster board, or a den code of conduct poster, No. 32068, may be purchased at your local Scout shop. Be consistent and friendly but firm.
- Explain that Scouts should bring their handbooks to each meeting.
- Remember to set high expectations so the Cub Scouts in your den can learn how to achieve. Setting low expectations will lower everyone's performance and not meet the expectations families have of the program.

If you are a new den leader, ask the assistant den leader(s) to arrive at least 15 minutes before the starting time of the meeting. They can help you with final preparations before everyone else arrives. It is a good idea to have something constructive for those who arrive early to do (known as the "Gathering" part of the den meeting plan) while you are making final preparation for den meetings; you might even have them help set up some parts of the meeting.

A snack at den meetings is optional. If you do serve a snack, offer fruits or vegetables to set an example of healthy eating. Be aware of any food allergies of den members and communicate these to parents who may be assisting with the snacks.

To encourage healthy snacks at meetings, you can work toward the SCOUTStrong Healthy Unit Award as a den! Earn the award by following three healthy meeting practices, including providing fruits and/or vegetables for snacks (if snacks are served). Learn more about this award in the appendix, under "Awards Cub Scouts Can Earn."

One best practice to facilitate communication and involvement is to distribute a family information letter at the conclusion of each meeting. The letter tells families what was completed at each meeting and provides information on upcoming den and pack meetings and activities.

DEN OUTINGS

Den outings are an important part of the Cub Scout experience. They are a time not only for fun but for learning. And they are critical steps in the Cub Scouts in your den earning their badge of rank. It is important that you plan in advance for these den outings. Planning should include the following, at a minimum:

- Arrange for the visit with the point of contact at your destination (if needed).
- Work with the parents or guardians in the den to arrange transportation, or get an adult to carry out the planning.

There is an activity consent form available to use at the den level for outings. This is a permission slip the parents sign for their child to attend the outing. The activity consent form is also available at www.scouting.org/programs/cub-scouts/leaders/forms.

UNDERSTANDING CUB SCOUT–AGE CHILDREN

Scouting is designed to help children develop character, citizenship, personal fitness, and leadership. To understand where we want them to go, we need to understand where they are.

The Cub Scout years are a time of rapid development for children, falling between the total dependence of early childhood and the relative independence of early adolescence. Cub Scout–age children are becoming more competent, and they need to be able to demonstrate what they can do. Eager to prove themselves to their friends, themselves, and their parent(s) or other caring adults, they show off what they can do, sometimes forgetting to plan ahead and forgoing safety.

Cub Scouting activities are designed for children who are in the normal range of development, but the program is flexible enough to adapt to the needs of those who are developing faster or slower than their peers or who face physical, mental, or emotional challenges.

Cub Scout leaders who understand and recognize the developmental changes of these years will have a much better Cub Scouting experience.

◇ DEVELOPMENTAL CHARACTERISTICS

Although typical behavior patterns exist for any age group, every child is unique. For example, some 10-year-olds are already experiencing the growth spurts associated with puberty, while others still resemble 8-year-olds. It's important not to confuse physical size with psychological maturity. Minds and bodies often develop at different rates.

Physical Development

Children are full of energy. They need a way to burn it off, especially if they've been sitting in a classroom for a long time. They can be noisy and boisterous, and they need to romp and play.

Children are steadily growing. Young children are often quite thin and lack muscle mass. Second graders are losing baby teeth and tend to have an "all teeth and ears" look. By fifth grade, they are taller and heavier, have more stamina, and are capable of more sustained effort.

Children are becoming better coordinated. Children at this age may be clumsy and accident prone, but they gradually become more coordinated. By fifth grade, most children have achieved much better control and increased their mastery of large-muscle activities.

Children are impatient with aspects of personal hygiene. Tasks like brushing their teeth and combing their hair seem unimportant. Self-care routines can be a source of conflict. Few children of Cub Scout age appreciate the importance of cleanliness.

Mental Development

Children are concrete thinkers and take things very literally. Subtleties and humor frequently escape them, and they often interpret "what if" and "maybe" as promises to be kept. However, they are beginning to build concepts out of their concrete experiences and can use these ideas to imagine possibilities and solve problems.

Children are beginning to understand that behavior involves motivation and consequences. By first and second grade, they are likely to try to explain away bad outcomes by saying, "I didn't mean it." Fifth-graders are better at planning ahead to predict possible consequences. They are better at communicating with others because they can begin to see others' points of view.

Children enjoy activities that are distinct from their school-day experiences. By second grade, most children have begun to read on their own with varying success and interest. Cub Scouting often stimulates interest in reading and learning because the activities create a desire to know more. Cub Scouting activities don't have the association with failure that formal schoolwork has for some children; those who have problems at school might turn out remarkable Cub Scout projects.

Children have different learning styles. Some of them learn best visually, and some learn best by listening. Children and adults learn best when lessons are fun and hands-on. Cub Scouting's emphasis on learning by doing gives everyone a chance to shine.

Children are curious and adventurous. For Cub Scouts, the world is still new and waiting to be discovered. First- and second-graders are eager to meet life head-on—often with a willingness to take risks that may outrun their abilities.

Children can be highly imaginative. Children are ready to picture themselves in all kinds of roles and situations. Their ability to pretend lets them explore new ideas and feelings and their relationships with other people. Cub Scouting plays an important role in keeping curiosity alive by letting children do and learn things that interest them.

Children are collectors. Cub Scouts seem to accumulate things indiscriminately, and they're more concerned with quantity than quality. Fifth-graders retain their interest in collecting but often settle down to a more serious focus on one or two kinds of items. They are likely to spend more time counting, sorting, and arranging collections.

Children have short attention spans. First- and second-graders throw themselves into activities with great enthusiasm but might be ready to move on to something else in a remarkably short time. However, when something really interests them, Cub Scouts can stick with it longer. They also like to return again and again to favorite activities.

Children are still developing a sense of time. Many first- and second-graders can tell time with a clock, but they might have little sense of what time means. They express interest in planning and particularly like to know what is coming next. By age 10, most children have improved their time-management skills. They enjoy making rather elaborate plans and can generally get to where they want to be pretty much on schedule.

Building Relationships

Children have a strong need for adult/family support. Although they may be willing to try new things on their own or with peers, children still need family members and adults they look up to whom they can trust and with whom they can share their experiences. By fifth grade, they are ready for greater independence and responsibility. They resent being treated like "little kids," although they still want their parents to be there for them.

Children are learning to interact within groups. Generally, they understand the importance of friends, and many appear anxious about whether others approve of them. Still immature, they often view life mainly from their own perspective.

Children are becoming genuinely devoted and committed to their friends. They usually engage with enthusiasm in group activities. Many youngsters of this age also form spontaneous clubs and other fluid, though often short-lived, peer groups.

Children prefer dynamic group games. Young Cub Scouts love to succeed, and they have a great desire to win every time. They have difficulty understanding and mastering intricate rules of games and may lay blame on their opponents. Fifth-graders, on the other hand, usually have a sharp sense of rules. They can make a distinction between intentional and accidental rule violation.

Children need acknowledgment for their performance. Sometimes children avoid trying innovative endeavors because they are afraid that others might see them perform inadequately. Fifth-graders thrive on praise, too, but they prefer not to be singled out in front of others.

Learning Values

Children are developing ideas about right and wrong. By second grade, many of them do what is right because they've progressed in their moral development and learned important values. Others may do what is right primarily to avoid punishment.

Children are beginning to see the value of trying to get along with others. By age 10, most children have begun to relate conformity to rules with self-interest. They are interested in the benefits they receive when they follow the rules. This age is also a time of much bargaining. They are beginning to understand that others have rights, too.

Children have a growing appreciation for fairness. Some psychologists believe that sensitivity to the feelings of others is the beginning of a moral sense. The young Cub Scout takes a fairly rigid stand on issues of fairness.

Children are beginning to see that values are important. Some of them begin to realize that the ideas expressed in the Scout Oath and Scout Law are values that American society feels are important. Modern American culture requires children to be able to experience moral issues in terms of obedience to rules and to explore them within networks of relationships.

Children like being helpful. At this age they are not too young to do things for others. Children enjoy helping others, especially if they can see that their service actually meets a need. At the end of a service project, it's important to have time for discussion so that your Cub Scouts can understand their experience, learn from it, and grow.

See Appendix 2 for additional information and specific ideas for working with Cub Scouts, creating den spirit, and tracking behavior.

PROVIDING ENCOURAGEMENT

- Reward more than you criticize, in order to build self-esteem.
- Praise immediately any and all good behavior and performance.
- Change rewards if they are not effective in motivating behavioral improvement when needed.
- Find ways to encourage the Scout.
- Teach Scouts to reward themselves. This encourages them to think positively about themselves.
- Emphasize and recognize accomplishments.

PROVIDING SUPERVISION AND DISCIPLINE

- As a leader, you must be a number of things to each Cub Scout in your den: friend, authority figure, reviewer, resource, and teacher.
- Listening is an important technique that means giving Scouts an opportunity to express themselves. Whether as a part of the group or in private conversation, be patient, be understanding, and take seriously what the Scout has to say. Keep yourself attuned to what they are saying; use phrases like, "You really feel that way?" or "If I understand you right. . . ."
- Be on the lookout for signs that a Scout may need redirection, and be ready to intervene before a situation escalates.
- Avoid ridicule and criticism. Remember, all children have difficulty staying in control.
- Remain calm, state the infraction of the rule, and avoid debating or arguing with the Scout.
- Develop a plan for appropriate and consistent consequences for particular types of misbehavior.
- When a Scout is behaving in an unacceptable manner, try the "time out" strategy or redirect their behavior.
- Administer consequences immediately, and monitor proper behavior frequently.
- Make sure the discipline fits the offense and is not unduly harsh.
- Enforce den rules consistently.
- Do not reward inappropriate behavior. Offer praise when the Scout exerts real effort, even if unsuccessful, and/or when you see improvement over a previous performance. Never praise falsely.
- Do not accept blaming others as an excuse for poor performance. Make it clear that you expect all Scouts to answer for their own behavior. Behavior is a form of communication. Look for what the behavior is saying (i.e., does the Scout want attention?).

WORKING WITH CUB SCOUTS WITH SPECIAL NEEDS AND DISABILITIES

We are all aware that every individual is different and unique in their own way. All children have different ways they learn and different abilities. When we read or hear the term "disability," we more commonly think of visible forms of disability and not necessarily those that are not visible. It's obvious that a Scout in a wheelchair may have challenges fulfilling a hiking requirement, but it might not be so obvious when it comes to the Scout with a learning disability.

Since its founding in 1910, the Boy Scouts of America has had fully participating members with physical, cognitive, and emotional disabilities. The basic premise of Scouting for youth with disabilities is that every child wants to participate fully and be treated and respected like every other member of the Cub Scout pack. Children with cognitive, physical, or emotional disabilities should be encouraged to participate in Scouting to the extent their abilities will allow. Many Scouts with disabilities can accomplish the basic skills of Scouting but may require extra time to learn them. Working with these youth will require patience and understanding.

Begin with the Cub Scout and the child's parents or guardians; seek guidance from them on how best to work with the Scout with special needs. The parents or guardians can help you to understand the Scout's medical history, capabilities, strengths, and weaknesses as well as how they can support you as the den leader. This will help you become aware of special needs that might arise at meetings, field trips, and campouts with the parents. To the fullest extent possible, Scouts with disabilities should be given opportunities to camp, hike, and take part in all activities.

The best guide to working with Scouts who have disabilities is to use good common sense, to trust your instincts, and to focus on all the potential that Cub Scouts with disabilities do have. It's important to try to remember that Cub Scouts are first and foremost children, whether they have a disability or not.

Below are some helpful tips for working with Scouts with special needs and disabilities:

◇ LEADERSHIP TECHNIQUES

- Wise leaders expect challenges but do not consider them overwhelming. All children have different needs. The wise leader will recognize this and be prepared to help.
- Leaders should meet the parents and the new Scout with a disability to learn about the Scout, any physical or cognitive limitations, and their abilities and preferences. Some young people with disabilities will try to do more than they are capable of doing, just to "fit in" with others, which could result in unnecessary frustration.
- Many youths with disabilities have special physical or health needs. Parents, visiting nurses, special education teachers, physical therapists, doctors, and other agencies can help make you more familiar with the nature of a disability that a Cub Scout in your den has.
- Accept the Scout as a person, and give them the same respect that you expect from them. This will be much easier if you know the Scout, their family, their background, and their likes and dislikes. Remember, any behavior that presents difficulties is a force that can be redirected into more acceptable pathways.
- All Cub Scouts use the "buddy system." For children with special needs, the buddy system can take on a whole new meaning. Some disabilities might be too extensive for one Cub Scout to assist their buddy with all the time. In those cases, provide a rotation system of buddies. Just remember that if you find a buddy system that is working and everyone is happy with, don't feel like you have to change it for the sake of changing it. If it is appropriate for the new Cub Scout, explain the system to the den. Each week, a different den member will be responsible for helping the new Cub Scout during the meeting. Emphasize that the important factor is to "Do Your Best" and that the Cub Scout who is helping must be patient—not only because of the special needs of their buddy but because the buddy is new to Cub Scouting.
- Example is a wonderful tool. Demonstrate personal discipline with respect, punctuality, accuracy, conscientiousness, dignity, and dependability.
- Become involved with the Scout in your care. Let them know you care. A small word of praise or a pat on the back for a job well done can mean a lot. Judge accomplishment by what the Scout can do, not by what someone says they must do or by what you think they cannot do.
- Rewarding achievement will likely cause that behavior to be repeated. Focus rewards on proper behavior and achievement.
- Do not let the Scout or parents use the disability as an excuse for not trying. Expect Scouts to give their best effort.

◇ GIVING INSTRUCTION TO YOUTH WITH DISABILITIES

Accept the child, offering patience, understanding, and respect. Try not to overprotect or under-assist, rather encourage independence and self-advocacy. Self-advocacy—the process of knowing and being able to communicate personal needs and abilities—is important for any youth to learn.

- Maintain eye contact during verbal instruction, except when the Scout's culture finds this inappropriate.
- Make directions clear and concise. Be consistent with instructions.
- Help the Scout feel comfortable with seeking assistance.

- If there is a learning disability:
  - — Simplify complex directions. Give one or two steps at a time.
  - — Make sure the Scout comprehends the instructions before beginning the task.
  - — Repeat instructions in a calm, positive manner, if needed.

◇ ADVANCEMENT GUIDELINES FOR CUB SCOUTS WITH SPECIAL NEEDS OR DISABILITIES

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs. Section 10 deals with advancement for members with special needs. Topic 10.2.1.0 addresses issues specific to Cub Scouting.

Advancement is so flexible that, with guidance, most Cub Scouts with disabilities can complete requirements. The standard is, "Have they done their best?" It may take them longer to attempt requirements and demonstrate this, but the accomplishments will be rewarding to the Cub Scouts, their parents, and their leaders.

Include parents to help determine what "best" means for each child. Develop the potential of each Cub Scout to the fullest of their ability through the advancement program. Adaptations are permitted in teaching the skills or activities for the advancement requirements.

There could be times, however, when a Cub Scout's "best" isn't enough even to get a start. For example, a Cub Scout in a wheelchair cannot pass requirements calling for walking or running. In these cases, Cubmasters and pack committees may jointly determine appropriate substitutions that are consistent with Cub Scouts showing they can "do their best." For example, elective requirements could take the place of those required. Or in consultation with a parent or guardian, other minor adjustments representing similar challenges could be made.

HELPFUL HINTS FOR DEN LEADERS

Prepare yourself to "do your best" as a den leader by focusing on the leader materials and training you should have to best serve your Cub Scouts.

The following are some hints that will help you better plan and execute your den meetings.

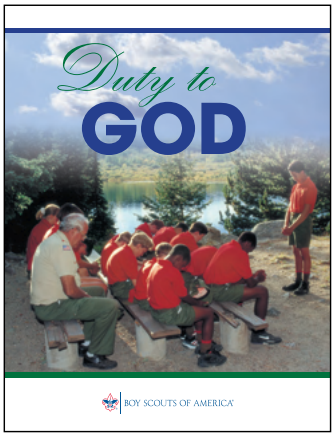
PLANNING YOUR MEETINGS IN ADVANCE

Plan your meetings ahead of time with emphasis on the flow of activities. Pay special attention to the "Notes to Den Leader" section at the start of the adventure as well as the "After the Meeting" sections of den meeting plans for preparation and materials needed for the next meeting. You will want to alternate between quiet and more vigorous activities; the den meeting plans are designed with this approach in mind. Be sure you have an active game or other activity to help keep the meetings fun and exciting. In addition to the Gathering activity, there are additional games in the appendix to this guide that will help you keep everyone on track and having fun. Dens that incorporate regular physical activity and other healthy practices into their meetings can earn the SCOUTStrong Healthy Unit Award. Encourage your Scouts to participate in physical activity at the den meeting and help them earn this award (more information can be found in the appendix). Plan on investing 45–60 minutes to read through the den meeting plans and prepare for the den meeting. The time invested in planning and preparing will ensure that your meeting runs well and is fun for the Scouts.

DEN RULES AND CODE OF CONDUCT

At the beginning of the year, establish the rules that the den will follow and the consequences for breaking those rules. The Cub Scouts in your den should participate in the decision-making process. By helping decide what can and can't happen in the den, Cub Scouts will feel a sense of responsibility toward how the den is run. They will feel that the den is "theirs." Have them design and then sign a poster on which the code of conduct is written and display it at your meeting place. You can find this poster along with posters of the Scout Oath and Scout Law at www.scoutshop.org.

DUTY TO GOD ADVENTURES



The BSA maintains that no member can grow into the best kind of citizen without recognizing an obligation to God; the BSA supports all faiths and faith practices equally, whether the youth and their family are members of an organized religious body or not. All Scouts show this by being faithful in their duty to God as their family practices their faith and by understanding the 12th point of the Scout Law: "Reverent."

The duty to God adventures in the Cub Scout rank requirements encourage Cub Scouts to work with their families to develop an awareness of their own personal beliefs in relation to their duty to God. These adventures are primarily home-based adventures. As the den leader, you should let parents know they need to help their Cub Scout complete the duty to God adventure. Parents or guardians should let the den leader know when the duty to God adventure requirements have been satisfied. If all members of your den share the same faith, you may choose to incorporate the duty to God adventures into your annual den meeting plans, working with the families in the den to achieve these adventures.

The religious emblems program is mentioned in each rank's duty to God adventures. The emblem for a faith can be earned by the Scout by completing the specific program requirements. You may also want to check with your Cubmaster or the pack committee chair for the program materials if you are chartered by a faith-based organization.

Additional information for taking part in the religious emblems program is available at www.scouting.org/awards/religious-awards or www.praypub.org; your religious education leaders may also have information on these recognitions.

CEREMONIES

Ceremonies are important for marking the beginning and end of each meeting. They are also a time for reinforcing the aims and purposes of Scouting, marking important events, and bringing the families in your den together. As Cub Scouts finish adventures toward their badges, simple ceremonies during the den meeting will serve to congratulate them on their accomplishments. You will find suggested ceremonies in the appendix of this guide or in the resource *Ceremonies for Dens and Packs* available at your local Scout shop. Some packs maintain a library of resources; check with your Cubmaster to see if these materials are available within your pack.

Den ceremonies should be short—no longer than two or three minutes—and varied. The same opening and closing each week will become boring. Occasionally, the Cub Scouts should have a chance to help plan and lead den ceremonies. Here are some types of den ceremonies to consider using in your den meetings:

- An opening ceremony, often a flag ceremony, signals the beginning of the den meeting.
- A progress toward ranks ceremony can acknowledge a Cub Scout's progress toward rank advancement.
- A denner installation ceremony recognizes a youth leader and the importance of this position in Cub Scout and Webelos dens.

- Special recognition ceremonies can mark special events such as birthdays and holidays.
- Closing ceremonies can emphasize Cub Scouting's ideals and bring a quiet, inspirational end to the den meeting.

IMMEDIATE RECOGNITION

A den doodle is an object for the Cub Scouts in your den to use to show off their accomplishments and achievements. In the appendix of this guide, there are ideas for den doodles. Your den members can design and create their own den doodle as a den meeting activity at the start of the year. Use the den doodle to keep a visual reminder of activities the den has completed and shared.

Adventure loops can also be awarded at the den level or at the pack level. Awarding an adventure loop at the pack level lets all the pack know of the Scout's achievement during an advancement ceremony. Check with your Cubmaster and pack leadership for the practices your pack follows. No Cub Scout should be required to wait more than two weeks to receive an award.

MISSED MEETINGS

Circumstances occur when Cub Scouts may miss one or more of the den meetings you've planned. Transportation issues, illness, or sports and school activities may require Scouts to miss meetings. Do your best to communicate the requirements or activities that were missed to their parents or guardians. Determine if you have program materials you can share, such as activity items or notes on the outing, that a family can use to achieve what was missed. Sharing the content of this book can be a great help as well. It is not the expectation that you alone need to help them make up the missed work. It is a combined effort between you as the den leader, the Cub Scout, and the Cub Scout's family. The Cubmaster is a good resource as well for you to consult if Scouts consistently miss meetings.

SNACKS/TREATS

Healthy snacks and water at meetings help set an example of healthy eating habits. If a snack is served during meetings, have fruits or vegetables and save the treats for a special occasion. Offering fruits or vegetables can also help you avoid concerns with common food allergies; however, it's best to discuss allergies with families before the first meeting. You can motivate Cub Scouts to try healthy foods by working toward the SCOUTStrong Healthy Unit Award as a den, which requires fruits and/or vegetables as snacks during meetings. Learn tips to get started and more about this award on in the appendix under "Awards Cub Scouts Can Earn."

DEN SCRAPBOOK

A great idea for the families in your den is to create a scrapbook early in the program year. Fill the scrapbook with sample artwork that the Cub Scouts create as den activities, stories about their adventures, and pictures taken of Scouts with their completed projects. Whether electronic or paper, the den scrapbook will become a treasured memento.

TRACKING THE ADVENTURE

It is important to keep track of what has been accomplished by the Scouts as they advance through the adventures and meet the requirements for each rank. Families will keep track of adventure requirements completed at home in each Scout's handbook. Coach parents in the value of recording accomplishments regularly in their child's handbook.

For ease in keeping track of advancement requirements, advancement posters are available at your local Scout shop (Lion, Tiger, Wolf, Bear, and Webelos). On a regular basis, transfer requirements completed at home to this form. Keeping track of completed requirements in a single place will also help you share accomplishments with your pack's advancement coordinator, who will order awards each month. The awards will be presented monthly at the pack meeting.

SUCCESS

Leadership is learned and developed. You can become an effective den leader if you complete basic training, plan interesting den meetings, and take the time to understand the children and families in your den. Become familiar with the Cub Scout handbook, and provide opportunities for advancement. One of your best resources is your district's monthly Cub Scout leader roundtable, where you can exchange ideas with other den leaders. Remember to be flexible in your planning. Have fun in the program. Be thankful for the opportunity you have to work with the youth in your community and influence their lives. There is great satisfaction in helping children learn good values and worthy skills along their way to becoming adults.

Required Adventures

CALL OF THE WILD

RATIONALE FOR ADVENTURE

Many children join Scouting because they want to go camping. This adventure will introduce Wolves to several camping skills—selecting and bringing gear, participating with their families in the out-of-doors, and being prepared for bad weather. They will also learn about animals they might see, the Leave No Trace Principles for Kids, tying knots, and how to handle potentially harmful situations.

TAKEAWAYS FOR CUB SCOUTS

- Outdoor essentials
- Identifying animals
- Tying square and overhand knots
- Taking care of themselves in the wilderness
- A Scout is obedient, courteous.

Wolf Handbook, page 24

ADVENTURE REQUIREMENTS

Complete requirements 1–4 plus at least one other.

1. Attend one of the following:

   A. A pack or family campout

   B. An outdoor activity with your den or pack

   C. Day camp

   D. Resident camp
2. With your family or den, make a list of possible weather changes that could happen during your outing according to the time of year you are outside. Tell how you will be prepared for each one.
3. Do the following:

   A. Recite the Outdoor Code with your leader.

   B. Recite the Leave No Trace Principles for Kids with your leader. Talk about how these principles support the Outdoor Code.

   C. After your outdoor activity or campout, list the ways you demonstrated being careful with fire or other dangers.
4. Show or demonstrate what to do:

   A. In case of a natural disaster such as an earthquake or flood.

   B. To keep from spreading your germs.
5. Show how to tie an overhand knot and a square knot.
6. While on a den or family outing, identify four different types of animals you see or explain evidence of their presence. Tell how you identified them.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. This den meeting plan, when followed as written, meets the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

A pack or family camp is an option for this adventure. The den meeting plans are written to prepare the den to participate in an overnight campout. These meeting plans can be adjusted to meet the other option of an outdoor activity.

For Meeting 3, Wolf Scouts may participate in a pack campout (requirement 1) or an alternative activity as permitted by their chartered organization. Confirm the campout plan with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

If Scouts will instead be going on family campouts, identify locations that will help them complete the requirements for this adventure.

The options of day camp or resident camp must be completed as a Wolf Scout during the summer prior to second grade.

Wolf Scouts have three options for camping: pack overnighters, council-organized family campouts, or camping with their families. Wolf dens may not go camping as a den. At least one adult leader on the overnighter must be trained in Basic Adult Leader Outdoor Orientation.

See the appendix for optional den meeting activities, including gatherings, openings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Plans for the upcoming pack campout—location, fees, gear list, food arrangements, etc.
- Assorted flying discs and targets for the Gathering activity (see Meeting 1 Resources)
- Information about how to identify animals, including photos or illustrations (Activity 1)
- Slips of paper for the “Camping Charades” game (Activity 2)
- Sample gear items for the campout, including the Cub Scout Six Essentials (Activity 3)

GATHERING

- As Scouts arrive, have them practice throwing discs at targets. (See Meeting 1 Resources.)
- Have Scouts write their favorite camping activity on one slip of paper each, and put all of the papers in a hat, bowl, or other container.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Recite the Outdoor Code (requirement 3A; see the *Wolf Handbook*).
- Recite the Leave No Trace Principles for Kids (requirement 3B; see the *Wolf Handbook*).

TALK TIME

- Introduce the Call of the Wild adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

- Share plans for the pack campout (see above). If some Scouts will be camping out with their families, discuss possible locations with the Cub Scouts and their families and review everything they will need to bring.

ACTIVITIES

◇ Activity 1: Animal Identification (REQUIREMENT 6)

- Using photos or illustrations, teach the Scouts how to identify four types of wild animals they may be able to see near their homes or on the campout. If possible, include examples of mammals, birds, insects, reptiles, and amphibians. (See Meeting 1 Resources.)
- Have them go to requirement 3 in their *Wolf Handbooks* and write the name of each animal and how to identify it.
- Show Scouts some additional pictures that look similar but that are clearly not the types of animals that they will see on the campout. Have them pick out the differences.

◇ Activity 2: Camping Charades Game (OPTIONAL)

- Have each Scout pick one of the slips of paper they filled out during the Gathering and pretend to be doing that activity while the other den members try to guess what it is. Tell them not to use words or props—only actions—and give them time to plan the charade with help from adult leaders.

◇ Activity 3: Camping Gear (OPTIONAL)

- Discuss with the Scouts what gear they should bring on the campout for their own personal care and comfort, based on where and when they are camping. If you are not going camping, adjust the list based on the outdoor activity you plan to do. Don't forget the Cub Scout Six Essentials! (See Meeting 1 Resources.) You should also cover items like tents, sleeping bags, ground cloths, pillows, sleeping pads or mattresses, warm clothes, raincoats, eating utensils, hats or caps, toothpaste, toothbrushes, etc.

CLOSING

- **The Grand Howl.** To recognize their achievements during this meeting, form a circle make the Cub Scout sign with both hands. Then, like young wolves, all the Scouts give a long howl. After this, they all jump up and raise their right hands high above their heads, and give the Cub Scout sign again, shouting, "Akela! We'll—do—our—best!"

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3A, 3B, and 6.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Scouts to sign at the next meeting.

MEETING 1 RESOURCES

DISC GAMES (GATHERING)

Frisbee–style flying discs can be used for a variety of activities. The basic skill is easy, and the Gathering is a good time for Wolves to refine that skill without the need for much equipment or preparation. Try either of these two games, depending on the time you have available.

Target shooting. Lay out a field of "targets," making sure to include a mix of shapes and sizes at various distances from the throwing line. Have Scouts try to hit the items by throwing the discs. As their skills increase, add a few challenges by removing the larger targets, moving some of them farther away, or providing ring-shaped objects to shoot through (e.g., tires, hula-hoops).

Disc golf. Set up a course over a large field or backyard with markers for "holes." The players must strike the markers to complete a hole, counting shots along the way. The course may include some obstacles to play around. The player with the lowest shot score wins. As a variation, let teams of two players alternate taking shots to complete a hole.

ACTIVITIES

◇ Activity 1: Animal Identification

These tracks may be included as an illustration during the activity.

◇ Activity 2: Camping Gear

Cub Scout Six Essentials. Review the items Cub Scouts should carry in their personal gear when going on hikes or campouts. Suggest getting a small day pack or similar bag to organize the items and make them easy to carry without interfering with normal activities. Emphasize that these items are not intended for play and should be used only when needed.

- First-aid kit—adhesive bandages, moleskin, gauze, antibiotic ointment, etc.
- Water bottle—filled and large enough to last until it can be filled again
- Flashlight—for emergency use only (Check the batteries.)
- Trail food—can be made as a den activity prior to hike or campout
- Sun protection—sunscreen of SPF 30 or greater and a hat
- Whistle—also for emergency use only

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Several nontransparent bags, each with a camping item inside for the shape guessing game (Gathering)
- Small bottle of soap and a basin or pot filled with water for hand cleaning (Gathering)
- Whiteboard and a marker for Talk Time
- Examples of gear and clothing needed in case of bad weather (Talk Time)
- Ropes for knot tying and the knot relay game—3' length of rope for each Scout (Activity 2)
- If needed, invite some Scouts from a troop or adult volunteers to help as the Wolves learn to tie knots. Have examples on hand of finished overhand and square knots, so they can compare their work.

GATHERING

- **Shape guessing.** Let each Scout reach into one of the bags prepared for the game and try to guess the camping item inside. Then reveal the contents of each bag.
- **Hand cleaning.** Demonstrate the proper method for washing your hands when on a campout. Sing the "Happy Birthday" song as you wash your hands to ensure all the dirt has washed away (requirement 4B).

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Discuss plans for the upcoming pack campout or other activities to meet this requirement with families.
- Reveal the items that were hidden in bags for the shape guessing game. Discuss hygiene items and gear needed for campouts, making sure to review again the Cub Scout Six Essentials (see Meeting 1 Resources).
- Discuss the Leave No Trace principles and how they support the Outdoor Code (requirements 3A and 3B; see the appendix). Emphasize that Wolves are focusing especially on the Outdoor Code's call to "Be Careful With Fire." Talk about ways to demonstrate this principle during the campout.

ACTIVITIES

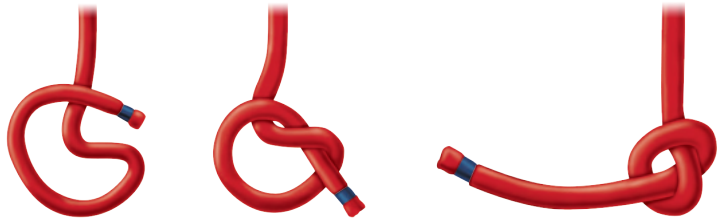
◇ Activity 1: Safety Check (REQUIREMENTS 2 AND 4)

- Show the bad weather gear and clothing you collected, and describe how each item might be useful if the weather changes drastically while you are camping.
- Talk about what to do in case a natural disaster occurs during a campout, including each type of disaster listed in the handbook (requirement 4A). Have Wolf Scouts write in their handbooks one thing they can do if any one of those disasters strikes. Don't let the talk get bogged down in hypothetical scenarios—keep it realistic, so everyone can quickly solve the situations. Is your area prone to flooding, earthquakes, wildfires, windstorms, blizzards, or monsoons? Refer to www.ready.gov or other online resources dealing with disaster preparation and recovery.

◇ Activity 2: Knot Tying/Knot Relay Game (REQUIREMENT 5)

Show the Scouts how to tie these two knots, based on the instructions in the *Wolf Handbook*. Give everyone time to practice and demonstrate what they have learned. Then play the Knot Relay Game.

- **Overhand knot.** This type is used to prevent a rope from going completely through a pulley or a hole. It can also be a starter for tying shoes or be used to keep the end of a rope from unraveling.



- **Square knot.** This knot can be used to tie two ropes together or to tie packages, rig sails, or the ends of a bandage.

- **Knot Relay Game.** Divide Scouts into two teams, each standing in single-file lines. Lay two ropes on the floor about 20 feet from the start line. The first Scout in each team runs to the rope, ties an overhand knot, shows it to a judge, unties it, and runs back to tag the next Scout in the team. Once this relay is finished, you can repeat it using square knots.

◇ Activity 3: Campfire Show Planning (OPTIONAL)

- Have Wolf Scouts work together to brainstorm some ideas for a campfire show to perform at the upcoming den outing. Ideas can include simple songs, skits, or other creative acts. Help ensure that each Scout is included and has a role in the show. Scouts will practice for the show as a Do-at-Home Project.

CLOSING

- Gather the den in a Friendship Circle. Using their ropes from Activity 2, have Scouts each tie their rope to their neighbor's with a square knot until a rope circle is formed. Standing around the circle, the Scouts hold the rope with their left hands while making the Cub Scout sign with their right. The den leader then recites this quote from Lord Baden-Powell: *Every Scout ought to be able to tie a knot. To tie a knot seems a simple thing, and yet there are right and wrong ways of doing it, and Scouts ought to know the right way.*
- Review details for the upcoming campout or outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 2, 4, and 5.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes to give to anyone who helps the den during the pack campout.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Camping gear, including Cub Scout Six Essentials and all items needed from checklist in *Wolf Handbook*
- Food for cooking meals
- Confirm that transportation to and from the event is in place. Secure activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*

GATHERING

Remind the Scouts of the slogan, "Take only memories, leave only footprints," and the adage that Scouts always leave a campsite better than they found it. Wolf Scouts focus on the Outdoor Code principle of "Be Careful With Fire." Discuss ways that they can demonstrate this principle when they are at a campsite, using the *Wolf Handbook's* guidelines for requirements 3A, 3B, and 3C as a resource. Point out things previous campers may have left behind and remind Scouts that if we leave it here also, other campers will think it was ours. So let's clean up!

OPENING

- Say the Pledge of Allegiance and the Scout Oath and Scout Law.
- Go over the activities planned for the outing.
- Share the time that the dinner preparation will begin.
- Share the time the campfire will begin.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Animal Identification (REQUIREMENT 3)

Make sure Scouts each identify four different types of animals during the campout and explain how they identified them. Animals can include birds, insects, and other animals.

◇ Activity 2: Human Chain Race (OPTIONAL)

Have Wolf Scouts line up single file and in two teams. (Have an adult join one of the teams if you have an odd number of Scouts.) Players reach between their own legs with their right hand and grab the left hand of the Scout behind them to make one long chain. On the "Go" signal, both teams race forward around an established turning point and back to the finish line. If one of the chains breaks, the team must stop and re-form before continuing.

CLOSING

- The closing for this meeting may be part of the ending of the campfire, or possibly the morning after camping out. It should be inspirational and ideally reference the outdoors.
- Have Scouts list in their copy of the *Wolf Handbook* how they demonstrated the principle of "Be Careful With Fire" during the campout (requirement 6).

AFTER THE MEETING

- Record completion of requirements 1, 3C, and 6.
- Work together to clean up the campsite.
- Send thank-you notes to those who helped.

Upon completion of the Call of the Wild adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

NOTES

COUNCIL FIRE
(DUTY TO COUNTRY)

RATIONALE FOR ADVENTURE

This adventure will give Wolf Scouts the opportunity to learn more about their neighborhood and community structure, how they can be a part of their community through service, and how others have provided service to our country.

TAKEAWAYS FOR CUB SCOUTS

- Teamwork
- Problem solving
- A Scout is loyal.

Wolf Handbook, page 44

ADVENTURE REQUIREMENTS

Complete requirements 1 and 2 plus at least one other.

1. With your den or pack, participate in a flag ceremony, and learn how to properly care for and fold the flag.
2. Participate in a community service project with your pack, den, or family.
3. With your parent's or guardian's permission, talk to a military veteran, law enforcement officer, member of the fire department, or someone else approved by your den leader. Talk about his or her service to the community or country. After you have visited with the individual, write a short thank-you note.
4. Learn about the changes in your community, and create a project to show your den how the community has changed.
5. Select one issue in your community, and present to your den your ideas for a solution to the problem.
6. Work with your den to develop a den duty chart, and perform these tasks for one month.
7. Participate in an event such as a parade or assembly celebrating military veterans.

NOTES TO DEN LEADER

The den meeting plans for this adventure include all requirements. Conducting the den meetings as outlined here will ensure completion of this adventure. You may adjust these meeting plans as desired, keeping in mind to include the minimum requirements to earn this adventure.

The outing in this adventure is not a den meeting. There are two activities related to this adventure: participating in a community service project and completing an elective requirement to participate in an event or parade celebrating veterans. This den meeting plan only covers the community service project. Discuss options for participating in an event or parade celebrating veterans with the parents of your den and other leaders in the pack.

You may want to invite a military veteran, member of the fire department, police officer, or community service worker to talk to the den (requirement 3) during Meeting 2. Also, make arrangements well in advance for shipping the military care packages the Scouts will assemble at that meeting. For assistance, contact a local military base, National Guard station, USO office, or American Legion post. The office you contact may be able to suggest items for the packages.

See the appendix for optional den meeting activities, including gatherings, openings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Five metal washers per Scout and a container with a wide opening (plastic bowl, cardboard box, etc.) for the "Washer Toss Game" (Gathering)
- List of ideas for community service projects (see requirement 4 in the *Wolf Handbook*)
- The den will be selecting a community service project proposal during Meeting 1.
- The presentation to the committee will be made as part of a den outing for Meeting 3.
- Contact the local library or historical society to see if photos are available showing development in the den's neighborhood or community during the last 25 years—streets being constructed, trees cut down, water diverted, etc. You may also be able to collect photos online that show how the area looked many years ago. Gather enough pictures for each Wolf Scout to build a small photo collage in the "Things Change" activity.
- Whiteboard or a large, poster-sized piece of paper and a marker for Talk Time
- Blank cards and pencils for ballot voting
- A printed copy of the weekly den duty chart (see Meeting 1 Resources)
- Sheets of poster board and glue or tape for the "Things Change" activity
- Balloons for team-building game (Check for latex allergies. If someone is allergic, purchase latex-free balloons.)

GATHERING

Washer Toss Game. Have the Scouts form a circle several feet in diameter. Give Scouts five metal washers each. (If washers aren't available, you may substitute pennies, buttons, or wrapped hard candy). Place the container in the center of the circle, then go around the circle as Scouts take turns throwing the washers. After they toss all five washers into the container, let them retrieve the washers and try tossing from a farther distance when the next turn comes again.

OPENING (REQUIREMENT 1)

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Demonstrate how to properly care for and fold a flag, and actively involve the Wolf Scouts in the demonstration. Refer to the *Wolf Handbook* and the appendix for additional guidance.
- Have the den recite the Outdoor Code.

TALK TIME (REQUIREMENTS 4–6)

- Introduce the Council Fire (Duty to Country) adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Discuss changes in the community and service project ideas.
  - Pass around the community photos you gathered or copied. Ask Scouts to each point out one thing that has changed, and then discuss the impact of those changes on plant and animal life. Discuss what changes they like and what they would have liked to have kept. Ask what they like about living in their community. Discuss how some things have changed for the better—such as running water, electricity, or other modern conveniences—but that many require buildings that some people don't want near their house. Help the Cub Scouts understand the challenges of a

growing community. Considerations include determining where to locate facilities necessary for growth, how growth may impact people who already live in the community, how it may attract people to the community, and how it impacts the environment.

  - Then have the Scouts narrow their conversation to one community problem and think of ways they could help solve it. Let them also consider the ideas in the *Wolf Handbook*. If none of these are suitable to your area, you may substitute one that is important to your group. List their ideas on the whiteboard or a large, poster-sized paper, and pass out ballots to vote on the one that seems best. After the vote, lead a reflection on how they came to the solution. Did everyone agree? Maybe not, but being a good citizen means we consider the needs of others and the community as a whole and not just our own personal opinion.

- Finally, have the Scouts work together to fill out the den duty chart for the month. See requirement 6 in the *Wolf Handbook* for suggestions, and make sure everyone will have an opportunity to do several jobs. Remind them that "a Scout is trustworthy": Their fellow Scouts will trust them to do those chores.

ACTIVITIES

◇ Activity 1: Things Change (Requirement 4)

Give each Scout a sheet of poster board and some of the neighborhood photos to build a small collage showing changes in their community through the years.

◇ Activity 2: Balloon Field (Optional)

- Play this team-building game. (Remember that Scouting is a safe haven for everybody; no one should be forced to play a game if they don't feel physically or emotionally comfortable with it.) Blow up five to 10 balloons and place them on the ground, leaving space between them to walk around.
- Divide the Scouts into two teams. One at a time, a Cub Scout from each team walks across the balloon field with eyes closed or wearing a neckerchief as a blindfold. The team to get the most players across the field with hitting the least amount of balloons wins. Other players can direct their teammates by shouting instructions to avoid the balloons (e.g., "two steps to the right"). **Note:** If there are latex allergies, make sure to use latex-free balloons or substitute balloons with empty water bottles or aluminum cans.

◇ Activity 3: Den Yell (Optional)

Develop a den yell or cheer. Keep it simple so everyone can learn it. Use something as simple as, "We're the Cub Scouts from Den 3, and no Cubs could be prouder! If you can't hear us now, we'll yell a little louder!" (Repeat twice, louder each time.) Keep the Scout Oath and Scout Law in mind when creating and using your den yell or cheer.

CLOSING

- Have the Scouts lead the den yell they created.

Do-at-Home Project Reminder:

Tell Scouts to collect aluminum cans from home, school, or a parent's workplace for the "Monster Stomp." The cans should be emptied and rinsed out, and make sure the Cub Scouts wear strong shoes for the stomping.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 4, and 5.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

DEN DUTY CHART (TALK TIME)

DEN DUTY CHART

Week 1 Duty Chart

Duty	Wolf Scout in Charge	Completed

Week 2 Duty Chart

Duty	Wolf Scout in Charge	Completed

Week 3 Duty Chart

Duty	Wolf Scout in Charge	Completed

Week 4 Duty Chart

Duty	Wolf Scout in Charge	Completed

MEETING 2 PLAN

PREPARATION AND MATERIALS

- Aluminum cans, large trash bag, and hand sanitizer for the "Monster Stomp" (Gathering)
- Invite a military veteran, member of the fire department, police officer, or community service worker to talk to the den (requirement 3). The guest could be a family member of one of the Wolf Scouts.
- Collect information and photos or illustrations related to each branch of the U.S. military and community service groups to share during Talk Time. If your guest is a veteran, he or she may provide assistance and help lead the discussion.
- Flying disc for team-building game
- A thank-you card for Scouts to sign and give to the guest who speaks to the den.

GATHERING: MONSTER STOMP

As Scouts arrive with their aluminum cans, have them do the "Monster Stomp" outside—smashing the cans with their shoes for recycling. Once the cans are flattened, the Scouts will drop them into the trash bag to be carried later to a recycling center. Provide hand sanitizer for cleanup after all the cans are bagged. Keep a count of how many cans are brought, but don't reveal the total to the Scouts until the Closing.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have each Scout say what the word "brave" means to them.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Check the den duty chart, and recognize Scouts who completed their assigned duties without being asked.
- Have them give the den yell from Meeting 1.
- As a den, review the den's choice of a community service project and/or their participation in an event or parade celebrating veterans. Details such as date, time, and location should be shared with parents in a method preferred by the parents in your den.

ACTIVITIES

◇ Activity 1: Military or Community Service Member Visit (Requirement 3)

- Introduce the visitor to the den.
- Discuss the role of the military in defending our country. Mention each branch of the U.S. services:
  - Air Force (protecting our country from the air, usually from bases on land)
  - Army (occupational infantry forces that move in after the assault forces)
  - Coast Guard (protecting U.S. waterways)
  - Marines (mobile assault infantry)
  - Navy (protecting our country from the ocean or the air, usually based on ships)
- Guide the Scouts in asking questions related to the ways that community service workers such as your visitor help those in their communities.
- Present the visitor with the prepared thank-you card from the Scouts.

◇ Activity 2: Perpetual Motion (Optional)

- Play this team-building game. (Remember that Scouting is a safe haven for everybody; no one should be forced to play a game if they don't feel physically or emotionally comfortable with it.)
- Scouts sit in a circle on a large playing area with a smooth surface. Give each Scout a number, and put a flying disc in the center of the circle. The first player walks to the disc, turns it on its edge, and spins it like a coin. Returning to sit, this Scout calls out the number of another player who must reach the disc before it stops spinning, give it another spin, and call another player's number before sitting down. The object of the game is to keep the disc spinning as long as possible.

CLOSING

- Share how many cans were collected for the "Monster Stomp." Then have the Cub Scouts recite the Scout Law after that have one of the Scouts read the description of "thrifty" in the Scout Law, found in the Bobcat! section of the *Wolf Handbook.* Explain how recycling is one way to be thrifty.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- Work together to clean up the meeting place.
- Make arrangements with a parent or other adult to take the "Monster Stomp" cans to a recycling center.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS

- Two sheets of colored paper—one red, one green—for the "Silent Red Light/Green Light Game" (Gathering)
- Make arrangements with the project site and clarify any restrictions or special requirements.

Based on the service project, bring appropriate tools and safety equipment. If the project is in a highly visible location, be sure Cub Scouts and leaders are in full uniform. Refer to the *Guide to Safe Scouting* to ensure the service project meets BSA standards of safety. Make arrangements with the project site, and clarify any restrictions or special requirements.

GATHERING

Silent Red Light/Green Light Game. The entire game should be played in silence with Scouts tiptoeing quietly as they move. Select a leader from among the Cub Scouts or a den chief or adult leader. This person holds two sheets of paper—one red and one green—but stands with their back to the players, who stand side by side at a starting line. The leader then raises up one of the sheets, and the Scouts silently do whatever the color indicates: "go" at green and "stop" at red. Each time the leader switches to the other sheet, the players must switch to that action. When one of them reaches the leader, that Scout becomes the leader for the next round. Remind everyone that "a Scout is trustworthy," so they must return to the starting line if they stop or go at the wrong time.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Check the den duty chart, and reward or recognize Cub Scouts that complete their assignments without being asked. Adapt the duties as needed for the outing.
- Review the schedule for the service project. If possible, have someone who will benefit from the project speak to the den about the importance of what the Scouts will be doing.

ACTIVITIES

◇ Activity 1: Community Service (Optional)

- In accordance with the *Guide to Safe Scouting,* conduct the service project. Remember to make the project simple and not overwhelming for the Cub Scouts. The service project may last a little longer than a regular den meeting. It is also acceptable to participate in a community-organized service project.

CLOSING

Gather everyone in a circle and reflect on the lessons they learned about the impact of their community service project. Whom did it help? Discuss who would have done the project if they had not. Would anyone else have done it?

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 6.
- Record your service hours at www.scouting.org/awards/journey-to-excellence.
- Work together to clean up the meeting place.

Upon completion of the Council Fire (Duty to Country) adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition. You and the Scouts in your den are now eligible to wear the Messengers of Peace patch, which is worn around the World Crest (the purple round patch) on your uniforms.

DUTY TO GOD FOOTSTEPS

RATIONALE FOR ADVENTURE

This adventure will help Wolf Scouts develop a consistent awareness of their duty to God. They will also explore ways to practice their families' beliefs as part of living out their duty to God. Part of the Scout Law is to be reverent, which means that Scouts practice their faith and faith traditions but also respect the faith of others.

TAKEAWAYS FOR CUB SCOUTS

- We should show reverence for those of great faith who came before us.
- Religious freedom is one of the founding principles of our country, and Scouting honors that freedom.
- Practicing one's religion—walking the "footsteps"—shows reverence and duty to God.
- A Scout is reverent.

Wolf Handbook, page 56

ADVENTURE REQUIREMENTS

Complete requirement 1 or 2 plus at least two others.

1. Discuss with your parent, guardian, den leader, or other caring adult what it means to do your duty to God. Tell how you do your duty to God in your daily life.
2. Earn the religious emblem of your faith that is appropriate for your age, if you have not already done so.
3. Offer a prayer, meditation, or reflection with your family, den, or pack.
4. Read a story about people or groups of people who came to America to enjoy religious freedom.
5. Learn and sing a song that could be sung in reverence before or after meals or one that gives encouragement, reminds you how to show reverence, or demonstrates your duty to God.
6. Visit a religious monument or site where people might show reverence. Create a visual display of your visit with your den or your family, and show how it made you feel reverent or helped you better understand your duty to God.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. These den meeting plans, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Be aware of the potential differences of faith in your den. If all families are of the same faith, these den meeting plans work well. If there are families of different faiths, discuss potential locations for Meeting 1 to ensure all Cub Scouts and their families will benefit from the experience and not feel excluded based on their faith. Then share the other requirements with parents and when you would like for them to be completed.

Meeting 1 will be an outing to a religious monument or reverential historic site (requirement 6). Scouts may complete the outing with their families or with their dens.

If the den will conduct the outing together, be sure to contact the proposed location well in advance to set up the meeting and make any necessary plans. Make sure activity consent forms are distributed, signed, and collected.

See the appendix for optional den meeting activities, including gatherings, openings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- If you need help finding a location for the outing, check with a local historical society for suggestions. Requirement 6 for this adventure in the *Wolf Handbook* also provides some ideas.
- Contact someone in charge at the site to make plans for the visit and to see if a tour guide is available. Let them know how many Wolf Scouts and adults to expect.
- Collect signed activity consent forms from parents for Scouts to attend.
- Make all the necessary transportation arrangements.
- Prepare thank-you notes for anyone who helps with the outing.
- Obtain a U.S. or den flag that can be used in a flag ceremony at or near the site. This can be a small flag carried by one Scout as the flag bearer.
- Also bring two flags for flag-folding practice (Gathering).
- Bring permanent markers and a section of cloth large enough for each Scout to draw a picture or write a message on it. They may also use poster board or large sheets of paper (Activity 2).
- Write the words for Scout vespers on a poster or on individual slips of paper (Closing).

GATHERING

- Remind Wolves of the buddy system, staying with the group, and observing all rules for behavior at the site. Remember, a Scout is courteous and abides by all of the rules and customs at an outing location.
- Review any questions that the Cub Scouts or families in your den want to ask during the tour, to make certain all are appropriate.
- The den chief leads flag-folding practice.

OPENING

- Conduct a simple flag ceremony that includes the Pledge of Allegiance and the Scout Oath and Scout Law. Follow this with a silent prayer.

TALK TIME

- Introduce the Duty to God Footsteps adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Have each Scout sign the thank-you note(s) you prepared.

ACTIVITIES (REQUIREMENT 6)

◇ Activity 1: Religious Monument or Site Visit

Tour the site as a den, and allow time for the Scouts to ask their questions. When the tour is finished, have everyone thank the people who helped and present the thank-you note(s).

◇ Activity 2: Visual Display

Find a place where the Scouts can sit and create something on the large section of cloth or poster. Pass out markers for them to draw pictures or write messages about what the site meant to them personally.

CLOSING

Gather the den members in a circle and recite the Scout Vespers.

Softly falls the light of day,
While our campfire fades away.
Silently each Scout should ask:
"Have I done my daily task?
Have I kept my honor bright?
Can I guiltless sleep tonight?
Have I done and have I dared
Everything to be prepared?"

Do-at-Home Project Reminder:

Tell Scouts to think of two ways they can practice their duty to God. Review the requirements of the adventure and identify the activities that are to be done with their families. Remind them to have an adult in their family inform you of when the requirements have been completed. This should also be communicated to each family in the method they prefer.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 6.
- Ensure cleanup takes place.
- Bring the decorated cloth or posters to the next pack meeting and display it.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- Arrange a time and place for casting each Scout's footprint on paper or in plaster of paris before the meeting (Activity 2).
- Collect ribbons and dowels to create footprint wall hangings if the Cub Scouts use plaster of paris, or construction paper, paints, permanent markers, and wiggle eyes, etc., if they use paper.
- Printed copies of wolf prints, enough to make a trail around the meeting place (Gathering).
- Poster board with words for the "America's Great Beauty" song. Bring a recording of the "Battle Hymn of the Republic" so Scouts can learn the tune if they do not already know it (Opening, requirement 5).
- Notify parents that the Scouts will be using paints during the meeting, so they should wear an activity shirt under the Cub Scout uniform or bring an art smock to wear over their uniform.

GATHERING

Wolf Prints Game. Place the wolf print copies in a trail around the floor of the meeting place. Have the trail change direction at several points and leave an activity card in those places with an activity instruction on each card. For example: "Jump in place five times." "Walk twice in a circle." "Say the Scout Law." "Say the Scout Oath." "Show a sign of being reverent." "Reach up high."

OPENING (REQUIREMENT 5)

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

- To complete requirement 5, Scouts sing a song. Feel free to select a song or sing "America's Great Beauty" (to the tune of the "Battle Hymn of the Republic").

  My eyes have seen the beauty of the land and skies and seas,
  America's great beauty makes me fall upon my knees.
  To thank my God who made her, and to ask him please,
  Keep my homeland safe and strong.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Duty to God (Optional)

Have Scouts share with the den how they do their duty to God or share a faith tradition that their family practices. They may bring pictures, books, or other items to make a presentation.

◇ Activity 2: My Footprints (Optional)

Have paints, permanent markers, and other craft materials on hand for Scouts to decorate the footprint they made on paper or in plaster of paris.

CLOSING

Have each Scout show their footprint and tell about how it was decorated. Then gather in a circle and tell them: *All of these footprints are different, not only in size and how you decorated them but also in how unique each one of you is. You are very special, not only to your families but to God, too. In the years ahead, you will continue to grow and your own footprints will get bigger; as this happens, remember to keep your feet moving forward, doing your duty to God.*

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 5.
- Work together to clean up the meeting place.

Upon completion of the Duty to God Footsteps adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

MEETING 2 RESOURCE

HOWLING AT THE MOON

RATIONALE FOR ADVENTURE

This adventure will give Cub Scouts an opportunity to become comfortable speaking in front of others. It will also serve as a foundation for organizing and performing a campfire or pack meeting program.

TAKEAWAYS FOR CUB SCOUTS

- Working together to share ideas
- Being part of a team
- Learning to cope with stress, fear, and anxiety
- Participating in a campfire or pack meeting program
- A Scout is helpful, cheerful, trustworthy.

ADVENTURE REQUIREMENTS

Wolf Handbook, page 68

Complete the following requirements.

1. Show you can communicate in at least two different ways.
2. Work with your den or family to create an original skit.
3. Work together with your den or family to plan, prepare, and rehearse a campfire program to present at a den meeting or pack program.
4. Perform your role for a den meeting or pack program.

NOTES TO DEN LEADER

Meeting 3 is where the families in your den come together to perform. In this den meeting plan, the meeting is designed to be a campfire. You may do this activity at a den or pack meeting. Make sure that all of the Scouts' families are invited as soon as the time and location are arranged, and that any needed props are provided or brought by the Scouts.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- "Paper Route" game items (Gathering)
  - — One door mat or small rug
  - — One newspaper per Scout, rolled and secured with tape
- Items for the obstacle course activity (e.g., pool noodles, hula-hoops, rope, sports cones) (Activity 1)
- Copies of the Cub Scout motto sign language demonstration from the *Wolf Handbook* (one per Scout, Activity 2)
- One talking stick, prepared before the meeting (see Meeting 1 Resources)
- Poster board or whiteboard for recording the den's campfire plans (Activity 3)

GATHERING

Play the "Paper Route" game (see Meeting 1 Resources).

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the denner call roll. Each Scout should respond with a different friendly greeting.

TALK TIME

- Introduce the Howling at the Moon adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Introduce the talking stick (see Meeting 1 Resources for instructions on how to make one). Then have everyone take turns sharing something about their favorite game or movie while they are holding the stick. Remind them that the holder of the stick is the only one who can talk at that time.

ACTIVITIES (REQUIREMENT 1)

First, invite the Wolf Scouts to howl like wolves. Then say: "Howling is one way that wolves communicate. Let's find other ways to communicate with each other."

◇ Activity 1: Obstacle Course

- Have the Scouts go through an obstacle course around the room or outdoors, using the items you collected. Divide them into teams of two, with one Scout wearing a blindfold and the other player leading that Scout through the course.
- The first time around, seeing players each hold their partner's arm and can speak directions. Then they switch roles and go through the course again. This time, seeing players DO NOT speak and use only their hand to guide their partner.
- Remind everyone that a Scout is helpful and trustworthy. Blindfolded Scouts should be able to trust that they are being led in the right direction.
- After each team has gone through the course twice, ask these questions:
  - "What did it feel like to close your eyes not knowing where you were going?"
  - "How did you feel when you had to be the 'eyes' of your buddy?"

◇ Activity 2: Silent Howl

- Now it's time for the "silent howl"—speaking with our hands. Pass out copies of the Cub Scout motto in American Sign Language (ASL) from the *Wolf Handbook*. Talk about times when this language is needed (communicating when one person is deaf or hard of hearing). Then learn together how to say the motto using ASL.
- Next, divide the Scouts again into teams of two. Have each pair come up with a word, phrase, or sentence using hand signals. Then spend some time reflecting together on how easy or difficult this was to do.

◇ Activity 3: Campfire Program

- As Wolf Scouts, the members of the den will plan, prepare, and present their own campfire program to be performed at the event you have chosen such as a campfire, den meeting, or pack meeting. Start a discussion about this by asking, "What do we need to do first?" Chart their ideas on the poster board or whiteboard and save it for the next meeting, when the Scouts will complete their plan. The key takeaway should be to have an opening, skits and/or songs, and a closing.

CLOSING

- Gather everyone in a circle. Then pass the talking stick around, and have every Scout share their favorite thing about being a Cub Scout.
- Close with a grand howl.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 1.
- If plans are in place for the time and location of the Wolf den campfire (Meeting 3), share this information with the Scouts' families.

MEETING 1 RESOURCES

PAPER ROUTE (GATHERING)

Materials needed: one door mat or small rug; one newspaper per Scout, rolled and secured with tape

Set up the mat or rug—or an area marked off as "door mat"—and a throw line before starting. The Scouts line up single file behind the throw line. Then Scouts each take a turn throwing, trying to hit the door mat with their newspaper. See who can get the most accurate throw. (You can also give one point for each time the newspaper lands on the mat.)

TALK TIME

This is one option for making your talking stick.

Materials needed:

- 10-12" stick approximately ¾" or a wooden dowel
- Thin cord (jute twine will work)
- Feathers
- 30 craft beads (colors of your choice)
- Paint pen
- Hot glue gun and glue (Only adults may use the hot glue gun.)

Directions:

- Decorate the dowel the way you like. Look for opportunities to make the decorations meaningful. For example you may want to have 12 beads tied onto lacing or a paracord to represent the 12th point of the Scout Law. Remember to use the square knot or other proper knots. Keep in mind that this project will be handled by the Cub Scouts, so make sure your decorations are secured well.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
  - Jokes from *Boys' Life* magazine, printed and cut out. (Jokes should be ones that can be acted out.)
- The following items from Meeting 2 Resources:
  - Symbolic campfire, prepared before the meeting

- One copy of the den skit planning sheet
- Run-on scripts, one copy per Scout
- Pencils
- Talking stick
- Poster board or whiteboard for listing campfire ideas
- One copy of the Campfire Program Planner (in Meeting 2 Resources)
- Copies of the Cub Scout motto sign language demonstration from the *Wolf Handbook* (one per Scout, Closing)

GATHERING

- As the Scouts arrive, divide them into teams of two; if you have an odd number, one of them can be paired up with the den chief or the assistant den leader. Give each pair a joke from *Boys' Life* magazine and have them practice converting the jokes to skits or run-ons for their program. Then have them practice by performing the prepared run-ons in Meeting 2 Resources.
- Run-ons may be done in two different ways. (1) Two Scouts walk on to the stage together like they are having a conversation, stop in the middle to perform their lines, then walk off together. (2) One Scout is already on stage and the other runs into the scene. Then they exchange their lines and both run offstage.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Skit Writing (Requirement 2)

- Have the Scouts write at least one original campfire skit using the den skit planning sheet. Let everyone work together on a single skit or divide them into groups to create two skits—as long as each Scout has a part to perform.
- To keep the activity moving along, it may be best to have the den chief write down the lines as the Cub Scouts create them. Also, as the den leader, you must make sure the material remains positive in its tone and is in the spirit of the Scout Oath and Scout Law. If you see something negative, ask the Scouts what part of the Scout Law does the material reflect.

◇ Activity 2: Skit Rehearsal (Optional)

- Have the Scouts run through their skit(s) one or two times. If you have two groups, let one be the audience while the other group performs.
- Talk about the role of an audience: A good audience is quiet, listens, keeps still, hands to self, etc. Applause (or a howl!) at the end gives performers recognition for "doing their best." Remember, "a Scout is cheerful" and can show support by laughing at jokes in the skit or answering questions if the performers ask for audience participation. If time allows, teach a cheer the audience can add to their applause.
- Remind the performers to speak clearly, slowly, and loudly enough that everyone can hear. They should face the audience, and remember, this is their moment to enjoy being a star!

◇ Activity 3: Campfire Planning (Requirement 3)

- Using the Campfire Program Planner, have the Scouts prepare the rest of their campfire. Tell them that you, as the den leader, will help with some parts of the campfire, but that they will be responsible for the good cheer, skits, and songs. Pass the talking stick around so everyone can suggest activities while you list their ideas on the whiteboard. Then write the final plan in the program planner.
- Rehearse the program—where to enter, exit, etc. As you do this, list all the props and costumes that will be needed and make plans for having these ready.

CLOSING

- Bring everyone together in a circle, and remind them of the time and place of their campfire presentation. Then recite the Cub Scout motto—"Do Your Best"—using the sign language they learned from the previous meeting. Follow this with a grand howl.
- Confirm that the Scouts' families know the time and location of the next meeting, and make sure all the props and refreshments will be ready.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 2 and 3.
- Work together to clean up the meeting place.

MEETING 2 RESOURCES

GATHERING

Run-On Scripts

- Make two copies of these scripts for each pair of Scouts in the Gathering.
- Run-ons may be done in two different ways:
  - Scout 2 is already on stage, and Scout 1 runs into the scene. Then they exchange their lines, and one or both Scouts run offstage.
  - Scout 1 and Scout 2 walk on to the stage together like they are having a conversation, stop in the middle to perform their lines, then walk off together.

Run-On 1

Scout 1 (running on stage, yelling): They're after me, they're after me!

Scout 2: *Who* is after you?

Scout 1: The squirrels, of course.

Scout 2: Why are squirrels after you?

Scout 1: They think I'm nuts. (Runs off stage.)

Run-On 2

Scout 1: Hey, [Scout 1's name], do you know why the Cub Scout put a trumpet in the freezer?

Scout 2: No, why did the Cub Scout put a trumpet in the freezer?

Scout 1: The Cub Scout wanted to play cool music.

Run-On 3

Scout 1: Hey, [Scout 1's name], do you know the quickest way to double your money?

Scout 2: No, what's the quickest way to double your money?

Scout 1: Fold it in half!

(Scout 2 shakes head, looking annoyed.)

Run-On 4

Scout 1: What travels faster, heat or cold?

Scout 2: Heat, of course.

Scout 1: How do you know that?

Scout 2: Heat has to travel faster, because you can *catch* a cold!

Run-On 5

Scout 1: Hey, [Scout 1's name], why are fish so much smarter than some fishers?

Scout 2: That's easy. Because fish travel in schools!

Run-On 6

Scout 1: Hey, [Scout 1's name], why did you eat that dollar?

Scout 2: Because it was my lunch money.

(Scout 1 shakes head in frustration.)

TALK TIME

Symbolic Campfire

Materials:

- 8 pieces of wood, 2"x12"
- 12 nails, 3½"
- Hammer
- Red cellophane or tissue paper
- Flashlight

Directions:

1. Nail together the pieces of wood in the pattern above.
2. Insert red cellophane—or red, yellow, and orange tissue paper—in the center.
3. Place the flashlight, with the light facing up, in the center so it shines up through the cellophane.

ACTIVITIES

Den Skit Planning Sheet (Activity 1)

Theme (or the story's message):

Skit title:

Number of actors (total number of the Scouts in den):

Briefly describe what happens as each part this outline is played out in the skit.
Note: Keep it simple. Keep it short (three to five minutes). Keep it in good taste.

A Scout (or a group of Scouts) wants something:

The Scout (or group) starts to reach that goal:

Obstacles stand in the way:

The Scout (or group) uses knowledge to achieve the goal:

THE CAMPFIRE PROGRAM PLANNER

Be sure that every feature of this campfire program upholds Scouting's highest traditions. How to use this sheet:

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The master-of-the-campfire organizes songs, stunts, and stories in a good sequence, considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening			
Closing			
Headliner	Main event		
Song leader			
Cheerleader			

BOY SCOUTS OF AMERICA®

CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval _____

_____

Campers notified	Area set up by
Campfire planning meeting	
MC	Campfire built by
Song leader	Fire put out by
Cheermaster	Cleanup by

Spot	Title of Stunt, Song, or Story	By	Time
1	Opening (and fire lighting)		
2	Greetings (introduction)	MC	
3	Sing Yell		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
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BOY SCOUTS OF AMERICA®

430-696WB
2011 Revision

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- Make sure all Scouts and families know the time and place of the performance or campfire.
- Ensure that the families in your den will bring any props or other items they need.
- Complete the Campfire Program Planner with all sections filled out.
- Cub Scout Vespers, printed in large letters on a poster board
- Confirm transportation to and from the event is in place, if different from your normal den or pack meeting.

GATHERING

As the Scouts arrive, gather them together to rehearse the skit(s) and run-ons. Review the order of the program, and remind each Scout of what they will be doing.

Set up the campfire. If indoors, use a mock campfire; if outdoors, you may do a real campfire. Remember that liquid fuels are not allowed in Scouting.

OPENING

- Welcome families to the "Wolf Den Campfire."
- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Discuss the upcoming pack meeting, where the Scouts will perform their original skit.

ACTIVITIES (REQUIREMENT 4)

Wolf Scouts perform their skit(s), run-ons, and the rest of the campfire program.

CLOSING

Have everyone sing the Cub Scout Vespers, to the tune of "O Tannenbaum" (or "O Christmas Tree").

As the night comes to this land,
On my promise I will stand.
I will help the pack to go,
As our pack helps me to grow.

I will always give goodwill.
And follow my Akela still.
And before I stop to rest,
I will do my very best.

AFTER THE MEETING

- Serve refreshments.
- Record completion of requirement 4 (to be finalized following performance at the pack meeting).
- Work together to clean up the meeting place.
- Confirm that the Scouts' families know the time and location of the pack meeting.

Upon completion of the Howling at the Moon adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

RATIONALE FOR ADVENTURE

This adventure will encourage the development of hiking skills in Scouts.

TAKEAWAYS FOR CUB SCOUTS

- The Cub Scout Six Essentials: what they are and how to use them
- How the buddy system works and why we use it
- How to hike with Scouts
- Improving Scouts' knowledge of the world around them
- A Scout is brave, clean.

Wolf Handbook, page 76

ADVENTURE REQUIREMENTS

Complete requirements 1–5. Requirements 6 and 7 are optional.

1. Show you are prepared to hike safely in any outdoor setting by putting together the Cub Scout Six Essentials to take along on your hike.
2. Tell what the buddy system is and why we always use it in Cub Scouting. Describe what you should do if you get separated from your group while hiking.
3. Choose the appropriate clothing to wear on your hike based on the expected weather.
4. Before hiking, recite the Outdoor Code and the Leave No Trace Principles for Kids with your leader. (This may be combined with requirement 3 of the Call of the Wild adventure.) After hiking, discuss how you showed respect for wildlife.
5. Go on a 1-mile hike with your den or family. Find two interesting things that you've never seen before and discuss them with your den or family.
6. Name two birds, two insects, and two other animals that live in your area. Explain how you identified them.
7. Draw a map of an area near where you live using common map symbols. Show which direction is north on your map.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. These den meeting plans, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Meeting 3 will take place at an outdoor location for a hike. Confirm the outing plan with families, including transportation, all the necessary clothing, the Cub Scout Six Essentials, and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

It is a good idea to encourage parents and other adult family members to participate in den meetings. For this adventure, several parents and other family members may want to participate in the hike so encourage them to be part of the den meetings as everyone is getting prepared.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Trash bags
- Trail food items—could include raisins, chocolate-coated candies, nuts (check for allergies among Scouts), dried fruit, granola, etc.
- Plastic resealable bags
- Any detailed local map (You may use an electronic map; confirm internet connectivity if doing so.)
- A map of the trail or area you will use for your hike
- Cub Scout Six Essentials: first-aid kit, filled water bottle, flashlight (check the batteries), trail food, sun protection, and whistle
- Word strips to identify features on your detailed map. (This does not have to be a map of the trail you are hiking.)

GATHERING

- Have each Scout make trail food to take on the hike. Give everyone a plastic resealable bag labeled with their name. Show the Scouts the options, and allow them to choose and create a personal trail mix.
- Encourage them to sample any unfamiliar items. Look for healthy options such as granola, dried fruits, nuts, and seeds. Trail food should give you long-term energy. (Check for food allergies BEFORE any sampling or assembling.)
- Once assembled, collect the bags for use on the hike.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Recite the Outdoor Code together. Ask Scouts to share one way the Outdoor Code makes a difference to hikers.

TALK TIME

- Introduce the Paws on the Path adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Map Symbols Game (Optional)

- Introduce the hike, the highlight of this adventure, by showing the Scouts a map of the area that you will be hiking.
- If your map shows the trail as a simple line drawing, acquire a map with details.
- Show the Scouts the key, and explain the symbols.
- Once they get the idea, play a game using word strips. Have a Scout pull a word strip, such as “river,” out of the bag, read it aloud, and show where it is on the map. Word strip options include:

Highway	Trail	Building
Road	River	Park

◇ Activity 2: Explore the Cub Scout Six Essentials (Requirement 1)

- If your Scouts have already assembled the Six Essentials as Tigers or during the Call of the Wild adventure, simply review each item, and challenge the Scouts to remember the purpose of each. Emphasize the importance of bringing water with them for the following reasons:
  - Water will hydrate them.
  - They cannot rely on the water along the trail because it may not be safe to drink.
  - Natural streams and rivers may have harmful bacteria or germs in them.
- If they have not assembled the Cub Scout Six Essentials, introduce the idea by asking them what sorts of items they should take on EVERY hike. Help them focus on the six items we want them to have. Suggest that Scouts each have their own set of essentials in a small day pack or backpack that is easy for them to carry. Remind them that they should bring these essentials each time they hike.
- Play the Cub Scout Six Essentials game.
  - Divide the den into two groups.
  - Have each group line up 20 feet from a table containing at least two sets of the Six Essentials, as well as some other items that are not on the list of essentials.
  - On "Go," each team sends the first runner to the table. Runners select an item they think is one of the six and then return to their team, tagging the next Scout in line.
  - Play continues until one team has assembled the correct Cub Scout Six Essentials.

◇ Activity 3: Preparing for the Weather (Requirement 3)

- Discuss the types of weather you are expecting on the hike and how to prepare for any unexpected weather.
- Have the Cub Scouts identify what type of clothing they should wear. Be sure they include hats that cover their heads and ears. Explain what is meant by dressing in layers and the importance of proper socks and shoes for the hike.
- Remind them that sunscreen is an important part of sun protection, which is one of the Six Essentials.
- If rain is a possibility, include a light rain jacket. A large trash bag can double as a rain jacket in an emergency.

◇ Activity 4: Map Drawing (Optional)

- Have the Cub Scouts choose an area they would like to use for their map drawing. It should be an area they see every day.
- Remind them that at the next meeting you will be drawing maps, and they should spend some time in between looking for details to use on their maps.

CLOSING

- Offer a den leader thought regarding "Be Prepared." When Scouts are prepared, they are not only able to take care of themselves but also able to help other members of their den or community.
- Retrieve the flags.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- Work together to clean up the meeting place.

Do-at-Home Project Reminder:

Remind the families in your den to assemble their Cub Scout Six Essentials so they will be ready for the hike. They should be brought to the next meeting for review. Note: If this is your den's introduction to the Six Essentials, suggest that Scouts and their families may be able to minimize the cost by gathering some items from home rather than purchasing everything new.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- Review the Cub Scout rules for hiking safety (see Meeting 2 Resources).
- Additional maps and key labels for map game
- Map-drawing supplies—paper, colored pencils, rulers, etc.
- Animal identification information
- Pictures, drawings, etc., of animals in your area. Scouts will need to identify two birds, two insects, and two animals for requirement 6.
- Items for making a compass or the "Binocular Balance" game (see Meeting 2 Resources)

Outdoor Meeting Options

The alternate meeting plan is designed to get the Scouts outside to use the hiking skills you've been teaching this month in a fun, nonthreatening environment. Consider a school playground, nearby park, or other open space near your normal meeting place. Set up stations in advance on the route the Scouts will take. Have parents or guardians occupy the stations. Adapt the plans for Meeting 2 as appropriate to transfer activities to the selected outdoor location.

GATHERING

- Ask your den chief, assistant den leader, or parent helper to assist Scouts with the activities below.
- Review the Cub Scout Six Essentials that each member of the den has brought.
- Choose one of the following:
  - Play the "Map Symbols" game from the last meeting. Use multiple maps so the Scouts can apply their knowledge.
  - Make a compass.
  - Play the "Binocular Balance" game.

OPENING

Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: STOP (Requirement 2)

- Ask the Scouts what to do if they are separated from the group on the hike. Steer them to the STOP acronym featured in their handbooks. Reinforce the idea that a lost Scout is not in trouble for being separated and that helpers may be out looking for them. Remind everyone that a Scout is brave, and that while it may be scary to be separated from their buddy or the group, they need to stay calm while they are waiting to be found. They have an important role to play in helping rescuers find them, and they can do that by using **STOP**:
  - — **S**tay calm: Sit down, take a drink of water, and eat some trail food. Make sure you are comfortable, but stay where you can be seen. Don't hide; you are not in trouble.
  - — **T**hink: Think about how you can help your leaders or others find you. Stay where you are, and be sure people can see you. Make yourself easy to find. Remember, if you are apart from the group, people will come and look for you. Stay in one place where you can be seen.
  - — **O**bserve: Listen for the rest of your group or for the people looking for you. Blow your whistle three times in a row, then listen. Three of any kind of signal means you need help.
  - — **P**lan: Stay calm, and stay in one place. Plan how to stay warm and dry until help arrives.

◇ Activity 2: The Buddy System (Requirement 2)

Explore and understand the buddy system. The buddy system is a fundamental element of Scout safety anytime, but especially in the outdoors. Each Scout is assigned a "buddy" for the duration of the event. (If you have an uneven number of Scouts, put three together in one group.) Each pair is assigned a number. That number is only theirs and the only one they should use in the event of a "buddy check." **The buddy pairs should be close to each other at all times.**

- Assign buddies.
- Practice buddy checks. When a leader calls "Buddy check!" the pair moves toward each other and waits. Once the Scouts are with their partners, they call out their numbers in order—"1," "2," "3"—until all numbers have been called. If you get through all the pair numbers, everyone is accounted for. Pairs are not allowed to call their number if they are missing a member, so the process will stop. The process also stops if a number is not called. Pairs can call only their own numbers and no one else's number. Once everyone understands the concept, it goes quickly and is a valuable tool for keeping track of everyone.
- Play a memory game. Start by asking who can name all 12 points of the Scout Law without help; they don't need to be in order. Have each Cub Scout write as many points of the Scout Law as they can in one minute. After the minute is up, give each Scout a minute to join with a buddy to improve their lists. The two-Scout lists should have more items than the single-Scout lists. Make the point that it's good to work with a friend.

◇ Activity 3: Draw Individual Maps (Requirement 7)

- It may be helpful for you to provide a detailed map for them to look at.
- See the steps for Activity 3 in the Meeting 2 Resources.

◇ Activity 4: Identify Local Creatures (Requirement 6)

Have the Scouts identify local creatures from pictures. Name two birds, two insects, and two animals. If they have trouble with these identifications, show them the differentiating features (e.g., red breast=robin). Have them write the names in their handbooks. Save the pictures for use on the hike.

CLOSING

- Practice buddy checks.
- Give final reminders for the hike, such as bringing the Cub Scout Six Essentials and a daypack to carry their gear. Make sure all Scouts and their families know the plans.
- Retrieve the flags.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, 6, and 7.
- Work together to clean up the meeting place.

MEETING 2 RESOURCES

GATHERING

Cub Scout Rules for Hiking Safety

1. Always tell someone where you are going and when you will return.
2. Never hike alone. Always use and practice the buddy system.
3. Dress properly for the weather and environment. Be Prepared for possible changes in the weather.
4. Bring the Cub Scout Six Essentials.
5. Avoid hiking along roadways, but if you must, obey all traffic signs and signals.
6. Stay on the trail, protect the environment, and leave the area better than you found it.
7. Be alert to dangerous animals, insects, and plants. Never touch a wild animal.
8. Take 1 pint of water for each hour you will be hiking. Never drink untreated water.

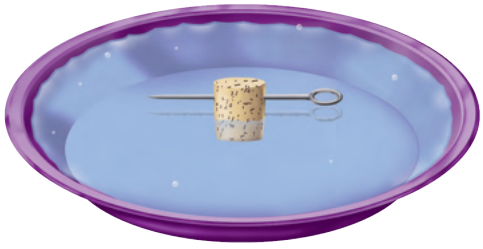
Tips for a Great Hike

- Practice a buddy check while on the hike to impress on all its importance.
- Designate a “lead” hiker and a “trail” or “sweep” hiker. No one passes the lead or falls behind the sweep. These hikers should be able to contact each other, either with radios, or by passing a message up the trail. Take care that no one gets separated.
- The lead hiker should set a pace that all can maintain. One way to do this is to have the slowest of your group lead the way.
- When it’s time for a break, make sure everyone gets a rest—not just those at the front of the line.
- Scouts will forget to look at scenery, so stop the group and point out natural features, animal signs, interesting plants, and other sights.
- Make sure Scouts keep a good spacing from the hikers in front of them. There should be enough room to fall over without hitting anyone in front or back for all hikers. Help Scouts overcome the natural inclination to pack together on the trail.
- Bring a resealable bag with 1 cup of plaster of paris inside. If you find any animal tracks along the trail, mix some drinking water into the plaster and pour the mix into the tracks.

How to Make a Compass

Materials:

Bowl of water
Magnet
Large needle
Cork
Scissors



Directions:

- To magnetize the needle, rub the magnet down the needle 50 to 60 times. Always rub in the same direction.
- Cut off a piece of cork one-half-inch thick.
- Put the needle through the cork, and place it in the water.
- Which way does it point? Turn the cork the other direction. What happens?

Binocular Balance Game

Materials:

Binoculars

Chalk, tape, string, or cord

Chalk

Stopwatch

Directions:

- Challenge all the Scouts to see the world in a new way—specifically, from the wrong end of a pair of binoculars.
- Set out your course by drawing it or marking it with tape, string, a long cord, or chalk. Challenge each contender to walk along the line while looking through the wrong end of a pair of binoculars. The players are not allowed to look away from the binoculars or stray from the line. If they do, they are disqualified. The Scout who walks the line fastest and straightest is the winner.

ACTIVITIES

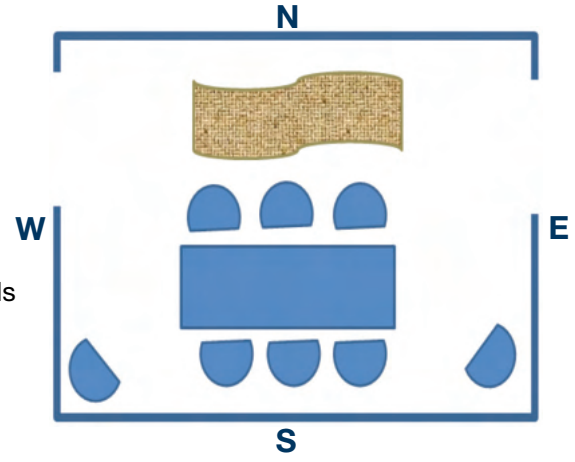
Activity 3: Draw Individual Maps

Teaching Maps to Cub Scouts

- Things you'll need:
  - One local map for each Scout or pair of Scouts
  - Direction signs: north, south, east, west
  - Two sheets of chart paper—one blank, one with a sketch of the area around your meeting location
  - Markers
  - Building blocks
  - Yarn
  - Sticky notes with map symbols
  - Graph paper and pencils
- Post signs on the four walls of the room indicating the four cardinal directions. Ask your Scouts to stand up and face north. Repeat for south, east, and west.
- Gather the Scouts in one section of the room, and tell them they need to listen carefully and follow instructions.
- Give verbal directions such as "Take five steps to the south. Turn right at the bookcase." Your instructions might lead outside or to a place where you can reward them with a special snack or game.

Drawing Maps

- Refer to the signs on the four walls of the room to indicate the four cardinal directions. Ask your Scouts to stand up and face north.
- Place a sheet of chart paper on the floor in the middle of the room or on a table in the middle of the room.
- Draw an outline of the room on the paper. Direct Scouts to identify which lines on the map correspond to the walls of the room.
- Ask what is missing from the drawing on the paper and the room itself. Accept suggestions from the Scouts. Identify where items in the room are located, and mark their location on the drawing.



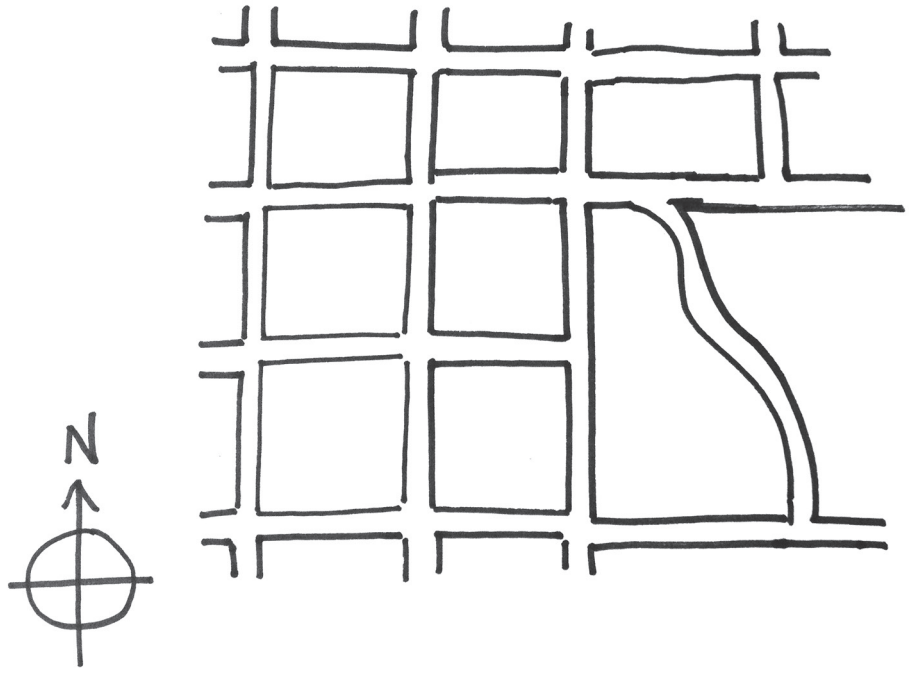
- Your drawing may have a variety of tables, chairs, lamps, and other objects represented on the drawing.
- When finished, the "map" may look similar to the example here.

Orienting a Hand-Drawn Map to North

- Use the Scout-made compass and the map drawn above to show how the north-seeking arrow matches the map.
- Rotate the map so that it is no longer oriented properly. Ask the Scouts how the compass can be used to point the map in the right direction.
- Have the Scouts rotate the map so that it is again oriented toward the north. Confirm when the map is properly oriented.

Model to Map

- In advance, sketch the area around your meeting place on chart paper as on the example. Draw a compass rose on the map to help the Scouts orient the map.
- Have the Scouts assist you in laying down the map so that it is oriented to the north. Use their Scout-made compasses or another compass and the labels posted in the room.
- Display some building blocks. Ask the Scouts to indicate where the den meets and place a block in that position. Tape the map symbol for that structure on the block.
- Do this for a variety of other structures in the area: houses, stores, railroad tracks, streams (use a piece of yarn to mark a stream on the map). When five to six different structures are marked on the map, ask the Scouts how the blocks on the table are like the space outside the meeting place.
- Provide Scouts with a sheet of graph paper and a pencil. Ask them to create a map on their sheets of paper by reproducing the map with the building blocks.
- Once they have the basic area sketched out, talk about what places and objects lie within that area. Work as a group to create a map key of five things that should be indicated on the map. Have the Scouts draw the key in the corner of their maps. They should also draw a compass rose to indicate the directions.
- Tell the Scouts to use the key to draw the symbols for each location or object at the place where it is located within the boundaries they have drawn. They may need help, so you can guide them to figure out, for instance, that the bookcase is located on the eastern wall in the right hand corner. Remind them they can use the compass rose and the direction signs to help determine the correct map location.
- After Scouts have a firm grasp of symbols and directions, have them map their bedrooms, houses, or streets. This task can be done at home and brought to the next den meeting.



MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*
- Trail food from Meeting 1
- Water to fill bottles as needed
- Trail map(s)
- Creature identification information
- Thank-you notes
- Cub Scout Six Essentials for each Scout
- Magnifying glasses for Activity 1

GATHERING

- Conduct a gear check as Scouts arrive, fill water bottles, distribute trail food, tie shoes, etc.
- Remind Scouts of hiking rules (see Meeting 2 Resources) and that a Scout is clean: They respect the environment, and they do not put trash on the trail.
- As a group, lead Scouts as they recite the Outdoor Code and Leave No Trace Principles for Kids. Focus on ways that Scouts can demonstrate the principle of "Respect Wildlife" (requirement 5).
- Refresh animal identification information.

OPENING

Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Hike (Requirement 5)

There are a number of ways to encourage Scouts to engage with the natural world as they hike. Giving Scouts a focus can help ensure that they take in the sights, sounds, smells, and textures around them. Here are a few activities you might include as you hike:

- **I Spy:** Choose a descriptive word, and have everyone in the den hunt for objects in nature that fit that description. For example, say, "I spy something smooth." Then have Scouts look around as they hike and name smooth items they see, such as a rock. Scouts can take turns as the leader, choosing new descriptive words to search for as they walk.
- **Zoom In:** Bring a number of small, inexpensive magnifying glasses on the hike. When it's time for a break, give everyone a magnifying glass and point out a few interesting objects, such as chewed-up leaves or tiny insects, for them to examine up close.
- **Slow It Down:** After you've had a chance to hike for a short distance, have the Scouts pause to take in their surroundings—one sense at a time. First have them look around and notice the details of what they see (e.g., the light, shapes, lines, colors). Then have them stand very silently for a short time, listening for sounds from nature. Follow that up by selecting several safe objects the Scouts can feel, such as bumpy tree bark or a cool rock. A leaf or a flower might be a good opportunity to explore the sense of smell as well. If Scouts ask about the sense of taste, remind them that it's not safe to taste items they find in nature.

- **Tell a Story:** Have Wolf Scouts bring a small journal and a pencil (or several colored pencils) to record what they see along the trail. When the group stops to rest, have everyone take the first few minutes to quietly jot down notes or draw sketches to capture interesting things they have seen. The notes or sketches will help the Scouts when it's time to record their observations in their handbooks for requirement 6.

◇ Activity 2: Trail Games and Hiking Songs (Optional)

See Meeting 3 Resources.

◇ Activity 3: Creature Hunt (Requirements 5 and 6)

Scouts should find two interesting things on the trail to record in their handbooks.

CLOSING

- Guide Scouts in a reflection on ways they showed respect for wildlife (requirement 4).
- Thank You Circle: Everyone—Scouts and leaders—forms a circle and links hands. Go around the circle, and give everyone the opportunity to say thank you for something. (Arrange the group so that the person on your left is already prepared and will give a good answer to set the tone.) Say something like, "You'll know it's your turn when the person before you squeezes your hand. You can say something out loud if you like, or just think something to yourself. When you are done, you squeeze the hand of the next person, and so on, around the circle."
- You will be last; use your turn to thank the Scouts for the great job they did on the hike, thank any leaders who helped today, and add anything else you'd like. Close with the Scout Benediction: "May the great Scoutmaster of all Scouts be with you until we meet again."

AFTER THE MEETING

- Write thank-you notes to those who helped.
- Record completion of requirements 4, 5, and 6.

MEETING 3 RESOURCES

ACTIVITIES

Activity 2: Trail Games

If you notice young hikers start to complain about the hike or boredom sets in, try some of these games and songs to keep them moving down the trail while distracting them from thinking about the remaining distance.

- **ABC's:** Starting at the beginning of the alphabet, identify something on the trail that begins with "A," and work your way to "Z."
- **The Never-Ending Story:** One person begins to tell a story and passes it along to another person to continue the plot, and so on. This can be a successful way to keep the group hiking together, laughing, and being creative.
- **Categories:** Think of a topic, such as animals, colors, cartoon characters, or U.S. states. Each hiker takes a turn identifying something in the category. This continues to rotate through the group. If a hiker cannot think of something or they repeat something that has already been said, that person is out.
- **Riddles/word games:** Brain teasers are fun and entertaining for hikers of all ages. There are several resources on the Web to find appropriate riddles. Here are just a couple of examples:

  Q. What happens once in a minute, twice in a moment, but never in a thousand years?
  A. The letter "M"

  Q. What is round on both ends and "hi" in the middle?
  A. Ohio

  Q. What travels around the world, but stays in a corner?
  A. A postage stamp

- **Minute Mysteries:** Similar to riddles, minute mysteries can keep a group entertained for quite a while on the trail. Search the internet for minute mysteries to find numerous short mysteries to solve. Here are some brief examples:

  Q. A man leaves home, takes three left turns, and returns home to find two people in masks waiting for him. Who are the people in masks?
  A. It's a baseball game; the two people in masks are the catcher and umpire.

  Q. A cowboy rides into camp on Tuesday, stays three days, and leaves on Tuesday. How is this possible?
  A. The cowboy's horse is named Tuesday.

  Q. A woman pushes a car up to a hotel and realizes she is bankrupt. How can this be?
  A. The woman is playing Monopoly.

Activity 2: Hiking Songs for Scouts

Along the Trail

(original author unknown; sung to "Frère Jacques")

Let's go marching, let's go marching,
Along the trail, along the trail.
I love to march fast; I love to march slow,
Along the trail, along the trail.

(For additional verses, substitute other actions for marching.)

March and Sing

(original author unknown; sung to "Here We Go Round the Mulberry Bush")

Along the trail we march and sing,
March and sing, march and sing.
Along the trail we march and sing,
Along the trail today.

(Additional verses: We huff and puff; skip and whistle; swing our arms)

I Met a Bear

(original author unknown; sung to "Skip to My Lou")

I met a bear along the trail, I met a bear along the trail,
I met a bear along the trail, I better step aside.

(Additional verses: I met a skunk; squirrel; deer; etc.)

Upon completion of the Paws on the Path adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loop, to be worn on their belt, as soon as possible according to your pack's tradition.

NOTES

RUNNING WITH THE PACK

RATIONALE FOR ADVENTURE

This adventure will promote physical fitness and good health through games and other fun activities.

TAKEAWAYS FOR CUB SCOUTS

- Activities increase our level of fitness and make us feel better about ourselves.
- Good sportsmanship is just as important as skill in sports and active games.
- Choosing nutritious foods will help you live an active life.
- A Scout is friendly.

Wolf Handbook, page 92

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Play catch with someone in your den or family who is standing five steps away from you. Play until you can throw and catch successfully at this distance. Take a step back and see if you can improve your throwing and catching skills.
2. Practice balancing as you walk forward, backward, and sideways.
3. Practice flexibility and balance by doing a front roll, a back roll, and a frog stand.
4. Play a sport or game with your den or family, and show good sportsmanship.
5. Do at least two of the following: frog leap, inchworm walk, kangaroo hop, or crab walk.
6. Demonstrate what it means to eat a balanced diet by helping to plan a healthy menu for a meal for your den or family. Make a shopping list of the food used to prepare the meal.

NOTES TO DEN LEADER

If a medical provider certifies that a Wolf Scout's physical condition will prevent the completion of one or more of the requirements in this adventure for an undetermined period of time, the Cubmaster and pack committee may authorize substituting up to three requirements from elective adventures.

The Meeting 3 activity will be a game chosen by the Cub Scouts in your den. Make sure all the needed materials are there, and if the game requires special equipment or a large playing field, contact a nearby school, community college athletic department, or the local parks and recreation office for assistance.

You can make this adventure special by contacting a local sports team to see if a player or coach can be part of the fun.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Two or three balls for playing catch (Gathering)—Tennis balls work best. If you use baseballs, be sure everyone has gloves that fit.
- Find a 6-foot-long 2x4 board to serve as a balance beam.
- Items for the "Under the Broom" game:

— One broomstick or pole

— Enough books to build two stacks about three feet in height and level with each other. You should be able to remove a few books from the stacks for each round of the game, while still keeping the stacks at an even level.

GATHERING (REQUIREMENT 1)

- As Wolf Scouts arrive, divide them into two or three groups to play catch, counting how many throws each group can achieve without the ball being dropped.
- At first, have the Scouts stand 5 steps away from each other; after a few throws, they should step back to make the game a little more challenging.
- Remind them that a Scout is friendly; it is important that everyone participates, and no one feels left out. Some Cub Scouts are already involved in sports and are athletic. Ask those Scouts to coach others.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have Scouts share one way to demonstrate good sportsmanship.

TALK TIME

- Introduce the Running With the Pack adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Explain that the Gathering game was not only fun to play but also a way to improve physical fitness through practice. Go over the requirements for this adventure, assuring the Scouts that it will be full of activity and that everyone will learn ways to keep themselves healthy and fit.

ACTIVITIES

◇ Activity 1: Balance and Flexibility Games (Requirement 2)

Divide the den into two groups. One group will practice on the balance beam—walking forward, backward, and sideways. The other group will play “Under the Broom”:

- Build two stacks of books about three feet high and at least three feet apart. Lay a broomstick or pole across them. The Scouts line up, and each Cub Scout crawls under the broomstick, then returns and goes to the end of the line. When everyone has crawled through, remove one or two books from each stack to lower the broomstick, and try again.
- After a few rounds, let the two groups switch places; both the balance beam and “Under the Broom” will help them develop flexibility.

◇ Activity 2: Planning a Nutritious Meal (Requirement 6)

- Ask Scouts to share why eating nutritious foods is important. Can they think of any nutritious foods they enjoy eating?

- Guide them to look under requirement 6 in their handbooks to learn more about some nutritious food options. Explain that they will be working with their families during the week to choose and prepare a meal. Scouts should be ready to share about their meals, including what was hard, easy, fun, or surprising, at the next meeting.

Activity 3: Skin the Snake (Optional)

- This team-building game begins with Scouts lined up single file. The Scout at the back of the line stoops over, places their right hand between their legs, and with their left hand grasps the right hand of the player in front of them. The others do the same until everyone is connected.
- Next, the player at the end of the line lies down on their back. The Scout in front of them backs up by straddling and walking over their body; then that Scout lies down, too, placing their feet next to the other Scout's shoulders.
- All the players follow this same pattern, without anyone unclasping hands. Then the last one to lie down gets up and walks forward, straddling all the other players and pulling them up, too, as they go. This resembles a snake shedding its skin.

CLOSING

Emphasize that the Scouts showed "A Scout is friendly" during this meeting by making sure all their friends participated and no one felt left out of the games.

Do-at-Home Project Reminder:

Tell Scouts to complete requirement 6 at home, helping to plan a healthy meal for their family based on what they have learned about eating a balanced diet. They should make a shopping list for this meal, and bring the list to the next meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 2.
- Work together to clean up the meeting place.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- 1 large sheet of paper or poster board per Scout (Opening)
- Materials for the relay game (Activity 2)
  - Two balls of equal weight and size
  - 6-foot-long 2x4 board to serve as a balance beam
  - 1-foot-tall objects to serve as obstacles
  - Cones or markers to define start and endpoints of the race
  - Buckets
- Large poster board and markers (Talk Time)

GATHERING (Requirement 5)

- As Scouts arrive for the meeting, have the den chief, assistant den leader, or a parent show them how to do the frog leap, inchworm walk, kangaroo hop, and crab walk (see Meeting 2 Resources). Make sure everyone practices at least two of the exercises.

- Using paper or poster boards, have each Scout create a sign to hold up during the opening ceremony (see Opening).

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Simulate an international athletic event opening ceremony by having Scouts each carry in a sign announcing who they represent. This can indicate their country of ancestry, family name, street, or school.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Explain that the skills they practiced during the Gathering will help them play the "Running with the Pack" relay game.
- Ask Scouts to offer examples of good sportsmanship. Write their answers on a poster board. (Note: This board will be used again in Meeting 3.)
- Have Scouts who completed requirement 6 at home share the shopping list and other information about the healthy meal they planned and prepared for their families.

ACTIVITIES

◇ Activity 1: Balance and Flexibility Exercises (Requirement 3)

Have everyone practice doing front rolls, back rolls, and frog stands. (See Meeting 2 Resources.)

◇ Activity 2: "Running with the Pack" Relay Game (Optional)

- Play the relay game. (See instructions in Meeting 2 Resources.)
- After the game, discuss the good sportsmanship examples provided during Talk Time. Remind them that a Scout is courteous to all others, and ask if they demonstrated this quality by practicing good sportsmanship during the relay game. If they had trouble being good sports, lead a reflection about what could have gone better and why good sportsmanship is important.

CLOSING

- Say the Scout Oath together. Tell Wolf Scouts that when they did the Gathering exercises and played the relay game, they were having fun but also living out their promise to keep themselves "physically strong." Also, when they practice good sportsmanship, they show that "a Scout is friendly" and "a Scout is courteous"—two points of the Scout Law.
- Have everyone vote on a game to play as the activity at Meeting 3. Give them three choices (e.g., basketball, kickball, ultimate, bowling, volleyball, etc.).
- If Meeting 3 will be held at a different location to play the game, make sure all arrangements and transportation plans are set.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3, 5, and 6.
- Work together to clean up the meeting place.

MEETING 2 RESOURCES

GATHERING

Inchworm Walk

- Have Cub Scouts support their bodies on their hands and feet with their legs extended behind them. Keeping their hands in place, they walk on their toes with short steps until their feet are near their hands.
- Then, without moving their feet, they walk forward on their hands with short steps until their original position is attained.
- Repeat the exercise, having Scouts alternately walking on their toes and hands.

ACTIVITIES

◇ Activity 1: Balance and Flexibility Exercises

Front Roll

Back Roll

The front roll, back roll, and frog stand will help Wolf Scouts in testing and improving their ability to keep their balance and be flexible. Some may have a little difficulty with these exercises, but they should "do their best."

Frog Stand

◇ Activity 2: "Running with the Pack" Relay Game

- Set up the "Running with the Pack" relay course with signs to indicate what the players should do along the way. For example: Start, front roll, walk the balance beam, back roll, go under the broom, jump on both feet over a 1-foot-tall obstacle, crab walk, frog leap, and toss a ball into a bucket.
- Have the den chief or an adult leader demonstrate how to go through the course. Then divide the Scouts into two teams—lined up one behind the other. Each person, in turn, follows the course to the end. After they finish, they run back and tag the next person in line. When everyone on a team has completed the course, the team members shake hands and do their cheers. If time permits, have everyone try the course again to see if they can improve their time.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Equipment for the game the den selected
- The sportsmanship poster board the den filled out at Meeting 2
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*

GATHERING

As Scouts arrive, have them practice the skills they will use in the game.

OPENING

Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Remind them that the fun they're having in this adventure is also a great way to keep healthy and fit.
- Review the sportsmanship board the den created at Meeting 2, and make sure everyone knows the rules of the game they are about to play.

ACTIVITIES (REQUIREMENT 4)

Have the den play the selected game, using good sportsmanship.

CLOSING

Lead the den in the Blast-Off Cheer. Tell the Scouts: "Prepare to blast off. Coil your body and then count down from 10 to zero. At zero, yell, 'Blast off!' and jump as high into the air as you can. Land on your feet and yell, 'We did our best!'"

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 4.
- Work together to clean up the meeting place.

Upon completion of the Running With the Pack adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

Elective Adventures

ADVENTURES IN COINS

RATIONALE FOR ADVENTURE

Coins are more than just money. In this adventure, Wolves will learn how to spot the various markings on a coin and identify the meanings. Through games and experiments, they will learn how to determine the value of a coin.

TAKEAWAYS FOR CUB SCOUTS

- Following directions
- Practicing mathematical skills
- Learning how to estimate weight
- A Scout is trustworthy.

ADVENTURE REQUIREMENTS

Wolf Handbook, page 106

Complete requirements 1–4. Requirements 5–7 are optional.

1. Identify different parts of a coin.
2. Find the mint mark on a coin. Identify the mint where the coin was made and the year it was made.
3. Choose a coin that interests you, and make a coin rubbing. List information next to the coin detailing the pictures on it, the year it was made, and the mint where it was made.
4. Play a game or create a game board with your den or family where you can practice adding and subtracting coins.
5. Play a coin game.
6. Create a balance scale.
7. Do a coin-weight investigation.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. These den meeting plans, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

This adventure does not include a den outing. If desired, an outing to a bank or location featuring coins could be arranged. If an outing is added, the leader will need to make arrangements with the outing location in advance and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Commemorative state quarters—several for each Scout (Gathering)
- Coins of various denominations (cents, nickels, dimes, quarters, half dollars, and dollar coins)
- Coin identification charts on poster board or in the *Wolf Handbook*
- Visit www.usmint.gov/kids/teachers/coinCurricula/ for large pictures you can print out of individual coin types. Then cut one or more of the pictures into different parts that the Scouts can reassemble like a puzzle in Activity 1.
- Cut out a large cardboard circle so the Scouts can paste the pieces of the puzzle on both sides. When it's complete, they will have a big cardboard coin.
- Paste or glue
- Cups, bowls, or pie tins for the coin game (Requirement 5)

GATHERING

Give each Scout several commemorative state quarters representing different states. Then try to see how many matching pairs each Scout can find by exchanging one for another.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional opening: Hold up a quarter so everyone can see George Washington's head. Make the following points:

  George Washington's writings show he was sensitive about his lack of advanced education. He compensated by being an observant student of other people's behavior. Washington's experiences on the frontier and in the army helped develop his confidence.

  Young Washington read and copied important ideas from a book called The Rules of Civility. *This book was a guide to how to be respectful of others and to be a gentleman. This combination etiquette manual and moral code taught young George how to work with others. By strictly following its advice, young Washington molded his character. The Scout Law gives us a set of values as well. In honor of President Washington, let's recite the 12 points of the Scout Law. I think that he would have found much in these ideas to use to mold his life as well.*

TALK TIME

- Introduce the Adventures in Coins adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Discuss the reasons people carry money and why it is important to have not only paper money but also coins.

ACTIVITIES

◇ Activity 1: Elements of a Coin (Requirement 1)

- Hand a coin to every Scout—preferably a different denomination for each person. Give everyone two or three minutes to examine their coins and see how many different markings they can find (edge texture, inscriptions, raised surfaces, etc.). (See Meeting 1 Resources.)
- As a group, discuss the similarities and differences in the coins. Using the charts you prepared or the *Wolf Handbook,* help them identify the various parts of a coin.
- Then give them the cardboard circle and the different coin parts you printed out so they can put together a coin puzzle by sticking the pieces in place.

◇ Activity 2: Mint Markings (Requirement 2)

- Give Cub Scouts a coin different from the one they had in Activity 1. Going around the group, have them read aloud the year on each coin and the mint mark, if there is one.
- Then talk about the different coin mints across the country that are signified by the marks (e.g., P—Philadelphia, D—Denver, S—San Francisco, W—West Point).

◇ Activity 3: Coin Game (Requirement 5)

Have the Scouts play a coin game. This may be any game of your choice that uses coins; here are a couple of options.

- **Coin Basketball.** Sit down at a table with a large coin—a quarter or half dollar. Place a cup about 2 or 3 feet in front of you. Hold the coin upright on its rim between one finger and thumb. Try tossing the coin into the cup, and maybe attempt some "bank shots": bouncing the coin off the table so that it lands in the cup. Just like in basketball, a player scores two points every time the coin makes it into the cup.
- **Coin Kick.** Give Scouts each a coin to place on the top of their shoe. They then raise one foot and "kick" the coin into a cup, bowl, or pie tin.

CLOSING

- Gather all the Scouts together and tell them: *A Scout is trustworthy. I am proud of the way you all acted today. I trusted you when I handed out my coins for the activities, and you showed your honesty by helping me gather up all the coins at the end. Thank you. Sometimes people do things that they shouldn't do, and it can be tempting to tell a lie to cover it up. But that is not honest. It's better to live the Scout Law and always be trustworthy. Nobody expects perfection, and we are all here to learn and grow. If we do make mistakes, we should always do our best the next time to make a better choice.*
- If time permits, discuss ideas for what type of counting game the Scouts would like to play at the next meeting or with their families. It should involve adding and subtracting coins. If they wish to create a game, assign Scouts to collect the needed materials.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, and 5.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

ACTIVITIES

Activity 1: Elements of a Coin

You can find information and graphics showing the elements of a coin at the following websites: coins.about.com/od/coinsglossary/ss/coinanatomy.htm and www.usmint.gov/kids/teachers/.

The **bust** is a picture of a person's head.

The **legend** is the main writing.

The **field** is the background of the coin.

The **relief** is all of the raised parts of the coin.

The **inscription** is writing on the coin.

The **mint mark** is a letter telling where the coin was made.

The **edge** is the outer surface of the coin. It could have lettering, designs, or ridges on it.

The **rim** is a raised area near the edge around the coin on both sides. It helps the coin keep from wearing out too quickly.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for coin rubbing (Activity 1)
  - — One coin of each denomination
  - — Paper and colored pencils
- Board for creating a counting game as a den, if Scouts choose that option, OR items for the "Change Mixer" counting game (Activity 2, see Meeting 2 Resources)
- Pennies and a pie tin or a flying disc for the "Coin Kick" game (Gathering)

GATHERING: COIN KICK

Give Scouts a penny each as they arrive, and have them place the coin on the top of their shoe. Then see if they can "kick" it into the pie tin or an upside-down flying disc.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Continue the discussion on trustworthiness from the last meeting and have Scouts explore the difference between borrowing and stealing:
  - — Borrowing: You have permission to use an item and you return it.
  - — Stealing: You do not have permission and don't return the item.

ACTIVITIES

◇ Activity 1: Coin Rubbing (Requirement 3)

- Hand every Scout a sheet of paper (or have Scouts use the Coin Rubbings page in the *Wolf Handbook* for this activity), one coin, and one pencil—giving each Scout a different coin and color.
- Each member of the den makes a rubbing of a coin—front and back, using the directions in the *Wolf Handbook*—and then passes the coin and pencil to someone else until everyone has made rubbings of the whole set.
- Under the rubbings, have everyone list the markings they found: images on the coin, year, and mint mark.

◇ Activity 2: Counting Game (Requirement 4)

Have the Scouts create or play a game that will help them practice adding and subtracting coins (see Meeting 2 Resources for two suggestions). They can design a game with guidance from you or play one with established rules such as "Change Mixer."

CLOSING

- Gather everyone in a circle, and have Scouts each share their favorite activity from the meeting.
- Close with a grand howl.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 4 and 5.
- Work together to clean up the meeting place.

MEETING 2 RESOURCES

ACTIVITIES

Activity 2: Counting Game

Change Mixer

Materials: Four sheets of paper displaying the numbers 1 through 4; four sports or traffic cones labeled "pennies," "nickels," "dimes," and "quarters"; coins of those denominations, one coin per Scout; music (upbeat)

Instructions:

- Give each player one coin.
- Have players begin by standing next to the cone labeled with their coin name.
- Start the music and tell players to move around the room in a particular motion (skipping, sliding, running, jogging, or jumping), but keep things slow and safe.
- Stop the music and hold up one of the numbers. Players then gather into groups of that number, and each group counts the total value of their coins.
- Have the groups share their totals. The group with the lowest sum drops out of the game, and the rounds continue until only one group remains.
- Then start the game again with players moving in a different motion.

Going to the Bank

Materials: Dice; playing pieces, one per Scout (e.g., multicolored buttons or paper clips); one circular or square board with spaces marked with "plus" or "minus" signs; index cards with instructions for "plus" spaces (e.g., "You cleaned three rooms in your house and received a quarter for each room. How much were you paid?") or "minus" spaces (e.g., "You received a dollar for your birthday and bought 35 cents' worth of candy at the store. How much do you have left?")

Instructions:

- Each Scout, in turn, rolls the dice and moves that number of spaces with a playing piece.
- The Scout lands on a space, answers the question associated with it, then receives the balance in coins from the "banker" (the den chief or an adult leader). As the game continues, players can also exchange coins with the banker—for example, trading in two nickels for a dime.
- When the game is finished, the Scouts count their change to see who collected the largest amount. Then everyone deposits their money back into the bank.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for coin weight guessing game: small bags; a large number of coins in various denominations (Gathering)
- Materials for making balance scales: four paper cups of equal size and weight; two 10-gallon paint sticks; two binder clips; two pencils; two heavy books; string; masking tape (Activity 1)

GATHERING

Before the meeting, fill several pairs of small bags with coins that total the same amount but in different denominations. For example, put 20 dimes in one bag and put eight quarters in another bag. Give each Scout a pair of bags each as they arrive and ask them to hold one in each hand and estimate which bag contains the most money. Make a note of what each Scout estimates.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review the estimates in the Gathering game, and then reveal that the value was actually the same in each pair of bags, even if one bag weighed more than the other.

ACTIVITIES

◇ Activity 1: Building a Balance Scale (Requirement 6)

- Divide Wolf Scouts into two groups and have each build a balance scale from these directions:
  - — Poke holes in the rims of two cups and run string through the holes so the cups can hang like buckets from opposite ends of a 10-gallon paint stick. Attach the string ends to the stick with masking tape to keep the cups from falling off when the stick tilts.
  - — Attach a binder clip to the middle of the stick and dangle it from your fingers, working the clip back and forth sideways until the stick hangs level.
  - — Insert a pencil through the binder clip and secure one end of the pencil to a table top by laying a heavy book on top of it.

◇ Activity 2: Weight Comparison (Requirement 7)

Now the Scouts can use their balance scales to weigh various arrangements of coins. Have them begin with one coin in each denomination. Then give them groups of coins so they can compare four nickels to the weight of two dimes, etc.

The most important relationships will come from coins made of the same substance. Five dimes, for example, will have the same weight as two quarters. Two quarters will have the same weight as a single half-dollar coin. These relationships are based on the history of these coins being made of precious materials. The five-cent coin, made of nickel, is larger than the dime because the metal it is made from is worth less than the metal used to manufacture a dime.

CLOSING

Recite the Scout Law and ask the Scouts which values they think were used in the den meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 6 and 7.
- Work together to clean up the meeting place.

Upon completion of the Adventures in Coins adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

AIR OF THE WOLF

RATIONALE FOR ADVENTURE

This STEM-based adventure helps Wolves explore basic aspects of air—an often overlooked substance. Then they discover some of the many things that air can do for us.

TAKEAWAYS FOR CUB SCOUTS

- Scientific discovery
- Easy yet fun activities
- Creativity
- A Scout is obedient.

ADVENTURE REQUIREMENTS

Wolf Handbook, page 124

Complete the following requirements.

1. Conduct two of the following investigations to see how air affects different objects:
   - A. Make a paper airplane and fly it five times. Try to make it fly farther by altering its shape. Fly it at least five more times to see if your changes were effective.
   - B. Make a balloon-powered sled or a balloon-powered boat. Test your sled or boat with larger and smaller balloons.
   - C. Bounce a basketball that doesn't have enough air in it. Then bounce it when it has the right amount of air in it. Do each one 10 times. Describe how the ball bounces differently when the amount of air changes.
   - D. Roll a tire or ball that doesn't have enough air in it, and then roll it again with the right amount of air. Describe differences in how they move.
2. Complete two of the following:
   - A. With other members of your den, go outside and record the sounds you hear. Identify which of these sounds is the result of moving air.
   - B. Create a musical wind instrument, and play it as part of a den band.
   - C. With an adult, conduct an investigation on how speed can affect sound.
   - D. Make a kite using household materials. With your den or family, explain the rules for safely flying kites. Fly your kite.
   - E. With your family, den, or pack, participate in a kite derby, space derby, or raingutter regatta. Explain how air helps the vehicle move.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. These den meeting plans, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Requirement 4 is for Wolf Scouts to participate in a kite derby, space derby, or raingutter regatta. The event can occur as part of a den activity or part of a larger event put on by the pack. If the event will be an outing or special event at a location other than the den's regular meeting place, the leader will need to make arrangements with the outing location and confirm plans with families, including the event rules, plans for inclement weather, transportation, and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Paper for making paper airplanes (Gathering)
- Items for activities:
  - Activity 1: 12-inch balloons (using latex-free balloons if there are any latex allergies in the group); balance beam (see Meeting 1 Resources); several paper clips or pennies
  - Activity 2: balloons; a tape measure; thread; a pan
  - Activity 3 (optional): air pump; a basketball or tire

GATHERING

- Have each Wolf Scout make a paper airplane and fly it five times, adjusting the shape afterward to make the plane go farther and then flying it again. Use the Scouts' neckerchiefs to mark distances.
- Encourage adult family members to stay and participate to help with making paper airplanes.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional opening: Hold a kite up as a prop.

  Say: *Kites will fly when four things are arranged properly: lift, drag, thrust, and weight.*

  As Cub Scouts, we have lots of things acting on us: our friends, our families, our values, and our interests. The values in the Scout Law serve to lift us up and encourage us to do more for ourselves and for others. Together, let's recite the 12 points of the Scout Law and remember how those values serve to lift us up in service to other people.

TALK TIME

- Introduce the Air of the Wolf adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Ask the Cub Scouts in your den if they have ever noticed the air. Everyone has witnessed really windy days, but most have probably never thought about air as a substance. Describe how air may be used for many things:
  - Baseballs curve when the seams of the spinning ball interact with the air.
  - Air flowing over the dimples of a golf ball may determine the distance the ball travels.

  - Windmills generate electricity.
  - Mechanics often use air-powered tools.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: The Weight of Air (Optional)

Ask the Cub Scouts in your den if they think air has any weight. After a few guesses, help them conduct this investigation.

- Tie two deflated balloons to a balance beam that you have prepared (see Meeting 1 Resources), with one balloon on either end of the stick.
- Now remove one of the balloons, inflate it, and reattach it in the same spot, which will make that end of the stick heavier. Or you can start with two identically inflated balloons and then let the air out of one or pop it, which will also affect the weight.
- Share this interesting fact: The air in a balloon blown up to 10½ feet in diameter would weigh 50 pounds.
- If the Cub Scouts seem especially interested, you may try to actually weigh the air in the inflated balloon. Put paper clips or pennies in the deflated balloon, and see how many it takes to balance the beam. Use one of these formulas to guess the weight: one standard paper clip = 1 gram; one U.S. penny = 2.5 grams. If you want to convert the total to ounces: 1 ounce = 28.35 grams, or 0.1 ounce = 2.83 grams.

◇ Activity 2: Temperature of Air (Optional)

Testing the effect of warming or cooling on air is easy.

- First, give one of the Scouts a deflated balloon (again, be aware of any latex allergies in the den). Have the Scouts each tie their balloon shut and set it in a pan of very warm water. While the balloon won't inflate, it will puff up enough for everyone to see that warm air takes more space (volume) than cooler air.
- Take another balloon, inflate it halfway, and have the Scouts measure its circumference. Then tie a thread loosely around the balloon and set it in the same water for three to five minutes. As the balloon gets warmer, note that the thread is visibly holding to its surface. Now, measure the balloon to see how much it expanded.
- Finally, to test the effects of cooling, have the Scouts set an inflated balloon inside a refrigerator or in ice water.

CLOSING

If you have enough balloons left, finish the meeting with the thunder of bursting balloons. Tell the Scouts to imagine the sound of one balloon popping as being like a child alone. Then pop all the other balloons at once—that's the sound of Scouting!

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Remind each Scout to bring a rinsed-out 20-ounce soft drink bottle for the next meeting's Bottle Band activity.

MEETING 1 RESOURCES

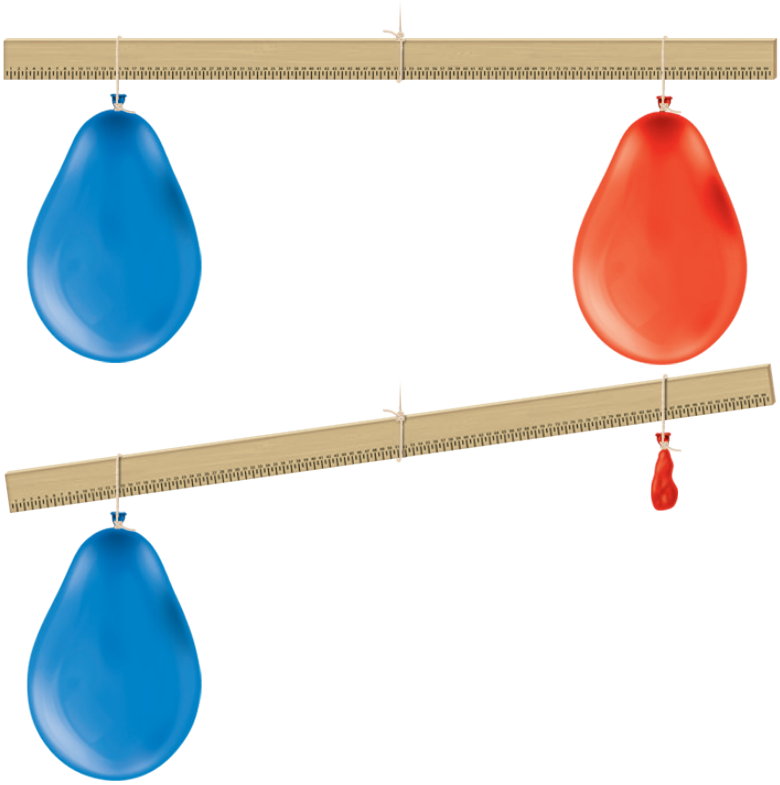
GATHERING

- Books on paper airplanes may be available at your local library, and you might also look at websites like www.funpaperairplanes.com and www.10paperairplanes.com. Print out several patterns of models that vary from the traditional dart-like plane.
- Show the Scouts how cutting flaps into the back edges of the wings and folding the flaps upward—or just bending up the back edges—may keep the planes aloft a bit longer. Either way, the air moving over the back edges will tend to push the nose of the plane up.
- If they require an explanation, have them hold a fairly large piece of cardboard at an angle and move their arms forward quickly. They should be able to feel the lift.

ACTIVITIES

Activity 1: The Weight of Air

- You can make a balance beam with a dowel or other narrow piece of wood. Use a screw to attach a cross member so that it can swing easily.
- The cross member should be balanced, but if not, use small weights to make it balance (tape, small coins, or paper clips should work). Or, it may be easier to start with a balloon attached to each end and then balance the beam.



MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for activities:
  - — Activity 1: a voice recorder or other device that Scouts can use to record sounds outdoors
  - — Activity 2: cardboard tube; string
  - — Activity 3: water; eight 20-ounce soft drink bottles; straws; measuring cup
  - — Activity 4: sections of corrugated cardboard (1½ x 8 inches); straws
- Materials for craft stick harmonicas (see Meeting 2 Resources)
- If you have access to the internet during the meeting, find some videos of aeolian harps—instruments played solely by the motion of wind. The Scouts will likely be fascinated by these instruments. (Talk Time)

GATHERING

As Scouts arrive, have them create harmonicas.

OPENING

- Have Scouts hum "God Bless America" on the craft stick harmonicas they made during the Gathering.
- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Discuss how the previous week's meeting on air serves as the basis for this week's meeting in which Cub Scouts will explore how wind can make music.

ACTIVITIES

◇ Activity 1: Wind Sounds (Requirement 2A)

- Have the den go outside, and encourage everyone to listen closely for sounds that are associated with the wind. There may be many such noises (e.g., cans rolling on the pavement, wind whistling through the trees), but even gentle breezes will cause leaves to rustle or move wind chimes. If there is no wind, ask Scouts to describe things they may have heard in the past that are associated with the wind.
- While the Scouts are listening, record as many different sounds as you can, including some that aren't related to wind. Then play the recording and have everyone identify a sound that resulted from wind.

◇ Activity 2: Speed and Sound Investigation (Requirement 2C)

Tell Scouts that in some countries, there is an instrument called a "bullroarer" that uses speed to create sound. This activity will use a similar concept to investigate how sound can be affected by speed.

Tie a string to a cardboard tube, ensuring that the knot is secure.

Have Scouts create a large circle with a single Scout in the center, and test the safety distance to ensure the circle is wide enough to keep the tube from hitting anyone.

When ready, have the Scout hold the string and swing the tube above their head in a circle. Have each Scout take a turn, and encourage Scouts to try speeding up or slowing down the tube to see how the change in speed affects the sound.

After each Scout has had a turn, have them share what they noticed.

Activity 3: Bottle Band (Requirement 2B)

- Have each Scout remove the cap from a 20-ounce bottle and blow gently across the top to hear the tone the bottle makes. Then line up the bottles on a flat surface.
- Leave one bottle empty, but pour the following amounts of water into the other seven bottles: 1⅜ cups, 2 cups, 2⅜ cups, 3 cups, 3⅜ cups, 4 cups, and 4⅜ cups. Now have the Scouts experiment, blowing gently across the open tops and listening for variations in tone. The water amounts given should produce a fairly accurate musical scale, and with some practice, the "bottle band" might play a tune!
- You will find that the more water a bottle contains, the higher its tone will be. The tone can be altered by inserting a straw in the bottle, placing a finger over the end of the straw, or pouring out some water.

Activity 4: Soda Straw Pipe Organ (Optional)

Here's another way to create a musical wind instrument, if the den has time:

- Cut the eight straws down to the following lengths in inches: 4¼, 4½, 5¼, 6, 6¾, 7, 7¾, and 8½.
- Starting about 1½ inches from one end of the cardboard, push the straws between the corrugations and leave four empty corrugations between each straw.
- Flatten the top ends of the straws and cut off the corners. Blow into the instrument with your lips lightly around the straws—like a harmonica. Listen to the unique sounds that come out as you continue blowing and sliding the instrument across your lips.

CLOSING

- Tie the musical activities at this meeting to relevant points of the Scout Law. For example, the Wolf Scouts helped each other make the Bottle Band, and creating music probably made them feel cheerful.
- Review details for the upcoming outing in Meeting 3 if the kite derby will be held at a location and/or time different from the den meeting. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

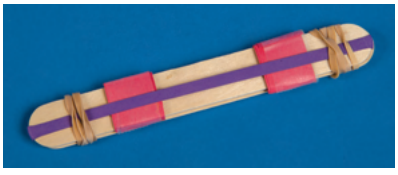
- Serve refreshments, if desired.
- Record completion of requirements 2A, 2B, and 2C.
- Work together to clean up the meeting place.
- Remind each Scout to bring materials for making a kite at the next meeting.

MEETING 2 RESOURCES

GATHERING

Wooden Harmonicas

Use the instructions for requirement 2B in the *Wolf Handbook* to create harmonicas using craft sticks.



Materials:

- Two tongue depressors or wide craft sticks
- Scissors
- Paper
- Clear tape
- Three rubber bands (one wide, two skinny)

1. Cut two strips of paper the same size as a tongue depressor.
2. Place one tongue depressor on top of the other. Wrap one paper strip around each end of the tongue depressors. Wrap tape around each loop without touching the tongue depressors.
3. Slide off one tongue depressor. Stretch the wide rubber band around the length of the tongue depressor and paper loops.
4. Place the second tongue depressor back on top. Wrap one skinny rubber band around each end outside of each paper loop.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for making kites (paper, sticks, string, glue, scissors, markers) and kite reels (wood blocks, dowels, glue, and a drill if the wood is not predrilled). Have a parent or other adult present to help each Scout.
- If the den will hold a kite derby as part of this meeting, be sure that the meeting location allows a safe outdoor space for flying the kites.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*
- Prepare simple enough ribbons or awards for each Scout to be presented with a special award at the end of the kite derby. Awards could include: Most Colorful, Highest Flying, Fastest, etc.

GATHERING

As Scouts arrive, have them decorate the paper they will use to create their kites.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- During the ceremony, you could tie the waving of the flag into the previous week's discoveries about wind.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review the information on kite safety (requirement 2D) and the science of air (requirement 2E) in the *Wolf Handbook*.

ACTIVITIES

◇ Activity 1: Making a Kite (Requirement 2D)

- Have each Cub Scout in your den build a kite and assemble a kite reel. Use the directions in the *Wolf Handbook* for a newspaper kite (see the Meeting 3 Resources), or choose other design options for the den.
- If limited space is an issue, try making finger kites, which are not more than 8 to 10 inches long and can be flown by simply running.

◇ Activity 2: Kite Derby (Requirement 2E)

- Have the Wolf Scouts take their new kites outdoors to hold a small-scale kite derby. As an alternative, this can be planned as a separate activity with the pack or as part of a community event.
- Allow time for Wolves and adults who are able to help to try launching and flying their kites.

CLOSING

Close the meeting with appropriate remarks about kites flying high and a comparison to Scouts "flying high" by doing their best and "soaring" to their rank advancement.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3A, 3B, and 4.
- Work together to clean up the meeting place.

MEETING 3 RESOURCES

Activity 1: Making a Kite

Use the instructions for requirement 2D in the *Wolf Handbook* if your den will create newspaper kites.

Materials:

- Two-page spread of newspaper
- Scissors
- Cellophane tape
- String
- Long sticks, bamboo plant rods, or ¼-inch wooden dowels
- Marker

Upon completion of the Air of the Wolf adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

CODE OF THE WOLF

RATIONALE FOR ADVENTURE

This STEM-based adventure engages Wolves in fun math-related activities that range from counting and simple arithmetic to geometric shapes and code.

TAKEAWAYS FOR CUB SCOUTS

- Realization that math is all around us
- Starting to see math as a fun tool
- Creativity and deductive reasoning
- A Scout is cheerful, thrifty.

ADVENTURE REQUIREMENTS

Wolf Handbook, page 142

Complete the following requirements.

1. Complete two of the following:
   - A. With the members of your den or family, make a game with simple materials that requires math to keep score.
   - B. Play a game of "Go Fish for 10s."
   - C. Do five activities at home, at school, or in your den that use mathematics, and then explain to your den how you used everyday math.
   - D. Make a rekenrek with two rows, and show your den leader or other adult how you would represent the numbers 4, 6, 9, and 14.
   - E. Make a rain gauge or some other measuring device, and use it.
2. Complete one of the following:
   - A. With other members of your den or family, identify three different types of shapes that you see in nature.
   - B. With other members of your den or family, identify two shapes you can see in the construction of bridges.
   - C. Select a single shape or figure. Observe the world around you for at least a week, and write down where you see this shape or figure and how it is used.
3. Complete one of the following:
   - A. With your den, find something that comes with many small, colored items in one package. Count the number of items of each color in your package. Keep track of each color. Then:
     - i. Draw a graph showing the number of items of each color.
     - ii. Determine what the most common color is.
     - iii. Compare your results to those of the other Scouts.
     - iv. Predict how many items of each color you will find in one more package.
     - v. Decide if your prediction was close.
   - B. With your den or family, measure the height of everyone in the group and see who takes more steps to walk 100 feet.
   - C. Have each member of your den shoot a basketball. Count the number of shots it takes for each Scout to sink five baskets. Make a graph that shows how successful your den was. Your graph should show each group that needed 5, 6-10, 11-15, 16-20, and more than 20 tries to sink their shots.

4. Complete one of the following:

   A. Use a secret code using numbers to send a message to one of your den members or your den leader. Have that person send a message back to you. Be sure you both use the same code.

   B. Send a message to another member of your den or your den leader using the pig pen code or another code that changes letters into special shapes.

   C. Practice using a code stick to create and decode a message.

NOTES TO DEN LEADER

This adventure does not include plans for a den outing. If a den outing is desired, the leader may plan to hold one of the meetings at a location where Wolf Scouts could learn about geometry and bridges as part of fulfilling requirement 2. All event coordination and activity consent forms would need to be in place in advance, depending on the location selected.

See the options in the *Wolf Handbook* for requirement 1. Adjust meeting plans as needed if your den chooses different options to complete the requirement.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- For Gathering—materials for "Bull's-Eye" (see Meeting 1 Resources)
- Materials for making a rain gauge or other measuring device (Activity 1, requirement 1E)
- Cards for playing "Go Fish for 10s" or materials for making a game that requires math to keep score (Activity 2, requirements 1A and 1B)

GATHERING

Have the Scouts take turns at playing "Bull's-Eye" while waiting for everyone to arrive. An adult or the den chief should keep track as each Scout tries to reach a score of 25.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional opening: Lead the den in singing "Boom Chicka Boom" (see Meeting 1 Resources).

TALK TIME

- Introduce the Code of the Wolf adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Rain Gauge (Requirement 1E)

Have each Scout build a rain gauge, using the instructions in the *Wolf Handbook*. (Note: If Scouts prefer to make something else, the *Cub Scout Leader How-To Book* offers instructions for a liquid barometer and a wind gauge, also known as an anemometer.)

◇ Activity 2: Adding Game (Requirement 1A or 1B)

Scouts may play "Go Fish for 10s" as a second activity (see the *Wolf Handbook* for rules), or they could create a game of their own that requires math to keep score. The *Wolf Handbook* provides some suggestions, and here is one more:

Life-size board game. Use two boxes to create a large pair of dice. Then map out a game board on the floor, using construction paper for the spaces. Have Scouts take one turn each, rolling the dice and adding the numbers to see how many spaces they should move. Create simple instructions to appear on certain spaces on the board, such as "Skip two spaces," "Lose a turn," "Move back five spaces," etc. The game doesn't need to be elaborate.

CLOSING

Here's a chance to note that the Scout Law has 12 points. Recite the words together; then have each Cub Scout say what one of the points means to them.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1A or 1B and 1C.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

GATHERING: BULL'S-EYE

The objective in this game is to reach a score of 25 by tossing small objects onto paper plates marked with different numbers.

Materials: Small objects to use as counters (e.g., pennies, beans); six paper plates (two sets of three) with the numbers 1, 5, and 10 marked on them

Instructions: Establish two throwing lines, and set three paper plates in straight succession at varying distances from the line. As Cub Scouts arrive for the meeting, give each Scout 10 of the counters so they can attempt a score of 25—scoring one point if they hit the nearest plate, five points for the next one, and 10 points if they reach the farthest plate.

OPENING: "BOOM CHICKA BOOM"

The leader slaps both legs and snaps their fingers as lines are added one at a time, and chants the lyrics as the group repeats each line.

I said boom!
I said boom chicka-boom!
I said booma-chicka-rocka!
I said booma-chicka-rocka-chicka-rocka-chicka-boom!
Uh huh!
Oh yeah!
One more time. ...
This time higher. ...

(Repeat the above verses in different ways—in a lower voice, faster, slower, etc. Make up any variations that you think the Scouts will enjoy.)

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for invisible ink investigations (Gathering)
  - White paper
  - Hair dryer
  - Baking soda
  - Cotton swabs, toothpicks, or paintbrushes
  - White crayons
  - Lemon juice
  - Watercolors
- Materials for graphing (Activity 1)
  - Graph paper for each Scout or a large sheet of poster board
  - Two packages of the same multicolored object (paper clips, marbles, colored candies, etc.)
- Paper for writing secret codes (Activity 2), and more materials if the den will be making code sticks:
  - Scissors
  - Tape
  - Unsharpened pencils (one per Scout) to wrap the paper around
  - Pens or pencils to write the code letters

GATHERING

Set the materials for the invisible ink investigations on a table and have each Scout participate when they arrive for the meeting.

- Mix baking soda with water. Then dip a cotton swab, toothpick, or paintbrush into the mixture and use it to write a message on plain white paper. Heat the message by blowing the hair dryer over it, and watch the message turn a brownish color.
- Now clean off the writing instrument, dip it into lemon juice, and perform the same experiment.
- Write another message on white paper with a white crayon. Then brush a watercolor over the message; the crayon will resist the watercolor and stay white.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Lead the Scouts in the Centipede Yell: “Ninety-nine THUMP! Ninety-nine THUMP! Ninety-nine THUMP! This wooden leg is murder!” Then add some variations for the last line, like “My feet are killing me!” and “My shoe bill is outrageous!”

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Graphing (Requirement 3A)

Graphing is an important skill because it teaches observation and deductive reasoning. The Scouts may do this activity in teams or individually, using the instructions in the *Wolf Handbook*. Including an edible treat works well because you can use things like trail mix or mixed candy to graph, and then let the Scouts eat the "materials" after they finish the activity. (If you do use food, check in advance to see if there are any allergies in the group.)

Ideally, each small package of whatever item you use will contain 20 to 30 pieces (or more), enough to give you a reasonable sampling of the item. Graph paper may be helpful in drawing charts, but it is not necessary. If you prefer to build a single chart using poster board, you could draw the graph using 1- or ½-inch scales for each item.

◇ Activity 2: Secret Codes (Requirement 4)

Have the Cub Scouts in your den do at least one of the activities for this requirement in the *Wolf Handbook*: Exchange messages via code numbers or shape codes, or create and use a code stick.

CLOSING

Lead the America Cheer. Call out, "Give me an 'A,' give me an 'M,' give me an 'E,'" etc., until "AMERICA" is spelled out. Then shout, "What's that spell?" Scouts respond, "America—land that I love!"

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3 and 4.
- Work together to clean up the meeting place.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for the "Bounce 'n' Catch" game (Gathering): eight plastic cups; basket of pingpong balls; table
- Books or magazines to identify shapes in nature (for Activity 1 if the weather does not permit doing this outside)
- Materials for making tangram puzzles: pencils, rulers, scissors, envelopes, and one cardboard square per Scout

GATHERING

Place the basket of pingpong balls on the table before the meeting. When Scouts arrive, have them take a turn at the game. Each player starts by holding a plastic cup in one hand and bouncing a pingpong ball off the floor and into the cup. Once a ball makes it into the cup, players stack a new cup on top of the ball in the first cup and bounce another ball into the empty cup. Play continues until all eight cups contain one ball and are stacked on top of each other.

OPENING

- Have Cub Scouts form a circle and pass the Cub Scout handshake from one to another until it reaches the Scout who started it. Then, on the count of three, they all give a wolf howl.
- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review the information on shapes used in the construction of bridges in the *Wolf Handbook* (requirement 2B).

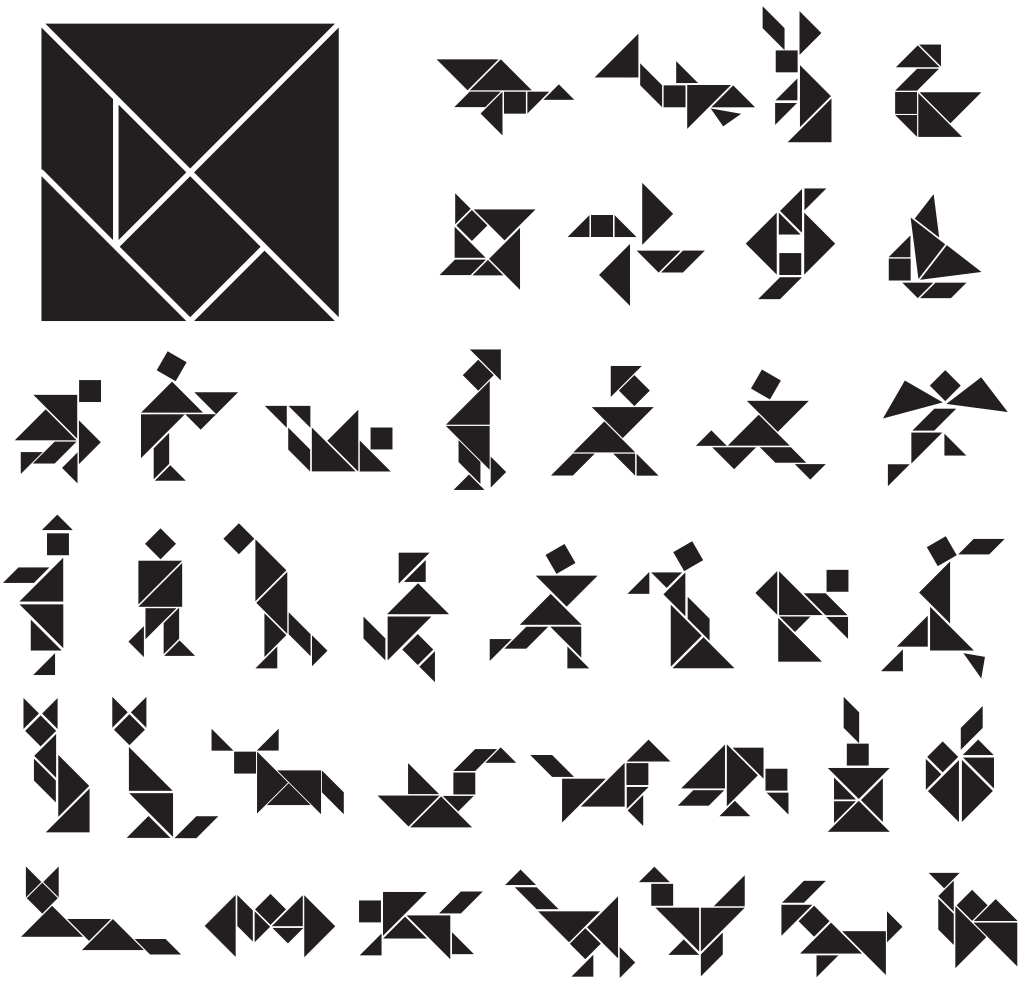
ACTIVITIES

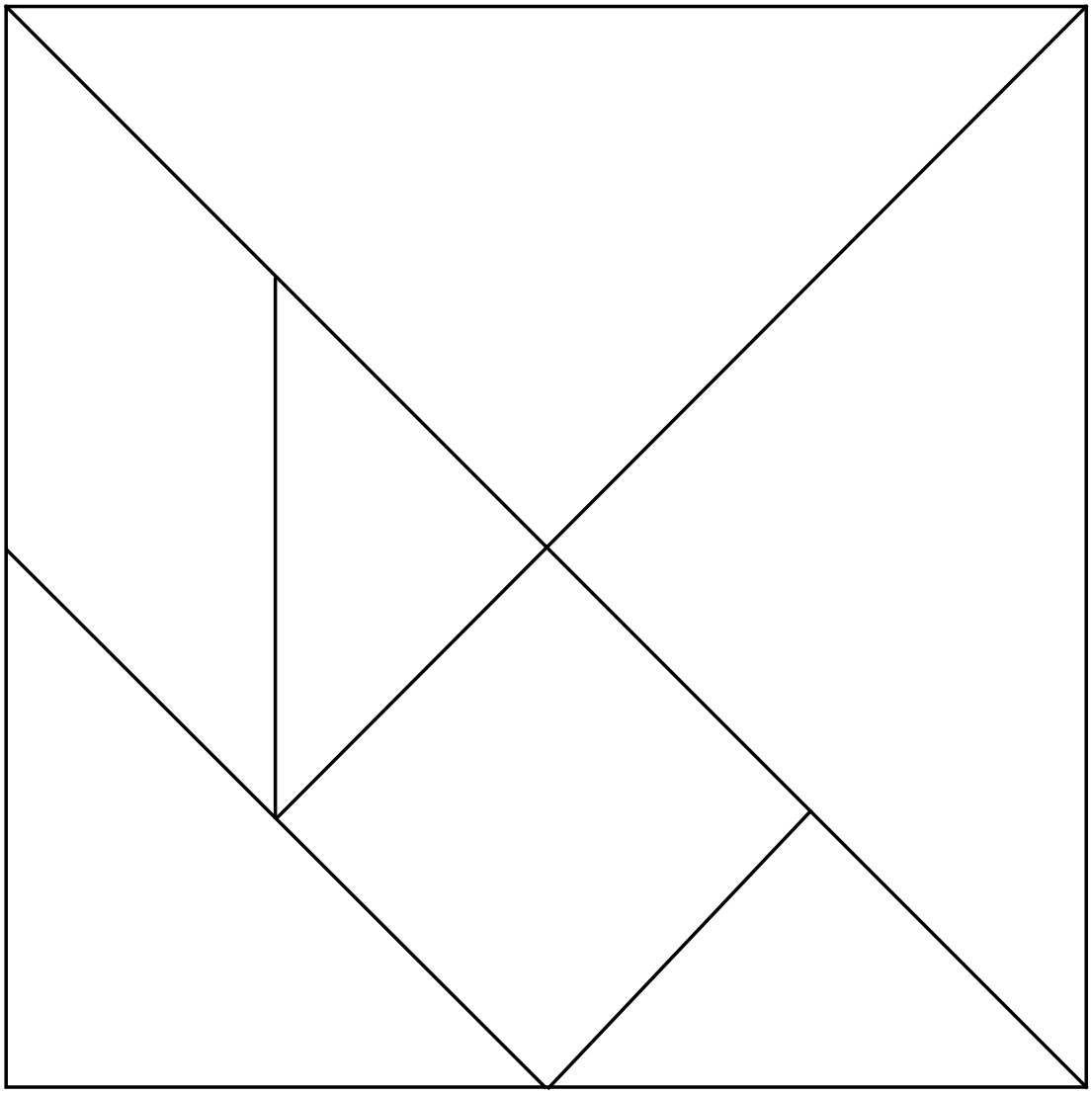
◇ Activity 1: Shapes in Nature (Requirement 2A)

- Have the Scouts take a walk outside, stopping to note the shapes of leaves, flowers, trees, rocks, clouds, and blades of grass.
- If weather conditions make this impossible, browse through the books and magazines so the Scouts can identify three different types of shapes found in nature.

◇ Activity 2: Making a Tangram (Optional)

The tangram, a puzzle that originated in ancient China, is a square made of seven flat shapes that can be put together to form other shapes. For this activity, have each Scout use a pencil and ruler to mark off the seven shapes on one square of cardboard. Then Scouts will cut the shapes from the cardboard and use the pieces to make silhouettes of animals, people, geometric figures, or anything else they choose. The pieces can be stored in the envelopes for the Scouts to take home after the meeting.





CLOSING

Gather the den in a circle and sing "I've Got That Cub Scout Spirit" (Tune: "I've Got That Joy, Joy, Joy, Joy")

I've got that Cub Scout spirit up in my head,
Up in my head, up in my head.
I've got that Cub Scout spirit up in my head,
Up in my head, to stay.

(Sing three more verses, replacing "up in my head" with different words each time: "deep in my heart," "down in my feet," "all over me.")

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 2.
- Work together to clean up the meeting place.

Upon completion of the Code of the Wolf adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

NOTES

COLLECTIONS AND HOBBIES

RATIONALE FOR ADVENTURE

Everywhere we look, we see collections. A collection of plants is a garden; a collection of cows is a herd. And any group of objects that are similar and special to you counts as a collection, too. That collection tells others what you find interesting, and as you expand the collection, you gain new skills and understanding.

TAKEAWAYS FOR CUB SCOUTS

- Enthusiasm for starting a collection
- Cooperation and showing respect for others
- Completing a task
- Listening skills
- A Scout is courteous.

Wolf Handbook, page 164

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Begin a collection of 10 items that all have something in common. Label the items and title your collection.
2. Share your collection at a den meeting.
3. Complete one of the following and tell your den what you learned:
   A. Visit a show or museum that displays different collections or models.
   B. Watch a webcast or other media presentation about collecting or model building.
4. Complete one of the following:
   A. Create an autograph book, and get 10 autographs. Start with members of your den.
   B. With your parent's or guardian's permission, pick a famous living person, and write him or her a letter. In your letter, ask the person to send you an autographed photo.

NOTES TO DEN LEADER

Meeting 3 will be a den outing to a show or museum that displays different collections or models (requirement 3A). You will need to schedule the outing in advance. Work with families to plan transportation to and from the location. Make sure activity consent forms are distributed and signed.

For requirement 3B, be sure there is an internet connection available. To complete this requirement, you may meet at a local public library that has free internet access.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for "Tape Web" (Gathering): painter's tape; pom-poms
- Materials for "Autograph Books" (Activity 2): white paper; construction paper or card stock for covers; colored pencils; stapler or brads

- Materials for "Clothespin Collection Tag" (Activity 3): clothespins marked with a different color for each Scout (number of pins can vary, but the minimum is six.)
- Samples of collections
- Activity consent forms for den outing

GATHERING: TAPE WEB

- Create a web that crisscrosses an open space or hallway, using painter's tape (the type that will not stick to walls or lift paint). Make sure that there are large enough openings for Scouts to crawl through or step over.
- Attach colored pom-poms to the sticky side of the tape.
- As everyone arrives for the meeting, assign a pom-pom color to each Cub Scout and have them work their way through the web, collecting their color as they go. Warn them to be careful and not get caught in the web!
- If part of the web comes down during the activity, simply put it back up.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Briefly explain to the den that the Scout Law is a collection of values by which we live.

TALK TIME

- Introduce the Collections and Hobbies adventure to the den. Build interest and excitement by describing the goals of the adventure and some of the fun activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Planning a Collection (Optional)

- Share with Scouts the sample collections you brought to the meeting.
- Have them share about collections that they own or want to start. These could include—but are not limited to—types of toys, models, rocks, or drawings. Each Scout should bring a small collection from home to share at the next meeting (requirement 2).
- Demonstrate ways that different types of collections may be displayed.

◇ Activity 2: Autograph Books (Requirement 4A)

- Have Scouts assemble and decorate their autograph books. They can get their first signatures from fellow den members. Then have them brainstorm on ways each den member can gather other signatures.
- Assembling the books may be a simple project, or you can make it elaborate, depending on the supplies you have available. To make the simplest type:
  - Fold a sheet of card stock or construction paper in half to make a cover.
  - Fold sheets of construction or printer paper in half and fit them inside the cover.
  - To bind the book, staple the sheets along the fold, or punch holes and use brads to fasten the sheets together.

◇ Activity 3: Clothespin Collection Tag (OPTIONAL)

- See the suggestions for this activity in the *Wolf Handbook*.
- If weather conditions prevent playing this game outside, consider having everyone use animal movements, such as duck waddles or crab walks, to chase one another.

CLOSING: DEN LEADER MOMENT

Say: *"Collections are a wonderful way to look at the world around you. When collecting from nature, remember that it is always best to leave the beauty you find for others to see—especially plants and flowers—but you can draw them or take a picture. I am really looking forward to seeing the collections that you bring and learning more about the things that interest you."*

Do-at-Home Project Reminder:

Remind Wolves to begin a collection at home of at least 10 items (requirement 1). They will bring this collection, or another one, to share at the next meeting (requirement 2). They should be prepared to answer these questions: Why did you choose those items to collect? Where did you find the items? How will you add to your collection?

Also for the next meeting, Scouts should think about the famous person they want to write to and find the mailing address online—with permission and assistance from their parent or guardian (requirement 4B).

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 4A.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for "Scout Law Scavenger Hunt" (Gathering): all 12 points of the Scout Law, written individually on slips of paper and hidden around the room; tape; a poster board with the words "A Scout is" written at the top
- Paper, pens, envelopes, and stamps for writing and sending a letter (Activity 2)
- Materials for "Sensory Scavenger Hunt" (Activity 3): a variety of objects chosen for a distinctive texture and shape; a list of all the objects (one copy per Scout); pencils; and paper bags. Hide each object—wrapped in a closed paper bag—outside or in a different room from the one where the Scout Law Scavenger Hunt will be played.

GATHERING

- Hide the Scout Law words around the room. As Wolves arrive for the meeting, have each of them find two words. They must not tell anyone the words they found.
- When all 12 words have been found, bring everyone together and have them tape their words on the poster board in the correct order of the Scout Law: A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Assign buddies for the den outing.

ACTIVITIES

◇ Activity 1: Personal Collections (Requirements 1 and 2)

Have Scouts share the collection they brought and have them tell why they chose to collect those items, where they found them, and how they plan to add to the collection.

◇ Activity 2: Writing to a Famous Person (Requirement 4B)

- Hand out paper and pens for the Scouts to write their letters.
- Provide a template, using the example in the Meeting 2 Resources or one you prepared yourself.
- Be sure an adult leader and the den chief are available during this activity to help if anyone has any trouble composing their letters.
- If you cannot find an address for a Cub Scout's first choice, you may need to help identify another person.

◇ Activity 3: Sensory Scavenger Hunt (Optional)

- Give each Scout a copy of the list and a pencil. When they locate one of the bags, have them close their eyes, reach inside to feel around, and put a check mark next to the object they think it is.
- When everyone has finished their search, display the contents of each bag so they can see if their guesses were correct.

CLOSING

- Make sure Scouts each know who their buddy will be during the den outing.
- Confirm plans for the following meeting's den outing to a show or museum where collections are displayed. Make sure all transportation needs are covered.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, and 4B.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

MEETING 2 RESOURCES

[Today's date]

[Mr./Mrs./Miss/Dr. and the person's full name

Street address

City, state, zip code]

[Greeting],

[First, tell the person why you are writing a letter. Be polite. Then, tell why you enjoy what the person does or how you support what they do. Tell a little about yourself, too, and that you are working on your Wolf rank in Cub Scouts. Finally, say that you would appreciate it if they could send you a photo. Explain that you have enclosed a self-addressed, stamped envelope for them to send you the photo. End by thanking them for their time.]

Sincerely,

[Your signature]

[Your name

Your street address or PO box

City, state, zip code]

MEETING 3 PLAN (DEN OUTING)

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Confirm that transportation to and from the event is in place. Secure activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.

GATHERING

- Play a game of "I Spy" while waiting for everyone to arrive.
- Remind everyone that it is important to stay together, be on their best behavior, and use the buddy system. Have Wolves share things they would like to learn during the visit.
- Review any questions the Scouts want to ask to make certain all are appropriate.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Recite the Scout Law and ask Scouts to name points of the law they will demonstrate during the outing.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Visit to Show or Museum (Requirement 3)

- Visit the facility as a group, and take a guided tour if possible.
- Engage Scouts by having them identify different types of collections.
- Have Scouts ask the questions they have prepared.
- When the tour ends, have the Wolves give their thank-you cards to anyone who helped, including tour guides. Then offer a relay clap for the guides: The first Cub Scout claps the second Scout's hand, and the clap is then relayed through the group.

CLOSING

- Have the den members form a friendship circle: All arms are crossed with each person extending their right arm over their left and grasping the left hand of the person beside them. Everyone makes a silent wish and gently passes a friendship squeeze from hand to hand.
- Ask Wolves to describe a favorite exhibit and why they thought it was best.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- Work together to clean up the meeting place.

Upon completion of the Collections and Hobbies adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

CUBS WHO CARE

RATIONALE FOR ADVENTURE

This adventure is intended to help Wolf Scouts learn about physical disabilities, which are more easily understood at their age than learning and intellectual disabilities.

TAKEAWAYS FOR CUB SCOUTS

- Empathy
- Awareness of disabilities
- A Scout is kind, helpful, friendly, cheerful.

Wolf Handbook, page 176

ADVENTURE REQUIREMENTS

Complete at least four of the following requirements.

1. With other members of your den, try using a wheelchair or crutches, and reflect on the process.
2. Learn about a sport that has been adapted so that people in wheelchairs or with some other physical disability can play, and tell your den about it.
3. Learn about "invisible" disabilities. Take part in an activity that develops an understanding of invisible disabilities.
4. With your den, try doing three of the following things while wearing gloves or mittens:
   A. Tying your shoes
   B. Using a fork to pick up food
   C. Playing a card game
   D. Playing a video game
   E. Playing checkers or another board game
   F. Blowing bubbles
5. Draw or paint a picture two different ways: Draw or paint it once the way you usually would and then again while using a blindfold. Discuss with your den the ways the process was different.
6. Use American Sign Language to communicate either a simple sentence or at least four points of the Scout Law.
7. Learn about someone famous who has or had a disability, and share the person's story with your den or family.
8. Attend an event where people with disabilities are participants or where accommodations for people with disabilities are made a part of the event.

NOTES TO DEN LEADER

This adventure has several choices based on which four activities you choose to do with your den. These den meeting plans in this book, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least four requirements.

Meeting 1 includes several options for activities that can be used to complete requirement 4. Prepare materials according to the needs of the requirement option your den selects. Requirement 4D can be completed at home with the permission of a Scout's parent or guardian.

For Meeting 2, invite a guest speaker who is an expert on physical disabilities such as a physical therapist, someone with the Special Olympics or Easter Seals, to talk to the Cub Scouts about the work they do and how it helps others. If you have a personal relationship with someone who has a disability, you may consider asking them to meet with your den to share how they overcome their physical challenges. This is an optional part of the adventure.

Check with your local hospital or Red Cross chapter to see if they have access to a wheelchair, crutches, or other resources that could be borrowed for completion of requirement 1. If you decide to have a guest speaker, he or she may be able to assist you in securing the needed equipment for Meeting 2.

This adventure does not include plans for a den outing to fulfill requirement 8. If that requirement is selected, leaders should make arrangements with the outing location, provide families with planning information, and submit all required paperwork in advance.

Scouts might choose to complete requirements 2, 7, or 8 independently at home. Encourage Scouts who do so to share what they learned and how the activity helped them increase their awareness of certain disabilities or people who live with them.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Photos or illustrations of the words "loyal" and "friendly" being spoken in American Sign Language (ASL) (Gathering)
- Gloves or mittens for each Scout. Gardening or dishwashing gloves also work well.
- Checkers and a playing board for each pair of Scouts (If possible, set out the boards and checkers before the meeting begins, to save time.)
- Plastic forks (one per Scout)
- Dried beans (10 per Scout)
- Paper plates (two per Scout)
- Deck of cards for playing "Go Fish"

GATHERING: AMERICAN SIGN LANGUAGE (REQUIREMENT 6)

- Use the photos or illustrations to teach the Scouts how to say "loyal" and "friendly" in American Sign Language. Have them practice until everyone has arrived for the meeting.

Loyal

Friendly

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.

- Have the Scouts sign “loyal” and “friendly” when they get to those words in the Scout Law. (Note: This fulfills half of requirement 6; the other half will be done at Meeting 3, when the Scouts learn “cheerful” and “clean” in ASL.)

TALK TIME

- Introduce the Cubs Who Care adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Explain that for people with certain disabilities it is difficult to do things without full use of their hands and fingers. At this meeting, Wolves will do three activities while wearing gloves, to give them an idea of the challenges that some people face and overcome.
- Tell the Scouts about the guest speaker who will join them for the next meeting. Make sure they know what behavior will be expected of them, and help them to plan some questions. Later, when they thank their guest for coming, they should mention things they appreciated learning from him or her.

ACTIVITIES

◇ Activity 1: Checkers (Requirement 4E)

- Divide the Scouts into pairs. Have them put on their gloves or mittens and then play a game of checkers.
- If anyone in the den isn’t familiar with the game, review the rules in Meeting 1 Resources before they start. Let the Scouts know that after 10 minutes, they will put away the checkers and play another day.
- When time is up, ask the Wolves if they found it difficult to play with gloves on. Could they adjust if they had to wear gloves every time they played the game? Help them see how this relates to the challenges faced by people with disabilities affecting motor skills.

◇ Activity 2: Shoe Tying Relay (Requirement 4A)

- See Meeting 1 Resource for instructions. The Scouts will play this relay with a twist: They must wear the gloves when they tie and untie their shoes.
- Again, discuss with them how this challenge is similar to dealing with some disabilities. Ask which point of the Scout Law would be a good one to remember when they encounter people who have a disability that makes it difficult for them to use their hands and fingers.

◇ Activity 3: Fork Lift (Requirement 4B)

- While they are still wearing the gloves, have the Scouts race to see who can transfer 10 beans the fastest from one paper plate to another—using a single fork.
- Talk about why we need to have patience and show courtesy and respect to individuals who have difficulty with tasks due to a disability.

◇ Activity 4: Go Fish (Requirement 4C)

- Have Scouts put on their gloves or mittens and then play a game of Go Fish.
- If anyone in the den isn’t familiar with the game, review the rules in Meeting 1 Resources before they start.
- After the game is finished, ask how it felt to play cards while wearing the gloves. How does this help them relate to people with disabilities that affect their hands or fingers?

CLOSING

Gather for a Living Circle. All members of the den form a close circle, and everybody turns to the right while stretching their left hands into the center with palms facing downward. Each person grasps the left thumb of the person next to them, making a complete circle with the group. Then they hold their right hands straight up in the Cub Scout sign. Pumping their left hands, they say in unison the Cub Scout motto and then give a howl. (See “Closing Ceremonies” in the appendix.)

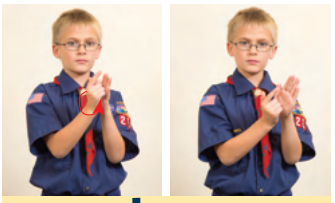
AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 4A, 4B, 4C, and 4E.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting.

MEETING 1 RESOURCES

SCOUT LAW IN AMERICAN SIGN LANGUAGE

Scout


Law

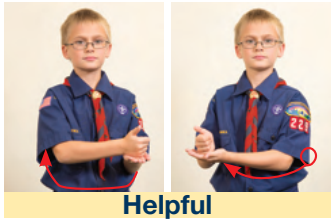
A

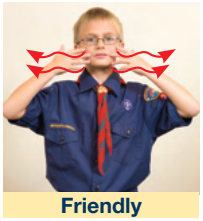
Scout

(is)

Trustworthy

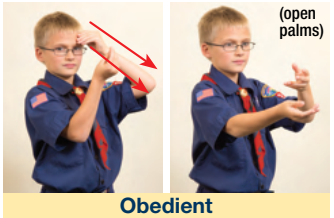
Loyal


Helpful


Friendly

Courteous

Kind



Obedient

Cheerful

Thrifty

Brave

Clean

Reverent

NOTE: Some English words are not signed or do not have a one-to-one translation in American Sign Language. American Sign Language is a conceptual language, which means that not every word of spoken English is signed. Sentences in sign language may also have a different structure than those written or spoken in English.

ACTIVITIES

Activity 1: Checkers

If anyone in the den isn't familiar with the game, here are the basic instructions.

- The player with the black color pieces traditionally moves first, and then the players take turns moving a piece. Pieces are always moved diagonally; this can be done in two ways: forward (toward your opponent) or "jump" one of your opponent's pieces, if it is diagonal to your piece and there is an empty space on the other side. This removes your opponent's piece. Remember that you can do multiple jumps at once if you are moving in a straight diagonal line. If a jump is possible, you must take it.
- The row closest to the player on both sides of the board is called the king row. If you succeed in moving a piece across the board all the way to the opponent's king row, that piece becomes a king. Stack one of the pieces you have lost on to that piece, so it can now be distinguished as a king. Once a piece is "crowned" in this way, you must wait until another turn to move it out of the king row. King pieces can move either forward or backward and still only diagonally.
- The game is over when an opponent runs out of pieces or still has pieces but can't move them. If neither player can move, the game ends in a tie.

Activity 2: Shoe Tying Relay

Again, Scouts must do this relay with their gloves on.

- Mark a start line and a line for stopping and tying shoes. This can be done before the meeting to save time.
- Divide the den into two teams. Each Scout on a team runs to the stop line, bends down to untie and retie one of their shoes, then runs back to the start line and tags the next Scout, who repeats the process. This continues until the whole team has completed the course.
- If you have a small den (three or four members), have them play as a single team and time the relay through several runs to see if their speed improves.

Activity 4: Go Fish

If anyone in the den isn't familiar with the game, here are the basic instructions.

- Deal five cards to each Scout. Set the remainder of the deck in the center of the circle.
- The denner goes first and asks a specific player for cards of a specific type. (The denner must already have one of those cards in their hand.) Example: "Ben, please give me your threes." Ben must hand over all the cards he has of that rank. If he doesn't have any, he says, "Go fish."
- The denner then draws one card from the deck. If the card is the one that was requested, the player gets to go again. If not, the Scout to the denner's right takes a turn.
- After collecting four cards of the same rank, a Scout has a "book." The Scout with the most books at the end of the game wins.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- One plastic cup for each Scout
- Sandpaper with three different levels of grit, ranging from very fine to very coarse. Cut the sandpaper into small squares so each Wolf will get a sample of each type.
- 6-10 clear glasses of water and colored drink mix
- Cotton balls (one for each pair of Scouts)
- Balloons—minimum of four (If someone is allergic to latex, make sure to use latex-free balloons.)
- Invite and confirm a guest speaker who lives with a disability and is open to sharing his or her experience with the den.

GATHERING: COTTON BALL TOSS

As Scouts arrive, pair them into teams. Have them pass a cotton ball back and forth between them, using only a plastic cup in their nondominant hands to both catch and toss. Have them start playing about 12 inches apart and increase their distance 1 foot at a time as their skills improve.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Cub Scout motto: Do Your Best.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Introduce the guest speaker, and ask him or her to talk about the nature of the work they do with people who have disabilities, why they choose to be in this line of work, and what skills are important for them to have. If the guest speakers have a disability themselves, discuss with them beforehand what they would be comfortable discussing.
- When the speaker is finished, give the Scouts time to ask their questions. (They may have many questions.)

ACTIVITIES

◇ Activity 1: Invisible Disabilities Stations (Requirement 3)

- Introduce the idea of invisible disabilities to Scouts, noting that many people have disabilities that others can't see. ADHD and autism spectrum disorders are two examples of invisible disabilities that can cause people to think or feel things differently. Remind Scouts that people with invisible disabilities have many positive attributes and abilities and that getting to know people as individuals is the only true way to get to know them.
- Ask if anyone knows what the word "spectrum" means, and explain that a spectrum is a wide range. In the case of invisible disabilities, no two people will be impacted in exactly the same way. There is a wide spectrum, and each person fits in a different place on that spectrum.
- There are a number of activities you can do with Scouts to build awareness of invisible disabilities and the concept of a spectrum. The following activities were adapted from the Eagle project of Justin Krejcha for The Autism Empowerment Great Quest for Autism Acceptance.
  - **Autism Is a Spectrum:**
    1. Set up 6-10 glasses of water in a line.
    2. Begin to add powdered drink mix to the cups, increasing the amount for each cup as you go down the line. The first cup should have minimal color, and the last cup should be a deeply saturated color.
    3. Tell Scouts that the glasses of water represent how autism means something different to each person. There is no single type of person with autism. Some people with autism might have very few symptoms and be able to participate in the daily activities of school and life with need for only minor accommodations. Others might have significant symptoms and triggers that impact basic activities of living. And still others will be at every place along the spectrum—no two people with autism are alike.
  - **Tactile Station:**
    1. Explain that some people with autism are what is known as touch-sensitive. That means that even very soft fabrics can feel like rough sandpaper on their skin.
    2. Provide each Scout with three pieces of sandpaper: one with a very fine grit, one with a medium grit, and one with a very coarse grit.
    3. Have Wolves share how the sandpaper pieces feel different and how uncomfortable each piece is to touch. They can rate how uncomfortable each piece feels on a scale of 1–5, with 1 being not much and 5 being very uncomfortable.

4. Ask: *How would that affect someone whose clothes feel that way to them when they are getting dressed in the morning?* Remind Scouts that many things people without autism or similar disabilities don't think about every day (such as how clothes feel on your skin) can be extremely important to someone with autism.

- Additional information on autism can be found at www.autismempowerment.org/.

CLOSING

- Recite the Scout Oath in unison while giving the Cub Scout sign.

NOTE TO DEN LEADER

It is important to lead a reflection at the conclusion of these activities. It is important for the members of your den to recognize that their peers who are differently abled are just like them, except in one small way. See the "Leading a Reflection" guidelines in the appendix.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3 and any other requirements fulfilled by selected activities.
- Work together to clean up the meeting place.
- Remind Scouts and parents to find old T-shirts the Scouts can wear over their uniforms during the painting activity at the next meeting.

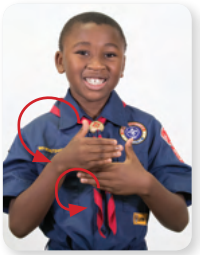
MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Photos or illustrations of the words "cheerful" and "clean" being spoken in American Sign Language (Gathering)
- Materials for painting (Activity 1):
  - Washable paints
  - Paper (enough for each Scout to paint two pictures) or a small painting canvas (4"x4" or 6"x6") if using acrylic paints
  - Old T-shirts (Scouts should all bring an old shirt to wear over their uniforms while painting; have an extra available for Scouts who do not bring one.)
  - Blindfolds (one per Scout)
  - Paintbrushes (one per Scout)
  - Plastic cups with water for rinsing paintbrushes (one per Scout)
  - Plastic cover or inexpensive tablecloth
- A wheelchair or crutches and cones or other items to set up a simple obstacle course

GATHERING (REQUIREMENT 6)

- Use the photos or illustrations to teach the Scouts how to say "cheerful" and "clean" in American Sign Language. Have them practice until everyone has arrived for the meeting.



Cheerful

Clean

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- Have the Cub Scouts sign "cheerful" and "clean" when they get to those words in the Scout Law. (Note: This fulfills the other half of requirement 6.)

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Painting (Requirement 5)

- Make sure everyone wears the old T-shirts over their uniforms to avoid stains.
- First, have each Scout paint a picture as they normally would. To prevent too much time being spent on deciding what to paint, consider giving the Scouts direction with a simple image to paint.
- Then have them try to paint the same picture while wearing a neckerchief as a blindfold. (As this part of the activity will probably be messier, be sure to put the plastic cover or tablecloth over the painting area.)

◇ Activity 2: Wheelchair or Crutches Obstacle Course (Requirement 1)

- Set up a simple obstacle course on a flat paved surface for Scouts to navigate using crutches or a wheelchair.
- Have Scouts take turns going through the course, trying their best to move and maneuver using the selected device.
- After the activity is finished, ask how it felt to go through the course on crutches or in a wheelchair. How does this help them relate to people with disabilities that affect their mobility?

CLOSING

Bring all the Scouts together and have them sign the words "loyal," "friendly," "cheerful," and "clean." Then close with a grand howl!

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 5, and 6.

Upon completion of the Cubs Who Care adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

DIGGING IN THE PAST

RATIONALE FOR ADVENTURE

This elective adventure will help Wolf Scouts understand the formation of fossils.

TAKEAWAYS FOR CUB SCOUTS

- Understanding that fossils are affected by the ground around them
- Learning about different types of dinosaurs
- Listening to instructions
- Making a layered dessert
- A Scout is thrifty.

Wolf Handbook, page 190

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Play a game that demonstrates your knowledge of dinosaurs, such as a dinosaur match game.
2. Create an imaginary dinosaur. Share with your den its name, what it eats, and where it lives.
3. Complete one of the following:

   A. Make a fossil cast.

   B. Make a dinosaur dig. Be a paleontologist, and dig through a dinosaur dig made by another member of your den. Show and explain the ways a paleontologist works carefully during a dig.
4. Make edible fossil layers. Explain how this snack is a good model for the formation of fossils.

NOTES TO DEN LEADER

This adventure does not include plans for a den outing. If a den outing is desired, the leader may plan to hold one of the meetings at a location suitable for learning about dinosaurs or paleontology, such as a natural history museum. All event coordination and activity consent forms would need to be in place in advance, depending on the location selected.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Copies of the Dino Match game cards in Meeting 1 Resources (Gathering)
- One beanbag (Activity 1)
- Materials for building imaginary dinosaurs (Activity 2). These may include tape, glue, construction paper or felt, clay, papier-mâché, buttons, chenille stems, spools, and brads. Also, make sure to call parents in advance to have the Scouts bring recyclables like plastic bottles and caps, soda cans, cereal boxes, container lids, and cardboard tubes.

GATHERING

Hand out the “Dino Match” cards as Scouts arrive, and when everyone is there, play the card game.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- The den members form a circle and give the Cub Scout sign. They repeat in unison, “A Scout is thrifty.” Then Wolf Scouts each tell what being thrifty means to them.

TALK TIME

- Introduce the Digging in the Past adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Play “Herbivore! Carnivore!” (Requirement 1)

- Have the Cub Scouts in your den sit in a circle with one Wolf Scout in the center holding the beanbag. The Cub Scout with the beanbag then tosses it to someone in the circle and shouts, “Herbivore!” or “Carnivore!”
- The player who receives the bag must say the name of a dinosaur in that category before the player in the center can finish counting to 10.
- Once a dinosaur has been named, it may not be called again. Players who don’t name one in time trade places with the Scout in the center.

◇ Activity 2: Imaginary Dinosaur (Requirement 2)

- Have each Scout build an imaginary dinosaur using the construction materials you gathered and the recyclables the Cub Scouts brought from home.
- Wolf Scouts are very creative! Encourage them to use their Wolf imaginations to invent and name their dinosaurs.

CLOSING

Have the den members form a circle and pass the Cub Scout handshake from one to another until it reaches the Cub Scout who started it. As Wolf Scouts each receive the handshake, they silently make a wish and pledge to do their best.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 2.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

GATHERING: DINO MATCH CARD GAME

- As Scouts gather for the meeting, give each of them two cards: one showing the picture of a dinosaur and the other showing the name and description of a different dinosaur.
- When everyone has arrived and all the cards are distributed, have the Cub Scouts in your den go around the room and find the matching names and pictures for their cards.
- Encourage them to share any other information that they know about the dinosaurs.

Tyrannosaurus rex

I am a carnivore with little arms and a big bite.

Triceratops

I have three horns and a bony frill with points on its edges.

Archaeopteryx

I am only about 12 inches long and have three fingers with claws on each of my wings.

Parasaurolophus

I weigh about 4 tons and have a bony crest on my head.

Pteranodon

I am a reptile that lived alongside dinosaurs. I am able to fly because I am very light—my hollow bones are filled with air sacs.

Apatosaurus

I am one of the largest land animals. I have a long neck and eat only plants.

Velociraptor

I am small and fast. I have sharp claws on my front and hind feet.

Ankylosaurus

My protection comes in the form of spines on my body and a long heavy club tail that could be used to break the legs of enemies.

Spinosaurus

I am longer than the T. rex; I have a sail on my back, and scientists think I speared fish out of the water.

Hesperornithiformes

I use my webbed feet to dive for fish.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the "Dinosaur Eggs" game (Gathering): dried beans (12 per Scout); small paper plates (one per Scout); and toothpicks (two per Scout)
- Materials for fossil prints (Activity 1): air-dry clay; paper plates; permanent markers; leaves; sticks; rocks; small plastic dinosaurs; plastic bugs or spiders
- Materials for "Dino Dig" Part I (Activity 2): square disposable aluminum pan (one per Scout); plaster of paris; safety glasses; dust masks; various small objects (plastic dinosaurs, polished rocks, silk leaves, etc.)
- Two flashlights or battery-operated candles—one larger than the other (Closing)

GATHERING: DINOSAUR EGGS

As Scouts arrive, have them sit around a table or kneel in a circle on the floor. Give each Cub Scout two toothpicks and a small paper plate with 12 dried beans on it. On your signal, see who will be the fastest at lifting out five beans.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- Have the den members make the Cub Scout sign as they recite the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Fossil Prints (Requirement 3A)

- Give Scouts all a piece of the air-dry clay and a paper plate. Have them make a fossil print, following the instructions in the *Wolf Handbook*. When the clay has hardened, have them write their name on the back using a permanent marker.

◇ Activity 2: "Dino Dig" Part I (Requirement 3B)

- Each Scout will now make a dinosaur dig based on the instructions in the *Wolf Handbook*.
- Make sure that only adults prepare the plaster of paris, wearing safety glasses and dust masks. Allow them plenty of space, and keep the Scouts from getting too close until the job is done.
- When the activity is finished, set the pans aside to dry until the next meeting.

◇ Activity 3: Dinosaur's Tail (Optional)

- Everyone stands single file, with Scouts placing their hands on the shoulders of the person in front of them. The first in line is the "head" of the dinosaur, and the last is the "tail."
- The head tries to catch the tail by maneuvering the line around so that they can tag the end player. All other players do their best to keep the head from catching the tail. The line must not break.
- When the head catches the tail, the end player becomes the head and the head player moves to the second place in line.

CLOSING: CUB SCOUT LIGHT

Place the two flashlights or battery-operated candles on a table. The den leader asks Wolf Scouts to sit on the floor in a circle. Then the leader dims the lights.

Den chief (picking up the small light): "I will light this small candle. It represents the goodwill given by one Cub Scout. See how it shines? The rays from several Cub Scouts make a brighter light. Each Scout lets their light shine by doing their best and helping other people."

Den leader: "I'll light this large candle. This represents that there is a brighter light that leads us all. Let us always think first of God, second of others, and finally of ourselves."

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3 and 4.
- Work together to clean up the meeting place.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Musical Dino Eggs (Gathering): one beanbag, recorded music
- Materials for "Edible Fossil Layers" (Activity 1; check with parents to see if there are any food allergies or dietary restrictions and plan accordingly: large clear plastic cups (one per Scout), flavored gelatin, animal crackers, crushed graham crackers, pudding.
  - Before the meeting, prepare each cup with an inch of gelatin in the bottom, and place a few animal crackers in the gelatin before it solidifies. Prepare a large bowl of pudding, and fill another large bowl with crushed graham crackers.
- Materials for "Dino Dig" Part II (Activity 2): craft sticks (one per Scout); small paintbrushes (one per Scout); dinosaur digs made at the last meeting
- Two round balloons (using latex-free balloons if there are any latex allergies in the group) for the Dinosaur Egg Relay (Activity 3)

GATHERING: MUSICAL DINO EGGS

Have the arriving Wolf Scouts sit in a circle and pass around a "dinosaur egg" (the beanbag). Play the recorded music and, similar to "Hot Potato," when the music stops the player holding the egg is out. Continue until only one Scout remains.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- The denner calls roll, and each Cub Scout responds by naming a point of the Scout Law when their name is called.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

Activity 1: Edible Fossil Layers (Requirement 4)

- Have Wolf Scouts make a snack, using the ingredients you prepared and following the directions in the *Wolf Handbook*.
- When finished, they should set the snacks aside until after the meeting.

Activity 2: "Dino Dig" Part II (Requirement 3B)

- Tell the Scouts: Paleontologists use many different tools to dig out bones and fossils. Because they do not want to damage anything, they typically use small tools like chisels and paintbrushes. We'll be digging through plaster of paris instead of rock, so you will use craft sticks and paintbrushes.
- Now have the Cub Scouts dig their objects out of the plaster of paris. Note: If time is limited, this activity may need to be completed at home.

Activity 3: Dinosaur Egg Relay (Optional)

- Divide Wolf Scouts into two teams. Tell them that you have "dinosaur eggs" (two inflated balloons) that must be moved before they hatch.
- They must move the balloons only with their fingertips. That's because the "eggs" might hatch early from the warmth of a whole hand.
- Give each team one balloon. The object of the relay is for a pair of players to hold the balloon between them, each Scout using only one fingertip. They transport the "egg" across the jungle and back, and then pass it on to the next pair on their team—again, using only single fingertips.
- The first team to finish the relay sits down and raises the Cub Scout sign so the game warden can report success to the base camp!

CLOSING

Form a circle and recite the Outdoor Code in unison.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3B and 4.
- Work together to clean up the meeting place.

Upon completion of the Digging in the Past adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

NOTES

FINDING YOUR WAY

RATIONALE FOR ADVENTURE

Learning to read and use a map and a compass is a valuable skill. In this adventure, Scouts will receive an introduction to maps, symbols, and the cardinal directions of north, south, east, and west. They will also learn the basic functions of a compass.

TAKEAWAYS FOR CUB SCOUTS

- Following and giving directions
- Observing and reading a map
- Cardinal directions—north, south, east, and west
- Navigating with a compass
- Working with others
- The buddy system

ADVENTURE REQUIREMENTS

Wolf Handbook, page 208

Complete the following requirements.

1. Do the following:
   A. Using a map of your city or town, locate where you live.
   B. Draw a map for a friend so he or she can locate your home, a park, a school, or other locations in your neighborhood. Use symbols to show parks, buildings, trees, and water. You can invent your own symbols. Be sure to include a key so your symbols can be identified.
2. Do the following:
   A. Identify what a compass rose is and where it is on the map.
   B. Use a compass to identify which direction is north. Show how to determine which way is south, east, and west.
3. Go on a scavenger hunt using a compass, and locate an object with a compass.
4. Using a map and compass, go on a hike or walk with your den or family.

NOTES TO DEN LEADER

The requirements in this adventure can be done with the Paws on the Path adventure.

Meeting 3 will take place at an outdoor location for a hike. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed and signed.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Flag for folding ceremony (Closing)
- Words to the “Happy Wanderer” song, either on a poster or as a handout for the Scouts (Gathering; see Meeting 1 Resources)
- Various maps, including your town or city (one copy per Scout if possible), the United States, and the earth. Other types to consider are globes, nautical maps, GPS displays, and the map for a local park.
- Small, removable stickers (stars or dots)
- Compass with a needle, direction-of-travel arrow, and baseplate (one per Scout or one for each pair of buddies)
- Hand-sketched map
- Paper (plain or graph for sketching maps)
- Crayons or colored pencils

GATHERING

- Display a compass and the various maps you collected. Give Wolf Scouts time to view the items before the den discusses them during Talk Time.
- As Scouts arrive, help them locate their home on a city map.
- Have the den chief teach the Scouts the “Happy Wanderer” song (see Meeting 1 Resources).

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- When the den chief calls each Wolf Scout’s name, the Scout steps forward and puts a sticker on the city map where their home is located (requirement 1A).
- After roll call, everyone recites the Cub Scout motto.

TALK TIME

- Introduce the Finding Your Way adventure to the den. Introduce the topic of maps by talking about how many different types there are and how those maps help us. Maps can be found everywhere: a GPS display or printed maps in a car, maps in a classroom, maps in a shopping mall, etc. Ask what maps the Scouts have used.
- Show a hand-sketched map and explain how it can be used to help someone reach a destination if they are lost or haven’t been there before.
- Show how the legend on a map can help us find local parks, buildings, bodies of water, etc.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Drawing Maps (Requirement 1B)

- Hand out the paper and colored pencils or crayons, so Scouts can draw a map that shows the location of their homes, a park, a school, and other important places in the community.
- Make sure each Cub Scout saves space on the map to draw a basic legend with symbols for water, trees, parks, and large buildings. Also, have Scouts place those symbols where they should go around the map.

◇ Activity 2: Using a Compass (Requirement 2B)

- If weather permits, move the den outside so Wolves can have fun learning to use their compasses in natural surroundings. Show them how to use a compass to see which way is north.

CLOSING

Flag Folding Ceremony. Have three Scouts fold the flag while the other Cub Scouts stand respectfully in a semicircle.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1A, 1B, and 2B.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

Using a Compass

Tell Scouts that north, south, east, and west are the points of a compass. A compass can help them figure out what direction is north. Once they know that, they can decide which direction to go to move toward their destination. Scouts can also use a map and compass to figure out how to get from one place to another. The compass needle always points north.

- Have Scouts hold a compass flat in their hand and away from anything metal, like their belt buckle or adventure loops.
- Instruct the Cub Scouts in your den to look down at the needle to see where it is pointing, then turn their bodies slowly. They should keep turning until the compass needle lines up with the north line or “N” on the grid.
- Remind Scouts that the floating needle is magnetized and the red end will always point to magnetic north. You can always figure out the other points of the compass when you stand facing north.
- When Scouts are facing north using a compass, east will be on their right, south will be directly behind them, and west will be to their left. If they forget, teach Scouts the phrase “Never Eat Soggy Waffles” and they’ll get right back on track.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Pieces for the "Sign Match" Game (Gathering; see Meeting 2 Resources)
- Den cheer written on a poster board in large letters (Opening)
- Items for the "Scavenger Hunt" (Activity 1)
  - — One compass per Scout (or one for each buddy pair) with a needle, direction-of-travel arrow, and a baseplate
  - — Items to hide before the meeting
- Healthy snacks—raisins, apples, sunflower seeds, oranges, fruit cups, etc. (These may also serve as scavenger hunt items. Note: Please check for food allergies among den members before selecting snacks.)
- World map or globe (Activity 2)
- Small, removable stickers (stars or dots)
- Paper or cards for Scouts to write thank-you notes for anyone helping with the den hike during Meeting 3

GATHERING

As Wolf Scouts arrive, have them play the "Sign Match" game. Give all Scouts one set of cards as they arrive, and pair Scouts up to play together. Have players combine and mix up their cards in a pile on the floor, with all cards facing down. When the cards have been mixed up, organize them into a grid. Scouts may flip over two cards in each turn, trying to create a pair. If the cards do not display a pair, they should be flipped back over and the turn changes to the other Scout. If a Wolf Scout gets a pair, they keep the cards and take another turn. The goal is to have the most pairs when the cards are all gone.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Lead the den in an opening cheer: "Today we'll face north, south, east, and west. But whatever way and whatever day, we will always do our best! We're Wolf Scouts! Howl!"

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Talk about the Gathering game. Ask the Scouts if they recognized any of the signs. Discuss how different types of signs are useful in helping people find their way.

ACTIVITIES

◇ Activity 1: Scavenger Hunt (Requirement 3)

- Review what was learned at the last meeting about how to use a compass.
- Then give them directions on how to find each hidden item using their compasses.

◇ Activity 2: Snacks Around the World (Optional)

- Distribute the snacks and have the Scouts check the label on each one to find its place of origin. Which snack traveled the farthest to get to where it is now?
- Help the Scouts find those areas on the map or globe, and have Scouts each put a sticker on the location for their snack.

CLOSING

- Have Wolf Scouts form a circle and pass the Cub Scout handshake from one to another around the group until it reaches the Scout who started it. When Scouts each receive the handshake, they silently and pledge to do their best.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- Work together to clean up the meeting place.
- Have the Scouts write thank-you notes for those who will help with the outing.

MEETING 2 RESOURCES

GATHERING: SIGN MATCH GAME

Print as many copies of these signs as you need for Scouts to play the game.

Interstate Highway

Red Light Camera

Stop Sign

Workers Ahead

Pedestrian Crossing

Nuclear Zone

Road Slippery When Wet

School Zone

No U-turn

Hurricane Evacuation Route

Railroad Crossing

Dead End

Deer Crossing

No Left Turn

Flagger Ahead

No Right Turn

One-Way Traffic

Hospital Ahead

Yield Right of Way

Traffic Light Ahead

Winding Road

Lane Ends, Merge Left

MEETING 3 PLAN (DEN OUTING)

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- A map of the trail or area you will use for your hike
- Cub Scout Six Essentials (Den members are each responsible for bringing their own materials.)
- Water to fill bottles as needed
- One compass per Scout (or one for each buddy pair)
- Printed example of a compass rose
- Thank-you notes
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*

GATHERING

- Conduct a gear check as Scouts arrive, fill water bottles, distribute trail food, tie shoes, etc.
- Play the "Changing Winds" game
  - — Use a compass to establish the four main directions.
  - — Have everyone stand facing one player who is the "wind." The wind tells the direction they are blowing by saying, "The wind blows . . . south." All players must face south. If a player is already facing that direction and moves, they are out.
  - — The "wind" may confuse the other players by facing any direction. Players turning the wrong direction are out. The winner is the last player still in the game.

OPENING

- Say the Pledge of Allegiance and the Scout Oath and Scout Law.
- As a group, lead Scouts as they recite the Outdoor Code and Leave No Trace Principles for Kids.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Discuss the buddy system and what Scouts should do if they become separated from the group during the hike. Use the STOP (Stay calm, Think, Observe, Plan) procedure from the Paws on the Path adventure in the *Wolf Handbook*.

ACTIVITIES

◇ Activity 1: Compass Rose (Requirement 2A)

- Identify what a compass rose is and where it is on the map.
- Introduce walking between the four points of the compass rose. Discuss the difference between the four cardinal directions—north, south, east, and west—and the ordinal directions between them: northeast, southeast, southwest, and northwest. Demonstrate that if Scouts are walking between north and west, they are going northwest, and so on.

◇ Activity 2: Den Hike (Requirement 4)

- Using the map, make sure everyone understands the path the den will be taking before the hike begins.
- During the hike, each time the den arrives at a point that is marked on the map, have them stop and use the map to orient themselves.

CLOSING

Gather everyone together after the hike and discuss what they liked about the hike and what parts of the Leave No Trace principles they followed.

AFTER THE MEETING

- Have Scouts give their thank-you notes to those who helped.
- Record completion of requirements 2A and 4.

Upon completion of the Finding Your Way adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

NOTES

GERMS ALIVE!

RATIONALE FOR ADVENTURE

This adventure teaches Wolf Scouts about the importance of keeping a clean room, proper hand washing, and covering their sneezes—through fun, hands-on science experiments.

TAKEAWAYS FOR CUB SCOUTS

- Knowing the proper way to wash hands
- Why we cover a sneeze
- What mucus does for our bodies
- The importance of cleaning our rooms
- Bacteria are present even if we can't see them.
- A Scout is clean, courteous.

ADVENTURE REQUIREMENTS

Wolf Handbook, page 218

Complete at least five of the following requirements.

1. Wash your hands while singing the "Happy Birthday" song.
2. Play Germ Magnet with your den or your family. Wash your hands afterward.
3. Conduct the sneeze demonstration.
4. Conduct the mucus demonstration with your den or family.
5. Grow a mold culture. At a den or pack meeting, show what formed.
6. Make a clean room chart, and do your chores for at least one week.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. These den meeting plans, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

This adventure does not include plans for a Meeting 3 den outing. If an outing is desired, all outing and transportation information would need to be planned in advance.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Soap, water, and sink for washing hands. (If a sink is not readily available, use a bucket and a pitcher of water.)
- Items for the "Sink the Germs" game (Gathering)
  - Six beanbags
  - Removable tape
  - One large, open box with a picture of a sink drawn or taped to the front
  - One large printed copy of the "When to Wash Your Hands" chart (Meeting 1 Resources)

- Brightly colored glitter or washable paint for the “Germ Magnet” game (Activity 2)
- Items for the sneeze demonstration (Activity 3)
  - One blanket, old sheet, or tarp with concentric bull’s-eye rings drawn on it in washable ink. Each inner ring should be about 12 inches narrower than the one that surrounds it.
  - One balloon (check for latex allergies in the den)
  - Paper confetti
  - One sheet of paper to roll into a funnel
  - Tape
  - Tape measure

GATHERING: SINK THE GERMS

- Set the large open box on the floor to represent a sink.
- Use tape to mark a throwing line on the floor. Then tape the large copy of the “When to Wash Your Hands” chart (see Meeting 1 Resources) behind the line and place one beanbag over each of the six squares.
- As each Wolf Scout arrives, have them take a turn throwing the six beanbags, one by one, into the box. If time allows, have them try again.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- Find out who in the den has an upcoming birthday or had one recently. Have the den sing the “Happy Birthday” song to them. Tell them that the time it takes to sing the song twice is the same amount of time they should spend washing their hands.

TALK TIME

- Introduce the Germs Alive! adventure to the den. Tell the Cub Scouts in your den: Our hands are valuable tools. We use them every day. Because of this, hands become “germ magnets,” and when we touch other people, those germs move from hand to hand! So you need to remember to wash your hands often every day to make sure your “Wolf paws” are as clean as can be!
- Ask them to name the six times that it is very important to wash their hands. (Note: The answers were presented during the Gathering game.)
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Soap and a Song (Requirement 1)

- Have Wolf Scouts wash their hands while singing the "Happy Birthday" song again.
- When someone works soap and warm water into a lather on both hands and then sings the "Happy Birthday" song twice, that will be long enough to wash away all the germs.

◇ Activity 2: Germ Magnet (Requirement 2)

- Have Scouts play the "Germ Magnet" game, using the directions in the *Wolf Handbook*.
- The game is likely to be messy, so you may want to move the den outside for this activity or use washable paint rather than glitter. Also, make sure that none of the Scouts rub their eyes while they still have glitter or paint on their hands.

◇ Activity 3: Sneeze Demonstration (Requirement 3)

- Tell the Scouts that when they played "Germ Magnet," they were practicing the "A Scout is clean" part of the Scout Law. They learned that germs can spread and that we wash our hands to remove germs.
- Do the sneeze demonstration, using the materials you collected and involving the Scouts in every step as presented in the *Wolf Handbook*—except for popping the balloon, which should be done by an adult. The bull's-eye represents each individual's personal space, the popping balloon is like a sneeze, and the confetti represents the germs that are spread. (Note: Be sure Scouts pinch off the end of the balloon if they stop blowing, or the confetti in the balloon may get in their mouths.)
- In this activity, they see the importance of "A Scout is courteous." Just as popping the balloon spreads the confetti, sneezing causes germs to spread quickly and powerfully. Scouts protect those around them and are courteous by sneezing into their elbows.

CLOSING

Gather the den in a circle. Starting with the denner, Scouts will each step into the center and shake hands with their fellow Wolf Scouts, moving counterclockwise and using the Cub Scout handshake. This continues until every Scout has their turn at initiating the handshakes.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, and 3.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

GATHERING: SINK THE GERMS

Make a copy of this chart that is large enough to place each of the six beanbags over one of the reasons why we would need to wash our hands throughout the day.

When to Wash Your Hands

After playing with a pet 	**After using the bathroom**
After sneezing, blowing your nose, or coughing 	**Before touching a cut or open sore**
After playing outside 	**Before eating**

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Paper and colored pencils or crayons for "Design a Germ" drawings (Gathering)
- Paper, pencils, and rulers for making chore charts (Activity 1)
- Materials for the Sweeping the Germs Away relay (Activity 3)
  - — One broom for each team of three Scouts
  - — Empty 1- or 2-liter bottles with caps (one per team)
  - — One permanent marker
  - — Food coloring (one color per team)
  - — Removable tape or chalk

GATHERING: DESIGN A GERM

- As they arrive, have all Scouts design and name their own "germ," using the drawing materials you collected.
- These drawings may be saved and displayed at the next pack meeting.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Ask the Cub Scouts in your den if they have ever thought about growing mold. Explain: *Molds are very small and can live and grow on many surfaces. We cannot see mold at first unless we look at them through a microscope. There are different types of mold that can grow in and outside of our homes.*
- Each Wolf Scout will create a mold "culture" (experiment) at home with the help of an adult (requirement 5). They will follow the directions in the *Wolf Handbook* and take photos each day of the results. These photos will be brought to the next meeting to share with the den.

ACTIVITIES

◇ Activity 1: Chore Charts (Requirement 6)

- When preparing for this activity, communicate with parents or guardians in the den to discuss responsibilities Cub Scouts currently have at home and opportunities for new ones.
- Have each Scout draw a "clean room" chore chart based on the one in the *Wolf Handbook,* using a pencil, paper, and ruler. All Scouts should adapt the chart to fit their own situation. For example, they may have a cat instead of a dog, and they probably already have some assigned chores to add to the chart.
- Scouts will keep a record of the chores they complete during the week.

◇ Activity 2: Germ Tag (Optional)

- To start this game, one Scout will be a "germ." At the word "Go," the germ tries to touch the other players on the arm. Once a player is touched, they become a germ as well and try to catch the others. The game ends when everyone is a germ.
- Remind everyone that this is not a tackling, hitting, or grabbing game.

◇ Activity 3: Sweeping the Germs Away (Optional)

- Give a bottle to each team of three Wolf Scouts. Have the teams pour a half cup of water into their bottles and give each team a different color food dye to mix with the water. Place the cap on the bottle. Now they can draw faces on the bottles with the permanent marker, and each bottle becomes that team's "germ."
- Using the tape or chalk, mark separate start and finish lines for each team, making sure the lines are the same distance apart.
- On the word "Go," the relay begins. Members on each team take turns pushing the germ with their broom to the finish line and back, then hand off the broom to the next Cub Scout. The first team to finish sweeping their germ back and forth wins.
- If you have a small den, the Scouts can play as a single team, trying to beat their own time in two or three rounds. If you don't have an even number of Scouts, put the den chief on one of the teams.

CLOSING

All the Wolves gather in a circle and make the Cub Scout sign. Then they recite in unison, "A Scout is courteous," and each Scout says something that being "courteous" means to them.

Do-at-Home Project Reminder:

Remind Wolves to make their mold cultures at home, following the directions in the *Wolf Handbook*. For materials, each Cub Scout in your den will need a banana, a slice of bread, a piece of cheese, three paper plates, labels to put on the plates (so no one mistakenly eats the molds), and a pair of rubber gloves (check for latex allergies). They should take photos to compare at the next meeting, but each Scout should dispose of the mold cultures at home, wearing the gloves for safety. The molds will not be brought to the next meeting—only the photos.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 6.
- Work together to clean up the meeting place.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Dried pinto beans (20 to 30 per Scout) in plastic bags (Gathering)
- Photos of each Scout's mold culture from the Do-at-Home Project (Talk Time)
- Items for "mucus" demonstration (Activity 2)
  - Borax
  - Warm water
  - White school glue
  - Dirt, flour, glitter, or cocoa
  - Food coloring
  - Small bowls or plastic containers (two per Scout)
  - Quart-size resealable storage bags (one per Scout)
  - Paper plates (one per Scout)

GATHERING: BACKHAND BEANS

- As they arrive, give all Wolf Scouts a small bag filled with 20 to 30 dried pinto beans.
- The Scouts should dump the beans in a small pile on the floor or table. They then pick up one bean with the thumb and forefinger of one hand, transfer it to the thumb and forefinger of their other hand, and place it on the back of the first hand.
- Have the Cub Scouts continue this pattern, adding more beans to the back of their hand and trying not to drop them. If the beans do fall off, have them start over.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- All the Wolves make the Cub Scout sign. Then they recite in unison, "A Scout is clean," and each Scout says something that being "clean" means to them.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Have everyone tell about the chores they did during the week.
- Have the Scouts display and compare their photos of the mold cultures they grew at home. Ask them: *Which of the three types of molds—banana, bread, or cheese—grew the fastest?*

ACTIVITIES

◇ Activity 1: Mucus Demonstration (Requirement 4)

- Have the Scouts conduct their "mucus" demonstrations, using the materials you collected and following the directions in the *Wolf Handbook*.
- This activity will help Wolves understand the role of mucus in protecting us from germs. Give each Scout the chance to mix their own bag, so they can see firsthand evidence of the chemical change when the Borax and glue interact.
- Let them play with their slimy creations for a few minutes. Ask: *What does it feel like? How do you think something so slimy could protect your body?*
- Now have each Cub Scout do a filtering test by putting their fake mucus on a paper plate and gently blowing a pinch of dirt, glitter, flour, or cocoa onto it. Ask: *Does this help you see how the mucus in the membranes inside your nose might keep you from breathing in germs, bacteria, and viruses?*

◇ Activity 2: Wolf! Wolf! (Optional)

- All the Scouts sit in a circle around the Cub Scout who is "It," or "the wolf." The Scouts in the circle say, "Wolf! Wolf! What are you doing?"
- The wolf can respond by saying a one-sentence action that protects a person from germs, like "brushing my teeth," "washing my hands," or "cleaning my room." But if the wolf says "Chasing you," the other Scouts must scatter to keep from being tagged by the wolf—just like a germ floating through the air.

CLOSING

- The whole den forms a friendship circle. Everyone crosses one arm over the other and grasps the hand of the person on either side.
- Close by asking Scouts what song do you sing when you wash your hands? Then lead everyone in singing the "Happy Birthday" song.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 4 and 5.
- Work together to clean up the meeting place.

Upon completion of the Germs Alive! adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

GROW SOMETHING

RATIONALE FOR ADVENTURE

In this adventure, Wolves will come to understand how plants grow and the importance of taking care of our natural resources and the environment. They will also learn about the tools needed to plant and tend a garden.

TAKEAWAYS FOR CUB SCOUTS

- Learning important life skills
- Learning how to observe and listen carefully
- Taking care of plants and the environment
- Working in teams

Wolf Handbook, page 234

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Select a seed, and plant it in a small container. Care for it for 30 days. Take a picture or make a drawing of your plant once each week to share with your den or family.
2. Find out the growing zone for your area, and share the types of plants that will grow best in your zone.
3. Visit or research a botanical or community garden in your area, and learn about two of the plants that grow there. Share what you have learned with your den or family.
4. Complete one of the following:
   A. Make a terrarium.
   B. Using a seed tray, grow a garden inside your home. Keep a journal of its progress for 30 days. Share the results with your den or family.
   C. Grow a sweet potato plant in water. Keep a journal of its growth for two weeks. Share the information with your den or family.

NOTES TO DEN LEADER

Meeting 3 will be a den outing to a botanical or community garden in your area, or—if those choices are not available—a plant nursery or garden club (requirement 3). In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed and signed.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for Nature's Layer Cake (Gathering)
  - Rinsed-out jars with tight-fitting lids (one per Scout)
  - 1 scoop of soil for each Scout
  - Water

- Map that shows the growing zones in the United States, downloaded from the internet and printed out (Talk Time)
- Materials for making Grass Buddies (Activity 1)
  - Potting soil
  - Plant seeds or grass seeds (any type of grass would serve, but rye seed grows very quickly)
  - Clear plastic cup or container (one per Scout)
  - Items for decorating (e.g., pom-poms, chenille stems, googly eyes, craft foam, glue, and permanent markers)

GATHERING: NATURE'S LAYER CAKE

- Soil is made up of many layers as well as particles of various sizes. As Scouts gather for the meeting, have them do this activity so they can distinguish one layer from another.
- Fill half of a jar with soil and add water to the top. Screw the lid on tightly, shake the jar well, and give the contents time to settle. Before long, everyone should see leaf litter floating on the top, and sand and clay that give structure to the soil. Stones that settle on the bottom will help the water drain away, which keeps the soil from becoming waterlogged.
- Have each Cub Scout take samples from different areas of their "layer cake," so they can see how the layers differ.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Lead Wolves in the Seed Cheer: First they curl themselves tightly in a ball. Then they slowly "grow" upward. Once the Cub Scouts are standing up, on the count of three, have them stretch out their arms like flower petals and shout, "Grow!"

TALK TIME (REQUIREMENT 2)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review requirements 5A and 5B, and help Wolves decide which Do-at-Home Project they will complete this month: growing a small garden in a seed tray or growing a sweet potato plant in water. They will keep journals of their progress to share at the next two meetings.
- Talk about the science of soil, seeds, and plants, and the difference between planting seeds versus transplanting a plant from a pot to the ground. Explain to the Cub Scouts in your den that good soil is a very important part of growing plants and vegetables. As they could see in the Gathering activity, there are many things that make up our soil. That is why it is important to prepare the soil before we plant.
- Discuss other elements needed for plants to grow, including water and different balances of sun, shade, heat, and cold—depending on what a particular plant requires for it to thrive.
- Use the map you printed to introduce the topic of "growing zones," and how to find out if a plant can grow well in a specific part of the country. This information is often provided on the back of seed packets, along with instructions on watering and the type of light a plant needs. Focus the conversation on the best plants to grow in your area.

ACTIVITIES

◇ Activity 1: Grass Buddies (Requirement 1)

- Give each Wolf Scout one of the small containers, and have them fill it halfway with potting soil.
- Now have each of them add one plant seed, or a heaping teaspoon of grass seed, to their containers. Then they should add more soil until the containers are three-quarters full.

- Pass out the materials for decorating the containers, encouraging everyone to get creative with this project.
- Finally, have each Scout gently water their Grass Buddies. After the meeting, they will take their new friend home to grow throughout the next 30 days. Make sure to provide instructions on how often they should water, and remind them to keep their plant in sunlight.

◇ Activity 2: "The Green Grass Grew All Around" (Optional)

- Teach the Scouts a new song that they can add words to. The song is a traditional children's song based on the song "And the Green Grass Grew All Around," written in 1912 (music by Harry Von Tilzer, lyrics by William Jerome). This is a "repeat after me" song.
- Get the song started with the verses below, and then have the Cub Scouts create new verses.

There was a hole in the middle of the ground,
the prettiest hole that you ever did see.
Well, the hole in the ground,
And the green grass grew all around and around,
And the green grass grew all around.

And in that hole there was a root,
the prettiest root that you ever did see.
Well, the hole in the ground, and the root in the hole,
And the green grass grew all around and around,
And the green grass grew all around.

CLOSING

Have the den members form a friendship circle: All arms are crossed with each person extending their right arm over their left and grasping the left hand of the person beside them. Everyone makes a silent wish and gently passes a friendship squeeze from hand to hand.

Do-at-Home Project Reminder:

Tell Scouts to start working on requirement 5A or requirement 5B at home, so they can share their journals during the next few weeks. They will also be caring for the Grass Buddies they made at this meeting, and taking a photo or drawing a picture each week to show its progress to the rest of the den.

AFTER THE MEETING

- Serve refreshments, if desired. Fresh vegetables would be a great snack for this adventure.
- Record completion of requirement 2.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for Scene Rubbings (Gathering)
  - — Artificial or real leaves
  - — Large sheets of white paper (two per Scout)
  - — Crayons or colored pencils
- Photos or drawings of the growing Grass Buddies, brought by the Scouts (Talk Time)

- Materials for making terrariums (Activity 1)
  - 1 clear glass container for each Scout (e.g., aquarium of any size, goldfish bowl, cookie jar, pickle jar, vase with a broad bottom)
  - Enough small rocks to fill the bottom of each container
  - Activated charcoal bits (one bag per Scout)
  - Sterilized potting soil
  - Miniature plants of different colors, shapes, and textures
  - Optional decorations: moss, pebbles, shells, ceramic figures

- Materials for the Seed Relay Game (Activity 2)
  - Chalk
  - 2 small cups filled with dried beans
  - Open, rinsed-out jars or juice bottles (enough to place a pair of them at 3-foot distances along the playing area)
- Thank-you cards for the den outing

GATHERING: SCENE RUBBINGS

- When they arrive, give all Scouts a large sheet of paper and enough real or artificial leaves to create the figure of their choice (e.g., a car, person, or animal) on the paper.
- Then give the Scout another sheet of paper to lay over the first one, and one or more colored pencils or crayons to rub and recreate the picture—with the textures of the leaves—on the new sheet.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- Lead the den in singing "The More We Get Together" to the tune of "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 friends, and my friends are your friends,
The more we get together, the happier we'll be.

The more we get together, together, together,
The more we get together, the happier we'll be.
For you know that I know, and I know that you know,
The more we get together, the happier we'll be.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Have everyone compare the photos or drawings they brought to show the progress of their Grass Buddies. Scouts should also give an update on how their seed tray garden or sweet potato plant is coming along.

ACTIVITIES

◇ Activity 1: Making a Terrarium (Requirement 4A)

- A terrarium is a miniature garden that is planted in a clear glass or plastic container. In order to make the garden a mini-greenhouse, the container either is completely covered with a removable lid or has just a small opening. This allows sunlight to enter through the glass or plastic and warm the plants, soil, and air—the same way that the sun warms our planet as it comes through the atmosphere. The glass or plastic holds in the moisture and warmth, allowing the plants to grow with little or no water added.
- Have the Wolf Scouts build their terrariums with the materials you collected, using the picture and directions in the *Wolf Handbook* as a guide.

◇ Activity 2: Seed Relay Game (Optional)

- Using the chalk, draw a straight line lengthwise through the playing area. Put a mark on the line at every 3 feet (or less, depending on how much space is available). Parallel to those marks, set the pairs of jars or juice bottles—with one jar on either side about 1½ feet away from the line.
- Divide the den into two teams. Each team should line up behind one of the rows of jars, and both teams will start at the same end of the playing area.
- Have one Scout on each team go first, with both of them carrying a cup of dried beans. They will follow the line drawn on the floor by placing the heel of one foot against the toe of the other. Every 3 feet, they must stop and place a bean in their team's jar.
- When a Cub Scout reaches the end, they run back and hand the cup of beans to the next person on their team, who "plants" their beans in the same manner. The first team to finish wins.
- Try several variations to make the game fun and challenging. The players can try tossing the beans in, or you can use larger or smaller jars.

CLOSING

- Tell the Scouts: T*oday we sowed plants that will grow strong during the next few weeks if they are given water, sunlight, and fresh air. We, too, will grow and thrive like our plants if we take care of our bodies by keeping them nourished, always getting a good night's sleep, and playing in the fresh air and sunlight.*
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 4A.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Confirm that transportation to and from the event is in place. Secure activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.
- Contact the outing location to confirm plans. Find out if a representative will be assigned to guide your group.

GATHERING: MONKEY IN A TREE

- While waiting for everyone to arrive, have the Cub Scouts play Monkey in a Tree:
  - Form two small circles with three or four players linking their arms to make a "tree." Have one player stand in the middle of each circle. This represents a monkey in the tree.
  - Have one player be "It," standing outside all the circles and pretending to be a monkey without a tree.
  - On a signal, the other monkeys leave their trees. Then all of the monkeys, including "It," scramble to get into another tree before time is called. The one left out becomes "It" for the next round.

OPENING

- Say the Pledge of Allegiance and the Scout Oath and Scout Law.
- Ask Scouts to name points of the Scout Law that they will demonstrate during the outing.
- Remind everyone in the den that it is important to stay together, be on their best behavior, and use the buddy system.

TALK TIME

- Carry out business items for the den.
- Have Wolves share things they would like to learn about during the visit.
- Review any questions the Scouts want to ask to make certain all are appropriate. (See the *Wolf Handbook* for suggestions, if needed.)
- Before starting the tour, give the Wolves time for a final comparison of their Grass Buddy photos or drawings and an update on how their terrariums, seed trays, or sweet potatoes are progressing.

ACTIVITIES

◇ Activity 1: Visit to Botanical or Community Garden (Requirement 3)

- Visit the location as a group, and take a guided tour if this is possible.
- Engage Scouts by having them identify different types of plants. Be sure the den has time to learn in detail about at least two of the plants or flowers they see.
- Have Scouts ask the questions they prepared.
- When the visit ends, have the Wolves give their signed thank you cards to anyone who helped, including tour guides.

CLOSING

- Gather everyone together for a "round of applause" cheer for the tour guides: While clapping, move your hands around in a circle in front of you.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 3, and 4B or 4C.

Upon completion of the Grow Something adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

HOMETOWN HEROES

RATIONALE FOR ADVENTURE

In this adventure, Wolf Scouts will learn about the heroes within their community. By getting to know some real-life heroes and honoring their service, the Wolves will see the importance of living the Scout Oath and Scout Law, and gain an understanding of what makes a hero.

TAKEAWAYS FOR CUB SCOUTS

- Observation skills
- Listening skills
- Following instructions
- Teamwork
- Helping others
- Living the Scout Oath and Scout Law
- A Scout is brave.

Wolf Handbook, page 246

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Talk with your family or den about what it means to you to be a hero. Share the name of someone you believe is a hero. Explain what it is that makes that person a hero.
2. Visit a community agency where you will find many heroes. While there, find out what they do. Share what you learned with your den.
3. With the help of a family member, interview one of your heroes, and share what you learn with your den. Tell why you think this person is a hero.
4. Complete one of the following:
   A. As a den or family, honor a service member by sending a care package along with a note thanking them for their service.
   B. With your family or den, find out about animals that are trained to help others in your community.
   C. Participate in or create an event that celebrates your hometown hero(es).

NOTES TO DEN LEADER

In Meeting 1, the den will learn about animals trained to help people. One option for fulfilling this requirement is to include a visit from a person who works with service animals or other animals who assist people. Before the meeting, make arrangements for the visit. Prepare a thank-you note in advance for the visitor.

In Meeting 2, the den will create a care package for a hometown serviceman or servicewoman (requirement 4). A local military recruiting office or military base might be able to help in identifying a recipient. Your local council might also be able to help provide suggestions. Select a recipient in advance so you can guide the den in choosing appropriate items for the package that the person might like. Scouts will need to bring assigned items to Meeting 2.

Meeting 3 will be a den outing to the local police or fire department, or another service agency, to learn about heroes in the community (requirement 2). In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed and signed.

The den leader will need to select an appropriate local event to complete requirement 4C and coordinate details of participation with families. The adventure could be coordinated around a pack event or a special day when events are often held, such as Veterans Day, Memorial Day, National Police Day, International Firefighters' Day, or other similar days.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Rescue Game (Gathering)
  - 1 large bowl
  - Drinking straws (one per Scout)
  - Paper circles or cutouts (20 to 50 of these, 2 inches in diameter)
- Dry-erase whiteboard or poster board for listing heroes (Talk Time)
- Items for Firefighter Relay Game (Activity 2)
  - 2 sets of large, adult-sized clothes (shirt or jacket, pants with suspenders, boots, and hat, plus a backpack)
  - 2 buckets
  - Blue and white paper streamers (representing water) to fill the buckets
  - Cardboard boxes
- Words of the Scout Law, written on a poster board
- Printed list (one copy per Scout) of items needed for sending a military care package (e.g., toothbrushes, deodorant, chewing gum, books or magazines, writing paper, DVDs, CDs)
- If the den will have a visit from a person who works with animals trained to help people, confirm plans with the visitor and prepare thank-you notes.

GATHERING: RESCUE GAME

- Put the paper circles on a table and give all Wolf Scouts a drink straw when they arrive for the meeting.
- Have the Cub Scouts stand single file beside the table. On the signal word, "rescue," the Scout in front picks up a paper circle by sucking it against the end of the straw. Then they hurry to the large bowl and drop the circle in—delivering the "rescued person" to safety. See how many can be saved by this very fine rescue brigade!

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Lead the den in singing the "Hometown Heroes" song, to the tune of "My Bonnie Lies Over the Ocean."

The firefighters, they put out the fires.
The doctors, they make you feel swell.
Our teachers, they give us all knowledge.
Scout leaders teach us to do well!

Chorus:
Hometown heroes, thank you for all that you do. Thank you!
Hometown heroes, thank you for all that you do.

Cub Scouting will help us be leaders,
To help any person in need.
And someday we all could be heroes,
Just like our moms and dads—indeed!

Repeat chorus.

TALK TIME (Requirement 1)

- Introduce the Hometown Heroes adventure to the den. Ask every Cub Scout in your den what they think it means to be a hero, and list their responses on the whiteboard or poster board. Have Scouts each name someone they consider a hero, and ask them to explain why.
- Help the Wolves decide on a military serviceman or servicewoman who is deployed overseas whom they will adopt as a den. Then hand out the list of items the den will need to send a care package at the next meeting. These should be things that remind people of home, encourage or entertain them, and help them pass the time. Make sure each Cub Scout is assigned to bring one or more items; they could also ask friends or neighbors for donations.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Animal Helpers (Requirement 4A)

- Have Scouts sit in a location where they will be able to listen, and introduce the visitor. If the visitor has brought a service animal, remind Scouts that there are special guidelines for interacting with a service animal. Tell them that they should think of questions they might like to ask when the visitor has finished speaking. After the visitor completes his or her talk, allow time for Scouts to ask questions. Give the prepared thank-you note to the visitor and have Scouts thank him or her.

◇ Activity 2: Firefighter Relay Game (Optional)

- Divide the Scouts into two teams, lined up single file behind a starting line. Put one set of large, adult-sized clothes and a backpack on the floor in front of each team.
- At the other end of the room (15 to 20 feet away), stack a pile of cardboard boxes that will serve as a "house on fire." Then give each team a bucket filled with a string of blue and white streamers—taped together to serve as "water."
- At your signal, the first player on each team puts on the clothes and the backpack over their Cub Scout uniform, carries the bucket to the house, and pours out the streamers to douse the fire.
- Then the player puts the streamers back in the bucket, returns to the starting line, removes the large, adult-sized clothes, and hands the bucket to the next Cub Scout on their team. This continues until everyone has run the course; the first team to finish wins.

CLOSING

- Recite the Scout Law in unison. Have Scouts name a point of the Scout Law that heroes often demonstrate.

Do-at-Home Project Reminder:

Make sure all the Scouts remember to purchase items for the military care package and bring them to the next meeting. Also, Scouts should get help from a family member to interview one of their heroes. This person might be a veteran, a police officer, a firefighter, or a schoolteacher—anyone who is open to telling his or her story. Each Scout will share what they learned with the den.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 4A).
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting for anyone who will be helping with the den outing.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Cards with names of famous heroes (Gathering)
- Words for the "Hometown Heroes" song on a poster board (Opening)
- Materials for the military care package
  - Box large enough to hold all the items
  - Packing supplies (tape, scissors, newspaper or other packaging material, marking pen)
  - Name and mailing address for package
  - Paper or a card to enclose a message signed by the Scouts
- Thank-you cards for the den outing

GATHERING: NAME THE HERO

While waiting for everyone to arrive, give all Scouts a card with the name of a famous real-life hero. They are not to show it to anyone. Then have them ask each other questions that can be answered only with "yes" or "no" (e.g., "Is your hero alive?" "Is your hero American?") to help them guess who is who.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- If desired, lead the den in singing the "Hometown Heroes" song from Meeting 1.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Ask who has interviewed a hero (requirement 3) since the last meeting. Give each Scout time to share what they learned from the interview.

ACTIVITIES

◇ Activity 1: Military Care Package (Requirement 4A)

- Have Scouts prepare their care package for mailing. Before sealing it, they should sign a card with a special message to the recipient, thanking them for their service.
- Decide who will take the package to the post office, making sure a parent or other adult guardian will be there to assist. For help in addressing the package, visit www.usps.com/ship/apo-fpo-dpo.htm.

◇ Activity 2: Do This, Do That (Optional)

- Have Wolf Scouts stand side by side in a line several feet behind a goal line. The den chief or den leader stands in front of the den and performs certain movements, saying "Do this" or "Do that" before each movement.
- If the instruction is "Do this," all the players should immediately copy the action. However, if the leader says, "Do that," they must NOT do it. A player who makes a mistake moves back one step. If they do it correctly, they move one step forward.
- The first player to reach the goal line wins.

CLOSING

- Gather everyone together and ask each Scout to name one new thing that they learned at this meeting.
- Ask which point of the Scout Law the Wolves think of first when they are helping others. Why? Talk about how they felt when they finished preparing the military care package.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3 and 4A.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Cards with names of famous heroes (Gathering)
- Confirm that transportation to and from the event is in place. Secure activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*

GATHERING

- Have the Wolves play another round of Name the Hero (the Gathering game from the last meeting) until everyone has arrived for the outing.

OPENING

- Recite the Scout Law and ask Scouts to name points of the law they will demonstrate during the outing.
- Remind everyone in the den that it is important to stay together, be on their best behavior, and use the buddy system.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Have Wolves share things they would like to learn about during the visit.
- Review any questions the Scouts want to ask to make certain all are appropriate.

ACTIVITIES

◇ Activity 1: Visit a Community Agency (Requirement 2)

- Visit the location as a group, and take a guided tour if this is possible.
- Have Scouts ask the questions they prepared.
- When the visit ends, have the Wolves give their signed thank-you cards to anyone who helped, including tour guides.

CLOSING

Gather the den in a Living Circle and have the Scouts say a special thank you to their hosts for being hometown heroes.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 2.

Upon completion of the Hometown Heroes adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

MOTOR AWAY

RATIONALE FOR ADVENTURE

We live in an electronic world. This adventure gives Wolf Scouts the chance to rely on the power in their own bodies by blowing air, throwing planes, or using rubber bands. They will have the chance to explore propulsion in its most basic form. Motor Away, Wolves!

TAKEAWAYS FOR CUB SCOUTS

- Learning to follow instructions
- Exploring how the tension in a rubber band affects propulsion
- Seeing if shape matters in a sail
- The value of cooperation
- Deductive reasoning
- A Scout is courteous.

Wolf Handbook, page 256

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Do each of the following:
   A. Create and fly three different types of paper airplanes. Before launching them, record which one you believe will travel the farthest and what property of the plane leads you to make that prediction.
   B. Make a paper airplane catapult. Before launching a plane, record how far you believe it will travel and explain what information you used to make this prediction. After you make your prediction, launch the plane and measure how far it flies.
2. Make two different model boats and sail them. Choose different shapes for your boats.
3. Create a model car that moves under its own power.

NOTES TO DEN LEADER

In Den Meeting 2, Scouts will create boats made from recycled materials. Collect a variety of recycled materials in advance of Meeting 2, and request that Scouts also plan to collect and bring materials for the boats to ensure a good variety.

This adventure does not include plans for a den outing. If desired, an outing could be planned to an appropriate location where Scouts could explore movement in planes, boats, or cars. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed and signed.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for paper airplane investigations (Gathering, Activities 1 and 2)
  - — 8½"x11" paper (enough for building at least five planes per Scout)
  - — Directions printed from the *Wolf Handbook* for making a rubber band catapult and three types of paper planes: arrow, delta, and classic dart
  - — Roll of masking tape
  - — 6-foot table or 6' x 2.5' area marked off on the floor with the tape
  - — Tape measure
  - — Pencil
  - — Scissors
- Items for the "On Base" game (Activity 3)
  - — 2 placemats or squares of cardboard for each Scout
  - — Chalk

GATHERING: THE RESCUE GAME

- As Scouts arrive for the meeting, have them use the table or marked-off area as an "aircraft carrier" for landing paper airplanes. Put pieces of tape through the middle of the simulated carrier to form a straight dashed line.
- Have the den chief teach the Scouts how to fold a paper airplane. Then each Cub Scout, in turn, creates and throws a plane across the room and in for a landing, without it falling into the "ocean."

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional: Read the following quote from Orville Wright: *"We were lucky enough to grow up in an environment where there was always much encouragement to children to pursue intellectual interests; to investigate what ever aroused curiosity." Orville Wright was one of the inventors of the airplane. In this adventure, we will follow his example and explore how things work. Who knows what you will discover next? Please join in the Pledge of Allegiance to our flag.*

TALK TIME (Requirement 1)

- Introduce the Motor Away adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned. Ask Scouts to share different ways that people have the power to make things move.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Up and Away (Requirement 1A)

- First, have each Scout build all three of the paper airplane models described in the *Wolf Handbook:* arrow, delta, and classic dart.
- Before the flight tests begin, have each Scout estimate and record their predictions on which model will fly the farthest. Have them base their decisions on various factors including the length, weight, and wing design of each plane.
- When all the planes have been tested, give the Scouts time to compare their results.

Activity 2: Catapults (Requirement 1B)

- Now, instead of using their arms to thrust the planes forward, it's time for each Scout to build a rubber band catapult, following the directions in the *Wolf Handbook.*
- Again, after everyone has launched, have the Wolves compare their results.

Activity 3: "On Base" Game

- Give each Cub Scout a pair of bases (placemats or cardboard squares), and draw start and finish lines using the chalk. Have the Scouts line up side by side behind the start line.
- Players each begin by standing on base #1 and holding base #2 in their hands. They throw or place base #2 on the ground ahead of them, and move forward by stepping or jumping onto it. Then they pick up base #1, throw or place it ahead of them, and continue the pattern until they reach the finish line. The first player to get there wins.
- Most will be tempted to play the game quickly—but remind them that, sometimes, slow and steady wins the race.

CLOSING

- Have the Wolves form a friendship circle: All arms are crossed with each person extending their right arm over their left and grasping the left hand of the person beside them.
- Starting with the denner and moving right, have Scouts say one thing they learned from this meeting about how to fly a paper airplane.
- Remind Scouts to collect and bring recycled materials for making boats during Meeting 2.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1A and 1B.
- Work together to clean up the meeting place.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Sponge Boats (Activity 1)
  - Craft foam (enough for everyone to make a sail)
  - Cardboard stencil (right-angle triangle, 3 inches high with a 2-inch base; two copies for the den to share)
  - Kitchen sponges (one per Scout)
  - Pencils (one per Scout)
  - Straws cut into 4-inch pieces (one piece per Scout)
  - Children's scissors (one pair per Scout)
  - Hole punch
  - Hot glue gun with glue stick (for adult use only)
- Items for Recyclable Boats (Activity 2):
  - 1 straw and 1 large paper clip for each Scout
  - Recyclable materials (e.g., cardboard, milk or juice cartons, poster board, foam scraps, spools, corks, Styrofoam pieces, craft sticks, small plastic containers)
- 1 large container for floating boats—such as a tub or child's pool (Activity 3)

GATHERING: RUNAWAY TRAIN CARS

- Once three or four Scouts have arrived for the meeting, designate one of them to be "It," or the train's locomotive; the rest will be runaway cars. The locomotive must catch the runaway cars by tagging them. Whenever a car is tagged, that player hooks up behind the locomotive and the game continues.
- As each new Scout arrives, they join the game as another runaway car. Keep the game going until the train is completed or it is time to start the meeting.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES (REQUIREMENT 2)

◇ Activity 1: Sponge Boats

- Each Scout traces a sail on craft foam—using one of the stencils—and cuts it out with the scissors. They then punch two holes in the sail, one in the corner of the right angle and one at the top, and poke the straw through the two holes to make a mast.
- Stick the bottom of the straw into the sponge. (A dab of hot glue will help to keep it in place. Make sure only adults use the glue gun.) This completes the boat.

◇ Activity 2: Recyclable Boats

- Place the recyclables on a table and have the Scouts choose any pieces they want to build their second sailboat. Remind them that the resources are limited: "A Scout is courteous," and they can practice this point of the Scout Law by sharing with others in the den.
- To make a mast for each boat, twist a large paper clip into a right angle with the two ends folded into loops. The small section of the paper clip can fit into the center of a straw, and the large side can be hot-glued to a hard surface to finish the mast.

◇ Activity 3: Sailing

- Have each Scout float the two boats they made in the pool or tub of water.
- Then ask: *How did the boats move in the water? Which type of boat worked best? Was one design better than the other to propel the boat forward?*

CLOSING

- Again, end the meeting by bringing the den together in a friendship circle. Starting with the denner and moving right, have Scouts say one thing they learned about how sailboats operate.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 2.
- Work together to clean up the meeting place.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- Items for the "Stacking Logs" game (Gathering)
  - Toothpicks (10 per Scout)
  - 2 small-mouthed bottles
- Items for making "self-powered" cars (Activity 1):
  - Balloon option: 1 balloon, 2 straws, 4 spools, 4 straight pins, and 1 clean, dry half-gallon milk carton with the top cut off and cut in half lengthwise (If someone is allergic to latex, be sure to use latex-free balloons.)
  - Spool car option: 2 spools, 1 pencil, 2 rubber bands, 2 washers, 4 paper clips, tape
- 3-foot sections of rope (Closing, one per Scout)

GATHERING: "STACKING LOGS" GAME

- Give Wolf Scouts 10 toothpicks (or "logs") each when they arrive for the meeting. Once you have a group of three or four Scouts, hand them one of the bottles. (When the other half of the den arrives, give them the other bottle.)
- The first player balances a log across the open neck of the bottle. The next Cub Scout puts another log alongside or on top of it. The third player adds one of theirs, and so on until someone causes their own log or any of the others to fall; that Scout must pick up and keep the logs that dropped to the floor. The game continues until one of the players is left without any logs and wins.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance.
- As the den chief calls roll, each Scout responds by naming a point of the Scout Law. Then the entire den recites the remainder of the 12 points in unison.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Self-Powered Cars (Requirement 3)

- Using the directions in the *Wolf Handbook*, have each Scout create a spool car or a balloon car. (Note: Check to be aware of any latex allergies in the den.)
- When all the Scouts have built their cars, use masking tape to mark start and finish lines on the floor, and hold several races.

◇ Activity 2: Tunnel Relay (Optional)

- Divide the den into two parallel teams, standing single file with their legs spread apart. The back players on both teams crawl between the legs all the way to the front, then stands with their feet apart and yells, "All clear!" The other players follow in succession; the first team to finish the cycle wins.
- Clock the Scouts on the first round and see if they can beat their time when they go again.

CLOSING

- Give each Scout a 3-foot section of rope. Scouts tie their rope to the rope on their right, using a square knot, until all the ropes are tied in a big circle. Then everyone carefully leans back to make a taut circle. Say: *You are part of a group of close friends, held together by the square knot—a symbol of friendship.*
- Starting with the denner and moving right, have Scouts say something they learned about propulsion and momentum from making and racing their cars.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- Work together to clean up the meeting place.

Upon completion of the Motor Away adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

PAWS OF SKILL

RATIONALE FOR ADVENTURE

In this adventure, Wolf Scouts will learn the importance of teamwork and good sportsmanship, as well as keeping themselves healthy and fit.

TAKEAWAYS FOR CUB SCOUTS

- Observation and listening skills
- Learning to follow instructions
- Helping each other as a team
- Being fair and respectful in competition
- Living the Scout Oath and Scout Law
- A Scout is helpful.

Wolf Handbook, page 274

ADVENTURE REQUIREMENTS

Complete at least requirements 1-4. Requirements 5-7 are optional.

1. Talk with your family or den about what it means to be physically fit. Share ideas of what you can do to stay in shape.
2. With your family or den, talk about why it is important to stretch before and after exercising. Demonstrate proper warm-up movements and stretches before and after each activity you do that involves action.
3. Select at least two physical fitness skills and practice them daily for two weeks. See if you can improve during that time.
4. With your family or your den, talk about what it means to be a member of a team. Working together, make a list of team sports, and talk about how the team works together to be successful. Choose one and play for 30 minutes.
5. With your den, develop an obstacle course that involves five different movements. Run the course two times and see if your time improves.
6. With your den, talk about sportsmanship and what it means to be a good sport while playing a game or sport. Share with your den how you were a good sport or demonstrated good sportsmanship in requirement 4.
7. Visit a sporting event with your family or your den. Look for ways the team works together. Share your visit with your den.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. These den meeting plans, when followed as written, meet the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Meeting 2 will include a game of kickball or a similar team sport to be selected by the den and den leader. If your regular meeting location does not have access to an appropriate and safe space for the selected sport, you will need to make arrangements in advance for an alternative meeting location.

Meeting 3 will be an outing to a sporting event. You will need to identify a sports event in your community and contact the team at least a month in advance to arrange a visit with one of the team's players or an expert on the sport before the event starts. In advance of the outing, confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed and signed.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Poster board or whiteboard and marker (Talk Time)
- Jump ropes—one to three, depending on the size of the den (Activity 2)
- A copy of the *Wolf Handbook* for each Scout. Provide extra printed copies of the fitness log in the *Wolf Handbook* for requirement 3 in case some Scouts do not have their handbooks.
- Obstacle Course materials for Activity 2, such as: a table or bench; 6-foot-long 2x4 board for a balance beam; small balls or beanbags and a bucket; 1 pool noodle and 2 cinderblocks; a tunnel made from a long, wide box; several hula hoops; a sprinkler; plastic cones; playground balls or balloons (Check for latex allergies.)

GATHERING: STRETCHES

Have the Wolf Scouts do some stretching exercises until everyone has arrived for the meeting. (See suggestions in Meeting 1 Resources.)

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional opening: Stand in a circle, allowing a small circle of space around each Scout. Recite the Scout Oath, and tell Wolf Scouts that when they say the phrase "To keep myself physically strong," they should each silently take a still pose (like a statue) that shows an activity that could keep them physically strong. For example, Scouts who like baseball could show a pose depicting a batter swinging or a pitcher throwing. Have Scouts pause for a moment in their poses before continuing with the Scout Oath.

TALK TIME (Requirement 1)

- Introduce the Paws of Skill adventure to the den. Lead a conversation about ways to maintain physical fitness. Emphasize the importance of regular exercise and a nutritious diet, and give each Cub Scout an opportunity to name some healthy foods and activities.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- As a lead-in to Activity 1, talk about the importance of warm-up stretches before an exercise workout, sports game, or other physical activity.

ACTIVITIES

◇ Activity 1: Warm-Up and Exercise Stations (Requirement 2)

- Have the Scouts perform warm-up stretches for several minutes before starting this workout to get their hearts ready for activity and to loosen their muscles so they can avoid injury. (See the *Wolf Handbook* for examples of these exercises.)
- Set up exercise stations so the Scouts can practice the following with the den chief's assistance and supervision: jumping jacks, sit-ups, push-ups, and jumping rope.
- To finish, the Scouts should spend a few minutes cooling down with the same slow stretches they practiced before the workout.
- Have Scouts look at the requirement 3 exercise log in the *Wolf Handbook.* Each Scout should decide on two exercises to do daily at home during the next two weeks. They will keep their logs updated and bring them to share at Meeting 3 (the den outing).

◇ Activity 2: Obstacle Course (Requirement 5)

- Have the den develop and run an obstacle course that involves five challenging movements. Use the suggestions in the *Wolf Handbook,* or try a few of these:
  - — Forward rolls or long jumps
  - — Crawling through a box tunnel
  - — Walking along a balance beam
  - — Jumping like kangaroos with a ball or balloon between their knees
  - — Tie five hula hoops together and lay them on the ground. Have everyone run through, putting one foot in each hoop.
  - — Hurdle jump: Loop a pool noodle over the ground by sticking the two ends in cinderblocks.
  - — Crab walk: Have Scouts sit on the ground and then rise with their backs parallel to the surface, moving backward on their hands and feet.

CLOSING

- Have the Wolves form a friendship circle: All arms are crossed with each person extending their right arm over their left and grasping the left hand of the person beside them.
- Starting with the denner and moving right, have Wolf Scouts say which exercises they plan to do at home.

Do-at-Home Project Reminder:

Scouts will need to practice the two selected fitness skills every day for two weeks. Remind Scouts that they should always start and finish their home workout sessions with the warm-up/cool-down exercises.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, and 5.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting for anyone who will be helping with the den outing.

MEETING 1 RESOURCES

GATHERING: STRETCHES

Feel free to substitute with other stretching exercises if you wish, but here are a few suggestions.

Reach for the Sky

1. Stand straight and tall.
2. Stretch your right hand with your fingers spread open toward the sky.
3. Bend to your left side and let your right hand stretch over your head, reaching and stretching to your left side.
4. Count to 10 while slowly breathing in and out.
5. Repeat with your left hand while leaning to the right.

Picking Cherries

1. Stand with your feet spread apart.
2. Bend over and touch the floor in front of you.
3. Touch the floor immediately between your legs.
4. Touch the floor behind your legs.
5. Stand up and clap your hands.
6. Repeat.

Reach Out

1. Sit on the floor with your legs spread apart.
2. Reach with both hands and try to touch your right foot.
3. Stretch as far as you can, straight between your legs. (Can you touch your chest to the floor?)
4. Reach with both hands and try to touch your left foot.
5. Repeat.

The Lean Back

1. Get on your knees, keeping your thighs in a vertical position.
2. Put your arms out straight in front of you.
3. Lean back as far as you can and hold the position for 5 seconds.
4. Relax for 5 seconds.
5. Repeat.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- 1 kickball and 4 bases or other equipment needed for other sport options to be selected by the den (Activity 1)
- Thank-you cards for the den outing
- Confirm that the meeting location has an appropriate space for the selected sport and that the den has permission to use that space.

GATHERING

- As Scouts arrive, have them do the stretching exercises they learned at the last meeting as preparation for their game of kickball.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME (REQUIREMENT 6)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts. Focus part of the time on how each Cub Scout's daily exercise routine is going.
- Have the den work together to make a list of team sports and talk about specific ways that various sports teams work. Discuss good sportsmanship, doing your best, and how it feels to be part of a successful team. Have the team select a sport to play, such as kickball, for which the leader has appropriate space and equipment.

ACTIVITIES

◇ Activity 1: Kickball (Requirement 4)

- Divide the den into two teams and have them play a game of kickball for half an hour (see Meeting 2 Resources for directions). This will complete requirement 4.
- Make sure the Scouts follow these tips to ensure good sportsmanship:
  - Play by the rules.
  - Be courteous to everyone.
  - Cheer for good plays.
  - Try your best.
  - Play to have fun.
  - Shake hands in midair after the game or give high-fives or fist bumps.

CLOSING

- Have the Wolves form a friendship circle. Remind them of how they practiced good sportsmanship during their game of kickball.
- Starting with the denner and moving right, have Wolves each mention one way they and the others played like good sports.
- Confirm plans for the following meeting's den outing to a sporting event. Make sure all transportation needs are covered and that all Scouts and parents know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 4 and 6.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

MEETING 2 RESOURCES

ACTIVITIES

◇ Activity 1: Kickball

- Similar to baseball, the object is to kick the ball and run around the bases without being tagged out.
- Arrange the four bases like a baseball diamond. Divide the Scouts into two teams, and toss a coin to decide which team kicks first. The other team (the fielding team) selects a pitcher, and the pitcher's teammates go to the field and stand ready to play.
- The pitcher rolls the ball to a kicker on the offensive team, who kicks it into the outfield and tries to run the bases. If the ball is caught before the kicker reaches first base, they are out. If the ball is caught and thrown to a field player near first base who catches it while touching the base, the kicker is forced out.
- A kicker can also be tagged out if a field player holding the ball tags them or if a player throws the ball and hits them while they aren't touching a base. If a thrown ball misses them, they may only run to the next base.
- After three outs, the teams switch places. A team gets one point for having a runner make it all the way around the bases and back to home base.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Confirm that all have the date and time, meeting place, and directions for the outing. Make sure you carry a list of contact numbers for the Scouts and all adults going to the facility. Make sure everyone has their tickets, if required, and collect their signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.
- Bring the thank-you notes the Scouts signed.

GATHERING

While waiting for everyone to arrive for the sporting event, have the Scouts sit in a circle and play "My Cubmaster Cooks."

- One Scout starts the game by saying, "My Cubmaster cooks apples (or some other food that starts with an A) on the campfire."
- The Scout to the right repeats this and adds something that starts with B, such as "beets" or any other silly thing like "bats" or "bears."
- As the game goes around the circle, each Cub Scout in turn must repeat everything that has been named before and add a word that starts with the next letter of the alphabet.
- Continue passing the sentence around the circle until the game has gone through the entire alphabet. Eventually it will sound like: "My Cubmaster cooks apples, bugs, crickets, donkeys, elephants, . . . and zebras on the campfire."

OPENING

- Assemble the group, and review any conduct rules and the buddy system.
- Say the Pledge of Allegiance.
- Ask the Cub Scouts in your den to name points of the Scout Law they will demonstrate during the outing (friendly, courteous, etc.).

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- If one or more of the team players or another expert on the sport will be speaking to the den, review the Scouts' questions to make sure all are appropriate.
- Collect the activity logs Scouts recorded at home and give them time to share about exercises they did.

ACTIVITIES

◇ Activity 1: Visit to a Sporting Event (Requirement 7)

- Invite the speaker(s) to introduce the Wolf Scouts to the facility, the team, or anything else they want to share (e.g., interesting facts or a demonstration by the team).
- When all questions have been answered or after the outing, make sure the Wolves give their thank-you cards to the speakers and anyone else who helped out.
- During the event, tell the Scouts to observe how the athletes warm up and how they cool down after their activities. If the Cub Scouts are watching a game, make sure they observe how the players work together on both teams.

CLOSING

Have the Wolves form a friendship circle. Starting with the denner and moving right, Scouts will each share one way they saw teamwork in action during the event.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3 and 7.

Upon completion of the Paws of Skill adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

SPIRIT OF THE WATER

RATIONALE FOR ADVENTURE

Water, water everywhere—water to drink, water to cook our food, water to clean our bodies and our teeth, and water to play in! In this adventure, Wolf Scouts will learn how to conserve water and keep it clean in their homes and neighborhoods. Then they'll have a chance to swim together, having fun and practicing aquatics safety.

TAKEAWAYS FOR CUB SCOUTS

- Water conservation
- Aquatics safety
- Skill development
- Physical fitness
- A Scout is loyal, obedient, brave.

Wolf Handbook, page 286

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Discuss how the water in your community can become polluted.
2. Explain one way that you can help conserve water in your home.
3. Explain to your den leader why swimming is good exercise.
4. Explain the safety rules that you need to follow before participating in swimming or boating.
5. Visit a local pool or public swimming area with your family or den. With qualified supervision, jump into water that is at least chest-high, and swim 25 feet or more.

NOTES TO DEN LEADER

An overview of BSA swimming and water activities is included in the appendix. In preparation for any in-water activity, you should complete the BSA online training for Safe Swim Defense. This training outlines how to help lead a safe swimming activity with your den. The training is available at my.scouting.org. You may also find the BSA publication *Aquatics Supervision,* No. 34346, helpful to fully understand the use of aquatic activities in Scouting.

Meeting 2 will be an outing to a local pool or other swimming area for completion of requirements 3, 4, and 5. Parts of the adventure, including the den outing, may be easier to complete at a local Scout camp facility.

Identify the location well in advance of the outing and make arrangements with the staff member in charge. Review in advance the BSA Safe Swim Defense and Safety Afloat procedures. Confirm that all necessary supervision and safety measures will be in place for the outing. Also confirm plans with families, including place, time, and transportation. Secure activity consent forms.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Bubble solution and wands for blowing bubbles (Gathering)
- Words for the Water Conservation Song written in large print on a poster board (Opening)
- Materials for the Water Pollution Demonstration (Activity 1): glass baking pan; powdered drink mix; sand; book or small block of wood; spray bottle filled with water
- Materials for the Pollution Obstacle Course (Activity 2): eight plastic cones or buckets; signs; chalk or tape

GATHERING

- Provide bubble solution for Wolf Scouts to blow bubbles while they wait for everyone to arrive.
- If possible, make a variety of wands available so the bubbles will be in different shapes.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Lead the den in singing the Water Conservation Song (to the tune of "Row, Row, Row Your Boat"):

Turn, turn, turn off the tap,
Be sure to fix those leaks.
You'll be saving drops of water
Each and every week.

Wash your dishes, cars, and bikes,
But don't let water run.
Saving water is our game
So we can have more fun!

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Water Pollution Demonstration (Requirement 1)

- Have the Scouts perform this demonstration, following the directions in the *Wolf Handbook.*
- As a group, reflect on the demonstration and some of the causes of water pollution they might have witnessed. What can they do to help at home and in the community?

◇ Activity 2: Pollution Obstacle Course (Optional)

- If possible, the den should play this activity outside with these materials: 8 plastic cones or small buckets; signs on sticks; and tape or chalk for marking start and finish lines.
- First, the Scouts use the cones or buckets to set the obstacles over an area of 10 to 15 feet.
- Then they place one sign at each obstacle, each with a label:
  - — Candy wrappers
  - — Fertilizer
  - — Grass clippings
  - — Leaves
  - — Litter
  - — Pesticide
  - — Pet waste
  - — Plastic bags

- Together, the Scouts pretend to be a stream of water that must remain clean so it can fill a swimming pool or serve as drinking water. They stand single file at the starting line, with Cub Scouts putting their hands on the shoulders of the Scout in front of them. On signal, they move as quickly as possible through the course without anyone letting go or touching any of the obstacles.
- If the den is large, divide the Scouts into two teams. They can take turns running the course while the den chief clocks their time.

◇ Activity 3: Conservation Quiz (Requirement 2)

- Quiz the Scouts on how to save water in five different activities listed below. Guide them toward the answers presented here.

1. **Brushing your teeth:** Turn off the tap while you brush, then turn it back on when you are ready to rinse your mouth. This may save up to eight gallons of water a day in one household—more than 200 gallons a month!
2. **Bathing:** Take a shower instead of a bath, and limit it to five minutes. A shower with a low-flow head uses less water than filling a bathtub.
3. **Washing your hands:** Turn the faucet off completely when you are finished, and make sure to fix all faucet leaks. A tiny drip can waste up to 10 gallons a day.
4. **Watering the lawn:** Do this early in the morning or late in the evening so the water won't evaporate in the heat of the day.
5. **Washing your bike:** Do this with a bucket that you can refill instead of running a hose the whole time. If you need to wash a car, look for car washes that recycle their water.

CLOSING

- Gather the den together and say: *We have learned a lot about water conservation today. In the next meeting, we will learn about having fun in the water and keeping ourselves and others safe.*
- Recite the Scout Oath.
- Review details for the upcoming outing in Meeting 2. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 2.
- Work together to clean up the meeting space.
- Prepare thank-you notes for Wolves to sign at the next meeting. The notes should be given to anyone who helps with the outing, including lifeguards at the pool or swimming area.

MEETING 2 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- One buddy tag for each Scout
- This meeting, a den outing to a local pool or other swimming area, may necessitate more than one visit for all the Scouts to meet requirements 3, 4, and 5. The size of your den may determine how you wish to proceed.
- A Scout-owned camp facility may be a good site for the outing if qualified swimming instruction and boating resources are available there. Consult with your local council.
- You might also consider local schools, colleges, YMCAs, Boys & Girls Clubs, or the local Red Cross chapter. Your council aquatics committee may be able to help arrange facilities and personnel.
- Swimming activities must be supervised by an adult with current Safe Swim Defense training. All leaders for this adventure should consider taking or renewing such training. You may also want to invite a BSA Lifeguard. ONLY experienced, trained individuals should conduct swimming instruction.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*

GATHERING

While waiting for everyone to arrive at the site, remind the Cub Scouts of appropriate behavior including safety considerations. Point out any rules at the swimming area beyond the basic safety rules of the BSA.

OPENING (REQUIREMENT 4)

- Say the Pledge of Allegiance.
- Ask Scouts to name points of the Scout Law they will demonstrate during the outing (obedient, courteous, etc.).
- Review the buddy system: A buddy is someone who helps if you get into trouble, and you can help them if they need it.
- Have the Scouts repeat the safety rules you reviewed in the Gathering. As a den, recite the SCOUT water safety chant in the *Wolf Handbook.*

TALK TIME (REQUIREMENT 3)

- Carry out business items for the den.
- Have the Scouts tell why swimming is a great exercise. (Exercise strengthens the heart, muscles, and joints. Swimming is one of the best exercises, as it uses most of the body's muscles without putting much stress on the joints.)
- Introduce the response personnel and lifeguards who will assist with the outing. It is their job to oversee the swimming area and respond if someone gets into trouble. Always be very obedient to them; someone's life may depend on it. Make sure the Scouts know where the qualified adult supervisors will be located. Ask Wolves why response personnel and lifeguards are important to everyone there.
- Remind everyone in the den that "A Scout is obedient" in observing safety rules when they are in or near the water. "A Scout is brave" in attempting things that make them uncomfortable. Some people are uncomfortable flying or being up high; others are uncomfortable jumping into water. Everyone is brave when they try to deal with those feelings, whether or not they conquer them.

ACTIVITIES

◇ Activity 1: Buddy Check and Warm-up (Optional)

- Do a buddy check before allowing the Scouts to enter the water, and every 10 minutes throughout the session. You may want to assign this task exclusively to one adult.
- Before anyone enters the water, have them do simple warm-up activities, including stretching the torso, arms, and legs. Remind Wolves they must stay in the designated area during the activities—no more than chest-deep.

◇ Activity 2: Jumping In and Swimming (Requirement 5)

Leaders should be cautioned that those without experience in deep water should not jump into it without coaching, practice, and guidance. Scouts who do not have swimming experience should have special attention and guidance from an experienced, trained instructor in order to work on this requirement. Before each Scout enters the water, ask first if they have jumped into chest-deep water. It is very important that you understand the comfort level of the Scouts; if they seem nervous, allow them to first slide into the water or step into it using the ladder.

To teach a simple jump entry, the instructor will have the participant stand at the pool or dock edge where the water will be chest-deep but less than chin-deep. (Chest-deep is the limit for nonswimmers.) The Scout should bend slightly at the knees and hop forward as if trying to land with both feet together on the surface of the water. Arms should be extended forward with the body leaning slightly forward from the waist. The participant should jump away from the side, rather than try to land close enough to grab hold.

The Scout's feet should gently touch the bottom when they jump in. They should then use the bottom to push off to get started in their attempt to swim 25 feet. Have them lean forward and begin swimming as they come up. Any surface stroke the Scout is comfortable using is acceptable for fulfilling requirement 5.

Upon completion of the Spirit of the Water adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.

MEETING 2 RESOURCES

BSA SAFE SWIM DEFENSE

BSA groups shall use Safe Swim Defense for all swimming activities. Go to www.scouting.org/health-and-safety/gss/gss02 for detailed information about the eight principles.

1. Qualified supervision
2. Personal health review
3. Safe area
4. Response personnel (lifeguards)
5. Lookout
6. Ability groups
7. Buddy system
8. Discipline

Home Swimming Pool Safety for Unit Events

All elements of Safe Swim Defense apply at backyard pools even though they may be small, shallow, and familiar. The biggest danger is probably complacency. Adult supervision must be continuous while the pool is in use. Cub Scouts who can't swim can drown silently within 20 seconds of entering water over their head.

Aquatics Supervision contains safety information specific to both in-ground and above-ground backyard pools. That includes the following:

- Most such pools are too shallow for diving. Diving prohibition should be discussed at a tailgate review for all participants prior to the activity.
- Beginner and swimmer areas may be combined in small, relatively shallow pools.
- Make sure to control access. Many backyard pools are too small to accommodate an entire pack at once. If other activities are also taking place, it may be best to allow only one den into the water at a time rather than allowing Scouts to move at will in and out of the water.
- Many states require pool fencing, which may help with supervision.
- If the uniform depth of an in-ground pool is too deep for short nonswimmers, they may need properly fitted life jackets.
- Rescues, if needed, should be simple. Provide reaching and throwing devices for active victims. A wading assist may be feasible for passive victims.
- For above-ground pools without decks, have a plan to remove large unresponsive adults who suffer a heart attack or other debilitating condition.

Guarded Public Pools With Lifeguards on Duty

Aquatics Supervision also covers swimming at public pools, waterparks, and guarded beaches.

Important items include the following:

- Dens and packs do not need to assign and equip rescue personnel. Professionally trained lifeguards provided by the venue satisfy that need.
- Unit leaders are still responsible for medical screening, ability groups, the buddy system, discipline, and supervision.
- Many public pools will have a safety line at the five-foot mark separating shallow and deep water that can be used to help designate appropriate areas for the different ability groups.
- Otherwise, appoint adult lookouts to make sure nonswimmers and beginners stay in their assigned areas.

Studies show that more than half of victims at public pools are spotted first by others rather than lifeguards. The buddy system is still very important for safety as well as instilling responsibility. It is likely awkward to conduct frequent buddy checks. Therefore, arrange a time for everyone to leave the water and meet at a given location. Then do a head count. Otherwise rely on unit lookouts, buddies, and lifeguards to maintain vigilance. At large waterparks, leaders should accompany dens moving from one feature to another after everyone in the group is accounted for.

SAFETY AFLOAT (Boating Safety)

BSA groups shall use Safety Afloat for all boating activities. Go to https://www.scouting.org/health-and-safety/gss/gss02 for more information on the nine principles.

1. Qualified supervision
2. Personal health review
3. Swimming ability
4. Life jackets
5. Buddy system
6. Skill proficiency
7. Planning
8. Equipment
9. Discipline

Water Rescue

Water rescue training for the lay rescuer often uses a reach, throw, row, go mnemonic to establish a safe, effective sequence for responding to water emergencies. That sequence is important to Cub Scout leaders for two distinct reasons. First it establishes the procedure that response personnel under Safe Swim Defense should follow. If professionally trained lifeguards are not available at a swimming location, then the qualified supervisor has to provide personnel and equipment suitable for likely emergencies. Fortunately, that is often not as difficult as it might first appear. For that reason, a review of the reach, throw, row, and go sequence is appropriate. Important detail can be found in *Aquatics Supervision*.

The other reason for reviewing the sequence is for age-appropriate training of youth. Drowning is the second-leading cause of accidental death for those of Cub Scout age. Therefore, there is a chance that Cub Scouts will be faced with seeing someone in trouble. That possibility is further supported by the Scouts in Action reports in *Boys' Life* magazine. Cub Scouts do save people from drowning.

However, there are also double drownings that occur yearly in the United States when well-meaning people of all ages attempt to save drowning victims. Those are often frantic friends and relatives whose swimming skills are no better than those of the person in trouble. Since Cub Scouts often lack swimming skills and the maturity to realize their limitations, it is important to modify the rescue sequence for Cub Scout training to reach, throw, row, and go for help.

Reach: This technique is appropriate to teach Cub Scouts, parents who are nonswimmers, and rescue personnel who are skilled in the water. People who can't swim often begin to struggle immediately after they step into or fall into water over their heads. That is likely to be very close to safety. If so, the rescuer should lie down, reach out, and grab the person. Laying down is necessary since the person in the water will likely stop all effort to remain afloat, and that sudden increase in weight can topple an unprepared rescuer into the water. If the victim is a bit further out, an extension device such as a pole, paddle, or noodle can be used. Those should be swept to the person from the side, not used like a spear. Victims often cannot reach for an extended item, even if it is just a foot away. Rescuers should therefore be told to place the item under the person's arm or within grasp. Rescuers should also be told to provide loud, clear, simple instructions to the victim, for example "GRAB THIS!"

Throw: The second procedure in the sequence, used when the person is too far out to reach, is to throw the person an aid. A throwing rescue is also appropriate to teach to rescuers of any age and swimming ability. A float with a line attached is best, but any light floating item or a rope by itself may be used. An accurate first toss is required if a line is not attached, but throwing a line takes practice. Ring buoys are often found at hotel and apartment pools and are good devices for Cub Scout practice. Leaders may also fashion throwing devices from light floating line and a plastic jug with just a bit of water in it for weight. A throwing rescue is best suited to poor swimmers in trouble. Drowning nonswimmers will not be able to reach for the object unless it lands within their grasp, nor will passive victims floating face down or on the bottom.

Row: A boat can be used to provide a mobile platform from which to do reaching or throwing assists. Since Cub Scouts often do not have the skills needed for a safe rowing rescue, this procedure is not emphasized for that age group. A boat rescue is also not a common part of an emergency action plan for a unit swim since the swimming area is typically small and within easy reach of shore-based response personnel.

Go: For Cub Scout training, this item should be interpreted as "go for help." That is, they should first shout for help, and if no one responds, seek out a responsible person such as a parent, lifeguard, or park ranger. Poor swimmers should not enter the water to attempt a rescue. On the other hand, a unit swim cannot rely on reaching or throwing rescues for emergency planning. An in-water assist will be needed for a parent suffering cardiac arrest in the water. At guarded swims, GO also means going with equipment since lifeguards or response personnel should never be without appropriate rescue aids.

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APPENDIX 1
PARTS OF YOUR MEETING

GATHERING ACTIVITIES

BADEN-POWELL SAYS

This game is played like Simon Says. The leader is at the front and gives a command to perform an action (i.e. "Stand on your left foot."). If the leader begins the command with "Baden-Powell says," then everyone does the action. If the action is done incorrectly, the Cub Scout is out. If the command does not begin with "Baden-Powell says," and the action is performed, the Cub Scout is out.

CONCENTRATION

Select pairs from a deck of cards depending on the size of the den. Lay the cards out on the top of the table face down. Each player turns over two cards. If they match, the Cub Scout keeps the pair and wins a point. If they do not match, the Cub Scout turns the selected cards face down in the same place, and the game continues to the next player. The Scouts can make their own sets of cards by selecting pictures from magazines to cut in half and mount on card stock.

CRAFT STICK PUZZLES

Give each Scout the same number of craft sticks, laying them side by side to form a square. Each Scout draws a picture covering all the sticks. Once drawn, they trade pieces with another Scout, and try to put the puzzle back together.

HOT OR COLD

Select a player to leave the room while an object is hidden. Select an item to hide in the meeting room. Once the player leaves the room and the item is hidden, the player comes back in and tries to locate the object. The player is given clues to the location by getting directions from the den such as "You're getting hotter" as they move closer, or "You're getting colder" as they move away from it. Signals can also be given by beating on the bottom of an aluminum pie plate with a spoon. As the player nears the item, the drum beats faster and louder; as the player moves farther away, the drum beats slower and softer.

MARBLE GOLF

Create a three-hole marble "golf" course using items such as coins or buttons as the tee boxes and cups as the holes. Place each cup on its side several feet away from its tee box. Each Scout shoots a marble from the tee box toward the hole. The Scout should count the number of shots needed to get to the hole. Once the first hole has been conquered, the Cub Scout moves on to the next hole. The Scout with the lowest score wins. You can make the course harder by putting obstacles in the way.

MILK JUG TOSS

Gather enough milk jugs for each member of the den to have one. Cut the bottom of the milk jug out so that it is large enough to catch a bean bag, ping-pong ball, rolled up sock, or wiffle ball. Make sure to toss an item that will not hurt if it strikes the player and is soft enough not to break whatever it strikes.

ODD OR EVEN

Every player starts with five pennies. They select a number between 0 and 5, and put that number of pennies in one fist. Go to different players and ask, “Odd or even?” If the players guess right, they win a penny. If they guess wrong, they lose a penny. Continue circulating among the players until time is up. (It is acceptable to ask the same player multiple times.)

PONG

Create pairs of players, and seat them across from each other with table space between them. Each player has a straw, and each pair of players has a pingpong ball or cotton ball. Put the ball between the two players and say “Go!” The object is to blow the item off the table on your opponent’s side.

PUZZLE MANIA

Provide one small puzzle for each Scout. Place each puzzle in a plastic bag; however, put some of the pieces in different bags so that Scouts will each have to go to the other Scouts to hunt for the pieces that match their puzzles. To make this more challenging, do not show them the completed puzzle pictures.

STOPLIGHT (SIMILAR TO RED LIGHT, GREEN LIGHT)

The caller stands at the front of the room with one green bandanna, one red bandanna, and one yellow bandanna. The other Cub Scouts should be lined up away from the leader. With their back to the players, the leader will hold up one bandanna at a time. The leader should keep the bandannas as hidden as possible to keep the next action a surprise. Red means stop, green means go, and yellow means go slow. The first one to reach the leader becomes the leader and the game begins again.

OPENING CEREMONIES AND IDEAS

The following guidelines will help the den participate in ceremonies that are well prepared and well received:

- An opening ceremony signals the beginning of the den meeting. It also sets the tone for the meeting. Most opening ceremonies include a flag ceremony, which provides an opportunity to teach youth how to handle and present the U.S. flag in a respectful way. A closing ceremony brings the meeting to a close for the Scouts.
- Know your audience. Keep your openings and closings appropriate for children of Cub Scout age. Simple ones are more effective than long, elaborate ones because children this age have short attention spans.
- Rotate responsibilities among the Cub Scouts in your den for the opening, flag, and even closing ceremonies at your den meeting. When Scouts are involved, it is easier to hold their attention during the meeting.
- Use a variety of ceremonies to hold everyone’s interest. Keep track of which ones you use and avoid repeating them meeting after meeting. Variety is as important as length. Den openings and closings should be kept short. Openings should be no longer than two or three minutes. Closings may be a little longer but still should be age-appropriate.
- You may adapt any ceremony to meet your needs. Dens come in many different sizes, and youth come with different skill levels. Younger children may need to have someone read their lines while they perform an action or hold a sign. No ceremony is written in stone. Feel free to make changes to work for you!
- **NOTE:** A prayer can also be added to each opening or closing.

CUB SCOUT/WEBELOS SCOUT LIGHT

The den leader asks den members to sit on the floor in a circle and dims the lights. Have a small candle and larger candle, plus matches, on a table. Flashlights or battery-operated candles may be used instead of regular candles and matches.

DEN CHIEF: I will light this small candle. It represents the goodwill given by one Cub Scout. See how it shines? The rays from several Cub Scouts make a brighter light. Each Scout lets their light shine by doing their best and helping other people.

DEN LEADER: I'll light this large candle. This represents that there is a brighter light that leads us all. Let us always think first of God, second of others, and finally of ourselves.

◇ DEN FLAG OPENING

The den forms a tight circle with the den flag in the center. Each member of the den grasps the flagpole with their left hand, makes the Cub Scout sign with their right hand, and says the Scout Oath.

◇ DEN YELL OPENING

Give your den yell.

◇ HANDSHAKE OPENING

The denner calls the roll, and each member of the den comes forward and gives the Scout handshake.

◇ OPENING/CLOSING SONG CEREMONY

Select a song from the *Cub Scout Songbook* to sing as your opening or closing. You might also select a song related to the adventure to sing as the opening or closing ceremony.

◇ OUTDOOR CODE OPENING

Preparation: Five Cub Scouts walk in with the U.S. flag.

CUB SCOUT 1: *As an American, I will do my best to be clean in my outdoor manners.*

NARRATOR: I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

CUB SCOUT 2: *As an American, I will be careful with fire.*

NARRATOR: I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring or remove all evidence of my fire.

CUB SCOUT 3: *As an American, I will be considerate in the outdoors.*

NARRATOR: I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

CUB SCOUT 4: *As an American, I will be conservation minded.*

NARRATOR: I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

CUB SCOUT 5: *Let us think about these responsibilities as we stand and sing "America the Beautiful."*

◇ PLEDGE OF ALLEGIANCE OPENING

The den gathers in a semicircle or horseshoe formation. One Cub Scout presents the colors (the U.S. flag) at the open end of the horseshoe. In turn, each Scout steps forward, gives the Cub Scout salute, and steps back. Follow with the Pledge of Allegiance.

◇ ROLL CALL OPENING

The denner calls roll, and the Cub Scouts respond by naming an item related to the adventure.

◇ SCOUT LAW OPENING

The den forms a circle, gives the Cub Scout salute, and says the Scout Law. (Webelos Scouts may give the Boy Scout salute.)

◇ SCOUT OATH OPENING

The Cub Scouts form a large circle. Their parents, guardians, or other caring adults (if present) form an outer circle by standing behind their Scouts. All say the Scout Oath in unison.

◇ SCOUT OATH OR SCOUT LAW MEANING OPENING

Select a phrase from the Scout Oath or Scout Law, and talk about its meaning.

◇ ROLL CALL OPENING

(Can be adapted for Wolf or Bear Scouts)

As the den meeting host calls roll, each Tiger team responds with a loud tiger growl.

FLAG CEREMONIES TO OPEN AND CLOSE DEN MEETINGS

Most den meetings will include the Pledge of Allegiance to the U.S. flag. It is appropriate to have a presentation of the colors and the Pledge of Allegiance at the beginning of the den meeting, with the retirement of the colors at the conclusion. On occasion, you can vary the opening ceremony and not use the flag. Patriotic ceremonies should be meaningful and inspirational. During flag ceremonies, those who are leading the ceremony or holding the flag should be in complete uniform and well groomed.

FLAG CEREMONY PLANNING

When you take the time to plan ahead, the Cub Scouts will be prepared for a successful experience.

- When younger Cub Scouts are responsible for a flag ceremony, make sure the flags are not too heavy for the Cub Scouts to carry.
- Check the ceiling height beforehand to determine whether the flags will clear it. If they won't, post the colors before the meeting.
- Rehearse the ceremony. Make sure everyone knows their part and walking route.

CREATE YOUR OWN OPENING CEREMONY WITH THE U.S. FLAG

Use the following suggestions to make your ceremony effective:

- Have the color guard post the colors and retreat.
- Post the flag, and then create a slight breeze with an electric fan.
- Shine a flashlight or spotlight on the flag.
- Follow the flag with a flashlight or spotlight while the color guard walks in.
- Use background music.
- Prerecord music and play it, making it louder or softer as your ceremony progresses.
- Use songs that are appropriate for the occasion, such as "The Star-Spangled Banner," "America, the Beautiful," "You're a Grand Old Flag," "God Bless America," seasonal songs, marching songs, or spiritual songs.

FLAG CEREMONY COMMENTS

Keep in mind the following guidelines:

- When in uniform, stand at attention and salute with your right hand.
- When not in uniform, stand at attention and place your right hand over your heart. You should remove your non-uniform hat.
- When in uniform, with your head covered or uncovered and either indoors or outdoors, stand at attention and salute with your right hand when the U.S. national anthem is played, the colors are raised or lowered, the Pledge of Allegiance is recited, or the U.S. flag passes by in a parade.
- The color guards do not participate in saluting, singing, or saying the Pledge of Allegiance with the group because their job is to guard the flag at all times. They should salute after the U.S. flag is posted.
- The U.S. flag is posted on the left, as you look toward the front.
- Any person can write to their U.S. senator or U.S. representative and, for a reasonable fee, receive a flag that was flown over the U.S. Capitol in Washington, D.C.
- For more information regarding the U.S. flag, refer to the BSA booklet *Your Flag*.
- You can find additional information on the U.S. flag from government websites and from veterans' groups.
- Make sure that you include all youth in your flag ceremonies at different times of the year. Scouts with physical disabilities can proudly act as narrator or even flag bearers when adults see these events as possibilities instead of barriers.
- Sometimes we hear people say the phrase "one nation (pause) under God." When this phrase was added by House Joint Resolution 243 and approved by President Dwight D. Eisenhower on June 14, 1954, it was added without a comma or pause after the word "nation." The correct phrasing is "one nation under God."

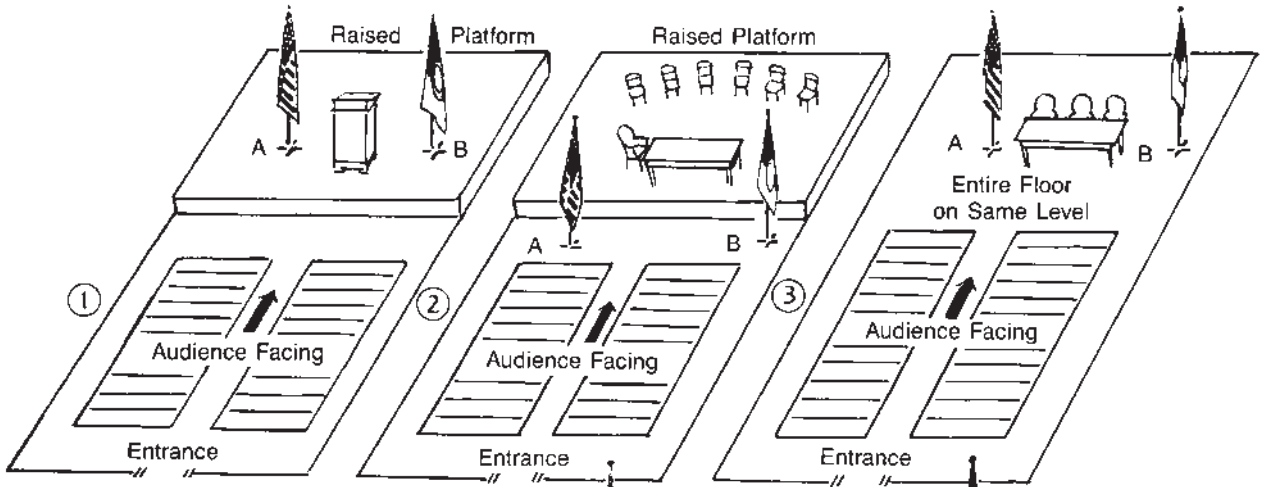
◇ STANDARD INDOOR FLAG CEREMONY USING FLAG STANDS

Preparation: Put flag stands in place at the front of the room. Looking to the front, the U.S. flag stand is on the left. Flag guards are in the back of the room holding the flags. They have already checked to make sure that the flags fit in the flag holders and that the flags clear the ceiling.

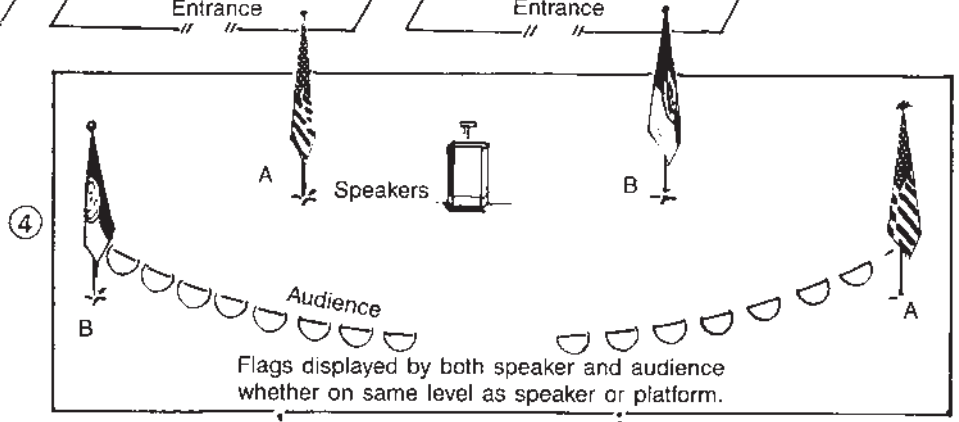
Personnel: Narrator and color guard

Materials: U.S. flag and a den flag if available

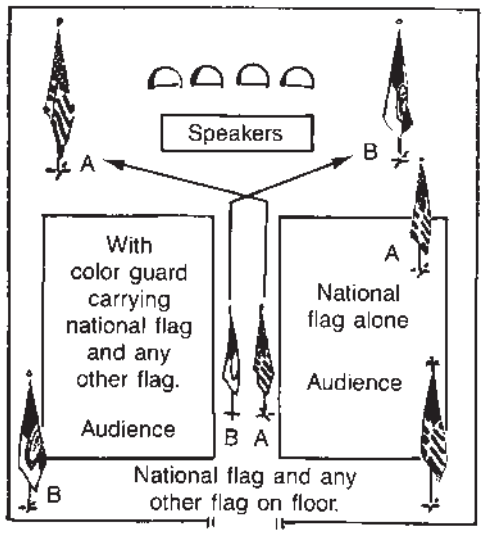
NARRATOR WILL CALL:	ACTIONS
Attention. Will Scouts please rise.	(Pause.) The color guard waits in the back of the room for the Scouts to stand and become quiet.
Color guard, advance.	The den flag guards and bearer are on the left, and the U.S. flag guards and bearer are on the right. With the U.S. flag in the lead, they walk in and cross so that the U.S. flag will be on the left side of the room when you look toward the front. The bearers and guards take their positions near the flag stands, facing the audience and holding the flags vertically.
Hand salute.	Everyone, with the exception of the flag bearers and guards, salutes.
Please say with me the Pledge of Allegiance.	All join in. The bearers and guards stand at attention and continue to hold the flags. The den flag is lowered slightly so that the U.S. flag stands taller. The U.S. flag guards and bearer and den flag guards and bearer do not salute or say the Pledge of Allegiance.
Two.	The den drops its salute. The den flag is raised to its vertical position again.
Color guard, post the colors.	The den flag is placed in its stand. Its guards and bearer step back into place. The U.S. flag is then posted. Its guards and bearer step back into place. The U.S. flag is then posted. The color guards then salute the flag.
Color guard, dismissed.	The U.S. flag guard leads the procession to the back of the room with the narrator following last.

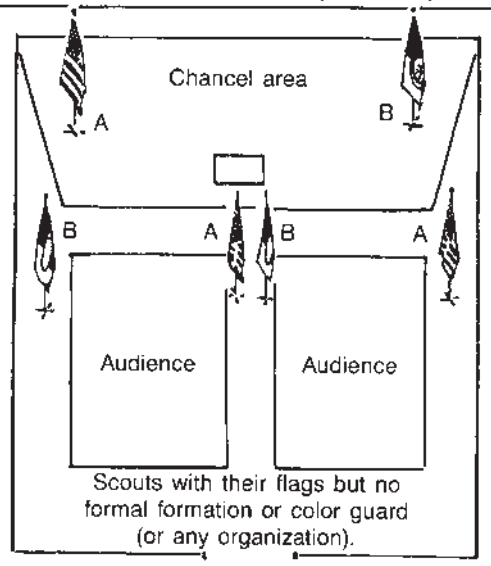


Note: **A** stands for the national flag, **B** stands for any other flag.



Diagrams 1-2-3-4 apply to lecture halls, classrooms, club rooms, churches, auditoriums, etc.





◇ RETRIEVAL OF COLORS INDOORS

NARRATOR WILL CALL:	ACTIONS
Attention. Will Scouts please rise.	(Pause.) The color guard waits in the back of the room for the audience to rise and become quiet.
Color guard, advance.	The U.S. flag guard and bearer and pack flag guard and bearer walk down the aisle and to the flags. They stand behind the flags, facing the audience.
Color guard, salute.	The guards and bearers salute.
Color guard, retrieve the colors.	The U.S. flag is removed first (just slightly ahead of the den flag).
Hand salute.	Everyone, with the exception of the guards and bearers, salutes. The U.S. flag stays on its "marching right" as the guards and bearers proceed down the aisle to the rear of the room.
Two.	Everyone drops the salute.

◇ STANDARD OUTDOOR FLAG CEREMONY USING A FLAGPOLE

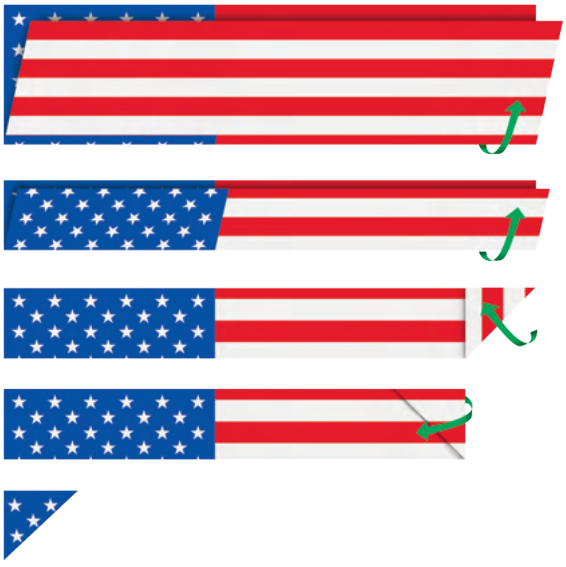
Preparation: Check the flag against the rope to make sure the attachments line up before the flag ceremony. It helps to lower the loops to the base of the flagpole so it is ready for the ceremony. Rewind the cord to hold in place.

Personnel: Narrator and color guard

Materials: U.S. flag and a pack flag

Remember that the outdoor program runs like a thread through the Scouting program. When dens and packs are outdoors, ceremonies are appropriate—and important!

- Outside noises from wind and water can make it difficult to hear voices. Keep the group close together and have the speaker face the crowd.
- Plan your flag ceremony carefully. If you do not have a secure flag holder, have the Scouts present the flag and continue to hold it during your flag ceremony. Then have them retreat with the flag. Whether you are inside or outside, give the U.S. flag the same respect and handle it properly.
- Use nature as a backdrop. Look around and choose a location that showcases your event.
- Sweep the area and walkways, looking for loose rocks and tree roots that might trip a child or adult.



NARRATOR WILL CALL:	ACTIONS
Attention. Will the audience please rise.	(Pause while everyone stands and remains quiet.) The color guard waits in the rear for the audience to become quiet.
Color guard, advance.	The U.S. flag guards and bearer walk in and take their positions near the flagpole, facing the audience.
Color guard, prepare to raise the colors.	The line is unwound. The flag is unfolded and attached to the rope.
Hand salute.	Everyone, with the exception of the U.S. flag guards and bearer, salutes.
Color guard, raise the colors.	Then the flag is raised quickly to the top of the pole, and the cord is wound back in place.
Please say with me the Pledge of Allegiance.	The U.S. flag guards and bearer stand at attention. (All join in.) The U.S. flag guards and bearer do not salute or say the Pledge of Allegiance.
Two.	The den drops its salute.
Color guard, salute.	The U.S. flag guards and bearer salute.
Color guard, dismissed.	The color guard retreats to the back of the group.

◇ RETRIEVAL OF COLORS—FLAGPOLE

NARRATOR WILL CALL:	ACTIONS
Attention. Will the audience please rise.	(Pause.) The color guard waits in the rear for the audience to become quiet.
Color guard, advance.	The U.S. flag guards and bearer walk to the flagpole. They stand behind the flag, facing the audience.
Color guard, salute.	The U.S. flag guards and bearer salute.
Color guard, prepare to retrieve the colors.	They unwind the cord and wait.
Hand salute.	Everyone, with the exception of the U.S. flag guards and bearer, salutes. The U.S. flag is quickly lowered.
Two.	As soon as the flag touches the hands of the guard, this command is given. Everyone drops the salute. The U.S. flag guard and bearer remove the flag from the rope and fold it correctly.
Color guard, retreat.	They return to the back of the group.

TALK TIME SUGGESTIONS

This section of the meeting is set aside to cover the "business items" that need to be covered for den and pack activities in the near future. Some of these items will be covered every meeting, some may only be covered once a year.

It may be handy to have a prepared handout to send home with the Scouts or hand to their parents, especially if it involves logistics—such as meeting somewhere different for a tour or items the Scouts need to bring from home for the next meeting, etc. Communicating with parents and guardians of Cub Scouts can be done several different ways. In the Family Talent Survey, parents and guardians are asked what method of communication they prefer. Some dens or packs use social media sites, while others use text messages.

DUES

If your pack uses the dues you collected to fund your den operations, then you will need to come up with a system to collect them regularly and record who has paid and who has not. This is a perfect job for an assistant den leader, if you have one, or it could be taken care of by a parent who is willing to help. You may want to collect something every week or on a monthly basis. Some parents prefer to pay for the entire year so their Scout is taken care of. Decide how much (based on the expenses of providing the program supplies), when you want to collect it, and how it will be recognized; then tell the Scouts' parents so they are aware of your process.

Obviously, it will be important for you to keep good records of your den purchases and dues collections in case there are any questions. Some packs do not use individual den dues, but instead cover den expenses from the pack budget or sponsoring organization. You will need to find out how your pack handles this.

It may be convenient to collect dues as part of your gathering activity time.

ADVANCEMENT

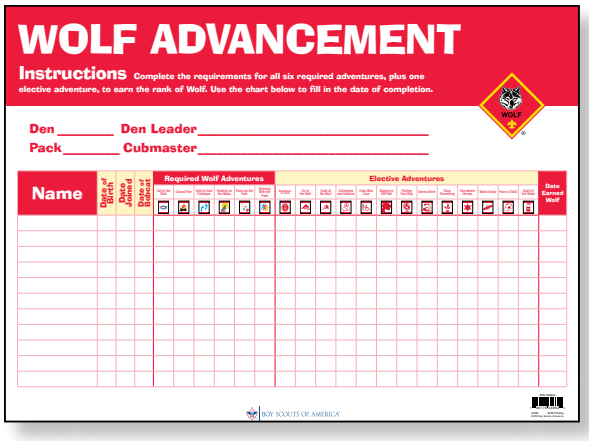
Your Scouts may work on advancement with their parents as well as in your den activities. You may also assign them "Do-at-Home Projects" from time to time—items to finish at home and bring back to show the rest of the den. It may be convenient to record this information during this part of the meeting. An assistant den leader will work well for this duty as well.

You will need to have a method to record this advancement. The BSA has colorful wall advancement charts that can be used to keep track of each of your Scouts' adventures. Using colored pencils or a signature to designate a requirement as completed can work well with this type of chart. You may also choose to use Scoutbook, which is an online tool to help you track advancement digitally instead of filling out advancement reports. You can learn more at Scoutbook.com. You can learn more about digital tracking at my.scouting.org. There are also paper pages available from BSA and other sources to assemble a binder and mark off individual requirements.

However you decide to track advancement, it is an important part of your den leader job. Figure out a method that works for you, and go for it!

If Cub Scouts have completed an advancement item with their family or at school, have them give a short report to the rest of the den, so they can see that all advancement does not have to happen in the den meetings.

This may also work well in the gathering activity time if you have help and the activity will not be interrupted.



◇ OUTINGS OR TOURS

Traveling with Cub Scouts and their families can be a lot of fun! It can also create opportunities for confusion and misdirection. To keep the experience positive for all families in the den and yourself, be sure to communicate—and communicate often—with everyone.

Preparing a printed or electronic handout, flier, or brochure to give to the families with *ALL* the information needed will save you a lot of headaches. Depending on the trip, you may have a few items to pass along or a couple of pages. Here are some samples:

Den 1 TV Station Tour!

Den 1 and their families will be touring TV station KCUB next Wednesday, May 14. We will be meeting at Tamkin School at our regular meeting time, 6:30 p.m., and then carpooling to the station together. The tour is free, but we will be stopping for ice cream at Dairy Village on the way home. Cones can be purchased for $2, and of course, their full menu will also be available.

The station needs to know an approximate head count, so please contact me by Friday, May 9, with the number of family members attending. You can reach me by email at dljanet@email.com, or call 702-555-0111.

This should be a very interesting trip, and the Scouts will be completing our current adventure with this trip. Hope to see you all there!

DL Janet

Flaming Arrow Den Spring Campout

ALOHA! The Flaming Arrow Webelos den will be holding our Spring Campout next month at the Rocky Willows Scout Camp near Random Lakes on June 10-12. The theme this year is "Hawaiian Luau"!

Cost for this event is $15 per person, which will include all meals, supplies, and a cool patch! Webelos Scouts and their parents are invited to attend (no siblings on this trip). The fee is due on June 6 at the pack meeting.

We will meet at the camp. The physical address of the camp is 342 Scout Camp Drive [city, state, and zip code]. Attached is a map. The trip is about 20 miles and will take about 30 minutes.

Attached to this sheet is a gear list that each person will need. We have access to camping gear if you need to borrow sleeping bags or tents for your group. The weather is always a little cooler at the camp, so be sure to pack warm clothes.

We will be holding a planning meeting at 6:30 p.m. on May 20 at Spohn Elementary. Everyone planning on attending should be there. All of your questions will be answered!

The Webelos Scouts had a great time on this event in the fall, and are looking forward to another exciting weekend!

Any questions? Email camperbob@email.com, or call 702-555-0112.

Always be sure to provide all the important information you can, including:

- Dates
- Location (include physical address)
- Cost
- Transportation method
- Items needed
- A contact person

Try to put yourself in the place of new parents, and give them all the information they need to feel welcome and ready! Asking the new parents from last year what information they would have liked to have known early will help you identify information to include.

Here is a good extended version of a trip planner from the BALOO (Basic Adult Leader Outdoor Orientation) training. While you may not need to fill in all the blanks, it may help you uncover some holes in your planning.

Cub Scout Outdoor Program Checklist

Date(s) _____

Location _____

❑ BSA facility ❑ Council-approved non-BSA facility

I. Administration

❑ *Guide to Safe Scouting* reviewed
❑ Parent permission slips
❑ Health forms
❑ Insurance
❑ Camp reservation made
❑ Camp deposit/fee paid
❑ Local requirements
❑ Licenses and permits (fishing, boat, campfire, parking, etc.)

II. Leadership

Event leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

Program leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

III. Transportation

Driver	No. of seat belts	Driver License No.	Auto Insurance Yes/No

Equipment hauled by _____

IV. Location

❑ Maps prepared _____
❑ Assembly location _____
❑ Departure time _____
❑ Camp arrival time _____
❑ Camp departure time _____
❑ Anticipated return time _____
❑ Stops en route (meal Y/N) _____

V. Equipment

❏ Personal equipment lists ❏ Program equipment

❏ Group ❏ Emergency

VI. Feeding

❏ Menu planned by _____

❏ Who buys food? _____

❏ Fuel supplied by _____

❏ Duty roster by _____

❏ Food storage _____

VII. Sanitation

❏ Special camp requirements _____

_____

VIII. Safety

❏ Ranger contact Phone (____) _____

❏ Nearest medical facility Phone (____) _____

❏ Nearest town ❏ Police number _____

❏ First aid/CPR-trained leaders _____

_____

IX. Program

❏ Program planned

❏ Special program equipment needed

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

❏ Rainy day activities planned

_____

_____

_____

◇ COMMUNICATING THE PACK AND DEN CALENDAR TO PARENTS

Your pack will be holding some special events that may require additional help or more time to prepare than normal meetings. Some of these events might be:

Blue and Gold Banquet: Inviting other family members

Pinewood Derby/Raingutter Regatta: Distributing kits, holding workshops to help build the racers, running the race

Pack Campouts: Providing important information, gear needed, who can attend, what events will be happening, etc.

Bridging Ceremonies: Possible change in location, special guests invited, special ceremonies and inspiration

Holiday Parties or Other Celebrations: Preparing decorations, songs, skits, treats

Additional events provide by the council or district such as:

- District pinewood derby
- Fun days at the park/ballgame/zoo/trail or other special "Scout only" events
- Day camp/resident camp/overnighters

These all need to be promoted at the den level so your Scouts can take advantage of the opportunities. You should be able to find out about them at roundtable or by talking to your unit commissioner.

◇ CUB SHARING TIME

Periodically, it is a good idea to let the Scouts share what's happening in their lives—something fun they did with their families, a good thing that happened at school, a fun game they've learned, or a new toy or Scout gear they have acquired. Set up some ground rules, such as:

- Time limit per Scout, perhaps only one Scout per meeting
- Only positive, fun things—nothing derogatory or hurtful
- Props—do you want it to turn into "show and tell"?
- Topic—defined by you (favorite pet, favorite game, etc.), or let them decide
- Related to the Scout Oath or Scout Law—how they helped other people or did their best that week

It may be helpful to screen the first couple you do for the year, just to make sure they get off on the right track. This can be a lot of fun for you and the Scouts, and provide some insight for you into their lives.

◇ DENNER INVESTITURE

A denner is a member of your den who has been given special responsibilities for your group for a fixed period of time, usually a month. They will be given some jobs to do at the meeting, such as:

- Setting up games for the Gathering activity and then picking them up afterwards
- Preparing a simple snack for the group, if you use one as part of your plan
- Setting up craft or activity items for the activity portion of the meeting
- General cleanup after the meeting
- Leading Opening and Closing ceremonies
- Keeping track of attendance records
- Other duties as the occasion arises

Talk Time is a great time to award the denner cord to your denner. The denner wears a denner cord over the left shoulder. The cord is removed at the end of the month, and presented to the new denner for the period of service. This responsibility mirrors leadership tasks the Scout will need for rank advancement in the troop when they get older. You should have specific tasks designated for the denner to do, and praise them when they are done, especially when they are done without being asked.

MEETING INFORMATION

Use a small portion of this time to tell the den what is going to happen. Are you:

- Starting work on a new adventure?
- Finishing up one you've already started?
- Working on skills and projects for an upcoming pack event?
- Playing a new game?
- Learning a new skill?
- Preparing thank-you notes for people who have helped them out recently?

Set the stage for another exciting meeting! This will let them know what they're doing AND it will show their parents that you have a plan and are working it! Be sure to include the reason for the activities in that night's meeting.

GROUNDWORK FOR FUTURE ADVANCEMENT

If part of next month's adventure requires some homework that might take a little time to complete, let them know a few weeks early and keep reminding them—and their parents! This is probably a good time to send a flier or other announcement home so the parents have all the details on what is needed.

CLOSING CEREMONIES

CUB SCOUT CIRCLE CLOSING

Form the den in a circle. Each member of the den places a left arm around the shoulder of the person on the left and a right arm around the shoulder of the person on the right.

Den leader or den chief: *Now may the Great Master of all Scouts be with us until we meet again.*

FLAG FOLDING CLOSING

Have three Scouts fold the flag while the other members of the den stand respectfully in a semicircle.

FRIENDSHIP CIRCLE CLOSING

Den leaders and members form a friendship circle. Cross arms with right arm over left and grasp the hands of people on each side. They then sing a closing song.

HANDSHAKE CLOSING

Have the members of the den form a circle and pass the Scout handshake from one to another around the circle until it reaches the person who started it. As each Scout receives the handshake, they silently make a wish and pledge to do their best.

LEADER'S MINUTE CLOSING

This is a closing inspirational thought. It can be a brief story about the Scout Oath, the Scout Law, the motto, or something patriotic. It could reflect ideals such as being kind to animals and people, showing sportsmanlike behavior, or participating in school activities. It is told without moralizing.

LIVING CIRCLE CLOSING

Based on an American Indian custom, the living circle may be used alone or as a part of another ceremony. It reminds a Cub Scout of the friendships made in Cub Scouting.

Cub Scouts and leaders stand in a close circle, facing inward and slightly to the right. With their right hands, they make the Cub Scout sign. With their left hands, they reach into the center of the circle. Each thumb is pointed to the right, and each person grasps the thumb of the person on their left, making a complete Living Circle with the handclasps. The Cub Scout motto can then be repeated. One version is to pump joined hands up and down seven times as all say, "Akela! We'll—do—our—best!" You can also use the Scout Oath, the Cub Scout motto, or your own personal words in place of this chant.

◇ MOUNTAIN CLIMBING CLOSING THOUGHT

Ask the Cub Scouts in your den to sit in a circle.

Den leader: *Picture a very high mountain. It is beautiful but very dangerous. It has slippery glaciers and high rocky places you can climb only with special equipment and with help from other people. Mountain climbers depend on each other. They must be able to trust their friends at the other end of the rope. When you pick your friends, think about whether this is a person you could trust at the end of that rope. Let's have a moment of silence as we think about the good friends we have chosen.*

◇ MY FLAG CLOSING

Right before the ending, the den leader asks the Cub Scouts to write a sentence about what the U.S. flag means to them. For the closing ceremony, read the statements.

◇ PATRIOTIC SONG CLOSING

Den members form a circle around the U.S. flag. Everyone salutes and sings "America," "God Bless America," or another patriotic song. (See the *Cub Scout Songbook* for ideas.)

◇ SQUARE KNOT CLOSING

Give each Cub Scout in your den a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. They all lean back carefully to form a taut circle.

Den leader: *You are part of a group of close friends, held together by the square knot—a symbol of friendship.*

◇ WE MEET AS CUB SCOUTS CLOSING

Have the Cub Scouts in your den form a circle.

Den leader: *We meet as Cub Scouts, we part as friends, as now we leave, our meeting ends. Let this circle be a token of friendship, as Akela guides us home.*

DEN OUTINGS

Excursions and field trips provide some of the most exciting parts of Scouting. Cub Scouts enjoy many outdoor experiences as they participate in the variety of activities that can be held outside, such as field trips, hikes, nature and conservation experiences, and outdoor games.

◇ OUTINGS

Children this age enjoy visiting museums, business establishments, parks, and other attractions. Here are some suggestions:

How Things Are Made: Visit manufacturing plants such as aircraft, automotive, appliance, or electronic manufacturers; chemical, paper, plastic, paint, furniture, or toy plants; and handicrafts or other small-craft industries.

How Your Community Runs: Visit power, water, and sewage plants; a gas company; police and fire stations; city hall; municipal buildings; the county jail; a telephone company; the post office; the Red Cross; hospitals; newspaper plants; and radio, television, and weather stations.

How Your Community Is Fed: Visit truck and dairy farms, flour mills, and bakeries; food processing, canning, or bottling plants; stockyards and meat or poultry packing houses; a fish hatchery; beverage, candy, and ice-cream companies; markets; and food distributors.

Learn About Your Culture and Heritage: Visit art galleries, museums, and memorials; celebrated old homes, monuments, and other historic sites; places of worship; civic centers; important local buildings; summer theaters and band concerts; and local historical celebrations.

When these field trips are coordinated with the Cub Scouting adventures, they can help bring learning to life by allowing Cub Scouts to experience firsthand the things they have been learning about.

◇ HIKES

A hike is a journey on foot, usually with a purpose, a route, and a destination. All ranks in Cub Scouting will have several opportunities for taking hikes related to specific adventure requirements. See the Outdoor Appendix for more information on hikes.

◇ PLANNING DEN OUTINGS AND EXCURSIONS

When planning a trip or excursion for your den or pack, keep the following guidelines in mind:

- Make sure that all activities are age-appropriate. Especially for pack excursions, which include Cub Scouts of various ages, make sure there's something that appeals to everyone.
- While it's OK to include some activities just for the fun of it, make sure the featured event is relevant to the values of Scouting and has educational value.
- Refer to the *Guide to Safe Scouting,* No. 34416, to ensure that all activities are conducted in a safe manner. The online version, which will always be the most current, can be found by visiting www.scouting.org and selecting "Guide to Safe Scouting" from the site menu.
- Be sure to file the proper forms and permits. An activity consent form should be signed by the parent or guardian of every Cub Scout, even if the parent or guardian is attending. The form can be accessed at www.scouting.org.

APPENDIX 2
WORKING WITH CUB SCOUTS

CHILD BEHAVIOR

Rewarding positive behavior and not accepting negative behavior is the key to teaching Cub Scouts proper behavior. Remember that each child (just like all of us) has emotional needs that need to be fulfilled. These needs include being accepted, getting noticed, belonging, receiving praise and encouragement, feeling safe and sound, letting off steam, experimenting (and making some mistakes in the process), and having fun.

How each child tries to fulfill these needs is what makes them unique. One child may be timid and quiet, and another, loud and rowdy; but both are afraid they won't be accepted. Den leaders must plan ahead and be prepared to make Cub Scouting a positive experience for everyone in their den.

HOW TO ACHIEVE POSITIVE BEHAVIOR

The den meeting is a time when the den leader and Cub Scouts socialize and plan for future activities. For the den meeting to be productive for everyone, it must run smoothly. A good atmosphere is essential to managing behavior. Many times, that simply means recognizing and rewarding good behavior. Here are some suggestions for encouraging good behavior.

◇ EXPECTATIONS

Be sure that all Cub Scouts and their parents or guardians understand the purposes of Cub Scouting, the advancement system, the structure of the den and pack, and the expectations of the family in the program. A letter to parents and guardians with a follow-up face-to-face meeting within a couple of days of joining Cub Scouts will ensure this. Encouraging parents and guardians to stay for den meetings and involving them with their Cub Scout reinforces the family aspect of Scouting.

Den leaders wear their uniforms to strengthen a visual connection between the leader and the Cub Scouts in their den. The uniform serves as a reminder for Cub Scouts to be on their best behavior. The full uniform is a method of Scouting. It provides a level playing ground by covering up all differences of social or economic background. As the den leader, you set the example. The power of a uniform is also used in team sports. It shows that regardless of the position you play, you are a member of this team. In Scouting, you are part of not only a den, a pack, but also a worldwide movement.

◇ CODE OF CONDUCT

A code of conduct is a list of behavioral expectations and consequences if the code is broken. With your guidance, Cub Scouts in your den create the code of conduct. Three or four points will be sufficient, and they should be positive; the words *no* or *don't* have no place in a code of conduct. Include a final rule such as "Have fun!" Also consider including the 3 R's: Respect for others, Responsibility for yourself and your things, and Reasonable behavior. Members of the den, including the den leader, should sign the code of conduct, and it should be displayed at every den meeting. Using the 12 points of the Scout Law can serve as a strong foundation for a code of conduct, and also reinforce the values of Scouting.

◇ TWO-DEEP LEADERSHIP

For the most up-to-date information, see www.scouting.org.

THE DEN CHIEF

The den chief is a wonderful resource for the success of a den. Although den chiefs are not part of the two-deep leadership because they are not adults, they can help manage the den by being prepared with a game, story, stunt, song, or other brief activity that provides some variety in the den program. See the *Cub Scout Leader Book* and *Den Chief Handbook* for more information on den chiefs.

DEN MEETING STRUCTURE

Following the den meeting structure as outlined in this den leader guide will go a long way to making a meeting run smoothly. Every part of the den meeting structure plays a vital role in the success of the meeting.

LEADER/SCOUT RELATIONSHIP

The relationship between a leader and the Scouts is central to managing behavior. For instance, if the den leader enjoys the den meeting, so will the Cub Scouts and their families. Children and parents model what they see, so be a good model by having a positive attitude.

- **Be consistent and fair in all your dealings.** Treat all members of your den the same when they break any rules, but do this in a manner that allows Cub Scouts to keep their dignity. Give them a chance to tell their side of the story. Allow them the opportunity to apologize. Your example of fairness will carry over into other aspects of the Cub Scouts' lives.
- **Be a good listener.** When a Cub Scout wants your attention, look them in the eye. If you are busy, look them in the eye and ask them to wait a minute. Honor their patient waiting by turning to them with your full attention as soon as possible.
- **Give each Cub Scout a chance to participate in discussions**. To encourage members of your den to speak one at a time and to listen carefully, you might try a "talking stick." Only the person holding the talking stick is allowed to speak, and everyone else must listen respectfully without interrupting. A talking stick can be a dead branch from a tree, a dowel rod, or even a shortened broomstick handle.
- **When you notice a Cub Scout's good behavior, comment on it!** Let everyone know exactly what you liked. Soon, you'll have all the den members copying that behavior. Comments such as "I like the way you kept trying," or "Good thinking," or "Now you have the hang of it" encourage and build self-esteem. The more specific you are, the more likely the communication has been effective and the activity will be repeated. When you see a Cub Scout's parent or guardian before or after meetings, be sure to let them know about positive behavior. The Cub Scout may get additional positive reinforcement at home.

TRACKING BEHAVIOR

The methods below highlight the use of positive reinforcement to encourage good behavior. Positive reinforcement is giving something, such as a reward, to promote the behavior you want. Taking something away after it has been earned is not part of positive reinforcement and is not a method used in Cub Scouting.

◇ CONDUCT CANDLE

Use the same candle each week. The den leader or assistant den leader lights the candle at the beginning of the den meeting, and the candle is allowed to burn as long as all den members show good behavior. But if someone misbehaves or breaks the code of conduct, the candle must be blown out for the rest of the meeting. As soon as the candle burns down, the den is entitled to a special outing or special treat that they have chosen. On average, a den meeting lasts for a little over an hour. Be sure to use a candle that will take four hours to burn uninterrupted. The key to this method is making sure there is not too much time between the positive behavior and the reward. A large candle that takes six months' worth of den meetings to burn will not be as effective as a candle that only takes two months.

◇ TICKETS

Buy tickets at teacher or party supply stores, or make them yourself. Give those in a den a ticket when they do something good. (Try to give each person in the den an opportunity to receive a ticket during a meeting.) They write their names on the back of their tickets. The tickets are placed in a jar, and a drawing is held at the end of the den meeting for a small treat (gum, candy, stickers, small toy, etc.). At the end of the month, hold a drawing for a "big" winner.

◇ MARBLE JAR

Use a glass jar so it makes lots of noise when you put a marble in. Draw a line on the jar high enough so that it will take the Cub Scouts in your den six weeks or so to earn enough marbles to fill it to that point. Explain that when marbles reach the line, the den will get a treat. Drop a marble in the jar when someone in the den does something good. Make a production out of it. Celebrate with the den when they reach their goal. Do not take out marbles for bad behavior. This is not consistent with the positive reinforcement method of working with Cub Scouts.

◇ STICKERS AND CERTIFICATES

Give big flashy stickers for good behavior. Use them only occasionally, or they lose their appeal. Make certificates by hand or with a computer. Use gold seals or other decorative stickers. You can also purchase certificates at teacher supply stores.

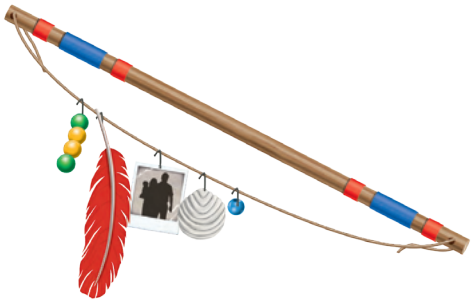
◇ SUPERSTAR PINS

Decorate clothespins, one for each Cub Scout, with stars. As you notice good behavior, pin one on the Scout. At the end of the meeting, Cub Scouts with pins on can pick something from a "treat bag" consisting of a variety of food items; a small, healthy snack; or inexpensive items that appeal to the Cub Scouts in your den (stickers, old patches, small toys, pencils). Vary the items in the treat bag often.

◇ SUPERSTAR NOTES

These notes to parents and guardians are good for praising Cub Scouts when they get back home. You can make your own by hand or with a computer or buy them at a teacher supply store. The Cub Scouts in your den will know you really appreciate it if you tell their families how well they did.

COUP STICK



Some American Indian tribes used coup sticks ("coo sticks") as a way to display accomplishments. Items such as beads, feathers, bear claws, or eagle claws were awarded at tribal meetings for deeds of note (not unlike badges Cub Scouts earn!). These were attached to the coup stick for display, bringing honor to the coup stick owner.

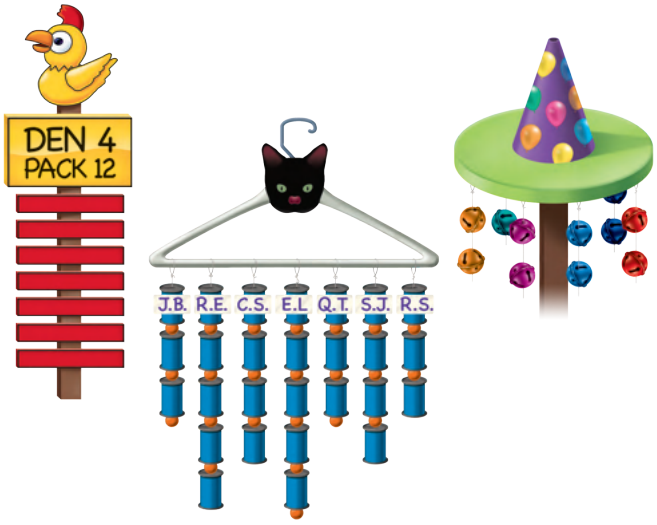
Make a den coup stick by drilling a hole through a wooden dowel at the top and bottom. Loop a long piece of heavy-duty string or leather cord through the holes so it runs the length of the dowel. Award small items at den meetings for good behavior. Use beads, feathers, stamped leather pieces, stamps on poster board pieces, etc., and attach them to the string on the coup stick. Take the coup stick to pack meetings to bring honor to your den!

DEN DOODLES AND DEN FLAGS

DEN DOODLES

A den doodle is a clever way to record advancement progress and other accomplishments of the Scouts as well as a colorful decoration for the den meeting place. It can be something as simple as a chart, much like the den advancement chart, or it can be a simple structure consisting of a cutout mounted on a stand. No two den doodles are alike.

With the help of members of your den, choose a design that "fits" the den. Den doodles can be made from wood, cardboard, foam board, or other materials; they can be a tabletop or floor design; or they can hang on the wall or from the ceiling. Include the den's number and a place for each Cub Scout's name and advancement record or accomplishment.



Add something to the den doodle at each meeting, recognizing attendance, proper uniforming, and behavior as well as completed adventures. Colored beads and shells slipped onto leather lacing are common items for symbols of progress.

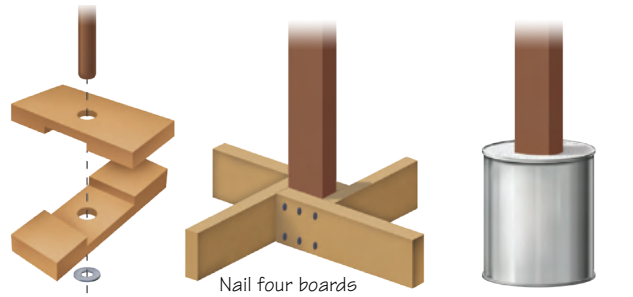
Dens may earn simple awards (sometimes called dingle dangles) for a variety of things, such as perfect attendance, good behavior, participation in service projects, or responsibilities at the pack meeting. For example, the den leading the flag ceremony at the pack meeting or at school might earn a small flag to hang on their den doodle; the den that leads a song might earn a musical note made of felt. You can find more examples of den doodles in *Cub Scout Ceremonies for Dens and Packs.*

DEN FLAGS

Den flags are simple flags that represent each den and give den members a sense of camaraderie and identification. The flag is blue and yellow with the den number on it. Den flags are available at your local Scout shop or at www.scoutshop.org. The flag may go home with a different Cub Scout family after each meeting or may be the responsibility of the denner for the month. The flag should be brought to each pack meeting and mark the place where the den sits.

◇ BASES FOR DEN DOODLE OR DEN FLAG

Make bases from wood or from a 2-pound coffee can filled with plaster, as shown. Cover the end of the flagpole with aluminum foil and grease with a thick layer of petroleum jelly so it will slip out easily after the plaster hardens. Or use a piece of PVC pipe that has an opening slightly larger than the diameter of the flagpole. Cover the bottom end of the PVC with foil and set it into the wet plaster. It should stick several inches out of the plaster. When dry, the pole will slip easily into the PVC pipe.



Nail four boards to make the base.

Two-pound coffee can filled with plaster. While wet, insert flagpole.

DEN LEADER "SURVIVAL" KIT

At times, even the best plans go awry. A bag packed as a leader "survival" kit comes in handy when unexpected things happen, all your planned activities for the meeting have been exhausted, or the den just needs a change of pace. Your survival kit will grow as you and your den work together and discover the things the den likes best—you will base your survival kit on those activities. The goal is to pack your bag with lightweight, multiple-use objects—and take it to every den meeting.

Here are some suggestions for your leader survival kit. Remember that each item should have multiple uses. Newspapers, for example, can be rolled and taped to become bats or batons to pass during a relay; left flat, they can become a "base" for use during a game; opened, they can act as a drop cloth for messy projects; folded, they can become hats. Newspapers can also be torn and taped and shaped into instant costumes. Your imagination is the only limit.

- Balls—a couple of tennis balls and at least one soccer ball
- Blindfolds—at least two
- Safety pins
- Duct tape
- Newspapers
- Markers, pens, pencils, chalk
- Blank paper, various colors
- Lightweight rope
- Scissors
- Balloons
- Empty 16-ounce drink bottles with caps—at least six
- Magic tricks
- Puzzles

GUIDELINES FOR SPECIFIC TYPES OF SPECIAL NEEDS AND DISABILITIES

Every child has needs. Three important ones are to feel accepted by a group, to feel a sense of competence when approaching a task, and to feel a sense of self-satisfaction at its completion.

For some, these needs are easily met. For others, it takes a little more thought and planning on the part of families and leaders. The parents or guardians of a Cub Scout with special needs will be the best resource for information about the Cub Scout's abilities, limits, and goals. Other resources include the Cub Scout's teachers and the *Cub Scout Leader Book.*

Many people wonder how children who are different from other members of the den will be accepted. You will find that with proper preparation of the den, they will be accepted into the fellowship of the den easily.

If a Cub Scout has any of the following disabilities, these ideas might be helpful. Always ask if they need, or want, help. Ask *how* you can help.

MOBILITY IMPAIRMENTS

- Remember that people who use adaptive equipment (wheelchairs, crutches, etc.) often consider their equipment an extension of their bodies.
- Never move equipment out of the person's reach.
- Before you go out with someone who has a mobility impairment, make sure facilities at the destination are accessible.
- Never pat a person in a wheelchair on the head. This is a sign of disrespect for adults.
- When helping, ask how equipment works if you are unfamiliar with it.
- Prevent strained necks by standing a few feet away when talking to someone in a wheelchair.
- Find a place to sit down for long talks.

HEARING LOSS

- Make sure the person is looking at you before you begin to talk.
- Speak slowly and enunciate clearly.
- Use gestures to help make your points.
- Ask for directions to be repeated, or watch to make sure directions are understood correctly.
- Use visual demonstration to assist verbal direction.
- In a large group, remember that it's important for only one person to speak at a time.
- Speakers should never stand with their backs to the sun or light when addressing people with hearing loss.
- Shouting at a person who is deaf very seldom helps. It distorts your speech and makes lipreading difficult.

VISION IMPAIRMENTS

- Identify yourself to people with vision impairments by speaking up.
- Offer your arm, but don't try to lead the person.
- Volunteer information by reading aloud signs, news, changing street lights, or warnings about street construction.
- When you stop helping, announce your departure.
- If you meet someone who has a guide dog, never distract the dog by petting or feeding it; keep other pets away.
- If you meet someone who is using a white cane, don't touch the cane. If the cane should touch you, step out of the way and allow the person to pass.

SPEECH/LANGUAGE DISORDERS

- Stay calm. The person with the speech disorder has been in this situation before.
- Don't shout. People with speech disorders often have perfect hearing.
- Be patient. People with speech disorders want to be understood as badly as you want to understand.
- Don't interrupt by finishing sentences or supplying words.
- Give your full attention.
- Ask short questions that can be answered by a simple yes or no.
- Ask people with speech disorders to repeat themselves if you don't understand.
- Avoid noisy situations. Background noise makes communication hard for everyone.
- Model slow speech with short phrases.

◇ COGNITIVE DISABILITIES

People whose cognitive performance is affected may learn slowly and have a hard time using their knowledge.

- Be clear and concise.
- Don't use complex sentences or difficult words.
- Don't talk down to the person. "Baby talk" won't make you easier to understand.
- Don't take advantage. Never ask the person to do anything you wouldn't do yourself.
- Be understanding. People with below-average cognitive performance are often aware of their limitations, but they have the same needs and desires as those without the disability.

◇ SOCIAL/EMOTIONAL IMPAIRMENTS

People with social/emotional impairments have disorders of the mind that can make daily life difficult. If someone is obviously upset,

- Stay calm. People with mental illness are rarely violent.
- Offer to get help. Offer to contact a family member, friend, or counselor.

◇ AUTISM SPECTRUM DISORDER

Here are some tips for leaders.

- Provide consistent, predictable structure. Be patient. Allow extra time for activities.
- Provide a visual schedule with words and pictures. All Scouts will find this useful. Don't put times in the schedule because a Scout with autism may expect you to follow it to the minute!
- Let the Scout know about transitions early by saying, "In five minutes we'll be ending this activity and starting another."
- Give the Scout information about new activities ahead of time.
- Break up tasks into smaller steps.
- Alert the Scout's parents if there is going to be an activity that may cause sensory difficulties for their child. Consider moving noisy activities outside where the noise can dissipate. If the Scout has issues with food taste and texture, carefully plan the menus around these issues so the Scout can eat the same things as other members of the unit as much as possible.

◇ ATTENTION DEFICIT DISORDER

Leaders can have a positive effect on children with attention deficit disorder (ADD). Here are some ways leaders can help.

- Structure Scout meeting time, activities, and rules so that the Scout with ADD knows what to expect. Post a calendar of events.
- Be positive. Praise appropriate behavior and completion of tasks to help build the Scout's self-esteem.
- Be realistic about behavior and assignments. Many children with ADD simply can't sit for long periods or follow detailed instructions. Make learning interesting with plenty of hands-on activities.
- Monitor behavior through charts and explain expectations for behavior and rewards for reaching goals. This system of positive reinforcement can help the Scout stay focused.
- Begin a formal achievement program. Weekly reports to parents could increase their involvement.
- Work closely with parents and members of the education team. People working together can make a big difference.
- Be sensitive to the Scout about taking their medication. Avoid statements such as, "Johnny, go take a pill."
- Simplify complex directions. Give one or two steps at a time.

◇ LEARNING DISABILITIES

Learning disabilities (including minimal brain damage, perceptual abilities, communication disorders, and others) are usually disorders of the central nervous system that interfere with basic learning functions.

- Listen and observe carefully to find clues as to how this Scout approaches problems and what their difficulties are.
- Remember that praise and encouragement can help build self-esteem.
- Let other den members use their friendship and support to show the Scout that they belong.
- Use short, direct instructions that help the Scout know what is expected of them.
- As much as possible, stay with a regular den schedule, allowing the Scout to help with assigned duties.
- Give the Scout extra time when needed. Don't rush their answers. Reword instructions if necessary.
- Introduce and recite new materials (such as new songs or the Scout Oath and Scout Law) together as a group. Provide repeated opportunities for Scouts to practice and learn them.

APPENDIX 3
CRAFTS

WHY WE USE CRAFTS

As Cub Scouts work on craft projects, they not only learn to make useful items but also get valuable experience in using and caring for basic tools and materials, learning to follow directions, using their imaginations, and developing coordination and dexterity. Craft projects can be used for advancement requirements or just for fun.

Making a craft project calls for creativity in every member of the den. As Cub Scouts embark on projects, they may need to measure, trace a pattern, cut or saw, sand, and assemble a project with nails, screws, or glue. Crafts develop a child's ability to understand and satisfy an urge to experiment. Furthermore, physical development and mental growth are by-products of the craft program. Muscle coordination comes from lifting, moving, sawing, drilling, hammering, and pounding. Painting helps improve arm and hand control. Folding, cutting, shaping, filing, and sanding craft materials help develop eye and hand coordination.

As we work with crafts, we learn to shape materials into useful articles. While decorating them, we also learn that useful things can be beautiful art, gaining confidence to experiment with materials and tools and learn new ways to do things. A completed craft project enables each of us to shout "I did my best!"

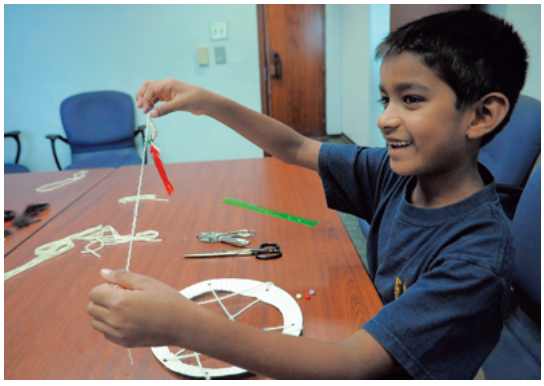
TEACHING CRAFTS TO CUB SCOUTS

As a den leader, you have an opportunity to stimulate the interest and curiosity of all Cub Scouts in your den and to encourage them to "Do Your Best," the Cub Scout motto. It is important to allow them to create and be proud of their creations. They are making more than just "things"; the projects help build their mind, body, and future.

All Cub Scout leaders have different backgrounds and experiences, so their knowledge of craft techniques and tools will vary. Those with limited experience may enlist parents and other adults to teach specific techniques or to provide materials and tools.

The *Cub Scout Leader Book* provides some excellent tips for leaders on craft projects. In addition, the following steps will help leaders teach crafts:

1. Choose a project with the help of the members of your den. Make sure the project is something that has a purpose and that they will enjoy making.
2. Make a pattern, if needed. Have enough pattern pieces available so that no one has to wait to trace them.
3. Make a sample to show the Scouts. Remember that these are age-appropriate crafts, so don't go overboard and make your sample too elaborate.
4. Gather enough materials and tools so everyone can work at the same time.
5. Teach the craft step by step:
   - Cut out parts, as required.
   - Put them together.
   - Finish it (sand, polish, paint, etc.).
   - Clean up.



6. Whenever possible, start a craft in a den meeting that can be finished at home with family help. Be sure, however, that the family is aware of the responsibility and has any instructions and materials necessary.
7. Display the craft projects at a pack meeting.

Leaders should guard against crafts that are simply "busywork" of the "cut-and-paste" type that are below the abilities and interests of the Cub Scouts in your den. Crafts should be more than mere handwork: They should be a creative outlet and a form of expression, as well as a way to learn skills. Sometimes, leaders think they need to have a craft project at every den meeting. But remember that crafts are only one of many activities used to accomplish the purposes of Cub Scouting. Overemphasizing crafts may discourage families and Scouts whose interests and abilities lean in other directions.

HELPING CUB SCOUTS WITH CRAFTS

- Encourage the natural creative urge in each member of the den. If you don't, the urge may disappear and be replaced by lack of confidence in their own abilities.
- Through praise, you can help them build self-confidence in their abilities.
- Learning by doing is important.
- Show enthusiasm for progress. Don't be overly critical.
- Show them how, but don't lose patience and take a tool away because you can do it better or faster. This will be discouraging and destroy self-confidence.
- Be patient. Remember: Cub Scouts may have to be shown over and over how to use a tool.
- Be tactful. Offer your help during difficult parts of a job by saying, "Let's work on this part together."

RESOURCES FOR CRAFT MATERIALS

Materials for crafts should be simple and inexpensive. In most cases, you can find scrap materials for crafts around the home. Most communities have many resources for craft materials. Although you may have to purchase some specialized items at craft and hobby stores, you can acquire most through salvage and surplus or donation.

Begin an internet search for places where you might be able to obtain aluminum foil, burlap, canvas, clay, cord, floor covering, leather and vinyl scraps, nails, paper bags, plastic rope, sandpaper, spools, etc.

Here's a "starter" list of possible resources for craft materials. Most of the sources listed have scrap that is available for the asking, or at minimal cost.

- **Lumber Company:** Wood scraps, sawdust, and curls of planed wood may be given away by the boxload. Make your contact and request, and then leave a marked box to return and pick up later.
- **Grocery Stores:** Check grocery stores for boxes of all sizes and shapes. Discarded soft drink cartons are excellent for holding paint cans.
- **Telephone Company:** Empty cable spools make great tables; use colorful telephone wire for many different projects.
- **Soft Drink Company:** Plastic soft drink crates may be available at a minimal charge. Use them for storage or for projects. Also, use plastic six-pack rings for various projects.
- **Gas Stations and Garages:** Tires and bike tubes are great for games and obstacle courses.
- **Wallpaper Stores:** You'll find wallpaper sample books of discontinued patterns.
- **Carpet Stores or Outlets:** Discontinued rug samples and soft foam under-padding can add to craft projects.
- **Tile Stores:** Use broken mosaic tiles for many craft projects.
- **Appliance Stores and Furniture Stores:** Large packing crates are handy for skit props and puppet theaters.
- **Newspaper Companies:** Ask about end rolls of newsprint.
- **Printing Companies:** You can never have too much scrap paper and cardstock.

- **Pizza Restaurants:** Cardboard circles are good for making shields and other craft projects.
- **Upholstery Shops and Drapery Shops:** You'll find a wide variety of fabric and vinyl scraps.
- **Picture Framing Shops:** Leftover mat boards make great awards or bases for other projects.

◇ USING SALVAGE

Many items that are destined for the trash can be used for Cub Scout craft projects. Ask families to be on the lookout for scrap materials. If you live in a community that has a manufacturing company nearby, you may be surprised at the scrap wood, plywood cutoffs, and odd pieces of metal, cardboard, leather, and plastics that you can get just by asking. Ask families to save things such as tin cans; the cardboard rolls inside paper towels, toilet paper, and wrapping paper; boxes; tree branches; plastic bottles; buttons; cloth; pinecones; and wire hangers.

Here's a partial list of useable scrap materials:

- Bottle caps—for Christmas tree ornaments, foot scrapers, wheels, construction projects, markers for games
- Bottles—for musical instruments, containers
- Broom handles—as dowels for projects
- Cardboard cartons—for construction projects, stage props, puppet stages, storage
- Catalogs—for decorations, designs, cutouts
- Chenille stems—for simple sculptures
- Clothespins—for human figures, fastening items together, games
- Coat hangers—for wires for mobiles and other constructions, skeletons for papier-mâché work
- Coffee/juice cans—for storage, planters, games
- Coloring books—for patterns for nametags, etc. Patterns can be enlarged for craft projects.
- Corrugated cardboard—for stage props and scenery, bulletin board, shields, swords
- Ice cream cartons (3-gallon)—for trash cans, drums, masks
- Ice cream spoons—for mixing paint, spreading paste, figures
- Jars—for containers for paint, paste, and brushes; decorate them for gifts.
- Juice-can lids—for tin punch projects, awards
- Leather or vinyl scraps—for key chains, bookmarks, neckerchief slides, coin purses
- Macaroni—for stringing for jewelry, pictures, and frames
- Margarine tubs—for storing small objects (lids can be used like flying saucers in games)
- Newsprint—for covering tables, papier-mâché, flip chart, growth charts, large backgrounds and scenery
- Old shirts or pajama tops—for paint smocks (cut off the sleeves), costumes
- Paper bags and old socks—for hand puppets
- Paper plates—for plaques, masks, games
- Paper towels—for papier-mâché, cleanup
- Plastic water bottles and milk jugs—for planters, games, costumes
- Shelf paper—for finger painting
- Soap bars—for carving
- Sponges—for painting, printing, cleanup
- Straws—for holiday decorations, party favors, games
- Tin cans—for metal work, storage containers, planters
- Tongue depressors and craft sticks—for mixing paint, modeling tools

- Wallpaper—for book covers, paper for painting
- Wrapping paper—for murals, painting
- Yarn—for hair for wigs and puppets, holiday ornaments

TIPS FOR PAINTING

Acrylics: Jar acrylic is more economical, but acrylic paint is also available in tubes. It can be thinned with water. Brushes clean easily with water. Acrylics are nontoxic, good for painting almost anything, and don't need a finishing coat.

Tempera: Water-based paints such as tempera are great for Cub Scouts. Powdered paint is more economical but messier. Mix powdered tempera with water and add a little liquid starch, which helps the paint go further and not run.

Cleaning Brushes: Different paints need different cleaners. For tempera, poster paint, or acrylics, use water. Scouts can clean up after using these paints; adults should supervise cleanup for other media. To clean varnishes, oils, or enamels, use turpentine, mineral spirits, or kerosene. For shellac, use shellac thinner. For model paint, use the recommended thinner. For lacquer, use lacquer thinner. These solvents are flammable and should be used outside and well away from sparks and flames. Adequate ventilation and adult supervision are required when working with any of these paints or solvents.

Finishing Coats: Objects painted with tempera or poster paint will have a dull finish and will not resist moisture. For a shiny finish and for protection, spray with clear plastic or clear varnish, or finish with a coat of diluted white glue. Acrylic paint does not need a finishing coat.

Paintbrush Substitutes: For large items such as scenery, use a sponge dipped in tempera. For small objects, use cotton swabs.

Painting Plastics: For painting plastic milk containers or bottles, mix powdered tempera with liquid detergent instead of water or starch. The paint will adhere better.

Painting Plastic Foam: Some types of paint will dissolve plastic foam, so only use one that is recommended. Test it first on a scrap.

Painting Wood: It is best to give raw wood a coat of wood sealer or thin shellac before painting to prevent the paint from soaking into the wood.

Spray Painting: A spray bottle works well for spray painting large items. Use diluted tempera or poster paint. If using commercial spray paints, be sure to read the label and follow any instructions.

TIPS FOR ADHESIVES

- To save money, buy white glue in quart sizes and pour into small glue containers.
- To make heavy-duty glue, mix cornstarch with white glue until the mixture is as thick as desired.
- For small glue jobs, put glue in bottle caps and use toothpicks or cotton swabs.
- Clear silicone is the best glue for plastic bottles and milk containers. It is available at hardware stores and requires adult supervision.
- Egg white is a good adhesive for gluing kite paper. It is strong and weightless.
- Tacky white glue is the best adhesive for plastic foam. A little goes a long way.
- Wheat paste (wallpaper paste) is a good paste for papier-mâché. Flour and water make a good paste too.
- Masking tape and cellophane tape can be used successfully in many projects.

APPENDIX 4
GAMES

WHY WE USE GAMES

Games are part of all the fun of Cub Scouting. Skills and interests developed early on teach self-confidence, independence, and the ability to get along with others. Children learn through play.

For these reasons, games are an important part of Cub Scouting. Games not only help to accomplish Cub Scouting's overall objectives of citizenship training, physical fitness, and character development, they have educational benefits, too. Games teach us how to follow rules, to take turns, to respect the rights of others, to give and take, and to play fair. Some games help to develop skills, body control, and coordination. Some teach self-confidence and consideration for others. Games stimulate both mental and physical growth, as well as providing an outlet for excess energy.

HOW TO CHOOSE GAMES

When choosing a game, you should consider three things: the physical aspects, mental values, and educational values of the games as they relate to Cub Scouting.

Consider first the physical aspect: the release of surplus energy. An active game should be satisfying to the strongest and yet not overtax the weakest. It should stimulate the growth and development of muscles. Most outdoor games meet this test.

Children of Cub Scout age are growing rapidly. They like to run, jump, climb, lift, balance, crawl, bend, yell, chase, and hide. Generally, long walks or runs and other exercise involving endurance are not as suitable for children of this age.

Some games are selected for their mental values because they have an element of excitement or accomplishment. Games can help develop quick thinking, alertness, and strategy. Many games offer opportunities to express feelings and emotions, which is healthy.

Children need to learn to play fair and to follow the rules. They also need to learn that they can't always be winners. Many children of Cub Scout age have not yet learned to lose gracefully. Your task as leader is to make it clear that losing a game is not the end of the world and that a loss should be an incentive for Scouts to try to improve their skills.

Some games are selected for their educational value. Children's minds are more receptive to learning when learning is fun. Their interest and concentration are probably never higher than during play. Games are a way to help Scouts learn that rules and self-discipline are necessary and that doing one's best is important. Most Cub Scout games help in character development because they require teamwork, fair play, and consideration for others.

Consider these factors when choosing games:

- Purpose (physical, mental, educational)
- Space available
- Number of players
- Equipment available
- Skills and abilities of players

Whether the game involves group competition with team winners or individual competition or is just for fun, the results should be positive and lead to building character and helping youth grow and develop.

SUGGESTIONS FOR LEADING GAMES

Cub Scouts and their families will like most games if leaders have fun leading them. Anyone can be a successful games leader by following these simple suggestions:

- Know the rules of the game and have the necessary equipment on hand. Plan not only what you are going to do, but how you are going to do it.
- Start with your best game—one that is easy to explain and enjoyable to play. In addition to bolstering your own confidence, a successful game can enhance the morale of the players.
- Make sure the space available is large enough so everyone can play. Mark off boundaries for active outdoor games with brightly colored cones.
- Remove potential hazards from the play area. Follow health and safety rules.
- Get the full attention of the group and then explain the rules of the game simply, briefly, and in proper order. Be enthusiastic.
- For team games and relay races, you must have equal numbers of players on each team. If the teams are unequal, one or more players on the smaller team must compete or race twice.
- As a rule, Webelos Scouts are larger and stronger than first-grade Tigers and second- and third-grade Cub Scouts. For some pack competitions, have Cub Scouts in the same grade compete against each other, but not against older or younger Cub Scouts. With this method, several winners can be recognized.
- An alternative is to mix the groups so that each team has Cub Scouts from each age or grade.
- Remember to adapt your game to meet the needs of any Scouts with special needs.
- Teach the game by steps or through demonstration.
- Ask for questions after explaining and demonstrating the game.
- Be sure everyone follows the rules. Insist on good sportsmanship and fair play.
- If the game is not going right, stop it and explain the rules again.
- Don't wear a game out. Quit while everyone is still having fun. When players start wanting to change the rules, it is a good sign they have lost interest in the game and that it's time to move on to the next activity.
- Have enough leaders to handle the group.
- Keep It Simple; Make It Fun (KISMIF).

Teach games with the hope that members of the den will be able to play and lead these same games independently in other settings, such as at school or in the neighborhood.

Coach your den chief in leading games. This will enhance their leadership role. Find creative ways to develop leadership skills among the Cub Scouts in your den so that they may soon be able to play on their own without the assistance of a den leader or den chief.

CHOOSING "IT" AND TEAMS

There are many ways to choose the player who will be "It" for any game. Here are some suggestions, but make up others that work for your group.

- By birthdays, starting with January 1
- By alphabet, using first or last names
- By drawing a name out of a box. After a name is drawn, it goes into a second box. When all names are in the second box, put them back in the first box to begin again.

When choosing teams, try one of these ideas:

- Even-numbered birthdays against odd-numbered birthdays
- First half of the alphabet against the last half
- Drawing names from a box. Each Cub Scout decorates a craft stick with their name on it and any other creative artwork. When you need teams for a game, pull out two sticks and put them in separate piles. Continue to pull out pairs of sticks, separating them into two piles, which will be your teams. When you are finished, replace all the sticks so they will be ready for the next team game.

COOPERATIVE GAMES

Cooperative games emphasize teamwork and creative thinking as players face a particular challenge. Leadership opportunities within the group often arise during play. Cooperation between group members is essential. Everyone "wins" as they help and cheer each other on to a successful outcome.

In general, cooperative games:

- Include questions that have no expected solution; thus there is no "right" or "wrong" answer.
- Stimulate one's imagination and thinking process.
- Emphasize playing rather than being eliminated from the competition.
- Are fun!

MAKING GAMES COUNT—LEADING REFLECTIONS

A reflection is a discussion led by a leader that helps Scouts learn from games and other activities. It is helpful and important to ensure that Scouts and leaders learn this process well in order to benefit most from it. As their time in Scouting continues, reflections will be led by experienced Scouts for other Scouts.

Reflection really includes two processes—thinking about what occurred and making sense of it. Reflection helps to integrate the experience into life. This is how we learn from experience. A reflection can help young people see how the skills they use to overcome challenges when playing games are the same sort of skills that they can use to overcome challenges in life.

Facilitate the discussion. As a leader, avoid the temptation to talk about your own experiences.

Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. If you describe what you saw, be sure your comments don't stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the processing session!

Use thought-provoking questions. The following types of questions are useful in reflecting:

- **Open-ended questions** avoid yes and no answers. "What was the purpose of the game?" and "What did you learn about yourself?"

- **Feeling questions** require participants to reflect on how they feel about what they did. “How did it feel when you started to pull together?”
- **Judgment questions** ask the participants to make decisions about things. “What was the best part?” or “Was it a good idea?”
- **Guiding questions** steer your Scouts toward the purpose of the activity and keep the discussion focused. “What got you all going in the right direction?”
- **Closing questions** help Scouts draw conclusions and wrap up the discussion. “What did you learn?” “What would you do differently?” “How might you use this skill in other settings?”

Reflecting on an activity should take no more than 4–5 minutes for Tiger-aged youth. For older Cub Scouts, the reflection may last up to 10 minutes. The more you do it, the easier it becomes for both you and your Scouts. Remember that the value and values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to your Scouts.

It is very important to use open-ended questions during reflections. Your goal is to help young people learn from their experiences. Rather than direct a Scout to specific outcomes (e.g., “Did it make you feel bad?”), allow individuals to come to their own understanding of the activity. The use of closed questions and asking/telling children what they are experiencing with an initiative game and the reflection that accompanies it will undermine the value of the process.

The sequence below is a helpful way to organize the questions you pose during the reflection. You want to have your participants identify (1) the purpose of the activity, (2) the challenges they encountered while taking part in the activity, and (3) what they might do differently next time (how to better apply the skill for greater future success).

Questions	Responses to elicit
Focusing Questions	*What did you do?*
What was the purpose of the game?	Have participants identify the specific actions they were to undertake. The answer should be as concrete and specific as possible.
Analysis Questions	*What did you do?* or, *How did you do it?*
Ask questions that help them analyze the success or challenges they encountered while playing the game. The questions should help frame the challenges they experienced in the game or activity around actions—and not around people. Later in Scouting, they will analyze obstacles to success in terms of leadership skills that games help them explore.	Seek to elicit answers to identify challenges in completing the task and how a particular obstacle was overcome.
Generalization Questions	*How will you use what you learned?* *How can participants use this skill more effectively?*
What will happen next time the group encounters obstacles related to the application of this skill?	The Scouts should demonstrate the ability to generalize from the challenges encountered in the game or activity to “real world” applications of the skill.

GAMES

◇ ACTIVE GAMES WITH EQUIPMENT

BALLOON BATTLE ROYAL

Activity Level: High

Needed: Any number of players, balloons, string

Arrange Cub Scouts in a large circle, each with an inflated balloon tied to the ankle. On a signal, players try to break all other balloons by stamping on them, while not letting their balloon get broken. When a balloon is broken, that player leaves the game. The game continues until only one player is left.

CAT'S TAIL

Activity Level: Moderate

Needed: Even number of players; pieces of cloth or yarn, different colors for each team

Divide the group into two teams. Hide several pieces of cloth or yarn—a different color for each team. One Cub Scout on each team is a Cat Without a Tail. On a signal, all players search for "tails" of their color. As each is found, it is tied to the belt of their Cat. The winner is the team whose Cat has the longest tail at the end of five minutes.

◇ ACTIVE GAMES WITHOUT EQUIPMENT

BEAR IN THE PIT

Activity Level: High

Needed: Any number of players

Have the Cub Scouts in your den form a circle. One player inside the circle is the Bear. While the others hold hands tightly, the Bear tries to get through the ring by force or by dodging under their arms. The Bear may not use hands to break the grip of the players in the ring. When the Bear does break through, the others try to catch the Bear. The first one to tag them is the next Bear.

SHERE KHAN (THE TIGER GAME)

Activity Level: High

Needed: Large room or outdoor area, any number of players

One Cub Scout is Shere Khan, the tiger, and stands in the center of the playing area. All others line up against a wall. The object of the game is to cross to the opposite wall without being tagged. To start the game, Shere Khan says, "Who's afraid of Shere Khan?" The others answer, "No one," and immediately run across the open space toward the opposite side. All Cub Scouts tagged help Shere Khan tag the remaining players in the next round. The last one tagged becomes Shere Khan the next time.

Variation: With a big field and a large number of players, half can be Shere Khans and half Cub Scouts.

◇ BALL GAMES

BUCKETBALL

Activity Level: High

Needed: Large room or playing area; even number of players; ball; two baskets, boxes, buckets, etc., for goals

This basketball-type game can be played with any type of ball that bounces and a couple of large containers such as laundry baskets, bushel baskets, or large wastepaper baskets. Place the baskets (goals) about 60 feet apart (closer if necessary because of space). Divide the den into two teams and play using basketball rules. No points are scored if the ball doesn't remain in the basket or if the basket turns over.

MONKEY IN THE MIDDLE

Activity Level: Moderate

Needed: Medium-sized playing area, three players, playground ball or volleyball

Three players play this game. Choose one to be the Monkey. The other two players stand about 10 feet apart while the Monkey stands between them. The two end players toss the ball back and forth, trying to keep it high enough or moving fast enough so the Monkey can't catch it. If a player fails to catch the ball, the Monkey can scramble for it, or they can intercept it as it is thrown back and forth. If the Monkey gets the ball, they change places with the player who threw the ball.

◇ BICYCLE GAMES

BIKE RELAY

Activity Level: Moderate

Needed: Large paved area, even number of riders, bike and helmet for each rider

Establish a starting line and mark off turning lines about 50 feet away in opposite directions. Divide the group into two teams. The teams will ride in opposite directions. The teams should be about 20 feet apart to avoid collisions as the riders return to the start-finish line. On a signal, the first rider on each team races to their turning line and back. The next rider may not start until the first rider's front wheel has crossed the line. Continue until all have raced.

COASTING RACE

Activity Level: Moderate

Needed: Large paved area, any number of riders, bike and helmet for each rider

The object of this race is to see which rider can coast the longest distance. Each rider pedals as hard as possible for a set distance (at least 15 feet) to a starting line, and then must stop pedaling and coast as far as they can. Mark the spot where a rider's foot touches the ground. The next rider tries to better that mark.

◇ KNOT GAMES

GIANT SQUARE KNOTS

Two Scouts hold the free ends of a 10-foot-long rope in their right hands. Working together, they try to tie and tighten a square knot without letting go of the rope.

KNOT CARD GAME

Separate the den into groups. The leader hands to each group a set of cards. On each card is the name of a knot, hitch, or lash that the den has learned. The first group with all the knots, hitches, and lashes correct wins.

◇ NONCOMPETITIVE, COOPERATIVE, AND TEAM-BUILDING GAMES

BATTING DOWN THE LINE

Activity Level: Low

Needed: Large indoor or outdoor playing area, any number of players, inflated balloons

Two or more groups may play this game simultaneously. Arrange groups in parallel lines with members spaced about 2 feet apart. On a signal, the first player bats the balloon with either hand toward the person next to them, who bats it to the next, and so on until the balloon reaches the end of the line. If the balloon touches the ground, a group member must take it to the starting line, and the group members must begin again. Try varying the spacing between players. Is it more challenging to play the game with people closer together or farther apart?

BLANKET BALL

Activity Level: Low

Needed: Indoor or outdoor area, any number of players, two sheets or blankets, two balls or large soft objects (even rolls of toilet paper work well)

Form two groups. Group members grab hold of a blanket's edges, with a ball in the center of the blanket. Players practice throwing the ball up and catching it by moving the blanket up and down in unison, trying to get the ball as high as possible. After the groups have developed some skill in catching their own ball, they toss the ball toward the other group to catch on their blanket. Groups continue throwing the balls back and forth. Group members might reflect on how they decided to toss the ball to the other team.

Variation: Try using water balloons outdoors on a hot day.

◇ PARACHUTE GAMES

PARACHUTE VOLLEYBALL

Place a small (6- to 10-inch) playground ball in the middle of the parachute. Players distribute themselves evenly around the rim of the chute, with the players along one half being team A and the others, team B. The object is for one team to flip the ball off the parachute on the other team's side to score a point. The high scoring team after a certain time, or the first team to attain a certain score, wins.

Variation: Keep a running tabulation of the scores instead of individual team scores. Play several times to see how low the score can be after a predetermined length of time.

THE UMBRELLA

Players grasp the parachute waist-high using an overhand grip, making sure the hole of the parachute is on the ground. On the count of "one," everyone flexes their knees to a squatting position. On the count of "two, three, and UP!" everyone stands and raises arms overhead, pulling the parachute up and over their heads. As the chute billows out, the players will be pulled to their tiptoes and their arms will be stretched high in the air. The parachute is allowed to remain aloft and then slowly settle back to the ground. This can be done from a sitting or kneeling position—or even from wheelchairs.

◇ RELAYS AND RACES

BALLOON SWEEPING RELAY

Activity Level: High

Needed: Even number of players, balloons, brooms

Arrange teams in parallel lines. Place an inflated balloon on the floor in front of each team. Give the first Cub Scout in each team a broom. On a signal, they sweep the balloon to a turning line and back and then hands the broom to the second player, who repeats this action.

BALLOON KANGAROO JUMPING

Activity Level: High

Needed: Any number of players, balloons

Have the Cub Scouts in your den line up side by side, each with an inflated balloon between their knees. On a signal, everyone hops to the other side of the room and back to the starting line. The one finishing first wins. If someone breaks their balloon, they are out of the race. If someone drops their balloon, they must replace it between their knees before they can keep going.

◇ PHYSICAL FITNESS ACTIVITIES

CIRCLE HOP

Draw a circle about 6 feet in diameter and stand two Cub Scouts inside it. They face each other with their arms folded and one leg extended in front. On a signal, they try to upset or force each other from the circle by using the extended leg. They may hook or lift with the leg but must not touch their opponent with any other part of the body. Kicking or pushing with the uplifted leg is not permitted.

CRAB WALK

From a squatting position, Cub Scouts reach backward and put their hands on the floor without sitting down. They walk forward, keeping their heads and body in a straight line.

◇ QUIET GAMES WITH EQUIPMENT

CLIP IT

Materials: Small dish with paper clips for each team

Each team has a small dish filled with paper clips. On a signal, the first person joins two paper clips together and passes the dish and beginning of the chain to the next person. That player adds another clip to the chain and passes it on. After a set time (five to eight minutes), the paper clip chains are held high in the air to see which team has the longest. This can be a good game to play at a blue and gold banquet, with each table having a dish with paper clips.

BLOWBALL

Materials: Small table or large box, table tennis balls

Have the Cub Scouts in your den sit at a table small enough so they are close together. Put a table tennis ball in the center of the table. On a signal, the players, with their chins on the table and their hands behind them, try to blow the ball away from their side of the table. If the ball falls on the floor, return it to the center of the table and continue.

◇ QUIET GAMES WITHOUT EQUIPMENT

ABOVE AND BELOW

Have the Cub Scouts in your den stand in a circle. One at a time, call out the names of things that are found either above or below the ground. For example, strawberries grow above the ground; potatoes grow below the ground. When you call the name of something that is found above the ground, the players stand; if it is found below the ground, they sit down. Players who respond incorrectly are eliminated. The last player to remain in the game wins.

Variation: Call out the names of things that fly and crawl.

ELECTRIC SQUEEZE

Players form a circle and hold hands, with "It" in the center. One player starts the "shock" by squeezing the hand of one of the players next to them. That player passes it on. The shock may move in either direction. "It" watches the faces and hands of the players, trying to spot the location of the shock. When they guess correctly, the player caught becomes "It."

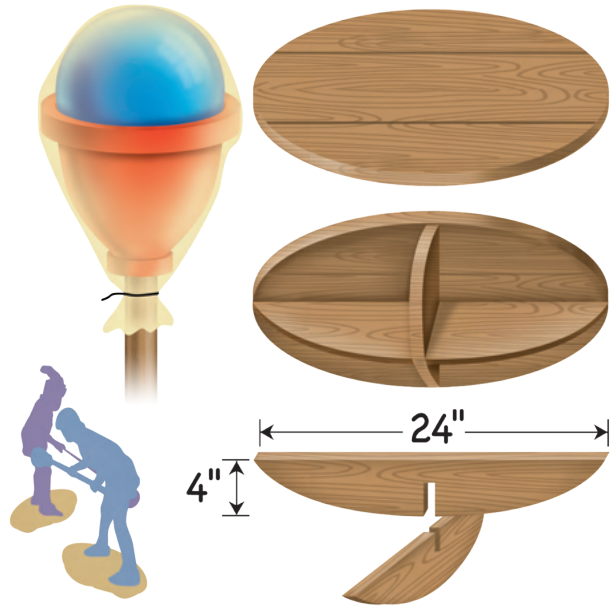
◇ HOMEMADE GAMES

HOMEMADE RING TOSS

Invert a shallow cardboard box and push old-fashioned clothespins (not the spring-type) through the cardboard. Mark each pin with a number of points. Cub Scouts toss rubber, metal, or plastic rings from a distance away.

TEETERBOARD JOUSTING

Make two teeterboards as shown (24 inches in diameter with 4-inch-high rockers). Make the padded jousting poles from plumber's suction cups, soft rubber balls, and squares of cloth. Place the boards so that the players are just within reach of each other. Each "knight" tries to push the opponent off the board. When any part of a knight's body touches the floor, that knight is defeated. *Only pushing is permitted; do not permit swinging or hard thrusting of the poles!*



◇ TIRE GAMES

ROLL FOR DISTANCE

Each Cub Scout rolls a tire as hard and as fast as they can up to a stopping line. The player whose tire rolls the farthest wins.

TIRE ROLLING RELAY

Form two teams and give the first Cub Scout on each team a tire. Place a stake or chair opposite each team on a turning line. On a signal, the first player rolls the tire to the turning line, around the stake or chair, and back to their team to the next player.

◇ WATER GAMES

UP AND UNDER

Swimming Ability Level: Nonswimmers and up

Materials: Playground ball

Dens line up in relay formation in waist-deep water. The first Cub Scout on each team has a large ball. On a signal, they pass the ball overhead to the second player, who passes it between their legs to the third, who passes it overhead, and so on to the end of the line. The last player runs to the head of the line and passes it as before.

CORK RETRIEVE

Swimming Ability Level: All players should be of the "Swimmer" ability level.

Materials: Ample supply of corks or wooden blocks

Scatter a dozen or more corks or blocks of wood on the far side of the pool. On a signal, Cub Scouts jump in and try to retrieve the corks, bringing them back to the starting point one at a time. The Cub Scout with the most corks wins.

LIVE LOG

Swimming Ability Level: All players should be of the "Swimmer" ability level.

Establish a goal at one end of the pool. One Cub Scout is the "log." They float on their backs in the center of the pool. The others swim around the "log." At any time the "log" may roll over and begin chasing the others, who race for their goal. Any player who is tagged becomes another "log," and the game resumes. Continue until there is only one player left who has not been tagged.

◇ WINTER GAMES IN THE SNOW

FOX AND GEESE

Needed: Freshly fallen snow on an open playground

In a large flat area, make a circle about 30 yards in diameter in the snow. Inside, make crisscrossing paths in any direction. Some may be dead ends. Where the paths cross in the center, make a safe zone. Make more than one circle, depending on the number of players, and make sure the circles are connected. One player (the Fox) chases the others (the Geese), but all must stay on the snow paths. When the leader says "Go," the Fox chases the Geese, trying to tag one of them. A Goose can't be tagged while standing in the safe zone, but if another Goose wants to use the safe zone, the first Goose must give it up. When Geese get caught by the Fox, they become the new Fox.

SNOWBALL SHARPSHOOTING

Materials: Old sheet or blanket or piece of cardboard, clothespins, scissors

Hang an old sheet or blanket on a clothesline with plenty of clothespins. Cut three or four holes in the sheet, each 8 to 12 inches across. Players stand 12 to 15 feet away and try to throw snowballs through the holes. Each snowball that goes through a hole is worth one point. If players become real sharpshooters, have them move farther away to throw.

Variation: For Tigers or younger children, use a hula hoop as the target. Suspend it from a tree or clothesline. A player could hold the hoop and use it as a moving target, slowly moving up or down as the other players aim and shoot.

APPENDIX 5
OUTDOORS

Outdoor activities are an important part of Cub Scouting. We all learn to appreciate and care for the beautiful environment all around us as we hike, explore, and investigate the world. The Cub Scouting outdoor program is a foundation for the outdoor adventure Cub Scouts will continue to experience when they move on to a troop.

All Cub Scouts should have opportunities to enjoy the outdoors. Remember: You don't need to go far to share the wonder of nature with children. There are many opportunities for everyone to have outdoor experiences—even just in the neighborhood. Also remember that Cub Scouts with special needs can often enjoy outdoor activities with only minor modifications to the activity.

WHAT TO DO IF LOST

Have everyone learn the following suggestions using the visual cue of a stop sign.

S – T – O – P!

S = Stay calm. Stay where you are. Sit down, take a drink of water, and eat a little trail food. Stay where you can be seen. Don't hide! You are not in trouble.

T = Think. Think about how you can help your leaders or others find you. Stay where you are, and be sure people can see you. Make yourself an easy target to find. Remember, people will come to look for you. Stay put, be seen, and help them find you!

O = Observe. Listen for the rest of your group or people looking for you. Blow your whistle three times in a row, then listen. Three of any kind of signal means you need help, and everyone will try to help you.

P = Plan. Stay calm, stay put! Plan how to stay warm and dry until help arrives. Don't worry, you will be found.

HEALTH AND SAFETY

The health and safety of everyone in the den must be one of the first considerations in planning any outdoor activity. Try to anticipate and eliminate hazards—or at least warn against them. Most accidents can be prevented. The *Guide to Safe Scouting* should be the primary resource for safety policies and procedures, and the most current version is available online at www.scouting.org. Additionally, see the *Cub Scout Leader Book* for outdoor safety rules, and see Safe Swim Defense (swimming) and Safety Afloat (boating) information at www.scouting.org/health-and-safety/gss/gss02.

Also, follow these tips when planning and conducting an outdoor activity:

- Always get permission from parents or guardians for activities that are held away from the regular den and pack meeting places. Parents and guardians of the Cub Scouts in your den should always be invited and feel welcomed to participate.
- Be sure to have enough adult leaders for the activity planned. Always follow the policy of two-deep leadership.
- Check out the site before the activity. Find out about gathering places, restroom facilities, and safe drinking water. Look for hazards such as poison ivy.
- If applicable, get permission from the owner to use the property.

- Use the buddy system to prevent anyone from getting lost. Coach everyone who is attending in advance about what they should do if they get lost. (Refer to the lesson at the beginning of Appendix 5.)
- Carry a first-aid kit and know how to use it. Know basic emergency first-aid procedures.
- Have adequate and safe transportation.
- When leaving the site, take everything you brought with you. Leave the site in its natural condition.

FUN ON HIKES

When did you last watch a colony of ants scurrying about as they worked hard? Or investigate a hollow tree? Or travel an unbeaten path? These are just a few things that you can do when you go hiking. The fun lies in observing everything around you as you hike, and while observing, talking about what you see. Enjoy nature—*but don't remove growing things from their natural habitats.*

You can hike in your own neighborhood or a nearby park, or you can travel to an out-of-the-way location. Or go to a nature center. Many nature centers include wheelchair-accessible trails so all can participate.

There are many types of nature hikes, some of which include nature activities. Several nature hikes are described here. See the *Cub Scout Leader Book* for other types of hikes and for hiking safety rules. *Note: Always use the buddy system on hikes for safety and to prevent anyone from getting lost. Buddies should remain together at all times.*

TYPES OF HIKES

SEASONS HIKE

Materials: Pencils and crayons, notebooks for data collection, field guides

Choose a hiking area that you can hike in each season of the year. Each season, Cub Scouts make a list of things they see along the way. Have them draw a particular area along the trail and how it changes. Which things remained the same each season? How many things changed as the seasons changed? (It's a good idea to collect and keep these notebooks between seasons.)

WEB OF LIFE

Materials: Pencil, paper

Animals, plants, and habitats rely on each other and form a "web of life." The soil nourishes the tree; the tree shelters the animal; the animal dies and adds nutrients to the soil. Everything in nature is affected by the many other things living around it.

Have the Scouts in your den draw 12 small circles on paper where the numbers would be on a clock face. In each circle they draw or write the name of something they see along the hike. Encourage them to include different types of things: rocks, animals, plants, river, etc. Then have them draw a line from one circle to everything it affects or is affected by it. Continue doing the same with the other 11 circles. They have now created a web of life for this area. Was there anything that didn't have lines and didn't affect anything else? What would happen if you covered up one of the circles and it was gone from your area? How many other things would its absence affect?

TRACKS AND SIGNS

Be a keen observer whenever you are out in nature. Look for all types of signs of animals and birds. Identify bird and animal tracks. Make plaster casts of animal tracks.

MICRO HIKE

Materials: Strings 3 to 5 feet long, magnifying glasses (if available)

Lay strings out along an area to study, and provide everyone with a magnifying glass if possible to add to the experience. The Scouts inch along the string trail on their stomachs, with their eyes no higher than 1 foot off the ground. They may see such wonders as grass blades bent by dewdrops, colorful beetles sprinkled with flower pollen, powerful-jawed eight-eyed spiders, and more. Ask questions to stimulate their imaginations: "What kind of world are you traveling through?" "Who are your nearest neighbors?" "Are they friendly?" "Do they work hard?" "What would life be like for that beetle—how would it spend its day?"

NATURE SAFARI

Materials: Field guides, pencils, paper

This hike will help everyone learn to identify animals. See how many different species each Cub Scout can see on this local safari.

SENSE OF TOUCH

This hike will illustrate the many textures of nature. Make sure that Cub Scouts are instructed to examine the objects they find, not take them. Examples of what the Scouts may look for:

- The hairiest leaf
- The softest leaf
- The smoothest rock
- The roughest rock
- The roughest twig
- Something cool
- Something dry
- Something warm
- Something bumpy

Ask questions such as: “What did you find that was dry? Why was it dry?” “How might it be different tonight? Next summer/winter?” “How did it get there?” “Does it belong there?” “Did people have anything to do with it being there?” “Has it always been the way it is?”

NATURE BABIES

Look for “nature babies”—birds, ferns, leaves, snails, insects, etc. How are the babies protected? How are they fed? Do not touch baby birds or animals. Look only from a little distance. Most babies that seem abandoned by their parents really aren’t. Mother or father may be nearby.

NATURE NOISES

This is a great way to help everyone on the hike notice and enjoy the sounds around them. Stop along the hike at different points. Have everyone sit or stand very still and listen. As they hear a new sound, they raise their hand as a signal. They can “collect” different sounds on their fingers, holding up a finger for each sound they hear. Can you count to 10 in between sounds? Listen for birds, animals, wind in the trees, falling leaves, or rushing water.

COUNT THE COLORS

Materials: Crayons, paper, pencils

Each Cub Scout selects five crayons and colors an area on a piece of paper with each crayon. Take the paper on a hike and write each object found that matches the colors. Write them under the colored area on the paper. Ask how many colors they can see without moving from where they are.

INCH HIKE

Materials: Small rulers

Find as many objects as possible that are 1-inch high, long, etc. Use the small rulers to measure. This helps Cub Scouts notice the small things that they might otherwise overlook.

A-B-C HIKE

Materials: Pencils, paper

Write the letters of the alphabet vertically on a piece of paper. On the hike, find an object, sound, or smell in nature for each letter and write it down.

◇ STRING-ALONG HIKE

Materials: 36-inch piece of string

Take the piece of string 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 in the circle. Then stretch the string in a line and see how many different things touch it.

◇ SURPRISE BREAKFAST HIKE

Materials: Breakfast fixings for everyone

Make arrangements ahead of time with the parents of your Cub Scouts to go on a "surprise" hike. Everyone meets early in the morning and heads out on an early morning hike, cooking (or providing) breakfast outdoors.

◇ NIGHT HIKE

In areas where it is safe to walk at night, try a hike after dark. This activity works best during a bright full moon. See how different things look, smell, and sound at night. Don't use flashlights, as they will lessen your ability to see and reduce your awareness of what is happening in the dark. Carry flashlights for emergency use only.

◇ SILENT HIKE

This hike can be difficult to accomplish but powerful in helping everyone on the hike appreciate the world around them. Have the Cub Scouts in your den sit alone and a few feet apart for a short period of time. On the den leader's signal, the group begins to move along the trail tapping shoulders and pointing to share the sights and sounds of the hike. No talking!

HIKING GAMES

While out on a hike you might want to stop to have a rest, enjoy lunch, or play a game. Here are some ideas for activities while taking a hiking break.

◇ KNOW YOUR ROCK

Materials: Tape, pencil, rocks found on your hike

Each Cub Scout finds a fist-sized rock, remembering where they found it so they can return it after the game. All sit in a circle with eyes shut, holding their rocks. Tell them to "get to know" their rocks by the feel, texture, smell, etc. After a few minutes, collect the rocks, mix them up, and redistribute them. The Cub Scouts pass the rocks around the circle and try to identify their own rock with their eyes still shut. To help prevent any disagreements, affix a small piece of tape to each rock with the owner's initials. Be sure to remember to remove the tape when you leave the rock behind!

◇ KNOW YOUR LEAF

Materials: Leaves

This is similar to Know Your Rock. With eyes open, Cub Scouts each get to know a leaf by its shape, size, color, veins, etc. Then put all leaves in a pile and let Scouts try to find their own leaves one at a time, explaining to the group how they did it and what they looked for.

GRAB BAG

Materials: 15 items from nature, 15 small paper bags

Collect 15 items from nature, such as pinecones, nuts, shells, etc., and place each in a small paper bag. Pass the bags around the circle of Cub Scouts and let them try to identify the object by feeling the outside of the bag.

NATURE PHOTOGRAPHER

For this activity, Cub Scouts work in buddy pairs, with one acting as the "camera" and the other as the "photographer." The photographer guides the camera, who has their eyes closed, to an interesting nature picture. When the photographer is ready to "take the picture," they tap on the camera's shoulder to signal them to open and close their eyes. The photographer can "adjust" a camera to take tight- and wide-angle shots and to use interesting angles and perspectives. The camera and photographer should talk as little as possible to enjoy this experience. The photographer should also remember to guide the camera safely. After several pictures have been taken, it will be time for the photographer and camera to switch positions and begin again.

NATURE KIM'S GAME

Materials: Nature items, towel or jacket

Gather nature items such as pinecones, leaves, twigs, rocks, etc. Place them in an area for the Cub Scouts to study. After a few minutes, cover the items with the towel or jacket and have them try to remember all the now-hidden items.

CAMOUFLAGE TRAIL

Materials: 15 or 20 human-made objects

This game can open doors to a discussion about how an animal's color can help protect it. Along an area of trail, place 15 or 20 human-made objects. Some objects should stand out and be bright colors. Some should blend in with the surroundings. Keep the number of objects a secret. Cub Scouts walk along the section of trail, spotting as many objects as they can. When they reach the end, they whisper to you how many they saw. Invite them to go back and see whether they can spot any that they missed. Be sure to track the objects you have placed and collect them all when the game is finished.

NATURE SCAVENGER HUNT

This hunt is intended to test everyone's knowledge of nature in an exciting competition. It is run like any scavenger hunt—each group gets a list of objects from nature with the goal of finding as many as possible within a given time limit (10 to 20 minutes). Set boundaries for the hunt, and list 20 to 50 objects from nature that can be found within the area. Objects should be common enough that a Cub Scout can identify most of them. Make sure that they are marking these items off their list and leaving the items themselves undisturbed. Your list will reflect nature items that can be found in your locale, but here are some common suggestions:

Anthill	Oak leaf	Maple leaf
Dandelion	Insect	Cocoon
Spider web	Animal track	Bird's nest
Needle from an evergreen	Barrel cactus	Acorn

BSA OUTDOOR ETHICS PROGRAM

Wilderness conservation depends on understanding and respect for wild places. It also supports the idea that that we do not inherit wildlands from previous generations, but instead we are borrowing these places from our children. What we use now—and what we use up now—will be compromised for future generations.

The Boy Scouts of America has long had a commitment to outdoor ethics and conservation practices.

The Cub Scouting program includes outdoor stewardship and care for the environment as demonstrated through the BSA's Outdoor Code and the Leave No Trace Principles for Kids. These guiding principles serve as part of an overall program supporting ethical decision making in the outdoors and are an appropriate place to start with Cub Scouts.

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.

LEAVE NO TRACE* PRINCIPLES FOR KIDS

Know Before You Go

Choose the Right Path

Trash Your Trash

Leave What You Find

Be Careful With Fire

Respect Wildlife

Be Kind to Other Visitors

Leave No Trace™
Center for Outdoor Ethics | LNT.org

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@ BSA resources for outdoor ethics are available here:
www.scouting.org/outdoorprogram/outdoorethics.aspx

APPENDIX 6
RESOURCE GUIDE FOR AQUATICS ACTIVITIES

WATER SAFETY

Water activities can make good den or pack activities, but safety rules are very important any time a pack is holding an event around water. Some of the Cub Scouts are probably nonswimmers, and it is likely that some who think of themselves as swimmers can't swim very far or safely in deep water.

To ensure safe aquatics activities, the Boy Scouts of America requires implementation of Safe Swim Defense and Safety Afloat plans whenever Scouting units engage in swimming or boating activities. Swimming or boating activities must be supervised by at least one adult with current training in the appropriate program. That training may be obtained at my.scouting.org or at various other Scouting venues. (However, training not done online is valid only if the participants are shown the same video viewed online.)

Safe Swim Defense and Safety Afloat provide awareness training of the procedures and skills needed to keep youth safe in and on the water. A conscientious adult who completes the training should learn enough to decide if he or she is sufficiently experienced and well-informed to make appropriate decisions to prevent incidents and to plan for and respond appropriately during emergencies. Additional information to make that assessment is found in the BSA publication *Aquatics Supervision*, No. 34346. Refer to Appendix 9: Additional Resources for more information.

Aquatics Supervision also serves as the text for Aquatics Supervision: Swimming and Water Rescue, and Aquatics Supervision: Paddle Craft Safety training. Those two adult training courses teach the skills needed to implement Safe Swim Defense and Safety Afloat procedures in various settings. Each course takes approximately eight hours. Check with your council service center for course offerings.

Leaders may also obtain skilled help to plan and conduct safe aquatics activities by consulting with the local council aquatics committee. Check with your council service center for contact information.

BSA SAFE SWIM DEFENSE

BSA groups shall use Safe Swim Defense for all swimming activities. Go to https://www.scouting.org/health-and-safety/gss/gss02 for detailed information about the eight principles.

1. Qualified supervision
2. Personal health review
3. Safe area
4. Response personnel (lifeguards)
5. Lookout
6. Ability groups
7. Buddy system
8. Discipline

HOME SWIMMING POOL SAFETY FOR UNIT EVENTS

All elements of Safe Swim Defense apply at backyard pools even though they may be small, shallow, and familiar. The biggest danger is probably complacency. Adult supervision must be continuous while the pool is in use. A child who can't swim can drown silently within 20 seconds of entering water over their head.

Aquatics Supervision contains safety information specific to both in-ground and above-ground backyard pools. That includes the following:

- Most such pools are too shallow for diving. Diving prohibition should be discussed at a tailgate review for all participants prior to the activity.
- Beginner and swimmer areas may be combined in small, relatively shallow pools.
- Make sure to control access. Many backyard pools are too small to accommodate an entire pack at once. If other activities are also taking place, it may be best to allow only one den into the water at a time rather than allowing Scouts to move at will in and out of the water.
- Many states require pool fencing, which may help with supervision.
- If the uniform depth of an in-ground pool is too deep for short nonswimmers, they may need properly fitted life jackets.
- Rescues, if needed, should be simple. Provide reaching and throwing devices for active victims. A wading assist may be feasible for passive victims.
- For above-ground pools without decks, have a plan to remove large unresponsive adults who suffer a heart attack or other debilitating condition.

GUARDED PUBLIC POOLS WITH LIFEGUARDS ON DUTY

Aquatics Supervision also covers swimming at public pools, waterparks, and guarded beaches.

Important items include the following:

- Dens and packs do not need to assign and equip rescue personnel. Professionally trained lifeguards provided by the venue satisfy that need.
- Unit leaders are still responsible for medical screening, ability groups, the buddy system, discipline, and supervision.
- Many public pools will have a safety line at the 5-foot mark separating shallow and deep water that can be used to help designate appropriate areas for the different ability groups. Otherwise, appoint adult lookouts to make sure nonswimmers and beginners stay in their assigned areas.

It is likely awkward to conduct frequent buddy checks. Therefore, arrange a time for everyone to leave the water and meet at a given location. Then do a head count. Otherwise rely on unit lookouts, buddies, and lifeguards to maintain vigilance. At large waterparks, leaders should accompany dens moving from one feature to another after everyone in the group is accounted for.

BSA SAFETY AFLOAT (Boating Safety)

BSA groups shall use Safety Afloat for all boating activities. Go to www.scouting.org/health-and-safety/gss/gss02/ for more information on the nine principles.

1. Qualified supervision
2. Personal health review
3. Swimming ability
4. Life jackets
5. Buddy system
6. Skill proficiency
7. Planning
8. Equipment
9. Discipline

WATER RESCUE

Water rescue training for the lay rescuer often uses a *reach, throw, row, go* mnemonic to establish a safe, effective sequence for responding to water emergencies. That sequence is important to Cub Scout leaders for two distinct reasons. First it establishes the procedure that response personnel under Safe Swim Defense should follow. If professionally trained lifeguards are not available at a swimming location, then the qualified supervisor has to provide personnel and equipment suitable for likely emergencies. Fortunately, that is often not as difficult as it might first appear. For that reason, a review of the reach, throw, row, and go sequence is appropriate. Important detail can be found in *Aquatics Supervision*.

The other reason for reviewing the sequence is for age-appropriate training of youth. Drowning is the second-leading cause of accidental death for those of Cub Scout age. Therefore, there is a chance that Cub Scouts will be faced with seeing someone in trouble. Cub Scouts have saved people from drowning.

However, there are also double drownings that occur yearly in the United States when well-meaning people of all ages attempt to save drowning victims. Those are often frantic friends and relatives whose swimming skills are no better than those of the person in trouble. Since Cub Scouts often lack swimming skills and the maturity to realize their limitations, it is important to modify the rescue sequence for Cub Scout training to reach, throw, row, and go for help.

Reach: This technique is appropriate to teach Cub Scouts, parents who are nonswimmers, and rescue personnel who are skilled in the water. People who can't swim often begin to struggle immediately after they step into or fall into water over their heads. That is likely to be very close to safety. If so, the rescuer should lie down, reach out, and grab the person. Lying down is necessary since the person in the water will likely stop all effort to remain afloat, and that sudden increase in weight can topple an unprepared rescuer into the water. If the victim is a bit farther out, an extension device such as a pole, paddle, or noodle can be used. Those should be swept to the person from the side, not used like a spear. Victims often cannot reach for an extended item, even if it is just a foot away. Rescuers should therefore be told to place the item under the person's arm or within grasp. Rescuers should also be told to provide loud, clear, simple instructions to the victim, for example "GRAB THIS!"

Throw: The second procedure in the sequence, used when the person is too far out to reach, is to throw the person an aid. A throwing rescue is also appropriate to teach to rescuers of any age and swimming ability. A float with a line attached is best, but any light floating item or a rope by itself may be used. An accurate first toss is required if a line is not attached, but throwing a line takes practice. Ring buoys are

often found at hotel and apartment pools and are good devices for Cub Scout practice. Leaders may also fashion throwing devices from light floating line and a plastic jug with just a bit of water in it for weight. A throwing rescue is best suited to poor swimmers in trouble. Drowning nonswimmers will not be able to reach for the object unless it lands within their grasp, nor will passive victims floating face down or on the bottom.

Row: A boat can be used to provide a mobile platform from which to do reaching or throwing assists. Since Cub Scouts do not have the skills needed for a safe rowing rescue, this procedure is not emphasized for that age group. A boat rescue is also not a common part of an emergency action plan for a unit swim since the swimming area is typically small and within easy reach of shore-based response personnel.

Go: For Cub Scout training, this item should be interpreted as "go for help." That is, they should first shout for help, and if no one responds, seek out a responsible person such as a parent, lifeguard, or park ranger. Poor swimmers should not enter the water to attempt a rescue. On the other hand, a unit swim cannot rely on reaching or throwing rescues for emergency planning. An in-water assist will be needed for a parent suffering cardiac arrest in the water. At guarded swims, *GO* also means going with equipment since lifeguards or response personnel should never be without appropriate rescue aids.

SWIM CLASSIFICATION TESTS

The following content on swim classification tests is taken from the BSA *Aquatics Supervision* guide.

Safe Swim Defense and Safety Afloat guidelines tailor activities to swimming ability. Therefore, the unit leader needs to provide opportunities for swim classification before aquatics outings. Swim tests conducted by council personnel during or just before summer camp give the unit one way to determine swimming ability. However, not all unit members attend camp, new members may join the unit at any time, and some units plan aquatics activities in lieu of summer camp. Therefore, the unit should be able to safely conduct its own swim tests.

SWIMMER CLASSIFICATIONS

Scouting recognizes three basic swimming classifications: **swimmer, beginner,** and **nonswimmer.** Swim classification tests should be renewed annually, preferably at the beginning of the season.

The **swimmer** test demonstrates the minimum level of swimming ability required for safe deepwater swimming. The various components of the test evaluate several distinct, essential skills necessary for safety in the water. A precise statement of the swimmer test is:

> Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

The test administrator must objectively evaluate both the ease of the overall performance and the purpose of each test element. Any conscientious adult who is familiar with basic swimming strokes and who understands and abides by the following guidelines can administer the test.

1. "Jump feetfirst into water over the head in depth. Level off . . ."

The swimmer must be able to make an abrupt entry into deep water and begin swimming without any aids. Walking in from shallow water, easing in from the edge or down a ladder, pushing off from the side or bottom, and gaining forward momentum by diving do not satisfy this requirement. If the swimming area available for the test is not quite over the swimmer's head in depth, or does not provide a platform for jumping into deep water, then a person may be provisionally classified as a swimmer if able to easily bob repeatedly up and down in the water, then level off and begin swimming. The head must submerge without the legs touching bottom. Ideally, the feetfirst entry should be tested at the next available opportunity.

2. ". . . swim 75 yards in a strong manner . . ."

The swimmer must be able to cover distance with a strong, confident stroke. The 75 yards is not the expected upper limit of the swimmer's ability. The distance should be covered in a manner that indicates sufficient skill and stamina for the swimmer to continue to swim for greater distances. Strokes repeatedly interrupted and restarted are not sufficient. The sidestroke, breaststroke, or any strong overarm stroke, including the back crawl, are allowed in any combination; dog paddling and underwater strokes are not acceptable. The strokes need to be executed in a strong manner, but perfect form is not necessary. If it is apparent that the swimmer is being worn out by a poorly executed, head-up crawl, it is appropriate for the test administrator to suggest a change to a more restful stroke. A skilled, confident swimmer should be able to complete the distance with energy to spare, even if not in top physical condition. There should be little concern if a swimmer is out of breath because the distance was intentionally covered at a fast pace. However, a swimmer who barely has the energy to complete the distance will benefit from additional skill instruction.

3. ". . . swim 25 yards using an easy, resting backstroke."

The swimmer must demonstrate a restful, free-breathing backstroke that can be used to avoid exhaustion during swimming activity. It is placed at the end of the distance requirement to emphasize the use of the backstroke as a relief from exertion and may actually be used by some swimmers to catch their breath if they swam the first part more strenuously than needed. The change of stroke must be done without support from side or bottom. Any effective variation of the elementary backstroke is acceptable. The form need not be perfect. For example, a modified scissors kick may be substituted for a whip kick. Restful strokes are emphasized in Scouting as important safety skills that can be used whenever the swimmer becomes exhausted or injured. Some swimmers, particularly current or former members of competitive swim teams, may not be familiar with the elementary backstroke. A back crawl will suffice for the test if it clearly provides opportunity for the swimmer to rest and catch the breath. However, individuals successfully completing the test with the back crawl should be encouraged to learn the elementary backstroke.

4. "The 100 yards must be completed in one swim without stops and must include at least one sharp turn."

The total distance is to be covered without rest stops. It is acceptable for someone to float momentarily to work out a kink in a muscle or to tread water to avoid collision with another swimmer, but not to make up for a poorly executed stroke by repeatedly floating, grasping the side, or touching the bottom. The sharp turn demonstrates the important skill of reversing direction in deep water without support. There is no time limit for completion of the test.

5. "After completing the swim, rest by floating."

This critically important component evaluates the swimmers' ability to support themselves indefinitely in warm water when exhausted or otherwise unable to continue swimming. Treading water will tire the swimmer and is therefore unacceptable. The duration of the float is not significant, except that it should be long enough for the administrator to determine that the swimmer is in fact resting and could continue to do so. A back float with the face out of the water is preferred, but restful facedown floating is acceptable. If the test is completed except for the floating requirement, the swimmer may be retested on the floating only (after instruction), provided the test administrator is confident that the swimmer can initiate the float in deep water when exhausted.

A precise statement of the **beginner** test is:

Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface. Stop, turn sharply, resume swimming, and return to the starting place.

The entry and turn serve the same purpose as in the swimmer test. The swimming may be done with any surface stroke. Underwater swimming is not allowed. The stop assures that the swimmer can regain the stroke if it is interrupted. The test demonstrates that the beginner swimmer is ready to learn deepwater skills and has the minimum ability required for safe swimming in a confined area in which shallow water, sides, or other support is less than 25 feet from any point on the water.

Anyone who has not completed either the beginner or the swimmer test is classified as a **nonswimmer**. The title is descriptive and nonjudgmental. It may represent those just learning to swim who do not yet have the skills to safely venture beyond shallow water. It may also apply to those who have not yet been tested or who have elected to forego the test and to accept the limitations on activities imposed by the classification.

Both nonswimmer and beginner classifications prevent a Scout from gaining the full benefit of aquatics programming. Unit leaders should promote swimming ability to all members and strive to have everyone in the unit classified as swimmers. Such a goal increases each Scout's safety and confidence, provides more recreational and instructional opportunities, and makes it easy for units to administer their own aquatics programs. Note that the beginner test is a requirement for Boy Scout Second Class rank, whereas the swimmer test is a requirement for First Class rank. A unit's ability to conduct swim classification tests also makes it easier to administer rank advancement.

TESTING PROCEDURE

Beginners:

- ✔ Jump into deep water.
- ✔ Swim 25 feet.
- ✔ Turn.
- ✔ Return.
- ✔ Total: **50 feet** with entry and turn

Swimmers:

- ✔ Jump into deep water.
- ✔ Swim 75 yards with strong forward stroke.
- ✔ Swim 25 yards with restful backstroke.
- ✔ Rest by floating.
- ✔ Total: **100** yards with entry and turn

Swim tests are done one-on-one, with the examiner and youth as buddies.

Participant is asked to describe test and confirm comfort with each task. If there is any hesitation, check ability first in shallow water.

All swimming activities, including swim classification tests, follow the elements of Safe Swim Defense. The health history of each individual should be reviewed before testing. No one should be allowed in the water against the recommendations of parents, guardians, or medical providers, such as a physician (MD or DO), nurse practitioner, or physician's assistant. Those who are not allowed to enter the water for whatever reason do not automatically fall into the nonswimmer category. Normally, nonswimmers are encouraged to participate in aquatics activities as an incentive to improve their skills. If the aquatics activities are conducted by the unit, then the adult in charge of the event should know the difference between those classified as nonswimmers on the basis of skill, and those not allowed to swim due to a chronic or temporary physical condition that limits water contact.

The unit may be asked to conduct swim classification tests before participation in a multiple-unit event, such as summer camp or jamboree. In those cases, care should be taken to preclude participation in an event as a nonswimmer by someone who should not be in the water. The unit leader should discreetly communicate such situations to the event supervisor. The youth should be privately put on their honor not to circumvent any restrictions.

Situations may arise when special consideration should be given to those with temporary medical conditions. For example, yearly swim classification renewals may be scheduled just before a canoe trip. A medical provider may approve a person with an ear infection or a sutured wound to go on the trip, but caution against submerging the head or the bandage. Since it would be difficult to administer the swim test without getting the ears or the wound wet, the adult leader might classify the Scout temporarily as a nonswimmer. That, however, would prevent the Scout from paddling in a canoe with their buddy. If the unit leader has sufficient evidence that the Scout is indeed a good swimmer—one who has earned the Lifesaving merit badge, for example, or is a member of a swim team—then an extension of the Scout's previous swimmer classification is appropriate until he heals sufficiently to retake the test.

The ideal place to conduct a swim test is a swimming pool with straight stretches of 25 to 50 yards and clear water at least 7 feet deep at the point of entry. Those taking the swimmer test can then be instructed simply to swim either four or two lengths as appropriate. A pool 25 or 50 meters in length is easily adapted by placing a turning mark or line at the yard mark, or by having the person swim the short extra distance. (Recall that the swimmer test is not meant to demonstrate the maximum distance a person can swim.) The course may also be laid out such that the swimmer follows a circular pattern around the pool rather than back and forth, but be sure to incorporate the sharp turn required by both beginner and swimmer tests.

Very small backyard or apartment pools (less than roughly 20 feet in the maximum direction) are fine for a unit swim, but should be avoided as locations for swim classification tests since likely contact with the sides and bottom during all the turns makes it difficult to judge how well the person can swim. Such pools may also be too shallow to meet the criterion for a feetfirst entry into water over the head in depth.

Tests measure comfort in the water but do not require perfect form.

Any natural body of water that satisfies Safe Swim Defense requirements may be used for swim classification tests. Clear water is preferred over murky water; warm water over cold water. A pier that extends from shore to deep water is ideal for the feetfirst entry in the requirements, but a floating platform can also be used.

If a pool open to the public is used for testing, try to schedule a time when the pool is less crowded. Inform pool personnel of what you are doing. A guard may be willing to clear an area briefly if you have only one or two Scouts who need the test.

During swim classification tests, the swimmer and the test administrator form a buddy pair. If there is a large group needing tests, then several testers are useful. Individual testing is required. Unit members should not be aligned at each lane and started at once, as in a swim competition.

Rest stops are not allowed. However, the course should be close to the side to allow for resting and easy assists if needed.

Although the tests may be explained to the unit as a whole, the test administrators should briefly review the tests with each participant. Each person should be asked if he or she would like to first try the beginner or the swimmer test. If the person asserts the ability to easily swim 100 yards, then it is not necessary to take the beginner test before the swimmer test. Youth who are hesitant may take the beginner test first and follow it with the swimmer test if that seems appropriate. Those who fall just short of the required distances may be given a few pointers, a rest, and another try. Those who cannot complete the tests should be congratulated

on how far they got, encouraged to practice, and told that they will be able to retake the test at a later date. If a person in a swimsuit at the swimming area decides not to take either test, they should be encouraged to slip into shallow water and show what they do know. That is, professed nonswimmers should be part of the overall unit activity, not shunted aside in the interest of time. Everyone should be encouraged to try to swim to the best of their ability, but no one should be coerced into the water.

Some participants may be willing to jump into water over their head even though they have never done it. Therefore, every participant should be asked if they have jumped into deep water before. If they have not, first confirm that they can swim in shallow water and then see if they are comfortable in deep water with a slide-in entry at the edge. The test may proceed once the person demonstrates comfort in deep water.

With proper screening, those taking the test should not be at risk of a bad experience. Nevertheless, test administrators should be ready and able to provide immediate assistance if the swimmer does need help, perhaps due to a cramp or exhaustion. Ideally, the course for the beginner test should be alongside a pool deck or pier so that the swimmer is always within a hand's reach or a single stroke from support. The course for the swimmer test should be within reach of a pole. The best way to keep poles ready for use is to lay them along the edge of the pool or pier. A pole is then within easy, unobtrusive access at all times. If the course incorporates a floating dock in a natural body of water, then the feetfirst entry and first few strokes should be within easy reach. If the course then extends beyond the reach of a pole, the swimmers should be either within reach of rescue personnel in a rowboat or canoe or within easy throwing distance of a ring buoy on a line or a throw bag. If a person taking the test succeeds in leveling off after the feetfirst jump, then the most likely need will be to encourage a tired swimmer to come to the side under their own power. In a few cases, a reaching assist may be needed immediately after the feetfirst entry. Test administrators should be skilled in basic rescue techniques to satisfy Safe Swim Defense guidelines for trained safety personnel. If there are others in the water not taking part in the testing, then additional response personnel (lifeguards) are needed. In either case, a lookout is required to monitor all in-water activity.

SWIM TEST ANXIETY

Both the unit leader and the test administrator should be sensitive to those who may be fearful of the water, uncertain of their ability, worried about peer reaction, otherwise apprehensive, or simply confused about the process and what is expected of them. The unit leader should work with the test administrator to help prepare such Scouts for the swim test, particularly when it is conducted by someone the Scout is unfamiliar with, such as staff at resident camp or at a multiunit, council-organized swim test prior to camp.

The first day of a camp program may be an overwhelming experience for Scouts for many reasons—being away from home and the support systems that home provides, the thrill but uncertainty of what they will experience at camp, and perhaps thoughts of how they will measure up in comparison to their buddies. At summer camps, the swim test is often the first program activity where Scouts both interact significantly with those outside the unit and are asked to perform to a standard. That experience may produce significant anxiety for a small number of youth. However, there is no justification for fears to be realized. The unit leader can help prepare those Scouts both before and at camp so that the swim test is a positive experience. The following items should help leaders recognize and reduce anxiety about the testing process:

- **Early identification.** Scouts who may be anxious around the water or with the swim test process should be identified well before summer camp or other event for which the test is required. Comfort around the water should be included in the leader's discussion with parents for youth who join the unit. The leader should also talk to the Scouts themselves. For Cub Scouts, check to see if swimming is an interest. Be sure to watch for nonverbal cues to see if their body language matches what they say.
- **Year-round swimming programs.** A year-round swimming program provides meaningful and fun activities and allows the leader to observe firsthand the comfort level of Scouts around the water. It also provides an opportunity to see how unit members respond to those reluctant around the water or with lesser swimming ability.

- **Prepare the unit for the test.** The leader should familiarize Scouts with the swim test process. Explain the purpose of the test and how it will be conducted. Explain that each Cub Scout's swimming ability may be different and that the better swimmers are expected to encourage and support those with lesser ability. Remind everyone that opportunities to retake the test will be provided to those who don't make it as far as they would have liked. Encourage any Cub Scout who needs to speak with the leader away from their peers to do so. And remember that no one should be forced—whether by anyone's statement or through peer pressure—to take either test if they choose not to.

APPENDIX 7
LEADER HELPS

KNOTS AND ROPES

WHIPPING A ROPE

Ropes are made of twisted fibers. When a rope is cut, the fibers separate. You can whip the ends in place with string so the rope won't unravel.

Cut off the part that has already unraveled. Take a piece of strong string, dental floss, or thin twine at least 8 to 10 inches long. Make a loop and place it at one end of the rope.

Wrap the string tightly around the rope. When the whipping is as wide as the rope is thick, slip the end through the loop. Then firmly pull out the string ends and trim them off.

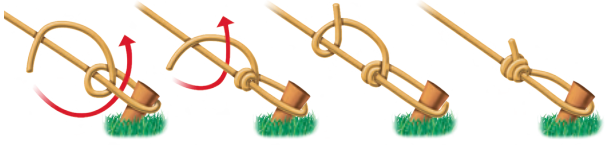
FUSING A ROPE

Rope and cord made of plastic or nylon will melt when exposed to high heat. Cut away the frayed part of the rope. Then, working in a well-ventilated area, hold each end a few inches above a lighted match or candle to melt and fuse the strands together. Melted rope can be hot and sticky—don't touch the end until it has cooled. Do not try to fuse ropes made of manila, sisal, hemp, cotton, or other natural fibers, because they will burn rather than melt.

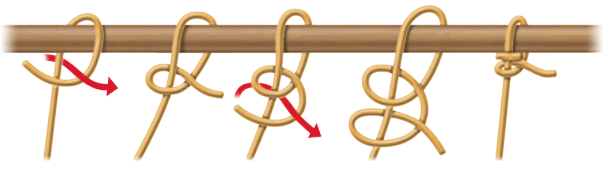
KNOTS FOR CAMPING

You will use rope for many purposes when you go camping. These knots will come in handy for different situations.

1. **Square Knot:** For tying two ropes together and for tying bandages in first aid.



2. **Taut-line Hitch:** For tightening and loosening a rope easily and for use on tent guy lines. Tighten or loosen the knot by pushing the hitch up or down.



3. **Two Half Hitches:** For tying a rope to a post or ring. This knot is strong but is easy to loosen.

4. **Bowline:** Used when you want a loop that will not slip or close up. It is often used in rescue work.

APPENDIX 8
AWARDS

AWARDS CUB SCOUTS CAN EARN

The following awards can by earned by Cub Scouts. Visit Scouting.org to learn more about each individual award and to find current requirements.

◇ CONSERVATION GOOD TURN AWARD

The Conservation Good Turn is an award packs may earn by partnering with a conservation or environmental organization to choose and carry out a Good Turn in their home communities.

◇ OUTDOOR ACTIVITY AWARD

Tiger, Wolf, Bear, and Webelos Scouts have the opportunity to earn the Cub Scout Outdoor Activity Award. Scouts may earn the award in each of the program years as long as the requirements are completed again each year. Cub Scouts complete specific requirements for each rank, including a number of different outdoor activities.

◇ NATIONAL SUMMERTIME PACK AWARD

The National Summertime Pack Award encourages packs to be active when school is out for the summer. Youth and adult pack members can earn the award by taking part in one activity per month in June, July, and August.

◇ SCOUTSTRONG HEALTHY UNIT AWARD

When Scouts recite the Scout Oath and Scout Law, they promise to keep their mind and body fit. Help Cub Scouts in your den keep that promise by following three healthy practices at all meetings and gatherings: drink right, move more, and snack smart. Your den can earn the SCOUTStrong Healthy Unit Award by fulfilling the following requirements during meeting times:

Drink right: Make water the main beverage (six meetings).

Move more: Include 15 minutes of fun physical activity (nine meetings).

Snack smart: Serve fruits or vegetables, when snacks are provided (three meetings).

When Scouts achieve and wear the SCOUTStrong Healthy Unit Award, they're creating a standard for meetings. This builds a healthy Scouting experience that can establish lifelong habits. Plus, activities for the award match many advancement requirements. Find a tracker to record your den's progress toward this award and additional resources at Scouting.org.

◇ STEM/NOVA AWARDS

The Nova awards for Cub Scouts are for Wolf, Bear, and Webelos Scouts who are interested in learning more about science, technology, engineering, and mathematics. These awards may not be earned by Lions or Tigers.

For their first Nova awards, Scouts have the opportunity to earn the Nova award patch, followed by three more π pin-on devices. The patch and the three devices represent each of the four STEM topics. The Supernova awards have more challenging requirements and recognize more in-depth, advanced achievement in STEM–related activities.

◇ WORLD CONSERVATION AWARD

The World Conservation Award for Cub Scouts provides an opportunity for individual Wolf, Bear, and Webelos Scouts to "think globally" and "act locally" to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources, and that we are interdependent with our world environment.

Requirements for this award must be completed *in addition to* any similar requirements completed for rank. This award may not be earned by Lions or Tigers.

APPENDIX 9
ADDITIONAL RESOURCES

RESOURCES, FORMS, AND APPLICATIONS

*** Items with an asterisk are available at scouting.org.**

† Items with a dagger symbol are available at www.scoutshop.org or at your local Scout shop.

★ Items with a star are available at my.scouting.org or through local council training.

◇ DEN AND PACK MANAGEMENT

Bear Den Leader Guide, No. 37001 †

BSA Annual Health and Medical Record, No. 680-001 *

Cub Scout Den Record *

Cub Scout Leader Book, No. 33221 †

Den Chief Handbook, No. 33211 †

Lion Kit, No. 39003 †

Meeting Place Inspection Checklist *

Monthly Den Dues Envelope, No. 34209 †

Pack Overnighter Site Approval Form, No. 13-508 *

Tiger Den Leader Guide, No. 37002 †

Webelos Den Leader Guide, No. 37003 †

Webelos Den Record *

Wolf Den Leader Guide, No. 37004 †

◇ UNIFORMING

Adult Leader Uniform Inspection Sheet, No. 34048 *†

Guide to Awards and Insignia, No. 33066 †

Tiger, Wolf, and Bear Uniform Inspection Sheet, No. 34282 *†

Webelos Scout Uniform Inspection Sheet, No. 34635 *†

◇ TRAINING

Aquatics Supervision, No. 34346 †

BALOO (Basic Adult Leader Outdoor Orientation), No. 510-033 ★

Belay On, No. 430-500 *

Climb On Safely ★

Cub Scout Leader Position-Specific Training ★

Cub Scout Leader Fast Start Training ★

How Do I Rate as an Effective Leader? *

Safe Swim Defense, No. 34370 †★

◇ MEMBERSHIP RECRUITING AND LEADERSHIP SELECTION

Adult Registration Application, No. 524-501; in Spanish, No. 524-502 *†

Family Talent Survey Sheet *

Family Information Letter Samples (5) *

Leadership Transfer Notice, No. 28-401 *

Selecting Cub Scout Leadership, No. 522-500 *

Youth Application, No. 524-406; in Spanish, No. 524-423 *

◇ ADVANCEMENT

Advancement Report, No. 34403 *†

Arrow of Light Pocket Certificate, No. 34219 †

Bear (Den) Advancement Chart, No. 34191 †

Bear Pocket Certificate, No. 34221 †

Bear Handbook, No. 33451 †

Bobcat Pocket Certificate, No. 34218 †

Cub Scout Cycle, No. 13-027 *

Cub Scout Insignia Stickers—Large, No. 34650 †

Den Advancement Report *

Lion (Den) Advancement Chart, No. 39000 †

Pack Graduation Certificate, No. 33751 †

Tiger (Den) Advancement Chart, No. 34715 †

Tiger Handbook, No. 34713 †

Tiger Pocket Certificate, No. 34714 †

Webelos Handbook, No. 33452 †

Webelos Scout (Den) Advancement Chart, No. 34187 †

Webelos Scout Pocket Certificate, No. 34222 †

Wolf (Den) Advancement Chart, No. 34182 †

Wolf Handbook, No. 33450 †

Wolf Pocket Certificate, No. 34220 †

◇ PROGRAM PLANNING

Activity Consent Form, No. 680-673 ★

BALOO (Basic Adult Leader Outdoor Orientation), No. 510-033 †★

BSA Cub Scout World Conservation Award *

Buddy tags

Campfire Program Planner *

Climb On Safely brochure, No. 430-099 *

Cub Scout Ceremonies for Dens and Packs, No. 33212 †

Cub Scout Day Camp Administration Guide, No. 430-338 *

Cub Scout Den Meeting Program *

Cub Scout Grand Prix Pinewood Derby Guidebook, No. 33721 †

Cub Scout Leader How-To Book, No. 33832 †

Cub Scout Magic, No. 33210 †

Cub Scout Outdoor Activity Award *

Cub Scout Songbook, No. 33222 †

Cub Scout/Webelos Scout Outdoor Program Guide *†

Den Chief Handbook, No. 33211 †

Fun for the Family, No. 33012 †

Group Meeting Sparklers, No. 33122 †

Guide to Safe Scouting, No. 34416 *†

Individual Campout Checklist for Pack Overnighter *

National Camp Standards, No. 430-056

National Den Award *

National Summertime Pack Award, No. 33748 *†

Pack Meeting Planning Sheet *

Pack Meeting Plans *

Pack Program Planning Chart, No. 26-004 *

Safe Swim Defense, No. 34370 †

Unit Money-Earning Application, No. 34427 *†

Webelos Den Meeting Program, No. 33852 *

Webelos Scout Overnight Checklist *

Your Flag, No. 33188 †

◇ RECOGNITION

Assistant Denner Shoulder Cord, No. 385 †

Den Chief Badge of Office (cloth), No. 387 †

Den Chief Service Award (certificate), No. 33726 †

Den Chief Service Award (shoulder cord), No. 389 †

Den Chief Shoulder Cord, No. 388 †

Denner Shoulder Cord, No. 368 †

National Den Award Ribbon, No. 17631 †

National Summertime Pack Award pins:
- Tiger National Summertime Award pin, No. 14332 †
- Wolf National Summertime Award pin, No. 14333 †
- Bear National Summertime Award pin, No. 14334 †
- Webelos National Summertime Award pin, No. 14335 †

Pack Leader Appreciation Certificate, No. 33755 †

Progress Record for the Cub Scout Den Leader Award *

Progress Record for the Cub Scout Leader's Training Award *

Progress Record for the Cubmaster's Key Award **

Safe Swim Defense Certificate, No. 34243 †

Troop Junior Leader Certificate (for den chiefs), No. 33745 †

Webelos Den Chief Shoulder Cord, No. 457 †

Whittling Chip Certificate, No. 34223 †

◇ CUB SCOUTING FOR CHILDREN WITH DISABILITIES

Cub Scout Leader How-To Book, No. 33832 †

A Guide to Working With Scouts With Special Needs and DisABILITIES*,* No. 510-071 **

Scouting for Youth With Disabilities Manual, No. 34059 *

ILLUSTRATION

Jeff Ebbeler—pages 78 and A-42

John McDearmon—page 38

Rob Schuster—pages 39, 70, 96, 152, A-14, A-28, A-29, A-45, and A-63

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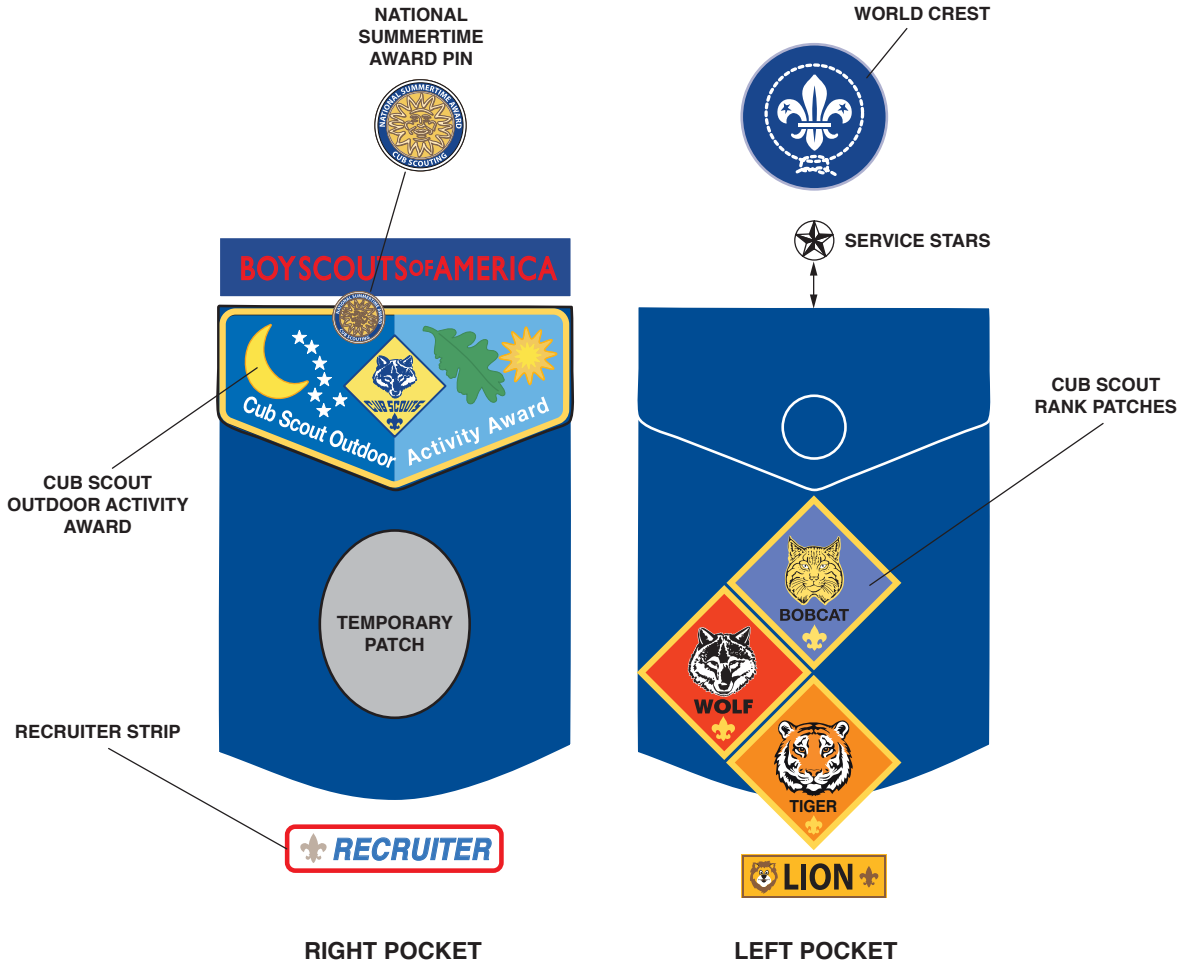
Official Placement of Insignia



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.

SCOUT LAW

Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent

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