

# CUB

Roundtable  
Planning Guide  
2014-2015



# SCOUTS



BOY SCOUTS OF AMERICA®





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MILLIONS OF BOYS

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... GROW SPIRITUALLY

... ARE BETTER CITIZENS

... LEARN LIFE SKILLS

... HAVE FUN!

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# CUB SCOUT

## ROUNDTABLE PLANNING GUIDE 2014–2015

### WHAT IS ROUNDTABLE?

A Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the unit level. The objectives of the roundtable are to provide leaders with program ideas, information on policy and events, and training opportunities. The roundtable is a forum for sharing experiences and enjoying fun and fellowship with other Scout leaders. When skillfully executed, the roundtable experience will inspire, motivate, and enable unit leaders to provide a stronger program for their Cub Scouts.



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# CUB SCOUTING'S CORE VALUES AND THEMES

SEPTEMBER 2014 TO AUGUST 2015

Month	Core Value	Theme
SEPTEMBER 2014	Cooperation	Under the Big Top
OCTOBER 2014	Responsibility	Dollars and Sense
NOVEMBER 2014	Citizenship	Give Goodwill
DECEMBER 2014	Respect	Stars and Stripes
JANUARY 2015	Positive Attitude	Yes, I Can
FEBRUARY 2015	Resourcefulness	Litter to Glitter
MARCH 2015	Compassion	Aware and Care
APRIL 2015	Faith	Soaring the Skies
MAY 2015	Health and Fitness	Backyard Fun
JUNE 2015	Perseverance	Go for the Gold
JULY 2015	Courage	Under the Sea
AUGUST 20145	Honesty	Play Ball

# ROUNDTABLE OVERVIEW

The 2014–2015 *Cub Scout Roundtable Planning Guide* is designed to help you plan and produce a successful roundtable program for your district. For the 2014–2015 program year, you will find:

- Program agendas that include the key elements for presentation of a Cub Scout roundtable. Recommended times for each activity will help you maintain a reliable schedule.
- Big Rock topic plans that can be used flexibly to meet the needs of the combined roundtable group.
- Cub Scout interest topic plans that can be used flexibly to meet the needs of Cub Scout leaders.
- Supplemental resource sheets that include activities, ceremonies, and other support material that can be used by leaders in their meetings. These suggestions should be used to build the individual Cub Scout leader breakout sessions.

Additional supplemental pack meeting plans that correspond to the monthly Core Value and optional pack meeting theme may be found online at [www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx](http://www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx) and may be downloaded, reproduced, and distributed to roundtable participants for use with their dens and packs.

The Cub Scout program is considered a year-round program. This means that packs and dens are encouraged to meet and conduct activities year-round, and thus, roundtable may need to operate year-round also. This, of course, is up to the council and districts to decide as part of the yearly planning process. Some of the resources listed above, such as Big Rock Topics, may not have plans for every month of the year, and local councils and districts may have unique local topics to be discussed in certain months. Councils and districts are encouraged to use the provided templates to create topics that meet any needs they identify. Topics from previous years are archived on the Roundtable Support page of the Commissioner Website: [www.scouting.org/scoutsource/Commissioners/roundtable.aspx](http://www.scouting.org/scoutsource/Commissioners/roundtable.aspx).

## ROUNDTABLE LEADERSHIP

Overall coordination of all roundtables held in the council is under the jurisdiction of the assistant council commissioner for roundtables. This person reports to the council commissioner and conducts an annual councilwide roundtable planning meeting

followed by a midyear review. This process brings a level of standardization to district roundtable in terms of content by promoting the use of national roundtable guides and other resources while allowing local flexibility for the districts. In some larger councils, there may be multiple assistant council commissioners for roundtable depending on the local needs.

The district roundtables fall under the guidance of the assistant district commissioner for roundtables. This individual oversees the district roundtables in all program areas, reports to the district commissioner, and works with the district structure, but also needs to be responsive to and work in cooperation with the assistant council commissioner for roundtable to see that the annual planning and midyear review programs are well attended by the district program-specific roundtable commissioners. In addition, this is a perfect position from which to see that national roundtable guide materials are being used so that proper program materials are being given to units.

Roundtable programs are then implemented by the program-specific roundtable commissioners for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturing crews. These individuals are responsible for coordinating and conducting the various parts of the roundtable meetings. They make their contributions under the guidance of the positions described above and with the help of the assistant roundtable commissioner position as described below.

Assistant roundtable commissioners conduct tasks directly for the program-specific roundtable commissioners, as mentioned above, to assist in the development and delivery of their monthly meeting agenda and program items. This role replaces the previous position of roundtable staff and allows the assistants to pursue the normal roundtable training and awards structure in place for roundtable leaders. Each program-specific roundtable commissioner would be able to have as many assistants as needed; i.e., Cub Scouts may need several to facilitate their program breakouts, while others may not need so many.

The positions of assistant council commissioner for roundtable and assistant district commissioner for roundtable have specific role descriptions that are available online at <http://www.scouting.org/scoutsource/Commissioners/roundtable/RoundtableChanges.aspx>.

ASSISTANT DISTRICT COMMISSIONERS FOR ROUNDTABLE AND/OR ROUNDTABLE PROGRAM COMMISSIONERS SHOULD BE IN ATTENDANCE AT ALL DISTRICT COMMISSIONER MEETINGS TO REPORT ON ROUNDTABLE ATTENDANCE AND PROGRAM HIGHLIGHTS FOR THE NEXT MONTH. THIS GIVES UNIT COMMISSIONERS IMPORTANT INFORMATION FOR THEIR UNITS.

## TRAINING RECOGNITION FOR ROUNDTABLE TEAM

Roundtable commissioners and assistants should all be trained so they will be fully qualified to present material and teach skills at roundtables in an interesting way. Training opportunities include:

- Roundtable orientation on the commissioner Web page: [www.scouting.org/scoutsources/Commissioners/roundtable.aspx](http://www.scouting.org/scoutsources/Commissioners/roundtable.aspx)
- Roundtable commissioner and team basic training
- Council commissioner colleges/conferences and workshops
- Council trainer development conferences
- The Fundamentals of Training
- The Trainer's Edge
- Wood Badge courses
- Philmont training conferences
- Other local and special-topic training as available

All roundtable commissioners are eligible to strive for commissioner service awards, including the Arrowhead Award and Commissioner Key, the Doctorate of Commissioner Science, and the Distinguished Commissioner Service Award, among others. These awards should be encouraged, and those who have fulfilled the requirements should be publicly recognized for their service and dedication to Scouting.

## THE CUB SCOUT ROUNDTABLE COMMISSIONER

Roundtable commissioners should be knowledgeable Scouters who are able to pull together many different resources to create a high-quality learning and fellowship program. They need not be experts on all topics. Instead, they are willing to find interesting presenters who can add variety and excitement to roundtables for which the commissioner is not the best presenter.

Roundtable commissioners and assistants participate in the process to develop an annual plan for delivery in order to allocate resources, secure presenters, and ensure each meeting offers a high-quality experience to the attendees. These may include local resources such as museums, outdoor associations, education centers, and many other community or special interest groups. The suggested program information in this guide offers both a good starting point and an entire annual roundtable plan.

Once an annual plan is adopted, it should be shared with the units. Sharing the plan in advance helps the units ensure the most appropriate attendees are at each roundtable based on the topic to be presented. For example, a roundtable featuring advancement would be very helpful to a unit advancement chair and new unit leaders who want to learn how the advancement program is administered. Likewise, a program on backpacking would be very relevant to Scoutmasters and assistant Scoutmasters who may have a direct role in coaching the youth leaders who will be presenting that program to the unit or to those planning high-adventure events with these elements.

It is also important for roundtable commissioners to be trained for their roles. They should take advantage of council-level roundtable commissioner training, as well as a broad variety of training in different topics that may be of interest to their attendees.

## USING THE CUB SCOUT ROUNDTABLE PLANNING GUIDE

Much of how the roundtable team chooses to use this planning guide will depend upon experience, direction of the council, and needs of the individual districts. Being flexible is the key to a successful roundtable, but keep in mind that while the program is flexible, policy is not. Roundtables should always accurately represent Boy Scouts of America policy to ensure units receive accurate information so they can present safe and compliant programs.

For those who have never planned a roundtable, the sample program outlines can serve as a great example. Many roundtable commissioners use the outline exactly as written, but each roundtable may be modified to suit the purposes and personalities of the team and the leaders who attend.

As commissioners gain confidence in their ability to plan roundtables, they can add extra features or substitute other topics or activities based on the local needs of those in attendance.

It is recommended that districts follow a similar schedule of activities based upon the annual council roundtable planning conference. This provides some continuity in program and information, thus giving unit personnel the ability to attend any roundtable and find similar activities for helping units build strong programs.

Just be sure to adhere to BSA policies, add the personality and interests of your roundtable team, and have FUN!

## PACK ACTIVITIES

The sample roundtable programs in this guide give suggestions for pack activities that will occur in the months that follow. For such major activities as the blue and gold banquet and the pinewood derby, some roundtable commissioners prefer to have suggestions two or even three months in advance. Discuss such events well ahead of time with the roundtable team and experienced den and pack leaders. Distribute and use the Getting to Know You surveys and Roundtable Program Evaluation forms, included in this guide, with your participants. Go through the monthly plans in this guide and, if needed, adjust your roundtable plans accordingly. Be flexible to suit the needs of your district, and always keep in mind that the primary purpose of roundtable is unit service.

## LENGTH AND FORMAT OF ROUNDTABLE

Experience has shown that although roundtable meetings for each of Scouting's programs (Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing) can be successfully conducted separately, a greater benefit is derived from the fellowship and unity that comes from holding these meetings on the same night and in the same location.

Roundtable commissioners will find the 2014–2015 plans allow for a great variety of roundtable configurations. Using these plans, your roundtable may be 60, 90, 120, or 180 minutes, based on the district needs and frequency of meetings. The first section of each plan is designed for all program areas to share common interests and concerns in a joint meeting, and the second section separates participants into breakout groups by program.

Many districts choose to offer time after the closing of the meeting (often referred to as "cracker barrel") to allow Scouters to mingle and share experiences, fellowship, and ideas one with another. Refreshments or other activities may be provided, but be mindful of team and participants' time and budget constraints.

## TECHNOLOGY AND ROUNDTABLE DELIVERY

When a local district is in a tightly contained geographic area, such as a suburban area of a major city, meeting in person is usually both easy and convenient. But face-to-face roundtable meetings become more difficult when a district includes several counties and many roads in the district are rural two-lane roads. The amount of time required to drive to the roundtable site from the farthest reaches of the district may discourage unit leaders from attending in person, especially in poor weather. Roundtable teams for such districts should consider alternative methods to reduce the geographic barriers to roundtable attendance.

One alternative might be a longer roundtable format (up to 180 minutes) that permits attendees to receive more training and better justify the time required to travel to the roundtable site. This longer format may not be used every month but rather in alternate months or even quarterly. Another alternative might be hosting roundtables in two or more locations on a rotating basis. If the district leadership is able to do so, the district could hold more than one roundtable per month, each in a different part of the district. Each of these alternatives has been used successfully in parts of the country.

If those alternatives aren't practical, the leadership of a geographically large district should consider whether it is preferable to deliver at least some portion of the roundtable using one or more of the commercially available telephonic or video services. Some issues to consider and resolve include:

- Availability of telephone jacks in the meeting rooms and/or suitable Internet connectivity at the roundtable site (including Wi-Fi)
- Availability of the equipment necessary to record and transmit a roundtable from the host site, including cameras, quality microphones, and lighting
- Cost of the various telephone or video services
- Limits imposed by the service provider on the number of simultaneous participants
- Whether to record and broadcast the joint session and all the breakout sessions or just the joint session, keeping in mind the need for more equipment if multiple breakout sessions are filmed simultaneously
- Whether to enable two-way communication so remote participants can ask questions and participate in group discussions, or whether the remote participants are only able to listen to presentations
- Whether the remote participants have access to the necessary technical resources (equipment and bandwidth) to receive a particular type of telephonic or video feed

Another consideration is ensuring a sufficiently large in-person attendance to maintain the camaraderie that is the essence of most successful roundtables. The district leadership should determine whether the in-person attendance can be maintained if the roundtable is broadcast to everyone in the district in real time, or whether it would be better to limit access to recorded roundtables to leaders of selected units. YouTube videos and podcasts can be posted a few days after the actual roundtable to encourage in-person attendance. And it is possible to post "nonpublic" YouTube videos, for which the Web address is given only to leaders of selected units that are considered to be "sufficiently remote" from the roundtable site.

When the usual roundtable location does not have Wi-Fi or other Internet connections, or when the remote participants don't have access to high-speed Internet (either cable or wireless), it may not be possible to have an effective video roundtable. In such cases, if the meeting room has either a telephone jack or a high-quality cellular signal, an alternative is for the remote participants to use a conference call service. A high-quality speakerphone, possibly one with multiple microphones, should be used to ensure that remote participants can hear all the participants gathered in the meeting room. Districts should email copies of handouts to the remote participants (or post the handouts on the district website) when using a conference call rather than streaming video.

Many services, both commercial and free, are available. However, most of the free services (such as Skype, Google Voice, Google Chat, and Google Hangout) limit the number of simultaneous remote participants to as few as 10. When a district uses a service that restricts the number of free remote participants, the district should evaluate the possibility of having remote participants gather at satellite locations closer to their homes. Each satellite location can count as one participant if several leaders use a single speakerphone or video monitor.

Other services (such as GoToMeeting and TeamViewer) support a larger number of remote participants but require the payment of either monthly or per-minute fees. Some services have tiered fees for different numbers of simultaneous participants. FreeConferenceCall.com is an example of a service that does not charge to set up a call but requires participants to pay for their own telephone service for the call (such as long-distance charges or wireless-to-landline charges). Some councils choose to provide conference call services that are toll-free to remote participants and absorb the cost of the service, whereas other councils require the remote participants to pay for the call.

Some districts may choose to use a blend of in-person roundtables during certain months, real-time remote audio and/or video roundtables during other months, and YouTube videos or podcasts for selected presentations when the primary need is the dissemination of information rather than an interactive discussion. Examples of the latter could include recordings of presentations on Friends of Scouting, Internet Rechartering, or a topic that every new leader should hear as a supplement to available online training. Having these types of topics available via podcast or YouTube videos would enable new leaders to hear that information whenever they accept a position for which that information would be useful without having to repeat basic information at roundtable.

The commissioner newsletter, *The Commissioner*, will include articles on technology options for roundtable delivery in future editions. The first such article appeared in the Fall 2013 newsletter. The Winter 2014 edition included an article on one district's use of YouTube videos of roundtable sessions. Current and archived copies of *The Commissioner*, which is released three times a year, can be found at [www.scouting.org/commissioners](http://www.scouting.org/commissioners).

# PARTS OF A ROUNDTABLE

Roundtables have distinct program elements that help organize the event and manage time effectively. The parts listed below correlate with the program outlines provided in the 60-, 90-, 120-, and 180-minute roundtable format guides. These outlines may be adapted to fit local needs, but each program portion works together to build a diverse, useful, and relevant roundtable meeting that will engage the audience, convey important information, and add to the knowledge and skills of the attendees.

## PREOPENING

The preopening is a definite part of the program, not just a time filler for early arrivals. Make your gathering time interesting and active. It's a way to get people to the meeting on time, and it sets the tone for the roundtable that follows.

**Icebreaker or Mixer**—Organize an interactive, easy-to-join opener such as a get-acquainted game. Ideas for these activities may be found in *Group Meeting Sparklers* and *Troop Program Resources*. An exciting, engaging activity is a way to get people to the meeting on time, and it sets the tone for everything that follows during the roundtable.

## Displays and Information Tables

**Parking lot**—There will be time later in the roundtable to answer any questions your participants may have. Make it easy for them to share their thoughts by creating a “parking lot”—a container, a bulletin board, or any method of collecting written suggestions or questions. Be sure to have plenty of blank cards or sticky notes and pens available.

**Information table**—The majority of interesting district or council event and announcement materials are available here. Have copies of all relevant resources on hand, and where possible, invite the appropriate persons representing that activity to discuss and share with your roundtable participants. When done appropriately, it should relieve the rest of the roundtable from the need for lengthy announcements.

**Other displays**—If the resources are available, set out displays that give pack leaders ideas for their meetings. Encourage leaders to use similar displays at parents' nights or special pack events. The possibilities are endless. Displays can include:

- Craft/activity ideas
- Outing destinations, with pictures of boys having fun
- BSA programs such as World Friendship Fund, Messengers of Peace, Nova, Adopt a School, religious emblems
- Local events such as details on camporees, day camps, council camp programs, district activities, local service opportunities
- Neckerchief slide ideas
- Games that can be made and shared

**Supplies**—Keep a supply of commonly used forms and literature on hand. These could include recruiting fliers, handbooks, den and pack meeting leader guides, registration forms, etc.

## Registration

A roundtable team member should be assigned to greet participants individually as they arrive, help them sign in at the registration table, give them a name tag, and get them involved in

the gathering activity. Getting detailed contact information from attendees is important to following up and extending invitations to future roundtables.

Pay particular attention to newcomers. Perhaps you can identify them with a special name tag. Explain the format of your roundtable, including the use of the parking lot, and make them feel comfortable and welcomed.

## GENERAL OPENING (ALL SCOUTING PROGRAMS)

### Welcome

A program-specific roundtable commissioner or assistant district commissioner for roundtables calls the meeting to order and starts welcoming all participants to the meeting. Start on time. It is unfair to those who arrived on time to have to wait. Beginning with an enthusiastic greeting will set the tone for a fun evening of learning and fellowship.

### Prayer

In keeping with the Scout's duty to God, include a nonsectarian prayer in the general opening session. As some people aren't comfortable praying in public, ensure success by asking a team member or participant in advance to offer the prayer. Begin with an appropriate introduction such as “Prepare yourself for prayer as is your custom.”

### Opening Ceremony

Use a simple opening ceremony that leaders will be able to duplicate in their units. You may wish to delegate this opportunity to a particular pack or group, or use participants if appropriate. Use the U.S. flag to emphasize citizenship, respect for the flag, and character development. Other options, such as reciting the Scout Oath, Baden-Powell words of wisdom, Birthday of Scouting, or alternate flag ceremonies, will provide options for unit leaders to take back to liven up their unit programs.

### Introductions and Announcements

Although you have already welcomed those in attendance, extend a special welcome to newcomers. You may wish to present them with special recognition or a certificate. Make them feel welcome so they'll bring additional unit leaders with them to the next roundtable.

Be sure to explain the flow of the evening's activities. Point out the various program groups and where they will be gathering. Take care of housekeeping items such as the location of restrooms and any policies specific to the building in which you are meeting.

Next, the chairs or committee members responsible for upcoming events give brief promotional announcements. Limit each announcement to a short introductory statement about the event and where more information can be found, such as fliers and websites. Make sure the spokespeople are available for questions and discussion at the preopening information table and assure participants that the handout information will also be available to pick up at the end of the meeting.

Do not let announcements hijack the time and program needs of units! Keep them to a minute or less and emphasize that the fliers contain detailed information.

## Big Rock Training Topic

The Big Rock is a recently added roundtable feature. As part of the joint opening, the Big Rock is information relevant to all Scout leaders across BSA programs.

Big Rocks are aimed at reminding unit leaders of basic information that helps them execute a better program. Examples in this year's guide include such topics as Role of the Commissioner, Outdoor Ethics, and Community Service.

While a number of Big Rocks are provided in this guide, their use is flexible based on the needs of the council or district. If a topic that is not covered needs to be addressed, use the template provided at the end of the Big Rock section to design a local Big Rock topic.

## Commissioner's Minute

This is the chance for the assistant district commissioner for roundtable, or others as appropriate, to give a meaningful thought regarding a Core Value, point of the Scout Law, or other significant and uplifting message. The Commissioner's Minute helps bring the general session to a close and transition to the program-specific breakouts.

Explain that the next session will begin in a few minutes, and point out the locations.

## COMBINED SESSION (CUB SCOUT LEADERS ONLY)

### Core Values and Themes

One of Cub Scouting's 12 Core Values and a related theme are highlighted each month. Ceremonies, Cubmaster's Minutes, Commissioner's Minutes, and some activities at roundtable meetings should reflect that month's Core Value and theme. Roundtables can be a strong influence for pack committees to promote these at their pack meetings.

### Sample Ceremony

A sample ceremony is presented in this section to show leaders how Cub Scouting's purposes and ideals can be symbolized in ceremonies. If some of your packs are known for excellent ceremonies, you might ask their leaders to perform a ceremony. Be sure to involve as many participants as possible.

Ceremonies related to the month's Core Value or supplemental theme makes it more relevant for the unit's monthly use and will enhance it as a take-home idea.

### Skits, Songs, Cheers, and Games

Here is where the "Fun with a capital F" comes in.

Involve all participants for a memorable activity they will take home and do with their Cub Scouts. It is important to encourage everyone to participate. These can come from the *Cub Scout Leader How-To Book*, *Group Meeting Sparklers*, the *Cub Scout Song Book*, and the monthly program resource provided in this guide. They should relate to a coming month's theme.

### Tips for Pack Activity

Packs can always use a new idea or approach to help keep meetings interesting, diverse, and exciting. A roundtable is a great place to share these tips, whether pulled from training resources, suggested by participants, or collected from commissioner observations on unit visits.

Many of the books and media resources developed by the Boy Scouts of America are listed throughout this guide. These resources may provide tips, or roundtable leaders may even choose one or two of these resources to introduce in this part of the meeting. Explain how these materials might help the units deliver a better program for their Cub Scouts and where the resources can be obtained.

Often, leaders are looking for new resources but are simply unaware of where to find them. Keep in mind that there are also many great books, periodicals, and other media tools produced by knowledgeable groups and experts in various fields. Feel free to highlight these as well, but remember to point out any BSA policies that may be in conflict with the materials referenced.

## Cub Scout Interest Topic

The interest topic is a roundtable feature designed to address requests for more variety in roundtable program options. The interest topic may be a training highlight, a review of an upcoming annual event, advancement information, or a variety of other topics related to Cub Scout issues.

Several interest topics have been provided in this guide and can be used as appropriate based on council or district priorities. The topics are written as suggested outlines for a discussion or presentation, and each is customizable to local interests and resources. In other words, they are flexible to fit the local roundtable audience.

The interest topics include a variety of recommended presentation styles designed to create more diversity in how roundtable is presented. Varying the presentation style from month to month can encourage greater participation by units and help keep roundtable exciting.

Four basic roundtable presentation formats are used for the interest topics which can be utilized throughout the program year to create greater interaction and idea sharing among units. A good suggestion is to mix the topics in a way that provides a variety of roundtable formats to increase audience engagement and bring the participants into the program as resources for idea sharing.

- An **expert presentation** features a speaker, often from an outside group or with special training, who imparts knowledge through a presentation.
- An **open forum** roundtable utilizes open question-and-answer exchanges to encourage the sharing of ideas among participants; for example, sharing camping location ideas and program themes.
- A **directed discussion** format is a blend of a presentation and open forum. This guided conversation is designed to address a topic through a planned presentation that includes interaction with the audience to achieve certain goals.
- A **roundtable fair** is a multi-station event, such as a district program preview night, where participants move among different stations and topics in a planned program.

No matter what the presentation format is, be sure to look for ways to help the participants engage in the program so they become part of roundtable, not just attendees. Just as with den and pack meetings, an activity, hands-on experience, and good Q&A create more enjoyable events for the participants and increase the learning opportunity.

Several topics are provided in this guide as outlines that can be localized for each roundtable environment. The council or district is encouraged to use the included template to design local topics for additional program needs.

## CUB SCOUT LEADER BREAKOUTS

Up to this point, all Cub Scout leaders have been together. Now it's time to separate them into groups to present position-specific information. Encourage discussions and participation, and give concrete and ready-to-use ideas. Whenever applicable, conduct a hands-on activity or project that is related to what boys will do in the den meeting. Advancement topics presented will benefit den leaders, as positive advancement also aids positive retention in units.

**Cub Scout den leaders**—Den leaders and assistants focus on ideas for their den meetings and outdoor activities. These ideas should come directly from the *Den and Pack Resource Guide* and give leaders the tools to conduct the next month's meetings. A separate breakout for each program group is recommended: Tiger, Wolf, Bear, Webelos, Arrow of Light.

**Cubmasters**—Cubmasters and assistant Cubmasters focus on the elements of running a fun and well-organized pack meeting, as well as outdoor pack events.

**Pack leaders and pack committee members**—The pack committee chair and committee members concentrate on ways to improve the pack's overall program.

Pack resource sheets, full of ideas for each month's program, are included in this guide as a handout.

### Open Forum (Q&A)

As time permits, roundtable personnel should answer questions posted on the parking lot or any other questions that have come up as a result of the roundtable discussions. For unique, unit-specific questions, ask for a way to get in touch with the individual after the meeting to provide the information needed.

### Closing and Commissioner's Minute

This should be thought-provoking and inspirational. It offers encouragement to the participants to use the skills they learned at the roundtable to provide a better program for their youth. This Commissioner's Minute can serve as a model for the den leader's minute at the end of their meetings. This is done in each breakout group, so it is not necessary to reconvene all the Cub Scout groups.

Be sure to end the roundtable program on time as a courtesy to your attendees and presenters.

## AFTER THE MEETING

### Fellowship (Cracker Barrel)

Knowing that a healthy snack or refreshing beverage awaits may be just the incentive one needs to attend the roundtable. Sometimes simple is best. This fellowship time following the scheduled portion of the roundtable meeting is often a super opportunity for Scouters to connect with each other. However, time constraints must be respected for those needing to clean up. It is critical to check with the vendor ahead of time on use of the facility to be sure that no food restrictions exist. Scouters should feel free to leave at their convenience.

This is a good time to collect Getting to Know You surveys or Roundtable Program Evaluation forms. These completed forms may give you ideas for planning next month's program and help ensure you are addressing the needs of the Cub Scout leaders in your district.

Note: In some of the planning outlines, this function is slated for a different time, rather than the end of the meeting.

### Team Meeting

At the close of each roundtable, conduct a short team meeting to evaluate the meeting, and review the plans for next month's meeting. Make sure everyone involved is ready, and ensure the availability of all necessary materials.

The roundtable commissioner and assistant roundtable commissioners should brainstorm and discuss ideas for a follow-up plan for packs whose leaders are not attending roundtable. Read and review the Getting to Know You surveys and the Roundtable Program Evaluations. The key to new ideas that will pull in new packs and maintain leaders' attendance may be found in these forms.

It is acceptable to perform this function another day to better serve the roundtable team, as long as these after-meeting functions take place.

# ROUNDTABLE MECHANICS

## PACK PARTICIPATION

Roundtables should be presented as learning experiences. Leaders watch demonstrations and then practice what they just learned. Because people learn best by active involvement rather than by observation, Cub Scout leaders attending a roundtable should have as much opportunity as possible to participate. Participation can be as informal as playing a game or making a craft. Or, a segment of the program can be assigned to individuals or a pack in advance, so they have time to prepare. This involvement makes roundtables more satisfying experiences and convinces Cub Scout leaders that these are their roundtables. Pride in doing a task well can help Cub Scouters develop their leadership skills.

## Pack Assignments

Set up a schedule that allows packs or individuals to volunteer in advance to be responsible for presenting a song, skit, game, or ceremony at upcoming monthly roundtable meetings. Your team may wish to provide a specific activity for them to do, such as those suggested in this guide, or you may allow presenters to be creative with their own ideas. Designate a roundtable team member to preview all original presentations for suitability, making sure they meet the purposes of Cub Scouting, the Core Values, and the aims of the Boy Scouts of America. Prior to the meeting, have a team member check on the pack leader's progress in preparing the presentation, and also send a reminder about the roundtable assignment. Ask this team member to be prepared as a backup should the person or pack fail to deliver on the assignment. Do not leave an embarrassing gap in the evening's program.

Encourage packs that present preapproved, original material to make the information available to all roundtable participants as a handout. This will enable all leaders attending to readily use these ideas in their own den or pack meetings.

## Show and Tell

Roundtables are most successful when Cub Scout leaders have the opportunity to share information and ideas with other leaders. Ask pack leaders to bring examples of their den yells and songs, newsletters, den doodles, den flags, and pack meeting props and ceremonies. A special area may be set up to display these items during the preopening.

## Participation Awards

Pack participation is an important part of building roundtable attendance and motivating Cub Scout leaders. A system that has worked well in many districts is to award points to those packs that prepare and present a portion of the roundtable program.

When a certain number of points are earned, the pack gets an award. Packs volunteer for specific assignments for next month's roundtable. Competition for assignments is usually keen, because packs are eager to work toward an award.

## PUBLICITY AND PROMOTION

Promotion is a major key to increasing roundtable attendance. If a roundtable is fun and exciting and meets the needs of the unit leaders, the current participants will keep coming back. But it all begins with getting the leaders there for that very first meeting. Promotion is more than just letting leaders know when and where

the roundtable is happening. Your goal is to make them want to come because of the contacts they can make, the help they will receive in planning and running a meeting, and the fun they will have. Any of your roundtable promotional materials should include the following information:

- **Purpose**—Let leaders know how roundtable meetings will help them in their leadership positions.
- **Involvement**—Roundtables are interactive, hands-on meetings in which participants are actively involved.
- **Contact**—Include the name and phone number of a contact person to answer leaders' questions about roundtables.

Tools that can help with promotion include:

## Fliers

Informational fliers that detail just what a roundtable is all about should be distributed to new leaders in Join Cub Scouting packets and at leader-specific training courses. Continue the distribution throughout the year at day camps, district pinewood derbies, or anywhere else you find Cub Scout leaders.

## Invitations

Computer-generated invitations are easily created and are impressive to the new leader. Have the roundtable team attend training events to hand-deliver invitations and invite new leaders to the roundtable. This could be done at the closing of the training.

## Mailed Announcements

This method can be expensive and time-consuming, but it might be worth the effort and expense for special events.

## Chartered Organization Publicity

If your chartered organizations produce online or printed bulletins, place stories in them. Try church bulletins and company newsletters. This method may be especially helpful for geographically large areas.

## District or Council Newsletter

Be sure your roundtable dates and meeting places are listed on the district and council calendars. Include new information in each month's newsletter article detailing the Core Value and agenda for that month.

## District or Council Websites

Many districts and councils maintain websites. Keep up-to-date information on these sites about plans for upcoming roundtable events. Highlight last month's meeting to get people excited about future roundtables.

We are in the age of instant information and digital presence; be sure the roundtable is part of this. Be sure the location information, start time, and contact information is current and accurate.

## Local News Media

Make brief announcements in the local news section of your community newspaper, or create public service radio announcements. Your local cable television station may have a community bulletin board that will allow you to post information about your monthly roundtable.

## Telephone Trees

Telephone campaigns can take time, but the whole roundtable team can cover a phone list in one evening. Try to keep the conversation to roundtable matters, and set a time limit for each call. Make sure to place your call at a time that is convenient to the recipient. Messages on voicemail can also be effective.

## Email/Social Media

Establish a roundtable email directory of district Cub Scout leaders. Reminders of meetings and special events can be sent efficiently to many people through this avenue of communication. One best practice is to send notes about a completed roundtable out to participants halfway between the completed roundtable and the upcoming roundtable. This serves to remind them of the information they gathered and the fun they had as well as to invite them to the upcoming roundtable with highlights of the planned topics. Plus, it is a golden opportunity to invite them to bring a friend. Another suggestion is to send materials about the roundtable to those leaders who did not attend. This shows that they were missed and provides them with needed information in spite of their absence.

## Road Shows

Develop a slide show or videotaped presentation of your roundtable. Make arrangements for roundtable team members to visit pack committee meetings around your district to show leaders what they are missing.

## ATTENDANCE INCENTIVES

Now that leaders are attending roundtable, what keeps them coming back? A well-planned roundtable program will inspire leaders to try the program ideas they see, and they will want to come back next month for more ideas, fun, and fellowship.

With the many demands on leaders' time, however, roundtable commissioners may want to consider using additional incentives to ensure continued attendance. These could include special recognitions or awards for regular attendance, most meetings attended in a row, or milestones. Sometimes fun items tied to the roundtable theme, corporate logo items donated by local businesses or leaders, or even gag gift-type items from the local dollar store can create an enjoyable incentive that leaders look forward to as a chance to have a good laugh with their fellow Scouters at the end of the planned program. That little something extra might make the difference between a leader attending roundtable or staying home after a busy day.

## Attendance Awards

Name tags and beads are popular attendance awards. They provide immediate recognition to all those attending. As an example, string a blue bead on a vinyl lace to hand out at the roundtable; pass out blue beads at registration each month. Trade six blue beads for a yellow one. After the leader has attended a set number of roundtables, you can present a leather name tag on which to hang the lace and beads. Cub Scouters can wear this totem with their uniforms when attending the roundtable each month. (These awards are not official insignia and should not be permanently attached to the uniform or worn outside your council. They are inappropriate at any meeting that Cub Scouts attend.)

Other attendance awards might include:

- **Slide of the Month**—A simple, easy-to-duplicate neckerchief slide can be presented to all leaders attending.
- **Certificate**—Award a thank-you certificate to packs and leaders who help with the program.
- **Pins**—Give special pins or insignia for a year's perfect attendance.
- **First Nighter**—A first-nighter award for new attendees will make them feel welcome and important.

## Traveling Totem

A totem may be an unfinished ceremonial prop that is awarded to the pack with the highest percentage of attendance. The winning pack brings the prop back the next month with something new done or added to it. At the end of the year, the pack with the greatest average attendance receives the prop as an award.

## Cub Scout Bucks

Cub Scout leaders earn bucks through attendance at or participation in the roundtable. Leaders can use these bucks to purchase personal or pack items at an auction held once a year. Real money is never used. The only way to earn bucks is through roundtable attendance. (Some districts choose to include participation in training events and district activities.) Auction items are donated and collected throughout the year. Note: Be sure to have solicitations of local businesses preapproved by your district or council before you ask a business for a donation.

## Door Prizes or Special Drawings

These awards should be useful to Cub Scout leaders. Use program-oriented handicraft items or kits. If you have built a special piece of equipment to demonstrate a game or ceremony, give it away as a prize. The lucky recipients can use it in their pack activities. You may want to choose your winners in different ways each month—draw names of those attending from a hat, mark name tags in a special way, or randomly place a tag under the participants' chairs. Don't forget to add the announcement of the winning item to your Web page as promotion for others to see.

# ROUNDTABLE COMMISSIONER'S NOTEBOOK

Roundtable commissioners need to track a large amount of information. Good notes can make this much easier. The following pages include several forms that will help you organize information and ideas.

## ROUNDTABLE TEAM MEMBERS

The roundtable team members for \_\_\_\_\_ district

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Phone number \_\_\_\_\_

Email address \_\_\_\_\_

Email address \_\_\_\_\_

Roundtable position \_\_\_\_\_

Roundtable position \_\_\_\_\_

Training completed \_\_\_\_\_

Training completed \_\_\_\_\_

Additional information \_\_\_\_\_

Additional information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Phone number \_\_\_\_\_

Email address \_\_\_\_\_

Email address \_\_\_\_\_

Roundtable position \_\_\_\_\_

Roundtable position \_\_\_\_\_

Training completed \_\_\_\_\_

Training completed \_\_\_\_\_

Additional information \_\_\_\_\_

Additional information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# RESOURCES, CONTACTS, SPEAKERS, MATERIALS, AND SUPPLIES

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

## TRAINING COURSES

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

## INTERNET REFERENCES

1. Website address [www.scouting.org/GuideToAdvancement.aspx](http://www.scouting.org/GuideToAdvancement.aspx)  
Name of resource *Guide to Advancement*
2. Website address [www.scouting.org/HealthandSafety/GSS.aspx](http://www.scouting.org/HealthandSafety/GSS.aspx)  
Name of resource *Guide to Safe Scouting*
3. Website address [www.scouting.org/HealthandSafety/Forms.aspx](http://www.scouting.org/HealthandSafety/Forms.aspx)  
Name of resource Forms such as incident information reports, first-aid logs, etc.
4. Website address [www.scouting.org/Commissioners/roundtable.aspx](http://www.scouting.org/Commissioners/roundtable.aspx)  
Name of resource Roundtable support page including best practices
5. Website address [www.scouting.org/jte.aspx](http://www.scouting.org/jte.aspx)  
Name of resource Journey to Excellence home page
6. Website address [www.scouting.org/scoutsource.aspx](http://www.scouting.org/scoutsource.aspx)  
Name of resource ScoutSource page
7. Website address [www.scouting.org/Media/InsigniaGuide.aspx](http://www.scouting.org/Media/InsigniaGuide.aspx)  
Name of resource Guide to Awards and Insignia
8. Website address [www.scouting.org/training/adult.aspx](http://www.scouting.org/training/adult.aspx)  
Name of resource Adult training page
9. Website address <http://blog.scoutingmagazine.org>  
Name of resource Bryan on Scouting
10. Website address [www.scouting.org/programupdates.aspx](http://www.scouting.org/programupdates.aspx)  
Name of resource Program update information and implementation dates

# ROUNDTABLE ATTENDANCE RECORD



Cubmaster present



Total number people present

Pack No.	ATTENDANCE											
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.

## GETTING TO KNOW YOU

Welcome to our district's Cub Scout roundtable, and congratulations on taking that extra step to be an informed Cub Scout leader. Please fill out this form and return it to a roundtable team member tonight. This information will help the roundtable team to get to know you and better meet your needs.

Your name \_\_\_\_\_

Home address \_\_\_\_\_

Phone number (H) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_

Email (H) \_\_\_\_\_ (B) \_\_\_\_\_

Pack No. \_\_\_\_\_ of (town) \_\_\_\_\_

Chartered organization \_\_\_\_\_

Registered Cub Scouting position \_\_\_\_\_

What Cub Scouting training have you attended? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Previous Scouting experience \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are you an Eagle Scout?  Yes or have earned the Girl Scout Gold Award?  Yes

Occupation \_\_\_\_\_

Spouse \_\_\_\_\_ Scouting experience \_\_\_\_\_

Children (please list their Scouting experience) \_\_\_\_\_

\_\_\_\_\_

How did you hear about roundtable? \_\_\_\_\_

Why did you come to roundtable? \_\_\_\_\_

\_\_\_\_\_

With whom did you come, or did you come by yourself? \_\_\_\_\_

How can roundtable help your unit program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ROUNDTABLE PROGRAM EVALUATION

Please complete this evaluation form on tonight's program. Be honest! Tell us what you liked and did not like. The goal of your roundtable staff is to plan a program that meets the needs of our district's leaders.

What was your favorite topic tonight? \_\_\_\_\_

Why? \_\_\_\_\_

What was the most helpful topic? \_\_\_\_\_

Why? \_\_\_\_\_

What was the least helpful topic? \_\_\_\_\_

Why? \_\_\_\_\_

Did you feel welcome and warmly received?  Yes  No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

Did you feel comfortable participating in the program?  Yes  No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

What portions of tonight's program will you use in your pack or den? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

Do you feel motivated by tonight's program?  Yes  No How so? \_\_\_\_\_

\_\_\_\_\_

What would you change about tonight's roundtable? \_\_\_\_\_

Why? \_\_\_\_\_

Do you plan on returning to the next roundtable?  Yes  No

Would you encourage other Cub Scout leaders to attend?  Yes  No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What program topics would you like to see at roundtable? \_\_\_\_\_

\_\_\_\_\_

# RESOURCE HIGHLIGHTS

- 100 Years of Scouting* (DVD), No. 36105  
*A Guide for Merit Badge Counseling*, No. 34532  
*A Scout Is Reverent*, No. 609269  
*A Time to Tell* (DVD), No. AV-09DVD04  
*America the Beautiful* (DVD), No. AV-08DVD02  
*Baden-Powell and Bugle Calls* (CD), No. AV-054CD  
*Baden-Powell: The Two Lives of a Hero*, No. 34366  
*Boy Scout Handbook*, No. 34554  
*Boy Scout Journal*, No. 34437  
*Boy Scout Nova Awards Guidebook*, No. 34033  
*Boy Scout Requirements* (current year), No. 33216  
*Boy Scout Songbook*, No. 33224  
*Camp Cookery for Small Groups*, No. 33592  
*Communicating Well* (DVD), No. AV-02DVD20  
*Conservation Handbook*, No. 33570  
*Craftstrip Braiding Projects*, No. 33169  
*Fieldbook*, No. 33104  
*First Aid Log*, No. 32352  
*Gospel of the Redman*, No. 33574  
*Group Meeting Sparklers*, No. 33122  
*Guide to Advancement 2013*, No. 33088  
*Guide to Awards and Insignia*, No. 33066  
*Guide to Safe Scouting*, No. 34416  
*High-Adventure Survey Cards*, No. 34241  
*Knots and How to Tie Them*, No. 33170  
*Membership Inventory*, <http://www.scouting.org/Media/forms.aspx>  
*Okpik Cold-Weather Camping*, No. 34040  
*Patrol Leader Handbook*, No. 32502  
*Patrol Record Book*, No. 34516  
*Planning and Preparing for Hazardous Weather* (CD), No. 36129  
*Project COPE*, No. 34371  
*Reverence*, No. 34248  
*Scoutmaster Handbook*, No. 33009  
*Senior Patrol Leader Handbook*, No. 32501  
*Star-Spangled Banner* (DVD), No. AV-08DVD02  
*Stories for Around the Campfire*, No. 34095  
*The Constitution of the United States*, No. 30529  
*This Is Scouting* (DVD), No. 36118  
*Topping Out*, No. 32357  
*Tour and Activity Plan*, No. 680-014  
*Trail and Campfire Stories*, No. 33529  
*Troop Advancement Chart*, No. 34506  
*Troop Committee Guidebook*, No. 34505  
*Troop Program Features, Vol. 1*, No. 33110  
*Troop Program Features, Vol. 2*, No. 33111  
*Troop Program Features, Vol. 3*, No. 33112  
*Troop Program Resources*, No. 33588  
*Troop Resource Survey*, <http://www.scouting.org/Media/forms.aspx>  
*Troop/Team Record Book*, No. 34508  
*Uniform Inspection Sheet—Scout Leaders*, No. 34048  
*Uniform Inspection Sheet—Boy Scout/Varsity Scout*, No. 34283  
*Your Flag*, No. 33188  
*Youth Protection* (DVD), No. 100-023

# ROUNDTABLE PROGRAM AGENDAS

Roundtable is designed to be a flexible delivery method suited to the local needs, availability, and time preferences of the audience. The following agendas represent best practices for a combined opening followed by separate breakout sessions for each Scouting program.

Suggested times are provided for each portion of the program. It is important to start and finish on time out of respect for both the attendees and the presenters. Being timely also ensures that each portion of the program receives proper attention.

# 60-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

GENERAL SESSION—60-MINUTE FORMAT			
Time Allotted	Activity	Person Responsible	Explanation
20–30 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable staff	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.).
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
<b>Start on Time</b>			
20 minutes	<b>General Opening</b>		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, Core Values, etc.
4 minutes	Introduction and announcements	ADC-RT	Include district and council activities and events. Introduce roundtable commissioners and staff and appropriate district volunteers.
10 minutes	Big Rock training topic	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to Core Values, points of the Scout Law, aims of Scouting, etc.
2 minutes	Move and reconvene in separate program areas		

## Cub Scout Roundtable Planning Sheet—60-Minute Format

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders examples for pack meeting ideas; information on policy, events, and training opportunities; and ideas for program, such as crafts, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_ (insert Core Value) \_\_\_\_\_ Cub Scout Core Value for month of \_\_\_\_\_  
 \_\_\_\_\_ (insert theme) \_\_\_\_\_ pack meeting theme for the month of \_\_\_\_\_

CUB SCOUT ROUNDTABLE—60-MINUTE FORMAT			
Time Allotted	Activity	Person Responsible	Explanation
20 minutes from start time	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
15 minutes	<b>Combined Cub Scout leader session</b>	Under leadership of Cub Scout roundtable commissioner	Theme and Core Value may be highlighted here.
1–2 minutes	Icebreaker	Assign to assistants or participants	
1–2 minutes	Ceremony/skit/song/game	Assigned to assistants or participants	Can come from the <i>Cub Scout Leader How-To Book</i> and other resources and should relate to the coming month's theme
5 minutes	Tips for Pack Activity	Assigned to assistants or participants	Should relate to the coming month's theme, but can be determined by the council or district
8 minutes	Cub Scout interest topic	Use appropriate people from district based on the topic	May be training highlight, annual pack events, timely topic, theme or Core Value of the month, advancement topic, record keeping, JTE, etc.
	<b>Q&amp;A</b>		
2 minutes	Movement time		
20 minutes	Cub Scout Leader Breakouts		Program features for each group come directly from the <i>Den and Pack Meeting Resource Guide</i> .
	Den leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Separate session for each group if possible: Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Webelos leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Cubmasters 1. Hands-on activity 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, pack management, etc.
	Committee members Discussion topics	Assistant roundtable commissioner	Provide topics of interest for committee members to enhance the pack committee.
1 minute	Closing/Commissioner's Minute	Assistant roundtable commissioner	Should be inspirational and encourage troop members to participate in future roundtables.
<b>End on Time</b>			
	<b>After the Meeting</b>		
	Refreshments and fellowship for all	Assigned to assistants or participants	Time for fellowship before cleanup is stressed
	Team meeting	Cub Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

# 90-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

GENERAL SESSION—90-MINUTE FORMAT			
Time Allotted	Activity	Person Responsible	Explanation
20–30 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable staff	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have people on hand to assist participants.
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
<b>Start on Time</b>			
20 minutes	<b>General Opening</b>		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, Core Values, etc.
4 minutes	Introduction and announcements	ADC-RT	Include major district and council activities and events. Introduce roundtable commissioners and staff and appropriate district volunteers.
10 minutes	Big Rock training topic	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to Core Values, points of the Scout Law, aims of Scouting, etc.
2 minutes	Move and reconvene in separate program areas		

## Cub Scout Roundtable Planning Sheet—90-Minute Format

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders examples for pack meeting ideas; information on policy, events, and training opportunities; and ideas for program, such as crafts, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_ (insert Core Value) \_\_\_\_\_ Cub Scout Core Value for month of \_\_\_\_\_  
 \_\_\_\_\_ (insert theme) \_\_\_\_\_ pack meeting theme for the month of \_\_\_\_\_

CUB SCOUT ROUNDTABLE—90-MINUTE FORMAT			
Time Allotted	Activity	Person Responsible	Explanation
20 minutes from start time	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
20 minutes	<b>Combined Cub Scout leader session</b>	Under leadership of Cub Scout roundtable commissioner	Theme and Core Value may be highlighted here.
1–2 minutes	Icebreaker	Assigned to assistants or participants	
1–2 minutes	Ceremony/skit/song/game	Assigned to assistants or participants	Can come from the <i>Cub Scout Leader How-To Book</i> and other resources and should relate to the coming month's theme
5 minutes	Tips for Pack Activity	Assigned to assistants or participants	Should relate to the coming month's theme, but can be determined by the council or district
10 minutes	Cub Scout interest topic	Use appropriate people from district based on the topic	May be training highlight, annual pack events, timely topic, theme or Core Value of the month, advancement, record keeping, JTE, etc.
2 minutes	Q&A		
2 minutes	Movement time		
35 minutes	Cub Scout leader breakouts		Program features for each group come directly from the <i>Den and Pack Meeting Resource Guide</i> .
	Den leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Separate session for each group if possible: Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Webelos leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Cubmasters 1. Hands-on activity 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, pack management, etc.
	Committee members Discussion topics	Assistant roundtable commissioner	Provide topics of interest for committee members to enhance the pack committee.
1 minute	Closing/Commissioner's Minute	Assistant roundtable commissioner	Should be inspirational and encourage Cub Scout leaders to participate in future roundtables.
<b>End on Time</b>			
	<b>After the Meeting</b>		
	Refreshments and fellowship for all	Assigned to assistants or participants	Time for fellowship before cleanup is stressed.
	Team meeting	Cub Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

# 120-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

GENERAL SESSION—120-MINUTE FORMAT (DESIGNED PRIMARILY FOR ALTERNATE MONTH MEETINGS)			
Time Allotted	Activity	Person Responsible	Explanation
15 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable staff	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have people on hand to assist participants.
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
<b>Start on Time</b>			
30 minutes	<b>General Opening</b>		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, Core Values, etc.
6 minutes	Introduction and announcements	ADC-RT	Include district and council activities and events. Introduce roundtable commissioners and staff and appropriate district volunteers.
18 minutes	Big Rock training topics	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year. The 120-minute roundtable may present two training topics.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to Core Values, points of the Scout Law, aims of Scouting, etc.
20 minutes	Displays and information tables; refreshments and socializing; moving to and reconvening in separate program areas	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have people on hand to assist participants.

## Cub Scout Roundtable Planning Sheet—120-Minute Format

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders examples for pack meeting ideas; information on policy, events, and training opportunities; and ideas for program, such as crafts, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_  
 (insert Core Value) \_\_\_\_\_ Cub Scout Core Value for month of \_\_\_\_\_  
 \_\_\_\_\_  
 (insert theme) \_\_\_\_\_ pack meeting theme for the month of \_\_\_\_\_

CUB SCOUT ROUNDTABLE—120-MINUTE FORMAT			
Time Allotted	Activity	Person Responsible	Explanation
30 minutes from start time	General Session		
20 minutes	Refreshments and travel from general session to Cub Scout session		Allow time for break, socializing, and dissemination of information
25 minutes	Combined Cub Scout leader session	Under leadership of Cub Scout roundtable commissioner	Theme and Core Value may be highlighted here.
2–3 minutes	Icebreaker	Assigned to assistants or participants	
2–3 minutes	Ceremony/skit/song/game	Assigned to assistants or participants	Can come from the <i>Cub Scout Leader How-To Book</i> and other resources and should relate to the coming months' themes
8 minutes	Tips for Pack Activity	Assigned to assistants or participants	Should relate to the coming months' themes, but can be determined by council or district
10 minutes	Cub Scout interest topic(s)	Use appropriate people from district based on the topic	May be training highlight, annual pack events, timely topic, theme or Core Value of the month, advancement, record keeping, JTE, etc.
3 minutes	Q&A		
3 minutes	Movement time		
40 minutes	Cub Scout leader breakouts		120-minute schedule may cover two months of program materials. Program features for each group come directly from the <i>Den and Pack Meeting Resource Guide</i> .
	Den leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Separate session for each group if possible: Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Webelos leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Cubmasters 1. Hands-on activity 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, pack management, etc.
	Committee members Discussion topics	Assistant roundtable commissioner	Provide topics of interest for committee members to enhance the pack committee.
2 minutes	Closing/Commissioner's Minute	Assistant roundtable commissioner	Should be inspirational and encourage Cub Scout leaders to participate in future roundtables.
<b>End on Time</b>			

Continued on next page

	<b>After the Meeting</b>		
	Refreshments and fellowship for all.	Assigned to assistants or participants	Time for fellowship before cleanup is stressed.
	Team meeting	Cub Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

# 180-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

GENERAL SESSION—180-MINUTE FORMAT (DESIGNED FOR QUARTERLY OR LESS THAN MONTHLY MEETINGS)			
Time Allotted	Activity	Person Responsible	Explanation
15 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable staff	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., Scouting magazine, Boys' Life, Advancement News, etc.). Be sure to have people on hand to assist participants.
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer		Activity to promote interaction as participants arrive
<b>Start on Time</b>			
40 minutes	<b>General Opening</b>		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, Core Values, etc.
10 minutes	Introduction and announcements	ADC-RT	Extra time allotted for several months' worth of materials to share. Include district and council activities and events. Introduce roundtable commissioners and staff and appropriate district volunteers.
12 minutes	Big Rock training topic 1	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
12 minutes	Big Rock training topic 2	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to Core Values, points of the Scout Law, aims of Scouting, etc.
20 minutes	Displays and information tables; refreshments and socializing; moving to and reconvening in separate program areas	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., Scouting magazine, Boys' Life, Advancement News, etc.). Be sure to have people on hand to assist participants.

## Cub Scout Roundtable Planning Sheet—180-Minute Format

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders examples for pack meeting ideas; information on policy, events, and training opportunities; and ideas for program, such as crafts, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

(insert Core Value)

Cub Scout Core Value for month of \_\_\_\_\_

(insert theme)

pack meeting theme for the month of \_\_\_\_\_

CUB SCOUT ROUNDTABLE—180-MINUTE MEETING			
Time Allotted	Activity	Person Responsible	Explanation
40 minutes from start time	General Session		
20 minutes	Refreshments and travel from general session to Cub Scout session		Allow time for break, socializing, and dissemination of information
40 minutes	Combined Cub Scout leader session	Under leadership of Cub Scout roundtable commissioner	Combined Cub Scout leader session will focus on two or three months of Core Values and themes.
3 minutes	Icebreaker	Assigned to assistants or participants	
3 minutes	Ceremony/skit/song/game	Assigned to assistants or participants	Can come from the <i>Cub Scout Leader How-To Book</i> and other resources and should relate to the coming months' themes.
11 minutes	Tips for pack activities (2)	Assigned to assistants or participants	Should relate to the coming months' themes, but can be determined by the council or district.
18 minutes	Cub Scout interest topics (2)	Use appropriate people from district based on the topic	May be training highlight, annual pack events, timely topic, theme or Core Value of the month, advancement, record keeping, JTE, etc.
5 minutes	Q&A		
10 minutes	Movement time and short break		Allow restroom break
60 minutes	Cub Scout leader breakouts		Two or three months of program topics are covered. Program features for each group come directly from the <i>Den and Pack Meeting Resource Guide</i> .
	Den leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Separate session for each group if possible: Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Webelos leaders 1. Hands-on activity highlight 2. Discussion topics	Assistant roundtable commissioner	Activity highlight based on <i>Den and Pack Meeting Resource Guide</i> . Discussion topics suggested will include boy behavior, den management, etc.
	Cubmasters 1. Hands-on activity 2. Discussion topics	Assistant roundtable commissioner	Also provide topics of interest for committee members to enhance the pack committee (or make this a separate breakout session if possible)
	Committee members Discussion topics	Assistant roundtable commissioner	Provide topics of interest for committee members to enhance the pack committee.
5 minutes	Closing/Commissioner's Minute	Assistant roundtable commissioner	Should be inspirational and encourage Cub Scout leaders to participate in future roundtables.
<b>End on Time</b>			
	<b>After the Meeting</b>		
	Team meeting	Cub Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

# BIG ROCK TOPIC PLANS

## EFFECTIVE ADVANCEMENT

### Time Available

7–8 minutes

### Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand advancement as one of the eight methods of Scouting.
2. Describe the progression of advancement through the program.
3. Identify resources to guide effective and appropriate advancement practices.

### Suggested Presenter(s)

The district advancement chair or a member of the advancement committee should present this topic. Alternately, a highly engaged unit advancement coordinator can present. Any presenter must be very familiar with advancement policies and procedures.

### Presentation Method

A short presentation is ideal for this Big Rock. Because the audience will most likely include Scouters from all program levels, the presentation should focus on the broad goals of advancement. Questions can be addressed after the meeting or in program-specific breakouts.

### BSA Reference Materials

1. Advancement Resources, [www.scouting.org/advancement](http://www.scouting.org/advancement)
2. *Guide to Advancement* 2013, No. 33088

### Presentation Content

- 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.
- The aims of Scouting are character development, citizenship training, and mental and physical fitness.
- Advancement is one of the eight methods of Boy Scouting used by Scout leaders to successfully fulfill the mission and aims of the BSA.
- What is advancement? Advancement is the manner in which boys move from rank to rank within the Scouting program. This is achieved through a series of age-appropriate surmountable hurdles. The experiential learning through this process leads to personal growth and helps deliver the mission and aims of Scouting.
- Advancement is tailored to the youths' capabilities as they move up through the program.
  - In Cub Scouts, the motto is “Do your best.” Cub Scouts try new things, learn, and grow. Advancement recognizes them for trying and exploring as they learn.
  - In Boy Scouts, the Scouts do requirements exactly as written—no more, no less. They are expected to perform a specified task or meet a specified objective, and are recognized for successfully doing so.
  - In Venturing, the Scouts have more flexibility, and can even design their own recognition requirements within the program parameters.

- In all programs, the best advancement happens naturally as the outcome of an exciting and active Scouting program that engages the youth in a variety of fun learning and growth opportunities.
- Recognition for this growth is also a key part of advancement. Upon completing the requirements, the Scout receives an award representing his efforts and what he has achieved. These awards should be presented promptly not only to recognize his achievement but also to encourage him onward in his Scouting experiences.
- The BSA provides a series of policies and guidelines to run an effective advancement program in every unit. These provide a fair and appropriate standard for all Scouts in the program. Following these policies is an important part of operating a successful and high-quality program.
- The current *Guide to Advancement* is the definitive resource for BSA advancement policy. It is available in print from Scout shops or as a free PDF.
- Advancement resources are available at [www.scouting.org/advancement](http://www.scouting.org/advancement). These include links to the *Guide to Advancement*, educational materials, and various forms.
- Advancement education resources are available online and can be offered in local councils and districts.
- A few other important notes:
  - Remember, no unauthorized changes are allowed to the advancement requirements. Scouts are expected to meet the requirements—no more and no less—in order to earn their awards. Of course, Scouts are always encouraged to continue exploring and learning about topics that are most interesting to them as part of their continuing experience.
  - For Scouts with special needs, Section 10 of the *Guide to Advancement* provides information on specific policies and procedures the local council uses to support their success in the program.
  - Questions about advancement should be directed to the district or council advancement committee. After contacting these resources, if additional assistance is needed, any Scouter or family can send an email to [advancement.team@scouting.org](mailto:advancement.team@scouting.org).

### FAQs

- Scouters often have a number of questions about advancement policies and best practices. It is highly recommended that the presenter provide the contact information for the district advancement chair and council advancement committee. All Scouters should be referred to the *Guide to Advancement* and the local district and council contacts for support with advancement related questions.

# PREVENTING LEADER BURNOUT

## Time Available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Define burnout.
2. Recognize burnout and its causes.
3. Prevent burnout.
4. Share information on recovering from burnout.

## Suggested Presenters(s)

A tenured Scouter, preferably one who is perceived as very active within the district or council, should present this topic. Another choice is a good delegator who shares the work with others.

## Presentation Method

A brief discussion is an ideal presentation. Slides or handouts may not be necessary, but can be provided following the presentation to help units take the information back to other leaders.

## BSA Reference Materials

- Leader and committee handbooks with tabs on the pages noting support roles that use other unit leadership to help share the task.

## Presentation Content

- Many expressions have been cleverly coined for volunteer burnout.
  - Fried/toasted/crackers/zoned out/zombified ...
  - It ceases to be funny when burnout is why volunteers stop doing what they are passionate about.
- What is burnout?
  - Burnout is a reaction to unrelieved, consistent, draining, sapping clusters of emotional and/or physical exhaustion.
  - It is a psychological descriptive for the experience of long-term exhaustion and diminished interest.
- Key causes of burnout (ask the audience to supply ideas)
  - Taking on too many responsibilities without receiving enough help from others
  - Unclear or overly demanding expectations
  - Feeling a lack of empowerment/control over one's work
  - Lack of recognition or rewards for good work
  - Lack of close, supportive relationships and/or adequate resources
  - Doing work that's monotonous or unchallenging
  - Working in a chaotic or high-pressure environment
  - Lack of personal time for relaxing and socializing
  - Being expected to be too many things to too many people
- Personality traits that can contribute to burnout
  - Perfectionist tendencies
  - Pessimistic views of self and the world

—Need to be in control; reluctance to delegate

—High-achieving, type A personality

- Signs of burnout
  - Signs can be subtle at first, but they worsen as time goes on.
  - Paying attention to the early warning signs can prevent burnout and the loss of good volunteers.
- Physical signs and symptoms of burnout
  - Feeling tired and drained most of the time
  - Lowered immunity; feeling sick a lot
  - Frequent headaches, back pain, muscle aches
  - Change in appetite or sleeping habits
- Emotional signs and symptoms of burnout
  - Decreased satisfaction and sense of accomplishment
  - Loss of motivation
  - Increasingly cynical and negative outlook
  - Feeling powerless or ineffective
  - Overreacting to frustrations (conflict)
  - Detachment; feeling alone
  - Sense of failure or self-doubt
  - Feelings of guilt
- Behavioral signs and symptoms of burnout
  - Procrastinating, taking longer to get things done
  - Loss of focus
  - Apathy
  - Skipping meetings/activities
  - Taking frustrations out on others
  - Withdrawing from responsibilities
- Preventing burnout
  - Clear position descriptions enable leaders to gauge their level of involvement.
  - Training clarifies expectations; prepares one for the position with program ideas and activities; and gives an understanding of available resources and how to use them.
  - Active, effective shared leadership lessens the burden and provides support and understanding.
  - Meaningful responsibilities help provide satisfaction and a sense of accomplishment.
  - Fun, interesting quality program helps prevent boredom.
  - Effective communication keeps everyone in the loop and informed; allows for expression of ideas and concerns; empowers leaders; and provides support to leaders.
  - Recognitions help give leaders a sense of accomplishment and make them feel appreciated.

## Recovering from burnout

- Slow down, take time off.
- Get support: Resist urges toward isolation.
- Acknowledge losses: idealism, role identity from position, sense of community.
- Reevaluate goals and objectives: what is truly enjoyed versus what was not enjoyable and created a sense of burden.
- Make changes: Take a break or find a new role with new challenges.

# COMMUNITY SERVICE

## Time Available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand community service as a core part of the Scouting program.
2. See opportunities for Scouts to engage in community service.
3. Understand how community service ties into the Messengers of Peace program.

## Suggested Presenter(s)

The district Scouting for Food chair, the Order of the Arrow chapter advisor, and Scouters who volunteer for other community service organizations make ideal presenters. A chartered organization representative can discuss the benefits of Scout service projects to the chartered organization.

## Presentation Method

The presentation should include a discussion of the first two learning objectives and also offer unit leaders the chance to review materials for the third. Unit leaders should be encouraged to email a list of their favorite service projects to a designated source to be compiled and distributed to the units via the district website or the unit commissioners.

## BSA Reference Materials

- Journey to Excellence, [www.scouting.org/awards/journeytoexcellence/council\\_tips.aspx](http://www.scouting.org/awards/journeytoexcellence/council_tips.aspx)
- Conservation Good Turn, [www.scouting.org/boyscouts/resources/conservationgoodturn.aspx](http://www.scouting.org/boyscouts/resources/conservationgoodturn.aspx)
- Messengers of Peace, [www.scouting.org/Home/International/messengersofpeace/ServiceProjectIdeas.aspx](http://www.scouting.org/Home/International/messengersofpeace/ServiceProjectIdeas.aspx)

## Presentation Content

- Why do community service?
  - The Scout Oath, Scout Law, and Scout slogan include commitments to community service:
    - “On my honor, I will do my best ... to help other people at all times”
    - “A Scout is ... helpful, friendly, courteous, kind ...”
    - “Do a Good Turn Daily”
  - Advancement requires community service.
- Who should do community service?
  - All Scouts of all ages.
  - Adult Scout leaders and parents: to set a good example for the Scouts to follow.
  - Siblings: Some will become Scouts, and everyone should be taught this valuable ethic of helping others.
- When should Scouts do community service?
  - At all times (Scout Oath)
  - Daily (Scout slogan)

—Any day that ends with a Y

—NOT just when a Scout needs service hours for advancement

- What is community service?
  - Donated service or activity (in other words, with nothing in return); performed by someone or a group of people (it's not just giving money); and for the benefit of the public or its institutions (usually not for personal benefit).
  - However, other than an Eagle Scout service project, it can benefit someone directly, such as raking leaves for an elderly person or the family of a deployed soldier.
  - Other than an Eagle Scout service project, it can also benefit a BSA camp.
  - A unit fundraising event, such as a carwash or bagging groceries at a store, is not community service because the Scouts are getting paid.
- What kinds of community service can we do?
  - Journey to Excellence requires at least one annual service project to benefit each unit's chartered organization, but why stop at one per year? Ask the chartered organization what your unit can do for it. The organization's needs might change from year to year.
  - If your district has a districtwide service project, like Scouting for Food, each unit should participate to the best of its ability.
  - Other possibilities are endless, and limited only by your imagination.
  - Some suggestions can be found on the National Council Web page for the Conservation Good Turn Award.
  - Other suggestions can be found on the Messengers of Peace Web page.
- Must Scouts and units record their service projects? Why?
  - The Eagle Scout Service Project Workbook* requires the Scout to keep a log of the hours donated to the project by all helpers.
  - Rank advancement requires service hours, so the Scout needs to record his hours.
  - Journey to Excellence requires units to record projects and hours on the JTE website in order to get credit for the projects for their JTE score.
  - The BSA collects service project hours to demonstrate the value that Scouting provides to the nation. These hours are reported to the states and to Congress.
  - The BSA and local councils receive grants and foundation donations based on the amount of community service provided by Scouts.
- Are there awards for community service? While Scouts do not do community service just for awards, it is nice when they are recognized for performing service.
  - Rank awards recognize the service component along with other requirements.
  - Hornaday awards are available to units, Scouts, and adults.

- The Conservation Good Turn Award is available to Scouts and adults.
- The Hometown U.S.A. Award is available for Scouts who complete a conservation project.
- The World Conservation Award is available to Scouts.
- The Messengers of Peace award is a World Scout Committee service award that's available to Scouts and adults for conducting a service project in the spirit of world peace and the worldwide Scouting brotherhood.
  - Enter the project on the JTE service hours Web page.
  - Select Messengers of Peace from the service partner drop-down menu to get a certificate.
  - Use the certificate to acquire the award rings that go around the World Crest. Rings are available from Scout shops.
- Ask unit leaders to share service project ideas.
  - Allow a couple of minutes for verbal suggestions.
  - Ask all the leaders to submit ideas to a designated person who will compile the ideas and distribute them to the units for future reference.
- Answer any questions, and invite leaders to talk with the district committee after the roundtable for more detailed discussions.

# LEVERAGING BSA LITERATURE FOR A BETTER PROGRAM

## Time Available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Review the available handbooks and manuals developed by the BSA.
2. Understand the importance of delivering the Scouting program as designed.
3. Recognize that there is a great deal of variety available in the program, but also certain minimum standards that ensure all Scouts have a great experience.

## Suggested Presenter(s)

The presenters should be veteran leaders who have seen the value of learning and implementing the program according to the available BSA literature and perhaps leaders who have struggled because they did not do so. Unit commissioners who have guided both types of units can also be good presenters for this topic.

## Presentation Method

Much of the presentation can be in the form of questions designed to make unit leaders think of times they have struggled because they haven't been given (or perhaps may not have followed) the appropriate manuals to complete a task properly. Then the presenters can discuss how the manuals and handbooks written by the BSA can help leaders properly deliver the Scouting program. The presenters should have copies of all the handbooks and manuals listed below, which could be borrowed from the local Scout shop or council office to use as props.

## BSA Reference Materials

- *Cub Scout Leader Book*, No. 33221
- *Cub Scout Leader How-To Book*, No. 33832
- *Troop Committee Guidebook*, No. 34505
- *Scoutmaster Handbook*, No. 33009
- *Patrol Leader Handbook*, No. 32502
- *Senior Patrol Leader Handbook*, No. 32501
- *Venturing Advisor Guide*, No. 34655
- *Venturing Crew Officers' Orientation* (video), No. AV-0322CD
- *Guide to Advancement*, No. 33088
- *Guide to Safe Scouting*, No. 34416
- Youth handbooks (There are handbooks for every level in the Scouting program.)

## Presentation Content

- Ask the following questions (perhaps by asking for a show of hands):
  - How many of you want simple, clear instructions before starting a complex assignment or assembling a complicated project?

—Does the process go as well as it could go when you don't read the manual carefully or you skip steps?

—Is it easier to follow the instructions or try to figure it out on your own?

—Have any of you seen a policy that people thought was unnecessary, but you had specific experience and knew why it was needed?

- Scouting may appear simple, but the delivery of the program can be complex. Ask the following questions (again a show of hands might suffice for answers):

—How many of you were instantly prepared for all of your Scouting roles the minute you agreed to do them?

—How many of you felt overwhelmed at the thought of being a new den leader or a new committee chair, or have seen a youth leader struggle?

—How many of you wondered where to get the information needed to perform the role well?

—How many of you know there is a manual or handbook for every adult Scouting position and many youth Scouting positions?

—How many of you felt you were better prepared to deliver a quality Scouting program after reading the manual or handbook for a new position?

- Not following the leadership handbook or manual can create problems for a unit. Ask the following questions:

—How many of you have sons or daughters who have complained that Scouting in their unit was boring or disorganized and wanted to quit?

—How many of you thought that one big reason was because the den leader, Scoutmaster, senior patrol leader, etc., didn't know what they were doing or didn't do it well?

—How many of you have been tasked with correcting situations that developed because a previous leader did not deliver the Scouting program well or ignored what was supposed to be done, either intentionally or not?

—How much more effort was required to correct an off-track program than it would have taken to deliver the program as it was intended?

—Have you encountered difficulties created by a leader who didn't do some things quite right because they followed what their predecessor did ("we've always done it this way in my unit")?

- To help provide consistent, safe, and effective programs, Scouting has developed a robust series of handbooks and manuals. They contain standards for performing each adult Scouting role easily, effectively, and in accordance with the requirements of the BSA.

—There is a manual for every leadership role. The ones for unit leaders are listed above. You cannot perform your role effectively unless you read those applicable to your position(s) and couple your reading with position-specific training.

—There is also a handbook for every rank in Cub Scouts, plus one for Boy Scouts and several for Venturing. Those handbooks promise your Scouts that they will receive a Scouting program as described in their handbooks. Please read their handbooks so you know what they have been promised that you will deliver to them.

—When leaders don't deliver what youth handbooks promise the Scouts, we can lose those youth from Scouting—because they either quit entirely or don't participate actively in the unit.

- Boy Scouting and Venturing are supposed to be youth-led, adult-enabled programs. Just as there are handbooks for adult leaders, there are handbooks for the youth leaders.

—Youth leaders may be less able to lead others than you are because they are young and are still learning these skills.

—There is a handbook for the senior patrol leader and one for the patrol leaders. They tell the boys how to perform their roles.

—Venturing officers (the equivalents of the senior patrol leader and patrol leaders) have an interactive training program instead of printed leadership handbooks.

—Your troop or crew will run more smoothly if you, as adult leaders, insist that your key youth leaders read their leadership handbooks, discuss questions with you, and implement the program as stated in the handbooks.

—Of course, if YOU also read those handbooks, you will be better prepared to answer their questions and guide them as they learn to be better leaders.

In addition to the handbooks and manuals for adult and youth Scouting positions and youth ranks, the BSA has developed special manuals for essential aspects of Scouting. Two of these are the *Guide to Advancement* and the *Guide to Safe Scouting*.

- The *Guide to Advancement* has been developed to ensure fairness and consistency in delivering the advancement component of Scouting. It will answer almost every question you have about properly implementing advancement.
- The *Guide to Safe Scouting* has been developed to help you manage risks while your unit is engaged in the many available Scouting activities. The *Guide to Safe Scouting* also discusses certain activities that cannot be conducted as Scouting activities, for the safety of your unit's adults and youth.

The program manuals provide the basic structures that help all leaders in Scouting. Once those basic structures are in place, there is tremendous latitude to plan and develop programs that will keep the interest of your youth and offer them a great Scouting program. It is a balance of following the program and providing new and exciting adventures based on what the youth want.

Invite leaders to talk with the district committee after the roundtable for more detailed discussions.

# PARENT ENGAGEMENT

## Time Available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand why parents or guardians bring their boys to Scouting.
2. List the requirements for parents or guardians to participate in Scouting.
3. Encourage adult participation in Scouting.
4. Continue developing parents' or guardians' positive attitudes toward Scouting.

## Suggested Presenter(s)

The district membership chair, the unit committee chair, or an active parent should present this topic.

## Presentation Method

For the Big Rock, a brief discussion by the presenter is recommended. Provide a table with the reference resources and be available to answer questions.

## BSA Reference Materials

- *Youth Protection* (DVD), No. 100-023
- *100 Years of Scouting* (DVD), No. 36105
- *Baden-Powell: The Two Lives of a Hero*, No. 34366
- *Communicating Well* (DVD), No. AV-02DVD20
- Membership Inventory, [www.scouting.org/media/forms.aspx](http://www.scouting.org/media/forms.aspx)
- *This Is Scouting* (DVD), No. 36118
- Membership applications, No. 524-046 (youth) and No. 524-501 (adult)

## Presentation Content

- Increasing volunteerism is a key factor in successful units. Many hands make light work. Having many volunteers—each with a single, well-defined role—helps avoid burnout and bring families together in the Scouting program.
- Engaging parents (or guardians and other family members) in the program can happen in many ways, but the key is unit leadership that seeks out opportunities to invite people to assist in the Scouting experience.
- Policy considerations
  - All parents or guardians should take Youth Protection training, even if they are not volunteering. Youth Protection training provides relevant information for families and alerts families to critical BSA safety policies.
  - Any parent who accepts a registered leader role should also commit to completing the full training for that position.
- Making the ask—getting a parent engaged to help the unit
  - Parents or guardians bring their youth to Scouting for a large number of reasons. It is important to identify these reasons for each family so the needs of the youth can be met. But that reason can also be an opportunity to invite adults to support the program directly with time and talents.
  - Scouting will be a social and community experience for many families. Leverage their interests and skills to support the unit.
  - For the volunteer who is not able to take on a registered leader assignment, there are other tasks such as organizing the blue and gold banquet or assisting with a specific troop event.
  - The first volunteer experience is extremely important. A good volunteer experience is likely to leave the door open to help with future needs when asked.
- Tips for success
  - Ensure the roles are meaningful to the parent. People will not feel needed if there does not appear to be anything meaningful for them to do.
  - Supplying a mentor can make a real difference in the success a volunteer enjoys.
  - Holding too many positions is a prescription for disaster. The rule of “one volunteer, one job” should always be adhered to even if there are many things that need doing. Asking too much can turn a great volunteer into a poor performer.
- Say thank you and ask for feedback.
  - Be sure to thank a volunteer for any task they do! Thanking them publicly is even better.
  - It is very important to have a real discussion with volunteers concerning satisfaction with their role. The root causes of concerns and overall happiness need to be identified just as in the work world.
  - Volunteers are too precious to waste. Before negativity overwhelms the person, redirection can help refresh the energy and desire to serve. It is a lot easier to find a better fit than to find and train a new volunteer.
- Close with a reference to materials on increasing volunteerism and how to contact the district membership committee for specific support in increasing volunteerism at the unit level.

# ROLE OF THE DISTRICT COMMITTEE IN UNIT SUPPORT

## Time available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the role of the district committees.
2. See how each committee supports a specific function in helping units succeed.
3. Recognize that committees can be established by the district chair to provide for special needs, specific events, and unit support.

## Suggested Presenter(s)

The district chair or an assistant district chair should present this topic. A committee chair can also be very effective in explaining how the relationship between the district and the unit works.

## Presentation Method

The best approach to this discussion is to have opening remarks from the designated presenters. The objective is to build understanding about the services the district committees provide to units. Follow-up about questions or specific needs can occur after the meeting.

## BSA Reference Materials

*District Operations Handbook*, No. 34739

## Presentation Content

- Developing an ongoing dialogue between district committee members, units, and commissioners can do wonders in developing a successful Scouting program.
  - Committee members should be present at unit program events such as camporees, recognition dinners, and other activities, as well as regular participants at roundtables and other meetings where they can support the needs of units.
  - The presenter should close by briefly describing the committees in the district and provide a handout with contact information for each.
- The role of the district committee is to serve and support unit needs.
    - This begins by identifying the wants and needs of units.
    - Some are standard committees, such as camping and advancement, while others may be unique to each district.
    - Committees should be staffed by volunteers from various units, both large and small, and from all program aspects.
  - Individual committees should hold regularly scheduled meetings and report at district committee meetings to ensure service is being rendered to units.
    - Committee membership is a great introductory role for newer but excellent and enthusiastic Scouting volunteers.
    - It provides an opportunity for seasoned Scouters to mentor newer volunteers.
    - It provides important roles for Scouters who have served well at the unit level but are ready for new opportunities.
  - Functioning district committees are a critical means of ensuring good program delivery at the unit level.
    - Committee members can provide great assistance where units are struggling for lack of experience and have special needs that the district can support.
    - Unit commissioners can be very helpful in identifying needs and in asking the right district committee to provide assistance.
    - Questions asked by the units provide an opportunity to better realize the experience and needs the unit volunteers may have. Questions can be an “ice breaker” to developing great relationships.

# ROLE OF THE UNIT COMMISSIONER

## Time available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Realize that a commissioner is not just another Scouting position.
2. Understand the basics of commissioner service.
3. Recognize that the commissioner is the link between the unit and the district and council.

## Suggested Presenter(s)

The district commissioner, assistant district commissioner, or unit commissioner should present this topic.

## Presentation Method

The presenter should display the commissioner patches (unit, assistant district, district, assistant council, council, assistant roundtable, Cub Scout roundtable, and Boy Scout roundtable).

Ask questions to stimulate discussion of the role of commissioner service and answer questions that unit leaders have.

## BSA Reference Materials

- Administration of Commissioner Service, No. 34501
- *Commissioner Fieldbook for Unit Service*, No. 33621
- *Commissioner Helps for Packs, Troops, and Crews*, No. 33618
- *Unit Performance Guide*, No. 522-025
- Commissioner Responsibility Cards, No. 34265

## Presentation Content

- What is the title of a volunteer who ...
  - has the wreath of service as part of their position patch?
  - is the liaison between the unit and the district and council?
  - is a friend of the unit?
  - makes regular visits to the unit?
  - supports unit on-time charter renewal and connects the unit with resources throughout the year?

If you answered unit commissioner, you are correct!

- Do you know your unit commissioner?
- When was the last time your unit commissioner visited your unit?
- The commissioner position is probably the least understood resource in Scouting.
- Besides the unit leader, the commissioner has the potential to have the greatest impact on the youth in the unit.
- The founders of the BSA noticed inconsistencies between early troops.
  - Daniel Carter Beard was appointed the first national commissioner to establish uniformity between troops.
  - In the 1940s, neighborhood commissioners were created.

—In the 1960s, neighborhood commissioners were renamed unit commissioners.

—The goal has been the same: to ensure units have the resources to provide a great Scouting experience to the youth.

- The role of the unit commissioner is to be a friend of the unit, to say “I care. I am here to help. What can I do for you?”
- Ideally, each commissioner will support no more than three units. The responsibility of unit commissioners is to see that they present the best Scouting program to the youth in their units.
- Ask “How have unit commissioners helped your unit?” This is accomplished by:
  - Being a friend to the unit.
  - Representing the ideals, principles, and policies of the BSA to the unit.
  - Assisting the unit when problems arise.
  - Sharing knowledge with the unit leaders based on past experiences and expertise from other units.
  - Counseling the unit in problem-solving.
- But in the end, it’s not really about the units we have; it’s about the youth they impact.

# TRAINED LEADERS—WHY AND HOW

## Time Available

7–8 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the need for all adult Scouters to be fully trained for their positions.
2. Understand the need for ongoing and supplemental training.
3. Identify available training resources

## Suggested Presenter(s)

The district Cub Scout, Boy Scout, and Venturing training chairs are ideal presenters for this topic. These trainers will be well versed in the basic training required for unit leaders at all levels of the Scouting program, as well as supplemental training opportunities and special training needed for specific activities.

## Presentation Method

The presenters should describe the types of required position-specific training and pass out the “What Makes a Trained Leader?” handout. The presenters should also discuss the need for certain supplemental training, such as Safety Afloat. Finally, they should note that supplemental training is required for all Scouting position knots and mention when and where that training is available.

## BSA Reference Materials

- “What Makes a Trained Leader?” handout, [www.scouting.org/filestore/training/pdf/What\\_makes\\_a\\_trained\\_leader.pdf](http://www.scouting.org/filestore/training/pdf/What_makes_a_trained_leader.pdf)
- Adult training Web page, [www.scouting.org/training/adult.aspx](http://www.scouting.org/training/adult.aspx)
- eLearning Web page, <https://myscouting.scouting.org/Pages/eLearning.aspx>
- Unit Training Tracking Report, <https://myscouting.scouting.org/pages/UnitTrainingTrackingReport.aspx>
- CubCast and ScoutCast Web page, [www.scouting.org/Scoutcast.aspx](http://www.scouting.org/Scoutcast.aspx)

## Presentation Content

- Ask the following questions:
  - Training for Scout leaders is optional: true or false?
  - If you were trained years ago, you’re always trained: true or false?

Both are false. Some level of training is required for every leader position. And training should be refreshed periodically to keep current with changes in the Scouting program, as leaders change positions, and before undertaking certain activities. Importantly, Youth Protection training is required every two years.

- To make training more accessible, the BSA recognizes multiple options for training:
  - Group training: in person, face-to-face
  - Individual coaching: one-on-one training
  - Online and/or self-study: study guides or online; self-paced

- Why is adult leader training important?
  - Ask if other volunteer organizations to which they belong require training. Most do.
  - Ask if they would entrust their children to untrained sports coaches, untrained teachers, or untrained religious leaders.
  - Parents should not be expected to entrust their Scouts to untrained Scouters either.
  - Scouting requires a lot of knowledge to deliver the program well. Some of that knowledge is related to efficient operation of the den, pack, troop, or crew; some is about safe Scouting; some is related to advancement; and some provides specific skills for special activities. None of this knowledge is difficult to attain, and training provides a solid foundation for each leader.
  - BSA programs change from time to time. A leader trained in an older version will not be trained to properly deliver the new program unless he or she updates training periodically and learns about the latest changes.
  - All unit Journey to Excellence scorecards have a line item for which leader training is required to achieve Silver or Gold status.
- Required adult training consists of several levels:
  - Joining course: Youth Protection (available online on the eLearning Web page)
  - Orientation courses: Fast Start and This Is Scouting (both available online on the eLearning Web page)
  - Position-specific courses: All Cub Scout position-specific training is available on the eLearning Web page, as well as in person with the district training team. Boy Scout and Venturing position-specific training is available in person with the district training team.
  - Briefly review the “What Makes a Trained Leader?” handout so everyone knows the basic training required for their position.
- Supplemental and specialty training is available for special activities that pose a higher than normal risk of injury to Scouts.
  - Online training available on the eLearning Web page includes:
    - Safe Swim Defense (refresher required every two years)
    - Safety Afloat (refresher required every two years)
    - Climb On Safely
    - Trek Safely (refresher required every two years)
    - Physical Wellness (refresher required every two years)
    - Weather Hazards (refresher required every two years)
  - In-person outdoor training is required for certain leaders:
    - Introduction to Outdoor Leader Skills (required for Scoutmasters and assistant Scoutmasters)
    - Basic Adult Leader Outdoor Orientation (BALOO)—At least one BALOO-trained leader must be on every pack overnight camping trip other than council-sponsored summer camps.

- Outdoor Leader Skills for Webelos Leaders (OWL) is highly recommended for new Webelos leaders so they will have the skills to complete many of the Webelos activity badges.
- Advanced training includes:
  - Wood Badge (for all adult leaders)
  - Powder Horn (for adults in Boy Scouts and Venturing and Scouts over age 13 to help the unit plan and conduct a quality high-adventure program in the unit)
  - Seabadge (for Sea Scout leaders)
  - Philmont or Florida Sea Base training conferences (offerings for everyone)
- Other types of supplemental training include:
  - Roundtables: The training in this Big Rock topic is a form of supplemental training.
  - University of Scouting: If your council does not conduct a University of Scouting, check whether a nearby council does and consider attending that one.
  - CubCast and ScoutCast podcasts of important topics for Cub Scout and Boy Scout leaders are available online at the website listed above. Most are about 15 minutes long. New podcasts are added monthly, so check back frequently.
- Training awards are available and should be presented to recognize leaders who have made the commitment to be trained and offer a good program to Scouts. These recognize:
  - Being fully trained for the position
  - Attending roundtables, a University of Scouting, and other supplemental training while working on any of those awards
- The Scouter's Key has the same basic and supplemental training requirements for Cubmasters, Scoutmasters, crew Advisors, district committee members, and commissioners.
- All of them acknowledge that a leader cannot provide truly excellent service to youth unless he or she is fully trained.
- Tools exist to help track every leader's training status.
  - Unit committee chairs are required to ensure that the unit's registered leaders are fully trained, either directly or via a designated unit training coordinator. Unit commissioners should ensure that the unit committee chair or designee has up-to-date training records for all registered leaders.
  - Registered committee chairs should be able to review the training status for all leaders in the unit (at least for the online eLearning training) by logging onto the training tracking Web page at <https://myscouting.scouting.org/pages/UnitTrainingTrackingReport.aspx>.
  - Many commercially available software packages such as ScoutTrack and TroopMaster have training tracking modules that can be used to track training for courses that are not part of the BSA eLearning website.
- Indicate when and where the next in-person training will be available in your district, and indicate where leaders can get more information about training (district or council websites, etc.)

Answer any questions, and invite leaders to talk with the district training committee after the roundtable for more detailed discussions.

# **BIG ROCK TEMPLATE**

## **Time Available**

7-10 minutes

## **Learning Objectives**

## **Suggested Presenter(s)**

## **Presentation Method**

## **BSA Reference Materials**

## **Presentation Content**

# CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY DISCUSSION GUIDES

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These pages are intended to provide the assistant roundtable commissioners leading the breakout sessions some ideas for discussion and for activities for the leaders at the breakout.

# AUGUST ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR SEPTEMBER 2014

CORE VALUE: COOPERATION/THEME: UNDER THE BIG TOP

### MONTHLY PACK ACTIVITY

#### Start the Year with a BANG!



Use the *Cub Scout Leader How-To Book* as a reference for props, costumes, and program ideas. Discuss and list the various ways a pack can set up its fall activities to ensure the year starts off “with a bang” and captures the interest of all the boys.

Begin by mentioning that boys join Cub Scouts to go camping and do other outdoor activities. Ask leaders to share some of the fall activities they have organized, which could include family camping trips, day trips to parks or camps, bicycle events, fall harvest fairs, and much more. Discuss how these activities can stir the boys’ imaginations and make them eager for more.

Suggest that they launch the fall season with a “Cub Scout Sign-up Night,” using the “Under the Big Top” circus theme. What types of “circus acts” would be good? How about games that involve bicycle riding? And snacks—popcorn, of course! Or they could hold a pack-sponsored picnic with a service project at the chosen location to show that Cub Scouts help other people. Then they could finish with a campfire where the “circus acts” get to perform.

Finally, emphasize the need to have a “Plan B” ready in case of inclement weather. Since this is an introductory program for non-Scouts and their parents, keep the focus on games and activities that stress the aims of the BSA as well as the purposes and core values of Cub Scouting.

## CUB SCOUT INTEREST TOPIC

### Join Scouting Night

*Reference information detailed below is from the BSA website: <https://beascout.scouting.org>. This information can be used to formulate a discussion with families attending the unit Cub Scout Sign-up Night or an informational table for a school round-up program.*

For more than 80 years, Cub Scouts have been having the time of their lives making new friends and learning new things in an environment designed to help them succeed. From building his own pinewood derby car to learning how to roast the perfect marshmallow with his best friends at a campout, a youth will LOVE being a Cub Scout. If he’s in the first through fifth grades, or 7 to 10 years old, then it’s time for him to have some fun ... with the Cub Scouts.

The Cub Scouting program is uniquely designed to meet the needs of young boys and their parents, through offering fun and challenging experiences that boys and parents do together.

- Youth are looking for camping, hiking, racing, fishing, and swimming.
- Parents are looking for values, a variety of learning opportunities, and experiences through which their sons can build friendships, develop self-confidence, and learn social skills.

Boys grow up fast. It’s important to give your youth a valuable gift by encouraging them to join Cub Scouting. The time invested in a boy today will make a difference in the person he becomes tomorrow. Scouting is provided locally in neighborhoods across the country through churches, community organizations, or other groups of interested citizens.

Start this Interest Topic discussion by asking some common questions that interested adults might pose at an informational meeting (see [www.scouting.org/scoutsource/CubScouts/](http://www.scouting.org/scoutsource/CubScouts/)):

#### HOW OLD (OR YOUNG) CAN A BOY BE TO JOIN CUB SCOUTING?

Cub Scouting is for boys in the first through fifth grades, or 7 to 10 years of age. Boys who are older than 10, or who have completed the fifth grade, can no longer join Cub Scouting, but they may be eligible to join the Boy Scouting or Venturing program.

#### IS THERE A CUB SCOUT PACK IN MY AREA?

In most instances, yes: There are tens of thousands of Cub Scout packs in the United States and its territories, as well as packs that serve the families of U.S. citizens who live overseas. The “find a pack” feature at [www.joincubscouting.org](http://www.joincubscouting.org) will show you a sample of the units in your area.

#### IS IT POSSIBLE TO BE A CUB SCOUT IF THERE IS NOT A PACK IN MY AREA?

In rare instances where there actually is no pack in your area—which generally occurs only in rural areas or overseas locations—a single youth can become a Lone Cub Scout, working with an adult mentor to pursue the advancement program, and participating in activities with nearby packs when possible.

#### HOW CAN I BECOME AN ADULT VOLUNTEER IN CUB SCOUTING?

Express your interest to the pack leaders—the Cubmaster, chartered organization representative, or members of the unit committee. While there’s no guarantee that a specific role or position will be available—and there may be a selection process among several candidates even if the position is currently vacant—there is usually some way in which you can contribute, and most units are glad for any offer of help.

#### MUST I BE A U.S. CITIZEN TO JOIN CUB SCOUTING?

Citizenship is not required of youth or adult members. If you live outside the United States and are not a U.S. citizen, it may be more beneficial to join the Scouting association in your own nation. The World Organization of the Scout Movement provides contact information for all national Scouting organizations on its Web site at [www.scout.org](http://www.scout.org).

Some of the best things about Cub Scouting are the activities you get to do: camping, hiking, racing model cars, going on field trips, or doing projects that help your hometown and the people who live there. Cub Scouting means “doing.” In talking to interested youth, it’s good to share a few Cub Scout activity highlights:

#### BLUE AND GOLD BANQUETS

In February, when Scouting celebrates its “birthday,” packs across the country hold blue and gold banquets. In nearly all packs, the banquet is a very special event.

#### CUB SCOUT CAMPING

Learn to live in the outdoors. Camping takes you on exciting adventures into the natural world.

#### CUB SCOUT DERBIES

Racing in a Cub Scout derby is great fun. You’ll get to design your racing vehicle, work with a parent to build it, and see it perform on race day.

#### OUTINGS AND FIELD TRIPS

“Outing” is a big part of Scouting. Cub Scouts get out and about with many kinds of outdoor fun, such as field trips, hikes, nature, and conservation.

#### SERVICE PROJECTS

Doing service projects together is one way that Cub Scouts keep their promise “to help other people.”

Discuss the importance of the Cub Scout uniforms and awards. When you see someone in a uniform, you know they belong to a specific group. A policeman wears a uniform and so does a doctor and a fireman. Cub Scouts wear uniforms too. If youth are in first, second, or third grade, they wear a blue shirt, blue pants, and a neckerchief in the correct color: orange for Tigers, yellow for Wolves, and blue for Bears.

Some Webelos Scouts wear the blue shirt and some wear the khaki shirt—the same one the Boy Scouts wear. All Webelos wear the Webelos neckerchief, which is yellow, blue, and red plaid. The blue and yellow is to remind them they are still in a pack, and the red is to remind them they will be moving to Boy Scouts soon. There are other parts of the uniform: pants, belt, socks, and a hat. If a Webelos Scout wears the blue shirt, he will wear the blue pants and the Webelos hat for his den. If he wears the khaki shirt, he will wear green pants but still wear the hat for his den.

Other topics of interest to potential Cub Scouts and their families:

**The Advancement Trail.** On the advancement trail, a Cub Scout progresses from rank to rank, learning new skills as he goes. Each of the ranks and awards in Cub Scouting has its own requirements. As youth advance through the ranks, the requirements get more challenging, to match the new skills and abilities learned as they get older. (Show examples of the badges for the Bobcat, Wolf, Bear, and Webelos ranks.)

**Academics and Sports Program.** This program is a chance for youth to try something new, do their best, and earn recognition all at the same time. They learn skills, become better scholars, learn sportsmanship, and have fun. A diverse range of subjects and sports are offered, from astronomy, chess, computers, and science to golf, hiking, tennis, and skateboarding, just to name a few. The belt loops and pins they earn are a great way to help fulfill the aims of Scouting—building character, developing citizenship, and encouraging mental and physical fitness. (Show various examples of the loops and pins.)

**Cub Scout Outdoor Activity Award.** Tigers, Wolf and Bear Cub Scouts, and Webelos Scouts may earn the Cub Scout Outdoor Activity Award. This award recognizes a Cub Scout for taking part in outdoor recreation and conservation projects. In many cases, he can earn this award while doing other Scouting activities.

**Religious emblems.** To encourage members to grow stronger in their faith, many religious groups have programs for young people to earn a religious emblem. The Boy Scouts of America approves of these programs and allows the religious emblems to be worn on the official uniform.

**Cub Scout World Conservation Award.** Webelos Scouts can earn the Cub Scout World Conservation Award by earning the Forester, Naturalist, and Outdoorsman activity badges and taking part in a den or pack conservation project.

**Cub Scouting’s Leave No Trace Awareness Award.** Leave No Trace (LNT) is a plan that helps people take better care of the environment and protect it for future generations.

**Emergency Preparedness Award.** “Emergency preparedness” means being ready for all kinds of emergencies. It means you’re prepared and able to save lives and property in times of trouble and to help a community—or even a nation—get back to normal after a disaster happens. The BSA has approved this award to encourage Scouts of all ages to be prepared for emergencies.

**The BSA Fun with the Family Award.** This award program includes a series of activities designed to help strengthen all families—whether two-parent, single-parent, or nontraditional. This program was designed to help families accomplish worthy goals while building and strengthening relationships among family members. All family members are encouraged to participate and may earn the award.

More resources include:

**Handbooks for each rank.** Each Cub Scout has a handbook to help him along the trail. Tigers (first grade) use the *Tiger Cub Handbook* with activities in the den, at home, and in the community. Wolf Cubs (second grade) have a handbook that will help them along the Wolf Trail where they learn more about themselves and their families. Bear Cubs (third grade) have a handbook that takes them even further, and they get to choose the achievements they complete. Webelos (fourth and fifth grade) have a larger handbook with 20 activity badges they can work on during the two years they are Webelos.

**Boys’ Life magazine.** *Boys’ Life* is full of stories, games, jokes, and letters that are fun to read. Scouts will be learning new things while reading.

**Scouting magazine.** Another good source of information is *Scouting*, published several times each year for registered adult leaders in any capacity.

**Training.** The Boy Scouts of America offers convenient training for everyone—parents, leaders, and youth members. As a parent, you can learn all about Cub Scouting and the wonderful year-round adventure your son is about to experience. Log onto [www.scouting.org](http://www.scouting.org), click the “Parent” tab, then “Training,” and you will discover all of the courses available. Create a “My Scouting” account and get started.

**Youth Protection.** Child abuse is a serious problem in our society, and unfortunately, it can occur anywhere, even in Scouting. Youth safety is of paramount importance to Scouting. For that reason, the BSA continues to create barriers to abuse beyond those that have previously existed in Scouting. The Boy Scouts of America places the greatest importance on providing the most secure environment possible for its youth members. To maintain such an environment, the BSA has developed numerous procedural and

leadership selection policies, and provides parents and leaders with numerous online and print resources for the Cub Scout, Boy Scout, and Venturing programs. Youth Protection training is required for all BSA-registered volunteers. New leaders are required to take Youth Protection training before submitting an application for registration. The certificate of completion for this training must be submitted at the time the application is made and before volunteer service with youth begins. Youth Protection training must be taken every two years. If a volunteer's Youth Protection training record is not current at the time of recharter, the volunteer will not be registered. We encourage all parents to take the BSA's Youth Protection training. To find out more about the Youth Protection policies of the Boy Scouts of America and how to help Scouting keep your family safe, see the Parent's Guide in any of the Cub Scouting or Boy Scouting handbooks, or go to <http://www.scouting.org/Training/YouthProtection.aspx>.

## How Much Does Scouting Cost?

- Registration fee—an annual fee for youth and leaders. It goes to National.
- Pack dues—The amount varies by pack, depending on money-earning projects conducted by the pack to decrease the amount needed to run the pack program.
- Uniform—The uniform and its cost vary by program for both youth and adult. Uniforms may also be purchased at your local Scout shop.
- Books—Youth handbooks are the *Tiger Cub Handbook*, *Wolf Handbook*, *Bear Handbook*, and *Webelos Handbook*. Each boy should have his own copy.
- Adult leaders use the *Cub Scout Leader Book*, the *Cub Scout Leader How-to Book*, the *Den & Pack Meeting Resource Guide*, and the *Webelos Leader Guide*. See [www.scoutstuff.org](http://www.scoutstuff.org) or your local Scout shop for these and a wealth of other reasonably priced resources.

Finally, here are some more specific informational details that can be shared with the interested parents and given to them in a handout format. The blanks can be filled in by the unit Cubmaster prior to a Scouting sign-up night.

**Your den is in a pack.** The den belongs to an organization chartered by the Boy Scouts of America (BSA) to operate a Scouting unit (a chartered organization). Our Chartered Organization is \_\_\_\_\_. The chartered organization approves leadership, helps secure a meeting place, and makes sure that the pack works within the guidelines and policies of their organization as well as those of the BSA.

**Your pack is a member of a district.** A district is a geographic area of the BSA local council that helps support the pack in providing a successful and high-quality program. An employee of the local council, a unit-serving executive (district executive), is assigned to assist the packs in your district. Your district also has a volunteer team called the commissioner staff. They are a “service team” that checks on the program “health” of your pack, and they are a communication link between your pack and the local council. A commissioner is assigned specifically to assist your unit.

**All leaders need training to be effective.** Your pack also has a pack trainer to oversee adult and youth training. The pack trainer should be able to get you all the information you need to become trained. Your district provides online or CD-ROM-based training for adult volunteers in how to be successful leaders. Call your district training chairman or district executive for additional training information.

Your district is one of several in the BSA local council. The professional staff at your council service center can help or will get you in touch with someone who can.

For each family that joins:

My son is in Pack \_\_\_\_\_, which meets at \_\_\_\_\_ (location) at \_\_\_\_\_ (time) on \_\_\_\_\_ (day and week of month).

He is in Den \_\_\_\_\_, which meets at \_\_\_\_\_ (location) at \_\_\_\_\_ (time) on \_\_\_\_\_ (day of week).

Our pack's chartered organization is \_\_\_\_\_ .  
 Our pack is in District \_\_\_\_\_ .  
 Our local council name is \_\_\_\_\_ .  
 Phone# \_\_\_\_\_ .  
 Website \_\_\_\_\_ .

Another way to convey unit information is to order copies of the BSA's *Cub Scout Parent Information Guide* through the council service center and hand out a copy to families attending the sign-up night. The eight-page guide is also available in PDF form at [www.scouting.org/filestore/pdf/520-259.pdf](http://www.scouting.org/filestore/pdf/520-259.pdf).

# SEPTEMBER ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR OCTOBER 2014

CORE VALUE: RESPONSIBILITY/THEME: DOLLARS AND SENSE

### MONTHLY PACK ACTIVITY

#### Pack Camping

Lead a discussion on the program benefits of camping:

Most boys join Cub Scouting because of the outdoor activities, and they have a natural curiosity about their surroundings. Many boys experience their first organized outdoor adventure as Cub Scouts. Introducing them to fun and adventure in the outdoors will benefit them as they mature through the program, and they will grow in their enthusiasm for continuing into Boy Scouting.

Organized outdoor activities at the den, pack, district, and council levels fulfill the promise made to our Cub Scouts. Young boys have a great desire for outdoor fun, excitement, and adventure. These experiences encourage them to spend quality time with family and friends. Council camps that are well operated and maintained, as well as outdoor events directed by qualified, trained leaders, play a vital role in this. Advanced planning will help leaders get the training needed to meet BSA requirements and accomplish the program goals of their units.

Every pack's annual plan should include day camp or resident camp and many other outdoor activities. Pack camping applies to all these Cub Scout program criteria:

- The activity is youth-, parent- and family-oriented.
- The activity is conducted with adult supervision.
- The activity is discovery-based.
- The Cub Scouts are asked to do their best.
- Advancement occurs as a natural part of a well-planned program.

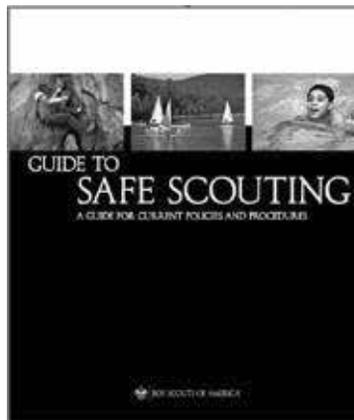
#### Outdoor Activity Checklist

- ✓ Obtain permission from parents or guardians for activities that are held away from the regular den and pack meeting places.
- ✓ File a tour plan if necessary. Check with your local council on its policies regarding field trips in your council.
- ✓ Be sure to have enough adult leaders for the activity.
- ✓ Check out the site before the activity. Check on reservation procedures, restroom facilities, availability of adequate drinking water, and any potential hazards.
- ✓ Use the buddy system. Coach the boys in advance on what to do if they get lost.
- ✓ Carry a first-aid kit and know how to use it. Be prepared with emergency procedures.
- ✓ Arrange adequate and safe transportation.
- ✓ Always leave a site in its natural condition.

**Two-deep leadership required.** It is the policy of the Boy Scouts of America that trips and outings may never be led by only one adult. Two registered adult leaders—or one registered adult leader and the parent of a participant, one of whom must be 21 years of age or older—are required for all trips and outings. The chartered organization of any Cub Scout pack, Boy Scout troop, Varsity Scout team, or Venturing crew has the responsibility to stress to the

committees and leaders of the unit that sufficient adult leadership must be provided on all trips and outings.

Good planning is essential, and all outdoor activities should be appropriate for the target age group. Two important resources, *Age-Appropriate Guidelines for Scouting Activities* (Item No. 18-260) and the *Guide to Safe Scouting* (No. 34416), are available on the BSA website, [www.scouting.org](http://www.scouting.org).



#### Other Resources

- *Cub Scout Leader Book* (No. 33221)
- Cub Scout Outdoor Program Guidelines—<http://www.scouting.org/filestore/pdf/510-631.pdf>
- Pack Overnighter Site Approval Form—<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/13-508.pdf>

#### The Cub Scout Outdoor Program

Camping at the Cub Scout level introduces boys to the outdoors and helps them develop outdoor skills at an age-appropriate level that will be applied more thoroughly as a Boy Scout. As Cub Scouts progress, the opportunities for outdoor adventures become more challenging.

#### Family Camp and Pack Overnights

Cub Scout family camping falls into two categories:

**Council-organized family camps** are overnight events involving more than one pack, with the local council providing all of the elements to enhance the outdoor experience, such as staffing, food service, housing, and program. These are often referred to as parent-pal or adventure weekends. Family camps should be conducted by trained leaders at sites approved by the local council. Youth should be under the supervision of a parent, guardian, or other responsible adult. Council-organized family camps must be conducted in accordance with the National Standards for Council-Organized Family Camps, No. 430-408.

**Pack overnights** are events involving more than one family from a single pack, focused on age-appropriate Cub Scout activities and conducted at council-approved locations. If siblings participate, the event must be structured accordingly to accommodate them.

Adults giving leadership to a pack overnighter must complete Basic Adult Leader Outdoor Orientation (BALOO, No. 34162) and be present during the campout. BALOO trains participants to properly understand the importance of program intent, Youth Protection policies, health and safety, site selection, and sufficient adult participation. Packs must use the tour plan, No. 680-014.

Besides pack family camping, the Cub Scout Outdoor Program includes:

**Cub Scout Day Camp.** Day camp is organized by the council and is a one- to five-day program for Tigers, Cub Scouts, and Webelos Scouts. It is conducted under certified leadership at an approved site and during daylight or early evening hours. Day camp does not include any overnight activities.

**Cub Scout/Webelos Scout Resident Camp.** This is a council-organized, theme-oriented overnight program that runs from two to five nights. It is conducted under a certified National Camping School-trained director at a camp approved by the council. A parent or guardian should accompany each Cub Scout/Webelos Scout. Note that Tigers are not eligible to attend resident camp. The camp must have a dining facility.

**Webelos Den Overnight Camping.** Webelos Scout overnighters introduce a boy and his parent to the basics of the Boy Scout camping program. These campouts are conducted under the leadership of a trained Webelos den leader and include two to six nights of camping. Webelos dens are encouraged to have several overnight campouts each year. These campouts should be parent-son events, under the direction of the Webelos den leader.

## CUB SCOUT INTEREST TOPIC

### Bobcat Badge

Review the current requirements for earning the Bobcat badge. Discuss appropriate ceremony ideas. Remind participants that this badge teaches the ideals of Scouting and that all boys must earn the Bobcat badge when they sign up for Cub Scouting, regardless of when they start the program. Ask participants to share how their packs have encouraged parents to help their son earn the badge, as well as creative ways to help Cub Scouts learn the Cub Scout Promise and Law of the Pack. Review the Bobcat requirements with the group and ask for ideas on how to make learning the requirements fun. Be prepared with ideas of your own.

When a boy is between the ages of 6 and 11 years old or is (at least) in the first grade, he can become a Cub Scout. But, regardless of a qualifying boy's age, he must complete the Bobcat Trail as the first step in his Cub Scouting adventure.

In Rudyard Kipling's collection of stories, *The Jungle Book*, the black panther Bagheera is the mighty hunter that teaches the cubs the skills needed for life in the jungle. In Cub Scouting, we use the symbol of the Bobcat. You'll find his trail in the *Tiger Cub Handbook* (No. 34713), the *Wolf Handbook* (No. 33450), the *Bear Handbook* (No. 33451), and the *Webelos Handbook* (No. 33452). Along this trail, a boy learns the Cub Scout Promise, the Law of the Pack, and the Cub Scout motto. These are the three most important things a boy must learn because they will help him through all of the trails of Scouting.

The Bobcat badge should be ceremoniously presented as soon as possible at a pack meeting. Boys and parents should be inducted into Cub Scouting with the Bobcat ceremony. Suggest the sample ceremony below (or roundtable commissioners may substitute a preferred text). Then end by discussing the change coming in 2015 when Scouting goes to One Oath/One Law. See the "Preparing for 2015" section in this *Planning Guide*.

## BOBCAT BADGE CEREMONY

Materials: badges with pins (or tape) for affixing to uniform; campfire prop (optional).

**Akela:** The spirit of Cub Scouting burns here as it does in the hearts of Cub Scouts everywhere. The Cub Scout spirit is like a campfire. We must add wood to the fire or it will go out. In the same manner, we must add new boys to our pack, or the Cub Scout spirit will go out.

**Baloo:** We have (number) boys who have earned the right to join our pack.

**Akela:** Are they ready to join in the Cub Scout spirit?

**Baloo:** Yes, and they have learned the ways of our tribe. They have learned the Cub Scout Promise, the Law of the Pack, the Cub Scout motto, and their meanings. They have also learned the meaning and proper use of the Cub Scout sign, salute, and handshake. They know the meaning of Webelos. These are the boys ready to join our pack. When I call your name, come forward with your parents. (Baloo calls the boys who are to receive the Bobcat badge.)

**Akela:** Parents, we are about to induct your son into our pack and present you your son's Bobcat badge. So parents, please join Baloo in pledging to help your sons.

**Baloo:** Parents, please make the Cub Scout sign and repeat after me:

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

**Akela:** Now we will present you with your son's Bobcat badge. Please pin the badge to his uniform now. There is a parent's pin attached to the card to remind you of your pledge tonight to help your son, and to remind you that Scouting is a family program. (Both Akela and Baloo hand the badge to parents and congratulate the new Bobcats with the Cub Scout handshake.)

**Akela:** Will the new Bobcats join Baloo and me in saying the Cub Scout Promise?

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

(Baloo leads the blastoff cheer, or another favorite cheer.)

# OCTOBER ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR NOVEMBER 2014

CORE VALUE: CITIZENSHIP/THEME: GIVE GOODWILL

### MONTHLY PACK ACTIVITY Pack Good Turns

Cub Scouts learn about the spirit of Scouting by performing a good deed for someone in need during the holiday season. Making gifts for friends and family is a fun part of the celebration of the season. Keeping service to God and others in mind, have your den collect donated food or gift items for an “adopted” family in need. Encourage families to clean out closets for unused toys and outgrown clothes—all in good condition—which can then be donated to local collection sites. Conduct a packwide collection of winter blankets or coats and gloves for the homeless. Plan an outing to work in a soup kitchen or homeless shelter. Make decorations to brighten a nursing or other care facility, or sing carols for the people who live there. The opportunities to “Do a Good Turn” are endless.

Also mention that all units are encouraged to do at least one Good Turn each year for their chartered organization. Leaders can find ideas for Pack Good Turns in “Special Pack Activities,” section 6 of the *Cub Scout Leader How-To Book*.

### CUB SCOUT INTEREST TOPIC Blue and Gold Banquet

The blue and gold banquet is the most exciting event on the Cub Scout calendar. It is the birthday celebration of Cub Scouting. Every family in the pack can take part in its planning and execution.

The banquet is held in February, as this is the anniversary month of the Boy Scouts of America. The BSA began in 1910, and Cub Scouting began 20 years later. The banquet gets its name from the Cub Scout colors—blue and gold.

The 2015 theme should be decided by November or December so that the den leaders have time to plan what will be done at their January and February den meetings. This session is intended to get people moving and doing the planning needed to be successful. There will be another Blue & Gold session at the January roundtable to discuss decorations, programs, skits, who to invite, costumes, etc.

### Web Resources

- <http://www.pinterest.com/lrumburg/blue-and-gold-ideas/>
- <http://lyndel.net/blueandgold/planningguide.pdf>
- <http://www.ocbsa.org/wp-content/uploads/2011/06/Blue-Golf-Banquet-for-Website.pdf>
- <http://www.nlcbsa.org/files/d/usr/1442/CSRT%20Jan%20Blue%20&%20Gold.pdf>
- <http://scoutingmagazine.org/2000/10/ideas-for-cub-scout->

[blue-and-gold-banquets/](#)

- <http://www.deseretpeakcubscouting.com/resources/January%202013%20Blue%20%26%20Gold%20Theme%20Night%20Roundtable%20Handout.pdf>
- <http://balancingeverything.com/2013/02/19/blue-and-gold-banquet-ideas/>
- <http://www.nothingbutcountry.com/2013/04/western-cowboy-theme-cub-scout-blue-and-gold-banquet-2013/>

### Planning Banquet

To be successful, the banquet must be planned well in advance. The pack committee selects a banquet chairman, who then recruits helpers to carry out the responsibilities listed below. Try to involve as many people as possible, and avoid giving den leaders too many additional responsibilities; they will be busy working with their dens.

**What Type of Meal?** There are several options a pack may consider. One is potluck, where each family brings a dish to share with everyone else. Be sure to have them provide enough for their family plus two people, since there will be guests attending. Another option would be for the pack to purchase and supply the meat and other items such as paper products, utensils, and beverages. Each den could be assigned salads, vegetables, breads, or desserts. If the pack budget allows, you may decide to have the meal catered. This is the easiest way to go, but also the most expensive.

**How Will the Pack Pay for It?** Some packs pay for all of the costs by including the banquet in their annual budget and earning sufficient funds through popcorn sales or other fundraisers throughout the year. Other packs charge those attending (if the meal is catered). A good idea is to add \$1 per person to cover the cost of decorations and guest dinners, unless your pack can afford the extra cost. Another option is to have the entire event sponsored by a local business.

**How Much Food and Seating?** It's best to require that families make reservations; this way, you can avoid having too much food or too little. A simple RSVP on each invitation could be returned along with payment in advance, if you are charging admission.

**Decorations, Invitations, Programs?** It is always more fun for Cub Scouts to be involved in their banquet. If your pack decides the boys will make some of the decorations in their den meetings, be sure to enlist some parents to help them. The printed programs could be assigned to a parent; ask if anyone in the pack is skilled at doing this or works at a print shop. Remember to use the talents and resources of all your families.

## Planning Checklist

Select the date, time, and location. The banquet often takes the place of the February pack meeting, although it is not necessarily held on the regular meeting night. Reserve the meeting place well in advance and consider the following: adequate space for seating and displays; availability of parking space, restrooms, and coat racks; program needs such as microphones and a stage area; convenience for food preparation and/or serving.

- Dinner. Select a meal plan and menu—catered, potluck, etc.—and estimate the cost. Determine the serving needs, including kitchen and utensils. Assign serving and cleanup jobs.
- Program: entertainment; props for skits and ceremonies; recognition for Cub Scouts and leaders. Make assignments for various parts of the program, including the invocation, welcoming and introduction of guests, ceremonies, recognitions, and entertainment.
- Displays, as well as decorations for the room and the tables.
- Publicity: Inform all pack families of the date, time, place, and cost.
- Invitations: Consider inviting guests such as the head of the chartering organization, chartered representatives, school principals, Scoutmasters, district executives, and district commissioners.

# NOVEMBER ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR DECEMBER 2014

CORE VALUE: RESPECT/THEME: STARS AND STRIPES

### CUB SCOUT INTEREST TOPIC

#### Age-Appropriate Activities

Stargazing on a clear night is a fun way to involve the whole family in your monthly pack meeting. With any luck and a little asking, you can find at least one member who owns a telescope. If all else fails, there are several apps that are easy to use. Provide hot chocolate and snacks to turn this evening into an enjoyable time for everyone. Choose a dark spot away from the lights of buildings. Consider a theme such as Greek mythology or “spot the animals,” or hold a scavenger hunt with a list of constellations for groups to identify and a prize to the group that finds the most.

#### Roundtable Preparation

- Bring a list of local planetariums where units may go for a presentation. Some universities conduct shows for free.
- Contact local astronomy clubs to see if someone could come and talk to the roundtable. Often, these groups will set up their telescopes for groups to look at the sky; their hope is to interest more people in the hobby.
- Have a copy of the Cub Scout Academics and Sports Guide, and discuss the Astronomy belt loop and pin. Also, a copy of the Astronomy merit badge pamphlet may be helpful. The 2006-2007 Cub Scout Program Helps and the November 2006 Baloo’s Bugle issue, “Cub Scout Stars,” include lots of ideas for pack star study activities.
- See if someone has one (or more) of the phone apps that line up the sky with your phone’s orientation. This can be used to show how easy it is to teach astronomy to Cub Scouts.

#### Web Resources

- <http://www.spaceplace.nasa.gov/cub-scouts/en/>
- <http://spaceplace.nasa.gov/spacepl.htm>
- [http://canopus.physik.uni-potsdam.de/~axm/images/winter\\_hexagon.html](http://canopus.physik.uni-potsdam.de/~axm/images/winter_hexagon.html)
- <http://www.dustbunny.com/afk/> (Astronomy for Kids)
- <http://airandspace.si.edu/>
- <http://www.funbrain.com/constellation/index.html>

### MONTHLY PACK ACTIVITY

#### Pack Good Turns

Scouting is one of the few places where flag etiquette is still taught. It is important to remind Cub Scouts that the United States flag is much more than a piece of cloth. Like their parents and teachers, the flag deserves their respect.

#### Roundtable Preparation

Bring a copy of *Your Flag* (No. 33188), a BSA publication that teaches the proud history of the American flag and provides

information on flag ceremonies and proper display. Have a flag on hand that is available for folding. Print a list of flag-related Scouting achievements and electives. Consider asking a Scoutmaster or senior patrol leader—or a representative from the VFW, the American Legion, or the Marine Corps League—to come and talk about the flag.

#### Suggested Discussion Questions

1. Why do we have a flag? (It shows who we are, and serves as a symbol of our nation.)
2. What do you feel when you see the flag (proud, happy, sad)? Why?
3. What are the parts of the flag and what do they mean? (Stripes—represent the original 13 colonies; stars—one for each state; red stripes—valor, bravery, blood spilt in defense of our freedom; white stripes—purity and innocence; blue field—vigilance, perseverance, justice.)
4. How do we treat the flag?  
(Discuss proper display and fold the flag.)
  - The flag should be displayed from sunrise to sunset. If the flag is displayed at night, it should be illuminated.
  - Never allow the flag to touch the ground or the floor.
  - When the flag is displayed on a wall or window, the blue field should be in the upper left corner.
  - The flag should be raised quickly and lowered slowly.
  - The flag is often flown at half-staff to show respect for someone who has died. When flown at half-staff, the flag should be raised to the top for an instant and then lowered to the half-staff position. The flag should also be raised to the top before it is lowered at the end of the day.
  - Practice folding the flag.
  - Practice flag posting and retrieving.
  - At meetings, the U.S. flag and other flags (pack flag or den flag) should be placed first in the back of the room. The U.S. flag should be on the right side of the procession and should never be behind the other flags. When they come to the point where the flags must cross, the U.S. flag should cross in front of the other flags. (See the June roundtable breakout sessions for opening and closing ceremonies.)

#### Resources

- *Your Flag* (No. 33188)
- *Cub Scout Den & Pack Ceremonies* (No. 33212)
- <http://www.usa-flag-site.org/>
- <http://www.usflag.org/>
- <http://www.vfw.org/>

# DECEMBER ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR JANUARY 2015

CORE VALUE: POSITIVE ATTITUDE/THEME: YES, I CAN

### CUB SCOUT INTEREST TOPIC

#### Age-Appropriate Activities

Remind roundtable participants that Scouting is a progressive program for boys from ages 6 to 20. When choosing activities for the den or pack, leaders should take into consideration the interests and abilities of Cub Scout-age boys and offer goals they can achieve—not a set-up for failure. Each level of Scouting is the foundation for the next level, and there is plenty of time for projects to become more challenging for them as they grow.

Deciding which Scouting activities are age-appropriate is easy, thanks to “Age-Appropriate Guidelines for Scouting Activities,” provided in the *Guide to Safe Scouting*, and on the National BSA website at [http://www.scouting.org/filestore/pdf/34416\\_Insert\\_Web.pdf](http://www.scouting.org/filestore/pdf/34416_Insert_Web.pdf). Review a few examples from the easily-read chart. The BSA’s Health and Safety team developed the age- and rank-appropriate guidelines based on the mental, physical, emotional, and social maturity of Boy Scouts of America youth members. The guidelines on the chart apply to Cub Scout packs, Boy Scout troops, Varsity Scout teams and Venturing crews. The guide covers outdoor skills, sports, tools, trekking, aircraft, vehicles, shooting sports, climbing, aquatics, and camping. It’s a great resource for answering questions from parents or from adult or youth leaders planning future trips: Should Bear Cub Scouts build campfires? Can Webelos Scouts use bow saws? Can Tigers go family camping? Can Cub Scouts use zip lines? Can Cub Scouts go canoeing on flat water? The answers: No. Yes. Yes. No. And yes, but only through their approved local council.

Of course, all activities should be pursued with the *Guide to Safe Scouting* in mind. The online version of is updated at <http://www.scouting.org/HealthandSafety/GSS.aspx>. When designing your pack activities, make sure everyone, from the Tigers to the Arrow of Light Scouts, can participate.

### MONTHLY PACK ACTIVITY

#### Winter Activities for Your Area

January is as “winter” as it gets in most places. Depending on your location, that can mean anything from snow and frozen lakes to mild temperatures in the 50s, 60s, or 70s. Whatever your latitude, your pack winter activities are probably not the same as the ones you use for the National Summertime Pack Award; but don’t let the winter take the OUTING out of your SCOUTING.

Remember to plan for the shorter days that accompany winter, especially before daylight saving time returns on the second Sunday in March. If your winter is the snowy kind, potential cold-weather activities—such as skiing, ice skating, snow tubing, sledding, and ice fishing—present challenges to the Cub Scouts and Cub Scout leaders. Essential ingredients for fun include skill training and an awareness of the hazards unique to these activities. Wind-chill factor, snow conditions, hazardous terrain, special clothing needs, and emergency survival are important issues for

a safe and successful experience. These concerns can come into play even if you are taking a short day hike in a local park. Don’t forget to offer the opportunity to earn the belt loops and pins for Ice Skating, Snow Ski and Board Sports, and Hockey.

BE SURE YOUR WINTER OUTDOOR ACTIVITIES ALWAYS FOLLOW THESE BSA GUIDELINES:

1. All winter activities must be supervised by mature and conscientious adults (at least one of whom must be age 21 or older) who understand and knowingly accept responsibility for the well-being and safety of the youth in their care, who are experienced and qualified in the particular skills and equipment involved in the activity, and who are committed to compliance with the seven points of BSA Winter Sports Safety. Direct supervision should be maintained at all times by two or more adults when Scouts are in the field. The appropriate number of supervisors will increase depending on the number of participants, the type of activity, and environmental conditions.
2. Winter sports activities embody intrinsic hazards that vary from sport to sport. Participants should be aware of the potential hazards of any winter sport before engaging in it. Leaders should emphasize preventing accidents through adherence to safety measures and proper technique.
3. Appropriate personal protective equipment is required for all activities. This includes the recommended use of helmets for all participants engaged in winter sports, such as sledding and riding other sliding devices. The use of helmets is required for the following activities: downhill skiing, snowboarding, and operating snowmobiles (requires full-face helmets).
4. Winter sports activities often place greater demands on a participant’s cardiopulmonary system, and people with underlying medical conditions (especially if the heart or lungs are involved) should not participate without medical consultation and direction. For participants without underlying medical conditions, the annual health history and physical examination by a licensed health-care practitioner every year is sufficient. The adult leader should be familiar with the physical circumstances of each youth participant and make appropriate adjustments to the activity or provide protection as warranted by individual health or physical conditions. Adults participating in strenuous outdoor winter activity should have an annual physical examination. It is recommended that the medical assessment be performed by a licensed health-care practitioner knowledgeable of the sport and the particular physical demands the activity will place on the individual.
5. For winter sports such as skiing, snowboarding, snowmobiling, etc., that utilize specialized equipment, it is essential that all equipment fit and function properly.

6. When youth are engaging in downhill activities such as sledding or tobogganing, minimize the likelihood of collision with immobile obstacles. Use only designated areas where rocks, tree stumps, and other potential obstacles have been identified and marked, cleared away, shielded, or buffered in some way.
7. All participants should know, understand, and respect the rules and procedures for safe winter activity. The applicable rules should be presented and learned before the outing, and all participants should review them just before the activity begins. When Scouts know and understand the reasons for the rules, they will observe them. When fairly and impartially applied, rules do not interfere with fun. Rules for safety, plus common sense and good judgment, keep the fun from being interrupted by tragedy.

If your winter is not the snowy kind, you may need a back-up plan in case of rain, or just to accommodate chillier temperatures. Remember to bring warm clothing, and rain gear, if indicated by your local weather forecast. Finally, if the weather is not cooperating with your outdoor pack activity, look indoor for pack fun. Indoor ice skating rinks are available in many places (if you want the winter feel), and winter is a good time for other indoor activities that we mostly neglect when the weather is nicer.

# JANUARY ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR FEBRUARY 2015

CORE VALUE: RESOURCEFULNESS/THEME: LITTER TO GLITTER

### CUB SCOUT INTEREST TOPIC

#### Den Chief Program

Invite a Scoutmaster to participate in the roundtable presentation, so he or she can talk about the den chief program, how it works, and the requirements for becoming a den chief. Ask den leaders to share benefits and successes they have experienced in working with den chiefs. Bring a copy of the *Den Chief Handbook* (No. 33211) to display and use as a reference as you discuss training opportunities.

**Den Chief Qualifications:** Must be a registered youth member of a Boy Scout troop, Varsity Scout team, or Venturing crew, selected by the senior patrol leader and Scoutmaster, Varsity Scout Coach, or Venturing Advisor at the request of the Cubmaster. He or she is approved by the Cubmaster and pack committee for recommendation to the den leader. A den chief who actively serves for a year, completes training, and completes other requirements can earn the Den Chief Service Award. The requirements are listed in the *Den Chief Handbook* (No. 33211) and at <http://www.scouting.org/scoutsource/BoyScouts/AdvancementandAwards/MeritBadges/dencf.aspx>.



#### Responsibilities

The Cub Scout den chief's responsibilities are to

- Know the purposes of Cub Scouting.
- Help Cub Scouts achieve the purposes of Cub Scouting.
- Serve as the activities assistant at den meetings.
- Set a good example through attitude and uniforming.
- Be a friend to the boys in the den.
- Help lead weekly den meetings.
- Help the den in its part of the monthly pack meeting.
- Know the importance of the monthly theme and pack meeting plans.
- Meet regularly with the den leader to review den and pack meeting plans. Meet as needed with adult members of the den, pack, and troop.
- Receive training from the den leader (and Cubmaster or assistant Cubmaster) and attend Den Chief Training.
- Encourage Cub Scouts to become Webelos Scouts when they are eligible.
- Help the denner and assistant denner to be leaders.



#### Resources

- Den Chief Training, <http://www.scouting.org/Training/Youth/DenChiefTraining.aspx>. Roundtable leaders may want to preview this and use some of it during the presentation.
- *Den Chief Handbook* (No. 33211)
- *Cub Scout Leader Book* (No. 33221)—includes information for the den leader on working with a den chief.

### MONTHLY PACK ACTIVITY

#### Blue and Gold

Blue and Gold was previously an interest topic at the October roundtable. That was to encourage early planning; this time, you should offer specific ideas on a range of topics including homemade table and room decorations; entertainment; greeting and introducing guests; friends of Scouting presentations; and the opening, advancement, and closing ceremonies.

Have staff members present this topic dressed in costumes to demonstrate creative ways of conducting blue and gold banquets in each pack. Lead a discussion using the *Cub Scout Leader Book* and the *Cub Scout Leader How-To Book* as resources. Explain the purpose of the banquet and stress that it is a family event.

Show an example of a backdated calendar, which can ensure that all preparations are completed on time. Point out that decorations should include placemats made by the Cub Scouts, place cards, invitations, centerpieces, etc. Discuss options for food—covered dish, bring your own meal, or catered. Emphasize that in addition to ceremonies and recognition for service, there should be skits, songs, and cheers led by the boys.

Mention special people to invite such as the chartered organization representative, unit commissioner, district executive, district commissioner, etc. You should also invite school principals, teachers, and community leaders who support Scouting, as well as those who need to know more about the Scouting program.

For more information, refer participants to the information offered in October.

# FEBRUARY ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR MARCH 2015

CORE VALUE: COMPASSION/THEME: AWARE AND CARE

### CUB SCOUT INTEREST TOPIC

#### One Oath and Law Rollout

Information presented here is adapted from the blog “Bryan on Scouting,” <http://blog.scoutingmagazine.org/2013/11/18/new-details-on-the-rollout-of-using-one-oath-and-law-in-all-programs/>.



The resolution passed by the National Executive Board last year means that, soon, every Scout of any age will use the Scout Oath and Law instead of reciting separate, program-specific statements. Cub Scouts will recite the Scout Oath and Law instead of the Cub Scout Promise and Law of the Pack. Similarly, Venturers will no longer use the Venturing Oath and Venturing Code.

The rollout is timed “with the release of youth handbooks and leader aids supporting this and other changes related to BSA’s Strategic Plan Goal 411.” For Venturing, that means the change will take place in May 2014. For Cub Scouts, it’s May 2015.

Are you the kind of Scouter who likes to be on the leading edge of changes to the organization? Then register now for the NEW Cub Scout Adventure Program at the Philmont Training Center in 2014. This session is so important, it is being offered FOUR times over the summer. Register at <http://www.philmontscout ranch.org/ptc.aspx>.



#### Frequently Asked Questions

Here are the BSA’s answers to some questions already received.

##### WHAT, SPECIFICALLY, IS BEING CHANGED IN CUB SCOUTS?

- Adopt the Scout Oath and Law for use in the Cub Scout program, retiring the Cub Scout Promise.
- Revise the Core Values of Cub Scouts to align exactly with the 12 points of the Scout Law.
- Retire the Law of the Pack, while maintaining the concept of “Akela” as leader.
- Maintain the current Cub Scout motto, sign, salute, and handshake.

##### WHY ARE THESE CHANGES HAPPENING?

Each BSA program is designed to help instill the goals of the BSA mission in its members’ daily lives. As the BSA strives to operate as one organization, build continuity of membership over a person’s life, and deliver its mission, considering one Oath and Law as a tool to unify our membership is appropriate. Additionally, the earlier and longer a member is exposed to the values of the Scout Oath and Law, the better the opportunity is that they will be able to live those values in their lives.

##### HOW DID THESE RECOMMENDATIONS COME TO BE?

Two separate task forces have worked on the deliberations leading to the recommendations—the Strategic Plan Goal 411 Task Force and the Venturing Task Force. Each of these is volunteer-led and staffed (approximately 50 and 25 volunteers, respectively). These task forces made the initial deliberations and recommendations.

For Cub Scouting, the 411 task force consulted with cognitive and child development specialists and educational practitioners involved in Scouting. Specifically, these professionals, all of whom are Scouters, were asked to consider age and developmental appropriateness of the current Cub Scout Promise and Law of the Pack versus the Scout Oath and Law. The outcome of this study suggested that comprehension difficulty is high for both, but not materially higher for the Scout Oath. Further, the study group concluded that Cub Scouts could understand the Scout Law just as well as the Cub Scout Promise with appropriate support and guidance. Additionally, research among parents (62 percent favorable) and Cub Scout leaders (59 percent favorable) was also supportive. Cub Scouts would not be asked to memorize or recite the Scout Law at early ages.

##### ISN’T THE SCOUT OATH AND LAW MUCH MORE DIFFICULT FOR CUB SCOUT-AGE BOYS TO MEMORIZE AND UNDERSTAND?

This was an initial concern of the task force. To address this concern, the task force recruited a group of individuals with experience in child development and linguistics and a group of educational practitioners. All of these individuals are Scouters. After study, the group’s conclusions were:

- Both sets of value statements contain complex concepts requiring support and guidance for the user to fully understand and learn to live by.
- Both sets of value statements are written at a relatively high reading level, but the Scout Oath is not significantly more difficult to read and comprehend than the Cub Scout Promise.

The Law of the Pack is significantly more difficult for Cub Scout-age boys to understand than either the Cub Scout Promise or the Scout Oath and contains concepts for which younger Cub Scouts are not developmentally prepared.

- Cub Scout-age boys will be able to learn and comprehend the Scout Oath with support and guidance similar to that currently provided when learning the Cub Scout Promise (cards as prompts, guided discussion on meaning, etc.).

- Cub Scouts in early ranks should not be expected to memorize the Scout Law but are developmentally ready to begin exposure to the words of the Law and are ready to begin building understanding of the concepts with help.

**CUB SCOUTS ARE NOT BOY SCOUTS. IF CUB SCOUTS USE THE SCOUT OATH AND LAW, WHAT WILL SEPARATE THE TWO PROGRAMS? WHAT WILL THE BOYS LOOK FORWARD TO?**

- Cub Scouts and Boy Scouts are separate programs. Cub Scouts preparing to move to Boy Scouts will continue to anticipate the new uniform; the increase in independence and leadership growth of the patrol method; the enhanced opportunities for fun and adventure through age-appropriate troop activities they could not do as Cub Scouts; the Boy Scout advancement program; and other opportunities. Use of the same Oath and Law will unify them with their older “brothers” but will not make them Boy Scouts.

## MONTHLY PACK ACTIVITY

### Family Camping/Pack Overnights

Using the *Cub Scout Leader How-To Book* (No. 33832) as a resource, lead a discussion on possible activities for the Cub Scouts and families at a pack campout. In the discussion, include outdoor cooking, nature exploration, night hikes, stargazing, and the campfire. Getting up early to view a sunrise is another idea. Discuss how to involve parents in leading some of these activities. Park rangers may be helpful in talking to the boys about plants and animals, or safety, as well as suggesting the best place to view the sunset or sunrise. Local astronomy groups may be a resource as well.

Ask participants to share their pack camping success stories. Stress the fact that no matter how fun and exciting the activity might be, if it is not safe and age-appropriate, it does not belong in the program. Refer to the chapter on camping in the *Cub Scout Leader Book* (No. 33221) and distribute copies of your council’s list of approved pack overnights locations.

Emphasize that at least two adults who attend the family camp/pack overnights must have successfully completed Basic Adult Leader Outdoor Orientation (BALOO). This way, if one of them has to leave in an emergency, the other will still be there.



# MARCH ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR APRIL 2015

CORE VALUE: FAITH/THEME: SOARING THE SKIES

### CUB SCOUT INTEREST TOPIC Getting Ready for Cub Scouting Adventures, Part I

Adapted from the BSA website's program updates page, <http://www.scouting.org/scoutsources/programupdates.aspx>.

DISCLAIMER—This material was assembled from the best available sources in March 2014, but before the final material was issued and rollouts began. Please reconcile this material with current publications before presenting.

### Learning Objectives

- Provide background to explain the reasons the changes were made.
- Demonstrate an understanding of how the Cub Scout Adventures for advancement work.
- Review the Bobcat requirement changes.
- Explain “immediate recognition” for adventures.
- Discuss upcoming den leader resources for adventures.
- Review the transition plan for new materials.
- Identify training to prepare leaders for new materials.

### Suggested Presenter(s)

Members of the district training team, district executives, other council employees and/or volunteers who have received the Cub Adventure onboard trainings or who are part of the training team for Cub Adventure trainings being held in the fall of 2014 and spring of 2015.

### Presentation Method

The topic is ideally presented as an onboarding session on the upcoming changes in the Cub Scout Advancement Program. In planning the presentation, you should review the latest materials posted at <http://www.scouting.org/scoutsources/programupdates.aspx>, which include PowerPoint presentations and handouts published by the National office. Below is a discussion outline that should also be of help in your planning.

Future training opportunities could include hands-on preparation when new handbooks and den leader guides are released in May 2015. The next three years promise to be exciting for Scouting, as all of our traditional programs will be updated based on volunteer-led research and development. Venturing updates will come first, in 2014, with an entirely new program and recognition approach. Cub Scouts will be next, in 2015.

### 411 comes from BSA's National Strategic Plan:

- Pillar 4 of the Strategic Plan calls for a dynamic and relevant program.
- Objective 1 calls for BSA's programs to match what today's youth both want and need.
- Goal 1 requires changes to BSA's programs to reflect the findings of a thorough program review and assessment that clearly identifies those elements that are appealing, exciting, and culturally relevant to today's youth and families.

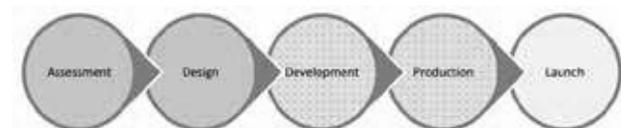
The task force that studied this:

- is made up of approximately 75 volunteers and is nationally representative.
- is networked to other functions and discipline (e.g., Religious Relations Committee, Aquatics Task Force, Program Impact, etc.)
- has governance through the Program Content Support Committee to the National Board.

They used a slightly modified version of the ADDIE Model used to develop training systems for this process:



Their process was:



- Development, production, and launch were still in progress when the *Cub Scout Roundtable Planning Guide* was being assembled.
- Although not shown in the diagram above, the BSA will most certainly evaluate the results, as the future of Scouting depends on this change.

- They focused on five key areas:



For Cub Scouts, the two main results are:

## One Oath and Law

- Adoption of the Scout Oath and Law for use in the Cub Scout and Venturing programs. Retirement of the Cub Scout Promise and Venturing Oath.
- Revision of the Core Values of Cub Scouting to align exactly with the 12 points of the Scout Law.
- Retirement of the Law of the Pack, while maintaining the concept of “Akela” as leader.
- Maintaining the current Cub Scout motto, sign, salute, and handshake.
- Venturers will use the Scout sign and salute.

## Cub Scout Adventures— New Program Model

- Design objectives



- Organizing principles



- For each rank, completion of seven den-based adventures—including a family-based “Duty to God” adventure—will be required to earn the rank.



- Adventures = interdisciplinary, theme-based experiences, 3 den meetings
- Immediate recognition after each adventure (TBD)
- Elective adventures available; same recognition approach
- Simplified, all-in-one-place materials for den leaders, with a separate den leader guide published for each rank
- Sample core adventures

Tiger	Wolf	Bear	Webeles	Arrow of Light
Team Tiger	Council Fire	Bear Claws	Cast Iron Chef	Building a Better World
Tigers on the Prowl	Running with the Pack	Grin and Bear It	First Responder	Camper
Tiger Bites	Howling at the Moon	Bear Necessities	Stronger-Faster-Higher	Scouting Adventures
Tiger in the Wild	Paws on the Path	Paws for Action	Webeles Walk-about	

## Why the Change?

### Strategic Plan—Relevant and Current Program Review

**BACKGROUND:** In November of 2009, more than 75 volunteers and national staff came together to listen as child development experts, authors, and youth program operators discussed “What Today’s Youth Want and Need.” Sponsored by then Chief Scout Executive Bob Mazucca, this meeting set the stage for what would become Goal 411 of the 2011-2015 National Strategic Plan.

**ASSESSMENT & DESIGN:** In early 2010, Russ Hunsaker of the Great Salt Lake Council was selected as the chair of the task force to address the goal, and he began assembling his team, now more than 75 volunteers strong, representing all regions of the Boy Scouts of America. Divided into six teams, this group has been at work for more than two years leading the assessment of all of our programs, designing the necessary changes to meet the goal, and beginning the development of the support materials.

**DEVELOPMENT:** These volunteers and Boy Scouting professional advisors drafted a comprehensive set of desired outcomes grouped into five categories: **CITIZENSHIP, CHARACTER, LEADERSHIP, PHYSICAL FITNESS, AND OUTDOOR SKILLS.**

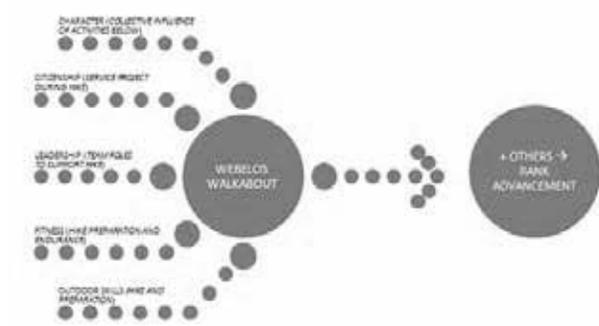
In December of 2012, 14 additional volunteers from across the United States, again representing each region of the BSA, formed the writing and program development team known as the Cub Adventure Team (CAT). Members of this team have extensive backgrounds in the Cub Scouting program, serving on National committees and task forces, serving as faculty for Cub Scouting courses at Philmont Scout Ranch, and serving as camp directors for the National Camping Schools of the BSA. Many on the team have more than 25 years of service as volunteers in Scouting.

The team spent many hours reviewing feedback from Cub Scouts and den leaders on which aspects of the current program they appreciated the most and the least. Content recommendations were also researched and reviewed. Den leaders expressed a desire for easy-to-execute den meeting programs and the opportunity to deliver programs more creatively. This led to developing a

new curriculum that is more active and engaging and promotes increased outdoor activity in line with the Strategic Plan's goal of a dynamic and relevant program.

The Cub Adventure Team applied the desired outcomes defined by the 411 task force in the development of interdisciplinary program "adventures." Each adventure was designed to be fun and engaging for boys while ensuring that the overall goals of Scouting are accomplished.

Example: Inputs from the desired outcomes helped develop the "Webelos Walkabout" adventure:



**PILOT:** The Cub Adventure drafts were pilot-tested by 10 councils from every region of the Boy Scouts of America. The adventures were then edited by the Cub Adventure Team based on feedback from the pilot tests to ensure that (1) the program was FUN for the boys and (2) the den leaders could easily execute the den meeting plans associated with the adventures.

## Again, Why the Change?

While the details change, the core of Scouting remains the same, helping boys develop their commitment to live by the ideals of the Scout Oath and Law. If there had been no changes in Cub Scouting from the time it was established, it would look very different than it does today:

- There would be no adult leaders. Dens would be led by Boy Scout den chiefs.
- No boy would enter Cub Scouting until age 9.
- The uniform would feature knickers.
- The Cub Scout Promise would include a commitment to "be square."

Change is inevitable, and we need to anticipate and reflect needed changes in program delivery. We can all agree that our youth today are much different than the youth of Cub Scouting when it began in the U.S. in 1930. Not all families have the luxury of a full-time, stay-at-home parent to prepare den meeting materials. Today's boy deserves an engaging and relevant program developed to meet his needs and interests. Elements that were not engaging or relevant simply needed to be changed. The changes reflect an ongoing commitment to "Do Our Best" for Cub Scouting.

## What Isn't Changing?

- Family focus
- Ranks
- Ages (or genders)
- Den/pack meeting structures
- Outdoor program

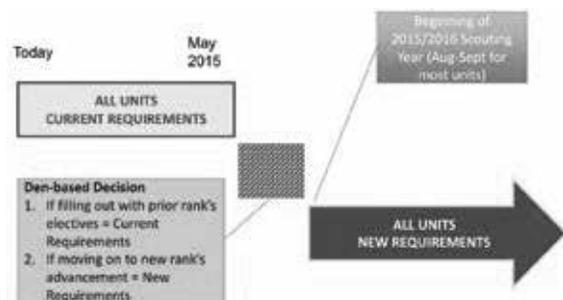
- Delivery model
- FUN—There will be even more than before!

## What Is Changing?

- Cub Scout Promise and Law of the Pack are being replaced by the Oath and the Law
- Tiger Cubs will officially be called Tigers and will have a new image.
- Arrow of Light will no longer require a boy to earn the Webelos rank first.
- An adventure will be created to give youth, adult leaders, and parents a better understanding of the Webelos-to-Scout transition plan.
- Activities will be more closely aligned with the aims and mission of the Boy Scouts of America.
- Sports & Academics recognition belt loops are being retired. The fun content of many of the loops and pins has been captured in several of the adventures.
- The "immediate recognition" plastic pocket patch with yellow and red beads is being retired.
- The adventures will have new immediate recognition symbols: Adventure belt loops, one for each adventure, to be awarded when the requirements have been completed.
- The Webelos recognition for adventure requirement completion will be in the form of Adventure pins, one for each adventure.
- One den leader guide will be published for each rank. Webelos and Arrow of Light will both be included in the guide for Webelos den leaders.

## Transition Planning

- The current advancement plan will be in place until May 2015.
- Dens may continue to use the current advancement plan for ranks and Arrow Points until the fall of 2015.
- Den members preparing to earn the next rank must use the new plan after May 2015.
- Everyone will be using the new requirements starting in the fall of 2015.
- All materials shall be available in English and Spanish by May 2015.



## How to Learn More

Oct 2013 – Jan 2014	Regional/Area Directors Onboarding
May & August 2014	Communications Launch @ National Annual Meeting and Top Hands
June 22-28, 2014 July 20-26, 2014 July 27-Aug 2, 2014 August 10-16, 2014	Philmont Training Center Conferences : "Getting the 411 on the NEW Cub Scout Adventure Program Boy Scout changes incorporated in relevant conferences
Fall 2014 Spring 2015	Regional & Area Training Sessions
Spring 2015	Sea Base Conference Regional and Area training weekends (TBD) Webinars for council, district and unit leaders

For the latest news on the changes, visit <http://www.scouting.org/scoutsources/programupdates.aspx>.

## MONTHLY PACK ACTIVITY

### Spring Hikes, Walks, and Observations

Spring is a wonderful time for hiking and walkabouts. Outings can include the Cub Scout and his family. Start the discussion by talking about theme-related or discovery hikes and walks. A "blossoms walk" could have participants observing, noting, and photographing springtime blossoms. How about a "creepy crawler" hike to watch insects prepare their homes and nests?

Sometimes when we are out hiking with Scouts, it seems like they are so focused on getting from here to there that they forget to look around and see the sights. If you are out with a goal-oriented group and you want them to take some time to explore, consider adding one or more additional hiking activities. You'll find some suggestions below.

We want Cub Scouts to have fun and adventure outside when possible! As spring begins in your area, look for ways to have the boys observe what's going on. Plan activities in which they can describe or illustrate and display their observations at a den or pack meeting. Here are some examples:

**PAINT CHIP SEARCH:** Get a collection of paint chips from your local hardware store. Task the Cub Scouts with finding plants or items outside that match the colors, and then draw a poster showing what they found.

**NATURE HIKE SCAVENGER HUNT:** With the help of your local park service, get a listing of plants in your area. Then while going on a hike, see how many plants the boys can identify.

**NATURE'S BINGO GAME:** Nature's bingo plays just like regular bingo. The object is to complete a row—across, down, or diagonally—but instead of calling numbers, things found in nature are called by using pictures and words. So as you go along a trail, point out plants and animals, and keep track of what was seen. Then once a boy has a completed row, you can confirm it.

**I SPY:** In this classic observation game, each Cub Scout can take a turn finding something outside and then providing clues to help the other boys guess what it is.

Your brainstorming session may produce other ideas for outings to study nature, such as the "color," "newborn," "alphabet," photo moment," "sunrise" or "sunset" hike/walks. Discuss gathering for a reflection or a Scouts' worship service after the hike.

With all outdoor activities, remember to follow safe Scouting guidelines and the rules of the Outdoor Ethics program. While hiking, discuss poisonous plants and venomous animals in your area. Emphasize to the participants that staying on the marked trail is the best way to avoid them. Mention the need for hydration and energy food during hiking and walking. Then focus on first aid and hiking safety in a demonstration session.

Invite a member of the council's Cub Scout camping committee to promote Cub Scout resident and day camps for the upcoming summer. Explain the registration to parents after a date is chosen to attend camp as a pack. The camping committee member can also visit packs and give more details and plan a sign-up night.

## Resource

*Cub Scout Leader How-To Book*, Chapter 4. The "Outdoors" section offers ideas on many activities, from hiking to campfires. If you do not have a copy, a PDF can be downloaded at [http://www.scouting.org/filestore/hispanic/english/33832\\_WEB.pdf](http://www.scouting.org/filestore/hispanic/english/33832_WEB.pdf).

# APRIL ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR MAY 2015

### HEALTH & FITNESS/THEME: BACKYARD FUN

#### CUB SCOUT INTEREST TOPIC Getting Ready for Cub Scouting Adventures, Part II

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DISCLAIMER—This material was assembled from the best available sources in March 2014, but before the final material was issued and rollouts began. Please reconcile this material with current publications before presenting.

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This month, continue the discussion on the new Adventure Plan by reviewing each rank's requirements. Chances are, the leaders will want to continue this discussion during the breakout sessions. 411 training will have been conducted at Philmont, and in your region and area, prior to this month's presentation. Before the roundtable, gather the latest information posted at <http://www.scouting.org/scoutsources/programupdates.aspx>.

#### What is the Cub Adventure Program?

- "Adventures" will replace "achievements."
- Each adventure will cover two or three den meetings. In most of the adventures, one of those meetings will be an outing or a field trip.
- Families will be supported as each Cub Scout works to fulfill the adventure requirements.
- Ranks will remain the same: Bobcat, Tiger, Wolf, Bear, Webelos and Arrow of Light

#### Rank Requirements

*(For a list of Cub Scout rank requirements, see "Additional Handout Materials for 2015 Program Updates," in the back of this guide. Print copies to give to each roundtable participant.)*

- Bobcat requirements will remain the same except for the One Oath/One Law change.
- Tiger Cubs will instead be called "Tigers," effective May 2015. Tiger rank requirements: 6 core adventures & 1 elective adventure
- Wolf: 6 core adventures & 1 elective adventure
- Bear: 6 core adventures & 1 elective adventure
- Webelos: 5 core adventures & 2 elective adventures
- Arrow of Light: 4 core adventures & 2 elective adventures
- All must complete this requirement each year: "With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age. If you do not have Internet access at home or via a mobile device AND you cannot access the Internet at school or another public place, the Cyber Chip portion of this requirement may be waived by your parent or guardian."

#### Immediate Recognition Changes

Adventure belt loops will be awarded at completion of each core and elective adventure. They can be presented at pack meetings with a ceremony (recommended) or at den meetings.

#### Implementing the Adventures— Den Leader Guides

- One guide published for each rank
- Adventure meeting plans
- Den leader helps
- Role and responsibility
- Den meeting structure and planning
- Working with boys
- Working with special needs
- How to handle missed meetings
- Ceremonies
- Games
- Hands-on activities
- Transitioning to the new materials with hands-on training
- Program update training will be available in fall 2014 and spring 2015, pending each council's training schedule.

#### MONTHLY PACK ACTIVITY Nutrition and Outdoor Cooking Dutch Oven and Foil

Show and discuss the government's newest nutritional and dietary guidelines for children. Use the websites <http://www.fns.usda.gov/hussc/healthierus-school-challenge> and <http://www.kidseatwell.org/> as resources. Remind den leaders that adults are role models for good nutrition.

Discuss options for healthy eating on pack and Webelos camping trips. Nutritional needs differ for people spending considerable time in the outdoors. Share recipes for den snacks, high-energy foods, and outdoor cooking.

Discuss accommodations for different religions (some are vegetarian), and allergies (peanut, gluten, etc.). Have some volunteers prepare foods using Dutch ovens and foil cooking methods. Let the chefs pick their favorite nutritious recipes, and make sure they bring sufficient copies of those recipes to hand out.

Finally, enjoy the food while you're discussing all this!

# MAY ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR JUNE 2015

CORE VALUE: PERSEVERANCE/THEME: GO FOR THE GOLD

### MONTHLY PACK ACTIVITY

#### Physical Fitness— Tournament of Games

Setting up the Tournament of Games for the “Go for the Gold” theme will require a number of individuals in each pack. Remind pack leaders that dividing up the activities will make easier work for everyone. They should send out reminders just prior to the event to all persons who will have key supportive roles.

Discuss each of these topics as you encourage the pack leaders to share what types of events they will be doing for their Tournament of Games:

- Organization: Where will the games be played? Is there a good mix of active and more passive games? Who will monitor each game/activity? Provide maps at the tournament, so people can find their chosen activities.
- First aid: Who will staff the first-aid station and maintain a log?
- Score cards: Prepare these for each game.
- Recognition: Who will create special awards and when will they be presented? Will pack awards be separate from advancement awards this month?
- Opening the tournament: Prepare for a “parade of contestants” before the games. (Make “torches”—see pack resources for May.)
- Advancement ceremony: Prepare a barbell sign (again, see pack resources).
- Refreshment: Provide ample water at the tournament. Where will the water station be located? Will it be monitored? Don't forget to provide a bin for trash.
- Cleanup: Who will dispose of trash? What plans will be in place to leave the area better than it was found?
- Games and Activities: Review the pack resource sheet for game ideas. Solicit additional ideas from the leaders present at the roundtable.

### CUB SCOUT INTEREST TOPIC “Duty to God” Adventures

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DISCLAIMER—This material was assembled from the best available sources in March 2014, but before the final material was issued and rollouts began. Please reconcile this material with current publications before presenting.

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Continuing last month's discussion on the new Adventure Plan, this month focuses on the “Duty to God” Adventures. Chances are, the leaders will want to continue this discussion during the breakout sessions.

411 training will have been conducted at Philmont, and in your region and area, prior to this month's presentation. Before the roundtable, gather the latest information posted at <http://www.scouting.org/scoutsources/programupdates.aspx>.

The new Cub Scout Adventure program will support each boy as he grows in understanding and practicing his duty to God. The following “Duty to God” adventures have been designed to help in this journey and are required in order to receive each rank. The adventures are mainly home-based but can be carried out in a den meeting setting if the unit prefers that option.

#### Tigers “Duty to God” Adventure: Fellowship of Faith

Youth Handbook Snapshot of Adventure—Become a faith investigator as you discover what faith means to you and your family. Discover what makes each member of your family different and what special gifts they have. Make a banner to show your faith and the reason your family is so special to you!

Rationale for Adventure—Helping Tigers understand what duty to God means in Scouting, and for them and their family.

#### Wolf “Duty to God” Adventure: Footsteps of Faith

Youth Handbook Snapshot of Adventure—Faith is not only a belief in a God, but showing others by your actions what your faith is. You will learn about footsteps that have come before showing faith. This can help you begin to think about how the footsteps you take as a Scout, as you learn lots of exciting new skills and adventures, can help you show your faith in God.

Rationale for Adventure—Provide consistent awareness of a Scout's faith and that by practicing his faith he is showing his duty to God.

#### Bear “Duty to God” Adventure: Fellowship of Faith

Youth Handbook Snapshot of Adventure—Treating others the way we want to be treated, often called the golden rule, is a principle found in almost every religion. It is a good rule to follow every day! It is one way we can practice our duty to God. When we help our neighbors, treat family members with kindness, help our friends, and even reach out to people in our community, we help make life better for them. Helping others is a good way to have fellowship with others. We become happier, and our faith in God is strengthened! In this adventure, you will have opportunities to practice your duty to God by helping people around you.

Rationale for Adventure—To practice their duty to God, Bear Cub Scouts will have opportunities in this adventure to be good neighbors as they reach out in fellowship to those in their communities. Cub Scouts will experience the universal principle, common to many religions, that we should treat others the way we want to be treated.

## **Webelos First Year “Duty to God” Adventure: Faith in Action**

Youth Handbook Snapshot of Adventure—Understanding more about your religious beliefs, and the beliefs of others close to you, can help you make sense of the world around you. The Faith in Action adventure allows you to explore your own faith, plan and participate in your own Scout interfaith service, and plan ways to continue your faith practices in the future.

Rationale for Adventure—A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.

## **Webelos Second Year Arrow of Light “Duty to God” Adventure: Faith in Action**

Youth Handbook Snapshot of Adventure—In this adventure, you will have the opportunity to further explore your faith and duty to God in your own way. You can call on the past (your ancestors) and the present (you!) to get ideas about how to make faith an important part of your life.

Rationale for Adventure—A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.

# JUNE ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR JULY 2015

CORE VALUE: COURAGE/THEME: UNDER THE SEA

### CUB SCOUT INTEREST TOPICS

#### Summertime Meetings— Year-round Program

Have on display the National Summertime Pack Award and handouts on the requirements (see the *Cub Scout Leader Book*). Emphasize that Cub Scouts have paid for a yearlong program, and so the pack should provide summertime activities.

Brainstorm ideas for your area on activities that packs can do. There are usually baseball games; day, resident, or family camping trips; state or county fairs; or state or national parks to visit. You can also search the Internet for children's activities in your area.

Mention that BSA publications include 12 months of programming. The *Den & Pack Meeting Resource Guide*, for example, has many meetings beyond the basic 16. Many electives are outdoor-based and fun to do! And camping—whether it's day camp or resident—is a great summer activity.

#### Summertime



If your Cub Scouts attended day camp or resident camp over the summer, you might want to encourage them to work on their Cub Scout Outdoor Activity Award. This award encourages Cub Scouts to get outdoors and develop their skills.

Each rank in Cub Scouts (Tigers, Wolf and Bear Cub Scouts, and Webelos Scouts) offers the opportunity to earn the Cub Scout Outdoor Activity Award. Boys may earn the award in multiple program years as long as the requirements are completed each year. The first time the award is earned, the Cub Scout will receive the pocket flap award, which is to be worn on the right pocket flap of the uniform shirt. Each successive time the award is earned, a wolf track pin may be added to the flap. Cub Scouts can repeat an activity for credit in a subsequent year; however, leaders should encourage boys to build on skills and experiences from previous years when working on the award for a successive year. (For example, if it is possible to participate in a different camp experience each year, it will help to challenge Cub Scouts in different ways and give them new things to do.)

The Cub Scout Outdoor Activity Award requirements are a little bit different depending on which year they are in, so read the requirements carefully. A pack can apply for the award for individual Cub Scouts by submitting a copy of the application (No. 512-013) to the local council.

#### Requirements—All Ranks

Attend Cub Scout day camp or Cub Scout/Webelos Scout resident camp.

#### Rank-Specific

**Tigers:** Complete one requirement in Achievement 5, "Let's Go Outdoors" (*Tiger Cub Handbook*), and complete three of the outdoor activities listed below.

**Wolf Cub Scouts:** Assemble the "Six Essentials for Going Outdoors" (*Wolf Handbook*, Elective 23b) and discuss their purpose, and complete four of the outdoor activities listed below.

**Bear Cub Scouts:** Earn the Cub Scout Leave No Trace Award (*Bear Handbook*, Elective 25h), and complete five of the outdoor activities listed below.

**Webelos Scouts:** Earn the Outdoorsman Activity Badge (*Webelos Handbook*), and complete six of the outdoor activities listed below.

#### Outdoor Activities

1. Participate in a nature hike in your local area. This can be on an organized, marked trail, or just a hike to observe nature in your area.
2. Participate in an outdoor activity such as a picnic or park fun day.
3. Explain the buddy system and tell what to do if lost. Explain the importance of cooperation.
4. Attend a pack overnighiter. Be responsible by being prepared for the event.
5. Complete an outdoor service project in your community.
6. Complete a nature/conservation project in your area. This project should involve improving, beautifying, or supporting natural habitats. Discuss how this project helped you to respect nature.
7. Earn the Summertime Pack Award.
8. Participate in a nature observation activity. Describe or illustrate and display your observations at a den or pack meeting.
9. Participate in an outdoor aquatic activity. This can be an organized swim meet or just a den or pack swim.
10. Participate in an outdoor campfire program. Perform in a skit, sing a song, or take part in a ceremony.
11. Participate in an outdoor sporting event.
12. Participate in an outdoor Scout's Own or other worship service.
13. Explore a local city, county, state, or national park. Discuss with your den how a good citizen obeys the park rules.

## Resources

- The award requirements are detailed in the Cub Scout Outdoor Activity Award brochure (No. 13-228), and at <http://www.scouting.org/scoutsource/cubscouts/leaders/awards/csoutdooractivityaward.aspx>.
- A worksheet to track progress while working on the award is available at <http://cubsource.org/supplementals/OutdoorActivity.pdf>.
- This discussion is based on “Motivate Cub Scouts with the Outdoor Activity Award,” an article in the May-June 2013 issue of *Scouting* magazine. For more information, go to <http://scoutingmagazine.org/2013/04/motivate-cub-scouts-with-the-outdoor-activity-award/>.

## MONTHLY PACK ACTIVITIES

### Visit an Aquarium, Ocean, Lake, or River

Water is always a fun way for boys to learn and experience new things—from learning about the animals that live in and on the waters, to swimming, to exciting water adventures. These are many different activities that you can do with your Cub Scouts.

Lead a discussion on water-related places to go in your area. Packs could visit a local aquarium, the ocean or bay shore, a lake, or a river. Consider having representatives from several places attend the roundtable to discuss what they might offer, and obtain brochures on these places to hand out. Find out if there are any upcoming special events in the area (e.g., a shrimp festival).

**Aquariums/Conservation Parks:** These locations can provide a great way for the boys to have fun while learning about the area around them. Look up the facilities in your community and learn about the services they offer. Do they have guided tours? Are there any special Scouting programs to help the boys on their achievements? Ask if they have an overnight program. Just imagine how cool the boys will think it is if they can sleep near where the sharks are!

**Fishing:** Old favorites like fishing and swimming are still great activities for Cub Scouts. Activities like fishing derbies can teach boys how to fish and provide a setting for some healthy competition. Contact your state or local parks agency and see what their policy is for fishing. Do the boys need an annual license? How about the parents? Contact your local hunting association to see if any avid fisherman would be willing to demonstrate how to fish. Reach out to a sporting goods store to see if they could help with supplies. But remember to keep it simple so everyone can have fun!

**Boats:** Sometimes you can't get to the fun from land, and you'll need to take a boat. Whether it's a harbor tour, chartering a boat to a destination, or just getting out in paddleboats or rowboats, traveling on water can add another level of excitement. However, just like swimming, make sure you have trained adults on the outing. Think through your plan, and have all the resources you need. Before any fun begins, the Cubmaster should welcome everyone and review water safety rules. Any invited guests that have come to act as lifeguards are introduced and allowed to remind boys of the safety procedures in place.

Additional activities at the site could range from a raingutter regatta (see *Cub Scout Leader Book* for details) to games and races. If the plans include a picnic, make arrangements for cooking (if it is allowed in the area) and safe food storage out of doors. Review the youth medical information for any potential allergies.

Finally, an outdoors pack meeting is an ideal opportunity to practice flag raising when a flag pole is available, and even when one is not. (Mention that flag etiquette will be discussed in the program breakouts following this session.) A good resource is the BSA publication, *Cub Scout Ceremonies for Dens and Packs* (Item No. 33212). This will give you many options as well as the correct procedure to use for flag ceremonies.

### A Note About Safety Afloat

BSA groups shall use Safety Afloat for all boating activities. Adult leaders supervising activities afloat must have completed Safety Afloat training within the previous two years. Cub Scout activities afloat are limited to council or district events that do not include moving water or float trips (expeditions). Safety Afloat standards apply to the use of canoes, kayaks, rowboats, rafts, floating tubes, sailboats, motorboats (including waterskiing), and other small craft, but do not apply to transportation on large commercial vessels such as ferries and cruise ships. Parasailing (being towed airborne behind a boat using a parachute), kite surfing (using a wakeboard towed by a kite), and recreational use of personal watercraft (small sit-on-top motorboats propelled by water jets) are not authorized BSA activities.

Safety Afloat training may be obtained from MyScouting.org.

### Pack Swimming Activity

Swimming is a great way for the Cub Scouts to cool down, have fun, and work off some energy. Safety, however, is priority number one. Make sure you have all the right resources and you keep the limits of Cub Scout-age boys in mind. Discuss the possibility of a pack swimming event where boys could work toward their Swimming belt loop or Aquanaut pin. Choose the site carefully, and set up a Safe Swim Defense area. For guidelines, go to <http://www.scouting.org/scoutsource/healthandsafety/aquatics/safe-swim.aspx> and refer to the *Cub Scout Leader Book*. The pack program committee should arrive ahead of time to set up the needed equipment. Whether you are going to a public swimming place with lifeguards, a private pool, or lake, at least one member of the group must have completed Safe Swim Defense training, which is available online.

### A Note About Safe Swim Defense

BSA groups shall use Safe Swim Defense for all swimming activities. Adult leaders supervising a swimming activity must have completed Safe Swim Defense training within the previous two years. Safe Swim Defense standards apply at backyard, hotel, apartment, and public pools; at established waterfront swim areas such as beaches at state parks and U.S. Army Corps of Engineers lakes; and at all temporary swimming areas such as a lake, river, or ocean. Safe Swim Defense does not apply to boating or water activities such as waterskiing or swamped boat drills that are covered by Safety Afloat guidelines. Safe Swim Defense applies to other non-swimming activities whenever participants enter water over knee deep or when submersion is likely—for example, when fording a stream, seining for bait, or constructing a bridge as a pioneering project. Snorkeling in open water requires each participant to have demonstrated knowledge and skills equivalent to those for Snorkeling BSA in addition to following Safe Swim Defense. Scuba activities must be conducted in accordance with the BSA Scuba policy found in the *Guide to Safe Scouting*. Because of concerns with hyperventilation, competitive underwater swimming events are not permitted in Scouting.

Safe Swim Defense training may be obtained from MyScouting.org.

# JULY ROUNDTABLE

## CUB SCOUT INTEREST TOPIC AND PACK ACTIVITY IDEAS FOR AUGUST 2015

CORE VALUE: HONESTY/THEME: PLAY BALL

### MONTHLY PACK ACTIVITY

#### Pack Meeting Special: Campfire Program

Running a campfire program is not only a good closing activity for a campout, a pack meeting, or a special event. It becomes a memory maker and carries on a tradition of the Scouting movement.

This month is an ideal time to conduct a campfire program, after the pack meeting and activities related to Play Ball. To ensure a successful campfire that is enjoyed by all, be sure to

1. Follow the BSA policies for Positive Values.
2. Screen all skits/songs to be presented to ensure appropriate content.
3. Use the “4 Ss”:

**Showmanship**—This is the art of attractive presentation. It puts sparkle and life into a gathering. Without a touch of showmanship, a campfire program can fall flat. You don't need to be a trained actor to lead a good campfire, or to help Scouting youth serve as masters of ceremonies. Just be yourself, enthused about the program and ready to do whatever you can to make it a success.

**Songs**—Many different types of songs are appropriate for campfires: Scout songs, quiet songs, inspirational songs, songs that require audience action.

**Stunts**—Or in this case, cheers that can be led to show our appreciation for a skit or other campfire performance. For most young people, campfire stunts and skits have just one purpose: fun! But we must not forget that stunts can also train or inspire.

**Stories**—Storytelling is an art, but an art that almost anyone can acquire with practice. All you need is a good imagination, an appreciation of good stories, a little knack for showmanship, and some experience. As long as the story hangs together, the audience will not be critical of the storyteller's dramatic ability. It's the story they're interested in, not the storyteller.

Chapter 32 of the *Cub Scout Leader Book* provides a section outlining the details for selecting campfire sites and steps for a successful campfire. BSA resources that offer songs, skits, and applause include the *Cub Scout Handbook*, *Group Meeting Sparklers*, and the *Cub Scout Leader How-To Book*.

For a smooth-running campfire, be sure to inform all dens about the order in which they will be presented. When one den is going on stage to perform, the next den in line comes to the staging area and prepares for their contribution. Sometimes this is referred to as being “on deck.”

A good rule for planning campfire programs is to follow the fire. Early in the evening when the flames are lively, the program can be lively, too, involving everyone in songs, cheers, and skits. Start the campfire with a lively song known to everyone and follow with a mix of fun activities. As the fire dies down, the program can also become quieter and deeper, with the most important messages coming near the end. As the program continues, the activity level gets slower. Close the campfire with a positive Cubmaster Minute that will send all pack members off toward home with good memories and a motivational thought. A quiet song such as the “Scout Vesper Song” (*Cub Scout Songbook*) is an excellent closing song tradition that will make memories to last.

### CUB SCOUT INTEREST TOPIC World Brotherhood of Scouting

There are three ways the Boy Scouts of America take part in the world brotherhood of Scouting:

1. We wear the World Crest emblem to signify our membership in the World Organization of the Scout Movement (WOSM).
2. We contribute to the World Friendship Fund contributions.
3. We participate in Messengers of Peace.

Why do we wear the purple fleur-de-lis patch on our uniforms, and what is it? It is the World Crest emblem that has been worn by an estimated 250 million Scouts since the Scouting movement was founded in 1908. It is still worn by 28 million Scouts in 216 countries and territories and is one of the world's best-known symbols.

The origination of the emblem was explained by Lord Baden-Powell: “Our badge we took from the ‘North Point’ used on maps for orienteering.” Lady Baden-Powell said later, “It shows the true way to go.” The emblem's symbolism helps to remind Scouts to be as true and reliable as a compass in keeping to their Scouting ideals and showing others the way.



The crest is designed with a center motif encircled by a rope tied with a reef or square knot, which symbolizes the unity and brotherhood of the movement throughout the world. Even as one cannot undo a reef knot no matter how hard one pulls on it, so, as it expands, the Scouting movement remains united.

The three tips of the center fleur-de-lis represent the three points of the Scout Promise. In some countries, the two decorative five-pointed stars stand for truth and knowledge.

The crest is white on a royal purple background. These colors are symbolic as well. In heraldry, white represents purity and royal purple denotes leadership and help given to other people.

The Boy Scouts of America belong to the World Organization of the Scout Movement, which is a federation of more than 160 recognized national Scout organizations.

Yearly at various Scouting events, a collection may be taken for the World Friendship Fund. This represents another way to be a part of the world Scouting movement. Monies contributed here are used to help fund projects that assist Scouting associations in other countries as they strengthen and extend their Scouting programs. The World Friendship Fund gives the youth members of the Boy Scouts of America an opportunity to help fellow Scouts who are in need of their support. It teaches Scouts that Scouting is global.

Since the inception of the World Friendship Fund, American Scouts and leaders have voluntarily donated more than \$11 million to these self-help activities. Over the years, this fund has provided Scouts from around the world with Scouting literature, uniforms, summer camp equipment, computers, and other Scouting-related supplies. Collections for the World Friendship Fund can be organized during camporees, roundtable meetings, den and pack meetings, summer camping programs, blue and gold banquets, or any other Scout activity.

The first world jamboree served 8,000 Scouts from 34 countries. At the closing ceremony, Scouting founder Robert Baden-Powell called on participants to carry the spirit of the jamboree home “so that we may help to develop peace and happiness in the world and goodwill among all Scouts.” Ninety-five years later, Scouts in dozens of countries are working for peace by solving conflicts in their schools, building links between divided communities, teaching their peers about health and wellness, and repairing environmental damage.

To recognize their efforts—and to inspire more young men and women to help Scouting create a better world—the World Scout Committee launched the Messengers of Peace initiative. The Boy Scouts of America joined the effort in 2012.



## Messengers of Peace

How can BSA units participate? All they have to do is go online and register the Messengers of Peace-related community service projects (including Eagle Scout projects) they undertake. Doing so adds pins to a global Messengers of Peace (MOP) map, which Scouts from around the world can click on to learn how their fellow Scouts are making a difference.

Scouts who complete MOP projects are eligible for a special recognition: a ring patch that goes around the World Crest. That patch symbolizes their participation in an ever-widening circle of Scouts who are not just visualizing world peace but are helping to make it a reality.

The Scouts of the world have always been a powerful force for good. This initiative lets us celebrate what our Scouts have already accomplished and inspire them to accomplish even more. For more information visit <http://www.scouting.org/messengersofpeace.aspx>

# BREAKOUT RESOURCE SHEETS

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These pages are intended to provide the assistant roundtable commissioners leading the breakout sessions some ideas for discussion and for activities for the leaders at the breakout.

# AUGUST ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR SEPTEMBER 2014

### CORE VALUE: COOPERATION/ THEME: UNDER THE BIG TOP

#### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together).

### For All Den Leaders

**Training Topic:** Elements of a Good Den Meeting & Using the Resource Guide

Using the *Den & Pack Meeting Resource Guide*, review the meeting format for Tiger, Wolf, and Bear den meetings.

#### Seven Parts of a Den Meeting

1. Before the Meeting
2. Gathering
3. Opening
4. Business Items
5. Activities
6. Closing
7. After the Meeting

Show a Cub Scout Den Meeting Planner sheet (# 33826A, <http://www.scouting.org/filestore/pdf/33826.pdf>) while reviewing the parts.

Have several den meeting plans from the *Den & Pack Meeting Resource Guide* (# 34409, <http://www.scouting.org/scoutsources/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide.aspx>) available for review. Explain that this book provides ready-made plans for den meetings and can be of particular help to a new den leader. Mention that the *Den & Pack Meeting Resource Guide* provides materials for 12 months of den meetings. Ask leaders who use the book to share how it has helped them provide quality den meetings. Tell where the *Den & Pack Meeting Resource Guide* can be found. It is available free through the link shown above. You can buy a complete electronic copy from the site or obtain a paper copy from your local Scout Store or at [www.scoutstuff.org](http://www.scoutstuff.org).

Have copies of the appropriate meeting plan(s) for your breakout. They can be obtained at:

- Tiger Den Meeting Plan and Program Ideas <http://www.scouting.org/filestore/CubScoutMeetingGuide/tiger/TigerMeetingPlans.pdf>

- Wolf Cub Scout Den Meeting Plan and Program Ideas <http://www.scouting.org/filestore/CubScoutMeetingGuide/wolf/WolfMeetingPlans.pdf>
- Bear Cub Scout Den Meeting Plan and Program Ideas <http://www.scouting.org/filestore/CubScoutMeetingGuide/bear/BearMeetingPlans.pdf>

### ADVANCEMENT ACTIVITIES

#### Tiger Leaders

##### MEETING 1 & 2 ACTIVITIES:

- Teach and review the Bobcat badge requirements (see the *Tiger Handbook*):
- Learn and say the Cub Scout Promise.
- Say the Law of the Pack and discuss what it means.
- Tell what Webelos means (We'll Be Loyal Scouts).
- Learn the Cub Scout sign and tell what it means. (The sign represents and looks like Wolf ears. It signifies "I'm ready to listen" and the two parts of the Promise: "Help other people" and "Obey the Law of the Pack.")
- Show the Cub Scout handshake and tell what it means. (Like the sign, two parts of the Promise.)
- Say the Cub Scout motto. (Do Your Best.)
- Suggestion: Use a fun method to help the Scouts learn. Thought starters may include a tape recorder, flash cards, or the game of "hangman" with phrases from the Law, Promise, and motto. Bring tree leaves you have collected for your attendees to use.

##### LEAF RUBBINGS

- Bring some leaves for participants to make leaf rubbings.
- Show them that the instructions are found in the *Tiger Handbook*, Achievement 5D.
- Tell them they can use the leaves collected from a hike (or a walk around the leader's house or a nearby park) to make leaf rubbings.
- These can be framed or made into greeting cards.
- This activity could keep them busy while doing the Bobcat requirements.

#### Wolf Den Leaders

##### MEETING 1 & 2 ACTIVITIES

- Review the Bobcat requirements (pages 16–26 of the *Wolf Handbook*):
  - Learn and say the Cub Scout Promise.
  - Say the Law of the Pack and discuss what it means.
  - Tell what Webelos means. (We'll Be Loyal Scouts.)

- Learn the Cub Scout sign and tell what it means. (The sign represents the two parts of the Promise, “help other people” and “obey the Law of the Pack,” and it looks like a Wolf’s ears, meaning “I’m ready to listen.”)
- Show the Cub Scout handshake and tell what it means. (Like the sign, two parts of the Promise.)
- Say the Cub Scout motto. (Do Your Best.)
- Learn the Cub Scout salute and tell what it means. (Respect)

#### SUGGESTION: BOBCAT RELAY RACE

- Play this game with your participants. The den divides into two teams, lining up for a relay race on one end of room or field, with leaders and/or parent helpers on the other end, to test the boys on the Cub Scout Promise, Law of the Pack, Cub Scout motto, sign, handshake, salute, and meaning of Webelos.
- The first boy on each team walks to the leader, answers the Bobcat-related question, then returns to tag the next Cub Scout. If a Cub Scout can’t answer, he can go back and get help from the other boys, then return and answer the question.

#### SUGGESTION: STENCILS

- Have each participant trace one of their hands on cardstock (or heavy paper) and make a stencil.
- Then they can trace the pattern on a square of yellow-gold felt. Next, each cuts out his/her handprint and signs name on the back of it.
- Discuss how the handprint could be used—perhaps as a decoration on your den flag. If you keep the flag in this way, the handprints can be removed from the den flag at the Arrow of Light Award ceremony when the boys are in fifth grade, and each Scout will present his print to his parents.

## Bear Den Leaders

### MEETING 1 & 2 ACTIVITIES

- Review the Bobcat requirements with your participants and have them work on a roundtable scrapbook that you could use to document that roundtables are FUN!
- Review or learn Bobcat requirements 1–7: Cub Scout Promise; Law of the Pack; Cub Scout motto, sign, handshake, salute; meaning of Webelos.
- Achievements 8c (“Start or add to an existing den or pack scrapbook.”) and 8d (“Trace your family back through your grandparents or great-grandparents.”)

#### SUGGESTION: SCRAPBOOKING

- Show an empty scrapbook to the group.
- Have them start the work of organizing a roundtable scrapbook. Steer their conversation back to their dens and making a den scrapbook. Make sure they include parents and siblings in this conversation.
- Have a participant take a few photos for the scrapbook (probably with their cell phone).
- If you need more time, they can take the scrapbook pages home to complete.

- Go to Page 171 in the *Den & Pack Meeting Resource Guide* for a sample den scrapbook page.

#### SUGGESTION: STRETCHING

- Review the stretching exercises shown in the *Bear Handbook*, Achievement 16A.
- Have the participants practice a few of them. Appoint one participant to be the leader.

## All Webelos Den Leaders

### Training Topic: Earning the Webelos Badge

The Webelos badge is the fifth rank in Cub Scouting. A Cub can start on it as soon as he joins a Webelos den, and providing he has completed third grade (or is 10 years old). He can earn the Webelos badge after he has been in the den three months. One of the differences between Webelos and younger Cub Scouts is that the Webelos den leader signs off the completed activities of a Webelos Scout. As with all other Cub Scouting ranks, new members of the Webelos den or patrol must complete the Bobcat requirements before beginning work in the Webelos program.

Review the Webelos badge requirements found in the *Webelos Handbook*. Review the requirements for the Fitness and Citizen activity badges and discuss good options for the third activity badge; remind participants that following the BSA-recommended sequence will give them year-round program support at the roundtable. Mention that the den chief could teach the Boy Scout part of the Webelos badge requirements. Talk about the Character Connection of Faith and how to complete the religious requirements for the Webelos badge.

Include website locations of worksheets for the activity badges, ideas for activity badge counselors, calendar dates and meeting plans for work on achievements, and expectation dates for activity badge completion.

- <http://usscouts.org/gold/advance/cubscout/webelos.asp>
- [http://www.boyscouttrail.com/webelos/webelos\\_activity\\_badge\\_requirements.asp](http://www.boyscouttrail.com/webelos/webelos_activity_badge_requirements.asp)

## ADVANCEMENT ACTIVITY

### Webelos Den Leaders

- Webelos Badge Requirements: Play the Roll the Dice Game as described in the Webelos Den Meeting 6 of the *Den & Pack Meeting Resource Guide*.
- This requires one dice (a big one if you have it). Each boy rolls the dice and, depending on what number comes up, he performs one of the Boy Scout requirements. Score points for each boy who does the task correctly. Here are possible tasks for each number:

1 = Read or recite the Scout Oath and tell what it means.

2 = Read or recite the Scout Law and tell what it means.

3 = Recite the Scout motto and tell what it means.

4 = Read or recite the Outdoor Code and tell its meaning.

5 = Show the Scout handshake and tell its meaning.

6 = Show the Scout salute and tell its meaning.

- An alternate Roll the Dice Game could be done with just the Scout Law (1 = Trustworthy, 2 = Loyal, etc.), but divided into two segments: first, points 1 through 6, and then 7 through 12. That way, there is an even chance of each point of the Scout Law coming up! Roll the dice, and tell what the corresponding point of the Scout Law means to you.
- Or create a game of your own that teaches the Boy Scout requirements. For example, put words or phrases from Scout Oath, Law, Outdoor Code, slogan, and motto on cards, craft sticks, or other media. Have boys assemble them in the correct order.

## Arrow of Light Den Leaders

### SCIENTIST

- Scientist Activity Badge, Requirement 12: Show in three different ways how your eyes work together, and show what is meant by an optical illusion (Arrow of Light Den Leaders Meeting 5 in the *Den & Pack Meeting Resource Guide*.)
- Have supplies for doing the experiments.
- Participants can make optical illusions. Learn whether they are right-eyed or left-eyed.

### FAMILY MEMBER

- Have your participants discuss the requirements for the Family Member Activity Badge. Invite them to present creative ideas in this discussion.
- Tell what is meant by “family,” “duty to family,” and “family meetings.”
- Discuss the key concepts of the Family Member activity badge, and how the den members can report their home activities and share family ideas.
- You might have the Scouts demonstrate their skills at identifying safety hazards inside and outside the home by doing a safety inspection at the den meeting site.
- Invite the Scouts to discuss their family heritage and why it is important to them.
- Tell what your family does for fun. Make a list of fun things your family might do for little or no cost. Plan a family fun night. And since you’ve covered “what your family does for fun,” talk about what your den can do for fun.
- Have the den decide what game or activity to do just for fun. You might pick a game or relay from another section of the *Den & Pack Meeting Resource Guide*, or something from the den’s emergency fun box.

## Cubmasters

### Training Topic: Pack Meeting Control

- Discuss the importance of having a well-planned, well-organized pack meeting. Using the *Cub Scout Leader Book* as a resource, review the elements of a good pack meeting. Review the *Den & Pack Meeting Resource Guide* and the additional pack meeting plans available at <http://www.scouting.org/scoutsources/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx>. Highlight a few pack meeting ideas that will keep the meeting fun, with no downtime. Talk about setting limits on noise (sing loudly, but no shouting) and making sure rules and regulations are explained before playing games. Mention that it is a good idea to have an

extra game or song prepared in case the pack meeting runs ahead of schedule. Remind leaders that parents, not the den leader, should be in charge of their children’s behavior.

To succeed, remember this simple rule: “Keep It Short & Simple—Make It Fun” (KISSMIF). One hour is good and use VARIETY.” To achieve this goal, advance planning is critical. For discussion, include the following points:

- Plan pack meetings well in advance, using themes or special activities.
- Confirm the time and place of the meeting by reserving meeting places well in advance.
- Assign den responsibilities in advance: set-up, opening, skits, songs, clean-up, etc.
- Make sure that awards, badges, pins, etc., are ready for presentation before the meeting.
- Plan a special way to present them.
- Have a gathering activity planned and use it when the Cub Scouts start arriving.
- Conduct an opening ceremony that is serious and impressive.
- Build spirit with den cheers, den reports, songs, and group activities. Recognize den accomplishments and adult contributions.
- Limit the time the den spends talking about coming events (instead, give details in handouts, newsletters, etc.).
- Have a Cubmaster Minute, leaving the boys with something to ponder.
- Conduct a closing ceremony.
- Boys refreshments (optional).
- Clean up and leave the meeting place better than when the Boys Scouts arrived.
- Evaluate the meeting.

Reference: [http://usscouts.org/profbvr/pack\\_meetings/](http://usscouts.org/profbvr/pack_meetings/)

### ACTIVITY:

- Pass out copies of the pack meeting planning sheet (<http://www.scouting.org/filestore/pdf/34-37.pdf>). Divide participants up into pairs. Have them plan a pack meeting with the theme “Under the Big Top,” or assign each pair a different part of the meeting to plan. Then do as many parts as possible—sing the song, do a skit, act out a ceremony.

or

- Have Cubmasters design a circus ringmaster’s costume for them to wear at the “Circus of Stars” pack meeting and begin making parts of it. Or maybe they can create top hats to wear as ringmasters.

See resource sheet for ideas.

## Pack Leaders

### Training Topic: Roles of Pack Leaders

Cub Scouting’s volunteer leaders work with boys and their families to improve their communities by enriching the lives of the families who live there. Cub Scout leaders support the families. They take an active part in helping to strengthen the boys and their families by providing a fun-filled, worthwhile program that teaches values. Have copies of job descriptions from the *Cub Scout Leader Book* for the pack leaders. Ask what additional jobs might be assigned

to pack leaders, and together write job descriptions for these positions. Recruiting the right person for the right job for the pack will help that person to be successful, and a job description will help you recruit that right person. Suggest including a start and completion date for the position responsibilities. People are willing to volunteer if they know what they are getting into and that there is a determined time when their job will be finished. Review the training available for these positions. Use the “Your Role as a Cub Scout Leader” brochure (<http://www.scouting.org/filestore/pdf/331-118.pdf>) as a reference.

References to use:

*Cub Scout Leader Book*, Leader and Family Roles and Responsibilities chapter, pages 53–68. Especially good for discussion topics such as:

- Overall responsibilities and expectations for Cub Scout leaders
- Titles, qualifications, and roles of the key leadership positions in Cub Scouting
- “Your Role as a Cub Scout Leader” brochure (<http://www.scouting.org/filestore/pdf/331-118.pdf>)
- Cub Scout position descriptions at <http://www.scouting.org/scoutsource/CubScouts/Leaders/About/ThePack/pcomm.aspx>

## Cub Scout Pack Organizational Chart for Adults



<http://www.scouting.org/scoutsource/CubScouts/Leaders/About/ThePack.aspx>

<http://www.scouting.org/scoutsource/CubScouts/Leaders/About/ThePack.aspx>

**Activity:** Pick a game or craft from the resource pages and have the pack leaders play it or build it. Discuss that the use of themes ensures the games and crafts will be different each month. Pack leaders can volunteer to help the Cubmasters with parts of the pack meeting. Have necessary supplies available.

# SEPTEMBER ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR OCTOBER 2014

### CORE VALUE: RESPONSIBILITY/ THEME: DOLLARS AND SENSE

#### DEN MEETINGS 3 AND 4

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together).

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

### FOR ALL DEN LEADERS

#### Training Topic: Purposes of Cub Scouting

Distribute a list of the purposes of Cub Scouting. Using the *Cub Scout Leader Book* as a guide, lead a discussion on the purposes and how they can be achieved through activities in the den and pack. Cub Scouting is fun with a purpose, and all activities should fulfill at least one of the purposes. Brainstorm ways the purposes developed through your activities are conveyed to the parents of your Cub Scouts and to the public. Discuss the purposes used for this theme and how they are achieved. Talk about the purposes used in other themes and in your den and pack activities.

Cub Scouting is a year-round, family-oriented part of the Boy Scouts of America program, designed for boys who are in first through fifth grades (or are 7, 8, 9, and 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 for Boy Scouts

All the activities that the leaders plan for the boys should relate to one or more of these purposes of Cub Scouting. Relate the purposes and Character Connections to the points of the Scout Law, and discuss how each one is a part of the boys' everyday lives.

A great reference for activities related to the Core Values is <http://www.cubroundtable.com/character-connections.htm>. Click on the 2002-2010 Character Connections Packet link and you will get a 54-page booklet with excellent activities for all the Character Connections compiled from Tiger, Wolf, Bear, and Webelos Cub Scout books and from the 2002–2007-08 Cub Scout Program Helps and Pow Wow Books.

The other links on that page have additional, useful information on Character Connections.

The following chart would make an excellent handout. It relates the Core Values, the purposes, and the Scout Law. (Remember: Beginning in Fall 2015, there will be One Oath and One Law.)

### HOW THEY ALL RELATE!

Purpose of Cub Scouting	Core Value	Points of the Scout Law
Good Citizenship	<b>Citizenship</b> - Contributing service and showing responsibility to local, state, and national communities.	Helpful
Respectful Relations	<b>Cooperation</b> - Working together with others toward a common goal.	Friendly, kind
Character Development	<b>Compassion</b> - Having consideration and concern for the well-being of others.	Helpful, cheerful, friendly
	<b>Courage</b> - Doing what is right regardless of its difficulty or the consequences.	Brave
Spiritual Growth	<b>Faith</b> - having inner strength and confidence based on our trust in a higher power.	Reverent
Sportsmanship and Fitness	<b>Health and Fitness</b> - Being personally committed to care for our minds and bodies.	Clean
Personal Achievement	<b>Honesty</b> - Telling the truth and being worthy of trust.	Trustworthy, loyal
Friendly Service	<b>Perseverance</b> - Sticking with something and not giving up, even if it is difficult.	Thrifty
Fun and Adventure	<b>Positive Attitude</b> - Setting our minds to look for and find the best in all situations.	Cheerful
	<b>Resourcefulness</b> - Using human and other resources to their fullest.	Thrifty
Family Understanding	<b>Respect</b> - Showing regard for the worth of something or someone.	Courteous, obedient
Preparation for Boy Scouts	<b>Responsibility</b> - Fulfilling our duty to take care of others and ourselves.	Helpful, trustworthy

## REFERENCES

<http://www.scouting.org/scoutsource/CubScouts/Parents/About/pandm.aspx>

*Cub Scout Den & Pack Meeting Resource Guide*

## ADVANCEMENT ACTIVITIES

### Tiger Leaders

Choose from the following ideas for activities.

- Lead a discussion on what to do if a Tiger gets lost or separated from the group. Use the *Tiger Handbook* as a guide. You may also want to use information from Hug-a-Tree (<http://www.nasar.org/page/67/Hug-A-Tree>). Ideas should include:
  - Teach him to stay in one spot, where he will be easier to find.
  - Assure Tigers that they are loved and the search will begin as soon as someone knows they are missing.
  - Talk about potential den rules for outings (e.g., buddy system).
- Provide a template for each participant to draw a My Plate diagram (or the current USDA nutritional program, if it has changed).



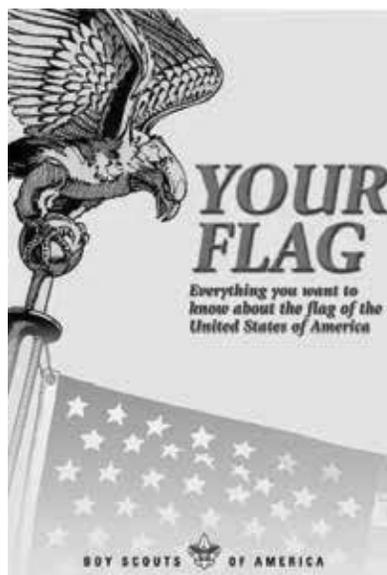
- Direct the participants to the government website, <http://www.choosemyplate.gov/kids>, for games, recipes, and activity sheets.
- Additional web link: [http://kidshealth.org/kid/stay\\_healthy/food/pyramid.html](http://kidshealth.org/kid/stay_healthy/food/pyramid.html) (Despite the name, this site has been updated to My Plate.)
- Have cut-out pictures of food from food magazines or newspaper grocery ads to add to the appropriate sections of the plate.
- Tell the Tiger leaders that these posters would make excellent displays at their next pack meeting, or maybe the posters can be displayed at a local school or the chartered organization.
- Since snacks are often part of a den meeting, lead a discussion on appropriate snacks for Tigers and adult partners. Also, how can they involve the boys in the decisions, so they will learn?

- Have sheets of paper on hand for the Tiger leaders to draw a sketch (map, outline) of their house.
- Discuss what is needed for an evacuation plan.
- Have each Tiger leader draw out an evacuation plan for their home and write some instructions.
- Discuss how to do this with the dens.

### Wolf Den Leaders

Choose from the following ideas for activities.

- Depending on the size of your group, have several American flags on hand (3' x 5' would be great). You need a size that can be folded easily—not too big or too small.
- Have at least one state flag from your state, and a handout about its history, meaning, and symbolism. Discuss rules for displaying the state flag. For example, the U.S. flag should always fly higher than the state flag (except in Texas, where the state flag flies even with the U.S. flag).
- Practice folding the flags in teams. Point out that three people may be needed: one on each side of the flag and a third person to hold the middle.
- Discuss how to display the flag in a room. Use the *Wolf Handbook* as a reference.
- Discuss flag etiquette (e.g., it never touches the ground). Show a copy of *Your Flag*, published by the BSA as a reference for flag etiquette.



- If an outdoor flag pole is available, go there and raise and lower the flag. (It goes up briskly, and comes down slowly. That way, you maximize the time it is on display.)
- Consider recruiting a Wolf leader and his/her den to return in November and lead the flag etiquette demonstration for the November roundtable.
- Discuss Achievement 3B, “Tell four ways to stop the spread of colds.” Have the Wolf leaders explain the four ways to stop the spread of colds:
  - Stay away from others if you have a cold or flu;
  - Get lots of rest;
  - Drink liquids;

- Turn away when sneezing (use a handkerchief, use your elbow); wash your hands often, and always after you sneeze.
- Have poster paper and art supplies available for each leader to make a poster about the Four Ways to Stop the Spread of Colds. They could have their boys make the posters and post them in their bathrooms at home.
- Discuss Achievement 3C, “Show what to do for a small cut on your finger.” Show the steps in the *Wolf Handbook*. The steps are:
  - Tell a grown up. If the cut is not small, get help quickly.
  - Let it bleed a little (to clean it out).
  - Wash the cut with soap and water.
  - Apply a stick-on bandage.
- Pair off the leaders and have each one practice placing a stick-on bandage on the other’s finger. You could mark “cuts” on the fingers with a red marker that the bandage should cover. Cub Scouts do appreciate the visual effect of the marker, versus just playing with bandages.

## Bear Den Leaders

Choose from the following ideas for activities.

The big topic for tonight is Bike Safety.

- Recruit some leaders who are adept at bike repairs. Set up a round robin, with each person showing how to do a different repair (e.g., changing a tire, adjusting a seat, fixing a flat, pumping up a tire, using a lock, and things to do before a ride).
- Have a station or two to discuss safety items. For example, one station on helmets (selecting, maintaining, replacing, and wearing them), and one on safe riding (e.g., ride on the right, use hand signals, be seen, rules of the road).
- Consider setting up a safety course in the parking lot, or ask the local police department (or another group) to set one up.
- Use the *Bear Handbook* as a reference as much as possible. This will show the leaders that they have a good resource, and the Cub Scouts will be interested in the book if the leader uses it.
- Point out that they will need extra adults at their meeting, just as you had extra adults tonight.
- Make copies of the Bike Safety Quiz and answers from Bear Den Meeting Plan 2, and have participants take the quiz or at least discuss the questions and answers.

## For All Webelos Den Leaders

### Training Topic: Boy Scout Troop Activities

Invite several Scoutmasters from your district to form a panel and have a discussion on troop activities in which Webelos dens might participate. Activities could include hiking, overnight camping trips, and cooking. The troop members could teach fire building, nature identification, and first aid. Troop members could also help the younger Scouts as they work on the Webelos and Arrow of Light Award requirements.

The discussion on Boy Scout troop activities should include most of these points from the Transition Plan.

**The Webelos-to-Scout Plan.** Every graduating Webelos Scout deserves the opportunity to continue his Scouting experience as a member of a Boy Scout troop. Your help can make a difference. Here’s a plan that bridges the gap between Webelos Scouting and Boy Scouting. It results in better-prepared and more enthusiastic new members for the troop, a strong feeling of success for the pack, and—most important—an outstanding new Scouting experience for the boys. Many Webelos Scouts go on to Boy Scouting with no help at all, but a lot of them need to know more about their opportunities for fun and adventure in the troop. That’s the purpose of the Webelos-to-Scout plan: to give each Webelos Scout a sampling of the troop program, troop leadership, advancement opportunities, and the fun and excitement of Boy Scouting. We also must let him know that he is wanted. The boy’s progress toward the Webelos badge and the Arrow of Light Award introduces him to some of the basic elements of Boy Scouting, and gives him an early taste of Scouting skills and the Boy Scout advancement program. He learns more about the troop through joint den/troop activities, in which he sees boys in leadership roles and senses his own potential as a leader. He becomes more confident and enthusiastic about his Scouting future as he grows more familiar with the boys and adult leaders of the troop he will be joining.

**Here’s How It Works:** The Webelos-to-Scout plan offers a clear path into Boy Scouting for every Webelos Scout, beginning early in his fifth-grade year. His Webelos den is linked with a Boy Scout troop, and he receives an opportunity, through joint activities, to sample the fun of Boy Scouting. As the plan helps him prepare for Boy Scout advancement, he may also learn more about Boy Scouting through council and district activities designed to support the plan. In the early spring, after he has earned the Arrow of Light, he graduates with the other members of his den into the troop.

**The Den/Troop Partnership.** The key factor in this process is the establishment of a working partnership between the Webelos den and the Boy Scout troop that most of the Webelos Scouts will join. This partnership should be firmly in place by the start of the Webelos Scouts’ fifth-grade year. Every fifth-grade Webelos den should be linked to a troop, and every troop should have one or more Webelos dens as partners. Of course, in many cases these partnerships already exist, and have been effective for many years. But some Webelos dens are not linked to troops, and need help from their district in establishing a partnership. Similarly, troops with no “feeder” Webelos dens might need help. No Webelos Scout should start his fifth-grade year without a clear path ahead of him that leads to a Boy Scout troop.

**Joint Activities.** The partner troop may provide Webelos den chiefs for the pack, as well as assistance in planning and conducting outdoor activities, but the most important result of the den/troop partnership is the experience of joint activities. The fifth-grade Webelos den and the troop should hold several activities together, including one or two joint campouts. The den could also join the troop in a court of honor, campfire program, day hike, field trip, or joint Good Turn for the chartered organization or community. The den may also visit a camporee or other district or council Boy Scout event as guests of the troop. Through these joint activities, Webelos Scouts not only learn of the fun of Boy Scouting, they also get acquainted with the individual Scouts in the troop. When the time comes to move into Boy Scouting, it is no longer a leap into the unknown, but a step into a friendly and already familiar situation.

Like Cub Scouts, a Boy Scout troop is structured with a chartering organization, a charter representative, a committee, and adult leaders—in the troop’s case, a Scoutmaster and assistant Scoutmasters. The troops are divided into patrols, rather than dens, and are boy-led. The senior patrol leader fills the position of the troop’s boy leader.

The chartering organization provides a meeting place and helps the troop in any way it can. The representative acts as liaison between the troop and the sponsor. The committee ensures that the troop is following BSA policy, helps conduct boards of review for rank advancement, and considers the troop's means of finance.

The Scoutmaster and his/her assistants carry out the program with the boys and have the closest exposure to the troop as a whole. The senior patrol leader (SPL), not the Scoutmaster, conducts the troop meetings. The SPL is an elected position, determined by regularly scheduled elections and voted on by the boys in the troop. The SPL is not picked by the Scoutmaster or the committee. Patrol leaders are also elected by the boys within each patrol. The SPL, his assistants, and the patrol leaders comprise the patrol leaders' council (PLC). The PLC meets generally once a month to plan and review the troop's progress. With the assistance of the Scoutmaster, the PLC determines the troop's program. The patrol leader conducts the individual patrol meetings with the assistance of an adult assistant Scoutmaster. The patrol leader leads the patrol in planning for campouts, other activities, Scouting skills, games, advancement, etc. The boys in the patrol work both as a unit and individually. As a unit they camp, work on patrol service projects, and carry out troop assignments together; as individuals they work on merit badges, rank advancement, and self-improvement.

## ADVANCEMENT ACTIVITY

### Webelos Den Leaders

Choose from the following ideas for activities.

- Practice the Scout Oath. Try using Scout Oath charades to act out phrases in the Oath (see article on charades elsewhere in this guide). Suggestion: In breaking up the Oath for charades, change the order of the elements.
  - On my honor, I will do my best (Show Boy Scout sign.)
  - To do my duty to God and my country (Hold hands like praying, then salute.)
  - And to obey the Scout Law (Count to 12 on fingers.)
  - To help other people at all times (Get a chair for the leader and have him/her sit in it.)
  - To keep myself physically strong (Do five jumping jacks.)
  - Mentally awake (Pretend to read a book.)
  - And morally straight (Stand at attention, with arms straight at side.)

### NATURALIST IDEAS

**Sponge Garden:** A sponge is an ideal surface on which to grow seeds due to its ability to hold water in its many small cavities. Soak the sponge and place it in a shallow dish of water. Sprinkle seeds over the top surface of the sponge. Try the seeds of grasses, sweet alyssum, coleus, and any other small seeds left over from planting a flower garden. The shoots of almost any plant will be an attractive display. Remember to keep water in the dish so that the sponge doesn't dry out. Also, once the seeds begin to sprout, all the food in the seeds will be gone and you will need to add some liquid plant food to the water.

**Jar Seed Germinator:** Obtain a wide-mouthed jar such as a mayonnaise, peanut butter, or canning jar. Soak some seeds in water overnight; these can be edible seeds like beans, lentils, peas, etc., or those packaged for growing in a vegetable or plant garden. Fit some paper toweling or blotting paper snugly around the inside of the jar. Stuff the middle of the jar with paper towels to

hold the paper toweling in place. Also, saturate the paper toweling with water until no more can be held. Remove most of the excess water. Place the seeds between the paper towel and the glass, about an inch or so down from the top of the toweling. Place the seeds in different positions, evenly spacing them. During the next few days, the seeds will absorb the moisture and sprout (don't let the toweling dry completely; it needs to stay damp). The roots will always try to grow down, and the stems and the leaves will grow upward, regardless of the position of the seed. This is called geotropism, and shows that plants respond to the earth's pull of gravity. As a reminder, don't place the jar in direct sunlight.

**Worm Condo:** Materials needed are a plastic container, a screen or piece of stocking, a rubber band, dirt, and worms. Collect wiggly specimens in the yard or garden, and observe them for a few days in a luxury "worm condominium"—even the most squeamish Scout will feel safely separated from the condo's inhabitants. First, you'll need a clear plastic container. Place another container, an inch or so in diameter, inside the larger container; the idea is to create a narrow enough space between the two containers that you'll be able to see the worms tunnel.

Put a piece of screen or stocking on top so you have good air flow (use a rubber band to secure it). Place fresh soil in the condo to provide a supply of food to your guests (don't use potting soil—it's been treated with chemicals). Make sure that the soil is moist but not drenched; the worms will appreciate it. Watch how the worms move and tunnel, and explain how they add oxygen to the soil in your garden and lawn, enabling plant roots to grow. Once your Scouts have observed the tunneling for a few days, return the worms to their native habitat, where they can do our gardens a good turn.

**Make Your Own Ant Farm:** Place a baby food jar upside down in a large peanut butter jar that has been emptied and cleaned. Fill the peanut butter jar with sand. Punch some holes in the top of the jar with a nail or screw. Add a little honey or jelly every few days, along with a little water. Now gather up some ants from outdoors, put them in the jar and close the lid, making sure to plug the holes with cotton so the ants won't get out. Remember to cover the jar with a cloth when you're not observing the ants; this way they will burrow tunnels near the sides, instead of hidden deep to avoid the light.

### FORESTER IDEAS

**Tie Slide—Walnut Squirrel:** A "squirrel" made of walnuts will make a cute tie slide. To make it, glue two walnuts together, one in an upright position for the body (pointed end up), and the other in a horizontal position for the head (pointed end toward front). Bend 1-inch pieces of pipe cleaner into V's for ears, and then invert the V's and glue them to the head. Glue on tiny plastic or bead eyes and a small black dot with a felt-tip marker for his nose. Glue on several short pieces of black thread for whiskers. Add a loop on the back for the slide.

Each arm is a 3½-inch piece of pipe cleaner, folded in half and bent at the elbow. Glue arms to the body and glue a peanut between the paws. Shape 7½-inch pieces of pipe cleaner for each leg; glue to the body. Fold a pipe cleaner for the tail and glue to the body. Tie a bright yarn or ribbon bow around his neck.

**Leaf Collections:** Bring leaves with which the Webelos leaders can work, or have them bring their own leaves. Gather the materials necessary to demonstrate some of the following and then ask the participants to try it.

**Dry Leaf Collections:** Put each leaf between a separate sheet of newspaper. To press the leaves, put several folds of newspaper over and underneath the sheets. Place something heavy on top until the leaves are pressed out and dry.

**Crayon Print:** Lay a leaf on the table with the vein side up. Put a clean sheet of paper on top of it. Hold the leaf in place with your hand and make parallel strokes back and forth over the leaf with your crayon until the print shows on your paper.

**Ink Pad Leaf Prints:** Put a leaf, vein side down, on an ink pad. Cover it with a piece of newspaper, and rub your hand back and forth over the paper. Then put the leaf, ink side down, on a clean sheet of paper. Place a newspaper over it again and rub.

**Paraffin-Coated Leaves:** Melt paraffin in a double boiling pan. When it is melted, turn off the heat. Dip one leaf at a time into the melted wax. Shake off the extra drops of wax into the pan. Hold the leaf until the wax hardens, and then lay it on waxed paper. Using this method, you can preserve the leaves in their green color, or the brilliant colors of autumn.

## ADVANCEMENT ACTIVITY

### Arrow of Light Den Leaders

Choose from the following ideas for activities.

Webelos Scouting is the bridge between Cub Scouting and Boy Scouting. The Outdoorsman activity badge is the pier that supports that bridge. In earning this badge, the Webelos Scout will receive a preview of the fun he will have in Boy Scouting. The best way to work on this badge is to go on a Webelos overnight campout. This is not a full-fledged Scout campout, but a taste of what is to come when a boy joins a Scout troop. After a boy becomes a Scout, he will become proficient at handling himself in the woods; as a Webelos Scout, he is not expected to master these skills.

#### KNOT GAMES

Learning to tie various knots is a very important part of camping and outdoors skill. Here are some fun games that will help you teach knot tying.

- **Giant Square Knot:** Each Webelos Scout holds the free end of a 10-foot rope in his right hand. He tries to tie and tighten a square knot without letting go of the rope.
- **Knot Trail:** Tie several pieces of rope of varying thicknesses together, using several different knots—square, sheet bend, bowline, two half hitches, etc. It's OK to use any of these knot types more than once. Have Webelos "walk the trail" and identify the knots. Ask some local Scoutmasters for more ideas.

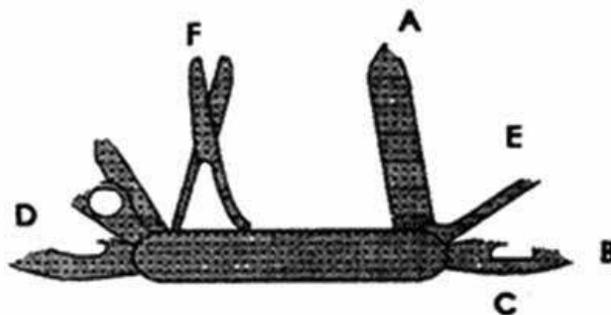
#### KNIFE SAFETY

Conduct a review of knife safety. Have several good pocket knives on hand for leaders to use.

- Facts that every boy should know about knives
  - A dull knife doesn't work and is, in fact, dangerous.
  - Dull blades cut more fingers than sharp ones.
  - A camper should always carry a small sharpening stone in his pocket along with his knife. The knife and stone are partners and belong together. A sharpening stone is called a whetstone. One measuring 3" x 3/4" is large enough to use and small enough to carry easily. A whetstone using water is more practical in camp than one that uses oil. Whetstones are made to provide a grinding surface. Fine stones are for knives, while coarse stones are for axes.

**Pocketknife Safety Circle:** A pocketknife safety circle is similar to an axe yard, only smaller and on an individual level. To establish a safety circle, grasp a CLOSED pocket knife in your hand, extend your arm, and with the closed knife straight in front of you, rotate your body to either side while continuing to extend the knife arm. No one or thing should be within this imaginary circle you have created. Also check your overhead clearance, as this is part of your safety circle. Have the leaders practice establishing a safety circle.

#### A TYPICAL KNIFE



- "A" is the main cutting blade.
- "B" is the screwdriver.
- "C" is the bottle opener.
- "D" is the can opener.
- "E" is a leather punch or awl.
- "F" is a miniature scissor.

- A pocketknife should have a good stout blade at least 3½ inches long. Here is a close-up view of a typical knife:
- Practice proper passing of the knife from person to person.
- Practice proper opening and closing of the knife.

## Cubmasters

### Training Topic: Pack Meetings

The pack meeting is the culmination of a month of den activities of all the dens. All dens should participate (be responsible for some part of the program) in every pack meeting. Dens participate in the pack meeting by doing one or more of the following: presenting a song, skit, ceremony, or other presentation. Boys will receive their advancement badges and other recognition items—such as patches for day-camp participation, Cub Scout Academics and Sports belt loops and pins, and other awards. Every boy has a chance to be individually recognized. Be sure to recognize parents who have served during the month, either in dens or on the pack committee.

**Discuss the importance of having a well-planned, well-organized pack meeting.** Using the *Cub Scout Leader Book* as a resource, review the elements of a good pack meeting. In addition, review the *Den & Pack Meeting Resource Guide* and the available pack meeting plans. Some points to include:

**The meetings should be planned with goals in mind.** Themes, current fads, or events that Cub Scouts are interested in can help keep things on track. Pack meetings should be kept 60–90 minutes in length, because the attention span at Cub Scout age is limited. During the monthly pack leaders' planning meeting, you will finalize that month's pack meeting and plan in detail the next month's pack meeting. This leaders' meeting is usually held one or two weeks before the pack meeting.

**The Cubmaster should not be the only adult involved in the program.** Parents, leaders, and the boys should be involved. Individual den participation is essential. If boys and their parents are involved, they are more likely to enjoy the program and keep coming in the future. Shared leadership of the pack benefits everyone by getting other parents involved and creating opportunities for adults to share their skills and interests with boys. Planning for den involvement in pack meetings is most important. Each den should have their participation scheduled in advance. The order of their contribution is also important to share: For instance, if a den has props for their activity/event, knowing when they are up next will give them time to get ready. Coordinate all skits and contributions at the pack leaders' meeting so that events are approved in advance and are not duplicated.

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

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

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

#### REFERENCES:

- <http://www.scouting.org/scoutsources/CubScouts/Activities/pack.aspx>
- <http://www.thedump.scoutscan.com/100ideaspack.pdf>
- <http://www.scouting.org/scoutsources/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx>

**Activity:** Have each Cubmaster make a “Dollars and Sense” neckerchief slide. It could be awarded for participation in a fundraising activity, recognition of service during the past month, or whatever is desired.

**Materials:** Make up some dollar signs and piggy banks out of fun foam. Obtain some oversize play coins. Have glue guns on hand, markers for the fun foam, and chenille stems (pipe cleaners) or PVC pipe pieces.

Have the Cubmasters design and make some slides with the available materials.

**Alternate Activity:** Have the Cubmasters plan and present a closing activity for the pack meeting based on the “Dollars and Sense” theme.

## Pack Leaders

### Training Topic: Pack Camping Policies

Invite a district BALOO (Basic Adult Leader Outdoor Orientation) trainer to lead this discussion. Explain that this program is important to ensure a safe camping trip. Discuss how the training program is run and what topics will be covered. After discussing BALOO, ask for volunteers to share with the group their own pack camping experiences. A BALOO-trained person must be in attendance at all pack campouts, and Youth Protection guidelines must be followed.

Other items to include in the discussion:

- Types of camping experiences available to Cub Scouts. These are listed at <http://www.scouting.org/scoutsources/CubScouts/resources/CubScoutOutdoorProgramGuidelines.aspx>
- *Guide to Safe Scouting*, available at <http://www.scouting.org/scoutsources/HealthandSafety/GSS/toc.aspx>
- Your council's list of approved campsites for Cub Scouts and, if available, camping brochures for the upcoming season with details on registering packs and dens. Ask a Cub Scout camping committee member to come to the Cub Scout roundtable and promote camping.

### BSA POLICY STANDARDS FOR PRIVACY ON TRIPS OR OUTINGS

To support the BSA policy of two-deep leadership on all trips and outings, we must address the sleeping arrangements of male and female leaders.

- All leaders are expected to reflect high moral standards established by customs, traditional values, and religious teachings.
- Male and female leaders require separate sleeping facilities. Married couples may share the same quarters if appropriate facilities are available.
- Male and female youth participants must not share the same sleeping facility.
- When tents are used, no youth will stay in the tent of an adult other than his/her parent or guardian.
- When housing other than tents is used, separate housing must be provided for male and female participants. Adult male leaders must be responsible for the male participants; adult female leaders must be responsible for the female participants.
- Adult leaders need to respect the privacy of the youth members in situations where the youth are changing clothes or taking showers, and intrude only to the extent that health and safety require. Adults need to protect their own privacy in similar situations.
- Although it is not mandatory, councils are strongly encouraged to have separate shower and latrine facilities for females. In camps where separate facilities are not available, separate shower schedules for males and females should be posted. Exercise the buddy system for latrine use by having one person wait outside the entrance, or use Occupied or Unoccupied signs on door latches. For more guidelines on camping and supervision for Cub Scouts, see the *Guide to Safe Scouting*, No. 34416.

## ACCIDENT AND SICKNESS PROTECTION

For questions about current camper accident and sickness insurance, please refer to the latest material sent to Scout executives from the Insurance and Risk Management Service of the Boy Scouts of America.

## AGE-APPROPRIATE GUIDELINES

[http://www.scouting.org/filestore/pdf/34416\\_Insert\\_Web.pdf](http://www.scouting.org/filestore/pdf/34416_Insert_Web.pdf)

<http://www.scouting.org/scoutsources/BoyScouts/Age-AppropriateGuidelines.aspx>

## BALOO AND OWL TRAINING PROGRAMS

Invite a camping committee member to highlight the importance of each training program.

- Basic Adult Leader Outdoor Orientation (BALOO)  
A one-day training event, presented by the council, that introduces Cub Scout leaders and parents to the skills needed to plan and conduct pack outdoor activities, particularly pack camping.
- Outdoor Leader Skills for Webelos Leaders  
Designed specifically for Webelos den leaders and their assistants. Teaches outdoor-related skills and activity badge instruction through demonstration and hands-on practice. Webelos den leaders should attend this training before conducting Webelos overnight camping with the boys and parents of the den.

## REFERENCES

- <http://scoutingmagazine.org/issues/0103/a-cubs.html>
- <http://meritbadge.org/wiki/index.php/BALOO>

**Activity:** Select an outdoor game that could easily be played on a camping trip, and have the pack leaders play the game. Discuss what Core Values and purposes the Cub Scouts might pick up from playing this game.

# OCTOBER ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR NOVEMBER 2014

### CORE VALUE: CITIZENSHIP/ THEME: GIVE GOODWILL

#### DEN MEETINGS 5 AND 6

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Den Gathering Activities

Discuss a variety of games, puzzles, theme coloring pages, or puppets that might be appropriate to keep the Cub Scouts interested and busy, and that others may join as they arrive. Show examples of games such as checkers, tic-tac-toe, marbles, etc. If desired, serve a healthy snack during this time. Point out the Gathering Activities in the resource pages.

##### WHAT TO DO WHILE BOYS ARE GATHERING:

- Collect dues, record attendance and any advancement completed at home.
- Assign parents to meeting roles and hand out a meeting plan to each.
- If Wolves and Bears are going on a field trip, as the boys arrive, collect permission slips from parents who are not going with them.

### ADVANCEMENT ACTIVITIES

#### Tiger Leaders

- Bring leaves you have collected for your attendees to use.
- Tell them they can use the leaves collected from a hike (or walk around the leader's house or a nearby park) to make leaf rubbings.
- These can be framed or made into greeting cards.
- Tiger Den Meeting 5, Achievement 5D

#### Wolf Den Leaders

- Set up "stations" and rotate through various activities as listed in Achievements 4a, 4b, 4c, and 4d.
  - 4a—Make a list of emergency phone numbers.
  - 4b—Practice what to do when someone comes to the door and wants to enter.
  - 4c—Practice what to do if someone calls on the phone.
  - 4d—Make a list of what to do when a family leaves home.

#### Bear Den Leaders

- Achievement 20a—Show how to use and take care of four of these tools: hammer, handsaw, hand drill, C-clamp, wood plane, pliers, crescent wrench, screwdriver, bench vise, coping saw, drill bit.
- Bring some of the tools to the meeting and discuss safe, correct ways to use them.
- Have work materials on hand, including nuts & bolts, wood screws, and blocks into which to screw them, so the Scouts can apply the discussions. (Styrofoam blocks work well for Cub Scouts; wood can be too hard.)
- See Tool Identification in the resource pages.

#### All Webelos Den Leaders

##### Training Topic: Activity Badge Counselors

An activity badge counselor is an adult who works with Webelos Scouts on a particular activity badge. The activity badge counselor may be an adult family member of a Webelos Scout, a pack leader, a teacher, a coach, or another adult qualified to teach one or more activity badges to Webelos Scouts. This is usually a temporary position and is not a registered BSA position.

The activity badge counselor's responsibilities are to:

- Provide activity badge instruction at Webelos den meetings, as requested by the Webelos den leader. This could include, for example, presenting resources and instruction on model building, leading field trips, or providing instruction and help on collections and specimens, depending on the activity badge requirements. The service usually extends over three or four den meetings for each badge.
- Be familiar with the *Webelos Scout Handbook* in presenting activity badge information and approving requirements.
- Help Webelos Scouts gain self-confidence in completing projects and in dealing with adults.
- Follow the Webelos den time schedule for activity badge instruction.
- Help recruit other activity badge counselors.

### ADVANCEMENT ACTIVITY

#### Webelos Den Leaders

- Webelos Badge Requirements: Play the Roll the Dice Game as described in the Webelos Den Meeting 6 of the *Den & Pack Meeting Resource Guide*.
- This requires one dice (a big one if you have it). Each boy rolls the dice and, depending on what number comes up, he performs one of the Boy Scout requirements. Score points for each boy who does the task correctly. Here are possible tasks for each number:
  - 1 = Read or recite the Scout Oath and tell what it means.
  - 2 = Read or recite the Scout Law and tell what it means.

3 = Recite the Scout motto and tell what it means.

4 = Read or recite the Outdoor Code and tell its meaning.

5 = Show the Scout handshake and tell its meaning.

6 = Show the Scout salute and tell its meaning.

- An alternate Roll the Dice Game could be done with just the Scout Law (1 = Trustworthy, 2 = Loyal, etc.), but divided into two segments: first, points 1 through 6, and then 7 through 12. That way, there is an even chance of each point of the Scout Law coming up! Roll the dice, and tell what the corresponding point of the Scout Law means to you.
- Or create a game of your own that teaches the Boy Scout requirements. For example, put words or phrases from Scout Oath, Law, Outdoor Code, slogan, and motto on cards, craft sticks, or other media. Have boys assemble them in the correct order.

## Arrow of Light Den Leaders

### SCIENTIST

- Scientist Activity Badge, Requirement 12: Show in three different ways how your eyes work together, and show what is meant by an optical illusion (Arrow of Light Den Leaders Meeting 5 in the *Den & Pack Meeting Resource Guide*.)
- Have supplies for doing the experiments.
- Participants can make optical illusions. Learn whether they are right-eyed or left-eyed.

## Cubmasters

### Training Topic: Pack Budget, Money Earning Projects

To develop the pack budget, complete the worksheet with the unit leader and committee at the pack's annual program planning conference, and then share it with the Cub Scouts' parents. Be sure to keep parents involved and informed. The pack's program calendar and budget information needs to be communicated regularly to families, especially at the start of the program year. By sharing the pack's program plans and budgetary needs, you can help newly recruited Cub Scouts and their parents gain a greater understanding of just what fun is waiting for them during the pack's entire program year.

Discuss the various "helps" and spread sheets that are available.

Show *Planning Your Pack's Annual Program Budget*, BSA Form #510-273

A fillable Adobe PDF form is available on the BSA site at <http://www.scouting.org/filestore/pdf/13-273.pdf>.

Show the Unit Money-Earning Application, No. 34427, and review the guidelines on the back. Go to <http://www.scouting.org/filestore/pdf/34427.pdf>.

Brainstorm and list various money-earning project ideas. Discuss the advantages of supporting the popcorn sale. Discuss recognition of participants to promote attendance at future events.

**Activity:** Have each Cubmaster craft an award for a participation in a fundraising activity. Make craft and art supplies available.

## Pack Leaders

### Training Topic: Planning an outdoor winter pack program and activities

It is necessary to keep boys active all year to ensure they won't drop out. Winter activities are critical to retention.

Brainstorm ideas for a fun outdoor winter pack activity. Have a list of ideas prepared to start the discussion rolling. Consider inviting a guest speaker to talk to the group about this topic.

List the steps and activities involved in planning a successful event. Discuss "Planning Special Events" from Section 6 of the *Cub Scout Leader How-To Book*. Show the *How-To Book* and mention its ideas for special pack activities.

**Activity:** Have each of the pack leaders (or one per unit, if a unit has more than one person present) make a flier for an upcoming winter activity. Make poster paper and art supplies available.

# NOVEMBER ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR DECEMBER 2014

### CORE VALUE: RESPECT/ THEME: STARS AND STRIPES

#### DEN MEETINGS 7 AND 8

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Parent Involvement in the Den

Lead a discussion on ways to involve parents at the den level. Using the brainstorming training technique, develop a list of activities with which parents can assist. These jobs could include den phone coordinator, den activities & trips coordinator, refreshments chair, transportation chair, tracking advancements, keeping attendance records, teaching a specific skill, etc. There are enough jobs for everyone; assign the tasks so all volunteers can do their best work, and ask for more ideas so all parents can be actively involved in the den. The *Cub Scout Leader Book* has ideas for involving parents and conducting a parents' meeting.

### ADVANCEMENT ACTIVITIES

#### Tiger Leaders

Because of the subject matter, we are doing Meetings 9 and 10 this month, and 7 and 8 next month.

**Advancement Activity:** Meeting 9, Elective 2. Make a decoration with your family or your den. Display it or give it to someone as a gift.

Bring supplies for making holiday (Christmas, Hanukkah, Kwanzaa, etc.) or blue-and-gold banquet decorations. Discuss the ways in which making the decorations helps the boys to grow.

Have leaders talk about their holiday traditions and how those traditions make them feel. Then relate this to conversations the boys might have about holiday celebrations. Caution the leaders to be sensitive to various traditions.

Explain some of the reasons for Cub Scout blue and gold banquet traditions.

#### Wolf Den Leaders

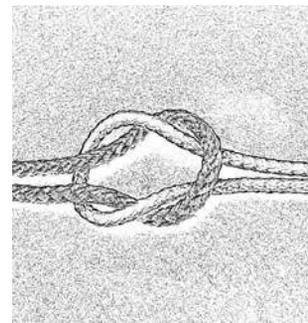
**Advancement Activity:** Many new Cub Scout leaders are wary of requirements involving knots. Take this time to put them at ease. Perhaps recruit a Boy Scout to do the teaching. Remember to use EDGE (Explain, Demonstrate, Guide, and Enable).

Review the knots and activities for Electives 17a, 17b, and 17c:

- Elective 17a—Learn to tie an overhand knot and a square knot.
  - The overhand knot can be used temporarily, though it unties very easily if tied around something. It can be used as a stopper knot and can keep a rope from fraying or unraveling. To tie an overhand knot, make a loop in your rope and put an end of the rope through it.



Overhand Knot



Square Knot

- The square knot is also known as the joining knot because it can join two ropes together, and because it is the first knot Scouts learn when they join the BSA. It has many uses, from securing bundles, packages, and the sails of ships to tying the ends of bandages. To tie a square knot:
  - Hold one rope end in each hand.
  - Pass the right end over and under the rope in your left hand, and pull it snug (now you're holding that end with your left hand, and you've switched the other to your right).
  - Next, pass that same end of the rope (the one that is now in your left hand) over and under the one that is now in your right hand, and pull it tightly snug. Remember: right over left, left over right.

**Note:** <http://meritbadge.org/wiki/index.php/Knots> includes animation to show you how.

- Elective 17b—Tie your shoelaces with a square bow knot.
- Make sure at least some of the staff present are wearing shoes that tie.
- Elective 17c—Wrap and tie a package so that it is neat and tight.

Have some boxes and string ready. You may use wrapping paper (brown paper bags), but it is not really necessary for your roundtable activity.

## Bear Den Leaders

**Advancement Activity:** If your roundtable location permits food, bring the ingredients to make some snack foods and trail mix. Be sure to also bring food-handling gloves, tablecloths, and other items needed to keep things clean and edible. Share these items with the rest of the roundtable.

Read over Lesson Plan 8 and choose some of the scenarios that would require first aid or emergency actions. Bring the necessary props (flashlight, blanket, 25-foot length of rope, cell phone, pole or branch) to act out the different emergencies or accidents you selected. Be sure to have a sample of the homemade first-aid kit available for the response simulations. Use this kit to show the leaders how their Scouts can make their own first-aid kits.

## All Webelos Den Leaders

### Training Topic: Den Gathering Activities

Lead a discussion about appropriate den gathering activities. Leaders should be encouraged to use den gathering activities that promote interaction among den members and are join-in type activities. Allow participants to share ideas that have worked in their dens. Show ideas that are in the *How-To Book* and *Group Meeting Sparklers*. Also, review the suggested gathering activities from Den Meetings 7 and 8 (or whichever two meetings you are discussing at this roundtable).

## Webelos Den Leaders

**Advancement Activity:** Using the flag and *Your Flag* book that was used for the Cub Scout interest topic (or your own flag and book), review flag etiquette. Do as many hands-on activities as you can: Fold the flag, raise and lower it, and ask questions as you point to the flag parts (stars, red stripes, white stripes). Show pictures of the American flag through the years. Discuss flag history.

If time permits, play the Webelos game show. Questions and answers are found at the end of the Den Meeting 7 plans.

## Arrow of Light Den Leaders

**Advancement Activity:** Set up hands-on demonstrations of some of the Readyman requirements. The key here is action—boys do not like lectures. Consider having an EMT or Red Cross-certified instructor to assist you (many Scout leaders hold these certifications, so you may find one to volunteer).

Be sure to have any needed supplies on hand (e.g., bandages). Ideas include:

- Ask the Webelos leaders to show what they would do for “hurry cases”—serious bleeding, stopped breathing, ingested poisoning, heart attack (*Webelos Handbook*, pages 371–376).
- Demonstrate treatment for shock (*Webelos Handbook*, pages 376–377).
- Discuss first aid for some common accidents/events (e.g., cuts and scrapes, burns and scalds, choking, blisters on the hand and foot, tick bites, nosebleed, frostbite, sunburn).

If time permits, play one of the suggested first-aid games as reinforcement (see Arrow of Light lesson plans 7 and 8 for complete details).

**Pressure Pad Relay:** In simulations, a Scout from each team runs to a patient and applies direct pressure to the person’s “wound,” using a neckerchief as a pad. If the technique is correct, the judge yells “Off!” The boy removes the pad, runs back to his team, and tags the next member. The first team to finish wins.

**Poison Treatment Relay:** Give cards to each team with the name of a common hazardous substance on each card (e.g., furniture polish, a half-full bottle of aspirin, kerosene, an unlabeled bottle from the medicine cabinet). A Scout runs to the patient and is given a card. He must tell the judge the proper treatment for the case. The correct answer must include

- (1) calling a hospital or poison control center;
- (2) reading the label on the container, if there is one, and following directions;
- (3) knowing whether to give water; and
- (4) knowing whether to induce vomiting.

**First-Aid Baseball:** Make a list of first-aid questions based on material in the *Webelos Handbook*. Have cards marked as single, double, triple, and home run. Set out bases for a small diamond. Divide the den into teams. One team lines up at home plate. The leader asks the Scouts a first-aid question. A wrong answer is an out, but if the answer is correct, the batter draws a card to see what kind of hit he has made and moves to that base. After three outs, the team is retired and the other team bats.

**First-Aid Basketball:** Similar to First-Aid Baseball, except if a question is answered correctly, the Scout scores a point and can shoot for the basket for a second point. If the answer is wrong, he gets no points.

## Cubmasters

**Discussion Topic:** Review the new Cub Scout Adventure (Advancement) Program that packs will be using starting in late Spring 2015. See attachment on 2015 changes for information.

**Activity:** Practice folding the flag. Prepare to lead the “13 Folds” closing ceremony with the pack leaders breakout.

## Pack Leaders

### Discussion Topic: Webelos to Scout Transition

Lead a discussion on the Webelos to Scout Transition. Review the responsibilities of each leadership position in achieving a successful transition. Identify the goals of a good transition program. Consider having council/district support personnel available to help with this session. (The district membership team should have a Webelos-to-Scout transition person designated). Have copies of the Webelos-to-Scout Transition Plan brochure available.

It can be found at [http://www.scouting.org/filestore/membership/pdf/Webelos\\_to\\_Scout.pdf](http://www.scouting.org/filestore/membership/pdf/Webelos_to_Scout.pdf).

**Activity:** Perform the Living Circle ceremony found on page 3 of “Program Ideas For Your First Month of Den Meetings” (<http://www.scouting.org/filestore/pdf/510-232.pdf>). Meet with Cubmasters to help prepare the “13 Folds” closing ceremony.

# DECEMBER ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR JANUARY 2015

### CORE VALUE: POSITIVE ATTITUDE/ THEME: YES, I CAN

#### DEN MEETINGS 9 AND 10

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together).

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Using *Boys' Life* Magazine

Bring several copies of *Boys' Life* magazine. Lead a discussion on the benefits of all families subscribing to *Boys' Life*. Include the following points:

- *Boys' Life* is age-appropriate reading material.
- Articles relate to the boys' activities.
- Research indicates that a Scout stays in Scouting and advances further if he reads *Boys' Life*.
- *Boys' Life* includes program ideas for leaders.
- Reading the magazine encourages literacy.
- Packs can earn the 100 percent *Boys' Life* ribbon for the pack flag.

Discuss the facts about *Boys' Life* magazine with the den leaders. Tell them it is the official youth publication of the Boy Scouts of America, with a mission to entertain and educate America's youth and open their eyes to the joyous world of reading. This is accomplished through a proven mix of news, nature, sports, history, fiction, science, comics, and Scouting. A special edition is published for Cub Scouts, with age- and program-specific content and feature articles.

- Why do Scouts (and parents and leaders) like *Boys' Life*? It's good reading! *Boys' Life* is an entertaining mix of exciting stories and valuable information. Boys enjoy reading *Boys' Life*, and parents can always be confident that the content of the magazine is wholesome, entertaining, and educational.
- How does *Boys' Life* help Cub Scouts? Beyond the enjoyment factor, it helps encourage faster advancement. *Boys' Life* follows the Cub Scouting-recommended program themes each month. *Boys' Life* subscribers achieve rank advancements faster and more often than nonsubscribers.
- How does *Boys' Life* help the den leaders and pack leaders? It assists with increased family support. Leaders appreciate that *Boys' Life* goes into the home and stimulates support for Scouting from parents and brothers and sisters. Many family members read all or part of *Boys' Life*, especially the jokes!

- Does *Boys' Life* help boys stay in Scouting? Yes, it actually creates longer tenure. Scouts who subscribe to *Boys' Life* stay in Scouting longer than nonsubscribers—on average, two and a half times longer than nonsubscribers!

*Boys' Life* is “just part of Scouting.” It is an essential element, helping leaders and parents foster the development of young people in Scouting. *Boys' Life* shows the outcomes of the BSAs values-based programs. It brings a positive Scouting image to readers and alumni.

Den leaders can use articles that the Tigers (and Wolves and Bears) and their adult partners (and parents) have read in *Boys' Life* to reinforce the monthly program, and the den's part in the pack meeting. If some of the den members do not get *Boys' Life*, they should be encouraged to subscribe, if possible. It's easier when all the Tigers are “on the same page” with the same background information each month.

Brainstorm ways to use *Boys' Life* in den meetings. Suggestions might include a scavenger hunt through the pages, telling jokes from “Think and Grin” at pack meetings, and re-enacting “Scouts in Action” in skit form.

## ADVANCEMENT ACTIVITIES

### Tiger Leaders

**Advancement Activity:** Discuss how to plan a trip to the local fire or police department (Achievement 2G, meeting 7) and a newspaper, radio, or television station (Achievement 4G, meeting 8). What are good “plan Bs”?

Discuss Character Connections and how they are done. Use the Character Connection for Respect (*Tiger Handbook*, page 64) as an example.

### Wolf Leaders

**Advancement Activity:** Achievement 5, Tools for Fixing and Building. Review tools and tool safety for Cub Scouts. Have an item ready to build.

Consider having a woodworking Scouter or friend come to lead this session. Also, if your supply of tools is limited, make sure you tell leaders the previous month that any tools they can bring in December will be appreciated.

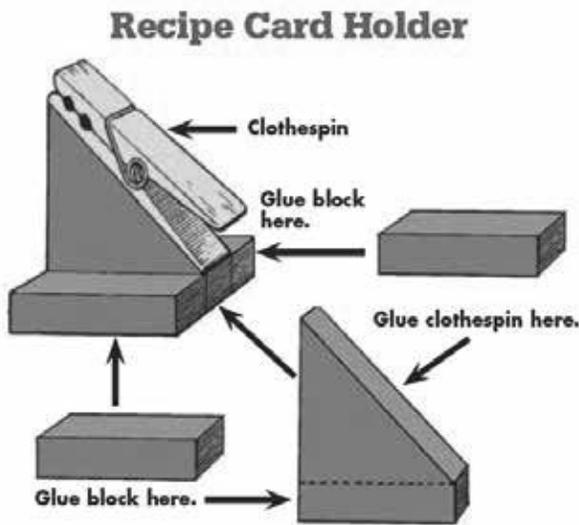
Select several tools to bring and discuss. Create an identification game that leaders can play before you tell them what the tools are and how and why they are used. Keep the display separate from tools you brought to use. The more unusual the tool the more interest it will create, but be sure to have common ones, too. Have the *Wolf Handbook* open to the appropriate pages for all to see, especially for the following items.

While reviewing the tools, identify and demonstrate how to use a hammer, pliers, and Phillips head and slotted head screwdrivers. Have a few extras of these to pass around for everyone to try.

Have boards and screws set up for each leader to practice. Show how to put soap on a screw to make it easier to drive. To speed things along, you may want to pre-drill pilot holes. (Suggest this for the leaders to do in their dens, too.)

Start driving some nails into a board, then let the leaders pound them in and extract them. Set the right example by wearing safety glasses and explaining the reason (the risk of flying shards of metal from the nails). Shorter or heavier nails are less likely to bend and frustrate the kids; or choose the same nails that will be used in your project.

Set up kits for leaders to build recipe card holders based on this diagram from the *Wolf Handbook*, Elective 3a. This item is essentially made with wood scraps. You may need help finding enough scraps. Sand the pieces smooth with sandpaper on a building block before you put them together.



Discuss how the leaders can accomplish building crafts in their dens and helpful resources (including Scouts' parents with particular skills) that may be available to them.

## Bear Leaders

**Advancement Activity:** Discuss the importance of games to Scouting as teaching tools and activities for the boys. They can reinforce concepts and help develop sportsmanship, honesty, and other ideals. Achievements 15 and 16 deal with games.

Demonstrate several of the relays and races from Achievement 16 (crab relay, gorilla relay, 30-yard dash, and kangaroo relay). Run contests for the leaders.

Have some Frisbees on hand and discuss how to play Ultimate (or another team game that has a Cub Scout sports belt loop and pin). If you can go outside, set up teams and play awhile. Mention that a den may need to team up with another den to play a team sport (e.g., Ultimate, Flag Football).

Discuss ways to jazz up the events with excitement. Boys will get bored if you just "check the box" after they do each event/exercise. Encourage the leaders to make a big deal out of each one. Ideas could include:

- Choosing a theme for the event (e.g., carnival, circus, track meet).
- Have a master of ceremonies or announcer for each event.
- Enlist someone with a video recorder to team up with a "sideline reporter," getting interviews with the contestants.

## For All Webelos Leaders

### Training Topic: Pack Meeting Demonstrations

Discuss ways that Webelos Scouts can participate in pack meetings through activity badge demonstrations. Boys need a chance

to show what they have learned, and demonstrations help the younger boys see what they have to look forward to.

For a demonstration, Webelos Scouts might show some of the activities they have worked on during the month, or they might present a game, skit, or song based on what they have learned. Brainstorm ways that Webelos Scouts can put together pack meeting demonstrations with this month's activity badges.

Webelos dens can participate at the pack meeting through demonstrations that are related to the current activity badge.

- This is an excellent way for the boys to show what they have learned.
- These demonstrations also excite the interest and anticipation of the younger boys in the pack.
- A Webelos den should plan their demonstration carefully and practice so that it can be done smoothly.
- Encourage the boys to explain to the audience in clear and simple terms what they are doing and why.
- Ideas for pack meeting demonstrations are included for each activity badge in the *Webelos Leader Guide*.
- Ask participants to share their experiences with pack meeting demonstrations.

## ADVANCEMENT ACTIVITIES

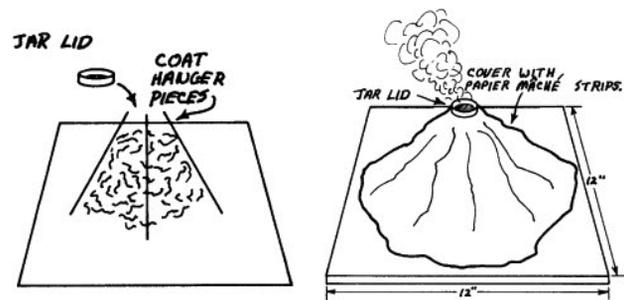
### Webelos Leaders

#### Advancement Activity: Geologist Activity Award

Find a member of a local rock club and ask him/her to come and talk about rocks. The meeting plans offer a few requirements, but you can demonstrate any that you wish and encourage the leaders to make the badge as interesting as they can when selecting requirements. Prepare a list of possible field trips available to Webelos to fulfill Requirement 8 (and others), and share the list with the Webelos leaders. Ask the leaders to share information they have on field trips. Perhaps a representative from a local museum can come to talk with the roundtable.

#### BUILD A VOLCANO MODEL

(just one or two for demos at the roundtable).



Volcanic eruptions happen when pressure builds inside a volcano, forcing ash and lava out the top. In this papier-mâché volcano, you'll use baking soda and vinegar to simulate an eruption.

**Materials:** 12-inch-square wood for base, aluminum foil, baking soda, vinegar, red food coloring, jar lid, wire coat hangers

- Make a cone-shaped base for the papier-mâché by sticking pieces of coat hanger diagonally in the wood base.
- Fill in under the wires with wadded aluminum foil.
- Cover the cone with papier-mâché.

- Leave an opening in the top where the jar lid can be set. Let it dry.
- Paint with tempera or acrylic paint. (Skip this at roundtable.)
- Set the jar lid upside down in the top of the volcano.
- To make the volcano erupt, place about one teaspoon of baking soda in the jar lid.
- Add ¼ cup of vinegar mixed with a little red food coloring, and watch the action!

The baking soda and vinegar react to make carbon dioxide gas. The gas squirts out of the volcano, bringing the foamy red liquid to the surface. This is safe to do indoors.

## Arrow of Light Leaders

**Advancement Activity:** Arrow of Light Creation—make and decorate arrows for the Arrow of Light ceremony as shown in the *Den & Pack Meeting Resource Guide*, Den Meeting 10.

### Advancement Activity: Readyman Activity Award

Set up a first-aid round robin demonstration. Enlist some Boy Scouts who have earned the First Aid Merit Badge to come and teach first-aid techniques to the leaders. This will highlight the progressive nature of the Scouting program and demonstrate boy leadership to those who will be crossing over soon.

Have the *Webelos Handbook* open to the appropriate pages (384–385) for the requirements. Make sure the Boy Scouts who are coming have a copy of the *Webelos Handbook* to review while preparing, so they know the scope of their presentation.

Suggest to the *Webelos* leaders that they, too, get assistance from a Boy Scout troop.

- Activities could include demonstrating how to respond to Hurry cases (serious bleeding, stopped breathing, ingested poisoning)
- Heart attack
- Shock
- Cuts and scrapes
- Burns and scalds
- Choking
- Blisters on the hand and foot
- Tick bites
- Bites and stings of insects other than ticks
- Venomous snakebite
- Nosebleed
- Frostbite
- Sunburn

## Cubmasters

### Training Topic: Working With Your Unit Commissioner

Before the discussion, poll the Cubmasters to see how many know what unit commissioners are and who their commissioner is. Then introduce your speaker.

Using the information found on the national BSA website commissioners page (<http://www.scouting.org/scoutsource/Commissioners.aspx>), discuss the function of the unit commissioner. Explain that unit commissioners (UC) are trained volunteers, assigned to each unit by the district commissioner; their job is to help each unit be the best it can be for the boys, leaders, and parents.

Tell them that, as Cubmasters, they can make their jobs easier by taking advantage of what their UC has to offer, as often as they need assistance—no question or challenge about Scouting is too big or too small for the UC to handle. He or she has a good understanding of the BSA program in general and your local council and district in particular, and can answer questions OR know where to go to get the answers. UCs are a link to all the other district and council resources, and can take your concerns and needs to a higher level if necessary.

Bring the list of your district's unit commissioners and their assignments, with contact information. Make sure each Cubmaster has this important info for his or her unit. Hopefully, they already know their unit commissioner!

Invite a successful unit commissioner to talk about the role and responsibilities of the unit commissioner. Read the job description and brainstorm ideas for how the unit commissioner can help the unit leader in recruiting and providing a good program for the boys. Remind Cubmasters that the unit commissioner has a proactive job and is a valuable resource to the unit leader.

### ACTIVITIES:

**Have the Cubmasters practice the skit “The Ant Can” and sing “High Hopes” (from the resource pages).** See if they make a presentation at the roundtable closing or to another breakout group. Explain that, if they use their unit commissioner as a resource, they will really be doing their best for their Cub Scouts—more than if they tackled the Cubmaster job themselves.

**Special Awards for “Yes, I Can!” People:** Have each Cubmaster create a special award for a person in the pack who is a “Yes, I Can!” person. The resource pages offer ideas for crafting these awards, but encourage the CMs to also use their imaginations. Suggest they can present the award at the next pack meeting or at the blue and gold banquet.

## Pack Leaders

### Training Topic: Charter Renewal

Invite the district commissioner to discuss the procedure for on-time charter renewal, which can lead to a Gold Level Journey to Excellence Award. Explain the importance of being an on-time unit, and tell what happens if the unit lapses. Mention that the chartered organization should be aware and active in renewing its charter. Discuss methods of being an on-time unit, and ask for success stories.

Using copies of your council's charter renewal packet, lead the pack leaders through the charter renewal process. Stress the importance of being ON TIME with this important paperwork. Full information on the Internet charter renewal process can be found on the BSA national website [http://www.scouting.org/scoutsource/Commissioners/Internet\\_Rechartering.aspx](http://www.scouting.org/scoutsource/Commissioners/Internet_Rechartering.aspx)

Bring information on online charter renewal to hand out, and tell people where they can learn more about it.

### ACTIVITIES

**“Quick Words of Wisdom”**—Have the pack leaders each select one of the “Quick Words of Wisdom” and explain how they see it applying to them in their role in Cub Scouting.

**“Yes, I Can!” Memory Game**—Play the “Yes, I Can!” Memory Game from the resource pages with the following change: Use committee positions for the cards. When a pack leader makes a match, he must state some of the responsibilities of the position he matched. Or reverse it, using responsibilities (duties) on the cards so the person who creates the match must name the position that goes with those responsibilities before getting the point. If you have a lot of attendees, get pairs or trios to work together.

# JANUARY ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR FEBRUARY 2015

### CORE VALUE: RESOURCEFULNESS/ THEME: LITTER TO GLITTER

#### DEN MEETINGS 11 AND 12

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together).

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Outdoor Winter Programs and Activities

Lead a discussion on outdoor activities that are appropriate for Cub Scouts. Boys join Cub Scouting to be in the outdoors playing. Some fun activities with boy-appeal could be a hike after a rain, with the boys looking for worms or rainbows. How about a walk in the rain to count the puddles and observe animal behavior? In northern climates, try building a snowman or a snow fort; in the south, build sand castles on the beach and collect sea shells. Discuss proper clothing for outdoor activities in warm or cold regions, and the use of sunscreen in all regions.

Bring a list of local parks, nature centers, and other outdoor centers (arboretums, gardens) that have winter activities appropriate for Cub Scouts. Try to obtain fliers (or make printouts from their websites) to show what is available. This time of year, troops should be doing winter camping at your Scout camp. Perhaps the pack can go and join them for a few hours on a Saturday to see what they do in winter. Is there ice fishing nearby? Or just fishing? Indoor swimming? Sleigh riding?

#### ADVANCEMENT ACTIVITIES

##### Tiger Leaders

###### DEN MEETING 11, ELECTIVE 47, MAKE A PUPPET

- Make paper-bag puppets using the directions in the Den Meeting 11 plan.
- The puppets can be simple, with the bag completely open and the face on one side. Or they can be more complex, with part of the face on the bottom fold-over, so if you open that flap, it reveals a mouth or eyes that open and close.
- Your puppet's features may be drawn directly on the paper bag, but a more interesting puppet results when features are made with bits of colored felt, construction paper, or other materials. Use bright colors.
- To give the impression of speaking to your puppet, put the top of the mouth at the bottom of the flap, and put the bottom lip directly underneath on the front of the bag. This will cause the lips to meet. Open the flap and finish the mouth so that it will be continuous.



Flap down



Flap up



Flap down



Flap up

- For a puppet that will open its eyes and then close them, put the tops of the eyes at the bottom of the flap and directly under the flap front of the bag. Under the flap, make the eyes open.
- Have den leaders create a skit using the puppets that they can present at the closing. Tell them they can make puppets with their den, too, for the pack meeting.

###### DEN MEETING 12, ELECTIVE 41, TRANSPORTATION

- Bring a list of local train stations, airports, bus stations, boat docks, ferries, etc., for leaders to get ideas on where to go for a "Go See It."

##### Wolf Den Leaders

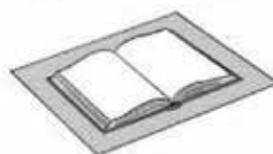
###### ACHIEVEMENT 12A: MAKING CHOICES

- This meeting is all talk. Brainstorm ideas on how to make it active for the boys.
  - Act things out with puppets the boys have made (see Tiger Den Meeting 11 paper-bag puppets). Create a puppet stage.
  - Mix things up with the Making Choices discussion. Have an obstacle course or game segment. A boy who completes something gets to answer the next question. Or simply discuss a few questions, play, discuss a few more...

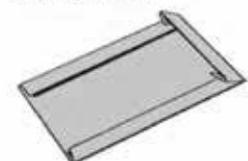
###### ELECTIVE 6C, MAKE A PAPER OR PLASTIC COVER FOR A BOOK

- Have the leaders make brown paper-bag covers for their handbooks. Groceries still offer brown paper bags, so see if you can get enough for your breakout. Or have people save them up for you. Since most Scout books are paperback, consider having pieces of thin cardboard (e.g., from cereal boxes) available to put stiffeners in the front and back covers.
- Cut the brown paper shopping bags, and remove the flap formed by the bottom of the bag so you have one large sheet of brown paper. Cut a piece long enough to cover the front, back, and spine of the book with at least three inches of overlap at either end. Place the book in the center of the paper.

Cut paper 3 inches  
bigger than the book.



Fold the top, bottom,  
and right sides.



- Wrap the paper up across the bottom of the book and make a crease along the bottom cover. Repeat for the top of the book. Remove the book from the paper.
- Fold the paper up at the bottom crease and down at the top crease. You should have a strip of paper big enough to cover the book from top to bottom.

Place the book back in the center of the paper. Wrap the paper across the front of the book from left to right and adjust the book position until the two ends of the paper are even.

*Slip the book cover into the right-side fold. Make a fold for the front cover. Open the book and slip the front cover into the fold.*



- Fold the overlap around the front cover of the book and make a crease. Then insert the front cover of the book into the slot created by the paper folded over at the top and the bottom. Slide the paper down over the book until you hit the crease. Repeat for the back cover of the book.
- If the cover fits snugly, you can stop. If it seems a little loose or the top and bottom folds are not lying flat, use small pieces of tape to pull the front and the inside flap together a little more securely. Do not tape the paper cover to the actual cover of the book; the paper cover will move a little when the book opens, and you could damage the book cover.
- Using markers, have the leaders decorate the book covers as they please. Tell them if the boys draw a freehand sketch of a person, place, or thing, they can get credit for Elective 12a.

## BEAR DEN LEADERS

### ACHIEVEMENT 17B, PLAY CHARADES

- Charades is an extremely fun game that most people do not play today. Here is a chance to get your Bears doing something fun and using their imagination.
- Play a game of charades as a den. Search the Internet for rules, but here are some common ones:
  - Create a list of common phrases (like quotes or titles of books, movies, TV shows, songs; you might use Scouting phrases).
  - Some charades rules allow the players to come up with the phrases; use your judgment (and review as needed).
  - The players divide into two teams. Teams will alternate turns.
  - Phrases are put in a container. One person from the first team randomly picks a phrase from the container, gets a minute or so to think it out, and then has a limited period of time in which to act out the meaning of the phrase to his teammates.
  - No sounds or lip movements are allowed. Variation: Sometimes a player may make any sound except speaking or whistling a recognizable tune.

- The actor cannot point at any object in the room. Otherwise, any gesture is typically allowed except spelling out the word.
  - The teams alternate until each team member has had an opportunity to pantomime.
  - Since rules can vary, clarifying all the rules before the game begins will avoid problems later.
- See charades handout in the pack resource pages.

### ELECTIVE 6C, MAKE A PAPER OR PLASTIC COVER FOR A BOOK

- Have the leaders make brown paper-bag covers for their handbooks. Groceries still offer brown paper bags, so see if you can get enough for your breakout. Or have people save them up for you. Since most Scout books are paperback, consider having pieces of thin cardboard (e.g., from cereal boxes) available to put stiffeners in the front and back covers.

## All Webelos Den Leaders

### Training Topic: Meet the Scoutmaster!

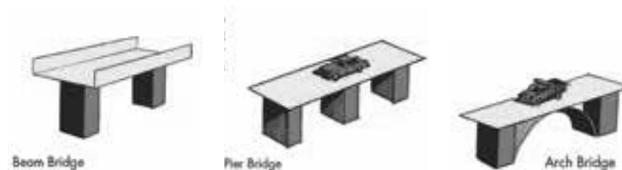
Invite several Scoutmasters for a discussion about the Scoutmaster conference. Have them explain how they conduct their conference and what the Webelos Scout should expect. Use the *Cub Scout Leader Book*, *Webelos Handbook*, and *Webelos Leader Guide* as resources. Make sure Webelos den leaders are aware that visiting a troop and having a Scoutmaster conference is an Arrow of Light Award requirement.

## ADVANCEMENT ACTIVITY

### Webelos Den Leaders

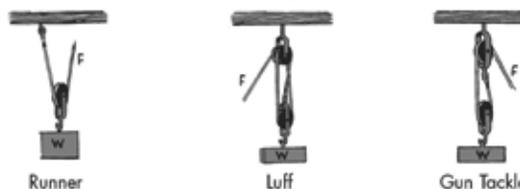
#### ENGINEER ACTIVITY AWARD, REQUIREMENTS 6, 7, 8, AND 9

- Choose two of these activities and be prepared (have enough supplies for the usual crowd plus a few more) for the participants in your session to work on them.
  - Requirement 6: Construct a simple electrical circuit. For more info go to: <http://www.instructables.com/id/how-to-make-a-homemade-ONOFF-switch/>.
  - Requirement 7: Construct a model bridge. Models can be elaborate or as simple as blocks of wood and cardboard. See pictures in *Webelos Handbook*. Discuss the good points and limits of each option.



- Requirement 8: Make a block and tackle.

Borrow a block and tackle from a car or tractor or other garage. Set it up to lift something heavy, such as a cement block. This teaches the concept of mechanical advantage.





# FEBRUARY ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR MARCH 2015

### CORE VALUE: COMPASSION/ THEME: AWARE AND CARE

#### DEN MEETINGS 13 AND 14

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Den Ceremonies and Recognitions

Show immediate recognition kits for Tiger and Cub Scouts. Explain the requirements for earning the beads at each program level. Discuss presentation of the beads at a den ceremony and the importance of recognizing a boy's accomplishments as soon as possible. Brainstorm about other den ceremonies (e.g., opening and closing of meetings) and recognitions that could be provided. Show copies of *Cub Scout Ceremonies for Dens and Packs* (Item No. 33212) and the *Cub Scout Leader Book* (Item No. 33221), which addresses Scout recognition in several places.

### ADVANCEMENT ACTIVITIES

#### Tiger Leaders

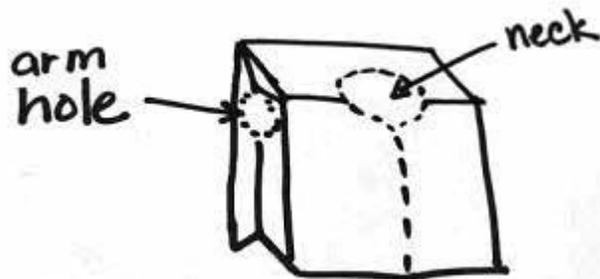
**Advancement Activity:** From Meeting 13, do the following:

- Elective 12: Make at least two cards or decorations and take them to a hospital or long-term care facility.
- Elective 15: Mix the primary colors to make orange, green, and purple. Using primary-color crayons and blending them to make orange, green, and purple, make two greeting cards for a hospital or long-term care facility.

#### Wolf Den Leaders

**Advancement Activity:** From Meeting 14, do the following:

- Elective 10c: Make traditional American Indian clothing.
  - Have each boy cut a woodland vest from a brown paper sack, and then cut fringes along the bottom of the vest. They can then write a story on the vest, with markers, using Indian word pictures. (Note: For adults at roundtable who want to be able to wear their creation, you will need brown craft paper. Paper bags will probably be too small.)
  - Also, check out YouTube, How to Make Native American Vests from a Paper Bag, at [http://www.youtube.com/watch?v=PnyqMPQp\\_Nk](http://www.youtube.com/watch?v=PnyqMPQp_Nk).



#### Bear Den Leaders

**Advancement Activity:** Choose one of the following:

FROM MEETING 13, WORK ON THE WILDLIFE CONSERVATION BELT LOOP.

Complete these three requirements:

- Explain what natural resources are and why it's important to protect and conserve them
- Make a poster that shows and explains the food chain. Describe to your den what happens if the food chain becomes broken or damaged.
- Learn about an endangered species. Make a report to your den that includes a picture, how the species came to be endangered, and what is being done to save it.

Have the leaders make the poster required for No. 2. It should include information about a few endangered species.

#### FROM MEETING 14

Discuss ideas for projects for Achievement 6g: Take part in a den or pack neighborhood cleanup project.

Come up with fun ways to accomplish some of the other parts of Achievement 6 (posters, field trips, learning about your family's energy use). A field trip to a local landfill is usually a big hit.

#### All Webelos Den Leaders

**Training Topic: Youth Leadership**

Discuss the roles of denner and assistant denner in the Webelos and Arrow of Light dens. Discuss how these should be more challenging than the roles in the younger dens because the Webelos are now preparing for Boy Scouting where they will plan, organize, and run their meetings. Ask participants for ideas of how to have the boys assume leadership in the den and on overnight camping trips and other activities. Ask for success stories. Show the denner cord and how to wear it.



## RESPONSIBILITIES

The denner (typically along with his parent or adult partner) has many important duties as assigned by the Tiger den leader, Cub Scout den leader or Webelos den leader that may include:

- Help with den meeting setup.
- Lead the opening ceremony (flag, Oath, Law).
- Take the den attendance and dues at meetings.
- Help with the meeting activities.
- Provide simple refreshments such as cookies and cups of juice.
- Lead the closing ceremony.
- Help with den meeting cleanup.
- Help with other responsibilities as assigned by the den leader.

## Webelos Den Leaders

**Advancement Activity:** Have samples of craftsman projects on hand to provide ideas for the leaders. Tell/discuss how to get the materials at minimum cost. Discuss tool safety. Solicit ideas on how to make this fun. Then conduct a nail-driving contest. Have Webelos Scouts drive nails into a 4x4. Individual or relay races can be held. The fewest number of strokes wins, not the fastest, as this is much safer. This relay can be found in the *Webelos Leader Guide*, page 41.

If time permits, play the Webelos game show. Questions and answers are found at the end of the Den Meeting 7 plans.

## Arrow of Light Den Leaders

**Advancement Activity:** Discuss the Cyber Chip Award and the fourth and fifth grade requirements (<http://www.scouting.org/Training/YouthProtection/CyberChip.aspx>). Mention that, starting in 2015, it will be a requirement for Cub Scouts to earn the award as part of the new Cub Scout Adventure Program. The Cyber Chip is only valid for 12 months and must be earned again each year by each Scout.



After discussing the requirements, have fun using the Teachable Recipes for Requirement 3 ([http://cdn.netSMARTZ.org/teachablerecipes/BSA\\_Teachable%20Recipe.pdf](http://cdn.netSMARTZ.org/teachablerecipes/BSA_Teachable%20Recipe.pdf)). Preparation will be necessary for baking the cookies, and you may wish to set up the bread at home a week or so before the roundtable and give each participant a slice to take home. The other Teachable Recipes can be done that night.

## Cubmasters

### Discussion Topic: Summer Camping Opportunities

Invite your district camping chair, camp directors, and program directors for the summer camping events to lead this subject. Ask them to dress in accordance with their themes to show what the boys may expect. Remind the Cubmasters that Cub Scout summer camp is for outdoor fun and adventure, not advancement. Distribute fliers and brochures for the summer programs. Some programs may be for parents (resident camp) and some for the whole family (family camping). Discuss the national Summertime Pack Award and how attending camp helps to fulfill some of the requirements.



**Activity:** Bring fliers and information on the Cub Scout Leave No Trace and national Summertime Awards. Have the Cubmasters suggest activities to help Cub Scouts earn these awards. Cubmasters can draw a poster illustrating the Leave No Trace front-country guidelines to display at a pack meeting.

## Pack Leaders

### Discussion Topic: 100 percent Boys' Life for Your Pack

Ask participants whose packs have 100 percent *Boys' Life* subscription share the ways in which this helps their program. Brainstorm ideas on how to persuade parents to subscribe to *Boys' Life*, such as mini-magazines or back-issue samples. Remind participants that *Boys' Life* is published in three reading levels and encourages independent reading. Discuss ways in which the magazine can be a tool for the den leader and the Cubmaster.

**Activity:** Make Braille name tags from the resource pages. Tell *Boys' Life* jokes while participants are working on the name tags.

# MARCH ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR APRIL 2015

### CORE VALUE: FAITH/ THEME: SOARING THE SKIES

DEN MEETINGS 15 AND 16

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Nutrition

Health and fitness are two of the keys to being a strong Scout. Part of health and fitness is good nutrition. Start the discussion by showing the government's newest nutritional and dietary guidelines for children. Use the following websites for a guide:

<http://www.nutrition.gov/>

<http://www.choosemyplate.gov/>

<http://www.fns.usda.gov/hussc/healthierus-school-challenge>

Remind den leaders that adults are role models. If the adults at



home eat vegetables and fruits and drink milk, so will the children. Discuss recipes that children would enjoy. Discuss den snacks, and talk about serving fresh fruit in season or raw vegetables and low-fat dip at den meetings. Discuss how the fruits and vegetables you are eating grow and whether they come from local growers or from other states or countries.

#### ADVANCEMENT ACTIVITIES

##### Tiger Leaders

Advancement Activity: From Meeting 16, Electives 23 and 25

- Discuss healthy snacks, and how you can encourage them for the den meetings.
- Discuss the various milks you can buy—whole, 2 percent, 1 percent and skim, almond, rice, soy, coconut, and the various blends (e.g., almond coconut milk), as well as

Lactaid and other products for those who need them. Discuss tastes and qualities, advantages and disadvantages.

- Play “Nutritional Four (actually five) Corners.” Post photos of the four food categories on the MyPlate diagram, as well as dairy products. The Tigers choose what group will be the category of the next food to be shown, and go to their chosen corners. The leader shows a picture of a food. All those who chose that food group are out. Play until one Tiger is left.
- Tigers draw a MyPlate diagram on a big piece of paper or poster board. Then they cut out pictures of food from old magazines and glue them into the right places on the MyPlate diagram.

##### Wolf Leaders

Advancement Activity: Work on the Marbles belt loop

- There are three requirements for the Marbles belt loop:
  - Explain the rules of Ringer or another marble game to the den leader or adult partner.
  - Spend at least 30 minutes practicing skills to play the game of Ringer or another marble game.
  - Participate in a game of marbles.
- The *Cub Scouts Academics and Sports Program Guide* includes the rules for Ringer. Instructions can also be found online at [www.landofmarbles.com](http://www.landofmarbles.com).
- Elective 4e is to play a game of marbles. *The Wolf Handbook* has the directions for Marble Sharpshooter (page 128):
  - Each player rolls five marbles toward glass bottle targets.
  - Score ONE point for each marble that rolls between the bottles without hitting a bottle.
- Have plenty of marbles available for all to try. Set up the marbles court.
- Explain and demonstrate the rules and techniques of the games of Ringer and/or Sharpshooter.

OR

- Wolf Cub Scouts draw a MyPlate diagram on a big piece of paper or poster board. Then they cut out pictures of food from old magazines and glue them into the right places on the MyPlate diagram.

##### Bear Leaders

Advancement Activity: Build a Model, Achievement 21f

- Discuss a variety of models that the Bears might make for a Pinewood Derby, a Raingutter Regatta, or a Space Regatta.
- Show kits available from BSA as well as other sources.
- Build a bottle rocket model as described in Meeting Plan D in the *Den & Pack Meeting Resource Guide*, using a two-piece body made from a 3-inch-wide cardboard mailing tube.
  - Insert a tube end cap in the top of the 6-inch bottom section. Then connect it with tape to the 12-inch top section.

- Cut a nose cone from heavy-duty poster paper and tape it to the top. Then cut three fins, shaped from scrap matte board, and insert them in slots in the lower section. (You may be able to purchase excess pieces of board from an art supply store's framing department.)
- Decorate with colored paper and glitter stickers.
- Prior to launching, wrap a strip of plastic "fun foam" around an empty 20-ounce plastic soft drink bottle to ensure a tight seal.
- Insert the bottle, top down, into the rocket's bottom section, with the open bottle mouth sticking out.
- Fill about one-third of the bottle with water. The Cub Scout, holding the rocket upside down, hands the rocket to an adult, who turns it over and quickly puts it on the stem of the launcher. (A garden hose gasket on the launcher stem provides a close fit.)
- Lock the rocket into place with a snap/spring connection. Pump air into the bottom of the launcher stem through the automotive tire valve (Schrader valve).
- When pressure is up and stabilized at 60 to 80 pounds per square inch (depending on wind conditions), the adult gives the signal and the Cub Scout pulls a release rope to launch the rocket.
- The pressurized air and water blasting out of the bottle mouth cause the rocket to be propelled upward.

OR

- Wolf Cub Scouts draw a MyPlate diagram on a big piece of paper or poster board. Then they cut out pictures of food from old magazines and glue them into the right places on the MyPlate diagram.
- Ask the individual Bear leaders to list as many junk foods and healthy foods as they can in one minute. When the minute is over, they review the lists to see who compiled the most.

## For All Webelos Den Leaders

### Training Topic: Nutrition

Start the discussion by showing the government's newest nutritional and dietary guidelines for children. Use the following websites as a guide:

<http://www.nutrition.gov/>

<http://www.choosemyplate.gov/>

<http://www.fns.usda.gov/hussc/healthierus-school-challenge>



Remind den leaders that adults are role models. If the adults at home eat vegetables and fruits and drink milk, so will the children. Discuss recipes that children would enjoy.

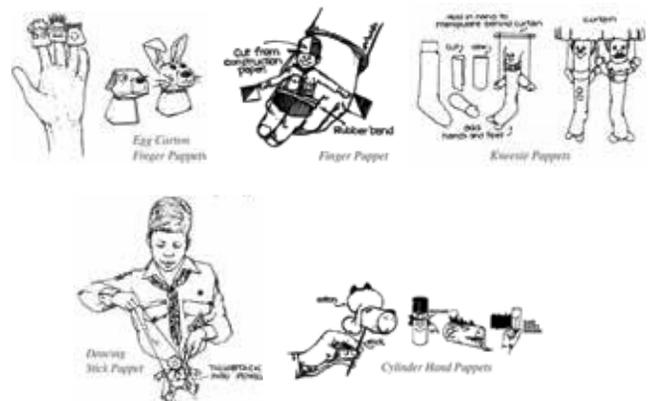
Discuss healthy eating on a Webelos den camping trip. Nutritional needs differ for people spending considerable time in the outdoors. Share recipes for den snacks, high-energy foods, and outdoor cooking.

## Webelos Den Leaders

### Advancement Activity: Puppetry Showmen, Meeting 16

Page 313 in the *Den & Pack Meeting Resource Guide* describes a variety of options to complete the nine requirements from among the puppetry, music, and drama requirements.

Some examples of puppets to display are finger puppets, egg-carton finger puppets, dancing stick puppets, cylinder hand puppets, kneesie puppets, footsie puppets, glove puppets, or paper-bag puppets.



Choose one of the puppets and supply materials to make the puppets during the breakout session. Discuss the ways in which various methods might work to construct the puppets.

Bring a supply of *Boys' Life* magazines. Have the Webelos leaders write a short skit using their puppets. Arrange to put on the skit at closing (or visit another breakout group and perform for them).

## Arrow of Light Den Leaders

The Arrow of Light dens should have graduated, and the Webelos den usually does not move up until June. So there is only one Webelos breakout for this month.

## Pack Leaders

### Discussion Topic: Pack Record Keeping

Questions on the status of advancement, finances, or membership can easily be answered if a good record-keeping system is in place. Show leaders examples of the Advancement Reports, Den Advancement Charts, Den Records, Individual Cub Scout Records, and Monthly Den Dues Envelopes that are listed in the "Den and Pack Management" section in the *Cub Scout Leader Book*. Some of the forms are available at [www.scouting.org](http://www.scouting.org). Point out that these forms provide all leaders with a complete record of advancement, attendance, and dues. Have an experienced Scouter demonstrate how to use these five record forms. Explain that the information from the boys' handbooks is transferred to the forms during the den meetings and is submitted to the unit advancement chair. As a group, share and examine alternate methods of record keeping such as spreadsheets or other tracking systems using computers.

Discuss the various tools for keeping accurate pack records. Have samples of the *Pack Record Book*, advancement wall charts, and advancement record forms found in the appendix of the *Cub Scout Leader Book* and at [www.scouting.org/forms/](http://www.scouting.org/forms/). Discuss the process for reporting den advancements to the pack advancement chair. Also discuss how to keep and maintain the pack copy of each Cub Scout's application.

Invite a pack leader who has been successful in using online record keeping for their pack. One example of online records is ScoutTrack ([www.scouttrack.com](http://www.scouttrack.com)), an Internet-based service that makes it easy to manage Cub Scout packs, Boy Scout troops and American Heritage Girl troops. It replaces the tracking charts and trail records in the back of handbooks as well as the spreadsheets, paper records and PC-based pack/troop management packages typically used by leaders.

Many forms are available online at <http://www.scouting.org/scoutsource/cubscouts/leaders/forms.aspx>. Discuss with the pack leaders the importance of keeping up-to-date and accurate records. Show examples of some of the forms to choose from. Another site that might help is <http://www.pinterest.com/happyscoutermom/cub-scouts-record-keeping/>.

#### EXAMPLES OF DEN AND PACK LEADER RESOURCES

- Annual Health and Medical Record, No. 34605  
[http://www.scouting.org/filestore/HealthSafety/pdf/680-001\\_AB.pdf](http://www.scouting.org/filestore/HealthSafety/pdf/680-001_AB.pdf)
- Age-Appropriate Guidelines  
[http://www.scouting.org/filestore/pdf/34416\\_Insert\\_Web.pdf](http://www.scouting.org/filestore/pdf/34416_Insert_Web.pdf)
- Cub Scout Den Record, No. 33828  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/33828.pdf>
- Cub Scout New Delivery Resource Guide Pricelist  
[http://www.scouting.org/filestore/xls/Cub\\_Scout\\_Resource\\_Price\\_List.xls](http://www.scouting.org/filestore/xls/Cub_Scout_Resource_Price_List.xls)
- Cub Scout Parent Information Guide  
<http://www.scouting.org/filestore/pdf/520-259.pdf>
- Cub Scout PowerPoint Template  
[http://www.scouting.org/filestore/ppt/Cub\\_Scouts\\_PowerPoint\\_Template.ppt](http://www.scouting.org/filestore/ppt/Cub_Scouts_PowerPoint_Template.ppt)
- Individual Cub Scout Record, No. 33827  
<http://www.scouting.org/filestore/pdf/33827.pdf>
- Individual Tiger Record  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-801.pdf>
- Meeting Place Inspection Checklist, No. 6140  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-802.pdf>
- Pack Overnighter Site Approval Form, No. 13-508  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/13-508.pdf>
- Selecting Cub Scout Leadership  
<http://www.scouting.org/filestore/pdf/13-500.pdf>
- Tiger Attendance and Dues  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-803.pdf>

- Tiger Den Record  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-804.pdf>
- Pack Trainer  
<http://www.scouting.org/filestore/pdf/13-152.pdf>
- Webelos Den Record, No. 33850  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/33850.pdf>
- Cub Scout (Den) Advancement Chart, No. 34192  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-813.pdf>
- Cub Scout Cycle, No. 13-027  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-807.pdf>
- Cub Scout Den Report Academics No. 34293A  
[http://www.scouting.org/filestore/pdf/34299\\_6\\_7.pdf](http://www.scouting.org/filestore/pdf/34299_6_7.pdf)
- Cub Scout Den Report Sports  
[http://www.scouting.org/filestore/pdf/512-044\\_WB.pdf](http://www.scouting.org/filestore/pdf/512-044_WB.pdf)
- Den Advancement Report, No. 33847  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/33847.pdf>
- Tiger Den Advancement Report  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-811.pdf>
- Tiger Den Record  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-804.pdf>
- Tiger Individual Advancement Record  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-812.pdf>
- Unit Advancement Report  
<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/34403.pdf>

**Activity:** Have supplies ready (paper pre-cut) for either Paper Copters or Flying Paper Wings. Have the leaders make their aircraft and see which one wins (goes farther, stays aloft longer) in the categories they choose.

## Cubmasters

### Discussion Topic: Membership Recruiting and Leadership Selection

The adult leadership determines the quality of the program and influences the life of every Cub Scout and family in the pack. Emphasize the importance of ensuring that the most qualified people are recruited.

Use the *Cub Scout Leader Book* as a resource and for job descriptions. Display an organizational chart as a visual aid to show what pack jobs are taken and what jobs need to be filled. Mention that a good tool for filling pack jobs is the Family Talent Survey. Review this form and show how the Cubmaster can recruit leaders for the pack by noting a person's particular hobbies, talents, and occupation. Discuss the role of the pack committee in selecting new leaders. Remind leaders that before recruiting, it is important that the chartered organization approves the candidates. Review the process of recruiting leadership. Role-play approaching

prospective leaders. Also, mention that a spouse of a leader makes a good recruit as a committee member. The spouse then becomes active in the Cub Scout program and has one job within the pack such as serving on the activities committee, outdoor committee, etc. Discuss job descriptions and desirable qualities for each job. List on a large sheet of paper the desired qualities.

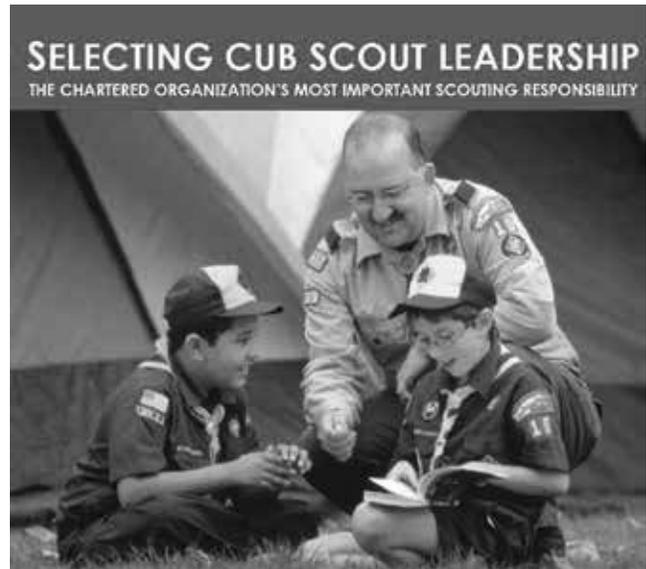
#### NEEDED MATERIALS:

- Adult Registration Application:  
English No. 524501—<http://www.scouting.org/filestore/pdf/524-501.pdf> and  
Spanish No. 524502—<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/524-502.pdf>
- Cub Scouting and Your Family, No. 34362—<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/34362.pdf>
- Family Talent Survey Sheet, No. 34362—<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/34362.pdf>
- Leadership Transfer Notice, No. 28-401—<http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-806.pdf>
- Selecting Cub Scout Leadership, No. 510-500—<http://www.scouting.org/filestore/pdf/510-500.pdf>
- Youth Application:  
English No. 524-406—<http://www.scouting.org/filestore/pdf/524-406A.pdf> and  
Spanish No. 28-110—[http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/28-110N\\_WEB.pdf](http://www.scouting.org/filestore/CubScoutMeetingGuide/PDF/28-110N_WEB.pdf)

Your organization's values and the mission of the Boy Scouts of America are reflected through your pack's leadership. With the support of your organization, the pack committee, Cubmaster, den leaders, and other volunteer Scouters carry out the pack program dealing directly with other adults and with Cub Scouts and Webelos Scouts. The adult leadership will influence the life of every boy and family in your pack. Since the leaders play a vital role in the success of the pack, the chartered organization, working through the pack committee, has a prominent role in their selection. There are many qualified prospects for Cub Scout leadership. This selection process will assure that the most qualified person is selected. The important role of shaping the lives of youth demands nothing less!

Review the steps for selecting leaders as described in the brochure, *Selecting Cub Scout Leadership: The Chartered Organization's Most Important Scouting Responsibility*. Discuss the qualities of unit leadership that are most desirable for a smoothly run and organized unit.

The brochure is available at <http://www.scouting.org/filestore/pdf/13-500.pdf>.



#### Activity: Pretzel of Faith Neckerchief Slide

Have the materials prepared for the Cubmasters to make the "Pretzel of Faith" neckerchief slide from the resource pages. If the resource pages are not printed for the participants, print off copies of the meaning of the pretzel for the Cubmasters. Or choose another activity from the resource pages.

# APRIL ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR MAY 2015

### CORE VALUE: HEALTH & FITNESS/ THEME: BACKYARD FUN

OPTIONAL DEN MEETINGS (LETTERS), WEBELOS 17 & 18

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together).

#### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

- Lead a discussion on the individual rank-programs for the new Cub Scout Adventure Program.
- Chances are, the den leaders will want to continue this discussion in the individual breakouts.
- Also, before starting, stress that den leaders should listen for information on the rank they will be leading in 2015-2016.
- Gather up available materials at the time of the presentation. 411 Training will have been conducted at Philmont and in your region and area prior to this month's presentation.

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DISCLAIMER—This material was assembled from the best available sources in March 2014, but before the final material was issued and rollouts began. Please reconcile this material with current publications before presenting.

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### For All Den Leaders

#### Tiger, Wolf, and Bear Core Adventures for Rank

Source: [http://www.scouting.org/filestore/program\\_update/pdf/New\\_Cub\\_Adventure\\_Program\\_mg.pdf](http://www.scouting.org/filestore/program_update/pdf/New_Cub_Adventure_Program_mg.pdf)

#### Tiger Core

##### BACKYARD JUNGLE

- Youth Handbook Snapshot of Adventure—Do you know the neighbors who live close to you? The ones who live in your backyard, front yard, or even on your steps? Whether you live in the city, a small town, or the country, there are many animals and bugs living right beside you. In this adventure, you will learn all about the creatures in your own backyard!
- Rationale for Adventure—A Tiger can learn that all animals and bugs, big or small, have a place in our environment, and it is his duty to be careful of their habitats and that regardless of his age, he can make a difference.

##### TIGER BITES

- Youth Handbook Snapshot of Adventure—We all have to eat to survive. In this adventure you will learn about

how to properly feed your body to make you strong and healthy. You will learn about good food choices, how to keep yourself clean, and good manners. You will have the opportunity to practice THREE parts of the Scout Law—a Scout is clean, a Scout is helpful, and a Scout is courteous.

- Rationale for Adventure—Introduce or reinforce healthy eating habits through food choices and hygiene. Introduce or reinforce good manners in relation to food and entertaining. Provide an opportunity for the Scout to provide a useful service to his family.

##### TIGERS IN THE WILD

- Youth Handbook Snapshot of Adventure—You are about to go on a hike in the woods, but what should you take along? Water is always a good idea, but what else? What if you see some animal tracks along the way—how can you tell if it's a mountain lion, or a chipmunk? What kind of trees are you passing through? How do you know? On this adventure you will learn about all of these things—and more!
- Rationale for Adventure—Outdoor experience; introducing many Scout skills.

##### TIGERS ON THE PROWL

- Youth Handbook Snapshot of Adventure—Do you like to play games? If you are like many Tigers, you probably do. There are many kinds of games. Some are board games. Some are video games. Some games are like puzzles. Sometimes we play games indoors and other times we go outside to play a sport. In some games, one person or a team wins. In other games, everyone wins. In this adventure, you will start to play games that help everyone leave the game a winner.
- Rationale for Adventure—To help boys develop appropriate emotional responses and engage in shared decision making in group settings, and to encourage engagement in an active and healthy lifestyle.

##### TEAM TIGER

- Youth Handbook Snapshot of Adventure—When you look in a mirror, what do you see? You probably see one boy with one color of hair, one color of eyes, one nose, one mouth, one head, and one body. It's all about the number one. As one boy you can do many things. You can keep your room clean, do your school work, sing a song, ride a bike, and fly a kite all by yourself. But what if there was another boy beside you helping out? Could you do twice as much? Would your chores be finished quicker if you had help? What about three or four more boys working together? How much could you do? In this adventure, you will see how you are part of several teams and how much you can accomplish with your team. You will tackle challenges with your Tiger den team, do projects at home with your family team, and also see how you can become part of a community team. So get ready to roar, team Tiger!
- Rationale for Adventure—In this adventure, the Tiger Cub will be exploring how he might be different from others but

also the same as others, and also how he can be a part of many teams. He will learn and experience ways he can help his den team, his family team, and his community team.

## Wolf Core

### CALL OF THE WILD

- Youth Handbook Snapshot of Adventure—You are about to leave on another great adventure, this time with your family on a family campout! Before you leave on this new adventure, you should be prepared for any type of weather you might encounter. You will learn how to be ready for anything on this adventure! Your parents and leaders will help a lot at first. Try to do more yourself each time you go camping! Let's go, Wolf Cub Scout!
- Rationale for Adventure—Family campout, weather changes in camping, knot tying, animal identification, emergency preparedness.

### COUNCIL FIRE

- Youth Handbook Snapshot of Adventure—A Wolf pack is a large family, where all the members take care of each other. In a pack, every Wolf has a job and everyone works together to keep the pack and its members safe, healthy, and happy. The leader of a Wolf pack is called Akela, and when the pack must get together to work on something or figure out a problem, Akela leads what is called a council fire. In this adventure, you will have a chance to be a part of different packs (your Cub Scout pack, your family, and your community) and participate in teamwork and a council fire to help make your pack safe, healthy, and happy.
- Rationale for Adventure—This adventure will give Wolf Cub Scouts an 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.

### HOWLING AT THE MOON

- Youth Handbook Snapshot of Adventure—Have you ever wondered why wolves howl at the moon? As nocturnal animals, this is when they most likely choose to communicate by howling. Their howls may be a cry to meet up with the pack, a signal to tell their location, or a way for them to tell others where their territory is. During this adventure, you will get a chance to do your own howling, with your den and maybe even with others in the pack. With your howls, you too will be able to communicate with your fellow Wolf Cub Scouts.
- Rationale for Adventure—This adventure will give the Cub Scouts an opportunity to become comfortable speaking in front of other Cub Scouts and parents. It will also serve as a foundation to organizing a campfire and how/what to perform in a program.

### PAWS ON THE PATH

- Youth Handbook Snapshot of Adventure—Exploring faraway mountains! Traveling through deep, dark jungles! Crossing dry, hot deserts! All of the adventurers who master these journeys got their start on a simple hike, just like the ones you and your Wolf den are about to start on! Hike on, Wolf Cub Scout!
- Rationale for Adventure—Hiking skills development.

## RUNNING WITH THE PACK

- Youth Handbook Snapshot of Adventure—In this adventure, you will test your Wolf skills in jumping, balancing, catching, and running. Every Wolf Cub Scout practices his physical skills so he can improve them and “run with the wolf pack” wherever they go. You will enjoy testing your skills through den games with the other Cub Scouts in your den.
- Rationale for Adventure—Promote physical fitness and good health through games and other fun activities.

## Bear Core

### BEARS CLAWS

- Youth Handbook Snapshot of Adventure—A pocketknife is a very useful tool. As a Scout you have many opportunities to use this tool during Scouting activities. However, while it is a useful tool, it is also a very dangerous tool and as such demands respect from you. It is important that you know when to use your pocketknife and when to leave it in your pocket. You must also know how to take care of your pocketknife so it will always be in the best condition to safely help you.
- Rationale for Adventure—Most young men are very excited about the opportunity to own and carry a pocketknife. In many families this may be a rite of passage. It is important that the Scout understands a pocketknife is a tool and not a toy, and how to responsibly handle and use the pocketknife when he is around others.

### BEAR NECESSITIES

- Youth Handbook Snapshot of Adventure—Welcome Bear Scout! A bear is at home in the outdoors and knows how to prepare for changes in weather and take care of himself outdoors. You learned some camping skills as Tigers and Wolves. You'll learn more as you work on your Bear badge, and even more as a Webelos Scout! On this adventure, you will learn how to plan and set up a campsite, cook a den meal, watch for changes in the weather, and improve your Scout skills as well! Are you ready?
- Rationale for Adventure—Improving outdoor skills.

### FUR, FEATHERS AND FERNS

- Youth Handbook Snapshot of Adventure—In this adventure you will explore the outdoor world of mammals, birds, plants, and more! You will understand that every living thing has a home. (Many are very near you.) You will also discover that almost every living thing's neighborhood is a home to at least one type of another living thing. Protecting those homes, called habitats, is up to all of us, and you can help!
- Rationale for Adventure—Learn about the world of creatures and how we affect our environment.

### GRIN AND BEAR IT

- Youth Handbook Snapshot of Adventure—**Seamus**: What do you call a monkey that flies? **Conner**: Tell me. **Seamus**: A hot-air baboon! | **City boy**: I suppose you hatch all these eggs yourself? **Farm boy**: Nope, we've got hens here to do that. Enjoying a joke has been part of Scouting for a long time. The first joke above was printed in *Boys' Life* magazine in the 2000s. The chicken joke came from *Boys' Life* in 1916. Both can put a smile on your face. A smile on a person's face is one of the best things they can wear. Helping to put a smile on another person's face is one of the best

things a person can do. This adventure will help you take on the challenge of putting a smile on another person's face.

- Rationale for Adventure—The purpose of this adventure is to help Cub Scouts learn the value of helping other people have fun. The goal is to make sure all boys and leaders make a grin and wear it.

#### PAWS FOR ACTION

- Youth Handbook Snapshot of Adventure—When a bear cub is born, his mother is a big part of his life. She must take care of him and teach him the things he needs to know to become a healthy and happy adult bear. Just like the bear cub, you have been taken care of by your family and shown many things that you will need to know about life. As you continue to grow into a young man, you will become more and more able to take care of yourself without the help of others. One day you may be the teacher for others as they begin their own adventures.
- Rationale for Adventure—Scouts of this age are learning to become more independent and to take care of themselves and be a help to their family, community, and the environment. They should also continue to learn about patriotism and loyalty to our country.

## ADVANCEMENT ACTIVITIES

In lieu of the suggested advancement activities presented here, you may wish to choose an activity from an Adventure and have the den leaders do that in preparation for next year.

### Tiger Cub Leaders

**Advancement Activity: Elective 42, Visit a zoo or aquarium; Elective 43, Visit a veterinarian or animal groomer.**

- There is no lettered meeting for this. However, contacting a local zoo, wildlife park, bird rescue center, veterinarian, or groomer should be easy.
- Then arrange to have a person from the location attend the meeting and talk about what they could show the boys.
- This would be a great summer meeting when the boys want to be outside.

### Wolf Cub Leaders

**Advancement Activity: Supplemental Den Meeting H, Elective 5, Spare Time Fun Kites**

- Explain the safety rules for kite flying from the *Wolf Handbook*.
  - Fly kites away from electrical wires.
  - Fly kites in fair weather. Put them away if a storm approaches.
  - Make kites with paper and wood, never metal; it might attract lightning.
  - Use dry string for kite line.
  - Fly kites in an open field or park, never on a street or railroad line.
  - If a kite gets caught in wires, a treetop or somewhere else, have your parent or another adult see if it can be saved.
- Have the leaders make a kite: 5b, Paper Bag Kite; 5c, Two Stick Kite; 5d, Three Stick Kite

- Consider inviting a member from a local kite club to assist you and speak to the den. For a list of kite clubs around the U.S., visit <http://www.mackite.com/clubs.htm>.
- A great Web resource for kites is <http://www.bigwindkites.com/20kids/>. On that site are instructions for “20 kites in 20 minutes,” and a technique used in classrooms to help students build and fly a kite.
- Other links:
  - <http://www.my-best-kite.com/how-to-build-kites.html> features three easy-to-build kites
  - <http://www.wikihow.com/Make-a-Kite-Easy>

## Bear Cub Leaders

**Advancement Activity: Supplemental Den Meeting R, Elective 25, Let's Go Camping**

- Elective 25a: Learn about the 10 essential items you need for a hike or campout.
- Assemble a kit of the 10 essential items. Have the participants explain what each one is and why it is on the list.
- Have a Scoutmaster (committee member, den chief, senior patrol leader, etc.) explain and demonstrate the proper way to build a fire. Light it, if permissible.
- Consider serving s'mores for snacks, or participants can make their own.

## All Webelos Den Leaders

#### SOURCE

[http://www.scouting.org/filestore/program\\_update/pdf/New\\_Cub\\_Adventure\\_Program\\_mg.pdf](http://www.scouting.org/filestore/program_update/pdf/New_Cub_Adventure_Program_mg.pdf)

## Webelos First-Year Core Adventures

#### CAST IRON CHEF

- Youth Handbook Snapshot of Adventure—Food is an important part of our lives, and eating healthy helps us grow, gives us energy, and keeps our minds sharp. In this adventure, you will get the chance to help plan healthy foods you can prepare for your den or family, set nutritional goals for yourself, and build something to cook your meal in/on. You will be part of the cooking process, from learning how to lay and light a campfire to eating all the snacks you prepared!
- Rationale for Adventure—Webelos Scouts will learn better nutrition as well as ways to take care of their bodies while being mindful of menu planning and finances.

#### FIRST RESPONDER

- Youth Handbook Snapshot of Adventure—You will have the chance to put the Scout motto, “Be Prepared,” into practice in this adventure by building your own first-aid kit, planning and preparing for emergencies of all kinds, and seeing how professional first responders help their community. This adventure will leave you feeling more prepared in case of an unknown emergency, and have you ready to help if you are first on the scene.
- Rationale for Adventure—This adventure will provide Scouts with an introduction to the skills and responsibilities of a first responder. Activities will cover essential personal safety and first-aid skills.

- **STRONGER, FASTER, HIGHER**
- Youth Handbook Snapshot of Adventure—Fitness is an important part of our lives. It helps keep our bodies and minds healthy and strong. There are so many different ways that you can be physically active in your day, including some that you are probably already doing, and you don't even know it! Through the Stronger, Faster, Higher adventure, you will begin to understand how to exercise in a healthy and safe way, while coming up with creative ways to be active every day.
- Rationale for Adventure—Promotion of physical fitness and good health.

#### WEBELOS WALKABOUT

- Youth Handbook Snapshot of Adventure—Hiking can be great exercise and a fun activity to do with your den or family. It is important to remember that hiking is something you will need to plan for: what you will bring, what you will see, and what to do if there is an emergency. This adventure will give you a chance to plan and be prepared for a hike, go on a hike with your den, and help your community by doing a hiking-related service project.
- Rationale for Adventure—Preparation for an outdoor experience and hiking activity.

## Webelos and Arrow of Light Den Leaders



### Advancement Activity: STEM and NOVA Awards

**NOTE:** The STEM Program will continue with the new Adventure Program.

Your council and district should each have a STEM coordinator. Make arrangements for a STEM coordinator to talk to your roundtable. Make sure he/she brings several experiments to show and explain that could be done in a den meeting.

Ensure the discussion includes the need for STEM and how the BSA Program encompasses all levels—Cub Scouts, Boy Scouts, Venturing. Bring brochures on the program and the awards. Provide names of contacts the den leaders can call.

The key here is the experiments. Make them easy so den leaders will be encouraged to do the experiments with their dens.

It is possible that the Cubmasters and pack leaders will request to sit in on the detailed sessions about the new Adventure Plan, in lieu of their usual breakout sessions. Or you may wish to suggest this to them.

## Pack Leaders

### Discussion Topic: Local Resources for Your Pack

Begin a discussion by considering the area in which you live—urban, suburban, or rural. Then ask leaders to consider people, places, or things within the community that can help keep their pack program fun and exciting. Discuss how the local government can help the pack teach citizenship. The local health clinic or hospital may have programs for children on good health habits, the school district on educational topics, and religious institutions on

character development. This would address the three basic elements of Scouting. Continue the discussion by brainstorming how local service clubs, health clubs, libraries, recreation departments, health departments, etc., can offer programs and assistance to your pack.

### Activity: Play A, “My Name Is Allen”

Leaders either sit or stand in a circle. The person who is “it” goes first. He/she starts with the letter A and choose a girl's name, a boy's name, a place they come from, and something they sell. When that person is finished, the next person in the circle does the same with the letter B. Sample plays are:

A: My name is Allen and my wife's name is Alice, and we come from Alabama, and we sell apples.

B: My name is Beth and my husband's name is Brad, and we come from Buffalo, and we sell bananas.

C: My name is Chris and my wife's name is Christine, and we come from Christiana, and we sell chrysanthemums.

To keep it in the theme, the product must be something found a backyard, garden, or orchard.

Many players use a constant clapping pattern while the game is in progress. After sitting, the group starts a clapping pattern. Both hands slap knees, cross to tap shoulders, and then clap together: knees, shoulders, clap, knees, shoulders, clap, etc. The player whose turn it is speaks in the rhythm of the clapping of the group. That person finishes, arches his/her right hand over to their left knee and claps the top of that knee. The person seated to their left is the next to go. The group clap pattern continues throughout the activity.

## Cubmasters

### Discussion Topic: Boys' Needs—The Outdoor Program

Show copies of the Cub Scout Outdoor Activity Award (see interest topic for June 2015 roundtable) and describe how fun and easy it is to meet the requirements. Using this award as a guide will help the Cubmaster build an outdoor program for his/her pack. Discuss how boys enjoy playing in the outdoors and the need for them to release their energies running, hiking, playing sports, and being with their peers. Boys join Cub Scouts because they want to be in the outdoors, and that is Scouting's reputation: being in the outdoors and enjoying nature and physical activity.

### Activity: Play “Spider Web” (outdoors if possible)

Players sit on the floor in a circle. The game leader holds a ball of yarn and makes a partial statement, such as: “My favorite game is,” “My favorite Scouting activity is,” “My favorite camp is,” etc. The game leader then tosses the ball of yarn to a player across the circle, and the person who catches the ball completes the sentence, saying: “My favorite game is baseball.” (For thematic purposes, try to keep the statements outdoor- or backyard-related.) That player then holds on to the yarn as he tosses the ball to another person across from him, and that person completes the same statement: “My favorite game is football.” When everyone has completed the statement, the leader starts a new one. The yarn ball is passed back and forth, spinning a web. The pattern should change with every statement.

# MAY ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR JUNE 2015

### CORE VALUE: PERSEVERANCE/ THEME: GO FOR THE GOLD

#### OPTIONAL DEN MEETINGS (LETTERS)

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic: Boys' Needs—Meeting Outdoors

Lead a discussion with Tiger/Wolf/Bear den leaders about the types of activities boys want and need to do in den meetings. Boys will be working on the advancement, but they also need to be active and challenged. Most locations allow meetings to be held outside, and that's a great place to be—it puts the Outing in Scouting. Discuss ways in which the Cub Scout program meets the needs of boys for fun and adventure in the outdoors. Brainstorm about summertime activities that can be held outdoors. List all the suggested activities, and then choose a few for further discussion. Bring up the importance of the outdoors in boy development and safety precautions for summertime activities (sunscreen, shade, water, quiet times to rest).

### ADVANCEMENT ACTIVITIES

#### Tiger Cub Leaders

**Advancement Activity: Den Meeting G, Picnic Fun, Snack Time, Safety in the Sun, and Fun Outdoors**

<http://www.scouting.org/filestore/CubScoutMeetingGuide/tiger/TigerSupplementalMeetingG.pdf>

Use the activities in Tiger Den Meeting G to demonstrate fun and meaningful activities that can be done easily in den meetings. Demonstrate how to prepare “ants on a log” (Elective 25, supplies needed: celery sticks, peanut butter/cream cheese, raisins/dried cranberries). Tell the leaders to always be aware of allergies and provide hand-washing opportunities for all. Leaders will have additional suggestions for easy snacks to make.

#### Wolf Den Leaders

**Advancement Activity: Den Meeting G, Outdoor Adventure Fun**

<http://www.scouting.org/filestore/CubScoutMeetingGuide/wolf/WolfSupplementalMeetingG.pdf>

Provide and demonstrate simple outdoor games that leaders can conduct with their dens. Toss games will be fun for leaders to participate in and have informal discussions together as they are waiting turns (also a learning experience). A stake may be put in the ground and an item tossed to encircle the stake (make a ring

from a piece of cardboard with a hole cut in the middle). Bean bags may be tossed to hit the stake, or to come close without touching it. Discuss how to keep the game fun while making sure all boys have a chance to participate.

#### Bear Den Leaders

**Advancement Activity: Supplemental Bear Den Meeting N, American Indian Life**

<http://www.scouting.org/filestore/CubScoutMeetingGuide/bear/BearSupplementalMeetingN.pdf>

Many suggested games and activities in the *Bear Handbook* will require only simple materials. Create the “Pokean” objects (Elective 24b). Craft stores or specialty food stores can supply corn husks. Add feathers and demonstrate.

Demonstrate the “Pebble Stretch” game (pack resource sheet). With adults this game is best played outside in a grassy area or inside on carpet. Create a line as a start point. Each Scouter is given a pebble (or a bead) to use. They stoop down, placing the pebble as far out as possible, and then return to a standing position without touching the ground.

#### All Webelos Den Leaders

**Training Topic: Outdoor Den Games**

Bring the *Cub Scout Leader How-To Book* with you to this meeting. Share with the leaders the many games that are found in this valuable resource. Discuss ways to ensure that all boys have a role in playing games. Be prepared to play a game you have chosen. Play it in the traditional way and then demonstrate an alternative way that enables boys with special needs to participate. All of the leaders will learn from this experience.

#### Webelos Den Leaders

**Advancement Activity: Boy Scout Requirements**

Lead a discussion on ways to instill understanding and memorization of the Scout Law for all boys. Many different games can be used to reinforce the Scout Law.

**Play: Scout Law Relay Race**

Write each point of the Scout Law on separate 3x5 cards. Make two sets. Set a start line and a finish line 10 feet apart, and divide the boys into two teams. One member from each team picks a card, runs from the start line to the finish line, and lays down the card. Then he returns and tags Boy #2 on his team, who picks another card and places it next to the card at the finish line, based on whether it comes before or after in reciting the Scout Law. Boy #2 returns and tags Boy #3, who continues. The first team that gets all cards in the correct order wins.

#### Arrow of Light Den Leaders

**Advancement Activity: Den Meeting 14, Sportsman Bicycling**

Bring a bicycle to the roundtable and demonstrate changing a tire. If time permits, you can demonstrate other bicycle maintenance activities. Many den leaders do not have these skills and will appreciate the opportunity.

**Alternate: Preparing for the outdoor games of the troop**

Many Boy Scout troops will have games that they do regularly

at their troop meetings or on camping trips. Solicit input from some of the troop leadership to identify those games. Share this information with leaders of Webelos Scouts who are working on Arrow of Light. Consider having a Boy Scout or a Scoutmaster come to your breakout to lead a game or two.

## **Cubmasters and Pack Leaders**

### **Discussion Topic: Getting Ready for 2015**

Discuss ways to familiarize the pack leadership, including parents, with the use of the Scout Oath and Scout Law in meetings. Write the Scout Law on 3x5 cards so parents can help their sons memorize it. Cubmasters should include the Scout Law in pack meetings, starting with a “repeat-after-me” method in which family members repeat with the rest of the pack. Displays can be erected in the meeting area and brought back each month.

Discuss the annual pack planning conference and the importance of getting off to a good start for the year ahead. Include the importance of the budget planning process as well as plans for implementing One Oath/One Law and the new Cub Scout Adventure Program.

**Activity:** From the pack resource sheet, sing the action song “Whew.”

Pack leaders will get some activity when you lead the Broad Jump game (pack resource sheet). Bring plenty of rulers. When the game is finished, remind the leaders that there are rules to follow in Cub Scouting—known as Policies—and thank them for their adherence to these rules. Show “Chapter 7, Policies” in the *Cub Scout Leader Book*, and encourage all leaders to become familiar with its contents.

# JUNE ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR JULY 2015

### CORE VALUE: COURAGE/ THEME: UNDER THE SEA

#### OPTIONAL DEN MEETINGS (LETTERS)

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE



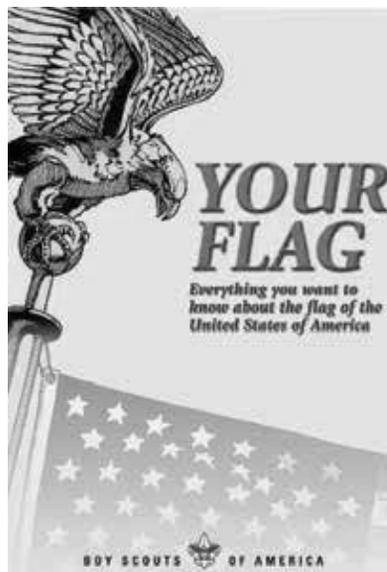
### For All Den and Webelos Leaders

#### Training Topic: Flag Etiquette

It is important for boys to practice flag etiquette and ceremonies, and they should have this opportunity at every den and pack meeting. As you are planning your pack meeting, discuss the types of activities regarding the U.S. flag that would be appropriate for your pack. Things to consider when planning should be the size of your Cub Scouts, height and weight of your poles and flags, heights of ceiling and light fixtures, and age-appropriateness in the complexities of the flag ceremony. It is important to praise the boys for a job well done and not overcorrect them. This is why we practice in our den meetings, so that when they perform at pack meeting, they are well-rehearsed and comfortable with the routine. As the boys get older, they will become more familiar with the flag and flag ceremonies. During the Cub Scouting years, we want the boys to learn respect for the flag and we want the flag to be part of their daily lives. Be sure to look for opportunities for Cub Scouts to perform flag ceremonies at school or in the community. This is also a good month for Cub Scouts to work on the Citizenship belt loop.

Discuss the correct ways to display the flag. Practice simple opening and closing flag ceremonies (see Cub Scout interest topic for November roundtable).

#### RESOURCES



- *Your Flag*—Scout Shop, Item 33188
- *Ceremonies for Dens and Packs*—Scout Shop, Item 33212
- *Cub Scout Leader How-To Book*—Scout Shop, Item 33832
- [www.usa-flag-site.org](http://www.usa-flag-site.org)
- [www.usflag.org](http://www.usflag.org)
- [www.vfw.org](http://www.vfw.org)
- Cub Scout handbooks

Wolf: Achievement 2

Bear: Achievements 3f and 3g

Webelos: Citizen

#### NOTES

- You salute any time the U.S. flag passes and until it is out of sight.
- “Two” is the cue to stop saluting.
- “Retrieving the Colors” means putting the flag away.
- “Retiring the Colors” is used when a flag is to be disposed.
- You can divide the speaking part.
- Parents will make sure their son attends if they know he has a job.

#### SIMPLE OPENING CEREMONY

The Color Guard leader only needs to remember 21 words in this Opening Ceremony or Presentation of the Colors.

Cubmaster brings room to order. (Raise the Scout sign if needed.)

The Color Guard leader and assistant Color Guard leader walk to the front of the room and face the audience.

Color Guard leader: "Will the audience please rise?"  
 Give the audience time to rise.  
 Color Guard leader: "Color Guard, POST THE COLORS."  
 Color Guard leader: "SCOUT SALUTE."  
 Scouts carry the U.S. and pack flags, walking double file.  
 Color Guard leader: "Please join us in the Pledge of Allegiance."

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

Color Guard leader: "TWO."  
 Color Guard leader: "Color Guard, RETREAT."  
 The Color Guard walks out double file to wait at the back of the room.  
 Color Guard leader: "Color Guard, dismissed. Please be seated."  
 The Color Guard leader, the assistant Color Guard leader, and the Color Guard return to their seats.

#### CLOSING CEREMONY

The Color Guard leader brings the room to order. (Raise the Scout sign if needed.)  
 Color Guard leader: "Will the audience please rise?"  
 Give the audience time to rise.  
 Color Guard leader: "Color Guard, ADVANCE."  
 Color Guard goes to front of room and divides up equally beside each flag.  
 Color Guard leader: "Color Guard, RETRIEVE THE COLORS."  
 Color Guard leader: "SCOUT SALUTE."  
 The Color Guard walks out double file.  
 Color Guard leader: "TWO." (pause)  
 "Audience, thank you for joining us." (pause)  
 "Color Guard, dismissed."

## ADVANCEMENT ACTIVITIES

### Tiger Cub Leaders, Wolf Leaders, & Bear Leaders

**Advancement Activity: Swimming Belt Loop/Safe Swim Defense**



TO EARN THE SWIMMING BELT LOOP, COMPLETE THESE THREE REQUIREMENTS:

1. Explain rules of Safe Swim Defense. Emphasize the buddy system.

2. Play a recreational game in the water with your den, pack, or family.
3. While holding a kick board, propel yourself 25 feet using a flutter kick across the shallow end of the swimming area.



BSA groups shall use Safe Swim Defense for all swimming activities. Adult leaders supervising a swimming activity must have completed Safe Swim Defense training within the previous two years. Safe Swim Defense standards apply at backyard, hotel, apartment, and public pools; at established waterfront swim areas such as beaches at state parks and U.S. Army Corps of Engineers lakes; and at all temporary swimming areas such as a lake, river, or ocean. Safe Swim Defense does not apply to boating or water activities such as waterskiing or swamped boat drills that are covered by Safety Afloat guidelines. Safe Swim Defense applies to other non-swimming activities whenever participants enter water over knee deep or when submersion is likely—for example, when fording a stream, seining for bait, or constructing a bridge as a pioneering project. Snorkeling in open water requires each participant to have demonstrated knowledge and skills equivalent to those for Snorkeling BSA, in addition to following Safe Swim Defense. Scuba activities must be conducted in accordance with the BSA Scuba policy found in the Guide to Safe Scouting. Due to hyperventilation concerns, competitive underwater swimming events are not permitted in Scouting.

Safe Swim Defense training may be obtained from the BSA Online Learning Center at [www.scouting.org](http://www.scouting.org), at council summer camps, and at other council and district training events. Many roundtables offer it as a supplemental one-night training session. Confirmation of training is required by tour and activity plans for trips that involve swimming. Additional information on various swimming venues is provided in the Aquatics Supervision guide available from council service centers.

#### THE EIGHT POINTS OF THE SAFE SWIM DEFENSE PLAN

1. Qualified Supervision
2. Physical Fitness
3. Safe Area
4. Lifeguards on Duty
5. Lookout
6. Ability Groups
7. Buddy System
8. Discipline

Go to: <http://www.scouting.org/scoutsources/healthandsafety/aquatics/safe-swim.aspx> for complete definitions of the Eight Points of the Safe Swim Defense Plan.

## ADVANCEMENT ACTIVITIES

### Webelos & Arrow of Light Leaders

**Advancement Activity:** Swimming Sports pin. It is assumed the Webelos Scout earned a Swimming belt loop before becoming a Webelos Scout. However, he must earn it again to satisfy Requirement 8 for the Aquanaut activity badge and part of requirement 3 for the Sportsman activity badge.



To earn the Swimming Sports pin, a Webelos Scout must earn the Swimming belt loop and complete five of the following requirements:

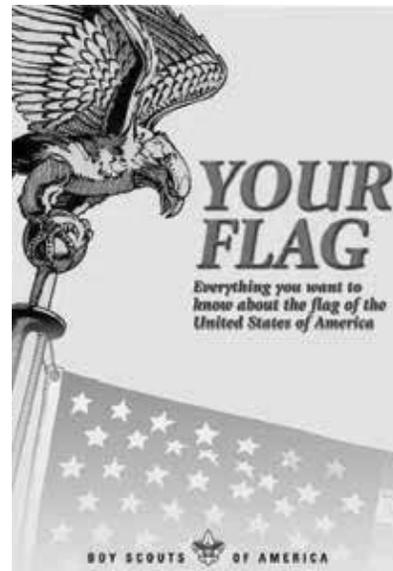
1. Practice the breathing motion of the crawl stroke while standing in shallow water. Take a breath, place your head in the water, exhale, and turn your head to the side to take a breath. Repeat.
2. Learn and demonstrate two of the following strokes: crawl, backstroke, elementary backstroke, sidestroke, or breaststroke.
3. Learn and demonstrate the following floating skills: prone, facedown float, and back float. The purpose of the float is to provide the swimmer the opportunity to rest in the water.
4. Using a kickboard, demonstrate three kinds of kicks.
5. Pass the “beginner” or “swimmer” swim level test.
6. Visit with a lifeguard and talk about swimming safety in various situations (pool, lake, river, ocean). Learn about the training a lifeguard needs for his or her position.
7. Explain the four rescue techniques: Reach, Throw, Row, and Go (with support).
8. Take swimming lessons.
9. Attend a swim meet at a school or community pool.
10. Tread water for 30 seconds.
11. Learn about a U.S. swimmer who has earned a medal in the Olympics. Tell your den or an adult family member what you learned about him or her.
12. Demonstrate the proper use of a mask and snorkel in a swimming area where your feet can touch the bottom.

### Pack Leaders

**Discussion Topic:** Flag Etiquette—discuss the proper ways to display the American flag.

Have flags, pictures, and props at roundtable to demonstrate these displays. Nothing beats a little “hands-on” to improve retention (see Cub Scout interest topic for November roundtable).

## RESOURCES



- *Your Flag*—Scout Shop, Item 33188
- *Ceremonies for Dens and Packs*—Scout Shop, Item 33212
- *Cub Scout Leader How-To Book*—Scout Shop, Item 33832
- [www.usa-flag-site.org](http://www.usa-flag-site.org)
- [www.usflag.org](http://www.usflag.org)
- [www.vfw.org](http://www.vfw.org)

### DISPLAYING THE FLAG OUTDOORS:

- **Over the Middle of the Street:** It should be suspended vertically with the union to the north in an east-and-west street, or to the east in a north-and-south street.
- **Flown at Half-Staff:** Should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. “Half-staff” means lowering the flag to one-half the distance between the top and bottom of the staff. Crepe streamers may be affixed to spear heads or flagstaves in a parade only by order of the President of the United States.
- **Flown on the Same Halyard with Non-Nation Flags:** The American flag should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the right of the flag of the United States.
- **Suspended Over a Sidewalk:** The flag may be suspended from a rope extending from a house to a pole at the edge of the sidewalk. The flag should be hoisted out, union first, from the building.
- **From a Staff Projecting Horizontally or at an Angle:** The flag may be projected from the window sill, balcony, or front of a building, with the union of the flag placed at the peak of the staff unless the flag is at half-staff.
- **In a Parade with Other Flags:** The flag, when carried in a procession with another flag, or flags, should be either on the marching right (that is, the flag’s own right) or, if there is a line of other flags, in front of the center of that line.

- **With Non-National Flags:** The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities, or pennants of societies, are grouped and displayed from staffs.
- **With Other National Flags:** When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.
- **With Another Flag Against a Wall from Crossed Staffs:** Should be on the right (the flag's own right, which is the viewer's left), and its staff should be in front of the staff of the other flag.

#### DISPLAYING THE FLAG INDOORS:

- **From a Staff in a Church or Public Auditorium on a Podium:** The flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker (to the right of the audience).
- **From a Staff in a Church or Public Auditorium off the Podium:** Custom, and not the flag code, hold that the flag of the United States of America should hold the position of superior prominence as part of the audience, in the position of honor at the audience's right.
- **Used to Cover a Casket:** The flag should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.
- **Other than Being Flown from a Staff:** The flag should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right (that is, to the observer's left). When displayed in a window, it should be displayed in the same way—that is, with the union or blue field to the left of the observer in the street. When festoons, rosettes or drapings are desired, a bunting of blue, white, and red should be used, but never the flag.

**Activity:** Practice the simple flag ceremonies from the den leader breakout. Also, practice folding the flag.

## Cubmasters

### Discussion Topic: Choosing and Leading Songs

Using songs helps keep the Pack meeting fun and helps include everyone. Using the *Cub Scout Songbook*, lead a discussion reviewing different types of songs and how you can integrate them in different types of pack meetings. Also, discuss the importance of having songs at the pack meeting. Mention that, besides getting everyone involved and serving as an ice-breaker, songs help to lift spirits and start the fun or keep it going. Discuss how to select a song, matching it to monthly themes and various holidays. Suggest that packs have printed song sheets so everyone is included. Emphasize that a good place to teach and practice new songs is at den and pack meetings, if singing is to be included at a special upcoming event. It's not a good idea to sing a brand-new song at a special event.

Have a copy of the *Cub Scout Songbook* as reference. It gives good guidance on leading songs.

## WHY DO WE SING?

Most people love to sing, and Cub Scouts are no exception. Singing builds den and pack spirit and enthusiasm. Singing gives boys a chance to let off steam.

Singing is fun! Use a song or two to set the mood for your meetings. Have a few songs ready to use as “fillers” during transition times at your meetings. Use songs to keep the meeting moving and prevent restlessness, and use them to quiet and calm the group when it's time to go. If you're not using songs in your program, you're missing out on the power of music!

## CHOOSE THE RIGHT SONGS

One of the important elements of Scouting is fun—especially when singing. When using humor and fun in Cub Scout activities, leaders should keep in mind that amusing and entertaining program elements are excellent opportunities to reinforce and teach the values of Scouting to both youth and adults.

Every Cub Scouting activity should be a positive experience in which young people feel emotionally secure and find support, not ridicule, from their peers and leaders. Everything we do with our Cub Scouts—including the songs we sing—should be positive and meaningful, and support rather than contradict the philosophy expressed in the Cub Scout Promise and the Law of the Pack.

Some guidelines for determining appropriate songs for Cub Scouting activities:

1. The lyrics should be positive, build self-confidence and self-esteem, and be age-appropriate.
2. Name-calling, put-downs, hazing, ridiculing, physical harm, or references to such, are not appropriate.
3. References to undergarments, nudity, or bodily functions are not acceptable.
4. Derogatory references to ethnic or cultural backgrounds, economic situations, and disabilities are not acceptable.
5. Alcohol, drugs, gangs, guns, suicide, and other sensitive social issues are not appropriate subjects.
6. Wasteful, ill-mannered, or improper use of food, water, or other resources is not appropriate.
7. Refrain from “inside jokes” that are exclusionary and have meaning to only part of the audience.
8. To encourage citizenship and respect for patriotic ideals, the lyrics to the following patriotic songs should not be changed: “America,” “America the Beautiful,” “God Bless America,” and “The Star-Spangled Banner.” Similar respect should be shown for hymns and other spiritual songs.
9. All Cub Scouting activities should reflect the values and ideals of Cub Scouting as outlined by the Cub Scout Promise and Law of the Pack.

As leaders of the Boy Scouts of America, it is our responsibility to model the values of the organization and set a high standard for appropriateness in all Cub Scouting activities. When making decisions, resolve to follow the high road: If in doubt, take it out.

The aims of the Boy Scouts of America are to develop character, citizenship, and personal fitness (including mental, moral, spiritual, and physical fitness) in today's youth. All activities—including den, pack, or campfire programs—should contribute to the aims of Scouting.

## HOW TO LEAD A SONG

- **Choose It.** As the leader, you must choose the song that the group will sing. You want to be certain that all songs chosen support the values and ideals of Cub Scouting. You will also want to choose a song that fits the program. Fast action songs get the program off to a brisk start. Patriotic songs add a note of dignity to the program. At the end of the program, slower closing songs can leave every one calm and thoughtful.
- **Know It.** The song leader should know the song—both words and tune—before leading it. Learn the song, then practice before the meeting by teaching the song to your family or to the pack committee members at the monthly pack planning meeting.
- **Teach It.** Start by telling your audience the name of the song. Unless you are certain that everyone in the group knows the song, you need to teach both the words and the tune. You may wish to provide copies of the words. Use songbooks, reproduced song sheets, or words on a large sheet of paper or overhead projector.
- **Sing It.** Sing the song through once, either alone or with a small group who already know it. Let the singers try a verse at a time, slowly at first. When they master it, pick up speed.
- **Pitch It.** Set the pitch by singing the first word of the song loudly so that everyone starts out on the same key. Musical accompaniment helps: A keyboard, piano, accordion, guitar, or harmonica are all good because they can play harmony, not just single melody notes.
- **Lead It.** Be active in your song leading. Use simple arm motions to lead the song so that everyone is singing together.
  - Start the singing with a slight upward motion and then a decisive downward motion (a downbeat). The leader should begin singing on the downbeat. Don't worry if some don't start with the first note—they'll join in quickly.
  - Beat time with a simple up-and-down motion of the arm, but make it definite and brisk. You're in command.
  - Control volume by raising your hands for loudness and lowering them for softness.
  - Move around a little. Inject a little pep and personality. Keep smiling.
  - Smile at your group. Relax. Radiate confidence and enthusiasm, even if you don't feel particularly confident or enthusiastic. Morale catches.
- **Stop It.** When the group has sung it a time or two, stop; don't make it a music lesson. If the song isn't going well, or it was pitched wrong at the beginning, stop the song and start over.

## Activity: Sing some songs

Sing songs presented in this month's resource pages and get the group to successfully complete the songs. Pick a diverse range of songs—active, with motions, quiet, etc. (Have song sheets available for the group.)

### THE GRAND OLD DUKE OF YORK

Tune: "A-Hunting We Will Go"

**The Grand Old Duke of York,  
He had ten thousand men.  
He marched them up the hill,  
(Everyone stands up.)  
And marched them down again.  
(Everyone sits down.)  
And when you're up, you're up;  
(Everyone stands up.)  
And when you're down, you're down.  
(Everyone sits down.)  
And when you're only halfway up,  
(Everyone stands halfway up.)  
You're neither up nor down.  
(Everyone stands up and sits down quickly.)**

Repeat several times, getting faster each time.

# JULY ROUNDTABLE

## CUB SCOUT LEADER BREAKOUTS FOR AUGUST 2015

### CORE VALUE: HONESTY / THEME: PLAY BALL

#### OPTIONAL DEN MEETINGS (LETTERS)

Depending on the attendance at your roundtable and the size of your staff, you may run all these breakouts, or you may combine them in a manner that works for your district (e.g., put Tiger, Wolf, and Bear breakouts together)

### EXPLAIN – DEMONSTRATE GUIDE – ENABLE

#### For All Den Leaders

##### Training Topic #1: Scouting as a Positive Place

Emphasize that as Tigers/Wolves/Bears participate, they need to receive positive reinforcement. All awards and recognition need to be presented soon after the award is earned and in a meaningful way. Ceremonies are available monthly in the pack resource pages and the BSA publication *Cub Scout Ceremonies for Dens and Packs*.

Remind leaders that Scouting is a positive place when all activities support the aims and methods of Scouting. Ask participants to share the reasons why their sons wanted to join Cub Scouting. Answers will probably be “to have fun,” “to be with their friends,” and “to do things.” Now ask the participants why they allowed their sons to join Cub Scouting. Answers may be “to be with their friends,” “to have good role models,” and “for character development.” The group leader puts all the answers together and comes up with Scouting as a positive place, a place where boys learn how to get along with each other and learn how to be good citizens who make good choices.

##### Training Topic #2: The New Adventure Program

Discuss and review the Cub Scout Adventure Program that begins in September 2015. Review the Adventure program for Tiger/Wolf/Bear rank. Also, review the new requirements for earning the Bobcat badge. Use information from current BSA publications on the Adventure Program and the Adventure Program description found in this *Roundtable Planning Guide*. This should be at least the second time this material is presented at roundtable.

### ADVANCEMENT ACTIVITIES

#### Tiger Cub Leaders

##### Supplemental Den Meeting J, Elective 38

- Invite someone who knows how to repair bikes to come and demonstrate a few simple fixes (e.g., patching a tire tube, adjusting a seat). Then have the participants do it themselves.
- Identify local bike repair shops where Tigers could easily complete the elective.
- Discuss bike safety for riding.

- Tell them that Elective 37, “Take a bike ride with your parent (adult partner),” would be a good follow-up to this one.

#### Wolf Den Leaders

##### Supplemental Den Meeting N, Sports

- Discuss how this activity can be used to create a fun den meeting.
- Discuss safety, sportsmanship, and behavior (following the rules) while playing sports.
- Bring tennis balls (or red rubber balls) and play the Sidewalk Tennis game. See instructions on the pack resource sheet.

#### Bear Den Leaders

##### Supplemental Den Meeting L, Swimming

- Point out the Internet address for leaders to complete the Safe Swim Defense online training ([www.scouting.org/applications/myscouting](http://www.scouting.org/applications/myscouting)). Tell the participants that for the den to do a swimming activity, at least one leader needs to be certified in Safe Swim Defense.
- Review the buddy system and how to ensure periodically that a Bear Cub Scout can find his buddy.
- Review the requirements for the Swimming belt loop.



- Practice with the leaders present.
- If possible, arrange to hold this meeting at a pool or lake (Scout camp will be open this month). Make sure that one of the roundtable commissioners or an assistant RT commissioner is certified in Safe Swim Defense.

#### All Webelos Den Leaders

##### Training Topic #1: Scouting as a positive place

As Webelos have larger opportunities to work with adults, they learn to trust new adult figures. All adults working with youth are pre-screened. Review the rules of two-deep leadership and the prohibition of one-on-one contact with youth, which helps protect both youth and adults. Remind leaders that Scouting is a positive place when all activities support the aims and methods of Scouting. Invite participants to share why their sons wanted to be Webelos Scouts or why they chose to become Cub Scouts when they were younger. Answers might include “to be with their friends,” “to go camping,” and “to learn fun things.” Now ask the participants why they approved of their son joining. They may say, “to be with their friends,” “for exercise,” or “it’s something wholesome to get involved in as the teen years approach.” Discuss the BSA Mission Statement and how it teaches boys to become responsible teens and then adults. Discuss the introduction of new skills that occurs with the Advancement (Adventure) Program.

## Training Topic #2: The New Adventure Program

Discuss and review the Cub Scout Adventure Program that begins in September 2015. Review the Adventure program for Webelos/Arrow of Light rank. Pick one or two Adventures to walk through with the leaders. Use information from current BSA publications on the Adventure Program and the Adventure Program description found in this *Roundtable Planning Guide*. This should be at least the second time this material is presented at roundtable.

## ADVANCEMENT ACTIVITY

- The theme of the month is “Play Ball,” which emphasizes the importance of fitness. Look over the requirements for “Higher, Faster Stronger,” and tailor the fitness information to that Adventure. In addition, choose several exercises and warm-up activities from the Fitness activity badge to share with the leaders.
- Prepare a healthy snack of fruit kabobs. Slice different fruits (cantaloupe, banana, orange, apple), add pineapple chunks, grapes, and berries, and place them on wooden skewers. As roundtable participants create their fruit skewers, continue a discussion about healthy eating and how it ties into fitness for all. (Note: Although the Webelos activity badges are going away, fitness is part of the Scout Oath, and it will have a place in the Adventure Program.)
- Another option is to create a game of your own that teaches the Boy Scout requirements. For example, you can put words or phrases from the Scout Oath, the Scout Law, the Outdoor Code, slogan, and motto on cards, craft sticks, or other media. Cub Scouts could then assemble them in the correct order.

## Arrow of Light Den Leaders

- Discuss the importance for all boys to be aware of aspects of safe biking. Bring copies of the bike safety quiz (*Den & Pack Meeting Resource Guide*) to the roundtable and discuss answers with leaders.
- Choose several exercises and warm-up activities for cycling and do them with the participants.
- Look over the requirements for “Scouting Adventure,” and tailor your presentation to that Adventure.

## Cubmasters

### Training Topic #1: Storytelling Skills

Refer leaders to the *Cub Scout Leader Book*, Chapter 29. Storytelling is a good way to introduce a theme, to highlight a point of the Scout Law, or to provide a historical lesson while entertaining. Preparation for storytelling starts with several thorough read-throughs of the story, bringing emphasis and enthusiasm to your delivery. Add gestures and sounds to bring the story even more to life. Discuss resources for finding good stories to share, and don't forget to note that many great stories come from American history, including American Indian history and traditions. Remind Cubmasters that everyone loves a story. Talk about keys for successful storytelling, voice level and tone, props and costumes. Review the parts of a story:

- Setting the scene.
- Giving the background.
- Continuing with details.

- Leading to a conclusion.
- Presenting the conclusion.

Discuss the purposes of storytelling—for entertainment or a moral lesson.

### Training Topic #2: The New Adventure Program

Continue introducing the organization and resources of the Cub Scout Adventure Program. Review ways that the pack meeting can promote advancement and provide incentives for all boys to excel. Use information from current BSA publications on the Adventure Program and the Adventure Program description found in this *Roundtable Planning Guide*. This should be at least the second time this material is presented at roundtable.

**Activity:** Have Cubmasters learn and practice theme-related cheers. Some ideas are:

- **Golf cheer:** Yell “Fore!” and pretend to swing a golf club. Place your hand above your eyes to follow where the imaginary ball went.
- **Ball Applause:** After demonstrating this, encourage all participants to take turns leading the ball applause. (See the pack resource sheet for details.)

## Pack Leaders

### Training Topic #1: Fall recruitment

The roundtable team may invite the membership chair of the district to present the current plans for fall recruitment (school nights, fliers available, district support). Divide the participants into “dens,” and have each den spend several minutes brainstorming out-of-the-box methods of recruiting. Then ask them to report their ideas to the whole group.

### Training Topic #2: The New Adventure Program

Continue introducing the organization and resources of the Cub Scout Adventure Program. Highlight the new opportunities that come with the adventures, and discuss how this may change some regularly scheduled pack activities. Encourage pack leaders to familiarize themselves with the plans as set forth in the *Den & Pack Meeting Resource Guide*. Use information from current BSA publications on the Adventure Program and the Adventure Program description found in this *Roundtable Planning Guide*. This should be at least the second time this material is presented at roundtable.

**Activity:** The August pack meeting should include a campfire. Show the Campfire planner and have leaders share some of their favorite items and activities that make for great campfires. Do a quick review of the 4 S's—Showmanship, Songs, Skits, and Stunts (Stunts includes cheers)—and how to follow the flame.

### BSA 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.

### 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.

### **The Scout Law**

A SCOUT IS  
TRUSTWORTHY  
LOYAL  
HELPFUL  
FRIENDLY  
COURTEOUS  
KIND  
OBEDIENT  
CHEERFUL  
THRIFTY  
BRAVE  
CLEAN  
REVERENT

### **The Scout Oath (or Promise)**

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.

# PACK RESOURCE SHEETS

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These pages are intended to be printed and given as handouts to the Cub Scout leaders attending the roundtable. The activities, crafts, skits, and other materials are periodically referenced to be used by a guide for a breakout session. For example, the Cubmasters can practice one of the closing ceremonies and use it to close the roundtable.

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# AUGUST ROUNDTABLE

## SEPTEMBER 2014 PACK RESOURCE SHEET CORE VALUE: COOPERATION / THEME: UNDER THE BIG TOP



### THE CORE VALUE TO BE HIGHLIGHTED THIS MONTH

#### COOPERATION

Cooperation is being helpful and working together with others toward a common goal. Cooperation is the key element in teamwork.

#### WHY "UNDER THE BIG TOP" FOR COOPERATION?

At the circus, all of the workers must work together to put on a safe and exciting show. They must cooperate. Just as the circus workers work together, Cub Scouts will work together this month to create their show, "Under the Big Top."

#### SCOUT LAW EQUIVALENTS TO COOPERATION ARE "HELPFUL," "CHEERFUL," AND "FRIENDLY."

A Scout cares about other people. He willingly volunteers to help without expecting payment or reward. A Scout looks for the bright side of life. He cheerfully does tasks that come his way. He tries to make others happy. A Scout is a friend to all. He is a brother to other Scouts. He offers his friendship to people of all races and nations, and respects them even if their beliefs and customs are different from his own.

### Pre-opening Activities

#### FOUR CLOWNS IN A ROW BINGO

**Materials:** paper divided into 20 squares, 5 rows of 4 across; circus stickers that fit in the squares; 1 small piece of paper per participant on which they write their names.

This starts as a Gathering Activity—collecting signatures—and ends as a BINGO game during game time. Give each person present a sheet of paper marked off in 20 squares. In each square they must get someone present to write his or her name. That will mean that each person will get the signatures of 20 people, one for each square. Provide each player with 15 or 20 small stickers. (You could use labels upon which you have printed clown faces or other circus images in keeping with the theme.)

When the participants sign in for roundtable, each one writes his or her name on a small piece of paper and places it in a hat or other container. When you play BINGO later in the evening, the leader draws the names, one at a time. As they are called, the participants raise their right hands and say, "Here!" This serves as an introduction to the group. Also, each person who has that name on his or her paper puts a sticker in the square where it appears.

When any player gets four stickers in a row, either across, down, or diagonally, he or she shouts: "Four clowns in a row!" The player then reads out the names of the four and receives a suitable award.

#### KAZOO BAND

**Materials:** combs and waxed paper.

Set aside a band practice area and have one of the assistant RT commissioners act as a conductor for the practice session.

Make sure the conductor knows how to play the kazoo and can encourage the participants to join in the fun. After they practice and roundtable opens, ask them to play something (a note or a tune).

You could also bring other homemade instruments.

#### CIRCUS WORD SEARCH

**Materials:** pencils and the game below, printed on sheets of paper.

Find these items that can be seen at a circus. Search up, down, across, backwards, and diagonally:

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

ACTS	JUGGLE	BALLOONS
ELEPHANTS	HORSES	MIDWAY
BIG TOP	RIGGING	TRAINER
TRAPEZE	CALLIOPE	RINGS
CAMELS	TIGERS	SHOWS
CLOWNS	TICKETS	SOUVENIRS

### Opening Ceremonies

#### C-I-R-C-U-S

**Personnel:** Six Cubs dressed as clowns (or as other circus performers) carrying balloons, each with a letter from the word CIRCUS on it.

**Cub #1:** C - Come and watch what we have in store.

**Cub #2:** I - Including fantastic acts never seen before.

**Cub #3:** R - Roaring lions may fill you with fright.

**Cub #4:** C - Clowns will be making you laugh all night.

**Cub #5:** U - Using the Pledge of Allegiance for our show to begin.

**Cub #6:** S - Stand now together as our flag is brought in.

## UNDER THE BIG TOP

**Personnel:** 10 Cub Scouts in circus costumes. (Or if you are short on boys, use 5 and double the parts.)

**Materials:** cards with circus pictures facing the audience. Parts are on written on the back in large print.

**Cub #1:** Under the Big Top is the theme for tonight.  
We love circuses and think it is a dilly;

**Cub #2:** Both circuses and little boys can sometimes  
be quite silly.

**Cub #3:** Den leaders find it a natural to do this kind  
of show.

**Cub #4:** They run a three-ring circus every single week,  
you know.

**Cub #5:** At a circus there is shouting, roaring, stamping,  
whistles tooting;

**Cub #6:** Tumbling, pushing, falling, wrestling, and a  
rolling and a-rooting.

**Cub #7:** At den meetings things keep moving, constant  
motion, constant noise.

**Cub #8:** There are lots of things in common between  
circuses and boys.

**Cub #9:** We've put all the dens together; it's not Ringling  
Brothers, you know.

**Cub #10:** But we think you will enjoy it, so let's get on  
with the show.

## C-L-O-W-N

**Personnel:** Five Cub Scouts enter, dressed as clowns, holding posters with large letters and these sayings on the back in large print:

**Cub #1:** C - is for Cub Scouts. Cub Scouts like to laugh  
and to have fun.

**Cub #2:** L - is for Leaders. Leaders are there to show,  
teach, and help.

**Cub #3:** O - is for Opportunity. An opportunity to have  
boys laugh with you rather than at you.

**Cub #4:** W - is for Webelos. Webelos are older Cub Scouts  
who also like to laugh and have fun.

**Cub #5:** N - is for nothing. Nothing in the world has  
more learning and laughter and fun than  
Cub Scouting.

## KEEP SMILING

**Personnel:** 6 Cub Scouts (perhaps with big hand-drawn smiles to put in front of their faces after they speak).



**Cub #1:** If your life is to be happy as a circus, bright  
not gray,

**Cub #2:** There is something you can do, as you hurry  
through each day.

**Cub #3:** Be happy and cheerful, and remember not  
to frown.

**Cub #4:** But give freely of your smiles, and you can be  
happy as a clown.

**Cub #5:** For a smile costs a little, but to others means  
so much.

**Cub #6:** So if everyone keeps smiling, our lives will have  
that happy touch.

## Prayers

### A CLOWN'S PRAYER

As I stumble through this life, help me to create more laughter than tears, dispense more cheer than gloom, spread more cheer than despair. Never let me become so indifferent that I will fail to see the wonders in the eyes of a child, or the twinkle in the eyes of the aged. Never let me forget that my total effort is to cheer people and make them happy so they can momentarily forget all the unpleasantness in their lives. And in my final moment, may I hear You whisper: "When you made My people smile, you made Me smile." Amen.

### THANKS FOR THE BEAUTY OF CHILDREN

We give thanks for the beauty of children and their joy in all things. For their mirth and laughter, for their compassion and enjoyment of life, and for the joy and light they bring into the world. Amen.

## Songs

### "CIRCUS SONG"

Tune: "I've Been Working on the Railroad"

I am walking through the circus,  
Happy as can be.  
I am walking through the circus,  
Just to see what I can see.  
I can see the clown laughing.  
I can see the elephant, too.  
I can see the lion sleeping.  
Look out! He sees you.

### "THE CLOWNS IN THE CIRCUS"

Tune: "The Wheels on the Bus"

The clowns in the circus make us go  
ha ha ha, ha ha ha, ha ha ha  
The clowns in the circus make us go ha ha ha  
all day long!

The lions in the circus go  
grrrr grrrr grrrr, grrrr grrrr grrrr, grrrr grrrr grrrr  
The lions in the circus go grrrr grrrr grrrr  
all day long!

The elephants in the circus go  
eerrrr eerrrr eerrrr, eerrrr eerrrr eerrrr, eerrrr eerrrr eerrrr  
The elephants in the circus go eerrrr eerrrr eerrrr  
all day long!

The hot dog man at the circus yells,  
"Red hots here! Red hots here! Red hots here!"  
The hot dog man at the circus yells, "Red hots here!"  
all day long.

(Continue by adding verses that the boys make up!)

#### "THE CALLIOPE SONG"

Divide the pack meeting into four or five groups. Begin with the first group and bring each of the others in one at a time.

1st group sings: Um-pah-pah

2nd group sings: Um-sss-sss

3rd group sings: Um-peep-peep

4th group sings: Um-tweedle-tweedle

Last group sings one of the following songs: "Daisy, Daisy" or "Where Has My Little Dog Gone?"

## Cheer or Applause

**Ferris Wheel:** Move your right arm in a large circle. On the upswing say, "OHHHHH!" On the downswing say, "AHHHHH!"

**Monkey:** Say, "Ooo, Ooo, Ooo" (while acting like a monkey).

**Elephant:** Let your arms act as your trunk, waving them in front of your face. Then raise your arms up and make trumpeting noises.

## Advancement Ceremonies

### CIRCUS ADVANCEMENT CEREMONY

**Personnel/Materials:** Cubmaster and 1 or more den leaders dressed as clowns; props as you decide.

Since you will probably not have many rank awards this month, this ceremony can be used for Summertime Awards, Outdoor Awards, or any other Cub Scout awards.

**Clown #1:** Being a clown is lots of fun. You make people laugh with you and at you. It does not take a lot of skill, only a good sense of humor.

**Clown #2:** It is an easy way to be the center of attention. We tell jokes, chase each other around, and fall flat on our faces. Everyone loves a clown. Scouting, in many ways, is like being a clown. Cub Scouts have lots of fun. We tell jokes, laugh a lot, and have many enjoyable experiences. However, Cub Scouting is not only fun; it is learning skills and crafts, and even some citizenship and good manners.

**Clown #1:** Sometimes the Cub Scouts learn something without even knowing it. Other times, accomplishments take hard work. Tonight, we have some Cub Scouts who have had lots of fun earning these awards. Now let me see, where are those names?

Include some clown antics like the following as they try to find the names:

1. Have names on slips of paper inside inflated balloons, and pop the balloons to get the names.
2. Tape the names to the end of a spring snake inside a can, with the rank badges on the outside of the can.

**Clown #2 (when names are found):** Will the following Cub Scouts and their parents come forward to the center ring? (Read the names.)

**Clown #1:** Parents, I have the privilege of giving you these badges to present to your sons. (Continue in like manner for all award presentations.) Lead a cheer for every award presented.

At the conclusion, Clown #1 chases Clown #2 away with a broom or some other silly prop.

### WILD DEN OF BOBCATS

**Materials:** top hat with a cape or a cane; Bobcat name tags.

**Cubmaster:** Ladies and Gentlemen of the Big Top, may I have your attention, please? In the center ring, we now have Cub Scout(s) \_\_\_\_\_ (read name or names). He has shown his parent (or, "They have shown their parents") that he is (or "they are") qualified to receive this Bobcat badge.

But ... he must still pass this daring feat of courage. He must pass through the den of those who have earned their Bobcat before him—without being scratched or his clothing torn to bits or fainting from the sight of his own blood. (Have some Cub Scouts lined up on their knees, for the boys to pass through. They may claw or hiss, but they must not touch the new Bobcat[s] or be too rowdy.)

We must have complete silence to ensure his safety. Drums, please. (Dim the lights as the new Bobcat[s] walks through the den.)

"Will Den Chief \_\_\_\_\_ please escort the Bobcats' mothers to the center ring?" (Note: The mothers don't need to prove their worthiness!) Now, (boy's name), you have been tested and are proven worthy to receive this highly-sought-after award. Mother, please pin this award on your son.

Let's give them both a big round of CIRCUS APPLAUSE (cup hands to mouth and ROAR)!

## Cubmaster Minutes

### MAGIC OF THE WORLD

As parents, we want to show our sons the wonders of the world. In the eyes of a child, there are not just eight wonders of the world but eight million. We want him to be able to look at the stars, sunrise, and sunset, and feel their beauty. We want our sons to see a world of love, laughter, and compassion. We want them to build strength within themselves of strong character and sensitivity to the needs of others. We want them to be the best they can be. Unfortunately, no one can wave a magic wand so that they will receive these things. We as leaders and parents must set the example to show the guidance so they may see the way to accomplish all of these things. This is the magic: our example and guidance. So as we leave, let's be aware of our actions and how loudly they speak to our youth.

### CIRCUS FUN

Tonight we laughed and clowned around. I hope everyone had a fun-filled night. Cub Scouting has always been about having FUN—FUN with a purpose—to teach boys skills and ideals that will help them develop into fine young men. While these are important things, don't take them too seriously. Continue to have FUN while you are doing them. And SMILE, because a smile is contagious! Good night and good Scouting!

## Closing Ceremony: Big Top Closing

**Personnel:** 6 Cub Scouts in circus costumes; cards with circus pictures facing the audience (parts are printed in large print on the back).

Note: This could also be done as a Cubmaster's Minute.

**Cub #1:** We are happy to have seen you, but we must leave you now,

**Cub #2:** And so we bid you all farewell and take our final bow.

**Cub #3:** Tonight's circus, Under the Big Top, has now come to its end,

**Cub #4:** But through Cub Scouting we can make many a new friend.

**Cub #5:** As our circus lights are dimming, and the animals are at rest,

**Cub #6:** Remember the Cub Scout motto, and always DO YOUR BEST!

## Games

### NON-ELIMINATION MUSICAL CHAIRS

**Materials:** chairs; music.

The object is to keep everyone in the game even as the chairs are being systematically removed. As in the traditional version of “musical chairs,” music is played and more and more chairs are removed each time the music stops. In this version, however, the players help each other, sitting on parts of chairs or on each other to keep everyone in the game. In the end, all the children who started the game are delicately perched on one chair, as opposed to only one “winner” on one chair.

### BEACH-BALL BOUNCE

**Materials:** beach balls—1 for every 2 or 3 participants.

In this game, one beach ball or balloon is shared by two children, who try to hold the ball between them without using their hands. Let them see how many different ways they can balance the ball—head to head, side to side, stomach to stomach, back to back, etc.—as they move it around the room. With the beach ball balanced forehead to forehead, they can both attempt to bend forward to touch their knees, touch their toes, both squat, and so on. They can attempt to go through a hanging hoop or an obstacle course. Alternatively, they can try to balance two or three balls between them or balance the balls in groups of three or four or more.

### PIN THE TRUNK ON THE ELEPHANT

**Materials:** large cutout of an elephant’s head without a trunk but with a spot marked for it; a piece of dryer hose to serve as the trunk.

A pack leader (in circus costume) explains that “Pinning the Trunk on the Elephant” is similar to “Pinning the Tail on the Donkey.” Blindfolded players are turned around and then try to pin the trunk in the correct spot.

### CLOWNING AROUND

No materials needed.

The object is to make other players laugh by making funny faces, doing tricks, and making funny sounds—without smiling! No words may be spoken, but players may bark, grunt, whistle, hum, etc. A player is eliminated when the leader sees him smile. Have Tigers play with adult partners.

### ALTERNATE: PLAY “HA!”

As you may guess from its title, this game is all about contagious laughter. To play, everyone lies on the floor with each person’s head resting on another person’s belly (or near their feet). There is only one line. The first person in line shouts, “Ha!” Then the next person says, “Ha ha!” The next person must say, “Ha ha ha!” and so on. It’s impossible to get too far without everyone laughing.

## Project: Ringmaster’s Costume



Cover a top hat or a party hat with black paper. Include a bright bow tie or scarf. Cut shoulder pads from cardboard and make fringe with yarn or crepe paper; baste to a jacket. Cut coattails from cardboard, paint them the same color as the jacket, and baste them on. Wear real boots or black paper leggings. The megaphone may be rolled-and-taped construction paper or poster board with a handle taped on.

## Audience Participation: A Day at the Circus

Divide the audience into four groups. Assign each group to make a noise when their group name is spoken, and hand out signs with that name for them to hold up when making the noise.

**DEN LEADER:** “Quiet, please!”

**LIONS:** “Roar-r-r!”

**TUBA:** “Um-pah-pah, Um-pah-pah!”

**COTTON CANDY:** “Yum-yum (rub stomach)!”

**CIRCUS:** (“Lions,” “Tuba,” and “Cotton Candy” all make their sounds at the same time.)

One day a DEN LEADER was getting weary from trying to keep her Cub Scouts quiet. She decided they needed something different to do. She thought for a long time and, finally, she had the answer!

The CIRCUS was coming to town. Here was a chance for a DEN LEADER to spend a nice, quiet, relaxing day at the CIRCUS with her den of Cub Scouts. She knew the boys would enjoy watching the LIONS perform with their trainer, and listening to the TUBA music while eating some COTTON CANDY. She was sure there would be no problem with keeping the boys quiet.

So, off they went for a relaxing day at the CIRCUS, where she could get away from the noise of energetic Cub Scouts in the den, where they were so full of vim and vigor.

The boys had a wonderful time watching the LIONS perform and they really enjoyed the COTTON CANDY and the TUBA music. However, the DEN LEADER found that the CIRCUS was not as quiet and relaxing as a den meeting with eight Cub Scouts. The noise of the LIONS roaring and the clamor of the TUBA music

made the DEN LEADER feel like she was in a daze. It was then that she really began to appreciate her Cub Scouts. She knew she would rather listen to their shouts and laughter any day instead of the CIRCUS noises with the LIONS and the TUBA music.

That afternoon, it was a happy and tired group of Cub Scouts who came home from the CIRCUS, full of COTTON CANDY and talking about the fierce, roaring LIONS. The catchy tunes of the TUBA music were going through their heads. The smiles on their faces showed that they had really enjoyed the CIRCUS. And the smile on the face of the DEN LEADER showed that she was glad to be home with her group of Cub Scouts. It was a relief to hear only the den noises. It seemed that the CIRCUS was just the change she needed!

*These next three skits may be performed as run-ons during the Pack Meeting:*

## Skits

### ELEPHANT WALK

**Set Up:** The clown trainer comes on with a group of “elephants,” wearing oversized tennis shoes. If you want some background, play the song “Baby Elephant Walk” while the elephants are parading.

The elephants parade in a line, bent over as though walking on all fours. At a signal from the trainer, they stand up straight as though they were standing on their hind legs.

The elephants bend down again and, at another signal, each elephant puts one hand on the shoulder of the elephant in front of him. They parade in a circle and go off. The trainer comes forward to take a bow.

**Ringmaster:** That was a most unusual act. I never heard a group of elephants parade so quietly.

**Trainer:** Oh, of course they’re quiet, didn’t you notice?

**Ringmaster:** Notice? Notice what?

**Trainer (Brings out one of the elephants with the large tennis shoes on):** Elephants are always quiet when they wear their sneakers.

### BAREBACK RIDER

**Materials:** Costumes could be optional for this. The bareback rider could have a shirt on backwards with the buttons open.

Two clowns come out and get down on all fours, facing the audience. A third clown emerges and stands with his hands on their backs. Then he gets down, walks forward, and takes a bow.

**Ringmaster:** Is that the whole act?

**Clown:** Well, of course. What more did you want?

**Ringmaster:** A little more than that! What makes you think you’re a bareback rider?

The clown turns around and shows his back, which is bare, and walks off.

### HIGH WIRE ACT

**Materials:** umbrellas.

The clowns come out and walk single file along an imaginary wire on the floor. They hold the umbrellas as if they’re balancing themselves, to make the walking look difficult. After they all finish, the clowns come forward and take their bows.

**Ringmaster:** That was an amazing, skillful performance, but I thought it was supposed to be a high wire act.

**Clowns (Together):** Yes, that’s true, but we’re all afraid of heights.



# SEPTEMBER ROUNDTABLE

## OCTOBER 2014 PACK RESOURCE SHEET

### CORE VALUE: RESPONSIBILITY/ THEME: DOLLARS AND SENSE



### THE CORE VALUE HIGHLIGHTED THIS MONTH

#### RESPONSIBILITY

Responsibility means fulfilling our duty to God, country, other people, and ourselves. Being responsible is being dependable and doing what you say you will do.

#### WHY "DOLLARS AND SENSE" FOR RESPONSIBILITY?

We learn to be responsible for certain jobs, our belongings, our homes, and the property of others. We should all learn how to be responsible with our money as well. Not only is it wise to learn how money works, it is equally important to learn about the responsibilities that go along with having money. It all comes down to dollars and sense.

SCOUT LAW EQUIVALENTS TO RESPONSIBILITY ARE  
"TRUSTWORTHY" AND "HELPFUL."

A Scout tells the truth. He is honest, and he keeps his promises. People can depend on him. A Scout cares about other people. He willingly volunteers to help without expecting payment or reward.

### Pre-opening Activities

#### NAME THAT SLOGAN

**Materials:** sheets with the slogans listed and spaces for the answers.

Identify the product represented by each advertising slogan.

1. They're gr-r-reat!
2. Sometimes you feel like a nut; sometimes you don't.
3. You deserve a break today.
4. Built tough.
5. It takes a licking and keeps on ticking.
6. Got \_\_\_\_\_?
7. Choosy mothers choose \_\_\_\_\_.
8. They plump when you cook them.
9. Finger lickin' good.
10. Just do it!
11. It keeps going and going and going....
12. Like a rock.
13. Thirty-one flavors.
14. Snap, crackle, pop!
15. Mmm! Mmm! Good!
16. The quicker picker-upper.
17. Melts in your mouth, not in your hands.
18. Two scoops of raisins in a package of \_\_\_\_\_.
19. Have it your way.
20. There's always room for \_\_\_\_\_.

Answers: 1) Frosted Flakes, 2) Almond Joy/Mounds, 3) McDonald's, 4) Ford trucks, 5) Timex, 6) Milk, 7) Jif, 8) Ballpark Franks, 9) Kentucky Fried Chicken, 10) Nike, 11) Energizer, 12) Chevrolet, (13) Baskin & Robbins, 14) Rice Krispies, 15) Campbell's Soup, 16) Bounty, 17) M&M's, 8) Kellogg's Raisin Bran, (19) Burger King, 20) Jell-O.

#### WORD SEARCH

Find the following words. Search up, down, across, backwards, and diagonally:

BILLS	CENT	COIN
CURRENCY	DIME	DOLLAR
DUES	EARN	HALF DOLLAR
MONEY	NICKEL	PENNY
QUARTER	SPEND	



#### WHICH COUNTRY'S COINS

Gather coins from different countries and place them on display, labeled with unique identifiers. Then list out on sheets of paper the different countries represented. Have folks match the coins to the countries.

#### HOW MUCH DOES IT COST

Have participants work in teams (either randomly assigned to ensure a good mix, or let them pick their teams as they arrive). Cut out pictures of different items of interest to Cub Scouts, and have these mounted around the room. Using your greatest diligence

(searching high and low) try to come up with real, advertised “best prices” for those items. Ask the teams to guesstimate the price of each item, and then bring the teams together, comparing their guesses to the prices you found.

**Alternate:** Post several prices below each picture and ask people to choose the correct price.

## Opening Ceremonies

### D-O-L-L-A-R-S

**Personnel:** Seven Cub Scouts enter, each holding a poster with a letter from the word DOLLARS on the front, and these sayings on the back in large print:

**Cub #1:** D - is for dollars, they help us to learn.

**Cub #2:** O - is in dollars, the paper we earn.

**Cub #3:** L - is for “listen” to the advice we hear.

**Cub #4:** L - is for “learn,” more and more each year.

**Cub #5:** A - is for Akela, the leader so grand.

**Cub #6:** R - is for rank awards, the finest in the land.

**Cub #7:** S - is for sense that we use every day.

**ALL (or Cubmaster or den leader):** And now stand and all together say the Pledge of Allegiance.

### FREEDOM

**Personnel:** Cub Scouts enter, each holding posters with pictures of the United States flag on front and their lines on the back in large print. The narrator (Cubmaster or den leader) begins:

**CM (DL):** This month’s theme deals with dollars and sense, and the price we have to pay for things. In our country, we are privileged to experience the joy of freedom. But let us always remember that this privilege was not gained without a cost.

**Cub #1:** Stand up for the flag of America, wherever you may be.

**Cub #2:** Respect it and protect it, for it shall keep you free.

**Cub #3:** Free to do what you want to do, and say what you want to say.

**Cub #4:** Free to go where you want to go, and pray the way you want to pray.

**Cub #5:** Stand up for the flag of America, for all the world to see.

**Cub #6:** Stand up for the flag, that star-spangled flag, that stands for you and me.

**ALL (or CM/DL):** And now stand and all together say the Pledge of Allegiance.

## Prayers

### OPENING PRAYER

Help us have the proper attitude toward others: to be cooperative, sympathetic, considerate, unselfish, patient, encouraging, and believing. Give us wisdom so that we may become good leaders for boys. **Amen.**

### A PENNY SAVED

Benjamin Franklin was one of America’s most prominent and inventive forefathers. In his time, he helped to write the Constitution of the United States. He served the country in many important positions. He invented such machines as the Franklin stove and bifocals, and he is credited with discovering electricity.

Also among his contributions were his crafty, yet true, proverbs—all of which seem to apply as much today as they did in his time. One such saying, especially, applies to our theme tonight: “A penny saved is a penny earned.”

As we ponder this saying, and the man whose wisdom and insight led him to coin it, let us remember and be thankful for the many heroes—the famous and the little-known—who gave so much of themselves to make America what it is today. Please stand and recite the Pledge of Allegiance.

## Songs

### “WHERE HAS MY MONEY GONE”

Tune: “Where Has My Little Dog Gone?”

Oh where, oh where has my money gone?

Oh where, oh where can it be?

I had pennies, nickels, and quarters and dimes.

Oh where, oh where can they be?

### “THERE WAS A BOY”

Tune: “The Bear Song” (see the *Cub Scout Songbook*).

There was a boy,  
His name was Tom.  
He always helped  
His Dad and Mom.

Some money he saved,  
And some he spent.  
Some money he gave  
Without resent.

He worked really hard.  
He earned his way.  
He did odd jobs  
and earned some pay.

A good Cub Scout  
Our Tommy is.  
He lives the way  
We all should live.

## Cheer or Applause

**Nickel’s Worth:** Flip your thumb as though flipping a coin, and then catch it and slap it on the back of your hand. Then yell: “Heads, a winner!”

**Heads and Tails:** Divide the audience into two groups. One yells, “Heads”; the other yells, “Tails.” Point to one group and then the other, varying the speed until both groups are shouting in unison.

**Dollar Bill:** Toss a dollar bill in the air. The audience claps while it is falling. Vary how long it takes to fall by catching it in midair at different stages.

## Advancement Ceremonies

### AN INVESTMENT IN THE FUTURE

No materials needed.

What is Scouting? What is anything that’s worthwhile, but an investment in the future? Tonight, we reflect on “Dollars & Sense,” and it makes absolute sense that, if it is nothing else, the Cub Scout program is about making a sound investment in the future—the future of our children, our community, and the world as a whole.

It starts small, just as most savings accounts do. Each boy invests his time in understanding the Cub Scouting program, what it is, who he is in it, and what the program demands of him.

The dividend for his investment is not an award. It is not a badge. The dividend is what he has gained in knowledge and in understanding his ability to grow. That's a whole lot more than just a piece of cloth. What we do as a community is to properly and appropriately recognize him for his accomplishment. We do this by awarding him the rank, or status, of Bobcat. This is symbolized by his wearing the Bobcat badge.

But just as a savings book is only the record of the savings (and not the money itself), the Bobcat badge is a record of all that the Cub Scout has accomplished. If I want to grow my investments, I have two options: I can wait for those investments to gain value or I can continue adding to the initial investments and watch the value grow a whole lot faster. Again, so it is with the Cub Scout program. What our boys gain from one level of investing themselves can never be taken away from them—that would be like trying to stop someone from knowing how to ride a bike after they've already learned. That investment is already locked in! But if our Scouts really want to grow, they must continue to invest their time and energy in the program.

Each "advancement level" of the Cub Scout program provides more opportunities for each boy to invest and grow, to become more valuable than they were before. Whether it is the Tiger, Wolf, Bear, Webelos, or Arrow of Light level, as the Cub Scout accomplishes the requirements for the level, he grows and improves himself. And as he sticks with it, he just gets better and better—more and more valuable.

Tonight we recognize all of the Cub Scouts in the pack who have been working to invest in their own futures and have made significant progress in doing that. [Call boys forward with parents, and award the badges earned.]

#### DOLLAR BILL ADVANCEMENT

**Materials:** a large replica of a U.S. dollar bill (a real dollar might be too small). Pass the bill from leader to leader as the ceremony continues.

**Personnel:** Cubmaster (CM), Cub Scout den leader (DL), Webelos Scout den leader (WL), boys receiving advancements.

**CM:** This dollar bill has several things in common with Cub Scouting. George Washington, the first president of the United States of America, is pictured on every dollar bill. In Cub Scouting, every boy who joins must earn the Bobcat badge, the first rank of Cub Scouting. Tonight, we have [number] boys earning the Bobcat badge. [Calls forward boys and parents, and presents the badges. Leads cheer.]

**DL:** George Washington didn't manage the country's money alone. He had Alexander Hamilton, secretary of the treasury, helping him, just as our Tigers had their adult partners helping them. [Calls forward boys and parents, and presents the badges. Leads cheer.]

**DL:** "Your Flag" and "Duty to God" are two achievements earned toward the Wolf badge. Wolf Cub Scouts also work to earn Arrow Points. On the back of the dollar bill is an eagle wearing the American flag as a shield and clutching 13 arrows. Also, our national motto, "In God We Trust," is printed on the back. Tonight, we have [number] boys earning the Wolf badge. [Calls forward boys and parents, and presents the badges. Leads cheer.]

**DL:** The 13 leaves on the olive branch the eagle holds, and the 13 arrows, stand for the 13 original colonies and for their safety and protection. This coincides with the "Be Ready" and "What Makes America Special" achievements for Bear Cub Scouts. Tonight, we

have [number] boys earning the Bear badge. [Calls forward boys and parents, and presents the badges. Leads cheer.]

**WL:** Our boys are earning the Athlete and Engineer activity badges. Also on the back of the dollar bill is a pyramid, and pyramids are monuments to great engineering. And the number "1" is printed in several places on the bill, which reminds me of how athletes strive to do their best and be number one. Tonight, these boys have earned Webelos activity badges. [Calls forward boys and parents, and presents the badges. Leads cheer.]

**CM:** There's one more thing to notice about this dollar bill. In the top left corner is printed, "This note is legal tender for all debts, public and private." That means that merchants are guaranteed that it is worth one dollar. When you are in your Cub Scout uniform, people should be guaranteed that you are a good Scout.

## Cubmaster Minutes

### CENTS AND SENSE

Tonight, we've focused on dollars and sense—not cents as in pennies, and nickels, and dimes—but sense as in common sense. Sense, as in sensibility and sensitivity.

Let's think about that for a moment. We are all charged with the job of being good stewards—caretakers of what we are given. But let's not let money become our goal. Money is a tool that helps us reach our goal, and we shouldn't abuse it. As we move forward in life, let's remember that it isn't money that counts, but how we use it.

Whether we are followers of a Christian religion or not, the phrase from the New Testament still applies to all of us: "I was hungry and you gave me food to eat." We must not forget that there are some who cannot take care of themselves, and that it is our job in life to help take care of them. Do not hoard your money such that it becomes the thing that drives you. Always be generous to others who are in need, and you will be paid back many times over.

### A SMILE

A smile costs nothing, but creates much. It happens in a flash, but the memory sometimes lasts forever. It can't be bought, begged, borrowed, or stolen, but it is something that is of no earthly good to anyone unless it is given away.

So, if in your hurry and rush you meet someone who is too weary to give you a smile, leave one of yours. No one needs a smile quite as much as a person who has none left to give. What better way to spread goodwill?

### VALUE

Many things are valuable in terms of dollars and cents. But things can also be of value in ways besides having to do with money. For instance, a friend is valuable because of his or her friendship, understanding, and kindness. A teacher is valuable for his or her knowledge and support to help you learn. Your family members are very valuable as you travel through life during the years to come. In fact, probably the most valuable things you'll have in your life are the people around you. Learn to appreciate them. And tell them how valuable they are to you.

## Closing Ceremony: Investment

**Personnel/Materials:** 6 Cub Scouts holding posters with appropriate pictures on the front and their lines written on the back in large print.

**Cub #1:** We would like to thank you for spending the evening with us.

**Cub #2:** The time you spend with us is time well spent.

**Cub #3:** You show us you value in Cub Scouting.

- Cub #4:** Through your actions you set the example.
- Cub #5:** The return on your investment will be men of character in the future.
- Cub #6:** Good night, everyone.

## Games

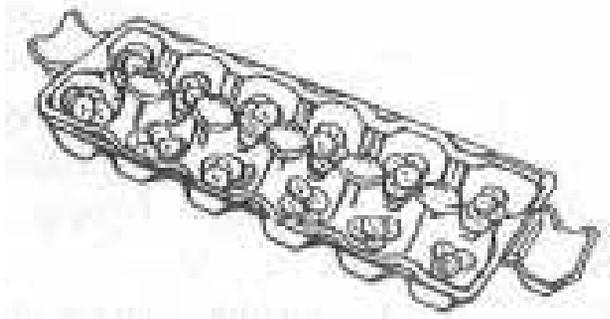
### NICKEL RACE

**Materials:** 3 nickels for each player; a ruler or yardstick.

Each player places three nickels in a row on a table or other flat playing surface. At the other end of the playing area, place a ruler or yardstick. On a signal, players try to push the nickels toward the finish line, always keeping the nickels in order (i.e., nickel #1 must never touch nickel #3). The winner is the boy whose line of nickels reaches the finish line first.

### MANKALA COUNTING GAME

**Materials:** 2 egg cartons; 48 clothes buttons.



Collecting the most buttons is the object of this ancient game. Older boys will enjoy figuring out strategies.

To make the game board, remove the lid from an egg carton and tape an extra cup from another carton to each end, to serve as "banks." Put four buttons into each cup except the banks.

Players sit across from each other with the board between them. The bank to the left of a player is his bank. The object of the game is to have the most buttons in your bank at the end of the game.

Player A starts by taking the buttons from any cup. Beginning with the next cup and moving counterclockwise, he drops a button into each cup, including his bank but not his opponent's bank. The boys alternate turns. If the last button played in a turn lands in a boy's bank, he gets another turn.

Players capture buttons in several ways. If Player A's last button falls into a cup with three buttons, he wins all four buttons and puts them in his bank. But if any button other than the last one falls into a cup of three buttons, Player B wins the four buttons. If a player's last button falls into an empty cup, that player captures all the buttons in the opposite cup.

Play until four or fewer buttons are left in the carton. The boy with the most buttons in his bank wins.

### PASSING THE BUCK

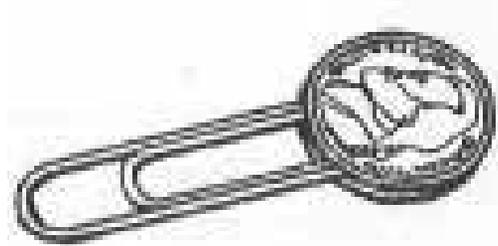
**Materials:** a bean bag or small rubber ball to serve as the buck.

Players form a circle and the "buck" is tossed from player to player. The person catching the "buck" must begin to tell a story—something made up on the spot. The player holding the buck tosses it to another player, who must catch it and continue the story. The story can take any form, as long as there is an attempt to connect it to the last player's contribution. Players must not break

the flow of the story, no matter how fast the buck is passed. A player who has the buck must speak, if only a few words, and then he can toss it to another player.

## Activity: Money Clip

**Materials:** 1 large paper clip, 2 coins of the same denomination.



Glue the three pieces together as in the picture. Give the clip to a friend as a gift. Perhaps put a dollar in it, if he is a good friend!

## Project: Penny Bath

Would you like all your pennies to look shiny and new? Give them an overnight bath!

Put ½ cup of distilled vinegar and 1 teaspoon of salt in a glass, and stir until the salt dissolves. Add 8 to 10 tarnished pennies and leave them in the solution overnight. The next morning the pennies will shine. Do you know why? The vinegar and salt chemically combine to become a cleaning solution for copper.

## Activity: Making Change

**Materials:** a large assortment of coins.

Learning to count coins and to accurately make change takes practice.

First, using an assortment of U.S. coins, choose the correct coins to make purchases of the following amounts. (There may be more than one way to arrange the coins correctly.)

59 cents	29 cents	15 cents
60 cents	50 cents	35 cents

Next, if you gave a sales clerk one dollar for the following purchases, how much change would you receive?

99 cents	25 cents	50 cents
79 cents	33 cents	62 cents

### TRICK QUESTION

If you had 3 quarters, 4 dimes, and 4 pennies, what would you have besides \$1.19?

Answer: The largest amount of coins you could hold without being able to make change for a dollar.

## Audience Participation: The Frog's Dilemma

Divide the audience into four groups. Assign each group a part to perform when these designated words are read in the story. Practice before the performance.

**FROG:** "Ribbet, ribbet!"

**CAR:** "Beep, beep!"

**LOAN:** "Gimme money!"

**BANK:** “Ka-ching, ka-ching!”

Once there was a little FROG with a big problem. His CAR had broken down. Try as he might, he couldn't fix it, so he went to the BANK to get a LOAN to buy a new CAR. He walked up to the LOAN officer of the BANK, Mrs. Paddywhack, and said, “I'd like to borrow some money to buy a new CAR.”

Mrs. Paddywhack said, “The BANK can't give you a LOAN for a new CAR just like that, Mr. FROG! Do you have something of value to use as collateral against the LOAN?”

The FROG said, “The only thing of value I have is this little FROGGY pin that my dear departed mother gave me.”

Mrs. Paddywhack, the LOAN officer, told the FROG that she would need to go to the BANK manager and ask him to approve the pin as collateral to LOAN money for the new CAR. Then she left to find the BANK manager.

After hearing about the FROG's need for a new CAR, the BANK manager looked the LOAN officer straight in the eye and said, “It's a knickknack, Paddywhack. Give the FROG a LOAN!”

## Skits

### THE LOST QUARTER

**Personnel:** 5 or more Cub Scouts.

**Scene:** Cub Scout #1 acts as a lamppost, shining a flashlight on the ground. Another, #2, is groping around in the pool of light. #3 enters and sees #2.

**Cub #3:** What are you looking for?

**Cub #2:** A quarter that I lost.

Cub Scout #3 helps #2 to search. A fourth and fifth Cub Scout enter and repeat the above scene. Then #4 asks #2:

**Cub #4:** Where did you lose the quarter?

**Cub #2** (pointing far away): Over there.

**Cub #4** (looking surprised): Then why are you looking here?

**Cub #2:** Because the light is better over here!

### THE TRADE

**Materials:** 5 different toys (e.g., small boat, small truck, small teddy bear, small book, ball).

**Personnel:** 5 participants and a den chief. When the scene opens, each participant is playing with a toy.

**Den chief:** Long ago, before there was any money, everyone traded or bartered the things they didn't need for the things they wanted.

**Boy #1 (with boat):** Hey, want to trade me for that truck?

**Boy #2 (with truck):** No way! But I might trade for a book.

Boy #1 goes to find #3, who has a book.

**Boy #1:** Hey, want to trade that book for a boat?

**Boy #3 (with book):** No way! But I might trade for a bear.

Boy #1 goes to find #4, who has a bear.

**Boy #1:** Hey, want to trade that bear for a boat?

**Boy #4 (with bear):** No way! But I might trade for a ball.

Boy #1 goes to find #5, who has a ball.

**Boy #1:** Hey, want to trade that ball for a boat?

**Boy #5 (with ball):** Sure! I always wanted a boat.

Boy #1 leaves the boat, takes the ball, and returns to #4.

**Boy #1 (now with ball):** Hey, want to trade that bear for a ball?

**Boy #4 (with bear):** Sure! I always wanted a ball.

Boy #1 leaves the ball, takes the bear, and returns to Boy #3.

**Boy #1 (now with bear):** Hey, want to trade that book for a bear?

**Boy #3 (with book):** Sure! I always wanted a bear.

Boy #1 leaves the bear, takes the book, and returns to Boy #2.

**Boy #1 (now with book):** Hey, I've got a book. Want to trade for the truck?

**Boy #2 (with truck):** No, but have you got a boat?

Boy #1 runs off, screaming for his boat.

“NO SKIT” SKIT

**Personnel:** Any number of Cub Scouts can perform this skit.

Cub Scout #1 enters, crying. Cub Scout #2 enters and asks #1:

**Cub #1:** What's wrong?

Cub Scout #1 whispers in the ear of #2, who then starts crying too.

Cub #3 enters and asks #2:

**Cub #3:** What's wrong?

Cub Scout #2 whispers in #3's ear, and he starts crying. Repeat until all but one Cub Scout is on stage. The last Cub Scout enters, and asks the next-to-last one:

**Last Cub:** What's wrong?

Next-to-Last Cub whispers in Last Cub's ear.

**Last Cub:** What?

Next-to-Last Cub whispers in his ear again.

**Last Cub:** What?

**All the Cubs:** We don't have a skit!



# OCTOBER ROUNDTABLE

## NOVEMBER 2014 PACK RESOURCE SHEET

### CORE VALUE: CITIZENSHIP /

### THEME: GIVE GOODWILL



## THE CORE VALUE HIGHLIGHTED THIS MONTH

### CITIZENSHIP

Citizenship is contributing service and showing responsibility to local, state, and national communities.

#### WHY "GIVES GOODWILL" FOR CITIZENSHIP?

Cub Scouts learn about the true spirit of Scouting this month as they perform an act of goodwill by being good citizens, providing services for someone in need as the weather starts to turn cold. By helping fellow citizens in our local community, we remember the Law of the Pack and what it means when we say, "Give goodwill."

SCOUT LAW EQUIVALENT TO CITIZENSHIP IS "HELPFUL."  
A Scout cares about other people. He willingly volunteers to help without expecting payment or reward.

## Pre-opening Activity: Gives Goodwill

**Materials:** sheets of paper with "Gives Goodwill" written across the top; stickers to give participants as they arrive so they can find their teammates.

Separate participants into teams by giving each a sticker. They are to find their teammates by looking for those with the same sticker. Also, give each person one of the "Gives Goodwill" sheets, and tell them to see how many words their team can create from those letters. Give a prize to the team that finds the most words.

**Alternate:** Use several phrases, such as "Helping Hands," "Faith, Hope, and Charity," "The Golden Rule," "Follows, Helps, Gives," etc. Each team gets a different phrase. Participants find others with the same phrase on their page to make teams. They can only create words that come from that phrase.

## Opening Ceremonies

### WHAT IT MEANS TO BE A CUB SCOUT

**Personnel:** 8 Cub Scouts hold cards spelling out "CUB SCOUT." They read the lines written on the back of the cards in large print.

- Cub #1:** C - is for Cheerful Cub Scouts. Giving Goodwill means we are cheerful as we work and play.
- Cub #2:** U - is for useful Cub Scouts. Giving Goodwill means we help our family, our teachers, and our Scouting leaders.
- Cub #3:** B - is for busy. Giving Goodwill means we are busy helping other people enjoy the holiday season.
- Cub #4:** S - is for serving. Giving Goodwill means we give service with a smile and help the needy.
- Cub #5:** C - is for courteous. Giving Goodwill means we are courteous. If we are courteous, other people will be courteous too.

**Cub #6:** O - is for orderly. Giving Goodwill means we keep our rooms and belongings orderly, which helps our family in this busy season.

**Cub #7:** U - is for understanding. Giving Goodwill means we remember to keep secrets, and understand when our parents are tired or busy.

**Cub #8:** T - is for thankful. Giving Goodwill means we are thankful for our home, church, school, and for our family and friends.

### BUILDING A BETTER WORLD

**Personnel:** A den leader and 11 Cub Scouts. Each boy holds a card with a letter on the front and his line on the back in large print. Each speaker holds up his letter as he says his line. The final line is delivered by all of them.

**Cub #1:** B for BROTHERHOOD, boosting for each other's good.

**Cub #2:** E for EVERY LAND, sharing in earth's riches everywhere.

**Cub #3:** T for TRUSTFULNESS, trusting more and fearing less.

**Cub #4:** T for TEAMWORK, joining hands to pull things together.

**Cub #5:** E for EQUAL CHANCE for each nation to advance.

**Cub #6:** R for REAL RESPECT for races, creeds, or sects.

**Cub #7:** W for WILL TO WORK for peace with faith and skill.

**Cub #8:** O for OPPORTUNITY to keep our speech and action free.

**Cub #9:** R for REVERENCE for a guiding providence.

**Cub #10:** L for LOVE TO SPREAD AROUND when need and bitterness are found.

**Cub #11:** D for DIGNITY of man devoted to a better plan.

All hold up their letters.

**Den leader:** There you have it. That is how you build ...

**Cub Scouts (all together):** A BETTER WORLD.

## Prayers

We come together in the spirit of brothers and sisters, each charged with taking care of one another. God, give us what we need to serve each other to the best of our ability. **Amen.**

Thank you, Lord, for all you have given us. Help us to notice people who need our help. Help us to do our best in helping children who are alone, and our parents and teachers when they need a hand. **Amen.**

## Songs

“WHEN YOU’RE HELPING AND YOU KNOW IT”

Tune: “If You’re Happy and You Know It”

If help is needed and you know it,  
Lend a hand.  
When you’re giving and you show it  
Things are grand.  
If you’re helping and you’re giving,  
Then you help make life worth living.  
Keep on helping, keep on giving,  
Take a stand.

“GIVING TIME”

Tune: “Jingle Bells” chorus

Giving time, sharing time,  
Fun for everyone.  
Scouters know that any time  
Is the time for deeds well done.  
Giving time, sharing time,  
Let us all take part.  
Join with Cub Scouts all around,  
And give gifts from the heart.

“CARING”

Tune: “Dashing Through the Snow”

Show caring to your neighbors.  
Give friends a helping hand.  
Always think kind thoughts.  
Let your words be kind.  
Caring for folks you know  
Is the best way to show  
That you love God and all of mankind.

## Cheer or Applause

“Do a Good Turn” **Cheer #1:** Everyone stand up, turn around, and sit back down.

“Do a Good Turn” **Cheer #2:** Have the group stand up to applaud. They clap once, and then make a quarter turn and clap again. They repeat this three times in the same direction, so everyone comes full circle.

“It’s a Snap!” **Cheer:** Snap your fingers once after the first and second line, and then wildly snap your fingers after the third line.

“Giving Goodwill. It’s a snap!” (Single snap.)

“Helping others. It’s a snap!” (Single snap.)

“Do Your Best to give goodwill and help others!”  
(Wild snapping.)

## Advancement Ceremony: Goodwill Enlightens the World

**Materials:** Place a world globe on a table. Place candles around the globe, one for each rank to be given out.

Dim the room lights. The assistant Cubmaster holds a lighted candle.

**Cubmaster:** We read in the newspaper every day about wars. Television shows us daily pictures of bombings and destruction in many parts of the world. This is a dark picture, and not what any of us wants for our children and ourselves.

**Assistant CM:** Scouting is one of the things that helps to bring people together because its ideals and goals are the same everywhere. We tend to think of Cub Scouting as just our pack and our den. But there are Cub Scouts like us in countries around the world. I am holding a candle that represents the spirit of Cub Scouting. As we present our advancement awards tonight, I will light a candle next to the globe for each rank (or award).

**Cubmaster:** We have some boys who have passed the requirements for the rank of Bobcat. Will [call the names of the Scouts receiving awards] and their parents please come forward?

Present badges to the parents to pin on their sons’ uniforms, and parent pins for the sons to give to their parents. Light the Bobcat candle and lead a CHEER. Then repeat the Cubmaster’s line and follow the same procedure for each rank, leading a CHEER each time.

**Cubmaster (after all awards have been received):** Notice how the darkness surrounding the world has gone away as the light of the Cub Scout spirit has spread around the globe. If we all continue to work on our achievements and have our Cub Scouts give goodwill by keeping the Cub Scout Promise, we can keep the light bright and help our world to be a better place for everyone.

## Cubmaster Minutes

### GOOD TURN

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

### MORE THAN 4 MILLION

So we end this evening of celebrating Gives Goodwill. But before we go, let us take in this thought: Today in our country, there are more than 4.5 million youth and adults in Scouting. That’s a good thing to know—a good thing to think about when we start wondering about the future. Four and a half million keeping promises to “Do My Best,” to “Help Other People,” and to “Respect God and Country.” Four and a half million following Baden-Powell’s admonition: “Try to leave this world a little better than you found it.”

These 4.5 million can make the difference in tomorrow. By living up to their promises, they will Give Goodwill. These 4.5 million will make a big difference in the future of this country and in the future of the world around us.

## Closing Ceremonies

### GOODWILL

**Personnel:** 8 Cub Scouts, each carrying a sign with one of the letters on front and their lines written in large print on the back.

**Cub #1:** G - Good Cub Scouts are friends to all,

**Cub #2:** O - On their honor to obey the Pack Law.

**Cub #3:** O - Once they spread goodwill all around,

**Cub #4:** D - Doubled friendships will surely be found.

**Cub #5:** W - Working together to make the world better.

**Cub #6:** I - Including as friends—boys from each faith  
and race,

**Cub #7:** L - Leaving behind them a path of good cheer.

**Cub #8:** L - Let’s all practice it now and all through the year.

**“DO MORE” CLOSING**

**Materials:** a candle lit by the leader.

- Cub #1:** This candle represents the spirit of Cub Scouting the world over. It burns today to show the friendship and fun we share.
- Cub #2:** But there is more that we can do to spread seeds of kindness. Listen:
- Cub #3:** Do more than belong. Participate.
- Cub #4:** Do more than care. Help.
- Cub #5:** Do more than believe. Practice.
- Cub #6:** Do more than be fair. Be kind.
- Cub #7:** Do more than forgive. Forget.
- Cub #8:** Do more than dream. Work.
- Cub #9:** Do more than teach. Inspire.
- Cub #10:** Do more than live. Grow.
- Cub #11:** Do more than be friendly. Be a friend.
- Cub #12:** Do more than give. Serve.

**Games**

**GIVE GOODWILL**

**Materials:** You will need a small box wrapped in 10 or more layers of wrapping paper (or tissue paper or newspaper). On each layer, write the word GOODWILL. You will also need a source of music. The players sit or stand on the floor in a circle with one player holding the box, ready to give GOODWILL.

When the leader starts the music, the players keep giving GOODWILL by passing the box around the circle as quickly as possible. When the music stops, the player holding it unwraps one layer of paper. Continue in this way until the box has been completely unwrapped. If desired, you may place a small “prize” in the box for the fortunate player who removes the last layer of wrap.

**GIVING GOODWILL**

**Materials:** cards with the statements below written on them; masking tape; buttons to represent seeds.

Use the masking tape to make squares on the floor. Tape the cards in appropriate squares. Mark a tossing line about 2 feet from the squares.

7 Helped with program at nursing home.	8 Raked leaves for elderly.	9 Collected winter clothing for shelter.
4 Collected food for food bank.	5 Read story to a pre-schooler.	6 Delivered cookies to a neighbor.
1 Opened the door for someone.	2 Shared a snack.	3 Made a card for your leader.

\_\_\_\_\_  
(Tossing line)

One boy at a time stands at the tossing line. Give him nine buttons (or other tokens) to toss. Have him toss his first “seed” onto the grid. If the seed lands inside a square, he attempts to toss his second seed into another square. Continue until he has tossed all nine seeds.

Winner is the highest scorer. Points are given each time a seed lands in a box. Box #1 scores one point, Box #2 scores two points, etc. Discuss how the actions in the game statements can “Give Goodwill.”

**DELIVERING GOODWILL**

**Materials:** large inflated balloons (make sure to have balloons on hand, also inflated).

Divide participants into teams of three to five players. Two teams race at a time. Players in each team line up side by side and spread their arms to both sides; players on the inside of the line should be holding inflated balloons between them. Tell them that the balloons represent goodwill that must be delivered with speed and care. Teams race from one end of the room to the other without dropping any of the balloons. If they drop a balloon, they must pick it up before continuing.

If space permits, challenge participants to form larger teams.

**Activity: Goodwill Sock**

**Materials:** 1 light-colored sock; 1 set of canning-jar caps (ring and lid); thick cardboard the size of the canning lid; string; permanent fabric markers; decorating materials (felt scraps, craft foam scraps, pom-poms, etc.); scissors; a low-temperature glue gun.

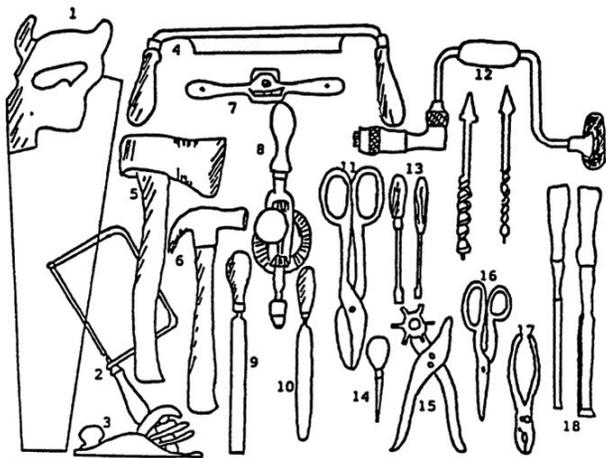


Decorate the sock using the markers and decorating materials. Trace the lid on the cardboard (and save the lid for another project). Cut out the traced circle, making a slit in the center for money and two small holes for the string. Attach the string to the circle. Holding the canning ring upside down, put the sock through the hole of the ring. Fold the top of the sock over the ring. Put a small amount of glue on the edge of the circle and slip it into the ring. It should fit snugly.

A Cub Scout makes an agreement with his parents for a job and payment. He puts the money he earns into the Goodwill Sock. He also encourages his family members to put money in the sock. Pool the money as a den, adding it to the pack’s contribution to the World Friendship Fund or toward a Goodwill (or Good Turn) project.

## Project: Tool Identification

Pictured below are some of the basic tools Scouts may use when working with wood, leather, or tin. See how many you can name.



- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_
- 13) \_\_\_\_\_
- 14) \_\_\_\_\_
- 15) \_\_\_\_\_
- 16) \_\_\_\_\_
- 17) \_\_\_\_\_
- 18) \_\_\_\_\_

### ANSWERS

- |                |                     |                            |
|----------------|---------------------|----------------------------|
| 1. Saw         | 7. Spokeshave       | 13. Screwdrivers           |
| 2. Coping Saw  | 8. Hand Drill       | 14. Awl                    |
| 3. Plane       | 9. File             | 15. Leather Punch          |
| 4. Drawknife   | 10. Half-round File | 16. Shears                 |
| 5. Hand Ax     | 11. Tin Snips       | 17. Pliers<br>(slip-joint) |
| 6. Claw Hammer | 12. Brace and Bits  | 18. Chisels                |

## Audience Participation: Helping Others

Divide the audience into six groups. Assign each group a part to perform when these designated words are read in the story. Practice before the performance.

**LIGHTS:** "Blink, blink, blink."

**CUB SCOUT:** "Do your best."

**HELPING OTHER PEOPLE:** "Warm fuzzy."

**PACK:** Yell the pack number.

**OLD LADY:** "No, I don't want to go."

**TREE:** "Ahhhhhhhhh."

Once upon a time in a CUB SCOUT PACK, a CUB SCOUT was learning about HELPING OTHER PEOPLE. The CUB SCOUT wanted to help an OLD LADY across the street. But the OLD LADY did not want the CUB SCOUT to help her. The OLD LADY did not care that the CUB SCOUT had been learning about HELPING OTHER PEOPLE or that the CUB SCOUT and his PACK had set out to do good deeds. The OLD LADY just wanted to get a TREE.

But the CUB SCOUT and his PACK were learning about HELPING OTHER PEOPLE, and really wanted to HELP OTHER PEOPLE and so the CUB SCOUT helped the OLD LADY across the street. The OLD LADY thought, "What kind of a PACK is this?" The OLD LADY just wanted her TREE and pretty LIGHTS. The CUB SCOUT said, "Nice OLD LADY, my CUB SCOUT PACK and I are learning about HELPING OTHER PEOPLE. I'll help you get your TREE and put your pretty LIGHTS on, if you will just let me learn about HELPING OTHER PEOPLE by getting you across this busy street." The OLD LADY sighed and smiled, and said, "Thank you."

## Skit: Good Turns

**Materials:** cutout of a steering wheel or other steering-wheel prop; piece of trash; can of food; stocking cap.

**Personnel:** 4 Cub Scouts and 1 den leader.

Cub Scout #1 steers toward Cub Scout #2, picks up a piece of trash, and hands the wheel to #2. (Note: Be sure each Cub Scout makes several turns while driving to the next Cub Scout.)

**Cub #2:** Thank you. (Steers toward #3, gives him a can of food, and hands the wheel to him.)

**Cub #3:** Thanks! (Steers toward #4, gives him a stocking cap, and hands the wheel to him.)

**Cub #4 (putting on the cap):** That's better. Thanks.

**Den leader:** What's going on here?

**All Cub Scouts:** We are doing good turns!



# NOVEMBER ROUNDTABLE

## DECEMBER 2014 PACK RESOURCE SHEET

### CORE VALUE: RESPECT /

### THEME: STARS AND STRIPES



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### RESPECT

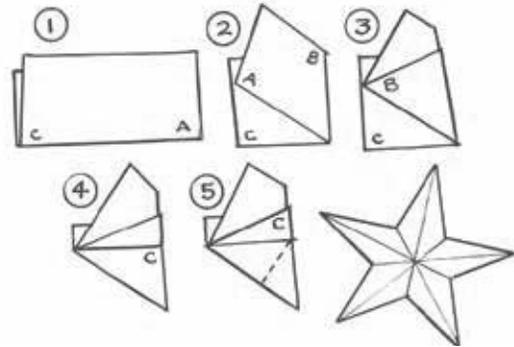
Respect is showing regard for the worth of something or someone.

#### WHY "STARS AND STRIPES" FOR RESPECT?

The flag of our country is more than a something. The flag is a symbol of our living country and itself is considered a living thing. When you show respect for the flag, you are showing respect for all it represents.

SCOUT LAW EQUIVALENTS TO RESPECT ARE "COURTEOUS" AND "OBEDIENT."

A Scout is polite to everyone regardless of age or position. He knows that using good manners makes it easier for people to get along. A Scout follows the rules of his family, school, and troop. He obeys the laws of his community and country. If he thinks these rules and laws are unfair, he tries to have them changed in an orderly manner rather than disobeying them.



- Step #1: Fold the paper vertically and horizontally into 4-inch squares as shown.
- Step #2: Fold corner A and crease.
- Step #3: Fold corner B to touch corner A, and crease.
- Step #4: Fold corner C over the other folds, and crease.
- Step #5: With scissors, snip across the folds on dotted line, as shown.
- Step #6: Unfold the small triangle, and you have a five-pointed star.

## Pre-opening Activities

### NAME THAT PRESIDENT

**Materials:** index cards with either the first name or the last name of a United States president written on each one; tape.

As each participant enters, tape an index card to his or her back. The object of the game is learn which president you are by asking one "yes" or "no" question of each player. Use this opportunity to introduce yourselves. When you have figured out who you are, complete your president's name.

### FIVE-POINTED STARS IN ONE SNIP

**Materials:** 8½" x 10" (not 11") pieces of paper; scissors.

**Background:** George Washington's original pencil sketch for our country's flag indicated six-pointed stars, a form he apparently preferred. Betsy Ross, however, recommended a five-pointed star. When the committee protested that it was too difficult to make, she took a piece of paper, folded it deftly, and with a single snip of her scissors, produced a symmetrical five-pointed star. This seeming feat of magic so impressed her audience that they readily agreed to her suggestion.

To you, we pass along the secret: Take a piece of paper, 8½" x 10" (or an exact multiple), fold it as indicated, and cut a perfect five-pointed star. For more detailed instructions, visit <http://www.ushistory.org/betsy/flagstar.html>.

## Opening Ceremonies

### IT'S JUST A PIECE OF CLOTH

Post a United States flag in the front of the room. Dim the lights and place a spotlight on the flag. If possible, have a fan blowing on it, causing it to flutter. Then ask one or several Cub Scouts to solemnly read aloud the following poem:

*It's just a piece of cloth, that's all it is.*

*Just a piece of cloth.*

*But when a little breeze comes along, it stirs and comes to life.*

*It flutters and snaps in the wind, all red and white and blue.*

*Then you realize that no other piece of cloth could be like it.*

*It has your whole life wrapped up in it ...*

*The meals you eat, the time you spend with your family.*

*The things you learn at school.*

*The strange and wonderful thoughts you get at church.*

*Those stars on it: They make you feel just as free as the stars in the wide, deep night.*

*And the stripes; they are the bars of blood to any dictator that would try to change this way of life.*

*Just a piece of cloth, that's all it is.*

*Until you put your soul into it, and give it meaning.*

*Then it is the symbol of liberty and decency and fair dealing for everyone.*

*It is just a piece of cloth, until we breathe life into it.*

Until we make it stand for everything we believe in, and  
refuse to live without it.

#### PATRIOTIC OPENING

**Set Up:** In this ceremony, 4 Cub Scouts take part. As it begins, the room is in complete darkness except for a spotlight on the flag with color guards on one side of the room. Three colored candles—red, white, and blue—are on the table.

**Cub #1 (lights red candle):** The red of my flag is the life-blood of brave men, ready to die or worthily live, for this, our country.

**Cub #2 (lights white candle):** The white of my flag is for purity, cleanness of purpose, thought, word, and deed.

**Cub #3 (lights blue candle):** The blue of my flag is for truth and justice, like the eternal blue of star-filled heavens.

**Cub #4 (as all salute the flag):** This is my flag—the flag of America, home of liberty, land of opportunity, where men of all races and creeds live in friendship and peace together. Let us all now salute it, and say the Pledge of Allegiance.

**Cubmaster:** TWO! Lights! Thanks, Cub Scouts. (Leads cheer and begins meeting agenda.)

#### FLAG RECIPE

**Materials:** Large pot; big spoon; American flag; small, white paper stars; 1 cup red crepe paper bits; 1 cup blue crepe paper bits; 1 cup white crepe paper bits.

Six Cub Scouts form a semi-circle around the pot. American flag is folded and hidden in the pot. Each Cub Scout holds one of the ingredients, which he adds at the right time.

**Cub #1:** We are going to fix for you a treat that is really grand, and make for you a recipe ... the greatest in the land.

**Cub #2:** First we'll put in a heaping cup of red for courage true (adds red paper to pot).

**Cub #3:** And then, for loyalty, we will add a dash of heavenly blue (adds blue paper to pot).

**Cub #4:** For purity, we will now sift in a layer of snowy white (adds white paper to pot).

**Cub #5:** We will sprinkle in a pinch of stars to make it come out right (adds stars to pot).

**Cub #6:** We will stir and stir, and then you will see, that what we made is ... (stirring with spoon)

**All:** Old Glory! (They pull out the flag from the pot.)

**Cubmaster:** Please stand now as we sing "You're a Grand Old Flag." Then remain standing as we say the Pledge of Allegiance.

**Assistant Cubmaster (after the Pledge of Allegiance):**  
Let us pray.

#### Prayers

Ask the audience to prepare themselves for prayer, as is their custom.

We thank you for our flag and for those who serve and protect it. **Amen.**

This is our country. We pray to be strong in our beliefs, and support we our freedom, established and maintained by our Constitution. May the symbols of our country continue to inspire and encourage respect and freedom for all. **Amen.**

## Song: "God Bless America"

Irving Berlin, Original: 1918; Revised: 1938

#### Spoken Introduction

While the storm clouds gather far across the sea,  
Let us swear allegiance to a land that's free,  
Let us all be grateful for a land so fair,  
As we raise our voices in a solemn prayer.

#### Everybody Sing

God bless America, land that I love.  
Stand beside her, and guide her  
Through the night with a light from above.  
From the mountains, to the prairies,  
To the oceans white with foam  
God bless America, my home sweet home.  
God bless America, my home sweet home.

The unofficial national anthem of the United States was composed by an immigrant who left his home in Siberia for the USA when he was only 5 years old. The original version of "God Bless America" was written by Irving Berlin (1888-1989) during the summer of 1918 at Camp Upton, located in Yaphank, Long Island, for his Ziegfeld-style revue, *Yip, Yip, Yaphank*. "Make her victorious on land and foam, God bless America..." ran the original lyrics.

However, Irving decided that the solemn tone of "God Bless America" was somewhat out of keeping with the more comedic elements of the show, so the song was laid aside. In the fall of 1938, as war was again threatening Europe, he decided to write a "peace" song. He recalled his lyrics of "God Bless America" from 20 years earlier, then made some alterations to reflect the different state of the world. Singer Kate Smith introduced the revised "God Bless America" during her radio broadcast on Armistice (now Veterans) Day, 1938. The song was an immediate sensation; the sheet music was in great demand.

What an amazing song! Isn't it wonderful that we have been so lucky to be connected with people who are able to put to words our deepest thoughts and emotions? Irving Berlin was truly inspired. Close your eyes and listen to his message. Does it not touch your soul? Can't you just see crashing waves and the majesty of the mountains? All of the beautiful people working every day, alive and free because of the dream of our beloved Founding Fathers?

As this song is being broadcast throughout the world on various occasions, there is an incredible, overwhelming desire to jump up and sing with all the energy of the soul—knowing that if we did, the choirs of Heaven would be singing right along with us! Our people love our country, our Lord loves our country, and as long as we continue to fight for our gift of love and freedom, we will continue to enjoy the blessings of this, our sacred nation.

In 1940 Irving Berlin established the God Bless America Foundation, with all royalties from its performance earned by either Berlin or Miss Smith going to the **Boy and Girl Scouts of America**. That arrangement exists to this day. These organizations were chosen, to quote the contract, because "the completely nonsectarian work of the **Boy Scouts and Girl Scouts** is calculated to best promote unity of mind and patriotism, two sentiments that are inherent in the song itself."

#### OTHER GREAT FLAG OR PATRIOTIC SONGS

"You're a Grand Old Flag"

"America the Beautiful"

"This Land is Your Land"

"My Country 'Tis of Thee"

## Cheers

**Fireworks Cheer:** Make a fist and raise it up in front of you and over your head. Then open your fist and let your fingers flutter as your hand goes downward and you say, “Ooooh, ahhhh.”

**America Cheer:** Spell A-M-E-R-I-C-A three times. Then yell, “Cub Scouts,” and then, “Cub Scouts, USA!”

**Constitution (Shout):** “We the people, APPROVE!”

**Liberty Bell Cheer:** Divide the group into two parts: the Dings and the Dongs. Alternate yelling (three times or more), “Ding—Dong—Ding—Dong—Ding—Dong!” Then all yell, “Let freedom ring!”

## Advancement Ceremonies

### THE SALUTE

**Materials:** awards to be given out.

**Cubmaster:** Tonight as we celebrate respect for our flag, we also want to express respect for the Cub Scouts who have worked so hard to achieve these awards. The flag code tells us that the flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything. So we will show respect for our flag by not using it in any of those manners.

A salute can be used not only to show respect to the flag but to a person as well. As I call their names, will the Cub Scouts and their parents or guardians please come forward? (Have each Cub Scout line up with his parent/guardian behind him.) Cub Scouts, you have worked hard to receive [name the award]. You have worked hard and have done your best. Let me be the first to salute you and shake your hand. (Cubmaster salutes each Cub Scout and gives each one a handshake before handing him his award.)

Friends, I ask that each of you stand and salute with me all of our Cub Scouts who received awards this evening. (Then lead a patriotic cheer for each group of awards.)

### UNCLE SAM WANTS YOU!

**Materials:** Uncle Sam costume (hat, white mustache, and name tag should be sufficient).

**Cubmaster:** Ladies and gentlemen, tonight, it gives me great pleasure to acknowledge the efforts of some of our youngest Americans. Uncle Sam wants YOU (in a booming voice, pointing index finger at the audience and calling the names of new Bobcats) to come forward and receive your Bobcat badges. Uncle Sam wants your parents to come forward too.

*After the boys and their parents/guardians come forward:*

Boys, please show that you are ready to become Bobcats by joining me in the Cub Scout Promise. (Lead in the Promise.) Fine. I am proud of your efforts and pleased to present your Bobcat badges. (Cubmaster presents the badges to the parents to pin on their sons' shirts.)

*He then leads a cheer and continues:*

And now Uncle Sam wants YOU (pointing index finger at the audience and calling the names of new Tigers) to come forward with your parents. I am very glad that you have completed the 5 achievements to earn your Tiger badge(s). I know your parents have helped a lot, so I will give them the honor of pinning on your new badge. (Cubmaster presents the badges to the parents to pin on their sons' shirts.)

*Cubmaster leads another cheer. Then he continues in the same fashion for Wolf badges, Bear badges, Arrow Points, Activity Awards, and Webelos badges—and leads a cheer after each.*

**Cubmaster (after all awards are presented):** All of you Cub

Scouts do your country great honor by your dedication to the Cub Scout Promise and the Law of the Pack. And now, I want YOU—all of YOU—to enjoy the rest of the meeting. (Leads one final cheer.)

## Cubmaster Minutes

### RESPECT FOR OUR FLAG

The flag code tells us that “the flag represents a living country and is itself considered a living thing.” It also states that “no disrespect should be shown to the flag of the United States of America.” Scouts, others look to you for your leadership, especially regarding how to show respect to the flag. They look to you because you are a Cub Scout. Be proud and show our flag the respect it deserves.

### FREEDOM

We shouldn't take our freedom for granted. Our right of free speech, to worship as we choose, and to enjoy the freedom we have as Americans. But our freedom is often taken for granted. There was a time in history when man could only hope for these freedoms. And now they have become reality. Our freedom is a result of the courage and sacrifice of thousands of our forefathers. Let us remember what it cost these men to provide our freedoms today, and let us help our land continue to be free for those citizens of tomorrow.

## Closing Ceremonies

### 13 FOLDS

**Materials:** 13 index cards with the text below written on them for each fold of the flag. (The Cub Scouts reading the cards should wait for the fold to be completed before reading. The Cub Scouts folding the flag should wait until the reading for the previous fold has been completed before making the next fold.)

1. In honor of the 13 original colonies and our forefathers who founded this great nation, we salute you.
2. To the men who died in the War for Independence, we salute you.
3. To those men who fell in the War of 1812, to preserve our freedom, we salute you.
4. To the brave soldiers on both sides, the North and the South, in the Civil War, we salute you.
5. To those who shed their blood in the name of hope and freedom in World War I, The Great War, we salute you.
6. For our fathers and grandfathers who died in the terrible battles of World War II—Pearl Harbor, Anzio, Midway, The Bulge, Iwo Jima, Guadalcanal, Normandy, and Berlin—we salute you.
7. To the men of the First Marine Division, who, in a rear guard action at the Chosin Reservoir in Korea, saved their battalion and the lives of their brother Marines, we salute you.
8. For the brave men and women of our armed forces who died on the fields of fire in Vietnam and whose names will live on forever on that hallowed wall, we salute you.
9. For the brave men and women of today's armed forces who sacrifice their time, talents, and sometimes their lives to protect us and to prevent terrorism, we salute you.
10. For the Boy Scouts of America and all the Scouts who have gone before us, we salute you.
11. To God, our parents, and our families who we love and respect, we salute you.
12. To the men and women of our armed forces, the Arsenal of Democracy and the Hammer of Freedom, we salute you.

13. And last, to freedom, because without freedom there is no honor, and without honor we are not Americans. On this we vow that as long as this flag flies, we salute you.

#### MEANING OF OUR FLAG

**Materials:** 1 United States flag; 1 piece each of red, white, and blue paper; 1 star (may be cut from white paper).

**Personnel:** 5 Cub Scouts, each of them holding one of the items listed above. If possible, their lines should be written on or near the item in large print.

**Leader:** Today, as we leave, let's all keep in mind our flag and the meaning we find therein.

**Cub #1:** The red is for the blood of Americans true, who gladly would give up their lives for you.

**Cub #2:** The white is for purity, in both thought and deed, a rule of conduct we all should well heed.

**Cub #3:** The blue is for justice—for all, not for one—a tenet fought for and so dearly won.

**Cub #4:** The star is a symbol of God's guiding hand, over the union and this mighty land.

**Cub #5:** There isn't a one among us our flag won't protect; don't you think we could show it greater respect?

### Games

#### MINUTE MAN RUN

No materials needed.

Have all but one of the players stand in a circle holding hands. The one player is "it," and walks around the circle, tapping each pair of clasped hands as he says this rhyme: "Red, white, blue. Out goes you!" The pair whose hands are tapped on the word "you" drop hands and race around the circle in opposite directions. "It" takes one of the two emptied positions while the two runners race to get back to the other emptied spot. The last one to get back becomes "it" for the next round.

#### RESPECT

**Materials:** paper and pencil.

Ask each Cub Scout to see how many words he can make from the letters in the word RESPECT. Then ask each of them to write down how they can show respect in their everyday lives.

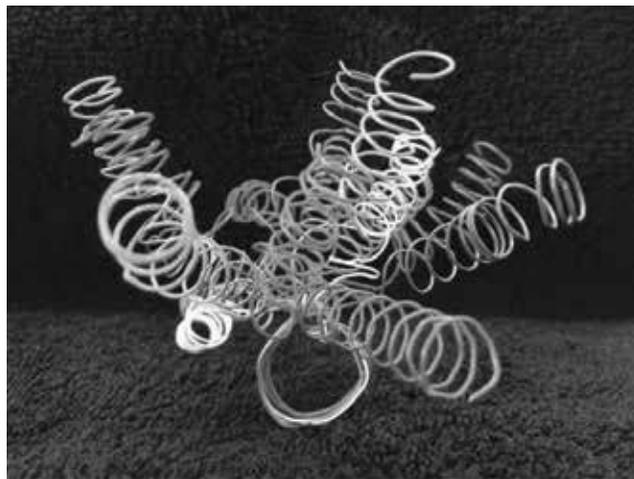
#### UNCLE SAM GAME

**Materials:** 4 to 5 different colored flags (each boy needs a flag, or a strip of cloth).

One player is "Uncle Sam," and he stands in the middle of the playing area. All the other players stand at one end, chanting, "Uncle Sam, Uncle Sam, may we cross to your great land?" He answers, "Yes, if you're wearing (name a color)." Players holding that color flag can pass to the other side without getting their flags pulled. On the signal "Go!" from Uncle Sam, the rest of the players try to run to the other side without their flags being pulled; tagged players become Uncle Sam's helpers. Then he calls out another color. Keep going until all the players have been tagged but one. This player is the new Uncle Sam for the next round.

### Activity: Firework Slide

**Materials:** 18 inches of doorbell wire (or other wire that has multiple wires inside—the more colors inside, the better).



Strip the wire apart so you now have a bunch of individual strands. Tie a square knot in the middle around either a dowel or a broomstick. Then curl the wires, using a pencil.

### Project: Star Neckerchief Slide

**Materials:** balsa wood stars; glitter; paint; glue; 3/4-inch plastic ring.

Paint the balsa wood stars and decorate them with glitter. Then glue them together, arranged as desired, and attach the finished slide to the plastic ring.

### Audience Participation: Service to Country

Divide the audience into three groups. Assign each group to say the words below when their group name is spoken in the story. When the name CUB SCOUTS is read, the whole audience says, "Do your best!"

**ARMY RANGERS:** "None left behind!"

**NAVY SEALS:** "Ready to lead, ready to follow, never quit!"

**FORCE RECON MARINES:** "Swift, silent, deadly!"

In the United States of America, we have several different branches of the military, all prepared to defend our freedom. The most elite of those forces are trained to be Special Operations personnel who go on the most dangerous missions in foreign lands. These are the ARMY RANGERS, the NAVY SEALS, and FORCE RECON MARINES.

These men and women put themselves on short notice, often secretly in foreign lands, and take on very dangerous missions to protect our freedom. Each of these groups has a motto, just like the CUB SCOUTS, with our promise to do our duty to God and country. All the men and women who serve in the ARMY RANGERS, the NAVY SEALS, and FORCE RECON MARINES deliver on their promise and motto, just like you do as CUB SCOUTS.

One day, someone in this pack may choose to join the ARMY RANGERS, the NAVY SEALS, or the FORCE RECON MARINES. When they do, their learning from CUB SCOUTS will have prepared them to honor our flag, our freedom, and our country. But, for now, we give thanks and appreciation for those who help protect and defend our country, while we learn to be the best we can be as CUB SCOUTS.

## Skits

### WHAT ARE CUB SCOUTS MADE OF?

**Personnel:** 9 Cub Scouts of various ages and rank.

This may be performed as a reading or a skit. In skit form, the narrator should pause to let the Cub Scouts play their parts. You may vary the number of Cub Scouts by having more than one come in and say the line together.

**NARRATOR:** “Cub Scouts are made of 8, 9, and 10-year-old boys.” (Three Cub Scouts enter, one saying ‘I’m 8,’ one saying ‘I’m 9,’ and one saying ‘I’m 10.’)

“Some are solemn and some are wide-eyed. (Two Cub Scouts enter, one saying ‘I’m Solemn’ and one saying ‘I’m wide-eyed.’)

“Some are wiggly and giggly. (Two Cub Scouts enter, one saying ‘I’m wiggly’ and one saying ‘I’m giggly.’)

They come in two varieties, Cubs and Webelos. (Two Cub Scouts enter, one saying ‘I’m a Cub Scout’ and one saying ‘I’m a Webelos Scout.’)

Then all the Cub Scouts together perform the following actions as the narrator continues.

“Cub Scouts love to:

- Make noise (Grand Howl)
- compete (pair up to arm wrestle and leg wrestle)
- get awards (point proudly to their badges)
- sing silly songs (sing a verse of a favorite song)
- play games (do a crab race)
- make things (pantomime hammering and sawing)
- and just get together (huddle around each other).

“Cub Scouts dislike:

- People who forget the refreshments (make a crying face)
- being still (everyone wiggles)
- lining up (everyone tries to line up, but mostly just mills around)
- and being called sweet (make faces).

“Cub Scouts are fastest at:

- Voting for field trips (raise hands and shout, ‘Yay, yay!’)
- eating refreshments (pantomime stuffing refreshments into their mouths)
- and getting to the head of the line (all try to be the first in line).

“Cub Scouts are quietest:

- During a flag ceremony (all salute and repeat pledge)
- and waiting for the Cubby announcement.

“Cub Scouts are most important:

- While doing good deeds (hold up Scouting for Food bags)
- And doing community service (hold up a poster).

“Cub Scouts are the basic ingredients for two special things. Cub Scouts justify the time a volunteer leader gives, and Cub Scouts are what Boy Scouts are made of.”

### HOW DID YOU GET HERE?

**Personnel:** den chief; 4 or more Cub Scouts (any number of boys can participate by dividing the lines accordingly).

**Materials:** as indicated in skit.

The den chief introduces this skit by saying, “Transportation played a very important part in the settling of America.”

**Cub #1:** If the Pilgrims came over on the Mayflower, how did the Scouts get here?

**Cub #2:** I don’t know. How?

**Cub #1:** On handy crafts. (As he says this, a Cub Scout comes on stage with a sample of a handicraft project and a sign identifying it.)

**Cub #3:** If the Pilgrims came on the Mayflower and the Scouts came on handy crafts, how did the doctors get here?

**Cub #4:** I don’t know. How?

**Cub #3:** On blood vessels. (Cub Scout enters dressed as a doctor.)

**Cub #1:** How did the students get here?

**Cub #2:** On scholar ships. (Cub Scout enters carrying a load of books.)

**Cub #1:** How did all the ordinary people get here?

**Cub #4:** On citizen ships. (Cub Scout enters carrying a poster that says, “Don’t forget to vote.”)

**Cub #1:** I know how the barbers got here.

**Cub #2:** How?

**Cub #1:** On clipper ships. (Cub Scout enters dressed as a barber with a towel, razor, etc.)

**Cub #3:** How did all the movie stars get here?

**Cub #4:** On a show boat. (Cub Scout enters dressed well, wearing sun glasses.)

**Cub #2:** I’ll bet you can guess how all the hot heads got here. (Cub Scout runs on stage, shaking his fist and pretending to quarrel with everyone.)

**All:** On steam ships, of course. (They bow as the curtain closes.)

## Patriotic Word Search

**Materials:** pencils and the game below, printed on sheets of paper.

Find these these words in the puzzle below. Search up, down, across, backwards, and diagonally:

STARS	CARING	STRIPES
FLAG	RED	MILITARY
WHITE	HELPING	BLUE
HONOR	RESPECT	VALOR

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



# DECEMBER ROUNDTABLE

## JANUARY 2015 PACK RESOURCE SHEET

### CORE VALUE: POSITIVE ATTITUDE /

### THEME: YES, I CAN



## THE CORE VALUE HIGHLIGHTED THIS MONTH IS

### POSITIVE ATTITUDE

Being cheerful and setting our minds to look for and find the best in all situations.

#### WHY “YES, I CAN” FOR POSITIVE ATTITUDE?

It doesn't matter what you are doing—homework, Cub Scout advancement, or helping Mom set the table—doing your best with a “Yes, I Can” attitude will make the job more fun and less stressful.

SCOUT LAW EQUIVALENT TO POSITIVE ATTITUDE IS “CHEERFUL.”

A Scout looks for the bright side of life. He cheerfully does tasks that come his way. He tries to make others happy.

### Pre-opening Activity: Self Portraits

**Materials:** paper; pencils; crayons; markers; tape; a poster board for each group (den).

Assign each Cub Scout leader to a den by either a number or a picture on their name tag. Ask each leader to draw a picture of him or herself doing something they are proud they can do, and label the pictures with their names and activities. Have a poster board set up for each den to create a display titled “Yes, I Can!” (At a pack meeting, have a separate poster set up for siblings.)

During the ice breaker, ask each den to hold up their poster and comment on the things the den members can do. Have the roundtable (pack) give the “You're a winner” cheer for each den. Allow time at the end of the meeting for everyone (pack families) to admire the posters.

### Prayer: Do Your Best

Please help us to have a positive attitude in all we do. May we remember that winners are not just the ones who cross the finish line first, but ALL who participate in any activity and do their best! Amen.

### Opening Ceremony: Positive Attitude Cheer

**Materials:** 8 signs, each with a single large letter so that together they spell out “POSITIVE”; 1 sign with the word “ATTITUDE”; 1 sign with the words “CUB SCOUTS.”

Each Cub Scout holds up his letter, or word, as he enthusiastically shouts his part. If desired, more Cub Scouts can stand on each end with pom-poms.

**Cub #1:** “Gimme a P!” (Audience: “P!”)

**Cub #2:** “Gimme an O!” (Audience: “O!”)

**Cub #3:** “Gimme an S!” (Audience: “S!”)

**Cub #4:** “Gimme an I!” (Audience: “I!”)

**Cub #5:** “Gimme a T!” (Audience: “T!”)

**Cub #6:** “Gimme an I!” (Audience: “I!”)

**Cub #7:** “Gimme a V!” (Audience: “V!”)

**Cub #8:** “Gimme a E!” (Audience: “E!”)

**Cub #9 (pointing to letters held by others):** “What’s it spell?” (Audience: “Positive!”)

**Cub #10:** (holding up “ATTITUDE” sign): “Positive what?” (Audience: “Attitude!”)

**Cub #11:** (holding up “CUB SCOUTS” sign): “Who’s got a positive attitude?” (Audience: “Cub Scouts!”)

**Cub #12:** “WHO?” (Audience: “Cub Scouts!”)

**All (jumping up and down like a pep squad):** “YAY!”

NOTE to leader: You will probably need to repeat this at least one time. Tell everyone that they did “pretty well” but you know they can do better, and ask the Opening Ceremony Den to do it again. Louder results are guaranteed for the repeat!

### Song: “It Isn’t Any Trouble”

Tune: “The Battle Hymn of the Republic”

**It isn’t any trouble just to S-M-I-L-E.**

**It isn’t any trouble just to S-M-I-L-E.**

**Whenever you’re in trouble,**

**It will vanish like a bubble**

**If you only take the trouble just to S-M-I-L-E.**

**It isn’t any trouble just to say, “Yes, I can!”**

**It isn’t any trouble just to say, “Yes, I can!”**

**Whenever you’re in trouble,**

**It will vanish like a bubble**

**If you only take the trouble just to say, “Yes I can!”**

**It isn’t any trouble just to DO YOUR BEST!**

**It isn’t any trouble just to DO YOUR BEST!**

**Whenever you’re in trouble,**

**It will vanish like a bubble**

**If you only take the trouble just to DO YOUR BEST!**

### Advancement Ceremony: “Yes, I Can”

**Materials:** rank badges with small safety pins attached to the bottom, so they can be pinned on upside down.

**Personnel:** Cubmaster; den leaders.

**Cubmaster:** Tonight we have a number of Cub Scouts who have completed their advancement requirements to earn their rank. Would the following Cub Scouts please come forward, with their parents?

(Cubmaster reads the names of Bobcats, Tigers, Wolves, Bears, and Webelos who have earned their rank. Den leaders pass out the earned badges to the parents.)

**Cubmaster:** Parents, please pin these badges on your Cub Scout. (They do.) Cub Scouts, I’m going to ask you an important question, and I’d like you to answer “Yes, I can!” so we all can hear you, OK? (Pause.) Will you continue to do your best?

**Cub Scouts:** YES, I CAN!

**Cubmaster:** Pack [number], let's congratulate these Cub Scouts who have earned their rank! (Applause.) The rest of the pack is working hard and will be following close behind. Everyone else, if you will be earning your rank badge soon, say, "Yes, I can!" (All reply.)

NOTE: This ceremony can present all the badges together, or separate them by rank, depending on the number of Cub Scouts involved.

## Cheer or Applause: Winner

Put two thumbs up and yell, "You're a winner!"

## Cubmaster Minute: "Yes, I Can!"

Tonight we have seen some awesome posters with many wonderful things that our Cub Scouts, and their siblings, can do. We have heard our parents speak words of wisdom about the great effects positive attitudes and smiles can have—on us and the people around us. May you always remember the power of optimism and be able to say, "Yes, I can!" to the challenges you face in life.

## Closing Ceremony: Do Your Best

**Cub #1:** When we say the Cub Scout Promise, the words "do my best" are sometimes lost among all the other very important words. Let's stop for a moment and think about these words, especially in light of our "Yes, I can!" theme.

**Cub #2:** The word "BEST" describes efforts and actions at the very top of your abilities, but we must remember that everyone's BEST is different. DOING your best does not mean you will BE the best ... and that's OK!

**Cub #3:** Some people are good at sports; some are good at music, some are good at math. If you are doing YOUR best playing basketball, and LeBron James is doing his best, he will probably be better than you—but you will both be doing your BEST!

**Cub #4:** Your best is just that—the very best that YOU can do. You are the only person who can possibly know whether or not you have really done your best at anything!

**Cub #5:** All of us, Cub Scouts and parents, should decide we will always do our best, even though it may not LOOK as good as what someone else can do. We need to say, "Yes, I can!"

**Cub #6:** And don't forget, we must also respect others, and encourage them to do their personal best even though it may not LOOK as good as what we can do!

**Cub #7:** Please give the Cub Scout sign, and say the Cub Scout Promise with me: "I, (\_\_\_\_\_), promise to do my best to do my duty to God and my country, to help other people, and to obey the Law of the Pack."

## Games

### SNOW SHOE DERBY

**Materials:** 2 shoeboxes for each den.

Tell the Cub Scouts that some races are more difficult than others. This snow shoe derby is not as easy as just running, but they can still say, "Yes, I can!" to the challenge.

Dens line up relay style. The first Cub Scout in each den puts his feet into shoeboxes and shuffles down to touch the wall, then returns to give the shoeboxes to next Cub Scout. When the whole den is finished, they give the "You're a winner!" thumbs up cheer.

### NO SMILIN' ALLOWED

**Materials:** coins to flip.

Dens line up facing each other, with one side designated as "heads," and the other as "tails." Everyone puts on a serious face. A coin is flipped and the side that wins the toss tries different ways to make the opposite side smile (but no tickling or other touching is allowed). If you smile, you're out. When time is called, the coin is flipped again and smiling inducement continues—until only one side has people left!

### "YES I CAN!" MEMORY GAME

**Materials:** color images of 10 (or more) activities that Cub Scouts can do.

Use photos, images from the Internet, or pictures your Cub Scouts have drawn, and make two full-page copies of each, for a total of 20 pages. Put the pages into sheet protectors to keep them in good shape. Mix up the images and place them face down on the floor, in a 4x5 matrix (or larger matrix if you make more pages).

Den members take turns turning over pairs of images to try to achieve a match. When a match is made, the Cub Scout making the match yells, "Yes, I can (activity in the picture)!" Those two images are then removed from the mix and kept by the player who made the match. The Cub Scout with the most matches wins. The game can also be done with players competing to see which team will be first to make all the matches.

## Craft and Game:

### Easy Tortoise & Hare Racers

In the famous fable, the tortoise agreed to race the hare. Even though the tortoise was much slower, he stuck to the task, while the hare got sidetracked. With a "Yes, I Can" attitude, the tortoise DID HIS BEST and won the race! Find the fable online and, if there is time, read it to the pack before the activity. If time is limited, give them a short summary.

**Materials:** separated egg carton cups; markers; paper for hares' ears and cotton for the tails; marbles; a piece of wood or other material for a racing ramp.

**Craft:** Decorate the egg carton cups to resemble tortoises and rabbits, and put initials inside (in case the cups look alike!). Bring these to the race location.

**Game:** Place a marble under each tortoise cup and hare cup. Put the critters at the top of the ramp. On the signal, release them and watch them race. The ramp can be any length; it just has to go downhill. See which animal wins the most times!

## Activity: Quick Words of Wisdom (parent involvement)

**Materials:** words of wisdom on individual, numbered slips of paper.

Hand out the slips of paper to parents as they come in to the pack meeting. When the meeting starts, tell everyone that there are parents in the audience with "words of wisdom" to share to help everyone have a positive attitude. During the meeting, call on numbers 1–6, 7–12, 13–18, and 19–24 to read their words. Suggestion: If the meeting room is small, have them stand in place; otherwise, invite each group up to use the microphone. After each group reads, give them a "You're a winner" cheer.

1. If you see someone without a smile, give him one of yours!
2. True happiness is not having what you want; it's wanting what you have!

3. Where the loser sees barriers, the winner sees hurdles.
4. We cannot control the wind, but we can adjust the sails.
5. Very often a change of attitude is needed more than a change of scene.
6. Surrounded by people who love life, you love it too; surrounded by people who don't, you don't.
7. Nothing great was ever accomplished without enthusiasm.
8. Things turn out best for the people who make the best out of the way things turn out.
9. It isn't our position but our disposition that makes us happy.
10. A cloudy day is no match for a sunny disposition.
11. Attitudes are contagious. Are yours worth catching?
12. Wherever you go, no matter what the weather, always bring your own sunshine.
13. Believe you can, and you're half way there.
14. If you think you can, you can. And if you think you can't, you're right.
15. Nothing can stop the man with a positive attitude from achieving his goal; nothing on earth can help the man with a negative attitude.
16. Take charge of your attitude. Don't let someone else choose it for you.
17. We each shape our own lives, and the shape is determined largely by our attitudes.
18. More than any other quality, optimism is the one most associated with success and happiness.
19. A happy person is not someone in a certain set of circumstances, but rather, someone with a certain set of attitudes.
20. When you choose to be pleasant and positive in the way you treat others, you have also chosen, in most cases, how you are going to be treated BY others.
21. People are just about as happy as they make up their minds to be.
22. Sometimes your joy is the source of your smile, but sometimes your smile can be the source of your joy.
23. A cloudy day is no match for a sunny disposition.
24. When everything seems to be going against you, remember the airplane takes off AGAINST the wind, not WITH it.

## Projects

### GOOD TURN FOR THE NEW YEAR

**Materials:** card stock or paper; pencils; crayons; markers; glitter; glue.

Many senior citizen housing centers and care facilities have a lot of activity around the holidays, but few people visiting in January. Have your Cub Scouts make "Happy New Year" cards and deliver them to a local senior citizens' facility. If the facility will allow the boys to visit, arrange for them to take the cards and sing some "positive attitude" songs to help the seniors SMILE. Don't forget to report your good turn information on the Journey to Excellence website.

### "YES, I CAN!" PACK CHALLENGE

Challenge each boy or family to tackle a new talent for the new year. They could take photos of their new endeavor, make a display, or otherwise tell about what they did to show a "Yes, I can" attitude in taking on a project or making a change. Arrange for a display at the blue and gold banquet or some other future pack meeting.

## Den or Pack Project: Disabilities Awareness Belt Loop

Work on the Disabilities Awareness belt loop. Have somebody with a disability come in and talk about how they do some things differently and how a positive attitude helps them to say, "Yes, I can!"

### Skit: The Ant Can

**Materials:** table; chair; paper; pencil; plastic ants.

Cub Scout #1 sits at the table with a pencil and paper, looking very sad with his head in his hands. Cub Scouts #2 and #3 enter the room.

**Cub #2:** We're going to play outside. Want to come along?

**Cub #1:** I'm having trouble with my homework. I just can't do it. I think I'll just give up.

**Cub #3:** Whoa. Wait a minute. You know that the Cub Scout motto is, "Do Your Best." But you feel like you aren't good enough to get your homework done. (Pause.) Let's go outside and look for an ant.

They leave, and the scene changes to outside.

**Cub #1:** Here's a bunch of ants. (Holds up plastic ants.) Boy, do they look busy. Why did we want to see them?

**Cub #3:** An ant is a tiny creature that has lots of work to do. But he never gives up.

**Cub #2:** Yeah. Wash him away with a little water, and he will struggle back to his feet and search for the ant trail. If he's buried under a shovel of dirt, he will dig his way out and continue on his way.

**Cub #3:** Put a leaf in his path, blocking the ant trail, and he will find a way around or over the obstacle and continue on his way.

**Cub #1:** So I need to think of the ants when I'm tempted to give up, or when I think I can't succeed. (With enthusiasm:) OK! I'm going back inside and dig my way out of that pile of homework. Yes, I can!

**Cubs #2 and #3 (patting #1 on the back):** Way to go! Who knew what we could learn from an ant?!

### Song: "High Hopes"

Watch this song being sung by Frank Sinatra at [https://www.youtube.com/watch?v=4-bD0ZG5\\_2w](https://www.youtube.com/watch?v=4-bD0ZG5_2w), learn the words, and use it at your pack meeting. Note: This song is not in the public domain as of this date.

### Discussion: Top 10 Reasons to Smile

Smiling is a great way to SHOW your attitude, and also a way to CHANGE your attitude and make you more ready to say, "Yes, I can!" It helps you connect with people and gives benefits to your body. Like relaxation, smiling can work to counteract the effects of stress. By forcing ourselves to smile, we "trick" our body into believing that everything is good, thereby reducing stress. Like a switch, smiling can actually change your mood. So put a smile on, even if you don't feel like it, and pretty soon you'll be smiling for real.

1. **Smiling Makes Us Attractive.** We are drawn to people who smile. There is an attraction factor. We want to know a smiling person and find out what they are happy about. Frowns, scowls, and grimaces all push people away—but a smile draws them in.

2. **Smiling Changes Our Mood.** Next time you are feeling down, try putting on a smile. There's a good chance your mood will change for the better. Smiling can trick the body into helping you change your mood.
3. **Smiling Is Contagious.** When someone is smiling, they can lighten up the room, change the moods of others, and make things happier. A smiling person brings happiness with him. Smile a lot and you will make others smile, too.
4. **Smiling Relieves Stress.** Stress can really show up in our faces. Smiling helps to prevent us from looking tired, worn down, and overwhelmed. When you are stressed, take time to put on a smile. The stress should be reduced, and you'll be more able to take action.
5. **Smiling Boosts Your Immune System.** Smiling helps the immune system to work better. When you smile, immune function improves, possibly because you are more relaxed. As part of helping yourself to stay healthy, keep smiling.
6. **Smiling Lowers Your Blood Pressure.** When you smile, there is a measurable reduction in your blood pressure. Give it a try if you have a blood pressure monitor at home. Sit for a few minutes and take a reading. Then add a smile to your face for a minutes more, and take another reading while you are still smiling. Do you notice a difference?
7. **Smiling Releases Endorphins, Natural Pain Killers, and Serotonin.** As shown in scientific studies, these three things can make us feel good. Smiling is a natural drug. Try a nice big smile and see how good it makes you feel. Try it NOW!
8. **Smiling Lifts the Face and Makes You Look Younger.** The muscles we use to smile lift the face, making a person appear younger. Don't go for a face lift; just try smiling your way through the day. You'll look younger and feel better.
9. **Smiling Makes You Seem Successful.** Smiling people appear more confident, are more likely to be promoted, and more likely to be approached. Put on a smile at meetings and appointments, and people will react to you differently.
10. **Smiling Helps You to Stay Positive.** Try this test: Smile. Now, keeping the smile on your face, try to think of something negative. It's hard. When we smile, our body is getting the message that "life is good." Stay away from depression, stress, and worry by smiling.

## Some Special Awards for "Yes, I Can!" People

It's great to recognize people who have gone above and beyond, possibly tackling something new with a "Yes, I can!" attitude. These awards can be most effective when presented throughout the year as the occasion arises. Instant gratification is a wonderful thing. It makes the person feel valuable, and inspires others to help, too! It also thrills the children of the recipients.

Here are some examples:

1. **Football Award**—for the person who isn't afraid to tackle any job (small plastic football helmet, or a small football).
2. **Hop to It Award**—for someone who "hopped to it and got it done" (mount a plastic frog or rabbit or kangaroo).
3. **Firecracker Award or Dynamite Award**—for the person who did a "bang up" job (small "firecracker" made of red, white, and blue chenille sticks and ribbon).
4. **Shovel Award**—for the person who really digs in to help (spray-paint a plastic shovel in Scout colors, and write the recipient's name across the blade).
5. **Spring Award**—for someone who doesn't hesitate to spring into action (a mounted spring or slinky).

## Song: "A Spoonful of Sugar"

Watch this song being sung by Julie Andrews in "Mary Poppins" at <https://www.youtube.com/watch?v=HrnoR9cBP3o>, learn the words, and use it at your pack meeting. Note: This song is not in the public domain as of this date.



# JANUARY ROUNDTABLE

## FEBRUARY 2015 PACK RESOURCE SHEET

### CORE VALUE: RESOURCEFULNESS /

### THEME: LITTER TO GLITTER



## THE CORE VALUE HIGHLIGHTED THIS MONTH IS

### RESOURCEFULNESS

Resourcefulness is using human and other resources to their fullest.

#### WHY “LITTER TO GLITTER” FOR RESOURCEFULNESS?

Part of being resourceful is learning not to be wasteful and to recycle items to make something new and wonderful from something old. Used items can also be repurposed, or used for something other than their original purpose. One example is using an empty tissue box to store recyclable plastic grocery bags that you can then use as wastebasket liners. By being resourceful, we also help to take care of our planet by converting litter into useful objects, thus turning “litter to glitter.”

#### SCOUT LAW EQUIVALENT TO RESOURCEFULNESS IS “THRIFTY.”

A Scout works to pay his own way and to help others. He saves for the future. He protects and conserves natural resources. He carefully uses time and property.

KNOWS WHERE TO RECYCLE BATTERIES	DOES COMPOSTING	KNOWS WHAT # PLASTIC SODA BOTTLES ARE	HAS SEPARATED RECYCLABLES FROM LITTER ON ROAD CLEANUPS	HAS WRAPPED PRESENTS WITH RECYCLED PAPER (WRAPPING OR NEWS OR COPIES)
KNOWS HOW TO DISPOSE OF COMPACT FLUORESCENT BULBS	HAS VISITED A CITY, COUNTY OR OTHER GOVT LANDFILL	EARNED ENVIRONMENTAL SCIENCE MB	PARTICIPATED IN AN EARTH DAY CELEBRATION	HAS PLANTED A TREE
HAS COLLECTED ALUMINUM CANS TO RAISE MONEY	HAS A CAR THAT GETS >30 MPG	FREE III SIGN YOUR NAME	HAS FIXED A LEAKING FAUCET	EARNED THE LEAVE NO TRACE AWARD
IS AN EAGLE SCOUT	HAS RECYCLED ELECTRONIC GEAR	HELPED A BEAR DEN EARN ACHS, TAKE CARE OF YOUR PLANET	OWNS SOMETHING MADE FROM RECYCLED PLASTIC	KNOWS WHAT THE THREE R'S OF ECOLOGY ARE
SUSTAINABILITY MERIT BADGE COUNSELOR	IS A RECYCLED SCOUTER - DID IT WITH SON, NOW WITH GRANDSON	RECYCLES PLASTIC GROCERY BAGS	HAS A HYBRID OR ALL ELECTRIC CAR	DESCRIBE THE ECOLOGY FLAG AND ITS HISTORY

## Pre-opening Activities

### RECYCLE BINGO

**Materials:** BINGO Board for each participant.

- The purpose of the game is to meet people and learn about them.
- The object is to make as many bingos as you can.
- Try to complete the board or make X bingos.
- How to play: Introduce yourself to someone you don't know, strike up a conversation, and then tell them, “Say, you look like someone who might. ...”
- A person can only sign once!
- The center square is free. Sign it now!

### BOYS' LIFE JIGSAW PUZZLES

**Materials:** Covers from *Boys' Life* mounted on thin (cereal box) cardboard.

- Paste the *Boys' Life* cover (or other picture) to a thin sheet of cardboard (or poster stock).
- Cut up the picture into puzzle pieces.
- For a den meeting, have at least one puzzle per Cub Scout. For roundtable, give a puzzle to two people to work together.
- As each Cub Scout arrives, hand him a puzzle to put together.
- If time permits, let them exchange puzzles.
- Have prizes for those who complete one or more puzzles.

## Opening Ceremony: Litter to Glitter

**Materials:** 6 large cards with the letters to spell out LITTER on one side and the Cub Scouts' lines on the other side in large print; one large card with the capital letter G in glitter on one side, and Cub Scout #7's lines on the other side.

The cards that spell LITTER can be decorated with litter-like materials (wadded up paper or tinfoil, bottle caps, torn labels). The card with the letter G is decorated with glitter. The boys can draw pictures on the front of the cards as well.

Six Cub Scouts line up, holding the cards that spell LITTER.

- Cub #1: L - Leaves can be turned into placemats.
- Cub #2: I - Ice cube trays can be used to store beads.
- Cub #3: T - Thread spools can be used for legs on animals.
- Cub #4: T - Toilet paper rolls can be made into binoculars.
- Cub #5: E - Egg cartons can be made into caterpillars.
- Cub #6: R - Rope can be used to make a picture frame.

Cub Scout #7, holding the G card, enters and stands next to the L to spell GLITTER.

Cub #7: G - We just turned Litter into Glitter!

#### ALTERNATE VERSION 1

- Cub #1 (holding L): Let's all
- Cub #2 (holding I): Invest our
- Cub #3 (holding T): Time and
- Cub #4 (holding T): Talents to
- Cub #5 (holding E): Embellish, Enhance and
- Cub #6 (holding R): Recycle and Re-use

Leader (from the side): And then what will happen?

Cub Scout #7, holding the G card, enters and stands next to the L to spell GLITTER.

Cub #7: We will turn Litter into Glitter.

#### ALTERNATE VERSION 2

- Cub #1 (holding L): L - LOOK all around you, there's junk everywhere.
- Cub #2 (holding I): I - IT'S all over the ground—a real nightmare.
- Cub #3 (holding T): T - TRASH like newspapers, bottles, and cans.
- Cub #4 (holding T): T - TRASH everywhere, we must have a plan!
- Cub #5 (holding E): E - EVERYONE can pitch in to clean up a street.
- Cub #6 (holding R): R - RE-USE and RECYCLE. It can't be beat.

Cub Scout #7, holding the G card, enters and stands next to the L to spell GLITTER.

Cub #7: G - Turn litter to GLITTER and you will see: a good citizen and hero you will be.

## Prayer: Our Resources

Thank you for the many beautiful things you have given us. Help us to understand our world. Watch over us as we do our best to conserve our resources. Amen.

## Songs

“THIS LITTER PIECE OF MINE”

Tune: “This Little Light of Mine”

**Throw it in the big trash can.**  
**No! I'm gonna reduce waste!**  
**Take it down to the landfill.**  
**No! I'm gonna recycle!**  
**Leave it on the road side.**  
**No! I'm gonna re-use it!**  
**Cubs reduce, recycle, and re-use**

#### Chorus:

**This little piece of litter, I'm gonna make it glitter.**  
**This little piece of litter, I'm gonna make it glitter.**  
**This little piece of litter, I'm gonna make it glitter.**  
**Cubs reduce, recycle, and re-use.**

**Build hovercrafts from old CDs.**  
**Yes! We're gonna reduce waste!**  
**Make spring flowers from egg crates.**  
**Yes! We're gonna recycle!**  
**Make a game from detergent jugs.**  
**Yes! We're gonna re-use it!**  
**Cubs reduce, recycle, and re-use.**

(Repeat chorus.)

**Make puppets from old paper bags.**  
**Yes! We're gonna reduce waste!**  
**Build bird houses from scraps of wood.**  
**Yes! We're gonna recycle!**  
**Whirligigs from soda bottles.**  
**Yes! We're gonna re-use it!**  
**Cubs reduce, recycle, and re-use.**

(Repeat chorus.)

#### “RECYCLE SONG”

Tune: “Row, Row, Row Your Boat.”

**Pick, pick, pick it up.**  
**Put it in a can.**  
**Please don't litter, it makes us bitter.**  
**Don't dirty up our land.**  
**Re, re, recycle**  
**Paper, plastic, and glass.**  
**We're the solution, to stop pollution.**  
**It will be a blast!**

## Cheer or Applause

**Litter to Glitter:** Divide the participants into two groups. One group yells, “There's some Litter!” The second group responds, “Make it Glitter!” Repeat three times, getting louder each time.

**Recycle Cheer:** “Use it up, wear it out! Make it do, or do without!”

## Advancement Ceremonies

#### LITTER TO GLITTER (OR REDUCE, RE-USE, RECYCLE)

**Cubmaster:** This month our Cub Scouts have been learning about their environment and how to be part of the solution to pollution, rather than contributors to the problem. They have learned to re-use, reduce, and recycle products in their homes by making “Litter to Glitter” projects. They have also learned to think about the “second life” of items we often throw away. Tonight we honor some of those service-minded Cub Scouts who have completed requirements for their rank advancements. The Bobcat Trail is the beginning of the Cub Scout adventure. The boys attaining this rank have just begun to learn the meaning of service to others as they learned the Cub Scout Promise and Law of the Pack. (Calls new Bobcats and their parents forward.) The Tiger is aided on his path by his adult partner. He must complete achievements. When he does number 5, “Let's Go Outdoors,” he begins to see and appreciate our beautiful world—and why we must work to keep it so. (Calls new Tigers and their parents forward.) In attaining the rank of Wolf, boys learn about our “Living World”

and how to protect it. They have made observations about how their neighborhoods get dirty, and then they have gone into action to help be part of the solution to the problem. (Calls new Wolf Cub Scouts and their parents forward.) The Big Bear Trail is full of choices, and some of those choices deal with “Taking Care of Your Planet” and “Sharing Your World With Wildlife.” Boys attaining this rank have learned something about the interdependence of life on Planet Earth—that all living things need each other. (Calls new Bear Cub Scouts and their parents forward.) Learning the Outdoor Code is one of the requirements for attaining the Webelos rank. In preparing for Boy Scouts, these boys will be spending more and more time outdoors, and their conduct toward the environment could impact generations to come. (Calls new Webelos Scouts and their parents forward.) The outdoor program is an important part of the Scouting movement. Be a leader in your school, your home, and your neighborhood to preserve this precious environment for our future. And always think, “Litter to Glitter,” before you throw something away.

### THE LITTER TO GLITTER MACHINE

**Materials:** large box with a sign that reads, “Cub Scout Recycle Machine” (box needs input and output slots and an On/Off switch, and it should be large enough to have a person inside); sign that reads, “REJECT”; scrap pieces of plastic, felt, wood, or other materials of appropriate color for awards (e.g., orange for Tiger badge, red for Wolf badge, blue for Bear, red for Good Turn for America, yellow for World Conservation Award).

**Personnel:** Cubmaster (CM), and Assistant CM (CA).

**CM:** Hey, look, a Cub Scout Recycle Machine! It says to put in something worn out and you will get something useful for Cub Scouts.

**CA:** Let’s try it out! (Turns on switch.)

**CM:** Let’s see what it does with this old, worn out can. (Drops can into machine. Machine makes noise and shakes, and then out comes a new, shiny pocketknife.)

**CA:** Wow, it works. Fantastic!

**CM:** Maybe we can use it to help with our awards!

**CA:** That’s a really great idea! Here, machine, here’s some worn out red stuff. (Drops it in, the machine performs, and gives out Wolf badges.)

(Cubmaster calls up the boys and presents badges. He then continues with other colors and awards. If advancements are presented, present the award to the parent first, who then presents it to his or her son.)

**Cub Scout (a boy from the last group receiving awards—selected and prepped in advance—as he looks at the machine):** I wonder how this thing works. (Peers inside, and the machine pulls him in.) Help! (The machine makes a very loud noise and out pops the Cub Scout with the “REJECT” sign.)

**CM:** Look! He has a sign around his neck. It says “Reject.” I guess that proves a Cub Scout’s spirit is too strong and durable ever to be worn out! (Cubmaster leads a cheer to celebrate Cub Scout spirit.)

## Cubmaster Minutes

### BEAUTY IS IN THE EYE OF THE BEHOLDER

An old proverb says, “Beauty is in the eye of the beholder.” We have proven that tonight, with our gallery of art created from recycled materials. Who would have thought that items others would consider litter could be made into glitter like this (hold up a sample project). Surely only a Cub Scout whose imagination was properly

nourished by his parents, and allowed to run free by his leaders, could do that. Boys, keep thinking up new things to create. Parents, keep your son’s mind and imagination active. And leaders, keep encouraging Cub Scouts to follow their dreams and do their best.

### CONSERVATION THOUGHT

All of this great and beautiful America is ours to enjoy. Surely we want to preserve it for the thousands of boys who will come after us. Let us stand and repeat in unison a pledge that will remind us to conserve these wonderful things for those who follow us. Please repeat the Outdoor Code with me:

### 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.**

### WALT DISNEY

I’m sure all of you have heard of Walt Disney, the father of Mickey Mouse and the creator of Disneyland and Disneyworld. In 1955, Walt Disney wanted Disneyland to be a clean place for families to visit. Whenever he saw any bit of trash at the park, he picked it up and put it in the garbage. He thought keeping the world clean was so important that he asked all of his employees to follow his example and pick up trash whenever they saw it. And they still do this today! This month, let’s follow Walt Disney’s example and take the time to pick up trash when we see it and dispose of it properly.

## Closing Ceremonies

### MAKE IT GLITTER

**Materials:** globe held by Cub Scout #1.

**Cub #1:** There is only one world for all of us to share.

**Cub #2:** We all need to do our part to keep it clean and neat.

**Cub #3:** Let’s do our best to make it glitter with our Cub Scout Spirit!

### GARBAGE

**Personnel:** 7 Cub Scouts, each holding a large card. The 7 cards spell out GARBAGE on the front, and the Cub Scouts’ lines are printed on the back in large print.

**Cub #1:** G - Great mounds of trash,

**Cub #2:** A - All heaped up high,

**Cub #3:** R - Ruin the beauty of Earth.

**Cub #4:** B - Be aware of recycling.

**Cub #5:** A - All of us count.

**Cub #6:** G - Get started today.

**Cub #7:** E - Earth is ours to care for.

## Games

### LITTER SWEEP RELAY

**Materials:** a broom for each team and a small pile of dry trash: soda cans, paper, small plastic bottles, etc.

**Object:** to be the first team to make a clean sweep of all the litter.

Divide the Cub Scouts into two teams, giving each team a broom and a small pile of dry trash (see above). At the start signal, the first boy on each team sweeps the trash over to a certain spot and then

back again. The next team member then takes over, and so on until all have run. The first team to finish wins. If one of the Cub Scouts loses any trash along the way, he must sweep back and pick it up.

### TUMBLING TOWERS

**Materials:** a recycle bin full of clean aluminum cans (for example, soda pop cans) for each team. If you're short on cans, this activity can be done one team at a time.

At a signal, Cub Scouts have 2 minutes to stack the cans one atop another.

**Individual:** Each Cub Scout on a team takes a turn at building a tower by stacking the cans. The boy who builds the tallest tower then represents his team in a final team-against-team stacking competition.

**Team:** Each den/team builds a tower by stacking cans one atop the other. The den/team with the tallest stack wins.

### PAPER, PLASTIC, ALUMINUM

**Materials:** 1 beanbag.

Cub Scouts stand in a circle with one of them in the center. He holds a beanbag and tosses it to one of the boys standing in the circle. While the beanbag is in the air, the Cub Scout in the center shouts either "PAPER," "PLASTIC," or "ALUMINUM." The boy who catches the beanbag must name an object made from paper, plastic, or aluminum in 5 seconds while the others count out loud. If one of them can't think of an object or if he repeats an object already named by another player, he's out of the circle. When only one Cub Scout is left, he wins and takes the place of the boy in the middle.

### RECYCLED BOTTLE BOWLING

**Materials:** 6 or more 2-liter bottles; water; a volleyball-size ball.

Have the Cub Scouts fill each bottle with a few inches of water, and then recap the bottles. If playing outside, mark off spots for the bottles with chalk to make it easier to set up the pins. If playing inside, make small Xs with masking tape on the floor where the bowling pins will go. Have the boys take turns setting up the "pins" and bowling with the ball. They can keep individual scores or team scores after a determined number of rounds.

### LAUNDRY TOSS

**Materials:** 1 large, empty plastic container per player (juice, laundry soap, or milk jug, about gallon size); several clean old socks.

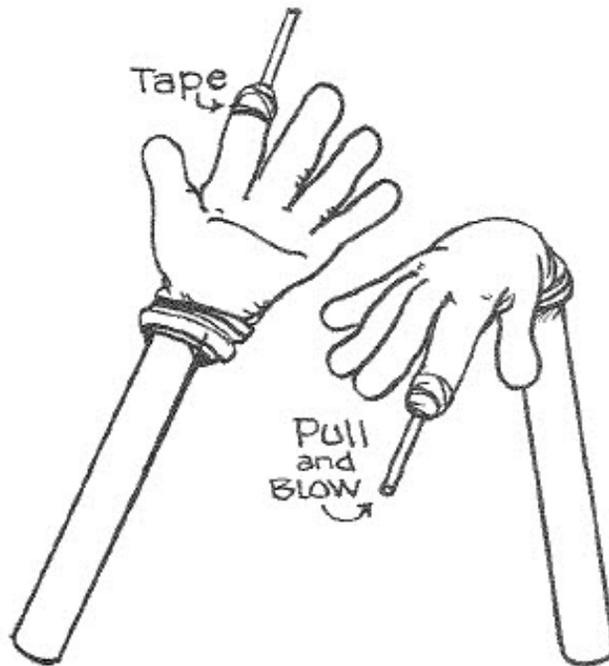
**Preparation:** Cut the bottom off of the plastic containers. Clean and dry them. Decorate them with permanent markers, if desired. Roll up two socks to make a ball.

Players form a circle and toss the sock ball back and forth, using the jugs to catch and throw. The throwing pattern could be random, or a player can be directed to throw to the same person each time. A player cannot throw to a person next to him. Add more balls as players gain skill. This game can be played as a team competition as well.

### Activity: Glove-A-Phone

**Materials:** cardboard tube (any tube will do, as long as the edge is smooth); latex or rubber glove; a straw cut to 3 inches or longer; a rubber band or duct tape.

**To build:** Poke a small hole in the tip of one of the fingers of the glove (I like to use the thumb). Push the straw piece through the hole and tape the glove fingertip to the straw. Make sure it is airtight. Slide the glove over one end of the tube. Secure the glove to the tube using the rubber band or duct tape.



**To Play:** Gently pull the glove down so that the palm of the glove is stretched over the opening of the tube. Blow into the straw. The glove will inflate and make a deep sound! (As the air from the inflated glove passes through the narrow opening between the tube and the glove membrane, the membrane vibrates, causing the sound.) Experiment with different tensions. What happens if you touch the glove membrane while you are blowing? Experiment with different sized tubes.

### Project: Recycling Neckerchief Slide

**Materials:** craft foam sheets; paper for drawing designs; 1-inch pieces of PVC pipe, 3/4-inch in diameter.

Cub Scouts draw their own recycling symbols or pictures, or reproduce the pictures shown here on 2-inch squares of white paper. Cut out the drawings and glue them onto 2-inch squares of craft foam. Glue a piece of PVC pipe to the back.



### Audience Participation: The Litter Bug

Divide the audience into four groups. Assign each group to say the following lines when their word is spoken in the story. Practice as you make the assignments.

**PAPER:** "Crackle, crackle!"

**CANS:** "Clatter, clatter!"

**TRASH:** "Dump, dump!"

**LITTER BUG:** "Toss and throw!"

God put bugs in this world for many reasons; he made them to live in every kind of season. But the pesky LITTER BUG, with his PAPER and CANS, was made from TRASH tossed by foolish man. Because of this pest, we're surrounded by PAPER, TRASH, and CANS. To keep our land beautiful, get rid of that LITTER BUG—so beachgoers can again lounge on clean sand.

Just who is this LITTER BUG who messes up our land? Do you really ever see him toss that PAPER or CAN? In dumping his TRASH, he is very sly; most of the time the TRASH just seems to appear, as if it had dropped right out of thin air. Could it be we are so used to throwing things there, that we dump PAPER and CANS without being aware? Without even thinking that we're tossing TRASH and waste, we could be LITTER BUGS in all of our haste.

So when you unwrap that gum or candy, don't throw the PAPER on the ground just because it's handy. Next time, stop and think when it's pop CANS you toss, 'cause if you're a LITTER BUG, it's also your loss. If every single person would take note of his habit, that pesky LITTER BUG, we could certainly nab it! Then that terrible bug we could surely stamp out, with no more PAPER, CANS, or TRASH spread about. To keep our land beautiful we must all do our part, by properly taking care of our TRASH from the start.

## Skit: Turn Litter to Glitter Contest

**Materials:** pieces of litter, as chosen by the Cub Scouts; a comb and mirror; a large box marked "TRASH."

**Personnel:** 6 Cub Scouts in uniform. Five of them are on the floor playing when Cub Scout #1 rushes in.

**Cub #1 (very excited):** Hey, you guys! Did you hear about the big contest?

**Cub #2:** What contest? What's it about?

**Cub #1:** The "Keep America Beautiful—Turn Litter to Glitter" Contest, that's what!

**Cub #3:** Are there prizes? A contest is no good without prizes.

**Cub #1:** Sure, lots of prizes. Neat ones like bicycles and CD players, and lots of other good stuff!

**Cub #4 (gloomily):** I bet it's hard. Contests with neat prizes are always hard.

**Cub #1:** Nope! It's easy. Even the rules say it's SIMPLE—in big letters. The winner is the person who picks the easiest way.

**Cub #5:** The easiest way to do what?

**Cub #1:** The easiest way to Keep America Beautiful using litter. That's what I've been talking about!

**Cub #2:** I'm going to turn this soda bottle into a whirligig!

**Cub #3:** I'm going to make a papier-mâché statue out of these newspapers.

**Cub #4:** I'll turn these old CDs into an aquarium of fish!

**Cub #5:** I can create a whole army from this cardboard!

**Cub #6 (with a swagger):** Ha! I'm a cinch to win!

**Cub #1:** Why's it so cinchy for you? What's your great way to Keep America Beautiful using litter?

**Cub #6:** See this mirror I found on our cleanup? (Takes a comb out of his pocket, holds up the mirror, and combs his hair.) See! That's the easiest way I know to keep America beautiful using litter!

The other Cub Scouts look at him and at each other. Quickly, they surround and drag Cub Scout #6 to a large box marked "TRASH," and dump him in. They exit, laughing, while Cub #6 stands up in the trash box with a disgusted look on his face.

## The Game of Charades

Many leaders find it increasingly difficult to play charades with Cub Scouts and their parents, because fewer people today are familiar with the game and how to give hints and clues. So here are some ideas for speeding up your game. If you Google "charade hints," you can find more.

Charades is a game of pantomimes: You have to "act out" a phrase without speaking, while the other members of your team try to guess what the phrase is. The objective is for your team to guess the phrase as quickly as possible.

**Materials:** a stopwatch or other timing device; a notepad and pencil for scorekeeping; blank slips of paper; 1 or 2 baskets or other containers for the slips.

**Preparation:** Divide the players into two teams, preferably of equal size. Divide the slips of paper between the two teams. Select a neutral timekeeper/scorekeeper, or pick members from each team to take turns. Agree on how many rounds to play. Review the gestures and hand signals and invent any others you deem appropriate.

**Option 1:** The den leader, assistants, and parents have created slips of paper with the phrases to be pantomimed on them. If this is the case, only one basket is needed, and both teams may draw from it. This method will make for a smoother game at the den meeting, as all phrases will be acceptable and den time will not be needed for set-up.

**Option 2:** The teams temporarily adjourn to separate rooms, to come up with phrases and write them on the slips of paper. These phrases may either be quotations or titles of books, movies, plays, television shows, and songs. Here are some suggested rules to prevent the phrases from being too hard to guess:

- No team should write down any phrase unless at least three people on the team have heard of it.
- No phrase should be longer than seven words.
- No phrase should consist solely of a proper name (i.e., it should also contain other words).
- No foreign phrases are allowed.

Once everyone has finished writing their phrases, the teams come back to the same room.

Play each round of the game as follows:

- A player from Team A draws a phrase slip from Team B's basket. After he/she has had a short time to review the slip, the timekeeper (an adult) notes the time and tells the player to start. Team A then has 3 minutes (or any length of time you choose) to guess the phrase. If they figure it out, the timekeeper records how long it took. If they do not figure it out in 3 minutes, the timekeeper announces that the time is up, and records a time of 3 minutes.
- A player from Team B draws a phrase slip from Team A's basket, and the game proceeds as above. Normally, the game continues until every player has had a chance to "act out" a phrase. The score for each team is the total time that the team needed for all of the rounds. The team with the lowest score wins the game.

**Gestures:** To act out a phrase, one usually starts by indicating what category the phrase is in, and how many words are in the phrase. From then on, the usual procedure is to act out the words one at a time (although not necessarily in the order that they appear in the phrase). In some cases, however, it may make more sense to act out the "entire concept" of the phrase at once.

#### TO INDICATE CATEGORIES:

- Book title: Unfold your hands as if they were a book.
- Movie title: Pretend to crank an old-fashioned movie camera.
- Play title: Pretend to pull a rope that opens the stage curtain.
- Song title: Pretend to sing.
- TV show: Draw a rectangle to outline the TV screen.
- Quote or Phrase: Make quotation marks in the air with your fingers.
- Person: Stand with hands on hips.
- Poem: Pretend to hold a paper and read the poem.
- Animal: Pound your fists on your chest (gorilla-like); cup your hands next your head, and hop up and down several times (like a bunny rabbit); or move very slowly so as to imitate a sloth.
- Location: Make a circle with one hand and then point to it, as if pointing to a dot on a map.

#### TO INDICATE OTHER DETAILS:

- Number of words in the title: Hold up the number of fingers.
- Which word you're working on: Hold up the number of fingers again.
- Number of syllables in the word: Lay the number of fingers on your arm.
- Which syllable you're working on: Lay the number of fingers on your arm again.
- Length of word: Make a "little" or "big" sign as if you were measuring a fish.
- "The entire concept": Sweep your arms through the air.
- "On the nose" (i.e., someone has made a correct guess): Point at your nose with one hand, while pointing at the person with your other hand.
- "Sounds like": Cup one hand behind an ear or tug an ear lobe.
- "Longer version of": Pretend to stretch a piece of elastic.
- "Shorter version of": Do a "karate chop" with your hand.
- "Plural": Link your little fingers.
- "Past tense": Wave your hand over your shoulder toward your back.
- A letter of the alphabet: Move your hand in a chopping motion toward your arm (near the top of your forearm if the letter is near the beginning of the alphabet, and near the bottom of your arm if the letter is near the end of the alphabet).

#### STANDARD SIGNALS:

- Proper Name: Tap the top of your head with an open palm.
- A color: Point to your tongue, then point to an object of the color you're trying to convey. If no objects are available, then pantomime an object that typically possesses the color in question.
- Close, keep guessing: Frantically wave your hands about to keep the guesses coming, or pretend to fan yourself, as if to say, "Getting hotter."
- Not even close, I'll start over: Wave hand in a wide sweep, as if to say "Go away!" Alternatively, pretend to shiver, as if to say, "Getting colder."

#### SIGNALS FOR COMMON WORDS:

- "A" is signed by bringing your index fingers together in the form of a steeple. Follow this with either a stretching rubber band sign or a "Close, keep guessing!" sign, which will often elicit "an" or "and" (sometimes "and" is signed by pointing at one's palm with the index finger).
- "I" is signed by pointing at one's eye, or one's chest.
- "The" is signed by making a "T" sign with the index fingers. The "Close, keep guessing!" sign will then usually elicit a rigmarole of other very common words starting with "th."
- "That" is signed by the same "T" signal with the index fingers, immediately followed by one flattened hand tapping the head for a "hat." Following this with the "opposite" sign (moving one hand completely across the other hand) indicates the word, "This."
- "Or" is signed by pretending to paddle a canoe.
- For "on," make your index finger leap onto the palm of your other hand. Reverse this gesture to indicate "off." The off motion plus a scissor-snipping action indicates "of."
- Other common small words are signed by holding the index finger and thumb close together, but not touching.



# FEBRUARY ROUNDTABLE

## MARCH 2015 PACK RESOURCE SHEET

### CORE VALUE: COMPASSION /

### THEME: AWARE AND CARE



## THE CORE VALUE HIGHLIGHTED THIS MONTH IS

### COMPASSION

To have compassion means being kind and considerate, and showing concern for the well-being of others.

#### WHY “BE AWARE AND CARE” FOR COMPASSION?

A compassionate Scout imagines himself in the situation of others and feels sympathetic to the distress. As we become aware of the needs of all creatures on Earth, we gain compassion for everything that inhabits our world and the importance of understanding that we are all linked together. This is the reason Scouts are conservation-minded and understand the need to recycle, conserve energy, and follow the principles of Leave No Trace.

#### SCOUT LAW EQUIVALENTS TO COMPASSION ARE “FRIENDLY” AND “KIND.”

A Scout is a friend to all. He is a brother to other Scouts. He offers his friendship to people of all races and nations, and respects them even if their beliefs and customs are different from his own. A Scout knows the strength in being gentle. He treats others as he wants to be treated. Without good reason, he does not harm or kill any living thing.

## Pre-opening Activities

### BOY SCOUT HANDSHAKE

No materials needed.

Upon arrival, each person is instructed to introduce themselves and shake hands with all the others with his left hand (the Boy Scout handshake), and then to place his or her right hand in a pocket until time for the opening.

### LEAVE NO TRACE GAME

**Materials:** pictures and pamphlets.

Decorate the room with photos of local parks and nature centers/trails, as well as other nature and wildlife photos. Place cameras, day packs, walking sticks, hiking boots, and water bottles on display too. Have a display of pamphlets and brochures for the local parks and nature trails where Cub Scouts can go on a hike. Have a poster showing the “Leave No Trace Frontcountry Guidelines” (<http://www.scouting.org/scoutsources/CubScouts/resources/LeavenoTrace.aspx>). List ways that Cub Scouts practice Leave No Trace, and create a quiz for the participants to complete with questions like “Where could you go to see (something mentioned on a park brochure)?” or “Why are sturdy shoes needed for a hike?” Make sure some of the questions are pure fun. Leave some handbooks open to the pages related to Cub Scouting’s Leave No Trace Awareness Award and the award patch for the program.

## Opening Ceremonies

### CUB SCOUT LEAVE NO TRACE PLEDGE

**Materials:** Put the poster of the LNT frontcountry guidelines in the front of the room (or make one for the opening). Consider a business card or letter-sized handout of the guidelines for each participant. Have an assistant roundtable commissioner lead the following with participants making the Cub Scout sign.

I, (first and last name), promise to practice the Leave No Trace frontcountry guidelines wherever I go:

1. Plan ahead.
2. Stick to the trails.
3. Manage your pet.
4. Leave what you find.
5. Respect other visitors.
6. Trash your trash.

Note: This could also be led by a Cubmaster and 6 Cub Scouts. Each Cub Scout would say one of the principles, and would hold up a poster with an appropriate picture on the front and the line he speaks written on the back in large print.

### THE DEN HIKE

**Personnel:** 7 Cub Scouts, each holding a poster with an appropriate picture on the front and his lines written in large print on the back.

**Cub #1:** We are going to see nature’s treasures.

**Cub #2:** We will help to maintain nature’s balance.

**Cub #3:** We will observe and learn from nature’s animals.

**Cub #4:** We will help maintain nature’s resources.

**Cub #5:** We will protect those resources from harm.

**Cub #6:** We will follow the Laws of Nature.

**Cub #7:** We are going on a hike.

## Prayers

Dear Father, help us to be aware of our surroundings so that we may take care of the planet you provided us. Help us to care about those around us, at home, at school, at work, in our communities, and around the world. **Amen.**

We come together to honor nature. Lord, give us the ability to leave your creation as we find it so it can be enjoyed by others who will come after us. **Amen.**

## Songs

“ALIVE, AWAKE, ALERT, ENTHUSIASTIC”

Tune: “If You’re Happy and You Know It”

Alive, awake, alert, en-thu-si-as-tic.

Alive, awake, alert, en-thu-si-as-tic.

Alive, awake, alert,

Alert, awake, alive.

Alive, awake, alert, en-thu-si-as-tic.

As the Cub Scouts sing this song, have them perform these actions with each word:

**Alive:** Slap knees.

**Awake:** Clap hands.

**Alert:** Snap fingers over shoulders.

**Enthusiastic:** Raise arms over head and do the “twist.”

### “POLLUTION SONG”

Tune: “My Bonnie Lies Over the Ocean”

**The litter blows over the highway.**

**The litter blows over the park.**

**Unless we do something to stop it.**

**The world will be litterly dark!**

**Chorus:**

**Pick up, pick up,**

**Oh, pick up the litter you see, you see.**

**Pick up, pick up,**

**Oh, pick up the letter you see.**

**God gave us clean air for our breathing,**

**But we just don't keep it that way.**

**Instead we pollute it from smokestacks**

**And breathe in the garbage each day!**

**Chorus:**

**Bring back, bring back,**

**Bring back a clean world to me, to me.**

**Bring back, bring back,**

**Bring back a clean world to me.**

## Cheer or Applause

### NECKERCHIEF APPLAUSE

**Materials:** neckerchief.

The audience claps and cheers as long the neckerchief is in the air. Throw it up several times—some short, some long—or play catch with someone. The audience keeps cheering until the neckerchief hits the floor.

### LEAVE NO TRACE

No materials needed.

**Clean it up, pick it up, and leave no trace.**

**Clean it up, pick it up, and leave no trace.**

**Clean it up, pick it up, and leave no trace.**

**Yay, Cub Scouts!**

## Advancement Ceremony: Let the Compass Guide You

**Materials:** large compass made of heavy cardboard, placed in the front of the room on the advancement table.

**Cubmaster:** We look to the compass for our guide. To the east, we find a Cub Scout ready for his Bobcat Badge. Will (name) and his parents please come forward? (Present award.) He brings his eagerness like the dawn of a new day. (Lead cheer.) To the west is the Tiger searching for new things to discover. Will (name) and his parents come forward? (Present award and lead cheer.) To the South is the Wolf and his spirit of adventure. Will (name) and his parents come forward? (Present award and lead cheer.) To the north is the Bear hunting on the trail of Scouting. Will (name) and his parents come forward? (Present award and lead cheer.) Looking to the West again, we see the Webelos Scout, about to realize his

boyhood dreams, rushing toward Boy Scouting like the setting sun. Will (name) and his parents come forward? (Present award and lead cheer.) Let the compass guide you on your trails, and may you all carry into your adult lives the ideals of Scouting.

## Cubmaster Minutes

- The Dali Lama wrote, “If you want others to be happy, practice compassion. If you want to be happy, practice compassion.”
- This month we talked about LNT, or Leave No Trace. LNT could also mean Love Nature Thoroughly. We all love our nature and we want to keep it from things that can destroy it. We take nothing but pictures and leave nothing but footprints. This way we can ensure that future Cub Scouts and their families will be able to enjoy the great outdoors. Boys, remember to love nature thoroughly and leave no trace!

## Closing Ceremonies

### C-O-M-P-A-S-S-I-O-N

**Materials:** 10 Cub Scouts holding signs with large block letters on the front and their script lines on the back, written in large print.

**Cub #1:** C - is for Caring for the needs of all the people and creatures on earth.

**Cub #2:** O - is for Others who may not be as fortunate as us.

**Cub #3:** M - is for Making sure we reduce, re-use and recycle.

**Cub #4:** P - is for Practicing Leave No Trace to protect the environment we all live in.

**Cub #5:** A - is for Always turning the lights off when we leave the room.

**Cub #6:** S - is for Sympathy we need to show to those in distress.

**Cub #7:** S - is for Standing up for what we know is right.

**Cub #8:** I - is for Impressions we leave.

**Cub #9:** O - is for Opening our heart to others in need.

**Cub #10:** N - is for Never forgetting to show compassion.

### I WENT HIKING

Seven Cub Scouts line up in the front of the room with props appropriate for their parts. Words can be memorized or written on cue cards.

**Cub #1:** I went hiking. I took a walking stick.

**Cub #2:** I went hiking. I took a camera.

**Cub #3:** I went hiking. I took some water.

**Cub #4:** I went hiking. I took a snack.

**Cub #5:** I went hiking, and enjoyed the journey.

**Cub #6:** I went hiking. Not a piece did I take.

**Cub #7:** I went hiking. Not a piece did I leave.

## Games

### OVEN MITT RELAY

**Materials:** for each team, 1 oven mitt and 1 shoelace for knot-tying. Have teams line up at one end of the room and, at the other end, place the oven mitt and the shoelace. Each team member must run across, place the oven mitt on his dominant hand, and then tie a square knot in the shoe lace. Upon completing the knot, he races back to his team and hands off the oven mitt. The second person must untie the knot. Keep going, alternating tying and untying the knot until every member of the team has participated. The first team to finish wins.

## HELP TAG

**Materials:** 3 small items to be used as “bases.”

Pick two people to be “It” and hand out the bases. If someone is tagged, they get down on both knees and cannot talk or move at all. They become unfrozen if they receive help in the form of one of the base items.

## THROUGH THE FOREST

**Materials:** step stool; blindfold.

Have the Cub Scouts spread out over the playing area to become “trees.” A blindfolded “hiker” starts at one end of the playing area, while a “guide”—who stands elevated on the step stool at the other end—talks the hiker through the Cub Scout forest. The trees are not allowed to move. If the hiker collides with a tree: He becomes that tree, the tree becomes the guide, and the guide becomes the hiker. Then the trees rearrange themselves for the new hiker.

## NATURE BINGO

Take the Cub Scouts on a hike. Each Cub Scout should have a buddy (always use the buddy system when on a hike). Give each pair a “nature bingo” sheet and a pencil, and have them mark the squares as they find each item. The first pair to find 5 in a row wins! Before the hike, be sure to place along the trail some items not normally found in nature (for example, an umbrella) that are on the card.

Poison Ivy	Shoe	Maple Leaf	Cedar	Deer
Trash	Squirrel	Mud	Rough Rock	Pine Cone
Smooth Rock	Grass	FREE	Animal Track	Table Fork
Pine Tree	Snake	Bird Nest	Oak Tree	Acorn
Spider Web	Moss	Umbrella	Wild Flower	Rabbit

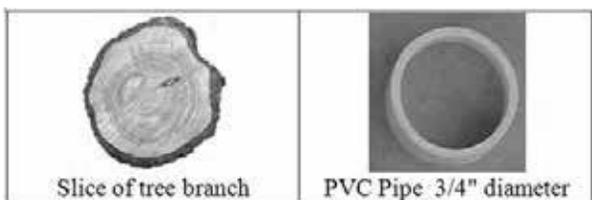
## Activity: Help your Charter Organization

**Materials:** trash bags.

- Organize a “how much trash can you pick up” time in the charter organization’s parking lot and around the property. Award the den that picks up the most trash.
- Weed the plantings around the building. (First, check with your charter representative.)

## Project: Tree Tie Slide

**Materials:** slices from a tree branch; glue; PVC pipe cut into small rings.



Cut slices (tree “cookies”) from a small tree branch. These cross-sections make great tie slides and can help us explore the history of a tree.

Discuss tree rings in general, and then give each Cub Scout his own tree “cookie” to explore. He can use it to assemble a tie slide using the glue and the PVC pipe rings. While the boys are making their tie slides, challenge them to find unusual rings in the tree “cookie” that may have been caused by:

- A time when the tree was stressed.
- Years when the supply of sunlight, water, or nutrients was just right.
- Damage from fire, insects, or other factors.

## Audience Participation: The Hike

Divide the audience into four groups. Assign each group to say the following lines when their word is spoken in the story. Practice as you make the assignments.

**HIKE:** “Leave No Trace.”

**BOYS:** “A-hiking we will go!”

**FOOD, BREAKFAST, LUNCH, FISH, BURGER:**  
“Food, glorious food!”

**LEADER:** “I’ve got that Cub Scout spirit.”

The BOYS on the outing were all excited about the big HIKE. All month long, the BOYS learned about what FOOD to take, how to cook it, and what to wear. On Saturday morning, the LEADERS and the BOYS were up early and ready to start the HIKE. The plan was to HIKE for a couple of hours and then stop so the BOYS could make BREAKFAST. Then the BOYS and the LEADERS would hike on to the lake where they would catch FISH for their LUNCH. The group arrived on time and soon began HIKING up the trail. When it was time to stop for BREAKFAST, the BOYS opened their packs while the LEADERS started the stoves. But no one had remembered to pack FOOD except for Joe—and he had been assigned the salt and pepper! Well, at least they could salt and pepper the FISH they caught for LUNCH.

On up the trail they HIKED, and soon they reached the lake. They were so hungry, they could hardly wait to catch and cook those FISH. But when the packs were opened, the LEADERS discovered that they had left the fishing gear behind in the cars. Oh, no! What could they do? That’s when the LEADERS broke out the GRANOLA BARS they had been saving for DESSERT. It wasn’t much, but it gave the BOYS enough energy to HIKE back to the cars. The first stop the LEADERS made on the way home was at the very first BURGER place they could find.

You can be sure that the next time the group went on a HIKE, all the BOYS and LEADERS remembered the FOOD.

## Skits

### TOOTHPASTE

**Personnel/Material:** a narrator and 4 or more Cub Scouts; 2 cups.

The Cub Scouts all line up in a row in front of the audience. Cub Scout #1 has water in his cup and the last one in line has an empty cup with some water hidden in his mouth.

The narrator announces this will be a demonstration of how a person can brush his teeth when there is a shortage of water. Cub Scout #1 takes a drink of water from his cup and proceeds to brush his teeth with his finger. After a few seconds, he stops and places his head against the ear of Cub Scout #2, whose cheeks begin to bulge as #1’s cheeks deflate. Cub Scout #2 brushes his teeth with his finger for a few seconds, and then puts his mouth against #3’s

ear with the same results, and so on down the line until the last Cub Scout is reached. When he finishes brushing his teeth, he releases the water from his mouth into the cup in his hand.

### HIKING—THE SCOUTING WAY

**Materials:** 1 football; a cardboard crown; **Personnel:** den chief and several Cub Scouts. The boys don't look prepared for ANYTHING!

**Den chief:** OK, guys. Is everybody ready to go hiking?  
(The boys start hiking up their socks.)

**Den chief:** What are you doing? I said HIKING! Are you ready to go HIKING?

**Cub #1:** Yes, we're hiking up our socks and our shorts. YOU know....

**Den chief:** No, no, no! Hiking, HIKING. Don't you know HIKING?

**Cub #2:** Oh, sure. (Takes the football from behind his back as the boys line up, beginning to play.) Hike one ... hike two ... hike three.

**Den chief:** No, no, no! Hi-king, HI-KING. Come on guys. Get with it!

(Cub Scout #3 puts the crown on his head and walks around.)

**Cub Scouts (looking at Cub #3):** Hi, king!

**Den chief:** No, no, no! Hiking, walking, Scout stuff. You know—HIKING!

**Cub Scouts:** Oh, why didn't you say so?  
(They walk away, hiking.)

### Run-On: Beam Me Aboard

**Personnel/Materials:** 2 Cub Scouts; 1 board of any type, not heavy.

One Cub Scout walks on stage while another hides with the board. Cub Scout #1 pretends to be using a Star Trek "communicator" and says, "Beam me aboard!" Cub Scout #2 tosses the board onto the stage and #1 says, "Thank you!" He then carries the board off stage.

### Activity: Braille Alphabet Name Card

**Materials:** Braille alphabet charts; card stock; pencils or markers; rulers; glue.



Explain that Braille is a system that enables blind and visually impaired people to read and write through touch. It was devised by Louis Braille in 1824 and consists of raised dots arranged in "cells." A cell is made up of six dots that fit under the fingertips, arranged in two columns of three dots each. Each cell represents a letter, a word, a combination of letters, a numeral, or a punctuation mark.

- Give each person a Braille sheet and a half sheet of card stock.
- Tell them to leave plenty of space between their letters. A ruler can be used to mark the spaces needed.
- Have each person write his or her name on the bottom of their piece of card stock. Remind them not to forget the spacing.
- They fold their card stocks over, creating a "tent."
- Then, using pencils, they mark the Braille letters for their names. A small dot of glue should be placed over each letter and allowed to dry.

Braille Alphabet		a	b	c	d	e	f	g	h	i	j
The six dots of the braille cell are arranged and numbered:		⠁	⠃	⠉	⠑	⠅	⠓	⠗	⠋	⠇	⠊
The capital sign, dot 6, placed before a letter makes a capital letter.		⠠⠁	⠠⠃	⠠⠉	⠠⠑	⠠⠅	⠠⠓	⠠⠗	⠠⠋	⠠⠇	⠠⠊
The number sign, dots 3, 4, 5, 6 placed before the characters a through j, makes the numbers 1 through 9. For example a preceded by the number sign is 1, b is 2, etc.		⠠⠠⠁	⠠⠠⠃	⠠⠠⠉	⠠⠠⠑	⠠⠠⠅	⠠⠠⠓	⠠⠠⠗	⠠⠠⠋	⠠⠠⠇	⠠⠠⠊
Capital Sign	Number Sign	Period	Comma	Question Mark	Semi-colon	Exclamation point	Opening quote	Closing quote			
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠			



# MARCH ROUNDTABLE

## APRIL 2015 PACK RESOURCE SHEET

### CORE VALUE: FAITH /

### THEME: SOARING THE SKIES



### THE CORE VALUE HIGHLIGHTED THIS MONTH

#### FAITH

To have faith means possessing inner strength and confidence based on our trust in God.

#### WHY “SOARING THE SKIES” FOR FAITH?

When you try something new, innovative, or dangerous, it takes faith to make the attempt—faith that a higher power will guide you and keep you safe. It takes faith when we want to fly into the soaring skies. We need faith in the pilots, the co-pilots, the engine and electrical system, the compass, and all the airplane’s instruments. More importantly, it is faith that gives you the courage to board the plane, knowing that a higher power will make sure you take off, fly to your destination, and land safely. This month’s theme reminds us that faith helps us reach for the sky with our goals, and that we should keep faith in all aspects of our lives.

### Pre-opening Activities

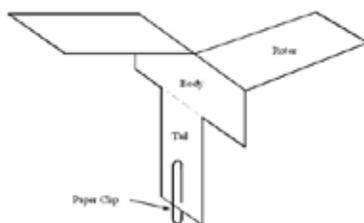
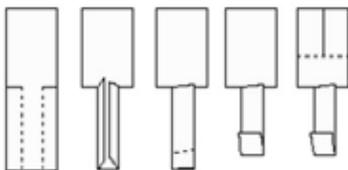
#### PAPER AIRPLANES

**Materials:** paper and other supplies (tape, glue, scissors, markers, etc.) for making paper airplanes; books or pictures showing various paper airplane styles.

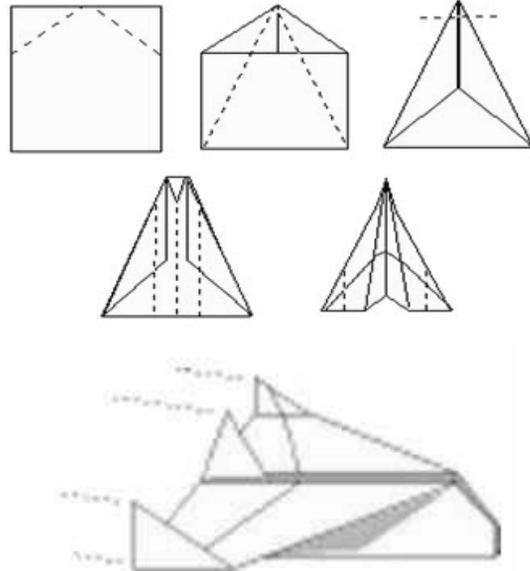
As the participants arrive, have them make paper airplanes, either individually or in groups of two or three. Encourage interaction with people they have not met before. Then have them fly their airplanes. If someone has a favorite paper airplane design, encourage that person to share it with others. Consider holding a contest for the best design.

#### Here are two unusual patterns:

**Paper Copter**—Construct this paper helicopter from 80-pound colored card stock. To make the helicopter fly faster, attach a large paper clip to the bottom flap or tape on a penny.



**Flying Paper Wing**—Find some scrap paper, and try to fold this paper airplane. Remember to recycle the paper when you are done.



#### GROCERY BAG KITES

**Materials:** large paper grocery bag; hole punch; circular reinforcements; scissors; lightweight string; markers; stapler or glue; crepe paper streamers.



#### Directions

1. Punch a hole in each of the four corners of a large paper bag at least 1 inch from the top edge of the bag.
2. Stick a circular reinforcement around each hole on each side of the bag.
3. Cut two 3-foot lengths of string and tie each end to a hole to form two loops.
4. Tie another 3-foot length of string through the two loops to create a handle.
5. Decorate the bag with markers. Glue or staple crepe-paper streamers to the bottom of the bag.
6. Hold on to the string as you run; the bag-kite will fill with air and float behind you.

## Opening Ceremonies

### TAKE FLIGHT

**Personnel/Materials:** 5 Cub Scouts; large cards for 4 of the Cub Scouts to hold with pictures of a plane, a bird, a kite, and a rocket ship. On the back of the cards, print the boys' lines in large print. Or maybe use models of the items and put the lines on index cards.

**Cub #1** (plane card): Every day, thousands of planes SOAR to deliver people and things all over the world.

**Cub #2** (bird card): You can see many different birds SOAR, making the world a more beautiful place.

**Cub #3** (kite card): In the windy skies above, watch your own kite SOAR. It's a time to relax and enjoy a wonderful part of nature.

**Cub #4** (rocket ship): It's so exciting to see rocket ships SOAR and think about exploring the universe.

**Cub #5:** Does your heart stir as you see our national flag SOARING up to the top of the flag pole? Please stand and join me in saluting this great flag while repeating the Pledge of Allegiance.

### WELCOME ABOARD OUR FLIGHT

**Materials:** script based on the agenda for the meeting.

**Personnel:** pilot played by the Cubmaster; announcer played by an assistant Cubmaster (CA), committee chair (CC), or den chief (DC); flight attendant(s) played by other leader(s) or Cub Scouts.

Arrange the seating for your pack meeting to resemble airplane seating. Set up a pilot's area in the front and a place from which the flight attendant(s) can speak. The script should tie all the parts of the meeting together: pre-opening, opening, awards, songs, game, closing, and the rest. For the pre-opening activity, hand a ticket to everyone coming in. The opening is a call by the main flight attendant, announcing that Cub Scout Air Lines (flight number—your pack number) is ready for boarding. The other flight attendants check tickets and the "passengers" take their seats. The main flight attendant announces the flight destinations and wishes everyone a pleasant trip.

The aircraft takes off, flies all around the United States, and lands at various cities. The flight attendant announces each stop along the way, and after each stop the pilot stands up and leads a new agenda item. For in-flight entertainment, the passengers may watch a skit "performed by that nationally famous Den 1," or sing a song "led by the Den 4 singers." For the awards, the airplane lands at various places to see famous people (e.g., brand new Wolf Cub Scouts), then takes off and lands somewhere else to see a Cub Scout who is receiving Arrow Points. Along with the awards to each Cub Scout, the pilot could present pilot's wings (cardboard cutouts covered with aluminum foil). At the end of the flight, the aircraft returns home. The pilot announces that he was pleased to have everyone on the trip with him and closes with a Cubmaster's Minute related to the "flight." The passengers disembark and go home.

The skit might start like this:

**Flight attendant:** Welcome aboard Flight \_\_\_\_\_ (pack number). (CM's name) is our pilot and (CA's name) is the co-pilot. (Both of them wave from their chairs.) I'm your flight attendant, (name). We're flying today to adventures in Cub Scouting, with stops in fun, new skills, and advancements. But the good news is you won't have to change planes! We'll be flying at the speed of excitement, so buckle up and prepare for takeoff. (Hold up a cardboard sign that reads, "Fasten seat belt.") As we cross this beautiful land, please join us in singing "America the Beautiful." (Everyone sings the first verse of the song.)

Before each "landing":

**Flight attendant:** We're preparing to land in (first agenda item, e.g., Announcements). So please remain seated until the aircraft comes to a complete stop and the "Fasten Seat Belt" light goes off. (To signal that this has happened, turn the seat belt sign over to a side that says, "Thanks.") Thank you for choosing Cub Scout Airways!

After landing, the pilot and co-pilot get up to present the first item on the agenda. Then they return to their seats and say, "Prepare for takeoff."

**Flight attendant:** Welcome back. Remember, we're flying at the speed of excitement, so buckle up and prepare for takeoff. Our next stop is (next agenda item.)

Continue repeating this sequence for each item. You can also pair or triple multiple items at each stop. (Be quick and keep the transitions short, or things will become boring.) Consider working in some puns, run-ons, or jokes for the flight attendant's lines.

### SPACE FLIGHT

**Cubmaster:** Cub Scouts and families, the Space Flight of Pack \_\_\_\_\_ is getting ready to leave the launch pad. Will you all take your seats and buckle yourselves in so we can blast off?

**Assistant Cubmaster:** For tonight's adventure, we will soar into space; Cub Scouts the world over have entered the race. To the planets we're going, for our special outing; we're sure to have fun on our flight with Cub Scouting.

**Cubmaster:** Time to count down. (Leads blast-off cheer.) 10-9-8-7-6-5-4-3-2-1.... Blast off!

### CONSTELLATIONS

**Personnel/Materials:** Cubmaster or narrator; 8 Cub Scouts holding cards with one letter from the words "CUB SCOUT" on the front of each card, and a picture of the constellation that goes with that letter. On the back of the cards, print the boys' lines in large print.

**Cubmaster:** Thousands of years ago, people saw shapes among stars. Those shapes are called constellations. You can still see them. Let's look at the night sky and you'll also see Cub Scouts. (The boys hold up their signs.)

**Cub #1:** C - Cassiopeia, the Queen.

**Cub #2:** U - Ursa Major, the Great Bear.

**Cub #3:** B - Bootes, the Herdsman.

**Cub #4:** S - Sagittarius, the Archer.

**Cub #5:** C - Cepheus, the King.

**Cub #6:** O - Orion, The Hunter.

**Cub #7:** U - Ursa Minor, the Little Bear.

**Cub #8:** T - Taurus, the Bull.

**Cubmaster:** Now let's look at the stars in our flag, salute, and repeat the Pledge of Allegiance.

## Prayers

### THANK YOU FOR DREAMS

Thank you, God, for the dreams of the people who gave us the possibilities of flight. Thank you for the birds that inspire them as examples of how to do it. And thank you for the courage of those who kept trying until they succeeded. **Amen.**

### ASTRONAUT FRANK BORMAN'S PRAYER

This could be used during opening or closing by having the Cub Scouts and their families form a large circle. The Cubmaster explains that this prayer was broadcast to earth by U.S. Astronaut

Frank Borman, while on a moon-orbiting mission in December 1968. Give us, O God, the vision which can see the love in the world, in spite of human failure. Give us the faith to trust Thy goodness in spite of our ignorance and weakness. Give us the knowledge that we may continue to pray with understanding hearts, and show us what each one of us can do to set forward the coming of the day of universal peace. **Amen.**

#### ROUNDTABLE OPENING PRAYER

(For adults at the meeting.) O, God, we thank you for the vision of the people who have come before us to make the world a better place. Help us to remember as we work with our Cub Scouts that only you know what the future holds for them and what their place in history will be. Help us to allow them to follow their dreams, and help them to persevere so that they, too, can soar to new heights. **Amen.**

## Songs

### “THE PILOT AND THE BIRD”

Tune: “My Bonnie Lies Over the Ocean”

I went for a flight in my airplane,  
To see all the clouds in the sky.  
And when I was up in my airplane,  
I saw a small birdie fly by.

Chorus:

Fly high, fly low;  
Oh, flying circles and feeling free.  
Fly high, fly low;  
Oh, what fun for the birdie and me.  
He looked at me right through the window.  
I saw he was doing his best  
To teach me just how to fly circles.  
Now it's time to show him my best.

(Repeat chorus.)

### “STARS ARE OUT TONIGHT”

Tune: “Deep in the Heart of Texas”

The stars tonight are outta sight,  
(clap, clap, clap, clap)  
Here at our Cub pack meeting.  
The skits Scouts do will amaze you,  
(clap, clap, clap, clap)  
Here at our Cub pack meeting.  
The songs they sing will laughter bring  
(clap, clap, clap, clap)  
Here at our Cub pack meeting.  
So everyone, come join the fun.  
(clap, clap, clap, clap)  
Here at our Cub pack meeting.

### “THE NOBLE CAPTAIN KIRK”

Tune: “The Grand Old Duke of York”/“A-Hunting We Will Go”

The noble Captain Kirk,  
He had four hundred men.  
He beamed them up to the Enterprise,  
And beamed them down again.  
And when they're up, they're up. (Stand up.)

And when they're down, they're down. (Sit down.)  
And when they're only half way up,  
Their atoms roll around. (Wave and flap your arms.)

### “SOARING IN SPACE”

Tune: “The Happy Wanderer”

I love to go a-rocketing  
Around the planets here,  
And as I orbit Mars and Earth,  
This eerie song you'll hear.

Chorus:

Nebulee, nebula,  
Nebulee, nebula-ha-ha-ha-ha-ha.  
Nebulee nebula,  
This eerie song you'll hear.

I shine my light on every star,  
And they shine back at me.  
Oh what a strange and unknown space  
Makes up the galaxy.

(Repeat chorus; change last line to “Makes up the galaxy.”)

I orbit high above the moon,  
And on the moon I see,  
A million moon men mining cheese,  
It's an astro-dairy.

(Repeat chorus; change last line to “It's an Astro-Dairy.”)

I rocket off toward Pluto's orb;  
The planet I will browse,  
The seventh moon bears a strange resemblance  
To Mickey Mouse.

(Repeat chorus; change last line to “To Mickey Mouse.”)

So as you blast off for the stars,  
There's one thing you should know;  
Before you leave, it's best to wash  
the outside ship windows.

(Repeat chorus; change last line to “The outside ship windows.”)

### “MY KITE”

Tune: “The Farmer in the Dell”

My kite is up so high,  
My kite is up so high,  
Oh my—just watch it fly  
My kite is up so high.

My kite is falling down,  
My kite is falling down,  
Oh no—it's down so low.  
My kite is falling down.

The wind has caught my kite,  
The wind has caught my kite,  
What fun—I'm on the run.  
The wind has caught my kite.

My kite is up so high,  
My kite is up so high,  
Oh my—just watch it fly.  
My kite is up so high.

## Cheer or Applause

**Blast-Off Cheer #1:** Everyone squats down in front of their chairs and counts down: “10-9-8-7-6-5-4-3-2-1. Blast off!” At blast-off, everyone jumps up as high as they can, roaring like a missile.

**Blast-Off Cheer #2:** Leader starts a countdown “10-9-8-7-6-5-4-3-2-1. Blast off!” At blast-off, everyone yells, “ZOOM! POW!” Then they raise their hands and yell, “OOOOH! AAAAH!”

**Satellite Applause:** Move right hand in circle overhead, opening and closing the fist, while saying in a high falsetto voice, “Gleep-geep-geep.”

**Supersonic Cheer:** We all know light travels faster than sound; in this case we see the cheer before we hear it. Wave arms and pretend to cheer (no noise). Then sit down (or remain standing), wait a moment, and—at the leader’s signal—make sounds.

**Paper Airplane:** Everyone pretends to fold a paper airplane. Then the leader asks, “Everyone ready?” On three, each person throws his or her imaginary plane and follows its path with eyes and head—imitating what the leader is doing and saying (look up, look down, roll your head around for a loop-de-loop). Follow the plane as it glides in for a landing and then yell, “Perfect!”

## Advancement Ceremonies

### WEATHER BALLOON

**Materials:** 1 large balloon for each Cub Scout who is being awarded, plus 1 extra balloon.

1. On a balloon, write the name of a Cub Scout who is being advanced.
2. Insert the badge in the balloon.
3. Blow up the balloon and tie it.
4. Repeat for each boy.
5. Write “Happy Birthday” on one extra balloon.

Place the balloons at the front of a table or have helpers hold them up so everyone can see the names.

**Cubmaster:** A family once decided to have a picnic for one of their children’s birthdays, in the solitude of the mountains. (Display the “Happy Birthday” balloon.) They blew up some balloons and loaded them in the back of their van to take to the mountains and decorate the picnic site. The balloons were blown up big. The family piled into the van and drove up the mountain. Just before they got there, guess what happened. (Pop the “Happy Birthday” balloon.) They heard a big bang. What do you think happened?

(Pause. If a Cub Scout answers, let him explain what he thinks happened. If not, explain as follows.)

**Cubmaster:** Imagine that a balloon is sealed so that no air can escape from it. As the altitude of the balloon increases, the air pressure outside of the balloon decreases. The amount of air in the balloon remains the same and, therefore, so does the pressure that it exerts outward. When the balloon reaches a height where the interior air pressure becomes greater than the exterior air pressure, along with the pressure exerted by the balloon’s skin, the balloon will burst. (Some of these words may need more explanation to help the boys understand.) Weathermen use balloons to tell them what the weather is like at different heights in the sky. Each of you Cub Scouts is at a different place on your scouting trail.

*(Call forward each advancing Cub Scout and his parents. Tell him that his weather balloon will show where he is on his path. If he would like, have him pop the balloon to discover his badge inside. Present the badge to his parents to pin on their Cub Scout. Then lead a cheer.)*

### LET’S GO FLY A KITE #1

**Materials:** a large, diamond-shaped kite made of paper and wooden sticks; a long, wide ribbon.

**Preparation:** Draw or paste pictures of the Cub Scout badges on the kite. Pin the badges on the long ribbon and attach it to the kite as a tail. (Start with the Tiger badge at the bottom of the ribbon and work up to the Webelos and Arrow of Light.) Then suspend the kite from the ceiling (or a tree branch if outdoors) and let the ribbon hang down.

**Ceremony:** As you call the Cub Scouts (and parents) up to receive the badges; remove each boy’s badge from the ribbon. You can also snip off a piece of the ribbon as a memento.

### LET’S GO FLY A KITE #2

**Materials:** kites representing each badge of rank, with the awards attached to them.

**Cubmaster:** Kites have a long and varied history. They were invented in China and were made of silk and bamboo. I’ll bet you didn’t know that kites were once used by the military for aerial photography and to deliver messages. The Wright brothers used large kites to test their ideas about flight before building their airplane. And we have all heard of Benjamin Franklin’s famous experiment with a kite, a key, and a lightning bolt. Our Cub Scouts have been working hard this month and are flying high. Let us recognize them for their achievements.

(As each rank is presented, the Cubmaster takes down the corresponding kite, calls up the boys and their parents, removes the badges, and presents them. Then he presents the kite to the den leader.)

**Cubmaster:** To all of the boys who have soared this month, we congratulate you with a cheer. (Leads cheer.)

### FLIGHT THROUGH SPACE

**Materials:** ceremony board resembling a chart of the sun and planets.

Label the planets as Cub Scout ranks (Cub Scout insignia stickers may be used). A small blue and yellow cardboard rocket should be made for each boy getting a badge and placed on or under his old rank. Place a loop of masking tape on the back of each rocket, so it can be moved to the new rank.

**Cubmaster:** Will the following boys and their parents please come forward? (Read names of Cub Scouts who are receiving awards.) Cub Scouts, we are happy to see you have taken another flight forward in our Cub Scout galaxy. Please face your fellow Cub Scouts, and Den Chief \_\_\_\_\_ will lead them in the rocket cheer. (Pause for rocket cheer.) These Cub Scouts have done a fine job in our pack. They are progressing through our Cub Scout galaxy. This would not be possible if it were not for the interest and help of their parents. I am proud of the parents in our pack. As I move your rocket forward in our galaxy, your parent will present you with your badge.

(He calls the name and new rank of each Cub Scout, and moves the rockets to appropriate ranks on the ceremony board while parents present badges to their sons. The Cubmaster congratulates the boys and parents with a Cub Scout handshake. Then he leads a cheer for the accomplishments.)

## Wingman (Top Gun) Award Recognition Ceremony

**Materials:** a “Top Gun” poster, model airplane, or other special gift or award certificate.

Recognizing volunteers is crucial to the pack's health and to leader retention. There are many great sources for creative, meaningful, homemade-from-the-heart awards.

Start by showing an edited clip from the first five minutes of the movie "Top Gun," or describe the scenes: Maverick rescues a pilot who is badly shaken up and flying off course.

**Akela:** Can anyone tell me what "flying in fingertip formation" means? (Wait for response.) That is where the lead pilot is out in front like your middle finger (hold up your hand) and the other planes, or "wingmen," escort him by flying just behind on both sides, and then others just behind them. The purpose of this formation is to help the lead plane complete its mission. His eyes are set on the target, and he should not need to worry about enemy aircraft sneaking up on him. The wingmen protect him by scanning the surrounding skies for danger and engaging the enemy in combat, if necessary, to support the lead pilot and allow him to complete his mission. They help him stay on course. On other missions, a wingman will become the lead pilot and will need wingmen of his own to help him complete his assignments.

We have a lot of goals—or missions—in life, and in order to succeed we need to have "wingmen," or good friends, who help us stay on course and protect us from the "enemy." We also have many occasions to be "wingmen" for someone else who might be straying off course. We can gently guide them back into formation by providing support and alerting them when danger is approaching. Some of the dangers you need to help your friends avoid are drugs, stealing, cheating, swearing, and other "enemies" that could prevent them from completing their missions in life or throw them off course.

Will (name of recipient) please come forward? Tonight, we present an award to an excellent "wingman." It is the TOP GUN "WINGMAN" award for your help with (name the event, task, or position this person served in and why he or she was selected). To be a Top Gun pilot is to be among the best in the world. Being the best does not always mean being the leader. In this case, being the best means being a great "wingman." Your devoted friendship has elevated you UP THERE WITH THE BEST OF THE BEST! (Present the award.)

## Cubmaster Minutes

### FAITH OF PILOTS

We have learned tonight about faith. We have seen and heard examples of the faith of pilots, paratroopers, and those who take to the sky. Sir William Osler said, "Without faith a man can do nothing; with it all things are possible." Fear can end where faith begins. I encourage you to live by faith one day at a time, to set your goals knowing that faith helps you achieve them, to reach for the sky because there is no limit to what you can accomplish, and to always do your best.

### AIM FOR THE STARS #1

If you want to aim for the stars, you must remember that you are building your launching pad right now by your willingness and initiative in every task you tackle—at home, in church, in school, and in Cub Scouts.

### AIM FOR THE STARS #2

The words "Aim for the Stars" has an important meaning to Cub Scouts. Think of Thomas Edison, who tried and failed hundreds of times before he perfected the light bulb. He never quit trying. A Cub Scout, who tries to do his best and keeps trying, is preparing himself for greater responsibilities when he becomes a man. What you do and how well you do it becomes your launching pad to "Aim for the Stars."

## TRACKS ON THE MOON

Over 45 years ago, man first set foot on the moon. That first footprint of Neil Armstrong is still there on the moon, preserved in the lunar dust where no wind will blow it away. Other footprints are there, too: Gene Cernan, Alan Bean, Buzz Aldrin, Edgar Mitchell, Alan Shepard, and others who explored the lunar surface. Here on earth we can't literally see our footprints forever, but wherever our feet carry us, WHAT WE DO is preserved. Every kind deed is remembered and has a lasting effect on those around us. Every hurtful word has a lasting effect as well. Let's decide to choose our words and our deeds as carefully as if they were to be recorded forever, like the footsteps on the moon.

## THE NORTH STAR

(Gather the pack in a large circle.) We've had lots of fun imagining what life might be like as we soar into space. We've looked into the night sky and enjoyed its beauty. Some of you have learned that the North Star, Polaris, is fixed overhead and that it is used by space travelers and ship captains to find their position. In Cub Scouting we have our own North Star, the Cub Scout Promise. Like the North Star, the Promise is a guide for people on earth. If we follow the Promise, we can be pretty sure that we will be good men. Please join me now in repeating the Cub Scout Promise. (Make the Cub Scout sign and lead them in reciting the Promise.)

## Closing Ceremonies

### FLYING

- Cub #1:** We have spent time learning about things that soar.
- Cub #2:** From birds to jets, there's a lot up in the sky.
- Cub #3:** Folks had their dreams that got them off the ground.
- Cub #4:** Aided by talent and luck, the universe they found.
- Cub #5:** We all agree, soaring is out of sight.
- Cub #6:** Now our meeting is done and we will say:
- All:** Good night.

### "THE SKY IS THE LIMIT" CLOSING

**Den Leader:** Cub Scouts, it wasn't long ago that we heard some people say, "The sky is the limit." That meant that a man could make anything of himself that he wanted ... at least, on the earth. Well, that limit is off now. There is almost no limit to what you can aspire to do, either on earth or in space. Our astronauts showed us that.

**Committee Chairman:** Colonel "Buzz" Aldrin, the second man to walk on the moon, was a member of Troop 12 in Montclair, N.J. He once told a group of Scouts, "Set your goals high and settle for nothing less than accomplishment. Don't settle for mediocrity."

**Cubmaster:** How well you perform will depend on how you accept this new challenge which says, "The sky is NOT the limit." A Cub Scout who does his best in everything he undertakes now is preparing himself for that challenge. If you want to aim for the stars, you must remember that you are building your launch pad right now, by your willingness and initiative in every task you tackle—at home, church, school, and Scouting.

## Den Closing—The Living Circle

Based on an Indian custom, the Living Circle may be used alone or as a part of another ceremony. It reminds a Cub Scout of the fine friendships he is making in Cub Scouting.

Form the Living Circle by standing with your den leader and den in a close circle, facing inward. Ask everyone to turn slightly to the right in the circle and extend his left hand into the center, palm

downward and left thumb pointing to the right. Have each boy grasp the extended thumb of the person on his left, thus making a living circle.



Each person should hold his right hand high above his head in the Cub Scout sign. The Cub Scout Promise or Law of the Pack may then be said as part of the closing ceremony.

After the Promise or Law, everyone can pump their left hands up and down, saying “Ah-KAY-la, we’ll do our best!” or “We’ll be loyal Scouts” (as you see sports teams break a huddle).



## Games

### AIRPLANE TOSS GAME

See instructions under Gathering Activities.

### FLYING SAUCER ESCAPE

**Materials:** 1 Hula-Hoop and at least 4 Frisbees.

Divide the players into two teams. Hang the Hula-Hoop on a tree limb or any place you have lots of room. Each Cub Scout takes three tries at throwing a flying saucer (Frisbee) through the time tunnel (Hula-Hoop). The team that gets all of their flying saucers through the time tunnel first is the winner.

### SOARING THROUGH SPACE

**Materials:** list of cosmic places being used. Keep it as simple as possible. If only a single den is playing, the planets in our solar system should be enough.

All players except one are seated in a circle. Each one is given the name of a planet, dwarf planet, moon, or other cosmic place. The player without a chair stands in the middle and calls, for example, “All aboard for the rocket soaring from Mercury to Io [pronounced Eye-Oh], a moon of Jupiter.” The two players representing Mercury and Io must change seats, and the caller attempts to grab a seat during the scramble; the player left without a seat becomes the caller for the next round. The caller can name a cosmic place that isn’t assigned to anyone, thus causing confusion and excitement.

### GOING TO THE MOON

The leader says, “I am (name) and I am going to the moon. I will take with me a \_\_\_\_\_ and a \_\_\_\_\_.” Everyone then repeats the phrase, stating his or her name and two objects. They are then told they may or may not go to the moon. (The goal: The objects you choose must have the same first letters as your initials. For

example, Bill Smith might take a balloon and a sack. Fred Jones might take firecrackers and jam. But if Mike Thomas wants to take a ball and a bat, he cannot go.)

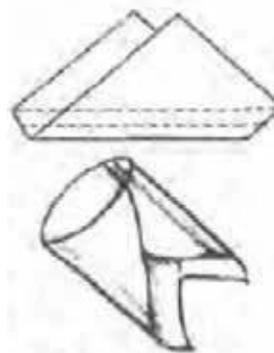
### BALLOON JET RACE

**Materials:** 1 balloon per player (*all members of a team get the same color*); extra balloons as backups.

Form teams and hand out the balloons. Each player blows up his or her balloon until it is just short of popping, and holds on to the end without tying it. Mark a starting point for each team and have the first player stand on that spot. At the signal, the first players let their balloons go. The second players go to the spots where the first balloons landed and let their balloons go. Continue until all the team members have “raced” their balloons. Measure the distance from each team’s starting point to the place where their last balloon landed. The team with the greatest distance is the winner.

## Project: Tube Glider

**Materials:** printer paper; tape.



Fold the paper diagonally so it looks like two triangles offset from each other. Fold up the longest side less than a half inch. Fold up again. Bring together the two ends of the folded side, insert one end into the other, and tape them in place. Make sure the tube is smoothly round. The circular opening is the front and the narrow side of the tube is the top. Place two or three fingers between the two points at the bottom and gently push the glider. Try making a smaller glider; as long as the paper is rectangular in shape, it will work.

## Activities

### ASTRONAUT EGGS

**Materials:** eggs; Ziploc bags; tape; Styrofoam sandwich box; packing materials such as newspaper, Styrofoam peanuts, or bubble wrap.

Scientists spend a lot of time making an astronaut’s journey safe. For the pre-opening activity each Cub Scout packs an egg so that it can survive a 10-foot drop onto a hard surface.

Put the egg inside the Ziploc bag, and then pack it any way you want inside the box. Tape the box well and write your name on it. Everyone can then drop their boxes from a high place to see which ones remain intact.

### MAKE A “PRETZEL OF FAITH” TIE SLIDE

Giving thanks through prayer is an important part of faith, and here’s an interesting way to “wear” your faith on your neckerchief: Make a pretzel tie slide!

It’s really simple. Just mount a perfectly shaped pretzel on a piece of fun foam, cardboard, or heavy-duty paper of any color. Add a backing.

Be prepared to explain the legend behind the pretzel: A few weeks before Christmas in 610 A.D., a monk was kneading bread dough while he watched the village children play in the snow. "Too bad they aren't as interested in their prayers," he thought to himself. "If only there was some way to get them back to saying their prayers and coming to church." As the monk finished the last loaves of bread, he was suddenly struck with a most original idea. He gathered up the leftover dough and began to form pencil-like strips, which he then twisted into a shape that looked like a child's arms folded in prayer.

The monk declared, "Ah! A pretiola!" which in Latin means "little reward." He opened the bakery window and called out to the children. "Come in, say your prayers, and I will give you a pretiola!" It didn't take much persuasion. Soon each child had learned a prayer and proudly received a "little reward." Rushing home, the children excitedly told their parents. Word of the monk's idea soon spread through the village, and children and parents alike visited the chapel to receive a pretiola.

The Christmas prayer service that year was especially festive and bright. The church was filled with families once again. And as the cheerful voices rose in prayer and song together, the monk smiled joyfully and thanked the Lord for little rewards. The pretiola soon found its way into Germany and Austria, serving as a symbol of excellence used to reward worthy accomplishments as the church and youth programs flourished.

And that, according to this legend, is the root of the pretzel we know today. If you make a pretzel tie slide, you can tell the story, too!

## Audience Participation

### A SPACE ADVENTURE

Divide the audience into two groups. Assign each group to perform these gestures and lines when their assigned word is spoken.

**SPACE:** "Way out there!" (Point ahead, moving your finger from left to right.)

**ASTRONAUTS:** "Onward and upward!" (Stand up and thrust an arm toward the sky.)

In the universe, there's an enormous place that we all call SPACE. ASTRONAUTS spend many hours searching SPACE, where mysteries unfold. They bring back dust and rocks galore; each ASTRONAUT strives to always learn more. They circle around for days in SPACE, keeping up a strenuous pace. Our country explored SPACE and then, soon, our ASTRONAUTS landed on the moon. Oh, what a thrill as we witnessed the sight: ASTRONAUTS raised our flag on that first moon flight. Right out there in outer SPACE, upon the moon stands our flag. It stands just where the ASTRONAUTS left it, as they played a part in history.

They discovered one fact that may not please storywriters: The moon is not made of green cheese. So when you look into SPACE and see the man in the moon, remember ASTRONAUTS proved we can't eat him at noon. All of this is now old news, but ASTRONAUTS still go out into SPACE. SPACE travel, here and there, is done easily, almost without a care.

### THE ADVENTURES OF PACKMAN AND THE CUB SCOUTS

Divide the audience into four groups with these lines:

**ROCKET:** "Blast off!"

**ASTEROIDS:** "Look out!"

**PACKMAN:** "Battle stations!"

**CUB SCOUTS:** "Yippee!"

PACKMAN and his CUB SCOUT friends were working on the Fishing belt loop. They decided to go to Pluto and try their luck at ice fishing. After filing their Interplanetary Tour Permit, they climbed into the ROCKET and set course through the ASTEROIDS and the dark reaches of space. As they passed the moon, one of the CUB SCOUTS cut his finger. PACKMAN and the CUB SCOUTS used their first-aid training to fix him up.

As the ROCKET drew near the ASTEROIDS, PACKMAN pointed out Mars to the CUB SCOUTS. Suddenly, there was a loud crash! An ASTEROID had hit a booster ROCKET. PACKMAN bravely steered the ROCKET out of the ASTEROIDS and prepared the CUB SCOUTS for an emergency landing on Mars to fix the ROCKET. PACKMAN saw they would not be able to go on to Pluto. So PACKMAN and the CUB SCOUTS went fishing in the canals of Mars and repaired the ROCKET. So it was that PACKMAN and his CUB SCOUTS returned home with enough space fish for all of their families to eat.

## Skits

### JUST LIKE THE WRIGHT BROTHERS

**Materials:** 1 chair; 1 bicycle; 2 large boxes; 2 large sheets of cardboard; strips of wood or cardboard attached to resemble a propeller.

This scene takes place between four Cub Scouts after a den meeting.

**Cub #1:** That was a great meeting today! Wasn't it fun learning about the Wright brothers and their flight at Kitty Hawk?

**Cubs #2, #3, & #4:** Yes, it was!

**Cub #2:** Don't you wish we could invent something and be just like the Wright brothers?

**Cubs #1, #3, & #4:** Yeah!

**Cub #3:** Hey, why don't we build a plane? We're Cub Scouts. We can do anything!

**Cub #4:** That's a great idea. Then we can be . . .

**All (in unison):** Just like the Wright brothers!

*(All run offstage and return with pieces of the plane.)*

**Cub #1 (with the large boxes):** Here is the fuselage.

**Cub #2 (with the chair):** And here's a seat for the pilot.

**Cub #3 (with the sheets of cardboard):** I have the wings.

**Cub #4 (with the board):** We can use this for a propeller.

*(The boys assemble the plane. One sits on the chair. They look around and seem confused.)*

**Cub #1:** We forgot something.

**Cub #2:** We don't have an engine! We'll never get off the ground!

**Cub #3:** And we'll never be . . .

**All (in unison):** Just like the Wright brothers!

**Cub #4:** Wait! I have an idea. *(Runs off stage and comes riding the bicycle.)*

**Cub #1:** What are you doing? That's not an engine!

**Cub #4:** Don't you remember? The Wright brothers owned a bicycle shop before they started flying. We can all ride our bikes and still be . . .

**All (in unison):** Just like the Wright brothers!

*(Everyone exits.)*

## FLYING LESSON

**Materials:** 2 chairs; 3 flashlights; 1 glow stick.

**Scene:** A student pilot and his instructor are on a nighttime cross-country flight. The instructor wants to test student on night flying. First, the instructor turns down the panel lights.

**Instructor:** OK, you've just lost your lights. What are you going to do?

**Student (pulls out a flashlight):** I'd get out my flashlight.

**Instructor:** The batteries are dead. Now what are you going to do?

**Student (pulls out another flashlight):** I'd get out my other flashlight.

**Instructor (grabs the flashlight):** The bulb is burned out on this one. Now what?

**Student (pulls out a third flashlight):** I'll use this flashlight.

**Instructor (grabs this light too):** ALL your flashlights are dead. Now what?

**Student:** I'll use this glow stick.

**Instructor (sighs loudly):** Just fly the plane without any lights. OK?

## VOYAGE INTO SPACE

**Characters:** 1 navigator; 4 space travelers (ST #1–#4); 1 stranger; 1 announcer.

**Props:** 5 chairs for the navigator and space travelers; 5 space helmets; 5 jackets; 1 control panel. Set up the panel, along with other paraphernalia, to represent the inside of a spaceship. The travelers wear sweatshirts and pants tucked inside dark stockings (to serve as boots). The space helmets are arranged on the floor alongside jackets for each traveler.

**Announcer:** Tonight, through the use of a special crystal ball, we bring you a report of a great future moment in history: the first manned voyage to Mars. Inside the historic ship, departure time has come.

(Curtain opens on the space ship interior. Off stage, a countdown is heard, and then a mighty swoosh. The travelers fall to the floor, and then pick themselves up.)

**ST #1:** Well, at last we're off!

**ST #2:** Think of it. The first manned voyage to Mars!

**Navigator (walks to control panel):** It's all up to me, now.

**Announcer (after a long pause):** Time passes ... and the ship prepares to land.

**ST #4:** Millions of miles from home!

(ST #2 looks out of window.)

**ST #1 (speaking to #2):** What do you see out there?

**ST #2:** Looks like barren country, all right. Where's the map of Mars? There's something over there that looks like canals.

**ST #3:** Come on. Let's get our helmets and spacesuits. It's daytime now and the temperature is probably 200 degrees.

(They put on the space helmets and jackets and start out the door.)

**ST #4 (calling back to the others):** Look at that creature out there! It's jumping way into the air!

**Navigator:** That's because there is no gravity here. We've always been told that creatures like that couldn't exist on Mars.

(Everyone exits the stage.)

**Announcer:** Time passes. The men return to the spaceship.

(Everyone returns.)

**ST #1 (sitting down):** Whew! It's sure hot out there!

**ST #2:** Those weighted boots worked well. It was easy to walk on the ground.

**ST #3:** If you ask me, those designers overdid it. I could hardly lift my feet.

**ST #4:** Me too. They weighed a ton. Let's rest awhile before we go out again.

(Suddenly, there is a knock at the door.)

**All (looking puzzled):** What ... was ... THAT?

**Navigator:** Well, it can't be the wind. There's no atmosphere here.

(The navigator cautiously opens the door. The stranger enters, dressed in rough clothing, cap, and jacket. He speaks with heavy Australian accent.)

**Stranger:** I say there, you blokes in trouble?

**ST #1:** How can you stand it out there without a space suit or helmet?

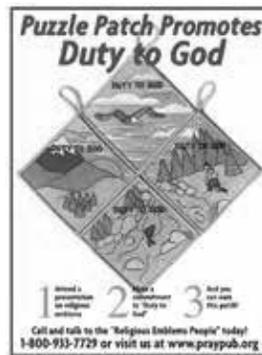
**ST #2:** He must be a superior being from another planet.

**ST #4:** Heavens, man. What are you doing on Mars?

**Stranger:** I say, the 'eat must've made ya balmy! This 'ere ain't Mars. It's the central plains of Australia! Didn't ya see that bloomin' kangaroo jumpin' 'round out there?

(The navigator and the space travelers faint.)

## “Duty to God” Promotion



“Duty to God” is at the heart of the Scouting movement. Religious emblems reinforce this spiritual component and promote many of the values found in the Scouting program. The purpose of this “Duty to God Promotion Patch” is to encourage youth and adults to learn about and promote the religious emblems program.

Anyone of any faith can participate in the promotion, which can be as short as 10 minutes at a pack meeting or 50 minutes at a pow wow or university of Scouting. The promotion may be directly to Scouts or to adults who seek to encourage the Scouts. With faith being emphasized as the Core Value this month, check out the material about promoting “Duty to God” at [www.praypub.org](http://www.praypub.org). Resources there include scripts, slide presentations, a video on religious emblems, and parent handouts.

## Quoting Baden-Powell on Faith:

- No man can be really good, if he doesn't believe in God and he doesn't follow His laws. This is why all Scouts must have a religion.” (*Scouting for Boys*, 1908)

- “Scouting has been described as ‘a new religion.’ It’s not, of course, a new religion: It’s just the application to religious formation of the principle now accepted in non-religious formation, i.e., to point out a precise aim to the boy and give him the way to learn and practice by himself.” (Quoted in *Taccuino*, a collection of Baden-Powell’s writings and essays published in Italy, dated January 1912.)
- “There is no religious side to the (Scout) Movement. The whole of it is based on religion, that is, on becoming aware of God and His Service.” (*Headquarters Gazette*, November 1920)
- “By religion, I mean not just a formal homage tributed to a Divinity, but a deeper acknowledgment of God as a Being perpetually inside and around us, and the consequent higher level of thought and action in His service.” (ibid)
- “Scout Activities are the means by which you can lead the most accomplished street urchin to nobler feelings, and have the faith in God start in him.” (*Aids to Scoutmastership*, 1919)
- “Love of God, love of your neighbor, and respect of oneself as God’s servant are the basis for any form of religion.” (ibid)
- “Many difficulties may arise while defining religious formation in a Movement such as ours, where many religions coexist; so, the details of the various forms of expressing the duty to God must be left to those responsible of each single association. We insist, however, on observance and practice of that form of religion the boys profess.” (ibid)
- “Nowadays the actions of a large part of youths are guided just in a small part by religious convictions. That can be attributed for the most to the fact that in the boy’s religious formation, the worry was on teaching instead of educating.” (ibid)
- “The method of expression of reverence to God varies with every sect and denomination. What sect or denomination a boy belongs to depends, as a rule, on his parents’ wishes. It is they who decide. It is our business to respect their wishes and to second their efforts to inculcate reverence, whatever form of religion the boy professes.” (ibid)
- “If you really wish to find the way towards success, i.e., your happiness, you must give a religious base to your life. It’s not simply attending church or knowing history or comprehending theology. Many men are sincerely religious almost without knowing it or having studied these things. Religion, briefly explained, means: First: know who God is. Second: use to the best the life He gave us, and do what He expects from us. This means mostly doing something for the others.” (*Rovering to Success*, 1922)
- “I have been asked to describe in more detail what I had in my mind regarding religion when I founded Scouting and Guiding. I have been asked ‘Why must religion enter in it?’ My answer has been that religion needn’t enter, because it’s already inside. It is already the fundamental factor pervading Scouting and Guiding.” (From a speech to Scout and Guide commissaries, July 2, 1926.)



# APRIL ROUNDTABLE

## MAY 2015 PACK RESOURCE SHEET

### CORE VALUE: HEALTH AND FITNESS/ THEME: BACKYARD FUN



## CORE VALUE HIGHLIGHTED THIS MONTH:

### HEALTH AND FITNESS

A personal commitment to health and fitness means keeping our minds and bodies clean and fit.

#### WHY "BACKYARD FUN" FOR HEALTH AND FITNESS?

Through Cub Scouting we encourage families to be more physically fit and, at the same time, to enjoy the outdoors in their own backyards. By staging this month's pack meeting outside, we encourage our Scouts to turn off the television, computer, and video games, and help keep the "Outing" in "Scouting".

#### SCOUT LAW EQUIVALENT TO HEALTH AND FITNESS IS "CLEAN."

A Scout keeps his body and mind fit and clean. He chooses the company of those who live by high standards. He keeps his home and community clean.

## Pre-opening Activities

### BACKYARD ALPHABET GAME

**Materials:** wall chart for each den with letters of the alphabet written down the left side; marker pens.

Have each den write items on the chart that can be found in the backyard or can be used to help create backyard fun. Ask them to try including at least one item for each letter of the alphabet. Parents may help, BUT NOT BY USING THE INTERNET. When time is called, each den should select one item that they think will be unique for each letter. Award points for all items that are not duplicated by another den.

### S'MORES

Divide the participants into groups, encouraging them to find people they haven't met. Then each group makes a s'more from two graham crackers, one marshmallow, and one chocolate bar. If you have access to a stove, complete the s'mores by melting the elements together.

### FIND YOUR PARTNER

**Materials:** pairs of index cards with matching words related to the outdoors, 1 word per card. Examples: Dutch oven/peach cobbler, tent/sleeping bag, tree/bird's nest, creek/river, pond/frog, walking stick/hiking boots, canteen/trail mix.

As people arrive, give everyone a card and tell them to find their matching partners. They must approach one person at a time and introduce themselves by name and the item on their card. When partners meet, they share their camping experiences. Be prepared for some unusual matchups.

## Opening Ceremonies

### THE OUTDOOR CODE

**Personnel/Materials:** 10 Cub Scouts; Cub Scouts #1, 2, 4, 6, and 8 carry scripts with key words on the back; #3 carries a trash bag and trash; #5 carries a fire bucket and shovel; #7 carries a camera; #9 carries a small tree branch.

**Cub #1 (key words: "Outdoor Code"):** We ALL really like to have fun outside! Whether we are in our own backyards or out in the woods, we need to be guided by the Outdoor Code, which we want to explain to you.

**Cub #2 (key word: "Clean"):** As an American, I will do my best to be clean in my outdoor manners.

**Cub #3:** This means we will take care of the outdoors for ourselves and others. We will keep our trash out of lakes, streams, fields, woods, and roadways.

**Cub #4 (key word: "Fire"):** As an American, I will be careful with fire.

**Cub #5:** We will build our fires in safe places, tend them well, and make sure they are not only out, but "cold out" before we leave.

**Cub #6 (key word: "Considerate"):** As an American, I will be considerate in the outdoors.

**Cub #7:** We will treat public and private property with respect. We will take only pictures, and leave only footprints.

**Cub #8 (key word: "Conservation"):** As an American, I will be conservation-minded.

**Cub #9:** We will learn how to care for our environment and its inhabitants, and urge others to do the same.

**Cub #10:** Let us keep the Outdoor Code in mind as we have fun in the outdoors.

### LET'S GO OUTSIDE

**Personnel/Materials:** 7 Cub Scouts, each holding a poster with a large letter on the front and his line on the back in large print. They line up beside the U.S. flag.

**Cub #1:** O - is for outdoors, where we like to play.

**Cub #2:** U - is for umbrella, needed on a rainy day.

**Cub #3:** T - is for trees we see on our yards.

**Cub #4:** S - is for s'mores that we like to eat.

**Cub #5:** I - is for ideas our leaders bring along.

**Cub #6:** D - is for direction in singing a campfire song.

**Cub #7:** E - is for everyone having some fun. And now, for our pledge, might we all stand as one?

(Audience rises for the Pledge of Allegiance.)

## Prayers

### OUR OWN BACKYARDS

Thank you for all the different kinds of backyards you have given to us. Please help us to appreciate them, whether they are large or

small, grassy or concrete, sandy or woody, hilly or flat. Let us use them to have fun with our families and friends. **Amen.**

#### WONDERFUL WORLD

As we have fun in our backyards in the summer sun, we give thanks for the wonderful world we live in and for the people who care for us. As we explore the outdoors, let us be safe from harm. **Amen.**

## Songs

#### “BACKYARD ADVENTURE”

Tune: “Oh My Darling, Clementine”

Did you ever watch an ant work?  
Have you listened to the bees?  
Have you watched a bird build a bird's nest?  
And been thankful for the trees?

#### Chorus:

In your backyard, in your backyard,  
You can have a lot of fun.  
If you look at what's around you,  
You'll have fun 'til day is done.  
After sunset, watch the stars shine.  
Nature's wonders you can see.  
Plant a garden, watch the corn grow.  
There'll be food for you and me.

(Repeat chorus.)

If you'll just look all around you,  
Many new things you will see.  
Mother Nature's backyard's endless,  
Always there for you and me.

#### “TAKE ME OUT TO THE FOREST”

Tune: “Take Me Out to the Ball Game”

Take me out to the forest,  
Let me hike in the wild,  
Show me a skunk and a few bear tracks.  
I won't care if I never come back!  
But it's look, look, look at your compass,  
If it rains, then it pours.  
And it's ouch, clap, sting, and you're bit  
In the great outdoors!

## Applause: Big Hand

Everyone needs to lend a hand to the environment when having fun outdoors—a “big hand.” This is done quietly, and in the background.

To give a big hand of applause, extend your open right hand into the air. Then there's a big hand with feeling: Tickle the palm of your right hand with the pointer finger of your left hand.

Let's give ourselves a BIG HAND ... with feeling!

## Cheer: “Go Bananas”

Bananas are a healthy food, easy to eat during backyard fun and high in potassium—something needed during exercise. This cheer adds even more fun. Teach it by saying the words and demonstrating the actions.

“**Bananas of the world unite.**” Clap your hands together over your head and hold them. Then pretend to be peeling yourself as a banana while saying, “**Peel, peel, peel-peel bananas. Peel, peel, peel-peel bananas.**” Then wave your hands wildly in the air and turn in a circle while yelling, “**Go, go, go-go bananas. Go, go, go-go bananas.**”

## Advancement Ceremonies

#### A GAME WITH A PURPOSE

**Materials:** rank badges with small safety pins attached.

**Cubmaster:** The founder of Boy Scouts, Lord Baden-Powell, taught us that “Scouting is a game with a purpose.” Today, in our pack meeting, we've been playing Scouting games, and all year we have been having Scouting fun in our pack. A number of our Cub Scouts have had so much fun that they've achieved the purpose of getting their rank advancement for this year! Will the following from the Tiger Den [number] please come forward with their parents? (Call the boys up by name.) Boys, you have completed all the requirements and earned your Tiger badge. We are proud of you. Parents, will you continue to help your Tigers along the Scouting trail?

(The parents say, “Yes.” Cubmaster hands the badges to the parents.)

**Cubmaster:** Please present your son his Tiger badge and pin it on his uniform for tonight. (Leads cheer and repeats the presentation for Wolves, Bears, Webelos, and Arrow of Light, as needed. Leads a cheer for each group.) The next time I see any of you, I hope to see you proudly wearing your badges on your uniform. Let's have one final cheer for the boys and their parents that helped them! (Leads cheer.)

#### THE FIRE OF CUB SCOUTING

**Materials:** steel wool; dry-cell battery; length of speaker wire with ends stripped; dryer lint; kindling; wood for campfire.

Practice beforehand and have available an alternate means of lighting the fire.

Set up the wood for the campfire in a “log cabin” or “tepee” arrangement. In the base, place the steel wool in contact with one end of the bare wire so that the speaker wire is making good contact with the steel wool. Place dryer lint around the steel wool as tinder. Conceal the wire and run it to an area where another leader can see the campfire but can remain unnoticed. For the ceremony, the fire is not yet lit.

**Cubmaster:** Thank you for joining with us tonight. The following boys have completed the requirements to earn their Bobcat badge, and I would like them to join our fire circle. (Reads boys' names and has them come forward with their parents. Does the same for Tigers, Wolves, Bears, and Webelos ranks. Leads a cheer for each rank or award.) These boys have worked hard and honestly to earn their badges, and I believe that their hearts are true and that they bring the spirit of Cub Scouting with them tonight. Their spirit builds on the spirits of other Cub Scouts who have walked the path of the Bobcat, the Tiger, the Wolf, the Bear, and the Webelos in days gone by. By joining the ranks of these Cub Scouts before them, they add to the energy of Cub Scouting, and I believe their energy is strong enough to light our fire tonight. I ask everyone here to concentrate on their favorite Cub Scouting memory as they gaze toward our fire, and see if the Cub Scout spirit is indeed strong here in our circle tonight.

(At this, the other leader touches the other end of the wire to the battery, which will send current through the steel wool, remotely igniting the tinder.)

These Cub Scouts truly are deserving of their new ranks, and we thank them for giving us the Fire of Cub Scouting. (Leads a final cheer.)

## Cubmaster Minutes

### A TREE IS A GOOD SCOUT

Lord Baden-Powell made the following observation, and I want to pass it on to you: Did you ever pause to think about how helpful a tree is? It provides a nesting place for birds, shade from the sun, and protection from the rain. It discards its dead branches, providing wood for building fires and cooking food. A tree adds beauty to the countryside and to camping areas. We must admit that a tree gives a lot more than it receives. We can learn a lesson from the tree—by doing our best to always be helpful to others and by putting our fellow Scouts first and ourselves second.

### SUMMER

The great playwright William Shakespeare once said, “Summer’s lease hath all too short a date.” Shakespeare, like most of us, thought summer was always too short. And things seem to be over much too quickly when you are having a great time. Enjoy every minute when you have fun. The summer is short but we still have a little more of it left to enjoy. Get out there and have some fun!

## Closing Ceremony: Chief Seattle’s Challenge

**Personnel/Materials:** 7 Cub Scouts holding signs with their lines on the back and appropriate pictures on the front; 1 den leader (DL); 1 Cubmaster or assistant den leader (CM/DA).

**CM/DA:** Chief Seattle was a leader of the Duwamish Indian Tribe in what is now Washington State. He was so well respected that the city of Seattle was named after him.

**DL:** Chief Seattle gave a famous speech in 1854, which included his advice to the white man about respect for our land. Here is a translation of part of his speech:

**Cub #1:** Teach your children what we have taught our children—that the Earth is our mother.

**Cub #2:** Whatever befalls the Earth befalls the sons and daughters of the Earth.

**Cub #3:** This we know: The Earth does not belong to us; we belong to the Earth.

**Cub #4:** This we know: All things are connected like the blood which unites one family. All things are connected.

**Cub #5:** Whatever befalls the Earth befalls the sons and daughters of the Earth.

**Cub #6:** We did not weave the web of life; we are merely a strand in it. Whatever we do to the web of life, we do to ourselves.

**Cub #7:** Let us all remember the words of Chief Seattle and treat the Earth lovingly, as we would treat our own mothers!

## Games

### BACKYARD MYSTERY BAG GAME

**Materials:** paper or cloth bags with objects from the backyard: sticks, leaves, pinecone, rock, grass, dandelion, bark, etc.

Put several different objects commonly found in the backyard into separate bags and pass them, one at a time, halfway around a circle of Cub Scouts. Each Cub Scout feels the object and then comes up with an adjective that describes it. The other half of the circle tries to guess the bag’s contents, and this continues until the last Cub Scout has taken his turn. The object is then revealed.

### A BACKYARD TRIP

This is a memory game. Everyone sits in a circle, and one Cub Scout begins by saying, “I’m taking a trip to my backyard, and I’m bringing \_\_\_\_\_ (anything can be named).” The second Cub Scout says, “I’m taking a trip to my backyard, and I’m bringing \_\_\_\_\_ (repeats the first item and adds a new item).” Each boy in the circle recites the entire list and adds his own item. The game continues until someone forgets an item.

### BACKYARD OBSERVATION

Players sit in a circle. Each takes his turn telling something he can see, hear, feel, or smell from where he sits. No repetition is allowed, and if a player repeats what another says, or cannot think of something, he is out. The game continues until only one is left.

## Activity: Backyard Wilderness Fitness Course

**Materials:** signs that say, “Wilderness Trail,” “Civilization,” and the names of all the obstacles; buckets; sawhorses; bell; rope; large boxes; ladder; garden hose.

Set up the trail around the yard, with the starting line at “Wilderness Trail” and the finish line at “Civilization.” Cub Scouts must do each stunt in turn, and must do it correctly or do it over. If any part of an obstacle is knocked down, the runner must replace it and do the stunt again before going on to the next obstacle. Modify the stunts for the ages of the Cub Scouts as they come through. Use adults to explain how to do each stunt and as “spotters” to provide help as needed. Have people at the finish line to cheer for each Cub Scout as he finishes, having “done his best!”

**Obstacle #1, Elephant Walk:** Line up several pails or buckets. Players must step into each bucket along the path.

**Obstacle #2, Black Hills.** Arrange sawhorses across the path, using several if available. Boys climb over the Black Hills.

**Obstacle #3, Kangaroo Ring the Bell.** Tie a bell to the limb of a tree. Boys jump up and hit the bell.

**Obstacle #4, Bear Cave Mounds.** Use two or more large cardboard boxes to make a tunnel that boys crawl through.

**Obstacle #5, Cross the Crocodile River.** Lay a ladder flat on the ground. Boys must step on every rung of the ladder.

**Obstacle #6, Whirlpool.** Wind a garden hose in a circular pattern on the ground for boys to run through.

Use your imagination to add other obstacles! Even some simple physical fitness activities, like the standing broad jump, will fit in.

## Projects

### SODA BOTTLE TERRARIUM

**Materials:** plastic 2-liter soda bottle with cap; permanent black marker; craft knife or very sharp scissors (to be used only by an adult); 5-10 small rocks; 2 cups of dirt or potting soil; seeds or dried beans; ¼ cup water; 1 cup of peat (optional).

**Prepare bottle:** Remove and discard the soda label. Wash and rinse out the bottle and cap. Draw a horizontal line with the marker about ⅓ of the way up on the bottle. Cut along the line so the bottle is in two pieces. (Again, the cutting must be done by an adult.)

**Prepare growth medium:** Put a few rocks in the bottom of the bottle for drainage. Pour in the peat (optional, but it gives the roots more space to breathe). Lightly pour in dirt or potting soil.

**Plant the seeds:** Push down with your finger in the soil to make a hole at an appropriate depth. Read the seed packet to determine whether to just sprinkle the seeds on the surface or put them deeper down. Dried beans need to be just below the surface of the soil.

**Water and close:** Lightly spray the soil with water. Slide the top of the bottle over the bottom, so they overlap slightly. Make sure you have left the cap on the bottle to keep a moist environment inside.

**Watch growth:** Place in a sunny spot and watch for your seeds to grow. If you chose dried beans, you should see a tiny plant growing within two days. Other seeds may take longer to sprout. Remember to spray a bit of water in the terrarium if it looks dry, but it should have enough water for a week.

**Transplant when needed:** Transplant your plants outdoors when they become too big for the terrarium. If you chose dried beans, your plant will be too large in less than a week. You could eat the tasty bean sprout that comes off.

## NATURE MOBILE

**Materials:** nature objects from the yard—sea shells, feathers, flowers, pine cones, pretty rocks, leaves, etc.; 2 sticks about one foot long; yarn or string.



Gather items from nature that you would like in your mobile. (For this activity, it helps if the items are small.) Look at what you have gathered. If the items have a small hole in them already, that makes them ideal. If they do not, can you figure out a way to tie yarn around them so they don't fall, or can you put a small hole in them without damaging them?

Tie the two sticks into a cross with yarn or string. Make sure there is a long piece left over, and use it to hang the mobile from a branch or shelf. Attach yarn or string to each item you want in the mobile, and then tie the items to the sticks. As you add items, you'll need to move them out or in on the stick to keep the mobile balanced. Keep playing around with your items until the whole mobile is even.

## Audience Participation

### CUB SCOUT VS. LITTERBUG

Divide the audience into five groups and explain that they will do the actions below when their word is spoken in the story. Practice as you assign the parts. The reader should pause slightly after those words, to give the audience time to participate.

**CUB SCOUT:** Salute and say, "Do your best!"

**FLOWERS:** Spread your hands on either side of your face and say, "Aren't we pretty?"

**GRASS:** Wave your arms slowly above your head and say, "Swish! Swish!"

**RECYCLING BIN:** Rub your stomach and say, "Feed me."

**LITTER BUG:** Rub your hands together and let out an evil laugh.

It was a beautiful sunny day in the backyard of a CUB SCOUT, and everyone was having fun. The FLOWERS and GRASS were waving gently in the breeze, and the RECYCLING BIN was sleeping peacefully. Suddenly, a LITTER BUG ran through laughing and throwing soda bottles all over the place! The FLOWERS cried out, "Oh, what hit us? Our petals are crushed! The LITTER BUG threw down his newspaper, and the GRASS said, "You should complain! He just buried me!" The LITTER BUG laughed and ran off, yelling, "I love a dirty world. Messy is soooooo fun!"

The soda bottle and the newspaper cried because they hadn't been recycled, and apologized to the FLOWERS and the GRASS. The CUB SCOUT came over and said, "Wake up, RECYCLING BIN! LITTER BUG was here!" The RECYCLING BIN said: "Help, help! You'd think I was on a diet. Nobody ever feeds me. All I do is wait, and wait, and wait." The CUB SCOUT picked up the bottles and newspapers and fed them to the RECYCLING BIN, saying, "LITTER BUG is one bug that Raid won't kill. It takes everyone's help to get rid of this pest.

LITTER BUG ran back through the yard, saw all his ugly work had been destroyed, and yelled "Rats, foiled again by a CUB SCOUT! The CUB SCOUT chased him away and said, "It takes everyone's help to have and keep a beautiful world."

### THE TRUE STORY OF SMOKEY BEAR

Divide the audience into six groups. Assign each group one of the words listed below. When their item is mentioned in the story, group members should shout the designated phrase. Have a practice session before starting the story.

**BIG TREE:** "I am tall and strong!"

**MIDDLE-SIZED TREE:** "I give you shade!"

**BABY TREE:** "I will grow tall, too!"

**BABBLING BROOK:** "Babble, babble!"

**CAMPER:** "I love the forest."

**FIRE:** "Crackle, crackle, crackle!"

**FOREST:** All three tree groups say their phrase at the same time.

**SMOKEY BEAR:** All six groups say, "Only you can prevent forest fires!"

Once upon a time, in a beautiful, lush, green FOREST, there stood three trees: the BIG TREE, the MIDDLE-SIZED TREE, and the BABY TREE. A BABBLING BROOK coursed through the FOREST, bringing cool water to the plants and animals.

One summer day, a CAMPER decided to set up his camp near the three trees. He pitched his tent and then he built a FIRE to cook his breakfast. The CAMPER didn't remember to clear the leaves, twigs, and branches from the area around his FIRE. And he didn't remember to set a bucket of water from the BABBLING BROOK near his FIRE.

After breakfast, the CAMPER decided to go on a hike. He didn't remember to make sure that his FIRE was out and cold before he left the site. A short time after the CAMPER left, the FIRE threw some sparks into dry grass nearby. It started smoldering, and, in a very short time, the FIRE spread to the FOREST. The BABBLING BROOK was not close enough to put out the FIRE.

It didn't take long for the animals of the FOREST to hear the sounds of the FIRE. Soon they smelled the smoke and tried to flee. A bear cub was one of those animals. He couldn't see where his mother had gone, so he did what she taught him to do when there is danger. He climbed the BIG TREE. The FIRE roared through

the FOREST. It burned the BABY TREE and the MIDDLE-SIZED TREE. It even singed the BIG TREE that the bear cub was clinging on to, but the FIRE did not burn the trunk of the BIG TREE and the bear cub was safe.

After the FIRE, a FOREST ranger found the baby bear still in the BIG TREE. He climbed up and got the bear cub down. The bear cub was scared and singed. He needed the FOREST ranger to take care of him, and soon his burns healed. The FOREST ranger decided to keep the bear cub and raise him. He called him SMOKEY BEAR, because he had found him after the FIRE.

The story of the rescued bear cub has been told by many rangers in many FORESTS across our country. SMOKEY BEAR became the symbol to remind CAMPERS and hikers, like you and me, to be careful with FIRE. This message, to help prevent FOREST FIRES, is still told to protect all the BIG TREES, the MIDDLE-SIZED TREES, and the BABY TREES, so we can enjoy the FORESTS with the BABBLING BROOKS running through them.

“Remember,” says SMOKEY BEAR, “only you can prevent FOREST FIRES.”

## Skits

### BACKYARD CAMPING

**Materials:** pillows and blanket.

A Cub Scout and his father walk out as the narrator speaks. They quickly put up an imaginary tent and lie down with the pillows and blanket to go to sleep.

**Narrator:** A Cub Scout and his dad set up their tent in the backyard and then settled down for a good night's sleep. A little bit later, they woke up and the Cub Scout said ...

**Cub Scout:** Dad, look up and tell me what you see.

**Dad:** I see the moon and the stars. How beautiful!

**Cub Scout:** Dad, what does that tell you?

**Dad:** It tells me that the world is a great and wonderful place, and we are only a small part of it. What does it tell you, son?

**Cub Scout:** It tells me that someone has taken our tent! It must have been the raccoons!

They jump up and run off screaming.

### POTFUL OF GOOD STUFF

**Materials:** large pot containing wet socks; 1 ladle; 3 cups.

**Cub Scout #1** sits on the floor, stirring a large pot with a ladle.

**Cub Scouts #2, 3, and 4** walk in—one at a time—each with a cup in his hand.

**Cub #2 (walks in, sees the pot):** Hi! That looks good. Can I please have some?

**Cub #1 (stirring pot):** Sure. (Pretends to pour some liquid into # 2's cup.)

**Cub #2 (pretending to drink):** WOW! That's the best hot chocolate I've ever tasted! Thanks. (Exits.)

**Cub #3 (walks in, sees pot):** Hi! That looks good. Can I please have some?

**Cub #1 (stirring pot):** Sure. (Pretends to pour some liquid into # 3's cup.)

**Cub #3 (pretending to drink):** WOW! That's the best hot cider I've ever had! Thanks. (Exits, as Cub #1 looks into the pot, shrugs, and continues stirring.)

**Cub #4: (walks in, sees the pot):** Hi! That looks good. Can I please have some?

**Cub #1 (stirring pot):** Sure. (Pretends to pour some liquid into # 4's cup.)

**Cub #4 (pretending to drink):** YUM! That sure is wonderful onion soup. Thanks. (Exits.)

**Cub #1:** This has taken a while, but they should finally be clean. (Pulls wet socks out of pot.)

## Quiz: Healthy and Fit in the Backyard

**Materials:** quiz and pencil for each Cub Scout. (Add any extra health and fitness questions that might be appropriate for your area.)

### TRUE OR FALSE:

1. When it's cold outside, you can't get a sunburn.
2. You should wear sunblock lotion when you play outdoors.
3. A hat with a brim will help prevent sunburn.
4. A deer tick bite can give you Lyme disease.
5. Ticks aren't found in backyards.
6. If you find a tick on yourself, you should have an adult remove it with fine-pointed tweezers.
7. When playing outdoors, you should make sure to drink plenty of water.
8. Poison ivy has three leaves that are reddish and shiny in the spring, and green in the summer and fall. "Leaflets three, let it be!"
9. Playing sit-down video games provides as much exercise as playing outside.

ANSWERS - 1F, 2T, 3T, 4T, 5F, 6T, 7T, 8T, 9F



# MAY ROUNDTABLE

## PACK RESOURCE SHEET

### JUNE 2015—CORE VALUE: PERSEVERANCE /

### THEME: GO FOR THE GOLD



## CORE VALUE HIGHLIGHTED THIS MONTH:

### PERSEVERANCE

To show perseverance means to stick with something and not give up, even if it is difficult.

#### WHY “GO FOR THE GOLD” FOR PERSEVERANCE?

“Go for the Gold” will help Cub Scouts learn and experience the perseverance that gold miners had long ago, as they try to obtain treasures on their pack “Go for the Gold” day!

#### SCOUT LAW EQUIVALENT TO PERSEVERANCE IS “THRIFTY.”

A Scout works to pay his own way and to help others. He saves for the future. He protects and conserves natural resources. He carefully uses time and property.

## Pre-opening Activity: Athletic Warm-Up

**Materials:** Stations are arranged and supervised to encourage the Cub Scouts to do various stretching and warm-up activities.

Write a set of warm-up activities on pieces of card stock and put them in a pile. A den chief can lead by asking a denner to select a card and announce the next stretch or exercise. The activities may include:

**Kneeling Stretch:** Kneel with both feet pressed together and knees apart. Arms should be along each side of the body with both palms up. Bend over slowly as if trying to touch the floor with your forehead. Hold for 10 seconds, breathing throughout. Release and repeat.

**Shoulder Blades Stretch:** Stretch the shoulder blades by standing with arms stretched out, parallel to the ground. Keep the palms facing backward with thumbs toward the ground. Move your arms back as if squeezing a ball behind your back. Continue to breath normally, hold for 10 seconds, and then release and repeat.

**Side Stretch:** Cub Scouts stand with legs shoulder-width apart, right hand on the right hip and left hand overhead. Lean toward the right as if trying to touch your right shoulder with the left hand. Exhale while leaning over, hold the stretch for 10 seconds, and return to starting position. Then repeat the exercise, switching sides.

**Straddler Stretch:** Sit with both legs apart and extended at both sides. Both arms should be extended in front with palms on the floor. Keeping your back straight, lean forward at the hips and bring your hands forward until your chest is as close to the floor as possible without pain. Exhale and hold the position for 10 seconds. Then return to the starting position and inhale.

**Waist Bend:** Bend at the waist, touch the floor, and hold this position to stretch out your leg muscles. Be sure the knees are bent a little—no straight-locked knees.

**Trunk Bend:** Bend from the waist to the left. Then stand upright. Repeat to the right, and then upright again.

**Lunge:** Step forward with your right foot. Holding your back straight, slowly bend your right knee. Then repeat with the left foot.

For more ideas, visit <http://www.livestrong.com/article/336098-good-stretches-for-children/>.

## Opening Ceremony: Go for the Gold

**Personnel:** 3 Cub Scouts. A straight line, about a yard in length, is drawn in chalk on the stage.

**Cub #1 (dragging himself on stage):** Boy, am I ever tired! I wish I could get in shape. I'm so weak, I don't know what to do.

**Cub #2:** I have something that will get you into shape physically and mentally. Take the first step in my program and get into shape by stepping over the line.

(Cub #1 steps over the line and straightens up, flexing his arm muscles dramatically.)

**Cub #1:** Now I feel strong!

**Cub #3 (walks in dragging his feet):** I'm so bored. I've done everything I can think of and I can't find any more challenges.

**Cub #2:** I have something that will challenge you and develop you both physically and mentally. Just step over the line!

(Cub #3 steps over the line and then seems bright, alert, and full of energy.)

**Cub #1:** Just what is this program we stepped into that gives us energy and strength, and really challenges us?

**Cub #3:** It seems like we've found a golden answer.

**Cub #2:** It's uh ... it's uh ... It's us! (Holds up a sign that reads “Cub Scouting.”) Cub Scouting! This is where we all find the Gold in our program and our activities.

## Prayer: Thank You

Thank you for our bodies. Thank you for our muscles, which we build through exercise. Thank you for good food which helps us grow strong. Thank you for the Scout Law by which we live and which always guides us to do our best as we “Go for the Gold” in all we do. **Amen.**

## Song: Go for Gold

Tune: “Hail, Hail, the Gang's All Here”

**Gold! Gold! Let's go for gold!  
We will do our best. We will never rest.**

**Gold! Gold! Let's go for gold!  
Watch us as we pass the test.**

**Go! Go! Just watch us go!  
Tennis, soccer, baseball. Basketball and football.**

**Go! Go! Just watch us go!  
Go for gold, that is our call.**

## Action Song: “WHEW”

Tune: “Jingle Bells”

Clap your hands. Stamp your feet.  
Let’s all stand up, please.  
Face to the left, face to the right.  
Now hands upon your knees.  
Sit down now. Stand back up.  
Clap your hands, two beats.  
Now we’ll all wipe our brows  
And collapse into our seats.

## Cheer or Applause: Pole Vault Applause

Stand the pointing and middle fingers of one hand, like legs, on the opposite arm. Then “run” them down your arm toward your wrist and let them soar into the air, landing as a single clap with both hands.

## Advancement Ceremony: Going for the Gold

**Materials:** Prepare a large board from plywood or cardboard and place a “barbell” below it, constructed from foam balls on a dowel rod. Write the names of Cub Scout ranks on the board, going from Bobcat at the bottom to Arrow of Light at the top. Then place pins on the sides of the board so the barbell can be lifted and set at each rank as advancements are presented. After the barbell is lifted by each group, badges are handed to parents to present to their Cub Scouts for rank advancement.

**Cubmaster:** This month’s theme is “Go for the Gold.” In all the activities they have been involved in this month, in the physical games they are playing tonight, we know our Cub Scouts have worked hard to “Go for the Gold.” They have learned many things, and we are pleased to recognize those accomplishments. Tonight we have some Cub Scouts who have achieved the Bobcat rank. We ask them to come forward with their parents and lift the weight up to the Bobcat level. (Boys lift the weight together.) Cub Scouts work with their adult partners to achieve the Tiger rank and move ahead even more as they “Go for the Gold.” We have new Tigers with us here tonight! Will these boys come forward with their parents and lift the weight to the Tiger level? (Boys lift the weight together.) For a boy to earn the Wolf rank, he must increase in ability by practicing and working with his muscles, just like a weight lifter must train and get into condition. Tonight we have some Cub Scouts who have trained and gotten into shape for the Wolf badge. Would these boys please come forward with their parents and together lift the weight to the next level? (Boys lift the weight together.) Training must continue for all athletes. Tonight we have some Cub Scouts who have spent many hours in practice and have earned the Bear rank. Would these muscle men and their parents please come forward and together move the weight to the Bear level? (Boys lift the weight together.) The medals that Olympic champions receive are proof of their strength and abilities. Tonight, we ask Webelos Scouts who have earned activity badges to come forward and demonstrate their Olympic skill by lifting the weight to the Webelos level. (Boys lift the weight together.) The Olympic gold medal of Cub Scouting is the Arrow of Light Award. Will boys who have earned this highest honor now come forward with their parents and lift the weight all the way to the top?

## Cubmaster Minute: Perseverance Pays Off

Vince Lombardi was a very successful football coach—especially known for coaching the Green Bay Packers during the 1960s. He said, “The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.” Cub Scouts, doesn’t that sound a great deal like Perseverance to you? Let us all continue our dedication to persevere through whatever is in front of us and find success at home, at school, at play, and as Cub Scouts.

## Closing Ceremony: Sportsmanship

**Cub #1:** I will be a good sport in all I do.

**Cub #2:** I will follow the rules.

**Cub #3:** I will trust my teammates.

**Cub #4:** I will keep my temper.

**Cub #5:** I will keep myself physically fit.

**Cub #6:** I will keep my head up in defeat.

**Cub #7:** I will keep my pride under control in victory.

**Cub #8:** I will play hard and have fun.

**Cub #9:** I will always do my best.

**All:** We will be good sports in all that we do as we “Go for the Gold.”

## Games

### TISSUE SPRINT

**Materials:** sheets of facial tissue.

On a signal, each racer throws an unfolded tissue out ahead of him, walks to it, picks it up, and repeats until he has reached the finish line. After a tissue has been thrown, it may not be caught or touched before it hits the ground. If this happens, the player must take two giant steps backward. No one can move forward while holding the tissue or let it blow against his body or clothing.

### BOUNCE, TOSS AND JUMP

**Materials:** Provide 1 ball, 1 beanbag, and 1 jump rope for each team.

Divide the group into teams. For each team, lay a ball, a beanbag, and a jump rope behind a turning line. The first player on the team runs to the turning line, bounces the ball 10 times, tosses the beanbag in the air 10 times, and jumps rope 10 times. He returns and tags the next player. Play continues until all members of the team have had a turn.

### BROAD JUMP

**Materials:** a ruler for each team.

Divide the group into teams. The first member of each team jumps as far as he can from a starting line. Then place a ruler in front of his toes. The next player on the team stands behind the ruler and jumps as far as he can. The jump continues until each team member has had a turn. Which team goes the farthest? Scramble the teams and try again.

## Activity: “Go for the Gold” Fitness Tournament

The tournament is set up as a series of five physical fitness events that test the strength, agility, and speed of the boys as they are encouraged to “Go for the Gold.” Alternative events may be

chosen for any boys who might have challenges that limit them physically. Be sure that all boys are able to participate. In the interest of fairness, be sure all boys compete against others of their approximate age. The judges must be adults, and they should insist on strict performance.

The 50-yard dash should be run in four or five heats divided by program level. For other events, Cub Scouts will compete individually. All events are run simultaneously so that no one boy's performance is singled out. When boys have completed all five tests, have them add their scores on scorecards. Announce the first, second, and third places in each age group, but make sure everybody gets recognized for participating.

#### STANDING LONG JUMP

**Materials:** marked-off area for jumping; measuring tape.

Measure the jump from the take-off line to the part of the body that touches the ground nearest the take-off line. Give each Cub Scout two tries, and record the most successful one. Score 1 point for each inch he jumps.

#### OVERHAND SOFTBALL THROW

**Materials:** marked-off area for throwing; marked-off start line; regulation 12-inch softball, either leather or rubber-covered.

Each Cub Scout may run up to the throwing line, but his throw is disqualified if he steps over the line. Give each boy two throws and record the best one. Measure from the throwing line to where the ball lands on the fly; don't count bounces or rolls. Score 1 point for each foot of distance.

#### PUSH-UPS

Boys must keep their bodies perfectly straight, making sure they don't raise their buttocks or sag in the abdomen. A judge should hold his or her hand under each Cub Scout's chest and count one push-up each time his chest touches the hand. Score 2 points for each push-up he does in 60 seconds.

#### CURL-UPS

The boy lies on his back, with arms crossed over his chest and grasping his shoulders. Knees should be bent and feet flat on the ground, about 1 foot apart. Another Cub Scout holds his feet. The boy curls up, touching his elbows to his thighs. The judge holds his or her hand on the ground beneath the boy's back and counts one curl-up each time the back touches the hand. Score 2 points for each curl-up done in 60 seconds.

#### 50-YARD DASH

The starter calls, "On your mark! Get set! Go!" and then brings his or her arm down quickly, hitting the thigh. As Cub Scouts cross the finish line, record and note their times. For each age level, score as follows: first place, 10 points; second place, 9 points; third place, 8 points; fourth place, 7 points; and fifth place, 6 points. All other runners receive 5 points for participating.

## Project: Obstacle Course

**Materials:** whatever you choose—be creative!

In addition to the tournament of activities, have some fun activities available at the pack meeting, too. An obstacle course made up of various objects and then used in the activities will be great fun for families. Some possibilities:

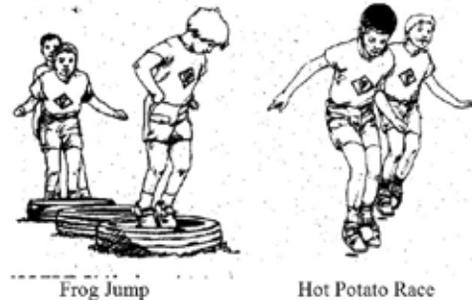
- Cardboard-box tunnel to crawl through
- 2-foot hurdle to vault over
- 2x4 balance beam, placed on the ground
- Car tires on the ground to hop through

## Challenge Activities

#### FROG JUMP:

**Materials:** tires and a playing area.

Divide players into two teams. For each team, have a row of three or more tires laid flat and touching each other. On signal, the first player on each team "frog jumps" (a two-footed takeoff and landing) into the first tire, then the second, third, and so on. The "frog" behind him starts as soon as the first player has cleared the first tire, and so on, until all have raced. The first team to finish their course wins.



#### HOT POTATO RACE

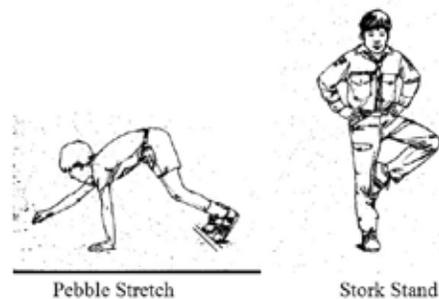
**Materials:** a raw potato for each team.

Divide the boys into two teams and line them up relay fashion. The first player on each team is given a potato. On signal, while holding the potato between his feet, he hops to a turning line and back. Each player repeats the action until everyone has run.

#### PEBBLE STRETCH

**Materials:** 1 pebble or bead for each player.

A player sets his toes at a starting line, stoops forward and, with one hand on the ground, places a pebble as far out as possible. He then springs back to a standing position without shifting the hand on the ground or moving his feet across the line. Also, his knees must not touch the ground. The Cub Scout who places his pebble the farthest wins.



#### STORK STAND CONTEST

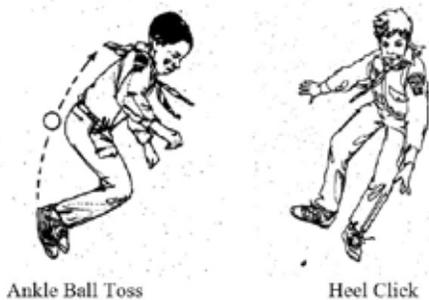
No materials needed.

Each boy stands with his hands on his hips, raises one knee, and then places the foot of that leg on the knee of the other leg. Hold for as long as possible.

## ANKLE BALL TOSS

**Materials:** 2-inch diameter ball.

The Cub Scout places the ball between his ankles and then jumps up. While jumping, he kicks his legs back and lets go of the ball. The idea is to flip the ball as high in the air as possible.



## HEEL CLICK

No materials needed.

As Cub Scouts jump into the air, they click their heels together while they are off the ground. Once they can click their heels together one time, have them try to do it two times.

## Audience Participation: Go for the Gold

Divide the audience into four groups and explain that they will do the actions below when their word is spoken in the story. Practice as you assign the parts. The reader should pause slightly after those words, to give the audience time to participate.

**DANIEL:** Shout, “Do your best!”

**RUNNING:** Run in place.

**JUMPING:** Jump up and down.

**CHEERING:** Cheer loudly and clap.

DANIEL, the Cub Scout, was excited in the days before the monthly pack meeting. He was going to be a part of the Tournament of Games and could hardly wait. His friends in the den talked about it all week at school and they practiced RUNNING, JUMPING, and CHEERING for each other.

The day of the pack meeting finally arrived and DANIEL could hardly contain his enthusiasm. He looked at himself in the mirror and saw the latest badge on his uniform and started CHEERING. He jumped up for joy and was RUNNING out to get in the car with his mom and dad. He looked up and saw that his little brother, Bobby, was RUNNING for the car, too. It was going to be a great pack meeting.

When they got to the meeting, Dad kept the car RUNNING so that everyone could go ahead to the play field while he parked the car. When Dad came back he saw DANIEL in his first race. He was RUNNING from one end of the field to the other. Everyone was CHEERING and JUMPING up and down for all the boys. It was a great time. The next activity was JUMPING from one point to another through some tires. JUMPING high over the rim of the first tire, DANIEL landed right in the middle of the next one. That was exciting.

The end of the event came way too fast. DANIEL was excited when he heard his name called. He went RUNNING to the Cubmaster because he was getting his Bear badge that night. Everyone CHEERED. When the pack meeting was done, the Cubmaster shared some thoughts about the theme: Go for the Gold. DANIEL listened carefully and understood. Not only had DANIEL had a great time at Go for the Gold, but he now realized the gold he

would always have would be spending golden times with his family. This is something we know and something really worth CHEERING about!

## Creating Recognition Awards for Cub Scouts

### PARTICIPATION PINS

Get some safety pins or ready-to-purchase pins at craft stores. For the pin backs, you can rinse off the caps from bottles of frozen juice or cut circles from cardboard or foam sheets. On the circles, write the award names to be given, the den number, and 1st, 2nd, or 3rd place—if those categories are being used.

### HOMEMADE PLAQUES

**Materials:** small scraps of wood; small pieces of ceramic tile or laminate countertop; items to secure to the front of the plaque.

When presenting the plaque, call attention to the items on the front and tell how they describe a Cub Scouts’ efforts to “do his best.” Items might include a ruler (for “measuring up”), a toy bear (for “doing a bear-y good job”), a plastic egg (for being “egg-ceptional” or “egg-stra special”), a toy compass (for being a good leader), or a shiny object—such as a new dime or a piece of candy wrapped in silver—for his “shining example of good sportsmanship.”

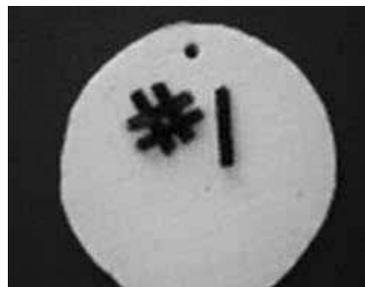
### NECK “ROUNDER” AWARD

**Version 1—Materials:** pre-printed card stock with the pack event description and title; 18-inch length of ribbon.



Secure the ribbon to the back of the award, and place it over the head of the Cub Scout being honored.

**Version 2—Materials:** cardboard; glue; pipe cleaner; ribbon.



Cut a circle from card stock or cardboard and insert a hole for the ribbon to go through. Glue pieces of pipe cleaner in place to form a word, a number, or a particular design. Then wrap aluminum foil around the front and back of the award, smoothing the foil down around the glued-in pipe cleaner. The parts of the pipe cleaner that are raised can be highlighted with a marker for extra “pop.”

## Game: Scooper Ball

**Materials:** empty 1-gallon plastic milk cartons (one for each Cub Scout); scissors; ball.

Rinse out a milk carton and cut away half of it to make a scoop. The carton can be decorated with stickers or motivational sayings. Have two players stand four feet apart from each other. One of them uses his scoop to toss the ball to the other player, who then catches it with his scoop, takes a small step backward, and returns the toss.

## Paper Torch

**Materials:** paper towel rolls; red/orange/yellow tissue paper; brown construction paper; glue stick.

Create this mock torch to use in an opening parade at the “Go for the Gold” games.



Cover the paper towel roll with brown construction paper (use the glue stick to secure). Wad the tissue paper into an oblong shape with yellow on the outside, orange in the middle, and red on the inside. Twist one end of the wad so it can be pushed slightly into the opening of the paper towel roll.

## Water Bottle Hand Weights

**Materials:** empty water bottles; stones/rocks to add weight.

Fill the bottles with colored beads, dried beans, or even water to add weight. Vary the levels and contents for desired heaviness, and then work your arm muscles!



# JUNE ROUNDTABLE

## PACK RESOURCE SHEET

### JULY 2015—CORE VALUE: COURAGE /

### THEME: UNDER THE SEA



## CORE VALUE HIGHLIGHTED THIS MONTH:

### COURAGE

To have courage means to be brave and do what is right regardless of our fears, the difficulties, or the consequences.

#### WHY “UNDER THE SEA” FOR COURAGE?

The oceans are the last unexplored frontiers on Earth. It takes courage to venture into undiscovered territory. This month, let us take our Cub Scouts under the oceans to explore and do what is right in caring for our last earthly frontier.

#### SCOUT LAW EQUIVALENT TO COURAGE IS “BRAVE.”

A Scout can face danger although he is afraid. He has the courage to stand for what he thinks is right even if others laugh at him or threaten him.

## Pre-opening Activities

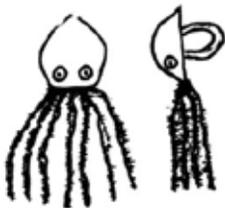
### “UNDER THE SEA” NAMETAGS

Prepare nametags in the shapes of different creatures and objects found under the sea. As pack members arrive, give them a name tag and tell them to find others with tags that match theirs. Once the groups are formed, they can come up with “den yells” appropriate to their tags.

Animal	Sample Den Yell
Octopus	“Den 8, we’re great; 8 legs, Den 8!”
Shell	“Do tell, Den Shell! Hard as nails, never fails!”
Sea Horse	“Neigh, neigh! It’s Sea Horses on the way!”
Jellyfish	“Jelly, jelly, who’s got the jelly? We do! We do! It’s in our belly!”
Sharks	(Hum the “Jaws” theme music.) “Hum, hum. It’s us, Shark Attack!” (Then scream.)
Whale	“Blow spout up, blow spout down. A whale’s the biggest one in town!”
Squid	“What has ink? Can you think? Den 4 did; it’s a squid!”

### OCTOPUS TIE SLIDE

**Materials:** English walnut shell, carefully halved; small wiggle eyes; black chenille stems; black tamper-evident ring from a soda bottle; hot glue; craft glue; black acrylic paint.



Paint the exterior of a half walnut shell black, and let it dry. Using craft glue, attach two wiggle eyes near the pointed end of the shell, about one fourth of the way up from the bottom. Cut four chenille stems in half to make eight pieces, bend all the pieces in the middle, and hang them on the soda ring. Put some hot glue inside the shell, and carefully press the eight legs and ring into the glue so the legs extend out from the rounded end of the shell. When the glue is dry, fill the rest of the shell with hot glue.

### SEA BINGO

**Materials:** Sea BINGO board printed on sheets for all participants.

WENT BOATING THIS SUMMER	WORKED AT CAMP WATERFRONT	HAS BEEN SAILING OR CRUISING	CAN SING GILLIGAN’S ISLAND THEME SONG	IS WAS A LIFE GUARD
OWNS A BOAT	WAS A SEA SCOUT	WAS IN THE NAVY	MADE A MODEL BOAT	GOES FISHING
HAS BEEN TO SEA WORLD OR SIMILAR	HAS BEEN TO AN AQUARIUM	<b>FREE!!!</b>	HAS BEEN ON A SUBMARINE	HAS A TROPICAL FISH TANK
		<b>SIGN YOUR NAME</b>		
HAS HAD A PET TURTLE, FROG, OR OTHER WATER CRITTER	HAS SWUM IN AN OCEAN OR GREAT LAKE	EARNED SWIMMING MERIT BADGE	EARNED OR COUNSELED OCEANOGRAPHY MERIT BADGE	REMEMBERS SEA HUNT, AQUANAUTS, OR ANOTHER SEA BASED TV SERIES
HAS READ MOBY DICK OR SEEN THE MOVIE	WON A GOLDFISH WITH A PING PONG BALL	HAS SEEN SPLASH OR THE LITTLE MERMAID	CAN SCUBA DIVE OR SNORKEL	ATE FISH IN THE LAST WEEK

Give each person a printed Sea BINGO board. They must find someone whose experience matches the description in each square, and ask that person to sign the square. Remind everyone that no one can sign their board more than once, that the purpose of the game is to meet people and learn about them. The object is to complete the BINGO board. Offer a prize!

### UNDERSEA MURAL

**Materials:** scissors; glue; assorted construction paper; pipe cleaners; sponges of different textures; acrylic paint and various size brushes. Spread all these items out on a table. Also provide library books on aquatic subjects to inspire everyone as they build the mural.

Ask each participant to make an object they might find under the sea. After creating the item, they attach it to the prepared background. (Use a sheet or large section of poster paper that is blue or has been painted to resemble water.) This “underwater display” is then used as the backdrop for any skits or ceremonies at the roundtable or pack meeting.

## Opening Ceremonies

### O-C-E-A-N

**Personnel/Materials:** 6 Cub Scouts. Five of them are holding large cards with letters that spell OCEAN on the front. Their lines are printed in large print on the back.

**Cub #1:** O - is for Old Glory that we wave with pride.

**Cub #2:** C - is for colors we see each night with joy.

**Cub #3:** E - is for evenings that give us pleasant thoughts.

**Cub #4:** A - is for awareness of the beauties of the sea.

**Cub #5:** N - is for Neptune, the mythical god of the sea, who rules his kingdom with love.

**Cub #6:** Put it all together, and it spells OCEAN. The oceans border our land and give us much to be thankful for.

### FISHING FOR FUN

**Personnel/Materials:** den leader and 5 Cub Scouts; an empty child's swimming pool or a large, empty bucket; 5 fishing rods (can be sticks with strings and clothes pins attached). At the end of each string is a card with the boys' lines printed for them to read.

The Cub Scouts sit in a semi-circle, facing the audience. Each boy in turn pulls his card from the pool/bucket and reads it. Feel free to modify the script based on recent pack activities.

**Den leader:** In Cub Scouting, we go fishing for fun every week. Let's see what these boys have caught.

**Cub #1:** I went fishing for fun, and I learned how to use a knife.

**Cub #2:** I went fishing for fun, and I earned my Bobcat badge.

**Cub #3:** I went fishing for fun, and I went on a trip to the zoo.

**Cub #4:** I went fishing for fun, and I went to Cub Scout day camp.

**Cub #5:** I went fishing for fun, and I learned how to say the Pledge of Allegiance. Please join us now in saluting our flag.

## Prayers

### PRAYER OF THANKS

We are grateful, God, for your gifts of the sun and the sand and the sea. We pause to give thanks as we run and play, enjoying your beautiful world. **Amen.**

### PRAYER FOR THE SEA

God, thank you for all the creatures under the sea. Help us to keep a world that always has clean water for them and for us. **Amen.**

### PRAYER FOR COURAGE

God, thank you for all the opportunities Cub Scouts have to learn and experience new things and grow as people. Help us to have courage as we try things we're not comfortable doing. **Amen.**

## Songs

### CUB SAILORS

Tune: "My Bonnie Lies Over the Ocean"

The Cub Scouts sailed out on the ocean  
One weekend with all of the pack.  
They didn't remember the compass.  
Oh, please bring that Cub Scout pack back.

Chorus:

Bring back, bring back,  
Bring those Cub Scouts back home to me.

Bring back, bring back,  
Bring back those Cub Scouts to me.

They sailed till they reached Honolulu.  
They landed with nobody hurt.  
They went to a Hawaiian luau  
Dressed up in blue and gold grass skirts.

(Repeat chorus.)

They headed back home one gray morning,  
Got caught in a bad hurricane.  
The last report we heard of them,  
They were seen off the west coast of Spain.

(Repeat chorus.)

### WATER, WATER, EVERYWHERE

Tune: "Row, Row, Row Your Boat"

Water, water everywhere.  
But not a drop to drink.  
Pull the plug and watch it swirl  
Slowly down the sink.

Water, water everywhere.  
There are puddles on the floor.  
Watch the crazy Cubmaster  
Go sliding out the door.

Water, water everywhere.  
Make a regatta boat.  
Put it in the rain gutter  
And watch it float and float.

Water, water everywhere.  
Rain is falling down.  
Catch some raindrops in your mouth,  
And watch your tonsils drown.

Water, water everywhere.  
And now our song is done.  
Hit us all with water balloons.  
Getting wet is really fun!

### "SUPER CALIFORNIAN EXPERT SURFER OF THE OCEAN"

Tune: "Supercalifragilisticexpialidocious"

Super Californian Expert Surfer of the Ocean.  
Even though most of them don't use a suntan lotion,  
When they hit the waves too hard,  
They sure do cause commotion.

Super Californian Expert Surfer of the Ocean.  
Um diddle diddle diddle um diddle ay [up half-tone]  
Um diddle diddle diddle um diddle ay.

Because I was afraid to surf when I was just a lad,  
My father took my board away and told me I was bad.  
But then one day I learned a word that every surfer knows.  
The biggest word you ever heard, and this is how it goes:

Super Californian Expert Surfer of the Ocean.  
Even though most of them don't use a suntan lotion,  
When they hit the waves too hard,  
They sure do cause commotion.  
Super Californian Expert Surfer of the Ocean.

## “FISH ARE SWIMMING”

Tune: “Are You Sleeping (Frère Jacques)”

Fish are swimming, fish are swimming,  
In the sea, in the sea.  
A-splishing and a-splashing.  
A-splashing and a-splishing.  
Look and see, look and see.

## “MY FISHY”

Tune: “The More We Get Together”

If I could be a fishy,  
A fishy, a fishy,  
If I could be a fishy,  
What fishy would I be?

A swordfish, a guppy,  
A goldfish, a molly,  
If I could be a fishy,  
I would be a . . .

(Each Cub Scout in turn says what he would be.)

## Cheer or Applause

**Deep Sea Diver Applause:** “Blubb, blubb, blubb!”

**Giant Clam Cheer Fold:** Bend both arms, one over the other, in front of your face. Quickly open and close your arms like a clamshell, and make a large “Ruuppp! Ruuppp!” sound.

**Fisherman Applause:** Pretend to cast out some line, let it drift, yank back your pretend pole or rod, and start to reel in the fish. Struggle with it for a short time and say, “I’ve got it! I’ve got it!”

**Ocean Applause:** Have the whole group stand. The first row sways from side to side; the second row sways in the opposite direction; the third row sways the same as the first; and the fourth row, the same as the second. Then have them start to sing, “Sailing, sailing, over the bounding main!”

**The Wave Applause:** For a “swell” job! Each row in the group stands in turn, raises their arms over their heads, and sits down—as done at sports events. When the wave reaches the last row, it can come back the other way.

## Run-Ons

A run-on happens when a Cub Scout walks to the front of the room and poses a question to another Cub Scout. The boy responds with an answer like “I don’t know” or “Hmm. I’m not sure.” Then the first boy delivers the answer. Run-ons are very useful when there is a delay in the program. Den chiefs usually are very good at run-ons! Here are some ocean-related examples.

What fish is an actor? (starfish)

What fish wears a crown? (kingfish)

What fish says, “Bow wow”? (dogfish)

What fish plays in a band? (drum fish)

What fish chases a mouse? (catfish)

What fish is on a boat? (sailfish)

How come rivers are so rich?

(Because they have so many banks!)

## Sea Tongue Twisters

**Materials:** copies of the tongue twisters.

Divide into groups and see how fast each group can say these

tongue twisters. Repeat each twister three times, going faster each time. Or throw them out to the group to try.

- Six shifty sharks shouted sharply.
- Fred’s friend Frank fries fresh fish.
- She sells seashells by the seashore.
- The sun set on six ships sailing south.
- Sam saw the seal swim swiftly to shore.
- A swim well swum is a well-swum swim.
- He sells seashells in a salt fish shop.
- A toy boat towed by a toy town trailer.

## Advancement Ceremonies

### WAVES OF FUN

Create a beach scene using the mural from the pre-opening activity, or waves drawn or cut from paper and taped on a wall (if done inside). If you’re outside, a child’s wading pool could provide an ocean backdrop with various items washed up by the waves. Another effective touch: Include the sound of waves crashing from a CD or tape playing in the background.

**Cubmaster:** Welcome to Pack [number] Beach. Our Cub Scouts and Webelos Scouts have really been making waves and earning advancements this past month. Let’s check and see what those waves have washed up on our beach!

Information about the awards can be attached to each one, safely enclosed in a sealing bag if you want the pool filled with water. Here are some suggested items and themes:

**Shells:** Awards could be placed under seashells, which could serve as a metaphor for Tigers or new Cub Scouts just starting to “collect” knowledge about the world of Scouting.

**Rocks:** Different rock types could represent each rank. Scripts could refer to the power of waves to move rocks and the increasing power of the Cub Scouts to make things happen in their world.

**Shovels:** These represent a way to “dig in” and learn new skills.

**Buckets:** The minds of Wolves, Bears, and Webelos Scouts collect and contain new learning and skills every day.

**Sun Block:** We learn to safely use new skills and tools. Recognize adults who have finished Youth Protection training.

**Towels:** Just as towels are useful “tools” at the beach (for drying and covering up), Cub Scouts learn to use the tools they discover along the Scouting trail.

**Surf Boards/Body Boards:** Webelos and Arrow of Light Scouts move out into the larger world and “test the waters.”

**Beach Umbrellas:** Recognize pack leaders, pack committee members, and parents who “cover all the bases” to make sure the program runs smoothly and Cub Scouts are able to advance.

At the end, with all the items distributed, the Cubmaster can emphasize that Scouts always leave an area better than they found it. Then follow up with the Living Circle and the Cub Scout motto, “Do Your Best.”

### FROM UNDER THE SEA

**Materials:** fishing poles (can be sticks with strings and clothes pins attached); dividers to toss the fishing lines over (sheets held up between two objects); slips of paper with Cub Scouts’ names; cutouts of fish with awards stapled to them.

Each advancing Cub Scout comes forward as the Cubmaster announces his name. The Cub Scout takes his place, picks up his fishing pole, and casts the line over the divider. A den chief behind

the divider clips the boy's award and fish cutout to the line and tugs. The Cub Scout pulls back his pole, and the Cubmaster presents the attached award. Call parents forward for the presentations.

## Cubmaster Minutes

### STARFISH

A friend of mine was walking on a beach one day when he saw a man bend down and throw a starfish back into the ocean. He asked the man why he had done it. "You see," said the man, "it's low tide right now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die up here from lack of oxygen." "I understand," my friend replied, "but there must be thousands of starfish on this beach. You can't possibly get to all of them. There are simply too many. And don't you realize this is probably happening on hundreds of beaches all up and down this coast? Can't you see that you can't possibly make a difference?" The man smiled, bent down, and picked up yet another starfish. As he threw it back into the sea, he answered, "Made a difference to that one!"

### ANCHORS

Anchors have a vital purpose in sailing. They hold our boat steady, even in storms, and keep us from drifting. Cub Scouts, and all of us, need anchors too. The love of our family, values handed down through generations, traditions, stories, and courage. All of these link us to those who have lived before us. Simple things such as our Pledge of Allegiance, our Motto, Promise, and Law: These give our Cub Scouts a firm hold and keep them from drifting, even when other people and circumstances would lead them into dangerous waters. The Cub Scout program, as well as the courage they show when trying new things as a part of their advancement, helps them grow into men of character. There is a time to feel the wind in our sails, but the wise sailor never casts off without an anchor. Take time this week to think about and talk about those things that anchor you as a family.

### COURAGE

Courage is doing what you know is right. Standing up for the kid that is being bullied, even when your friends are the ones doing the bullying. Refusing to go along with the crowd just for the sake of fitting in. Speaking up for those who cannot speak for themselves. Having courage will not always be easy, but it will always be the right thing to do.

## Closing Ceremonies

### SAIL AWAY

**Personnel:** Cubmaster and 5 Cub Scouts (1 for each rank).

**Tiger:** Now our meeting is done.

**Wolf:** We've had a great deal of fun.

**Bear:** The races and games were great.

**Webelos:** For next month, we can't wait.

**Arrow of Light:** So come, one and all, for more fun.

(The Cubmaster then announces the theme, date, time, and location for next month's pack meeting. He thanks all the parents for their help and continued enthusiasm.)

### SHIP SHAPE

Using a slide whistle, penny whistle, or just someone who can whistle loudly, have an adult leader act as a boatswain and call everyone to attention.

**Boatswain** (after blowing the attention whistle—starting note, up

three notes, then back down to the first note): All hands on deck! All hands on deck!

(Cub Scouts assemble in front of the boatswain.)

**Boatswain:** Prepare to retire the colors!

(Color guard walks to the flag at the front of the room. The rest of the Cub Scouts assemble an honor guard, in either one long line or two parallel lines. The boatswain reads the flag closing ceremony. Then the color guard walks past the honor guard, carrying the flag to the back of the room.)

**Boatswain** (after the ceremony is finished and the audience is seated): All hands dismissed!

## Games

### SPONGE BALL CATCH

**Materials:** sponge balls, plastic bowls.

Divide the Cub Scouts into pairs. In each pair, one boy has a sponge ball and the other holds a plastic bowl on his head. The boy with the sponge tosses it into the bowl. After a few minutes they switch roles. The team with the highest number of successful catches wins.

### SCHOOL OF FISH

**Materials:** tape; pictures of different fish (swordfish, tuna, trout, and catfish), with multiple copies of each.

Pin a fish picture on each participant's back as he or she arrives, but don't let the person see which fish it is. On a signal, see which group with the same fish can assemble first.

### ANCHOR THAT SHIP

**Materials:** 1 cardboard box; sand-filled socks, each one tied to the end of a rope. (Make sure there aren't any holes in the socks, or you'll have a lot of sand to clean up!)

Place the cardboard box, or target, at least 20 feet away from the Cub Scouts. Each boy tries to throw his "anchor" (the sand-filled sock on a rope) into the box.

### OCTOPUS RACE

No materials needed.



Divide Cub Scouts into two teams of three or four boys each. Teammates line up back to back with elbows linked. On signal, they race to a turning line and return.

### UNDER OR ABOVE THE SEA?

**Materials:** children's swimming pool; various objects to be used to be tested for buoyancy (bar of soap, coins, paper, small cup, large cup, basket, toy car, plastic toy boat, etc.).

Fill the pool with water. Cub Scouts take turns guessing whether their object will end up under or above "the sea." Then they drop the objects into the water. Give 1 point for each correct guess.

## Activities

### RAINGUTTER REGATTA

This could be the sailing regatta of the century! Although the seas are only 10-foot lengths of rain gutter filled with water and the ships a mere 6 inches long, the race is a very exciting event. Each Cub Scout builds his own boat with supervision and help from a parent, another family member, or an adult at the derby. He also provides the wind for the sail with his own lungs.

The regatta boat kit, available from the local Scout Shop, has a pre-shaped balsa hull, metal keel and plastic sail. The boys sand and paint the hulls with colorful lacquer. The hull and sail may then be decorated by hand or with decal kits (also available at the Scout Shop). Propelled by the boys blowing into the sails, the boats race in pairs through 10-foot rain gutter courses divided into two sawhorse grooves. Allow sufficient space around the course for both participants and spectators.

With the gutters in place, put a small amount of water in each (make sure the gutters are level before filling them). Instructions for running a Raingutter Regatta may be found in the *Cub Scout Leader How-To Book*. You will need someone watching to make sure the boats remain at the start line and to say, "On your mark, get set, go." The *How-To Book* also has suggested rules. It's available at your Scout Shop (Item #33832) or online at [http://www.scouting.org/filestore/hispanic/english/33832\\_WEB.pdf](http://www.scouting.org/filestore/hispanic/english/33832_WEB.pdf).

### FLYING FISH

**Materials:** wooden clothespins; stakes; heavy rubber band; pail.



Cut one prong off a wooden clothespin. Drive two stakes into the ground and stretch a heavy rubber band between them. A Cub Scout uses the rubber band, as a catapult, to try shooting the "fish" (clothespin) into the pail.

**Safety Precaution:** Have an adult supervisor present at all times, and be sure to mark off the playing range and target area to keep others from entering and being struck by the clothespins. The boys must wear safety goggles because they're playing with projectiles.

## Projects

### UNDER THE SEA STEM DISCOVERY

**Materials:** jar; vial or medicine dropper; balloon.

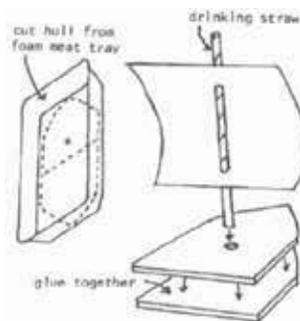


Fill the jar to the brim with water. Lower the vial or dropper, mouth down, into the water until it floats just below the surface (add or remove water in the vial to make it float properly). Now stretch a piece of balloon tightly over the top of the jar so the balloon is against the brimming water. Secure with rubber bands, if necessary.

Press on the balloon and the submarine will dive. Release the pressure and it will rise. This occurs because the increased water pressure compresses the air in the vial and forces in more water. That's what it's like "Under the Sea."

### FOAM SAILBOAT

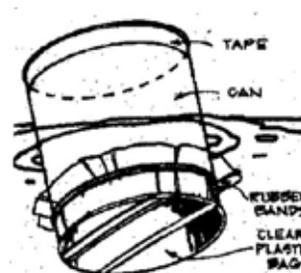
**Materials:** Styrofoam trays; drinking straw; glue, construction paper.



Cut two copies of the hull from Styrofoam trays. Make a hole in the center of one copy, and then insert and glue the drinking-straw "mast." Glue that copy of the hull to the second one. Cut the sail from construction paper, make holes for the mast, and slip the sail over the mast.

### CREATE A WATERSCOPE

**Materials:** tin can; clear plastic bag; rubber bands.

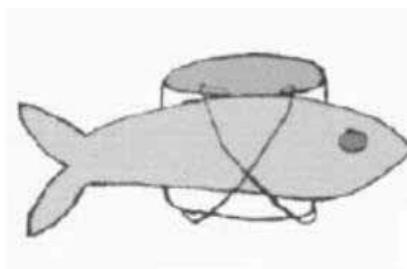


A waterscope helps us see what's "Under the Sea" by reducing distortion caused by surface reflection of the water.

Cut the top and bottom off a large tin can, and slip a clear plastic bag over one end. Hold the bag in place with a heavy rubber band. Hold the covered end of the can under water and look through the open end.

### FISH TIE SLIDE

**Materials:** plastic fishing lure; fishing line; a ring cut out of PVC pipe.



Tie the plastic fishing lure to the ring as if it is “caught” in the fishing line. The fish still wiggles as you move while wearing the tie slide.

## Audience Participation

### FISHERMAN’S LUCK

Divide the audience into four groups. Assign each group one of the following parts, to be performed when their word is spoken in the story.

**Fisherman:** “Great day for fishing!”

**Fish:** “Bubble, bubble!”

**Worm:** “Wiggle, wiggle!”

**Reel:** Pretend to reel in a fish.

Once there was a FISHERMAN who went FISHing on a sunny April day. He was hoping to catch a big FISH. He found a nice spot and stopped along the river.

The FISHERMAN put the REEL on his rod and a WORM on his hook, and started to FISH. He patiently waited and waited, but no FISH came to eat the WORM on the hook. The FISHERMAN decided to leave his hook and WORM in the water and take a little nap. He was awakened by the screeching sound of his REEL; sure enough, he knew he had hooked into a great big FISH.

The FISHERMAN then REEled in the line and, to his surprise, he found a stick on the end of his hook. The WORM was gone. So the FISHERMAN put another WORM on his hook, tossed his line into the water, and took another nap. Again, he was awakened by the sound of the REEL, and this time he found a tin can on his hook. “This is getting frustrating,” he said. “I really want to catch a FISH before I run out of WORMS.”

One last time, the FISHERMAN threw his line into the water and set his rod and REEL beside him. Again, the sound of the REEL woke him from a nap. This time, however, he could hardly REEL in the line, and he knew for sure that his WORM was long gone. He REEled and REEled until, finally, a large black fin rose out of the water. The FISHERMAN had caught a submarine!

Riiiiinnng, went the alarm clock! The FISHERMAN rolled over and said, “6:30 in the morning?” The whole trip had only been a dream.

### UNDER THE SEA

Divide the audience into three parts. Assign each group a part to perform when their designated word is read in the story.

**Bobby:** “Do Your Best!” (holding up the Cub Scout sign)

**Fish:** “Fishy, fishy!” (moving hands like a fish in water)

**Splash:** “Ker—plunk!” (when saying “plunk,” clap hands together)

BOBBY the Cub Scout had a very busy day. His den was going to the aquarium to see what lives above the sea and what lives under the sea. As they were leaving, BOBBY asked his mom: “Will we see a FISH?” She told him, “Yes, BOBBY, we will see a FISH. I’ll bet he will SPLASH all over you and your friends.” BOBBY said, “Let’s go—that will be cool.”

When BOBBY and the Cub Scouts got to the aquarium, they saw anemones and they saw octopuses and sharks, but no FISH. Then they rounded the corner. There they were—FISH! Lots of FISH. And sure enough, they were SPLASHing in the water. Mom was right. BOBBY had never seen so many FISH SPLASHing. It was a great day to be a Cub Scout.

## Skits

### FISHING

The scene opens with the 2 (or more) Cub Scouts rowing an imaginary boat. If you use more Cub Scouts, you will need to split up the parts.

**Cub #1:** Whew! It sure is a long way out here.

**Cub #2:** Yep. (Puts hand to eyes.) I can’t see the shore anymore. Ready to start fishing?

**Cub #1:** I think so. Looks like a good spot to me.

(Both prepare their imaginary rods, reels, hooks, worms, etc., and start fishing. Immediately they both start to catch fish, recast, and catch more. This continues through several casts.)

**Cub #1:** I told you this would be a good spot.

**Cub #2:** Sure is, the boat’s full. Guess we have our limit. Better get back.

**Cub #1:** OK. (Gets oars ready.)

**Cub #2:** Did you use a map to get here?

**Cub #1:** Nope.

**Cub #2:** Then how are we ever gonna find our way back?

**Cub #1:** Oh, that’s easy. I’ll just mark the spot with a big X right here on the side of the boat!

(He makes the mark, and the Cub Scouts row away quickly.)

### FISHING SECRET

**Materials/Personnel:** 3 or 4 Cub Scouts; fishing props.

All but one of the Cub Scouts are in a group, fishing but not catching anything. “Fish Cub” walks into the scene alone, waves to them, and they wave back. He sits down at a distance from the others and starts fishing. Fish Cub quickly catches his first fish, and then keeps catching more. After a while, Cub Scout #1 leaves the group and walks over to Fish Cub.

**Cub #1:** We’ve been here fishing all day and haven’t caught anything. You’ve almost caught your limit already. What’s your secret?

(Fish Cub mumbles, hardly opening his mouth.)

**Cub #1:** What did you say?

(Mumbling continues.)

**Cub #1:** Oh, never mind! (Walks back to his buddies.) He’s kinda strange. I couldn’t understand him.

(Repeat this action with the other Cub Scouts in the group, until the last of them walks over to talk to Fish Cub.)

**Last Cub:** We’ve been here all day and haven’t caught anything. What’s your secret?

(Fish Cub mumbles again.)

**Last Cub:** What?

(Mumbling continues.)

**Last Cub:** Oh, come on. You can tell me, buddy!

(Fish Cub puts his hands up to his mouth and pretends to spit something into them.)

**Fish Cub:** I said ... You have to keep the worms warm!



# JULY ROUNDTABLE

## PACK RESOURCE SHEET

### AUGUST 2015—CORE VALUE: COURAGE /

### THEME: PLAY BALL



## CORE VALUE HIGHLIGHTED THIS MONTH:

### HONESTY

Honesty means telling the truth and being worthy of trust. Cub Scouts will gain a better understanding of the importance of following the rules, playing fair, and being trustworthy in games and in daily life.

#### WHY “PLAY BALL” FOR HONESTY?

It is easy to forget how important it is to be honest when one is playing a game and really wanting to win; however, a Cub Scout is a person who always tells the truth and is worthy of trust. This month we reinforce how important it is to be honest, especially when playing baseball with friends.

SCOUT LAW EQUIVALENTS TO HONESTY ARE “TRUSTWORTHY” AND “LOYAL.”

A Scout tells the truth. He is honest, and he keeps his promises. People can depend on him. A Scout is true to his family, friends, Scout leaders, school, and nation.

- What was the best gift you’ve ever received?
- What chore is your least favorite?
- What is your favorite game to play?
- What is your favorite cartoon character?
- How many siblings do you have?
- What do you like to learn about?
- What was your favorite part of summer?
- Name three things that make you happy.
- What is your favorite animal?
- What is your favorite book or book series?
- Would you rather be indoors or outdoors?
- If you could have a super power, what would it be and why?
- What is your favorite color?
- Do you like sports? Which one?
- What job would you never do and why?
- What do you like to do for fun?
- What famous person would you like to meet?
- What’s your favorite school subject?
- What would you do if you won \$10,000?
- What kind of movies do you like?
- Where were you born?
- What is your favorite home-cooked meal?
- What is your favorite treat/snack?
- What place would you like to visit?
- Do you have a favorite singer or band?

Add others that you think your group would enjoy!

## Pre-opening Activities

### NAME TAGS

**Materials:** markers; pre-cut circles of appropriate colors (white/tan/light green).



As families arrive, complete a name tag for each member, using pre-cut circles of different colors. Encourage the families to add details, making their name tags look like the balls used in favorite games (e.g., red lines for baseball, black shapes for soccer). It may be helpful to bring pictures of the various types of balls to aid them in decorating the circles.

### BEACH BALL

**Materials:** permanent marker; 1 beach ball per group of 8–10 leaders.

Using the marker, cover your group’s ball with “getting to know you” questions. Throw the ball to someone, and then tell them to answer the question that is touching one of their fingers. (For example: “Answer the question that is touching your right index finger.”) After the question is answered, that person throws the ball to someone else, and so on. They cannot throw the ball to anyone who has already answered a question.

Some ideas for questions:

- What is your favorite TV show?
- What instrument would you like to play?
- If you were stranded on a deserted island, what three things would you want to have?

## Opening Ceremonies

### SPORTSMANSHIP

**Cubmaster:** We promise to be honest and trustworthy in following the rules of our games. We will engage in fair competition, in the true spirit of sportsmanship, for the honor of our dens and for the glory of the sport. Do you all promise to do your best in following these rules?

**Cub Scouts:** We do.

**Cubmaster:** Let us all stand and face our country’s flag as we repeat the Pledge of Allegiance.

### PLAY BALL!

**Personnel/Materials:** 8 Cub Scouts holding cards with letters spelling “PLAY BALL” on the front and their lines written on the back in large print. They start with their backs to the audience, and then turn as they say their lines.

**Cub #1:** P - Play for fun.

**Cub #2:** L - Lots of joy.

**Cub #3:** A - All join in.

**Cub #4:** Y - Yes, every boy.

**Cub #5:** B - Bears and Webelos.

**Cub #6:** A - Akela, too.

**Cub #7:** L - Learn and play.

**Cub #8:** L - Laughter for me and you.

**All (together):** Welcome to the pack meeting. Let's "Play Ball!"

## Prayers

### OPENING PRAYER

We give our thanks this day, in our work and in our play. We always strive to be kind and good, and act as Cub Scouts always should. **Amen.**

### ROUNDTABLE PRAYER (FOR ADULTS)

Thank you, Lord, for the opportunity you have given us to work with the youth. Give us strength and stability so we can help them to learn good sportsmanship and to respect the feelings of others. Guide us so we can be good examples for the Cub Scouts. **Amen.**

### "HELP US TO PLAY FAIRLY" PRAYER

Please help us to be humble in victory and gracious in defeat. Help us to play fairly and to do our best. **Amen.**

## Songs

### "SPORTING SPIRIT"

The pack song leader leads the boys in singing, "I've Got That Cub Scout Spirit" (*Cub Scout Song Book*). Change the words "Cub Scout" to "Sporting," and it becomes, "I've Got That Sporting Spirit."

### "MY FAVORITE SPORT"

Tune: "Row, Row, Row Your Boat"

**Swing, swing, swing the bat.  
The ball flies out of the park.  
Run the bases 'round the field.  
Baseball isn't hard.**

**Bounce, bounce, bounce the ball  
Up and down the court.  
Dribbling, dribbling, dribbling, dribbling.  
Basketball's my sport.**

**Swim, swim, swim some laps,  
In the swimming pool.  
Breaststroke, backstroke, butterfly.  
Swimming is so cool!**

## Cheer or Applause

### "GO TEAM" CHEER

Stand and yell, "Go team!" Second option: Point to half the group and have them shout, "Go!" Then point to the other half of the group and have them shout, "Team!" Then switch back and forth between the groups as they shout at different speeds.

## THE BALL APPLAUSE

Hold any type of ball in your hands. When you are holding the ball, everyone is quiet. When the ball leaves your hands, everyone cheers. Try bouncing the ball, tossing it to another person, and faking a throw.

## Advancement Ceremonies

### SPORTSCASTER

**Materials:** microphone (see prop below); table, papers on table as if for news copy or broadcast script.

**Personnel:** assistant Cubmaster as sportscaster, Cubmaster as roving reporter (both wearing suits).

**Sportscaster (sits at table and handles papers):** Welcome to our newscast. It's been a big month for sports. Our lead story tonight is the Rookie of the Year Award. Joining the Bobcat team recently is (new Bobcat's name). We now take you live to our roving reporter, who is on the scene.

**Roving reporter (into his microphone):** How does it feel to join the Bobcat team during your first season with the Cub Scout pack? (Holds out microphone for response.) We're sure you'll be a valuable player in the years to come! (Presents award, then looks at sportscaster and says, "Back to you.") The ceremony continues as the roving reporter conducts brief interviews with each advancing Cub Scout before presenting an award.)

### SUGGESTED INTERVIEW QUESTIONS:

- Will you be back here again soon with another award?
- What advice can you give to others wanting to achieve what you have accomplished?
- Will you be able to adjust to playing on a new team?
- What is the most important thing you have learned through all this?
- What will your next big challenge be?
- Who has been instrumental in helping you achieve this award?
- Did you ever feel like giving up?

### SPORTS AWARDS

The Cubmaster announces each recipient's name(s) and then adds one of these sayings (using a different one for each rank):

- "(Recipient) ... hit a grand slam at (rank name) stadium."
- "... got a hole-in-one in the (rank name) open."
- "... brought home the gold in the (rank name) event."
- "... won the triple crown (three awards)."
- "... sunk a 3-point basket on (rank name) court."
- "... hit the bull's-eye in the Arrow of Light invitational."
- "... is going to the (rank name) bowl."

## Microphone Prop

An exaggerated microphone prop can be easily made for these advancement ceremonies. **Materials:** 9-inch length of PVC pipe; tennis ball (or foam ball); construction paper and wrapping paper that match.



1. Wrap the PVC pipe with construction paper.
2. Wrap the ball with matching paper.
3. Glue the wrapped ball to the top of the PVC pipe.
4. Optional: Add a length of string to the bottom of the PVC pipe for a cord.

### PLAY BALL!

**NOTE:** This will be the last time the Cub Scout Promise and Law of the Pack will be used in a ceremony. If your pack has shifted to the Scout Oath and Scout Law, substitute words as needed.

**Materials:** an assortment of balls to represent each rank advancement level.

**Cubmaster:** There are many kinds of balls, just as there are many kinds of Cub Scouts.

(He continues...)

**Playground Ball—Bobcat.** The Bobcat badge is awarded to boys who have learned the basics of the Cub Scout program, including the Cub Scout Promise and the Law of the Pack (SEE NOTE ABOVE). We have boys who have accomplished this energetic goal. (Call Bobcat badge recipients and their family members forward. Lead cheer.)

**Baseball—Tigers.** Baseball is a team sport. Each Tiger is on a team with his adult partner. We have a number of Cub Scouts who have completed five achievements and earned their Tiger badge. (Call new Tigers and their adult partners forward. Lead cheer.)

**Volleyball—Wolf.** Team play and working together—that is what it takes to earn a Wolf badge. Each position in a volleyball game has its own personal strength, just as each boy has a strength. The Cub Scouts who are receiving their Wolf badges all have completed 12 achievements. Let's congratulate them and their families. (Call Wolf badge recipients and their family members forward. Lead cheer.)

**Soccer—Bear.** It takes a lot of energy to work in a group. There are many choices to make in soccer, such as where to kick the ball and where to look for help. For Bear Cub Scouts, there are many choices on the way to a Bear badge. They have made choices in the area of family activities, Duty to God activities, Duty to Country activities, and Duty to Self activities. The result of those choices is accomplishing the goal of achieving the Bear badge. Let's congratulate them now. (Call Bear badge recipients and their family members forward. Lead cheer.)

**Basketball—Webelos.** The basketball is large, and teamwork is critical. For our Webelos Scouts, hooting for the goal of achieving their Webelos badge is like shooting for hoops, with the result of high scores. (Call Webelos badge recipients and their family members forward. Lead cheer.)

**Football—Arrow of Light.** What ball goes flying through the air like an Arrow of Light? A football. And like the high-flying football targeted for a good catch, we have boys who have made that catch: the Arrow of Light, the highest award in Cub Scouting. Tonight we have the honor of awarding Arrow of Light to the following boys. (Call Arrow of Light recipients and their family members forward. Lead cheer.)

When all awards have been given, the Cubmaster says: "As in any good sporting event, let's give all these boys one more giant cheer for good sportsmanship, great scoring, and a job well done!"

## Cubmaster Minutes

### HONESTY

Lord Baden-Powell, the founder of Scouting, said "Honesty is a form of honor. An honorable man can be trusted with any amount of money or other valuables with the certainty he will not steal it."

If you ever feel like you want to cheat in order to win a game, just say to yourself: "It's only a game. It won't kill me if I lose." If you keep your head this way, you will find that you will feel good after all. It's great to win, but if you can't win, be a good loser and remember, "Honesty is a form of honor."

### WINNING ISN'T EVERYTHING

Some years ago, a hard-nosed coach said, "Winning isn't everything, but it sure beats whatever's second." There's some truth in that. Everyone likes to win. Very few people enjoy losing. The trouble is that in every type of competition, there must be losers as well as winners.

It's also true in life. You and every other human being find that sometimes you have to be a loser. Perhaps your sports team loses a game on an unlucky break. Or maybe you work hard in school but get low grades. Some people might say you're a loser. Maybe so. But you don't have to stay a loser. The real difference between winners and losers is that a loss makes some people more determined to do better next time. In the long run, they are the winners because they learn to profit by their defeats and mistakes. No, winning isn't everything. We can learn from losses, too.

## Closing Ceremony: AMERICA

**Personnel/Materials:** 7 Cub Scouts hold up signs with the letters that spell "AMERICA" on the front and their lines on the back in large print.

**Cub #1:** A - is for athletes who do their best.

**Cub #2:** M - is for muscle building, putting us to the test.

**Cub #3:** E - is for exercise, building strength and brawn.

**Cub #4:** R - is for running. Just look, then we're gone.

**Cub #5:** I - is for individuals who try to achieve.

**Cub #6:** C - is for courage to do and believe.

**Cub #7:** A - is for active, and active we'll be.

**All (together):** We're proud to live in America, the home of the free. Please join us as we sing to our great land.

(Sing "America," *Cub Scout Song Book*, p. 72.)

## Games

### SPORTS QUIZ

**Materials:** paper and pencils for families to write down their answers.

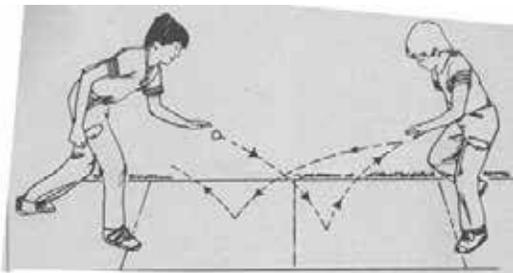
The Cubmaster asks the questions and families choose the best answer. Points may be scored at the end for all correct answers.

1. What famous baseball player said, "Ninety percent of this game is half mental?"
2. A "puck" is used in which of the following sports? A. Rugby; B. Hockey; C. Lacrosse
3. True or False: There are no goal lines in tennis.
4. True or False: There are six players on a basketball court at the same time.
5. In what sport would you find a fairway?
6. True or False: Bowling balls are made of wood.
7. A foul shot is done in A. Rugby; B. Tennis; C. Basketball
8. When a football official raises his hands above his head, he is signaling A. Score; B. Time Out; C. Penalty

**Answers:** 1. Yogi Berra. 2. B, Hockey. 3. True. 4. False; there are five. 5. Golf. 6. False. 7. C, Basketball. 8. A, Score.

#### SIDEWALK TENNIS GAME

**Materials:** tennis ball or sponge rubber ball.



The court is two squares of sidewalk. The net is the crack between the squares. Players use their open palms for racquets, and try to hit the ball into their opponent's court on one bounce. Score as in regular tennis.

#### BLANKET VOLLEYBALL

**Materials:** volleyball and volleyball net; blankets; sheets or towels for each team. Net is optional.

Set up teams of four players. Each team has a blanket, sheet, or towel with a player at each corner. One team serves the volleyball by placing the ball on the blanket, lowering it, and then raising it quickly so the ball becomes airborne. The opposing team must catch the ball in their blanket, and then toss it back. Score as in volleyball.

### Activity: Ball Games for Pack

**Materials:** supplies for different ball games; pennants; sports memorabilia.

This is the last pack meeting under the current Cub Scout program. The new advancement program starts in August, 2015. Celebrate with a sporting "Play Ball" day, and invite local sports celebrities to join in the event. Decorate the meeting place for the games:

- Hang pennants.
- Have sports memorabilia to show and share.
- Display posters from local sports teams.
- Purchase trophies from local thrift stores.

For an outdoor pack meeting include:

- Picnic items—hot dogs, cold soda, and water
- Picnic table area
- Trash receptacles so the area is left cleaner than found.
- Supplies for hand washing.

For ball games, provide equipment needed for badminton, baseball, basketball, soccer, softball, or volleyball.

#### SPECIAL GAMES

**Bucketball:** This is basketball played with two bushel baskets or metal buckets placed on the ground 50 or more feet apart. Use a basketball or other ball of about that size. Play regular basketball rules, except that no score is made if the ball bounces out of the bucket or knocks the bucket over.

**Keepaway:** Basketball, football, or softball may be used. Create two teams of four Cub Scouts each. Establish boundaries for the playing area—about 50 x 50 feet is good. One team starts the game by passing the ball among themselves while the other team tries to intercept it. Players may not hold the ball longer than five seconds or run with it. There is no scoring, but if the boys want a definite outcome, time can be kept for the number of seconds each side has the ball.

**NOTE:** Not all boys will be equally able to participate in the games for this theme of "Play Ball!" See the *Cub Scout Leader Book* and the *Cub Scout Leader How-To Book* for ideas about how to modify traditional aspects of the Cub Scout program to accommodate youth with varying levels of ability. All boys deserve the benefit of the Scouting experience, and small modifications will make that happen.

### Skits

#### THE LOST BALL

This is a version of the tried-and-true "Under the Light" skit. Cub Scout #1 is searching the ground under a light source or near a campfire. Cub Scout #2 enters and walks up to him.

**Cub #2:** What are you doing?

**Cub #1:** I'm looking for my ball. I was playing with it, and I lost it.

**Cub #2:** I'll help you look.

(They both look around, trying to find the ball. They discuss what it looks like and get other boys to come and help them. Finally, the last Cub Scout enters.)

**Last Cub Scout:** What are you all doing?

**All (pointing to Cub #1):** We're looking for his ball.

**Last Boy:** Where did you last see it?

**Cub #1:** Over on the other side of the park.

**Last Cub Scout:** Then why are you looking here?

**Cub #1:** The light's much better here.

(All of the boys throw up their hands and walk away.)

#### THE FOOTBALL GAME

A group of 5 Cub Scouts are discussing a football (or other sport) game. Insert the name of your local high school or favorite college or pro teams to fill in the blanks.

**Cub #1:** I sure hope the \_\_\_\_\_ win.

**Cub #2:** Well, I'm sure the \_\_\_\_\_ will win.

**Cub #3:** Why, the \_\_\_\_\_ will beat 'em 40 to nothin'.

**Cub #4:** I can tell you the score of the game before it starts.

**Cub #5:** Oh yeah? How can you? You're not psychic, are you?

**Cub #4:** The score of the game before it starts? It's nothin' to nothin', of course.

(The others chase him off stage.)

## Projects

### PARTICIPATION AWARD

**Materials:** a small round foam circle for each trinket, with a hole in the middle; 6 plastic beads; 6 inches of ribbon.



Tie off the middle of the ribbon to make a loop. String the ribbon through the foam circle and tie it off as seen in the illustration. Slide three beads on each end of the ribbon and tie a knot in the end to keep beads in place.

### NATIONAL SUMMERTIME PACK AWARD

Packs that conduct at least one activity in each of the summer months—June, July, and August—are eligible for the National Summertime Pack Award. The award is a streamer for the pack flag and a certificate. (At the time of this publication, the BSA National Council plans to continue offering this award.) Ask all leaders to keep attendance records at all three summer pack events. In September, pack leaders can apply for the National Summertime Pack Award at the council service center. See the *Cub Scout Leader Book* or [http://www.scouting.org/scoutsources/awards\\_central/nationalsummertime.aspx](http://www.scouting.org/scoutsources/awards_central/nationalsummertime.aspx) for more information.

## Audience Participation

### PLAY BALL

Divide the audience into three groups and have them practice their responses when the highlighted word is spoken by the narrator.

**Sport(s):** Stand and shout, “Go Team!”

**Play:** Stand and shout, “Yaaay!”

**Cub Scout:** Stand, give the Cub Scout sign, and shout, “Do Your Best!”

It was the day of the pack meeting and Danny the CUB SCOUT was excited to PLAY. Mom called him in to put on his uniform, as every good CUB SCOUT would be in uniform that night. It was the SPORTS pack meeting, and all the CUB SCOUTS would be ready to PLAY ball games. Danny and his family left for the pack meeting with the promise that the SPORTS they were going to PLAY would be great fun. Danny was excited to see his CUB SCOUT friends. As the pack meeting began and they said the CUB SCOUT Promise, they knew the SPORTS they were going to PLAY would be great fun for all the CUB SCOUTS.

### A DAY AT THE BALL GAME

Divide the audience into four groups and assign responses to them for each of the highlighted words. Have the groups practice after you make the assignments.

**Johnny:** “Cheer, cheer!”

**Umpire:** “What an eye!”

**Den leader:** “Happy, happy!”

**Barney (McGoogle):** “Our hero!”

One fine day, JOHNNY’s DEN LEADER decided to take the den

to a ball game. JOHNNY was excited because his idol, BARNEY McGOOGLE, was playing that day. The DEN LEADER and some of the parents loaded all the boys into their cars and headed for the ballpark.

On the way to the game, the DEN LEADER pointed to a man in another car and asked, “Why would a person wear a dark suit on such a warm day?” JOHNNY looked at the man and exclaimed, “He’s an UMPIRE! I wonder if he’s going to the game, too.” Sure enough, when BARNEY McGOOGLE and the other players ran onto the field, the same UMPIRE that JOHNNY and his DEN LEADER had seen on the way to the game also strolled out to his place behind home plate.

When BARNEY ran out to his position, JOHNNY and all the other fans cheered, for they knew BARNEY was a great player. The UMPIRE called, “Play Ball!” Everyone was on the edge of their seats as the pitcher took his sign, wound up, and delivered his first pitch. “Cr-rack” went the bat and a towering fly ball was headed toward BARNEY.

Backward BARNEY McGOOGLE ran, nearer and nearer to the fence, until he was right up against it. At the last second, he made a great leap into the air and the ball thudded into BARNEY’s glove. JOHNNY, his DEN LEADER, and all the fans cheered as the UMPIRE signaled, “He’s out!” The pitcher then struck out the next two batters, with the UMPIRE calling the strikes very loudly.

Now it was BARNEY’s team’s turn at bat. JOHNNY was hoping BARNEY would hit a home run. The first man up cracked a single. The next man also singled, and then BARNEY McGOOGLE stepped up to the plate. JOHNNY and his DEN LEADER, and all the other fans, were cheering for BARNEY to hit a good one. “Strike one,” called the UMPIRE, and JOHNNY’s heart sank. The pitcher took his sign, checked the runners, wound up, and delivered. “Crack!” went the bat and JOHNNY knew BARNEY had hit a long one. Back, back, back went the fielder, clear to the wall. He leaped, but the ball hit the wall above him. BARNEY was churning his wheels around first, around second, and heading for third.

In came the ball, and BARNEY slid through the dirt towards base. “Safe!” yelled the UMPIRE. JOHNNY, his DEN LEADER, and all the fans in the stadium cheered. JOHNNY was happy because, although his idol hadn’t hit a home run, he had hit a triple—the next best thing. After the UMPIRE had called the final out of the game, JOHNNY, his DEN LEADER, and the rest of the den and parents went home smiling.

# HANDOUT MATERIALS FOR 2015 PROGRAM UPDATES

## Cub Adventure Program 2015 Requirements Handout

### Bobcat Rank Requirements – The Core Adventures

(2015-2016 Program Year)



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 Bobcat Requirements section of the pamphlet, *How to Protect Your Children From Child Abuse: A Parent's Guide*.\*

### Tiger Rank Requirements – The Core Adventures

(2015-2016 Program Year)



1. Complete each of the following Tiger core adventures with your den or family:
  - a. Backyard Jungle
  - b. My Family's Faith
  - c. Team Tiger
  - d. Tiger Bites
  - e. Tigers in the Wild
  - f. Games Tigers Play
2. Complete one Tiger elective adventure of your den or family's choosing.
3. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age.\*

### Wolf Rank Requirements – The Core Adventures

(2015-2016 Program Year)



1. Complete each of the following Wolf core adventures with your den or family:
  - a. Call of the Wild
  - b. Council Fire
  - c. Footsteps of Faith
  - d. Howling at the Moon
  - e. Paws on the Path
  - f. Running with the Pack
2. Complete one Wolf elective adventure of your den or family's choosing.
3. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age.\*

### Bear Rank Requirements – The Core Adventures

(2015-2016 Program Year)



1. Complete each of the following Bear core adventures with your den or family:
  - a. Bear Claws
  - b. Bear Necessities
  - c. Fellowship of Faith
  - d. Fur, Feathers and Ferns
  - e. Grin and Bear It
  - f. Paws for Action
2. Complete one Bear elective adventure of your den or family's choosing.
3. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age.\*

# Webelos & Arrow of Light

## Rank Requirements

### The Core Adventures

(2015-2016 Program Year)



#### Webelos Badge Requirements

1. Be an active member of your Webelos den for three months. Being active means having good attendance, paying your den dues, and working on den projects.
2. Complete each of the following Webelos core adventures with your den or family:
  - a. Cast Iron Chef
  - b. Faith in Action (1)
  - c. First Responder
  - d. Stronger, Faster & Higher
  - e. Webelos Walkabout
3. Complete two Webelos elective adventures of your den or family's choosing.
4. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age.\*

#### Arrow of Light Requirements

1. Be active in your Webelos den for at least six months since completing the fourth grade (or for at least six months since becoming 10 years old). Being active means having good attendance, paying your den dues, and working on den projects.
2. Complete each of the following Arrow of Light core adventures with your den or family:
  - a. Building a Better World
  - b. Camper
  - c. Faith in Action (2)
  - d. Scouting Adventure
3. Complete three Webelos elective adventures of your den or family's choosing.
4. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age.\*

\* If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your parent or guardian.



