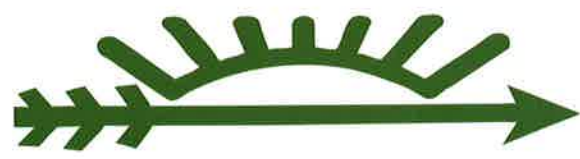




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DEN LEADER GUIDE



BOY SCOUTS OF AMERICA®

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WEBELOS
DEN LEADER
GUIDE

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BOY SCOUTS OF AMERICA®

A WORD ABOUT YOUTH PROTECTION

Child abuse is a serious problem in our society and, unfortunately, it can occur anywhere, even in Scouting. Because youth safety is of paramount importance to Scouting, the Boy Scouts of America continues to strengthen barriers to abuse through its policies and leadership practices, through education and awareness for youth, parents, and leaders, and through top-level management attention to any reported incidents.

KEY TO SUCCESS: LEADERSHIP EDUCATION AND TRAINING

Registered leaders are required to complete Youth Protection training within 30 days of registering. Parents, guardians, and any adults working with youth (whether in Scouting or not) are also encouraged to take the training.

To take the training online, go to www.myscouting.org and establish an account. If you do not yet have your membership number, be sure to return to MyScouting later and enter your number for training record credit.

The training must be taken every two years to remain current. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of recharter, the volunteer will not be reregistered.

BSA YOUTH PROTECTION TRAINING

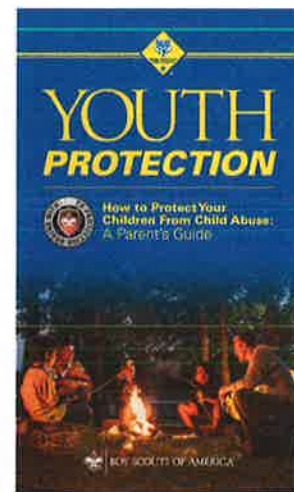
The BSA created Youth Protection training to address the needs of different age groups as follows.

- **Youth Protection Training for Volunteer Leaders and Parents**—Adults come away with a much clearer awareness of the kinds of abuse, the signs of abuse, and how to respond and report should a situation arise.
- **Youth Protection Guidelines: Training for Adult Venturing Leaders**—Designed to give guidance to the leaders in our teenage coed Venturing program. Supervision and relationship issues have a different focus regarding personal safety with this age group.
- **It Happened to Me**—Developed for Cub Scout-age boys from 6 to 10 years old and their parents. It addresses the four rules of personal safety: Check first, go with a friend, it's your body, and tell.
- **A Time to Tell**—A video for Boy Scout-age boys from 11 to 14 years old—the target group for most molesters. It stresses the three R's of youth protection: Recognize, Resist, and Report.
- **Personal Safety Awareness for Venturing**—Developed for youth ages 13 through 20 in the coeducational Venturing program. It deals with issues pertinent to this age group.

The BSA has Youth Protection policies to protect youth, and these same policies help protect adult volunteers. These and other key policies are addressed in the training:

- **Two-deep leadership is required on all outings.**
- **One-on-one contact between adults and youth members is prohibited.**
- **Privacy of youth is respected.**
- **Separate accommodations for adults and Scouts are required.**
- **Units are responsible to enforce Youth Protection policies.**

To find out more about the Youth Protection policies of the BSA and how to help Scouting keep your family safe, see the *Guide to Safe Scouting* at www.scouting.org/HealthandSafety/GSS/toc.aspx and the Parent's Guide in any of the Cub Scouting or Boy Scouting handbooks, or go to www.scouting.org/Training/YouthProtection.aspx.



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WELCOME

Welcome, Cub Scout leader! You have chosen to make an important difference in the lives of the boys in your den and pack. With your guidance as their leader, the Cub Scouts will develop character, leadership skills, responsibility, fitness, and a love for fun while learning. Your role as a den leader is a critical one to a boy's success and continued involvement in Cub Scouting. This guide is your key to leading a successful program for the boys in your den. The materials have been developed to help bring to life the adventures promised in the *Tiger Handbook*, *Wolf Handbook*, *Bear Handbook*, and *Webelos Handbook*.

WEBELOS INTRODUCTION

The basic information for planning and conducting Webelos den meetings and activities can be found in this guide and in the Cub Scout Leader Book. The Webelos program plan for a den will depend on the starting date and transition date of the Scouts. A base plan, derived from the den meeting plans, is offered in the Webelos and Arrow of Light Program Planning section of this guide. This plan will create the opportunity to earn the Arrow of Light badge while boys prepare to become Boy Scouts. The Webelos den leader may modify or reorder this plan to meet the needs of the den, so long as all advancement requirements are met for the Webelos badge and the Arrow of Light badge.

You can find additional planning ideas in the Webelos Handbook, and the Cub Scout Ceremonies for Dens and Packs. You can also get suggestions, information, and support from fellow leaders, the unit commissioner, and the district training staff, as well as by attending Cub Scout leader roundtables, pow wows, and universities of Scouting.

Finally, a wealth of information is available at the National Council website, www.scouting.org.

AN OVERVIEW OF CUB SCOUTING

THE PURPOSE OF CUB SCOUTING

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 leaders plan and boys enjoy should relate to one or more of these purposes.

CUB SCOUTS: A POSITIVE PLACE

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

ONE OATH, ONE LAW

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

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

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

Scout Oath	Scout Law
On my honor I will do my best To do my duty to God and my country and to obey the Scout Law; To help other people at all times; To keep myself physically strong, mentally awake, and morally straight.	A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

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

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

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

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

The Meaning of the Scout Oath

ON MY HONOR

Saying "On my honor" is like saying "I promise." It means that you will do your best to do what the Scout Oath says.

The Scout Oath has three parts. Let's look at what they mean.

TO DO MY DUTY TO GOD AND MY COUNTRY AND TO OBEY THE SCOUT LAW

A duty is something you are expected to do. At home, you might be expected to make up your bed or take out the trash. You also have duties to God and to your country. You do your duty to God by following the teachings of your family and religious leaders. You do your duty to your country by being a good citizen and obeying the law. You also promise to live by the 12 points of the Scout Law, which are described here.

TO HELP OTHER PEOPLE AT ALL TIMES

Many people need help. A friendly smile and a helping hand make life easier for others. By doing good deeds, you make our world a better place.

TO KEEP MYSELF PHYSICALLY STRONG, MENTALLY AWAKE, AND MORALLY STRAIGHT

The last part of the Scout Oath is about taking care of yourself. You stay physically strong when you eat the right foods and get plenty of exercise. You stay mentally awake when you work hard in school, learn all you can, and ask questions. You stay morally straight when you do the right thing and live your life with honesty.

The Meaning of the Scout Law

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

A Scout is **TRUSTWORTHY**.

A Scout tells the truth and keeps his promises. People can depend on him.

A Scout is **LOYAL**.

A Scout is true to his family, friends, Scout leaders, school, and country.

A Scout is **HELPFUL**.

A Scout volunteers to help others without expecting a reward.

A Scout is **FRIENDLY**.

A Scout is a friend to everyone, even people who are very different from him.

A Scout is **COURTEOUS**.

A Scout is polite to everyone and always uses good manners.

A Scout is **KIND**.

A Scout treats others as he wants to be treated. He never harms or kills any living thing without good reason.

A Scout is **OBEDIENT**.

A Scout follows the rules of his family, school, and pack. He obeys the laws of his community and country.

A Scout 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.

A Scout is **THRIFTY**.

A Scout works to pay his way. He uses time, property, and natural resources wisely.

A Scout is **BRAVE**.

A Scout can face danger even if he is afraid. He stands for what is right even if others laugh at him.

A Scout is **CLEAN**.

A Scout keeps his body and mind fit. He helps keep his home and community clean.

A Scout is **REVERENT**.

A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.



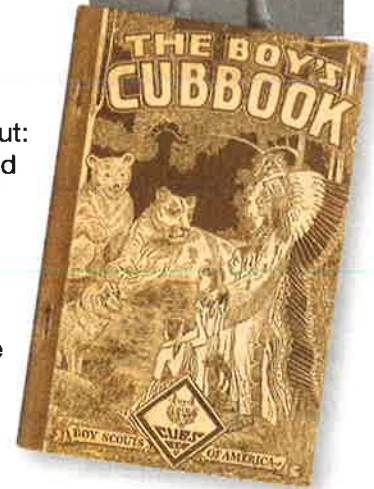
HISTORY OF THE WEBELOS PROGRAM

In 1902, Ernest Thompson Seton started an outdoor program for boys called the Woodcraft Indians. In 1910, he became one of the founders of the new Boy Scout movement and one of its best-known promoters. During the 1920s, he helped Dr. Huber William Hurt develop the Cub program, and by 1928, Cubbing units were field tested in each of the BSA's regions. On April 1, 1930, the first pack charters were issued for the new Cubbing program (not officially called Cub Scouting until 1945). The first pack charters were issued for the new Cubbing program (not officially called Cub Scouting until 1945). The first piece of Cubbing literature, *The Boy's Cubbook*, was also published in 1930.

The new program adapted activities, games, and ceremonies from other youth groups, such as Seton's Woodcraft Indians; Wolf Cubbing, developed in England by Lord Baden-Powell; and the Boy Rangers of America. American Indian lore was emphasized.

In the first handbooks, Akela was an American Indian boy, son of the chief of the Webelos Tribe. "Webelos" was explained as "a word with an inner meaning, signifying progress from Wolf through Bear and Lion Ranks to Scout: W-B-L-S... We'll Be Loyal Scouts." The chief of the Webelos Tribe was named Arrow of Light, which was adapted from the Arrow Park World Jamboree in London in 1929, when the Golden Arrow was made the symbol of world friendship.

The Cubbing story told of the boy Akela being taken on trips into the forest where he learned knowledge and skills from the wolf and the bear. Before he could become a Scout, he had to look the lion in the eye and learn courage and determination. Then, he was admitted to the lower ranks of the young Scouts of the trail, advancing (at the age of 12) from the world brotherhood of Cubs into the world brotherhood of Scouts.



In later years, the name Akela was used for the chief of the tribe or pack. By 1980, a parent, an older brother or sister, or an adult friend could be Akela and help the Cub Scout along the advancement trail.

In the 1930s, Cubbing organization structure was like today's Cub Scouting, except that dens were led by Boy Scout den chiefs. Dens met weekly at a member's home for games, den competitions, advancement awards, stunts, and other activities. A Cub's advancement was from Bobcat (all new members) to Wolf (9 years old), Bear (10 years old), and Lion (11 years old).

In 1953, a Cub Scout advisory group began studying a proposed Webelos den plan to help create more variety in the program for older boys. In 1954, the Webelos den was created for 10 1/2-year-old boys, with a new Webelos den badge. The first Lion-Webelos Book with meeting outlines helps for Webelos leaders was introduced in 1958.

In 1988, a two-year Webelos Scout program was recommended; however, the changes were not fully implemented until 1989. These changes included an expanded outdoor program with more opportunities for boy leadership, which would provide a better vehicle for Webelos Scouts to progress into Boy Scouting.

The most recent changes to the Webelos program were released in 2015 with a new emphasis on adventure as the heart of the program. The updated program materials focus on delivering the aims of Scouting to boys and their families and further emphasize the role of leadership and outdoor adventure. The Webelos den program of the 21st century is an exciting adventure for boys, their families, and their leaders. The outdoor program, the opportunities for boy leadership, and the preparation for boys to leave Cub Scouting and embark on the adventure of Boy Scouting are all wonderful steps for boys to take on the road to becoming a First Class Boy Scout and then soaring on to Eagle.



DELIVERING THE CUB SCOUT PROGRAM

Cub Scouting can be extremely rewarding for the boys in the program and their adult leaders. Taking the time to review this information and using the den meeting plans in this den leader guide is the first and best step toward assuring that you can deliver the fun the boys want as easily as possible. Following are some considerations to make things even smoother.



SAFETY FIRST

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

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

The *Guide to Safe Scouting* is available on the National Council Web site at www.scouting.org, or you can find it at your local council service center. **The online version of the *Guide to Safe Scouting* will always have the most current information (www.scouting.org/HealthandSafety/GSS/toc.aspx).**

ROLES AND RESPONSIBILITIES IN CUB SCOUTING

Adults support Cub Scouting through a variety of ways. Some adults take on a role with the pack committee and provide support through finance, facilities, and recruiting new leaders. Below are job descriptions for key roles in a Cub Scout den.

◆ DEN LEADER

Cub Scout den leaders work directly with Cub Scouts and their parents/guardians to execute the Cub Scouting program in the den.

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

Responsibilities:

- Work directly with other den and pack leaders to ensure that the den is an active and successful part of the pack.
- Plan, prepare for, and conduct den meetings with the assistant den leader and den chief (if Wolf, Bear, or Webelos den leaders) or adult partners (if Tiger den leaders).
- Attend the monthly pack leaders' meetings.
- Lead the den at the monthly pack activity.
- Ensure the transition of Cub Scouts to a den of the next rank (or to a Boy Scout troop if Webelos Scouts) at the end of the year by encouraging them to earn the adventures for advancement.
- Keep accurate records, and see that Cub Scouts receive recognition for their achievements.
- Help the den earn the National Den Award.
- Establish good working relationships with den families, seeking out their skills and talents.
- Follow the policies of the Boy Scouts of America.

Your Cubmaster or pack trainer will be glad to explain any of these responsibilities. Being a trained leader will also help you understand the responsibilities of your role.

Tiger den leaders should do the following.

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

All Cub Scout den leaders should keep in mind these responsibilities.

- Help train the den chief and guide him in working with Cub Scouts. See that he receives recognition for his efforts at den and pack meetings.
- Provide meaningful responsibilities for the denner and assistant denner so that they can learn responsibility and gain satisfaction from their efforts.

The Webelos den leader should remember these responsibilities.

- Help train the Webelos den chief and guide him in leading Webelos Scouts. Attend den chief training with him. See that he receives recognition for his efforts at den and pack meetings.
- Provide worthwhile tasks for the Webelos denner so that he can assume some responsibility and gain satisfaction from his efforts.
- Along with the Scoutmaster and assistant Scoutmaster, plan and conduct meaningful joint activities.
- Plan and carry out overnight campouts and other outdoor activities.

◆ ASSISTANT DEN LEADER

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

◆ PARENTS/GUARDIANS/FAMILIES

Cub Scouting seeks to support the family, whatever that looks like. When we speak of parents or families, we are not referring to any particular family structure. Some boys live with two parents, some live with one parent, some have foster parents, and some live with other relatives or guardians. Whomever a boy calls his family is his family in Cub Scouting.

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

◆ DENNER AND ASSISTANT DENNER

The denner is a den member selected to be a boy leader for a short period of time—anywhere from one week to several months. It is a good practice for the den leader to rotate the position of denner throughout the den so all boys have the opportunity to experience the leadership position. The den leader and den chief determine his responsibilities, which might include helping to set up and clean up the den meeting place; helping with games, ceremonies, tricks, and puzzles; leading a song; or acting as den cheerleader. The denner should be given meaningful responsibilities and recognition to help him learn how to be a leader. The denner wears a shoulder cord on the left shoulder. Some dens also have assistant denners who assist the denner and may move up to the denner position after his rotation.

◆ DEN CHIEF

The den chief is a Boy Scout, Varsity Scout, Venturer, or Sea Scout who serves as an activities assistant at Wolf, Bear, or Webelos Scout den meetings. He (or she, if you work with a female Venturer or Sea Scout) can serve as a positive role model for Cub Scouts as they look toward joining the Boy Scout program and beyond. The Scoutmaster from a local troop may be able to help identify a den chief.

THE ROLE OF TRAINING

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

- Youth Protection
- Leader Position-Specific

Both trainings are available online at www.myscouting.org and as an in-person training through your local council service center. Consult with your pack trainer or visit www.myscouting.org for training options. Leaders who have completed these two trainings qualify to wear the trained leader strip.

RESOURCES

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

- *Cub Scout Leader Book* (No. 33221)
- *Leader How-To Book* (No. 33832)
- *Ceremonies for Dens and Packs* (No. 33212)
- *Webelos Handbook* (No. 33452)
- *Group Meeting Sparklers* (No. 33122)
- *Cub Scout Songbook* (No. 33222)

THE CUBMASTER: YOUR KEY RESOURCE FOR PROGRAM PLANNING

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

- Work together to plan and help carry out the Cub Scout program in the pack according to the policies of the BSA. This includes leading the monthly pack meeting with the help of other leaders.
- With the pack committee, develop and execute a year-round recruitment plan for recruiting boys into Cub Scouting.
- Acquire and use the appropriate and available Scouting literature, including the den leader guide for each program level and the pack meeting plans available online at www.scouting.org.
- See that the pack program, leaders, and Cub Scouts positively reflect the interests and objectives of the chartered organization and the BSA.
- Encourage movement into a Boy Scout troop by establishing and maintaining good relationships with Boy Scout troops; this is especially important for Webelos den leaders. Your pack may have an assistant Cubmaster whose primary responsibility is to support transition from Cub Scouting into Boy Scouting.

- Together, maintain good relationships with parents and guardians. Seek their support, and include them in activities.
- Work collaboratively to ensure that Cub Scouts receive a quality, year-round program filled with fun and activities that qualify the dens and pack for the National Summertime Pack Award.
- Participate with the Cubmaster and the pack committee chair in the pack's annual program planning conference and the monthly pack leaders' meetings.
- Work as a team with the pack committee chair to cultivate, educate, and motivate all pack leaders and parents or guardians in Cub Scouting.
- Work together to conduct impressive advancement, recognition, and graduation ceremonies. For Webelos ceremonies, involve Scoutmasters and other Boy Scout and Scout leaders.
- Bring families together at joint activities for Webelos dens (or packs) and Boy Scout troops.
- Support the policies of the BSA.

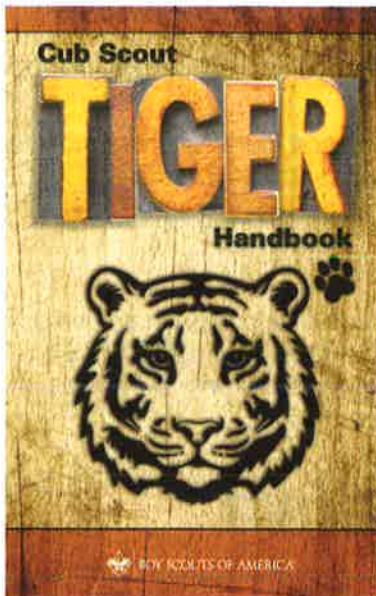
In addition to coaching and supporting den leaders, the Cubmaster will help coordinate den activities that will take place during the pack meeting. Many of the advancement requirements that are related to outdoor adventure and leadership development require the boys in each den to work with each other during pack meetings. The Cubmaster will help to organize those activities.

RESPONSIBILITIES TO THE BOYS

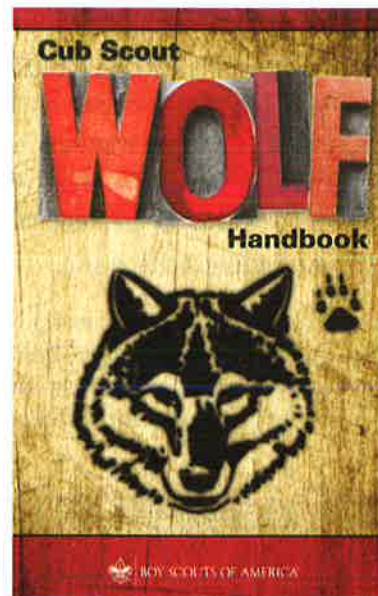
All Cub Scout leaders have certain responsibilities to the boys in Cub Scouts. Each leader should:

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

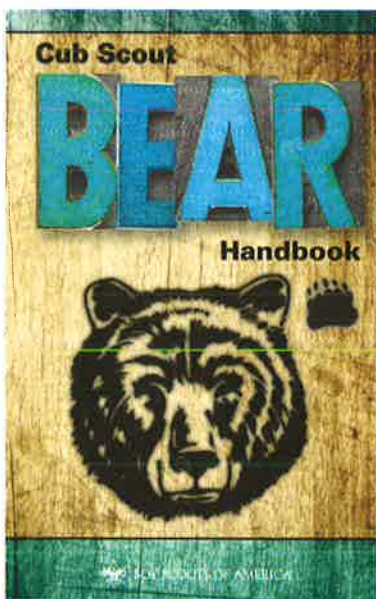
THE CUB SCOUT RANKS AND HANDBOOKS



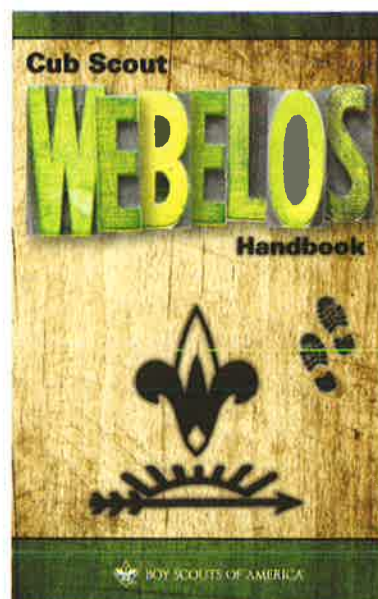
A boy who is 7 years old or is in the first grade is a Tiger, and his adventures are found in the *Tiger Handbook*.



A boy who is 8 years old or is in the second grade is a Wolf, and his adventures are found in the *Wolf Handbook*.



A boy who is 9 years old or is in the third grade is a Bear, and his adventures are found in the *Bear Handbook*.



A boy who is 10 and 11 years old or is in the fourth or fifth grade is a Webelos Scout, and his adventures are found in the *Webelos Handbook*.

The den meeting plans are written to help a boy earn the adventure requirements in his handbook. A den leader is strongly encouraged to have the handbook for the den he or she is leading as well, to be able to follow along with the boys and review for den meeting planning.

ADVANCEMENT

◆ CUB SCOUT ADVANCEMENT FOR RANK BADGE

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

◆ RECOGNITION PROCESS

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

Advancement gives boys a means of measuring their progress. Credit is given to the Cub Scout for each requirement when the adult partner (Tigers), den leader, and/or Webelos adventure pin counselor is satisfied that the boy has done his best.

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

- The den leader may provide the recognition device (a pin for boys working on Webelos and Arrow of Light adventures or an adventure loop for boys working on Tiger, Wolf, and Bear adventures) at the final meeting when the Cub Scouts complete the adventure. At the following pack meeting, the boys would then receive a certificate during a brief ceremony. (Full-size and pocket certificates are available from your local Scout shop.)
- The pack may provide certificates for den leaders to award when the boys complete the adventure and then present the adventure loops and pins at the next pack meeting.

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

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



◆ HOW THE ADVANCEMENT PROGRAM WORKS

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

Goals of the Advancement Program

When implemented correctly, the advancement program will:

- Help build a boy's self-esteem.
- Help build his self-reliance as he discovers his increasing abilities.
- Give a boy the positive recognition that he needs.
- Bring a boy and his family closer through the advancement activities that family members enjoy together.

The Den Leader

The den leader has the following responsibilities related to advancement.

1. Stimulate interest in advancement by delivering fun and exciting den meetings using the *Webelos Den Leader Guide* and by providing opportunities for boys to work on advancement requirements in den meetings.
2. Plan meetings that support the advancement program. The den chief or Webelos den chief can help.
3. Help parents and adult partners understand the advancement plan and their role in promoting advancement. Make sure returning parents understand how the advancement process works at each program level.
4. Keep accurate records of requirements that boys complete. Promptly provide the pack leadership with the advancement records so boys can be recognized at the next pack meeting.
5. Identify boys who are not advancing and find out why. This could indicate a weakness in the den or pack program or something you could do to help these boys catch up to their peers.
6. Provide reinforcement for and recognition of advancement at den meetings. These can include advancement charts, den doodles, and immediate recognition items.
7. Make sure that impressive advancement ceremonies and graduation ceremonies are conducted at the pack meetings. For the Arrow of Light rank, involve the Scoutmaster and the troop's youth leaders.



The Cubmaster

The Cubmaster has these responsibilities related to advancement.

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



6. Make sure that den leaders are trained and know how to use the advancement program effectively.
7. See that advancement standards are maintained. Every boy should do his best to complete the requirements as presented in the program.
8. Coordinate with the pack committee to ensure that accurate advancement records are kept. Follow up on boys who are not advancing and find out why.

The Pack Committee

Pack committee members have these responsibilities related to advancement.

1. Help train leaders and adult partners or family members in the proper use of the advancement program.
2. Ensure that den leaders have program resource materials such as den leader guides and advancement charts to support program delivery.
3. Collect den advancement reports at each monthly pack leaders' meeting. Complete the multipart Advancement Report to purchase awards from the local council service center. See that badges are presented at the next pack meeting.
4. Help plan advancement and graduation ceremonies for the pack meeting.
5. Help build and/or secure equipment for use in meaningful advancement ceremonies.



How Fast Should a Boy Advance?

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

- His own motivation for learning new skills, the encouragement and help he gets from his family, and his need for recognition
- The den leader's preparation for and presentation of advancement activities in the den meetings

The den meeting plans outlined in the *Webelos Den Leader Guide* provide program opportunities that are generally delivered as two den meetings and an outing each month. This will provide opportunities for boys to advance. A year-round program is composed of required adventures (that will lead to rank advancement) and elective adventures (which contribute to rank advancement and provide program enrichment).

If a boy cannot attend all meetings, the den leader should help that boy and his family complete the missed activities.

Although many packs target their blue and gold banquet for awarding the boys' new badge of rank, there is no requirement to advance by an arbitrary date such as a blue and gold banquet.

Advancement Checklist

- Do the Cubmaster and pack committee give den leaders and families guidance in using the advancement program effectively?
- Do family members understand their part in the advancement program? Are they using achievements, electives, and activity badges to suggest activities for the boy's free time?
- Do den leaders talk to parents about boys who are not advancing?
- Do den leaders implement the required den meeting plans leading to advancement as outlined in the *Webelos Den Leader Guide* and, when necessary, have advancement work completed at home?
- Are accurate advancement records kept in the dens and the pack?
- Do boys receive prompt recognition?
- Do pack advancement ceremonies create an incentive for advancement?
- Are wall charts and den doodles used in den and pack meetings?
- Does the pack have an advancement ladder or chart?

THE FIRST RANK FOR ALL BOYS—BOBCAT

The Bobcat rank is the first badge awarded a new Cub Scout. As a new member, he may work on his Bobcat rank requirements while simultaneously working on his next rank as well. He cannot, however, receive his Tiger, Wolf, Bear, Webelos, or Arrow of Light badge until he has completed Bobcat requirements and earned his Bobcat badge. Boys can normally earn their Bobcat badge well within the first month of becoming a new Cub Scout.

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

Bobcat Requirements

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



WEBELOS ADVANCEMENT

Webelos Badge Requirements

The Webelos rank is earned by completing seven adventures as described below.

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 required adventures with your den or family:
 - a. Cast Iron Chef
 - b. Duty to God and You
 - 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 Badge 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 required adventures with your den or family:
 - a. Building a Better World
 - b. Camper
 - c. Duty to God in Action
 - 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.

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

Requirement 7 of Bobcat and requirement 4 of Webelos and Arrow of Light are identical. If a Cub Scout earns his Bobcat rank during the same year that he begins working on his Webelos or Arrow of Light rank, he needs to complete the requirement only one time.

A parent, guardian, or other caring adult acknowledges the completion of each achievement part by signing the boy's handbook (Akela's OK). The den leader also signs each boy's handbook (Den Leader's OK) and records progress in the den's advancement records. The Webelos Scouts also keep track of their own advancement using the Adventure Tracking section in the back of their handbooks, and under the guidance of the den leader, they can also keep a record of their individual progress on a den advancement chart and den doodle.

The pack should encourage each den to deliver a year-round program, drawing from both required adventures to support rank advancement and elective adventures to support program enrichment. Elective adventures may be earned during den activities, by a boy with the participation of his family, and during council and district sponsored program opportunities. There is no required order in which adventures must be earned. The sequence is left to the discretion of the den leader and Cubmaster.

Webelos Required Adventure Loops



Cast Iron Chef



Duty to God and You



First Responder



Stronger, Faster, Higher



Webelos Walkabout

Arrow of Light Required Adventure Loops



Building a Better World



Camper



Duty to God in Action



Scouting Adventure

Webelos and Arrow of Light Elective Adventure Loops



Adventures in Science



Aquanaut



Art Explosion



Aware and Care



Build It



Build My Own Hero



Castaway



Earth Rocks!



Engineer



Fix It



Game Design



Into the Wild



Into the Woods



Looking Back, Looking Forward



Maestro!



Moviemaking



Project Family



Sportsman

After a boy has completed all the requirements for the Webelos or Arrow of Light rank, he should receive the rank badge from his den leader at the next pack meeting. This is an important milestone, so the ceremony should be suitably impressive.

A Scout may complete as many elective adventures as his ambition and time available allow. He is entitled to wear each of the adventure pins he earns on his official Cub Scout hat or Webelos colors.

◆ WEBELOS AND ARROW OF LIGHT PROGRAM PLANNING

Planning your den's program helps ensure that your boys have the opportunity to earn the Webelos rank and Arrow of Light rank over an 18-month program, with the Scout earning his Arrow of Light rank by February and moving into a Boy Scout Troop in March of that year. This allows the Scout to become familiar with his fellow Boy Scouts and prepare for upcoming summer camps the troop might be attending.

There are many possible approaches a Webelos den leader might take to help the boys first achieve the Webelos badge and then achieve the Arrow of Light badge. The key is following these steps:

1. Prepare your plan. Considerations should include your start date for den meetings, how frequently you will meet, the ages of your Webelos Scouts (whether they are all in the same Webelos year or not), and, critically, the adventure requirements.
2. Evaluate your plan. After you have drafted your plan, share it with other leaders. Past Webelos den leaders, your Cubmaster, or unit commissioners are good choices.
3. Execute your plan. There is nothing like doing it to see if it's working.
4. Modify your plan. Making early corrections—if they are needed—may be important to helping your boys reach their rank advancement.

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

- **Required adventures.** These adventures are required to advance from rank to rank.
- **Elective adventures.** These add to the fun and adventure of Cub Scouting. One elective adventure is required to earn the Tiger, Wolf, and Bear ranks. Two are required to earn the Webelos rank, and three are required for boys to earn the Arrow of Light rank.
- **Coordinating your planning.** Some of the adventures require coordination with other dens. A pack meeting is an ideal place to do this. There are some suggestions made in the *Cub Scout Leader Book*, but however your dens and pack wish to do this, work together with the other leaders in your pack to build this into your annual program. When working out your annual program plan, seek to deliver an entire year of fun programming. It is important to seek input from the Cub Scouts in the den to find out which adventures they would like to explore with the members of the den. Elective adventures that are not selected may be earned by boys at home, working with their families.
- **Audience for requirements.** Many of the requirements state that a Scout should demonstrate a new skill or share something they have learned with other boys during a den meeting. We all need to recognize that not all Scouts are able to make each meeting. While we recognize that the best approach is to carry out sharing tasks in a den setting, it may be necessary to allow Cub Scouts to share what they have learned while working on Cub Scout advancement requirements in other settings, such as in front of their family.
- The duty to God adventures are primarily done with the family and, for some dens, may not be included as part of the den meeting planning. If that is the case, notify families that they will need to help their Cub Scouts complete the adventure at home. See page 28 for more information regarding the duty to God adventures.

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

Important: When planning, keep in mind that six required adventures and one elective adventure are required for Tiger, Wolf, and Bear advancement. The Webelos rank requires five required adventures and two elective adventures. The Arrow of Light rank requires four required adventures and three elective adventures. When planning your annual program, keep those advancement requirements in mind. Rank adventures can be awarded at any time within the boy's rank year by age or grade. Once a boy has moved (graduated) to his next level den, HE MAY NOT EARN THE RANK OF HIS PREVIOUS DEN LEVEL.

DEN ANNUAL ADVENTURE PLAN

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

◆ A PACK CHARTERED BY THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

A boy enters a Webelos den chartered by the Church of Jesus Christ of Latter-day Saints (LDS) when he turns 10 years old and remains in the Webelos program until his 11th birthday, at which time he enters the Boy Scout patrol for 11-year-old Scouts. The LDS Webelos leader will need to plan for both the Webelos and Arrow of Light required adventures and elective adventures to occur in a one-year plan.

As each LDS boy enters the Webelos program:

- He should begin working on the requirements to earn the Webelos badge immediately, while also participating in weekly den activities. Requirements are listed in the *Webelos Handbook*. To earn the Webelos badge, an LDS Scout should earn the Faith in God emblem. He is permitted to earn this award at any time during his Cub Scout years, after he is 9 years old.
- The leader introduces the boy and his parents to the requirements for the Webelos badge and a one-year plan that includes all of the necessary achievements for the boy to receive the Arrow of Light rank by the time he enters the patrol for 11-year-old Scouts. With the help and encouragement of his leader and his family, he can complete the requirements listed in the *Webelos Handbook*.

DEN MEETINGS

Along with the Cub Scout's family, the den meeting is critical to the Cub Scout's success and enjoyment of the Cub Scouting program. It is in and through the den that the boy makes social connections, has fun, and completes his advancement. Den meetings that are fun, organized, and interesting make a great environment for the boys.

In the den meeting plan section of this resource, you will find that each den meeting follows the same seven parts outlined below.

THE PARTS OF A DEN MEETING

PREPARATION AND MATERIALS NEEDED

This section of the den meeting alerts you to what you need to have on hand to lead the den meeting. It may also alert you to arrangements you need to make in advance, such as scheduling a meeting with a guest or arranging the logistics for an outing.

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

GATHERING

This part of the meeting is designed to keep boys occupied and prepare them for the meeting as the rest of the den arrives. Some den meeting plans reference specific suggestions that are related to the meeting's theme. Other den meeting plans will draw your attention to the Appendix, where many different ideas are offered to help organize this part of the meeting. Leading the Cub Scouts in a 10–15 minute active game makes for a great Gathering activity, helping to jump-start the meeting and allowing boys to release energy and improve focus.

OPENING

The opening is usually ceremonial in nature, and it often connects with patriotic practices, such as flag ceremonies, or connects the boys with the ideas of Scouting, such as a shared recitation of the Scout Oath or Law. This can be an appropriate time for a prayer. The opening tells the boys that the meeting has begun.

TALK TIME

This is where the business items of the den take place. Business items can include any of the following:

- Dues
- Recording advancement (a second adult)
- Notification/reminder for upcoming trips or tours
- Notification/flier for upcoming events
- Introducing a new adventure
- Meeting information: Telling Cub Scouts what to expect at this meeting
- Setting the groundwork for future advancement
- Notes for the upcoming pack meeting

Talk Time should be brief so you and the boys can get right to the fun at the heart of the meeting. Some den meeting plans offer specific suggestions; in other cases, you may only be addressing the standard items. Some adventure requirements direct Cub Scouts to share what they accomplished during the week with their den; this is a great time to do that.

ACTIVITIES

This is the heart of the adventure in each den meeting. This is where fun and learning take place, and the boy completes most of his advancement requirements. Detailed guidelines are provided to lead each of the activities.

CLOSING

The Closing provides a ceremonial moment to wrap up the meeting. The Closing, especially as boys grow older and more mature, is often led by the denner, the youth leader of the Cub Scout den.

AFTER THE MEETING

This is a place to review the success of the meeting, to note the need to follow up with additional parts of the meeting, to communicate with parents, and to record what was completed during the den meeting. Many dens enjoy refreshments or snacks at the close of the den meeting. If you do serve a snack, set an example of healthy eating and offer a nutritious snack of fruits or vegetables. And good Scouts always tidy up at the close of the meeting.

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

The den meeting plans are your guide to bringing the adventures of advancement to life for your den of boys. These plans will, if followed, help a boy advance in rank as he experiences all the FUN of Cub Scouting. It takes 45–60 minutes to read through and prepare for each den meeting.

The plans are developed around the following:

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

CHARACTER COMPASS



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

DO-AT-HOME PROJECTS



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

YOUR FIRST DEN MEETING

The tone you set at the first meeting will determine, to a large extent, the success of your year. Key to setting the right tone is to consider the following:

- Wear your adult uniform to all meetings, and remind boys to wear their uniforms.
- Be completely organized before the start of the meeting.
- If you are new to running meetings like this, it is easier to think of it as seven short activities (see the parts of the den meeting) rather than a single long event.
- Explain clearly to the boys the behavioral expectations. You may wish to use the “good conduct candle” approach (see this guide’s Appendix) and develop a den code of conduct. This can be hand-written on poster board, or a den code of conduct poster may be purchased at your local council Scout Shop (No. 32068). Be consistent, friendly, but firm with the boys.
- Explain that Scouts should bring their handbooks to each meeting.

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

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



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

One best practice to facilitate communication and involvement is to distribute a family information letter at the conclusion of each meeting. The letter tells families what was completed at each meeting and provides information on upcoming den and pack meetings and activities. Sample family information letters can be found at www.scouting.org/CubScouts/Leaders/DenLeaderResources.aspx.

DEN OUTINGS

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

- Arrange for the visit with the point of contact at your destination (if needed).
- Work with the parents or guardians in the den to arrange transportation, or get an adult to carry out the planning.
- Fill out a tour and activity plan (No. 680-014), found online at www.scouting.org/HealthandSafety/TourPlanFAQ.aspx. You can also find online help as well at Scouting.org on how to fill it out. This plan is a tool for best practices so you will be prepared for safe and fun adventures. Completing the plan may not address all possible challenges, but it can help ensure that you have conducted appropriate planning, that qualified and trained leadership is in place, and that the right equipment is available for the adventure. The plan also helps to organize safe and appropriate transportation to and from an event, and it defines driver qualifications and minimum limits of insurance coverage for drivers and vehicles used to transport participants. This plan should be submitted 21 days in advance (check with your local council to confirm submission date) to ensure your council has enough time to review the plan and assist as necessary.
- It is **MANDATORY** to fill out a tour and activity plan for:
 - Trips of 500 miles or more; or
 - Trips outside of council borders (exception: not to your council-owned property); or
 - Trips to Florida Sea Base, Northern Tier, Philmont Scout Ranch, Summit Bechtel Reserve (***you will be asked to present a copy of your tour and activity plan upon arrival***), national Scout jamboree, National Order of the Arrow Conference, or a regionally sponsored event; or
 - When conducting any of the following activities outside of council or district events:
 - Aquatics activities (swimming, boating, floating, scuba, etc.)
 - Climbing and rappelling
 - At a council's request (***Contact your local council for additional guidelines or regulations concerning tour and activity plans; many have set guidelines for events or activities within council boundaries, such as for Cub Scout overnight camping.***)

When in doubt, check with your local council for their guidelines and regulations for tour and activity plans. Your Cubmaster or pack trainer may be able to provide you with this information as well.

There is an **activity consent** form available to use as well at the den level for outings. This is a permission slip the parents sign for their son to attend the outing. The activity consent form is also available at www.scouting.org/HealthandSafety/TourPlanFAQ.aspx.

It's a good idea at your first den meeting to distribute the Family Talent Survey Sheet to the parents, asking them to complete it and return it to you at the next meeting. (The Family Talent Survey Sheet can be found at www.scouting.org/CubScouts/Leaders/Forms.aspx or in the Appendix of this guide.) The survey serves as a useful tool for you to identify family resources within your den.

WORKING WITH CUB SCOUT-AGE BOYS

If you are a parent, you probably have learned a lot about working with boys. If you have more than one child, you probably learned quickly that, while they are different from one another, they do have some common attributes. Knowing and understanding boys is one of the most important skills you bring to your service as a den leader.

Boys of this age are full of energy. Den meetings should focus more on doing things and less on talking. Most of the activities designed in the Cub Scout adventures are designed to do exactly this. Physical activities, such as hiking, sports, playing active games, and bike riding, are important. Be sure to make time for physical activity during every meeting. Doing so will not only help boys burn off energy and have greater focus, but it will help them develop this healthy habit. Even talking activities can take place while walking from place to place, allowing boys to be active and burn off some of their energy.

Youth develop strength, balance, and coordination at this point in their development. Because these changes take place rapidly, they may appear clumsy, uncoordinated, and awkward. Ensuring that boys have support to try new things is important, but so is focusing on the success they achieve more than awkwardness or failure. Boys of this age will typically enjoy a variety of activities, ranging from craft projects to active involvement in physical activities. Be sure to use the entire den meeting plan as designed, as it is intended to reach the varied interests of youth during the time that the den meets together.

During this phase of childhood, children are concerned with developing a social circle, particularly of the same gender. A Cub Scout den serves this purpose very well. Work to ensure that all boys are welcome within the den. Boys begin to feel loyalty to clubs and groups, and the peer group that Cub Scouting can provide is an ideal place to develop this sort of affiliation. Cub Scout-age boys also begin to look up to older youth and will begin to imitate their behavior. For this reason, if you can recruit a den chief as an older role model, you will be serving the boys in your den especially well.

Boys of Cub Scout age look for role models. It is important that you set a strong positive example for the boys in your den. Boys of this age are sensitive to adult feedback and interactions. They are also seeking your approval, so keep in mind that anything you say or do will make a lasting impression on them. You can do this well by preparing for den meetings and ensuring that all boys have a complete and fun program to take part in. Planning and implementing a well-organized den meeting will also keep the boys focused on positive activities, which reduces the need to deal with off-task behavior or disciplinary issues within your den.

Intellectually, children of this age are focused on exploration. Their interests are likely to change regularly during this time; this is one reason the Cub Scout program provides a rich set of experiences both within the required adventures as well as the elective adventures. The materials in the den meeting plans are designed to deliver the information in small, boy-sized pieces. Don't allow the boys to be overwhelmed by any of the activities in the den. The performance standard in Cub Scouting is to encourage a boy to do his best.

This phase of childhood is when abstract reasoning and thinking skills are developing. Many of the outcomes of Scouting are abstract in nature: values and ideals in particular. We seek to support this growth by providing activities that will help to grow these positive values week by week and month by month in den meetings, pack meetings, and outdoor adventures.

Boys of this age are ready to try new things, and are easily motivated to do so. Use the den meeting materials to encourage your boys to try new things. Many of the elective adventures offer rich areas for personal development. Encourage boys in your den to explore with their families adventures that your den may not visit during den meetings.

School can be a frustration for boys of this age. Cub Scouting can be a safe haven for them as they have a chance to try experiences that are not part of the school experience, as well as try traditional academic tasks in a setting that is hands-on and exploratory. Cub Scouting activities also support what takes place in school by providing an informal education setting designed to help boys learn and thrive.

Because of the pace of change and challenges, **self-confidence can be undermined as boys move through this age range.** During this phase, boys often compare themselves to their peers. If they believe that they are not as talented as their peers, their self-confidence can be undermined. Help the boys in your den see the good in what they do by offering sincere praise and recognition for the work that they accomplish. For this reason, be sure that the recognition devices they earn are presented to them as quickly as possible; the adventure loops and pins are referred to as immediate recognition devices for this reason. Remember to focus on boosting your Scouts' self-confidence through praise and recognition for the good work they do. When giving praise, be sure to note the effort that boys in your den deliver, focusing on the Cub Scout standard of doing their best.

Do not make comparisons to others. If a boy makes a comparison, help him understand that we are all different and changes are unique for each boy.

The emotional development of boys at this point is closely related to how they get along with other children. Scouting gives a place for positive social interactions with others and builds a foundation for positive social interactions that will carry on into adolescence and to adulthood. What you do as a den leader makes a difference in the lives of boys.

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

◆ PROVIDING ENCOURAGEMENT

- Reward more than you criticize, in order to build self-esteem.
- Praise immediately any and all good behavior and performance.
- Change rewards if they are not effective in motivating behavioral improvement when needed.
- Find ways to encourage a Scout who is struggling.
- Teach the Scout to reward himself. This encourages him to think positively about himself.



◆ PROVIDING SUPERVISION AND DISCIPLINE

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

WORKING WITH CUB SCOUTS WITH SPECIAL NEEDS AND DISABILITIES

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

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

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

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

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

◆ LEADERSHIP TECHNIQUES

- Wise leaders expect challenges but do not consider them overwhelming. All boys have different needs. The wise leader will recognize this and be prepared to help.
- Leaders should make a personal visit to the parents and the new Scout with a disability to learn about the Scout, any physical or cognitive limitations, his abilities and preferences, and whether he knows any of the other boys in the pack. Some young people with disabilities will try to do more than they are capable of doing, just to “fit in” with others, which could result in unnecessary frustration.
- Many youths with disabilities have special physical or health needs. Parents, visiting nurses, special education teachers, physical therapists, doctors, and other agencies can help make you more familiar with the nature of the disability. Get parent permission before contacting health care persons.
- Accept the Scout as a person, and give him the same respect that you expect from him. This will be much easier to do if you know the Scout, his parents, his background, and his likes and dislikes. Remember, any behavior that presents difficulties is a force that can be redirected into more acceptable pathways.
- With some boys with special needs, a “buddy system” can be very effective. If it is appropriate for the new Cub Scout, explain the system to the den. Each week, a different den member will be responsible for helping the new Cub Scout during the meeting. Emphasize that the important factor is to “Do Your Best” and that the boy who is helping must be patient—not only because of the special needs of the Cub Scout but because the new boy is new to Cub Scouting. Practice the planned activities, with each boy taking a turn at helping and being helped. Often, boys learn more about helping others when they themselves are helped.
- Example is a wonderful tool. Demonstrate personal discipline with respect, punctuality, accuracy, conscientiousness, dignity, and dependability.

- Become involved with the Scout in your care. Let him know that you care for him. A small word of praise or a pat on the back for a job well done can mean a lot to a boy who receives little elsewhere. Judge accomplishment by what the Scout can do, not by what someone says he must do or by what you think he cannot do.
- Rewarding achievement will likely cause that behavior to be repeated. Focus rewards on proper behavior and achievement.
- Do not let the Scout or parents use the disability as an excuse for not trying. Expect the Scout to give his best effort.

◆ **GIVING INSTRUCTION TO YOUTH WITH DISABILITIES**

- Maintain eye contact during verbal instruction, except when the Scout's culture finds this inappropriate.
- Make directions clear and concise. Be consistent with instructions.
- Simplify complex directions. Give one or two steps at a time.
- Make sure the Scout comprehends the instructions before beginning the task.
- Repeat instructions in a calm, positive manner, if needed.
- Help the Scout feel comfortable with seeking assistance.

◆ **ADVANCEMENT GUIDELINES FOR CUB SCOUTS WITH SPECIAL NEEDS OR DISABILITIES**

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

Cub Scouts with disabilities may have difficulty completing the requirements to advance. However, it is important that these Scouts feel as much like others as possible. Therefore, completing the requirements as stated in his youth handbook should be a primary objective. And, as with all Cub Scout advancement, the Cub Scout motto "Do Your Best" should be the standard for performance. GTA 10.2.1.0

There could be times, however, when a Cub Scout's "best" isn't enough even to get a start. For example, a boy in a wheelchair cannot pass requirements calling for walking or running. In these cases, the Cubmaster and pack committee may jointly determine appropriate substitutions that are consistent with the Cub Scout showing he can "do his best."

For additional information on working with Cub Scouts with special needs, see the appropriate chapter in the *Cub Scout Leader Book*. In the Appendix of this guide, you will find definitions of disabilities and guidelines for specific types of special needs and disabilities.

HELPFUL HINTS FOR DEN LEADERS

Prepare yourself to “Do Your Best” as a den leader by focusing on the leader materials and training you should have to best serve your Cub Scouts.

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

PLANNING YOUR MEETINGS IN ADVANCE

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

DEN RULES AND CODE OF CONDUCT

At the beginning of the year, establish the rules that the den will follow and the consequences for breaking those rules. Boys should participate in the decision-making process. By helping decide what can and can’t happen in the den, boys will feel a sense of responsibility toward how the den is run. They will feel that the den is “theirs.” Have them design and then sign a poster on which the code of conduct is written and display it at your meeting place. Or make two copies: one that boys can keep at home and one to be displayed at the den meeting after both the boy and his parent have signed it.

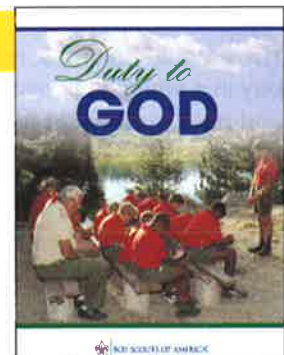
DUTY TO GOD ADVENTURES

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

The duty to God adventures in the Cub Scout rank requirements encourage a Cub Scout to work with his family to thank God and to develop an awareness of his own personal beliefs in relation to his duty to God. These adventures are primarily home-based adventures. As the den leader, you should let parents know they need to help their Cub Scout complete the duty to God adventure. If your pack is sponsored by a religious body or all members of your den share the same faith, you may choose to incorporate the duty to God adventures into your annual den meeting plans, working with the families in the den to achieve these adventures.

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

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



CEREMONIES

Ceremonies are important for marking the beginning and end of each meeting. They are also a time for reinforcing the aims and purposes of Scouting, marking important events, and bringing the boys together. As boys finish achievements toward their badges, simple ceremonies during the den meeting will serve to congratulate them on their accomplishments. You will find suggested ceremonies in the Appendix of this guide or in the resource *Ceremonies for Dens and Packs* (BSA No. 33212) available at your local Scout shop. Some packs maintain a library of resources; check with your Cubmaster to see if these materials are available within your pack.

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

- An opening ceremony, often a flag ceremony, signals the beginning of the den meeting.
- A progress toward ranks ceremony can acknowledge a boy's progress toward his rank advancement.
- A denner installation ceremony recognizes a boy leader and the importance of this position in Cub Scout and Webelos dens.
- Special recognition ceremonies can mark special events such as birthdays and holidays.
- Closing ceremonies can emphasize Cub Scouting's ideals and bring a quiet, inspirational end to the den meeting.

IMMEDIATE RECOGNITION

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

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

MISSED MEETINGS

Circumstances occur when a boy may miss one or more of the den meetings you've planned. Transportation issues, illness, or sports and school activities may require the Scout to miss meetings. DO YOUR BEST to communicate the requirement(s) or activities that were missed to his parents or guardian. Determine if you have program materials you can share, such as activity items or notes on the outing, that a family can use to help the boy achieve what was missed. Sharing the content of this book can be a great help as well. It is not the expectation that you alone need to help him make up the missed work. It is a combined effort between you as his leader, the boy, and the boy's family. The Cubmaster is a good resource as well for you to consult with if a boy is consistently missing meetings.

SNACKS/TREATS

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



DEN SCRAPBOOK

A great idea for each of the boys in your den is to create a scrapbook early in the program year. Fill the scrapbooks with sample artwork that the boys create as den activities, stories about their adventures, and pictures taken of boys with their completed projects. The den scrapbooks will be treasured mementos proudly displayed at the boys' Eagle Scout court of honor in just a few years!

TRACKING THE ADVENTURE

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

For ease in keeping track of advancement requirements, advancement posters are available at your local council Scout shop (Tiger, No. 34715; Wolf, No. 34182; Bear, No. 34191; Webelos, No. 34187). On a regular basis, transfer requirements completed at home to this form. Keeping track of completed requirements in a single place will also help you share accomplishments with your pack's advancement coordinator, who will order awards each month. The awards will be presented monthly at the pack meeting.

SUCCESS

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






CAST IRON CHEF



RATIONALE FOR ADVENTURE

In this adventure, Webelos Scouts will learn about good nutrition, how to safely cook meals in the outdoors, and how to balance meal planning and finances.

TAKEAWAYS FOR CUB SCOUTS

- Making healthy food choices
- Food safety
- The proper way to lay and light a fire
- Planning and managing a budget
- A Scout is trustworthy, thrifty. 

Webelos Handbook, page 36

ADVENTURE REQUIREMENTS

Do all of these:

1. At an approved time in an outdoor location and using tinder, kindling, and fuel wood, demonstrate how to build a fire; light the fire, unless prohibited by local fire restrictions. After allowing the flames to burn safely, safely extinguish the flames with minimal impact to the fire site.
2. Set personal nutritional goals. Keep a food journal for one week; review your journal to determine if the goals were met.
3. Plan a menu for a balanced meal for your den or family. Determine the budget for the meal. Shop for the items on your menu while staying within your budget.
4. Prepare a balanced meal for your den or family; utilize one of the methods below for preparation of part of your meal:
 - a. Camp stove
 - b. Dutch oven
 - c. Box oven
 - d. Solar oven
 - e. Open campfire or charcoal
5. Demonstrate an understanding of food safety practices while preparing the meal.

NOTES TO DEN LEADER

Parts of Meetings 1 and 3 must take place in outdoor locations where a fire can be safely built and lit.

At Meeting 1, Scouts will practice building and lighting a fire. Make sure not to violate local restrictions, and choose a place that is free of flammable materials—around, above, and below. All wood can catch fire, so steer clear of tree roots and limbs as well as any building overhangs.

Meeting 2 will be a den outing to a local grocery store where Scouts will shop and purchase the items for their meal. Submit a tour and activity plan, if required, and work with families to plan transportation to and from the store. Make sure activity consent forms are distributed, signed, and collected.

The Scouts will cook the meal at Meeting 3. This involves lots of activity and the boys will want to enjoy their meal without feeling rushed, so for best results you may want to schedule a campout or hold the meeting on a weekend afternoon. If it's a campout, again, submit a tour and activity plan, if required, confirm transportation, and make sure activity consent forms are distributed, signed, and collected.

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

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Thank-you notes for anyone who helps with the outing
- The Outdoor Code, written in large print on a poster board
- Pencils or pens
- Printed copies of the food journal (1 per Scout, see Meeting 1 Resources)
- Items for building a practice fire:
 - Tinder, kindling, and fuel wood
 - Matches or a lighter
 - Fire extinguisher or bucket of sand, mud, or water
 - Non-burnable container for the fire, such as a metal or aluminum trash can lid placed on bricks or cinder blocks
- Establish a budget for the meal Scouts will cook at Meeting 3, so they can plan the menu. Check to see if anyone has food allergies.

GATHERING

- While waiting for everyone to arrive, have each Scout practice laying an individual cook fire, but make sure he understands that he is not to actually light the fire.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Optional: Lead Scouts in a roll call. As each Scout's name is called, have him respond with one item needed for cooking in the outdoors.

TALK TIME

- Introduce the Cast Iron Chef adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Remind the boys that “a Scout is trustworthy,” and one way to show this is by following the Outdoor Code when building, using, and extinguishing a fire. Emphasize that a fire should only be built in a safe environment and under the supervision of an adult.
- Discuss the purpose of a food journal and how it might help in making nutritious food choices. Review food guidelines, and identify resources on nutrition in the *Webelos Handbook* or at www.choosemyplate.gov/.
- Ask each Webelos Scout to bring a small, agreed-upon amount of money to contribute to the cost of the food they will purchase next week. Staying within a budget is a skill they will use next year as they plan, purchase, and prepare food as part of their patrol in Boy Scouting.

ACTIVITIES

◆ Activity 1: Menu Planning (Requirement 3)

- Have Scouts compile a menu of foods they will need to cook a meal at Meeting 3. (See Meeting 3 Resources for a few recipes and for tips on the various cooking methods.) Find out if there are any food allergies in the den, and lead a discussion about why this is important. At the top of the menu, write the total budget you decided on; then save the menu to make copies for the den outing.

◆ Activity 2: Outdoor Fire Safety (Requirement 1)

- Have the Scouts work together to build and light a fire that would be appropriate for cooking. Follow the directions in the *Webelos Handbook*, and make sure all the boys take part. When the activity is finished, make sure the fire is completely out and the area is cleaned up.



◆ Activity 3: Food Safety Game (Requirement 5)

- Move the den inside to a kitchen, or arrange the meeting site to resemble a kitchen or cooking area.
- Without starting a fire or cooking and using mock-ups—so no one will be endangered—set up six potential safety concerns in the kitchen and have Scouts identify each one. They can play the game as individuals or a team.
- The “hazards” may include cleaning chemicals stored near food instead of under the sink; raw meat on a cutting board (or just a sign that says “raw meat”); food that is past its expiration date; an oven that hasn’t been cleaned; power cords too close to a water source; or a knife positioned with the sharp edge pointing toward instead of away from the user. In each instance, make safety the priority and create a mock-up that will not create a real risk for Scouts.
- During or after the game, have the boys explain the hazards they find and why those are considered food safety violations. Make sure to review any areas they missed.

CLOSING

- Gather the whole den together and have the Scouts recite the Outdoor Code: *As an American, I will do my best to—Be clean in my outdoor manners. Be careful with fire. Be considerate in the outdoors. Be conservation-minded.*
- Make sure each Scout knows who his buddy will be during the den outing.
- Review details for the upcoming outing in Meeting 2. Make sure all Scouts and their families know the plans.



Do-at-Home Project Reminder:

Be sure each Scout takes home a copy of the food journal (see Meeting 1 Resources) to keep track of the meals he eats during the next week. They will share their finished journals at Meeting 2 (the den outing) to see if they met their nutrition goals.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 1.
- Work together to clean up the meeting place.
- Have Scouts sign their thank-you notes.

MEETING 1 RESOURCES

TALK TIME

Food Journal (Requirement 2)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Breakfast							
Lunch							
Snack							
Dinner							

Note: Write a *G* after each grain, an *F* after fruits, an *M* after milk or dairy products, a *V* after vegetables, and a *P* after meat, beans, or other foods that are high in protein. Aim for a balanced diet every day, and monitor your success during the week. If you need advice, check with your den leader or another trusted adult.

MEETING 2 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Calculators, notepads, and pens
- Copies of menu prepared by den at the last meeting
- Make sure you carry a list of contact numbers for the Scouts and all adults going on the outing.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the store is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.

GATHERING

- As Scouts arrive at the store, assign buddies. Have buddy pairs share with each other the food journals they created over the past week. Have them try to identify one nutritious food they each listed and one food they have in common.

OPENING

- Recite the Scout Law and ask Scouts to name points of the law they will demonstrate during the outing.
- Remind the boys that it is important to stay together and be on their best behavior.

TALK TIME

- Carry out business items for the den.
- Collect food journals from the Webelos Scouts, and ask them how things went with the project. Did the buddy pairs have any nutritious foods in common? By the end of the seven days, did they find themselves eating healthier meals than when they started? If so, did eating better make them feel better?

ACTIVITIES

◆ Activity 1: Shopping for Good Nutrition (Requirement 3)

- Divide the den into small teams, making sure to keep the buddy pairs together.
- Give each team a copy of the menu and a calculator, notepad, and pen. Remind them that “a Scout is thrifty,” and ask them to demonstrate that by keeping their choices within the budget.
- Challenge the teams to find a good choice for each item on the menu, reminding them to also look for nutritional value. Say: *Sometimes paying a little bit more for a quality item is OK. For example, you might pay more for a pound of ground sirloin than regular ground beef, but the taste and the fact that the sirloin is healthier might make it worth the extra cost.*
- After about half an hour, bring the den together in a corner of the store to compare notes and vote on the items to purchase. Meanwhile, an adult or the den chief will calculate the final cost. Make sure the items you select can be properly stored or refrigerated until Meeting 3, when the boys will cook the meal.
- Be sure to compliment the Scouts on being thrifty while also making healthy food choices!

CLOSING

- Once the groceries are purchased and packed, gather everyone in a friendship circle for a closing reflection.
- Have the den recite the Scout Law again, and review how well they did at demonstrating the points of the Law during the outing.
- If Meeting 3 will be a campout, confirm the plan with families, including transportation, all the necessary clothing, and any additional items they need to bring.



Do-at-Home Project Reminder:

If the food is being stored in separate places, make sure everyone remembers to bring it to Meeting 3.

AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Record completion of requirements 2 and 3.
- Have Scouts give their thank-you notes to those who assisted with the outing, including the store manager and any employees who were especially helpful.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the meal: food, beverages, plates, cups, silverware and cookware, cooking utensils, cooking thermometer, etc.
- Items for food hygiene and cleanup: water, soap, dish soap, bleach, dishcloths, towels, napkins or paper towels, trash bags, three buckets or basins for cleaning, etc.
- Depending on the cooking method the den chooses—open fire or charcoal, or a camp stove, Dutch oven, box oven, or solar oven—make sure all needed materials will be there. These may include wood or coals, liquid fuel or propane, aluminum foil, etc.
- If the meeting will be a campout, remind the Webelos to bring camping gear, including the Scout Basic Essentials listed in the *Webelos Handbook*. Confirm that a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.
- No matter where the meal will be cooked, follow the same safety instructions as before.

GATHERING

- Set up a food safety game—similar to the one at the first meeting—for Scouts to play as they arrive.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance.
- Then have the Webelos stand in a circle. Moving around the circle have each boy say one point of the Scout Law until all 12 points have been shared. You may wish to let the Law go around the circle two or three times so Scouts can increase their speed at reciting it.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Lead the boys in a discussion about the food journals they kept for this adventure. Did they develop any good eating habits that they plan to continue? Were they introduced to some foods they had never eaten?
- Before preparing the meal, review the safety rules the den learned at Meeting 1.

ACTIVITIES

◆ Activity 1: Cooking and Eating the Meal

- As the Webelos are cooking their meal according to the safety rules, ask them why each rule is important to follow. Make sure each Scout has a chance to answer at least two questions before the cooking is finished. (See sample questions in the Meeting 3 Resources.)
- When the meal is prepared and ready to eat, have the Scouts say grace (see samples in Meeting 3 Resources).

◆ Activity 2: Cleanup

Scouts will then use the three basins or buckets to wash dishes (see Meeting 3 Resources for directions). Make sure all the boys take part in this.

CLOSING

- Gather the den in a circle and recite the Outdoor Code.

AFTER THE MEETING

- Record completion of requirements 4 and 5.

MEETING 3 RESOURCES

ACTIVITIES

◆ Activity 1: Cooking the Meal

Sample Safety Questions

1. Why is it important to wash your hands before preparing food? (*to keep from getting others sick*)
2. How long should you spend washing your hands? (*at least 20 seconds*)
3. How can you check the temperature of foods like meat or poultry? (*using a food thermometer*)
4. Where can you find the temperatures that foods should be cooked to in order to be safe to eat? (*cookbooks*)
5. What is the problem with putting cooked chicken on the same plate where raw chicken was prepared? (*the plate needs to be washed first*)
6. What should you do first before beginning to prepare food? (*wash hands*)
7. Explain one way to safely thaw food. (*refrigerator, cold water, microwave*)
8. How long is it safe to leave food out at room temperature? (*no more than two hours*)

Outdoor Cooking Tips

(from *BALOO: Basic Adult Leader Outdoor Orientation*, No. 34162)

- Handy fire starters can be made by placing one charcoal briquette in each section of a paper egg carton. Cover with melted wax, and tear apart to use.
- Place a burger fresh from the grill into the bun and put it in a plastic bag for about a minute. The bun will be steamed warm.
- Put a kettle of water on the fire to heat while you are preparing your food and eating, and your dish water will be ready when you are.
- Freeze meat when putting in a cooler. It will last longer and help keep your other food cold. Make hamburger patties in advance and layer with paper.
- Give yourself plenty of time to start a fire and wait for the briquettes or wood to be ready.
- Don't forget to rub the outside of pans with liquid soap before putting on the fire; they'll clean up much more easily.

Camp Stoves

- Only use camp stoves that are commercially manufactured. (Chemical-fueled equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use is prohibited by Boy Scouts of America.)
- An adult knowledgeable in the use of the camp stove should supervise the Scouts using the stove at all times.
- The stove should only be operated following the manufacturer's directions.
- All chemical fuel should be stored at a safe distance (a minimum of 20 feet) from the operating stove.
- Stoves should be allowed to cool before refilling fuel or changing fuel cylinders.
- If a stove uses liquid gas, refill it at a safe distance from any flame sources, including other stoves and campfires. A commercial camp stove fuel should be used for safety and performance. Pour through a filter funnel. Recap both the fuel tank and the fuel container before igniting.
- Never fuel a stove indoors. Do not operate a camp stove in a non-ventilated area. It is recommended to utilize the stove outdoors. If it is used indoors, make sure that you have both high and low ventilation.
- Place the stove on a level, secure surface before operating.
- Periodically check fittings on compressed-gas stoves and on pressurized liquid gas stoves for leakage, using soap solution before lighting.
- Do not hover over the stove when lighting it. Keep your head and body to one side. Open the stove valve quickly for two full turns and light carefully, with your head, fingers, and hands to the side of the burner. Then adjust down.
- Never leave a lighted stove unattended.
- Do not overload the stovetop with heavy pots and large frying pans. If pots over 2 quarts are necessary, set up a separate grill with legs to hold the pot, and place the stove under the grill.
- Take empty fuel containers home for disposal. Do NOT place in a fire as they will explode.



Dutch Ovens

- Be sure to line a Dutch oven with aluminum foil for easy cleanup.
- As a rule, put in twice the number of charcoal briquettes as it would take to cover the diameter of the oven. If you are baking, put three-quarters of the coals on top of the lid and one-quarter under the oven, unless the recipe says otherwise. If you are stewing or simmering, do the reverse: one-quarter on top and three-quarters below. To roast, divide the coals evenly.
- A Boy Scout troop may be a good source for borrowing a Dutch oven, and they may have some great recipes to share.



Making and Cooking With a Box Oven

- Using heavy-duty aluminum foil, line the entire inside of a cardboard box (about the size that would hold 10 reams of paper). Fold the foil over the edges of the box and tape it down around the outside with masking or duct tape. Do NOT leave any cardboard exposed on the inside; if any foil is torn, staple a patch of foil over the tear. You may get better results if you use two layers of foil.
- Find or purchase a cooling rack that will fit easily into the box.
- Turn two cookie sheets upside down and place them side by side with the long edges touching. Remove the labels from four empty, rinsed-out vegetable cans. Then set the cans, inverted, on the four corners of the combined cookie sheets.
- **To cook:** Heat charcoal in the charcoal chimney—one briquette for every 40° of heat needed for cooking. Wearing oven gloves and using tongs, lift the heated coals from the chimney and arrange them evenly on the cookie sheets within the space bordered by the four cans. Then lay the cooling



rack on the cans and set the food you have prepared for baking on the rack. Finally, place the box oven over the rack, making sure that the foil-covered edges are resting on the cookie sheets. Cook for the time your recipe requires—then serve and enjoy!

Note: Be sure to position the box on the ground in such a way that it will remain level, and out of the way of normal Scout horseplay.

Making and Cooking With a Solar Oven

- Glue aluminum foil, shiny side up, to the bottom and inner sides of a clean pizza box. This will reflect sunlight coming in and trap the heat.
- Draw a straight border around three sides of the box top, and have an adult cut through the border with a utility knife to create a new flap—leaving the hinged side uncut. Fold this flap open and glue foil to the bottom side of it, with the shiny side facing out. Tape black construction paper to the top of the pizza box, to absorb and hold in the heat.
- Place the food to be cooked on a sheet of foil, and lay it inside the pizza box. Tape clear plastic wrap around the edges of the box to seal out air. Then use a piece of tape to hold the flap open so light will be reflected in.
- Place the solar oven outside on a flat surface. Adjust the position until sunlight is being reflected into the box and onto the food. Check often to make sure the light is still directly reaching the food. Use a thermometer to monitor the inner temperature of the box.
- For best results, keep the oven pointed toward the sun and out of shade. Don't be in a rush: Solar ovens require 30 minutes to preheat and about twice as much time for cooking.



Making and Cooking With a Charcoal Chimney

- Using a can opener, remove both ends of a large, rinsed-out coffee can or No. 10 can. Then use a “church key” can opener with a pointed triangular end to punch ventilation holes about 2 inches apart around the bottom edge of the can—this end will serve as the base.
- Roll two sheets of newspaper into tubes; then bend and attach them to form a circle. Set the chimney on a fire-safe surface and put the newspaper in the bottom of the base. Then place charcoal on top of the newspaper, and light the newspaper with a match.
- Put on a pair of heat-resistant oven gloves and, when the coals start to turn white, use pliers to lift the chimney straight up and set it on a grill or cookie sheet. Using tongs, arrange the lit coals for use.
- Keep in mind that a charcoal chimney will remain hot for a while, even after the charcoal has been poured out. So let the chimney cool off in a safe place—e.g., on fire-safe bricks or on a cookie sheet. Avoid surfaces near gas cylinders, grass, or wood.
- **Safety note:** Do NOT use charcoal lighter fluid or any other flammable liquid on your charcoal. See the “Chemical Fuels and Equipment” chapter in the *Guide to Safe Scouting*.

Foil Cooking

(from *BALOO: Basic Adult Leader Outdoor Orientation*, No. 34162)

Foil pack cooking is a great way to introduce novices to the world of outdoor cooking. They are easy to prepare, great to eat, and simple to clean up after. They can be prepared in advance—at a den meeting—frozen, and then thrown right on the fire at camp. There are probably hundreds of great recipes around, but they all use the same basic concept. The pack needs to be sealed tightly—a “drug-store” fold—to hold in the moisture, turned several times during cooking, and the actual recipe can be just about whatever you want it to be. Here’s a basic recipe:

Use two layers of lightweight foil, or one layer of heavy-duty foil. A square sheet the width of the roll will work just fine, shiny side up. Some folks smear a layer of butter or margarine on the foil to start. Add a hamburger patty, then sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf first, and then adding the meat will keep the meat from burning. Encourage the Cub Scouts to add a little onion, even if they’re not going to eat it later—it really helps the flavor. Season with salt, pepper, garlic salt, etc., then fold the foil edges up over the food. Fold them down once, crease gently, then fold down again

and crease. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil. The trick is to be able to identify your foil pack later, so scratch your name into a small piece of foil and leave it near the outside. Cook this pack for 20 to 30 minutes. You may want to add a handful of rice; just add a few ice cubes also, and it will turn out great!

Spread the white-hot coals shallowly, and distribute the packs evenly on top. While the packs are cooking, watch for steam venting from a seam. If that happens, seal the pack by folding the edge over or wrapping it in another piece of foil. Turn the packs twice during the recommended time. When it's close to the completion time, open a corner of a pack and check to see if the meat is done.

Foil Cooking Times

Hamburger	15–20 minutes
Chicken pieces	20–30 minutes
Hot dogs	5–10 minutes
Pork chops	30–40 minutes
Carrots	15–20 minutes
Ears of corn	6–10 minutes
Whole potatoes	45–60 minutes
Potato slices	10–15 minutes
Whole apples	20–30 minutes

Cooking times are approximate and will be affected by the depth of the charcoal bed, altitude, temperature of the food, etc. Frozen packs may be put directly on the fire, but they will take longer to cook. Recipes below may have to be adjusted depending on ingredients, etc. It is best to try them in advance to verify the ingredients and cooking time in your area.

Sample Recipes

Biscuits on a Stick

Ingredients: Canned biscuits; condiments (butter, jelly, cinnamon sugar, etc.). **Supplies:** One dowel (¼ to ½ inch in diameter) for each Scout; aluminum foil.

- Wrap the bottom 6 inches of a dowel with foil. Roll a biscuit into a “rope,” and twist it around the dowel, making sure it stays on the foil.
- Put the dough end of the dowel over a campfire and cook until the biscuit is golden brown on the outside. Then pull the biscuit off the dowel, add condiments, and enjoy.

Campfire Corn on the Cob

Ingredients: Ears of corn, butter, salt, and pepper. **Supplies:** Bucket of water, aluminum foil.

- Soak the ears of corn in a bucket of cold water for an hour. Then remove the corn and shake off the excess water. It's OK to leave a little moisture on the kernels, as this will aid in the steaming process.
- Pull back the husks to the handle on each ear of corn, and remove the silk. Slather the kernels with butter and shake on some salt and pepper. Pull the husks back up to cover the corn.
- Tightly wrap the buttered corn in two layers of aluminum foil and place on the hot coals of the fire. The roasting should be complete in 20 minutes. Check one ear after 10 minutes to gauge the remaining cook time. The corn should be steamed through and the heated butter will be caramelized.
- When roasting is finished, give the corn time to cool off before unwrapping the foil, as there may be pockets of steam that could cause burns.

Silver Turtles

Ingredients: Hamburger, chicken, or pork; a variety of vegetables (onions, potatoes, carrots, or others); seasonings (salt, pepper, onion soup mix, butter, Worcestershire sauce). **Supplies:** Cooking spray, heavy-duty aluminum foil, kitchen knife.

- Slice the vegetables to ½-inch thickness. Spray the foil with cooking spray, lay the meat on the foil, and cover it with vegetables. Then add seasonings.

- Fold the foil to enclose the food in a tightly sealed pouch, then place it over your fire and cook for 35–45 minutes. Turn the foil once when cooking is half done.
- Unwrap or cut open the foil. Allow time for cooling, and enjoy!

Dutch Oven Dump Cake

Ingredients: Yellow cake mix; two 30-ounce cans of sliced peaches, drained; one can of lemon-lime soft drink; cinnamon for seasoning; ice cream (optional). **Supplies:** 24 charcoal briquettes; 12-inch Dutch oven.

- Pour the peaches into the bottom of the Dutch oven and spread evenly in the pan. Spread the dry cake mix on top of the peaches, and sprinkle with cinnamon. Pour in the soft drink, and stir to mix completely. Then place the lid on the oven.
- Bake for 45 minutes to one hour with 12 briquettes spread evenly on the lid and the others spread evenly on the bottom. Every 15 minutes, rotate the oven 90 degrees in one direction and rotate the lid 90 degrees in the opposite direction. Serve warm with ice cream, if desired. Serves 8–10.

Interfaith Graces

Morning Grace

Gracious giver of all good,
Thee we thank for rest and food.
Grant that all we do or say,
In thy service be this day. Amen.

Noon Grace

Father, for this noonday meal,
We wish to speak the thanks we feel.
Health and strength we have from thee.
Help us, Lord, to faithful be. Amen.

Evening Grace

Tireless guardian on our way,
Thou has kept us well this day.
While we thank thee, we request,
Care continue, pardon rest. Amen.

Sea Base Grace

Bless the creatures of the sea.
Bless this person I call me.
Bless these keys, You made so grand.
Bless the sun that warms this land.
Bless the fellowship we feel
As we gather for this meal. Amen.

Philmont Grace

For food, for raiment,
For life, for opportunities,
For friendship and fellowship,
We thank thee, O Lord. Amen.

Northern Tier Grace

For food, for raiment,
For life and opportunity,
For sun and rain,
For water and portage trails,
For friendship and fellowship,
We thank thee, O Lord. Amen.

Summit Grace

For this time and this place,
For your goodness and grace,
For each friend we embrace,
We thank thee, O Lord. Amen.

Gilwell Grace

O Lord, the giver of all good.
We thank thee for our daily food.
May Scouting friends, and Scouting ways,
Help us to serve thee all our days. Amen.

Sid Richardson Camp Grace

For the food we eat, for the friends we meet,
For the lives we live each day.
For the challenges we find, for peace of mind,
We thank-you, Lord, today. Amen.

Johnny Appleseed Grace

The Lord is good to me
And so I thank the Lord
For giving me the things I need,
The sun and rain and the appleseed.
The Lord is good to me. Amen.

Upon completion of the Cast Iron Chef adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.




DUTY TO GOD AND YOU

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. The BSA Statement of Religious Principle “maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.” This adventure provides each Webelos Scout an opportunity to learn about and practice his religious faith.

TAKEAWAYS FOR CUB SCOUTS

- Learning about what duty to God means to you and your family.
- A Scout is reverent. 

Webelos Handbook, page 50

ADVENTURE REQUIREMENTS

Do either requirement 1 OR requirement 2.

1. Earn the religious emblem of your faith for Webelos Scouts, if you have not already done so.
2. Complete at least three of requirements 2a–2d:
 - a. Help plan, support, or actively participate in a service of worship or reflection. Show reverence during the service.
 - b. Review with your family or den members what you have learned about your duty to God.
 - c. Discuss with your family, family’s faith leader, or other trusted adult how planning and participating in a service of worship or reflection helps you live your duty to God.
 - d. List one thing that will bring you closer to doing your duty to God, and practice it for one month. Write down what you will do each day to remind you.

NOTES TO DEN LEADER

Webelos Scouts will fulfill the requirements for this adventure primarily at home. If a den or pack chooses to hold a Scout interfaith service, all members of the den or pack will need to assist or participate if the service will fulfill requirement 2a.

Your local council service center can help you and the families in your den learn more about the religious emblems program. Families can also visit www.praypub.org or www.scouting.org/filestore/pdf/512-879_WB.pdf.

MEETING RESOURCES

Several of the requirements are reflective in nature. Invite Webelos to share faith-building experiences during the opening or closing parts of the den meeting.

“MY FAITH” QUIZ

- Each Webelos Scout could create a list of interesting details about his faith of choice. The list might include common terms, favorite scriptural verses or text, and historical figures or current leaders in his faith tradition.
- When he finishes the list, he will use it to create “My Faith” flash cards. He can then play a game with the cards, quizzing his family or den to demonstrate the knowledge he gained about his faith.

DECLARATION OF RELIGIOUS PRINCIPLE

Article IX. Policies and Definitions—From the Charter and Bylaws of the Boy Scouts of America

Section 1. Declaration of Religious Principle, clause 1. The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. In the first part of the Scout Oath or Promise the member declares, “On my honor I will do my best to do my duty to God and my country and to obey the Scout Law.” The recognition of God as the ruling and leading power in the universe and the grateful acknowledgment of His favors and blessings are necessary to the best type of citizenship and are wholesome precepts in the education of the growing members. No matter what the religious faith of the members may be, this fundamental need of good citizenship should be kept before them. The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and the organization or group with which the member is connected shall give definite attention to religious life.



Section 1. Activities, clause 2. The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect to the convictions of others in matters of custom and religion, as required by the twelfth point of the Scout Law, reading, “Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.”

Section 1. Freedom, clause 3. In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faith be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church.

Section 1. Leaders, clause 4. Only persons willing to subscribe to these declarations of principles shall be entitled to certificates of leadership in carrying out the Scouting program.

SCOUT INTERFAITH SERVICE

The following is adapted from “Conducting an Interfaith Service,” www.scouting.org/Training/Adult/Supplemental/InterfaithService.aspx.

A **Scout interfaith service** is a brief worship or meditation, specifically designed for Scouting events where there may be members of more than one faith group. The intention of an interfaith service (formerly known as a Scouts’ Own) is to provide a spiritual focus during a camping experience that does not reflect the views of a particular denomination or faith, but rather includes elements appropriate for all who might be present, and beyond. An interfaith service can be defined as a gathering of Scouts held to contribute to the development of their spirituality and to promote a fuller understanding of the Scout Oath and Law, with emphasis on one’s duty to God. Let’s take a look at what this definition means.

An interfaith service is a gathering of Scouts consistent with the 12th point of the Scout Law. This can be in groups as small as two or as large as a world Scout jamboree, though groups of a few patrols work best. In smaller groups, Scouts are able to get involved, share their experiences, and learn that spirituality is something that affects everyone.

An interfaith service is held for the development of the Scouts’ spirituality. Spirituality is that which is beyond the material, that which gives meaning and direction to one’s life. Scouting is primarily concerned with how people live out their beliefs in everyday life.

Hence, an interfaith service should connect in some way to the Scout Law, the ethical code of Scouting. Usually, mentioning the Scout Law, making allusions to it, and/or including a recitation of the Law as part of an interfaith service provides this connection. An interfaith service may simply include ethical content that the Scouts themselves can connect to the Scout Law.

Lord Baden-Powell, the founder of the Scouting movement, believed that a person’s religion is not in how he behaves; rather it is in what he believes. This is where the Scout Law intersects with spirituality. In developing character, Scouts may connect their spirituality to the Scout Law so that the living out of their religious faith is also an active expression of the Scout Law.

As explained herein, the goal is to provide an uplifting and positive experience for all attendees. It is not necessary to attempt to account for the sensitivities of every conceivable religion on Earth; rather, seek to account for those religions whose members reasonably might be expected to be present. As promoters of the religious emblems program, unit leaders should have a good sense of the religions of those unit members present on a campout. For larger camping activities, such as camporees, all unit leaders could be asked about members' religious preferences to ensure that reasonable care is given to inclusiveness.

In the event that an individual attendee becomes offended as an outcome of an interfaith service, an apology is in order in the spirit of "a Scout is friendly." Similarly, though, in the spirit of "a Scout is friendly," the individual offended should accept the apology graciously and explain how the service might have been conducted so as not to be offensive to him or her. The acts of seeking to make subtle theological distinctions or looking to be offended are grossly out of place at an interfaith service, particularly when the service is planned by youth members with adult mentoring and conducted by youth members.

Location of the Service

Any location separate from the noise and activity area is fine—a clearing in the woods, an empty campsite, the chapel area at a camp, a scenic overlook, an unused room in a building, the far corner of a gym.

Content of the Service

An interfaith service is an inspirational experience, usually built around a central theme, such as friendship, world peace, save the Earth, or appreciation of the world around us. Just about any topic is appropriate if it is consistent with the Statement of Religious Principle and program goals of the Boy Scouts of America. Scouts should be part of the planning process so that they learn and grow spiritually. Active adult coaching, consistent with the training provided herein, is critical for success.

The form of an interfaith service can range from lively to somber. While the content may take different forms, an interfaith service always should be conducted with reverence. Advance planning (and scripting) is critical because extemporaneous comments, while well-intentioned, may lead to discomfort on the part of members of some faith groups.

Songs (hymns) are best when accompanied by an instrument, like a guitar or harmonica, to help the singers with the melody. The simpler the song, the easier it will be for Scouts to sing along. Songs like "America the Beautiful," "God Bless America," or other well-known melodies are the easiest to sing if no accompaniment is available. The leader (or song leader) may choose to hum the opening note to help get everyone started, or have the accompanist give the first chord or note.

Planning an Interfaith Service

While the leader can be either a Scout or an adult, the content of an interfaith service needs to promote a meaningful and inclusive experience. To help ensure that nothing in an interfaith service would offend any participant, invite representatives of all faith groups with members present to participate in developing the service. Care must be used so that one person's religious traditions are not imposed to offend another person. For example, one should not direct all attendees to remove their hats before prayer, as those of the Jewish and Muslim faiths pray with heads covered. A more acceptable call to prayer would be: "Let us each prepare to pray according to his or her tradition." Similarly, stating, "This we ask in Jesus' name," while making the prayer personal to the person leading it, could be troubling to people of other religions.

As a leader you should ensure that youth members are included in the planning and conducting of the interfaith service. It is important that those chosen to conduct the service gather ahead of time to plan the service, and bring along all the needed papers and material. Decide who will read what and who will provide accompaniment (ensuring that the songs are known or that musical scores are available), and determine where the service will be held. If time permits, those conducting the interfaith service should rehearse their parts as a group.

Interfaith Worship Service Planning Worksheet

Date: _____
 Location: _____
 Event: _____
 Leader: _____

Helper 1: _____
 Helper 2: _____
 Helper 3: _____
 Helper 4: _____

Include ✓ Y/N	Possible Elements in Order of Service	Sequence Number in Order of Service	Assigned to
	Processional with flags		
	Call to worship		
	Opening song (No. 1)		
	Prayer		
	Responsive reading		
	Offering, if appropriate		
	Song (No. 2)		
	Meditation		
	Suitable prayer		
	Song (No. 3)		
	Benediction or closing prayer		

Other notes: _____

Possible Elements in Order of Service

- Processional with flags
- Call to worship
- Song No. 1: “God Bless America” (*Cub Scout Songbook*)
- Prayer (excerpted from “We Thank Thee” by Ralph Waldo Emerson):

*For each new morning with its light,
Father, we thank-you.
For rest and shelter of the night,
Father, we thank-you.
For health and food, for love and friends,
For everything your goodness sends,
Father, in heaven, we thank-you.*
- Responsive reading
- Offering, if appropriate (such as for the World Friendship Fund)
- Song No. 2: “Kum Ba-Yah” (*Cub Scout Songbook*)
- Meditation
- Suitable prayer
- Song No. 3 (additional reverent songs are included in the *Cub Scout Songbook*)
- Benediction or closing prayer: *May the Lord bless thee and keep thee; may He show His face to thee and have mercy upon thee; may He turn His countenance to thee, and give thee peace. May the Lord bless thee. Amen.*

Presentation of Colors: Flagpole

Narrator	Actions
Attention. Will the audience please rise. (<i>Pause.</i>)	The color guard waits in the rear for the audience to become quiet.
Color guard, advance.	The U.S. flag guards and bearer walk in and take their positions near the flagpole, facing the audience.
Color guard, prepare to raise the colors.	The line is unwound. The flag is unfolded and attached to the rope.
Hand salute.	Everyone, with the exception of the U.S. flag guards and bearer, salutes.
Color guard, raise the colors.	The flag is raised quickly to the top of the pole, and the cord is wound back in place.
Please repeat with me the Pledge of Allegiance. (<i>All join in.</i>)	The U.S. flag guards and bearer stand at attention. The U.S. flag guards and bearer do not salute or say the Pledge of Allegiance.
Two.	The audience drops its salute.
Color guard, salute.	The U.S. flag guards and bearer salute.
Color guard, dismissed.	The color guard retreats to the back of the group.

Retrieval of Colors: Flagpole

Narrator	Actions
Attention. Will the audience please rise. <i>(Pause.)</i>	The color guard waits in the rear for the audience to become quiet.
Color guard, advance.	The U.S. flag guards and bearer walk to the flagpole. They stand behind the flag, facing the audience.
Color guard, salute.	The U.S. flag guards and bearer salute.
Color guard, prepare to retrieve the colors.	They unwind the cord and wait.
Hand salute.	Everyone, with the exception of the U.S. flag guards and bearer , salutes. The U.S. flag is quickly lowered.
Two.	As soon as the flag touches the hands of the guard, this command is given. Everyone drops the salute. The U.S. flag guard and bearer remove the flag from the rope and fold it correctly.
Color guard, retreat.	They retreat to the back of the group.

Additional resources for interfaith services, including religion history, videos, and faith-based activities, can be found at www.praypub.org.

Upon completion of the Duty to God and You adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.






FIRST RESPONDER



RATIONALE FOR ADVENTURE

This adventure will provide Webelos Scouts with an introduction to the skills and responsibilities of a first responder. Activities will cover essential personal safety and first-aid skills.

TAKEAWAYS FOR CUB SCOUTS

- Essential first-aid skills
- Essential personal safety skills
- Understanding of the role of the first responder in the local community
- A Scout is brave, courteous. 

Webelos Handbook, page 58

ADVENTURE REQUIREMENTS

Do all of these:

1. Explain what first aid is. Tell what you should do after an accident.
2. Show what to do for the hurry cases of first aid:
 - a. Serious bleeding
 - b. Heart attack or sudden cardiac arrest
 - c. Stopped breathing
 - d. Stroke
 - e. Poisoning
3. Show how to help a choking victim.
4. Show how to treat for shock.
5. Demonstrate that you know how to treat the following:
 - a. Cuts and scratches
 - b. Burns and scalds
 - c. Sunburn
 - d. Blisters on the hand and foot
 - e. Tick bites
 - f. Bites and stings of other insects
 - g. Venomous snakebite
 - h. Nosebleed
 - i. Frostbite
6. Put together a simple home first-aid kit. Explain what you included and how to use each item correctly.
7. Create and practice an emergency readiness plan for your home or den meeting place.
8. Visit with a first responder.

NOTES TO DEN LEADER

The den outing will take place first in this adventure, to provide context and inspiration for the other two meetings. Plan at least one month in advance for a den visit to an EMS station, fire department, emergency room, or other emergency first-aid service agency (requirement 8). Make sure to share with the service you are working with the requirements of the adventure and discuss how they can support them.

You will need to schedule the outing in advance. Submit a tour and activity plan, if required, and work with families to plan transportation to and from the location. Make sure activity consent forms are distributed, signed, and collected.

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

MEETING 1 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Identify an EMS station, fire department, emergency room, or other emergency first-aid service agency in your community to visit with the Webelos Scouts. You should plan on contacting the service at least a month ahead of time to schedule the visit.
- Make transportation arrangements with families, and confirm who will attend, when you plan to go, where you will meet, and what the Webelos should wear or bring. Submit a tour and activity plan, if required. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- An alternative may be to have an emergency first responder visit the den meeting. Provide the guest or host with a copy of the First Responder adventure requirements to prepare them for their visit.
- Index cards with suggested questions (see Gathering) and blank cards for the Scouts to write their own questions.
- Have thank-you notes prepared for Scouts to sign and give to anyone who helps with the outing.

GATHERING

- Review any questions the Webelos want to ask to make sure all are appropriate. Pass out blank index cards so each boy can write down his question and remember to ask it. Consider having these questions on hand, too:
 - What types of first aid do the first responders provide?
 - What is the most important thing a first responder should do when he or she arrives on the scene?
 - What are their greatest challenges?
 - What can the community do to help them?
 - In what ways is a first responder brave?
 - How can a person train to become a first responder? Will being a Scout help to prepare me?
 - What are some ways we can keep ourselves and others safe?
 - How can we apply what we are learning here to emergencies at home?

OPENING

- Introduce the First Responder adventure to the den.
- Emphasize that “a Scout is courteous,” and they should be on their best behavior. Also “a Scout is helpful”; today, they will learn how first responders are helpful citizens. Finally, “a Scout is obedient” to the rules of any place he enters.

TALK TIME

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

ACTIVITIES

- Have Webelos introduce themselves to the staff member(s) who will be guiding the visit. An appropriate greeting might be as simple as, “Hello, my name is . . .”
- Tell the guide that the boys have questions they would like to ask after the session.

CLOSING

- Have Scouts give their thank-you notes to anyone who helped with the outing. They might also express appreciation with a handshake, den yell, or applause.
- Tell the boys that as this adventure continues, they will learn some of the same skills used by the first responders they met today. They should think about ways that a first responder serves his or her community as a good citizen, and how they can be “helpful” to their community by learning what to do in an emergency.

AFTER THE MEETING

- Serve refreshments, if desired. If appropriate, sharing refreshments with the first responders would be a nice gesture.
- Record completion of requirement 8.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Four index cards (Gathering)
- Set of scenario cards for the two Role-Play games (Activities 1 and 2)
- Materials for the Hurry Cases game (Activity 2): bandages and other first-aid supplies
- Prepare the den chief and several adult volunteers to serve as helpers, “patients,” and “accident victims” in the Hurry Cases game.

GATHERING

- As Scouts arrive for the meeting, divide them into groups of two or three and give each group an index card with one of these words: *strong*, *calm*, *clear*, and *careful*. Each group will huddle for a while and create a brief skit for the Opening that illustrates this way of showing bravery.
- You may wish to put the den chief in charge of this activity. If you have a small den, the den chief may also join one of the teams.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Say: *In this meeting, we will learn that first responders are ALWAYS prepared. An important part of being prepared is to be BRAVE. Let's look at some skits to figure out what we need to do to be brave.*
- As each group acts out its way of showing they are brave, ask the other Webelos: *Are they being strong? Or calm? Or clear? Or careful?* If necessary, guide the boys toward the correct answer. Then have them explain how the skit demonstrated that virtue.
- When the skits are finished, have the Scouts chant the four ways to show bravery: *Be strong! Remain calm! Give clear information! Be careful!*
- Remind the den of the traditional Scout motto: *Be Prepared*. Then lead them in a cheer; say, “Scouts, be prepared!” The Webelos will answer, “We are prepared!”

- Lead the den in this song (to the tune of “Row, Row, Row Your Boat”):

*Be, be, be prepared,
Always a good Scout!
Strong, calm, clear, and careful.
This is what we’re about!*

TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Ask: *In what ways did the first responders you met last week serve as models for good citizenship? What did you learn from their example?* Have Scouts explain their answers.
- Start with a question: *Who can tell us something about the first responders outing last week?* Invite all the Scouts to reply; each answer should be listened to respectfully.
- Now ask: *What do you think FIRST AID really means?* Key takeaway: First aid is knowing what to do FIRST to AID in cases of injury or medical emergencies.
- Divide Webelos into three groups, and give each group a card with one of these scenarios:
 - There has been an accident! What must you do to help?
 - You are told to get help in an emergency. How will you do that?
 - Someone asks you to call 911 or the emergency number in your area. What are the main things you must tell the 911 operator?
- Give the groups two minutes to huddle and decide on an answer. Then they will share it with the rest of the den.

ACTIVITIES: ROLE-PLAY GAMES

These games allow Webelos to put into practice what they learned during the Talk Time. Create a set of scenario cards that briefly describe accidents or other incidents that require a 911 call and/or an EMS response. You may also use pictures to illustrate the scenes.

◆ Activity 1: Getting Help

As den leader, you will play the role of a 911 operator. In turn, give each Scout a cellphone and a scenario card, and have him answer your questions (see script in Meeting 2 Resources).

◆ Activity 2: Hurry Cases (Requirements 2, 3, and 4)

Now divide the Scouts into new teams and have them act out the Hurry Cases scenarios in Meeting 2 Resources, using the bandages and other materials you collected.

CLOSING

- Gather the Webelos in a friendship circle. Starting with the denner and moving right, have each Scout mention a way that first responders are “helpful” or “brave.”
- Then close with the cheer they learned in the Opening: “Scouts, be prepared!” “We are prepared!”



Do-at-Home Project Reminder:

Before Meeting 3, Webelos will work with their families to establish a simple emergency plan: How can they escape their homes in case of a fire or other emergency, and where should they assemble? The Scouts will share their plans next week

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 2, 3, and 4.

MEETING 2 RESOURCES

ACTIVITIES: ROLE-PLAY GAMES

◆ Activity 1: Getting Help

Scout pretends to dial 911.

Operator: *What is your emergency?*

Scout responds, reading from his scenario card. Then he answers the following questions, one at a time:

Operator: *What is your name? What number are you calling from? Where are you located? Where are the nearest cross streets [or, in a rural area, significant landmarks]? Is anyone hurt?*

After all questions have been answered:

Operator: *OK, we will send help. Please stay on the line.*

After each Scout has had his turn, ask the den: *What went well? What could we do better? Why was it important to practice this?*

◆ Activity 2: Hurry Cases (Requirements 2, 3, and 4)

- Divide the Webelos into teams of two or three. The teams will rotate through stations representing the five hurry case scenarios in the *Webelos Handbook* as well as choking and shock incidents so they can learn how to cope with each emergency.
- Have a copy of the handbook at each station for reference. The den chief and adult volunteers can serve as helpers, patients, and accident victims at the following stations:
 - An accident victim is bleeding severely. (Food coloring or red markers on paper towels can simulate the blood.)
 - Someone has suffered a heart attack or sudden cardiac arrest.
 - A patient's breathing has stopped.
 - Another patient is showing symptoms of a stroke.
 - An empty cleaner bottle or pill container is found near a person who is severely vomiting.
 - Someone has been eating, then suddenly seems unable to speak and raises his hand to his throat (the international sign for choking).
 - An accident victim shows symptoms of shock: cool and clammy skin, nausea, and feeling faint.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- Materials for home first-aid kits (Gathering; see requirement 6 in the *Webelos Handbook*)
- Prepare the den chief and several adult volunteers to serve as helpers, "patients," and "accident victims" in the First Responder Relay (Activity 1). Print the tips and instructions for each emergency station (see Meeting 3 Resources).
- Ball to toss (Closing)

GATHERING (REQUIREMENT 6)

- Put together a sample first-aid kit and put it on a table with all the materials laid out. As Scouts arrive, have them assemble their own kits based on the instructions in the *Webelos Handbook*.
- In addition, you might provide sample items for car and personal first-aid kits (also in the handbook). Explain how each item might be useful in an emergency.

OPENING

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

TALK TIME

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

ACTIVITIES

◆ Activity 1: First Responder Relay (Requirement 5)

- Divide the den into teams of two or three boys and set up 12 different “emergency stations” around a large space. At each station, the den chief and adult volunteers will present a scenario and assist the first responders in taking action, based on directions in the *Webelos Handbook*.
- Depending on your meeting place, the Scouts may go from room to room, around a gymnasium, or along the trail at a park. Be sure to arrange for volunteers who can serve as “patients” or “accident victims” and assist the den chief as he keeps things moving. If necessary, the same persons can do this at multiple stations. Make sure to give them the index cards with tips and instructions for each station. (See “Realistic First-Aid Instructions” below. The more you can do to make the scenarios seem real, the more the Scouts will learn from them. If you wish, each scenario can present a specific incident, e.g., a kitchen accident, auto wreck, knife wound, and so on.)
- Introduce the three “c’s”: *CHECK*, *CALL*, and *CARE*. At each station, the Scouts must first *CHECK* to see what happened and if it is a life-threatening situation or hurry case. Then they must *CALL* for help and *CARE* for the patient or accident victim using the first-aid kits they made in the Gathering.

◆ Activity 2: First-Aid Game

Have Scouts play this fun game, if time allows:

Pressure Pad Relay

- Divide the den into two teams.
- One member of each team is the “victim,” who has arterial bleeding from his left wrist.
- On a signal, the first boy in each team runs to the victim and applies direct pressure to the wound, using his neckerchief as a pad.
- When his technique is correct (see the *Webelos Handbook*), the judge (den leader or den chief) yells, “Off!” The boy removes the pad, runs back to his team, and tags the next member. The first team to finish wins.

CLOSING

- Gather the Webelos in a circle. Have them toss a ball at random across the circle. As each Scout catches the ball, he says something he learned at this meeting about being a first responder, then tosses the ball to another Scout. Continue until each boy has his turn.
- Close with the “Be Prepared” cheer from Meeting 2.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 5, 6, and 7.

MEETING 3 RESOURCES

ACTIVITIES

Activity 1: First Responder Relay (Requirement 5)

STATION

1

Requirement 5a

Cuts and scratches

Simulate a small cut with a red marking pen by drawing a line on the arm or hand of a helper, less than a half-inch in length. Be ready with small adhesive bandages and soap and water to simulate treatment.

CHECK – Review seriousness of injury.

CALL – Not necessary to activate EMS for this injury; it would be wise to inform an adult.

CARE – Clean wound. Apply bandage.

STATION

2

Requirement 5b

Burns and scalds

An empty coffee cup (to imply a spill) could be used as a prop. The helper can hold out his or her arm and appear to be in pain. Carrying out this session near a sink would be helpful so the first responder can run cool water over the injury.

CHECK – Review seriousness of injury. A second-degree burn (partial thickness) requires contacting a doctor.

CALL – Not necessary to activate EMS for this injury; it would be wise to inform an adult.

CARE – A first-degree burn or scald that affects only a small patch of skin can be treated by running cold water over it.

STATION

3

Requirement 5c

Sunburn

Appropriate props for this station include a towel, aloe vera or other moisturizing lotion, and ibuprofen or other analgesic.

CHECK – Check status of injury. Describe the redness and potential swelling of sunburned skin.

CALL – If the skin has blisters and the blisters break open, call a doctor.

CARE – Suggest a cool shower or place a cool, damp towel over the burn. Apply moisturizer or aloe vera lotion to the affected area. A mild painkiller such as ibuprofen can be given, with a parent's supervision.

STATION

4

Requirement 5d

Blisters on the hand and foot

Use a washable marker to draw a pink ring on the heel of a helper's foot. This is a common place for blisters to form. Use an adhesive bandage to hold a gauze pad in place over the blister to keep it from breaking.

CHECK – Check state of blister.

CALL – There is no need to contact EMS. A blister that pops or tears may require medical attention.

CARE – The best approach is to prevent blisters from forming. Explain the value of wearing liner socks when hiking or show how to place a bandage over a "hot spot" if it feels tender or warm from rubbing.

STATION

5

Requirement 5e

Tick bites

Show a picture of a tick. Use a small seed to represent a tick. (A popcorn kernel or pumpkin seed colored dark brown with a marker would work well.) Show how to firmly grip the “tick” with a pair of tweezers—without crushing the tick—when removing the tick from the victim.

CHECK – See if a tick is attached.

CALL – There is no need to seek professional medical help unless the tick is a deer tick—a very tiny tick, about the size of a sesame seed. Deer ticks can harbor diseases such as Lyme disease.

CARE – With tweezers, gently grip the tick and slowly pull it away from the skin. Do not twist or turn the tick, as its mouth parts may break off and cause an infection. Wash with soap and water and watch site for signs of infection (swelling or redness). Lyme disease leaves a characteristic “ring” around the bite site and requires medical review.

STATION

6

Requirement 5f

Bites and stings of other insects

Have on hand an ice pack, a plastic card, soap and water, and an adhesive bandage. A bottle of antihistamine pills can serve as a prop for additional treatments.

CHECK – Be sure victim is safe from further stings.

CALL – If the victim has an allergy to venom, it is important to immediately alert EMS assistance.

CARE – Move the victim away from the source of the stings. Show how to use a plastic card to scrape away the stinger to prevent the release of additional venom. You may wash the area and apply a bandage as well. A cold compress with ice may help reduce swelling and discomfort. If the victim’s parent or guardian is around, check with them about giving an antihistamine such as Benadryl to reduce itching and swelling.

STATION

7

Requirement 5g

Venomous snakebite

A rubber snake would be a helpful prop for this station.

CHECK – Check markings on the snake if this can be done without endangering yourself; this will help in identifying the snake.

CALL – Call EMS.

CARE – Remove rings from fingers before swelling can take place. Help the victim remain calm. Treat for shock and keep the part of the body that received the bite below the level of the heart. Keep the victim from moving excessively, and don’t give him or her any caffeinated beverages.

STATION

8

Requirement 5h

Nosebleed

Prepare a tissue with red food coloring. The helper at this station should give the impression that he or she has just experienced a nosebleed.

CHECK – Review the status of the victim. If the nosebleed lasts for more than 20 minutes or happens because of an accident, a more serious injury might have taken place.

CALL – Seek medical assistance if the nosebleed lasts for more than 20 minutes or if it happened as a result of an accident or a blow to the head.

CARE – Have the victim lean forward, pinch the nose, and breathe through the mouth.

STATION

9

Requirement 5i

Frostbite

A pan with lukewarm water is an appropriate prop for this station.

CHECK – Watch for signs of frostbite when outdoors in the wintertime. The skin may look yellowish or gray and feel hard or wax-like. This is evidence that tissue is frozen and that the victim has frostbite.

CALL – Consulting with EMS is important, especially if numbness or pain remains after thawing or if blisters form.

CARE – It is best to avoid frostbite by getting out of the cold. Gradually warm the affected area by putting frostbitten hands or feet in warm water (104°F to 107°F). If the frozen body part may refreeze after thawing, do not thaw, as the repeated freezing and thawing will damage tissue even more.

STATION

10

Requirement 7

Emergency Readiness I

Wear a firefighter helmet to set the mood. When Webelos Scouts arrive at this station, ask (1) how they exit their home in case of emergency, (2) where their families gather after leaving their home, and (3) how long it takes them to leave their homes. If the Webelos Scouts have not practiced this with their families, encourage them to do so.

STATION

11

Requirement 7

Emergency Readiness II

Wear a firefighter helmet to set the mood. When Webelos Scouts arrive at this station, ask (1) how they think they should exit the den meeting location in case of emergency, (2) where their den should gather after leaving the meeting place, and (3) how long they think it will take them to exit and assemble at the designated meeting site. Practice this with the Scouts and ask how they think they could do it faster and better next time.

STATION

12

Emergency Services

Bring a phone book or an electronic device to search the Internet. Practice how to locate a point of contact for the following:

- Power problems
- Gas leak
- Nonemergency police contact

REALISTIC FIRST-AID SUGGESTIONS

Use the following materials to make make-believe injuries look more realistic during first-aid practice: deep red and light red lipstick; cosmetic blusher; black wax crayon; “blood” mixture of red food coloring, powdered cocoa, and water; blue chalk or eye shadow; white glue or rubber cement; white eye shadow or glycerin and water solution (equal amounts) in an atomizer or squeeze bottle. Have the “victim” dress in old clothes so his uniform doesn’t get stained.

- Outline a “cut” with deep red lipstick. Fill in the area with heavy lipstick application. Drop “blood” onto the cut.
- To simulate the appearance of a serious cut, first build up the “skin” with white glue. When it has dried considerably, make a groove down the middle and add “blood.”
- Apply makeup sparingly.
- Simulate abrasions with a little blue eye shadow. This is the “bruise.” Smear some glue onto the “injured” area. Let it dry a bit, and then roughen it with a dull kitchen knife. Finish off with a little “blood.”
- Simulate a simple burn by applying some blusher to the “injured” area. For a second-degree burn, simulate blisters by applying a little glue to the area. For third-degree burns, simulate charred skin by applying black crayon to the “injured” area. Then apply a light red lipstick and smear on glue. Let it dry a little, and then roughen it with a dull kitchen knife.
- Simulate the ashen face of a shock victim by applying white eye shadow or white chalk. Work in the color for a smooth, pale complexion. Blend in blue eye shadow lightly over and under the eyes and then more heavily on lips and ear lobes.
- Simulate clammy skin by spraying glycerin and water solution onto the upper lip and forehead.
- You can use makeup for all kinds of cuts and bruises, such as an injured cheek, forehead, or lip.
- The first-aid practice will be more effective if the “victims” behave as if they were really in pain or dazed by injuries.

Upon completion of the First Responder adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack’s tradition.






RATIONALE FOR ADVENTURE

This adventure promotes physical fitness and good health.

TAKEAWAYS FOR CUB SCOUTS

- Increased level of fitness
- Feeling better about oneself both physically and mentally
- A Scout is friendly, clean. 

Webelos Handbook, page 86

ADVENTURE REQUIREMENTS

Do all of these:

1. Understand and explain why you should warm up before exercising and cool down afterward. Demonstrate the proper way to warm up and cool down.
2. Do these activities and record your results:
 - a. 20-yard dash
 - b. Vertical jump
 - c. Lifting a 5-pound weight
 - d. Push-ups
 - e. Curls
 - f. Jumping rope
3. Make an exercise plan that includes at least three physical activities. Carry out your plan for 30 days, and write down your progress each week.
4. With your den, prepare a fitness course or series of games that includes jumping, avoiding obstacles, weight lifting, and running. Time yourself going through the course, and improve your time over a two-week period.
5. With adult guidance, lead younger Scouts in a fitness game or games as a gathering activity for a pack or den meeting.
6. Try a new sport you have never tried before.

NOTES TO DEN LEADER

Requirement 5 instructs your Webelos Scouts to teach younger Scouts a fitness game or games as a gathering activity for a pack or den meeting. Coordination with your pack's Cubmaster and other den leaders in your pack can help your den complete this requirement.

There is no outing planned for this adventure.

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

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Fitness chart (1 copy per Scout; see Meeting 1 Resources)
- Items for the fitness activities: jump rope; stopwatch, or any watch with a second hand; training cones; chalk; 5-pound bags of sugar, flour, or other pantry items (1 per Scout; check for allergies)

GATHERING: FITNESS CIRCLE GAME (REQUIREMENT 1)

- Add each Scout to the circle when he arrives. Then practice simple stretching exercises (see the *Webelos Handbook*) before the meeting starts.
- Form a circle with all the Scouts facing right, and start them walking in the circle at a moderate pace. Then, without pausing between exercises, they will:
 - Walk forward at a quicker pace, swinging their arms vigorously.
 - Walk while making themselves as tall as possible with arms high over their heads.
 - Walk while raising their knees as high as possible.
 - Hop around the circle on two feet.
 - Walk with knees slightly bent, holding their ankles.
 - Walk with long strides, bending one knee with each step.
 - Return to the moderate pace.
- Perform safe stretches as described in the *Webelos Handbook*.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- If your den has a den yell, do a den yell opening in the spirit of building energy for the physical activities of this adventure.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Go over the requirements for this adventure. Explain that the Fitness Circle Game and stretching exercises helped them to warm up and stretch their muscles before doing the requirement 2 activities.
- Ask each Scout to share about a sport he currently plays. What sport would he like to try or learn more about during this adventure (requirement 6)? Suggest that those who already participate in a sport might help a fellow den member to get involved in it. Remind the boys that “a Scout is helpful.”

ACTIVITIES

◆ Activity 1: Fitness Chart (Requirement 2)

- This activity will help Scouts create their own personal baseline for fitness by measuring their abilities.
- Team the Scouts in buddy pairs. Have each boy turn to the fitness chart for this requirement in his *Webelos Handbook*. He will do these exercises while his buddy records the score; then they switch places:
 - Run 20 yards as fast as possible. Record time.
 - Jump as high as possible near a wall with chalk on your fingers. Touch the wall at the top of the jump. Measure the height.

- Lift a 5-pound bag as many times as you can. Record the number of lifts.
- Do as many push-ups as you can. Record the number.
- Do as many curls as you can. Record the number.
- Jump rope as many times as you can. Record the number.
- When this is done, have each Scout select at least three activities that he wants to improve on during the next month. He will track his progress at home and bring the results each week to share with the den.

CLOSING

- Tell Scouts that now they have an idea of how they can become stronger.
- They should not feel bad about physical activities that are difficult for them. Rather, they should feel proud of the things they do well and proud of the goals they are setting for themselves. Being physically active makes us all feel better about ourselves, and it is part of the Scout Oath: “On my honor I will do my best...to keep myself physically strong ...”



Do-at-Home Project Reminder:

Remind Webelos to keep doing at least three exercises at home during the next month and record their progress to share at the meetings.

Webelos Scouts also need to choose a sport that they want to try.

AFTER THE MEETING

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

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Balloons for the Gathering game (check for latex allergies)
- Items for the Fitness Fun Course: jump rope; basketball; large cardboard box for a tunnel; stopwatch, or any watch with a second hand; training cones; 5-pound weights or bags (1 per Scout; check for allergies if you use grocery products), etc.

GATHERING: JUMPING KANGAROOS

The Scouts line up side by side, each with an inflated balloon between his knees. On a signal, they hop across the playing field and back to the starting line. The first one to finish wins. If a Scout breaks his balloon, he is out of the race. If he drops the balloon, he must retrieve it before he can go any farther.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Have the Webelos sing and act out the “Head, Shoulders, Knees, and Toes” song. They should place their hands on each part of the body as it is mentioned. Then repeat the song three times, getting faster with each verse:

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees and toes.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts. Make sure the boys discuss their progress on the three physical activities they are practicing at home. Also, find out what new sport each boy has decided to try, and ask how it is going.
- Start a discussion about activities to include in the den's Fitness Fun Course, using the materials you collected. The activities should involve jumping, avoiding obstacles, weight lifting, and running. Encourage the boys to keep the course relatively simple so they can easily set it up again at the next meeting.
- Remind them that fitness is fun and they should include as many activities as possible. For example, a relay race can improve running ability. A basketball game gives you practice at jumping. A jump rope competition builds aerobic ability, aiding breathing and stamina. Carrying weights makes us better at weight lifting. An obstacle course can improve agility.

ACTIVITIES

◆ Activity 1: Planning the Fitness Fun Course

Have the Webelos work together on this project without your assistance; then they can share their plan with you. With guidance from an adult, they will also be helping younger Scouts by teaching them the games as a gathering activity at an upcoming pack meeting (requirement 5); bearing this in mind, they should plan games that are easy to adapt for younger boys.

◆ Activity 2: Building and Practicing the Fitness Fun Course (Requirement 4)

Now the Scouts can set up and go through the course. As they do this, have an adult or the den chief record each boy's time at the different activities. This will enable them to track their progress when they repeat the course the following week.

CLOSING

- Repeat together the Scout Oath.



Do-at-Home Project Reminder: (Requirement 3)

Remind Webelos to keep doing their three exercises at home and record their progress for 30 days. They may also want to practice to improve their time in the Fitness Fun Course at the next meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items needed to repeat the Fitness Fun Course
- At least two weeks in advance, invite members of a younger Cub Scout den to visit this meeting so they can take part in the Fitness Fun Course—unless this will be done at a pack meeting.

GATHERING: THREAD THE NEEDLE

- Have Scouts clasp their hands in front of their bodies. They bend forward and step through the loop formed by their arms—first with the right foot, then the left foot.
- Now they move in reverse, stepping backward with the left foot, then the right, still keeping the hands together. (If their hands are clasped near the floor, the action is easier to perform.)

OPENING

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

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Lead a discussion about how much “stronger, faster, higher” the Scouts have gone in reaching their fitness goals and learning a new sport. Encourage the boys to continue their exercises at home, even after the month is over.
- In this adventure, they have begun the great journey of staying fit and feeling good about themselves. Celebrate this with a grand howl for the den: Starting from a crouching position, the boys make the Cub Scout sign, but instead of putting their hands over their heads, they touch the ground between their feet with the two fingers of both hands. Then, wolf-like, they raise their heads and howl, “Ah-h-kay-y-la! We-e-e’ll do-o-o ou-u-ur best!” As they yell the word “best” in unison, they jump to their feet, with both hands held high above their heads in the Cub Scout sign.)

ACTIVITIES

- Set up and repeat the Fitness Fun Course. Have the den chief record each boy’s time to see if it has improved since the last meeting (requirement 4).
- If younger boys are visiting, invite them to run through the course with assistance from the Webelos Scouts. Otherwise, review plans for doing this at a pack meeting.

CLOSING

- Tell Scouts they should feel proud of their accomplishments this month in becoming stronger and faster, and reaching higher toward their fitness goals. Physical fitness is a lifetime goal.
- The Scouts also demonstrated several points of the Scout Law. They were “clean” in keeping their bodies fit; they were “helpful” to each other and younger Scouts in planning their Fitness Fun Course. They were “courteous” toward younger Scouts.

- Sing the Scout Vespers—with reverence—to the tune of “O Christmas Tree”:

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

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3, 4, 5, and 6.

Upon completion of the Stronger, Fast, Higher adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack’s tradition.




WEBELOS WALKABOUT

RATIONALE FOR ADVENTURE

This adventure prepares Webelos Scouts for an outdoor experience and hiking activity.

TAKEAWAYS FOR CUB SCOUTS

- Planning hikes
- Collecting the needed gear
- Learning outdoor safety skills
- A Scout is brave, kind, cheerful. 

Webelos Handbook, page 98

ADVENTURE REQUIREMENTS

Do all of these:

1. Create a hike plan.
2. Assemble a hiking first-aid kit.
3. Describe and identify from photos any poisonous plants and dangerous animals and insects you might encounter on your hike.
4. Before your hike, plan and prepare a nutritious lunch. Enjoy it on your hike, and clean up afterward.
5. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them on your Webelos adventures.
6. With your Webelos den or with a family member, hike 3 miles (in the country if possible).
7. Complete a service project on or near the hike location.
8. Perform one of the following leadership roles during your hike: trail leader, first-aid leader, lunch leader, or service project leader.

NOTES TO DEN LEADER

Do your best to prepare the den for successfully completing the 3-mile hike. Depending on the abilities or physical condition of the Scouts, you may wish to start with one or two shorter “pre-hikes” to build up endurance; this could be as simple as a walk around the block. You may also consider adding a short-distance den outing, with or without gear.

Confirm the hike plan with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

For the service project in requirement 7, contact the hike location or a local agency to learn about options for a project. Find out if someone will be there to assist the Scouts and if there are any restrictions or guidelines to follow. Plan for any materials you will need.

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

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Compasses
- Sample first-aid kit prepared in advance and materials for Scouts to build their own kits (see *Webelos Handbook*)
- Collect information on locations in your area to lead hikes (and see Meeting 1 Resources for more tips). Find out the following:
 - What type of trail does each location have: dirt, asphalt, gravel, or a mixture?
 - Is water available?
 - Are there special things to see there?
 - Is there a place on the trail for eating lunch?
 - Are there any service project opportunities on the trail or nearby?
- Find a printed or digital map of the proposed hike location to share with the Scouts.

GATHERING: BALL LAUNCHER

- Place the center of a 1" X 4" X 4' board over a wooden block, like a seesaw. Attach a jar ring, jar lid, or other type of shallow cup to one end of the board and rest a soft ball or tennis ball on it.
- Webelos Scouts will stamp sharply on the high end of the board, making the ball soar into the air. Give points to players who catch their own fly balls.
- As an option, allow each player to adjust the fulcrum position and see who can send the ball the farthest distance.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- As a group, recite the Outdoor Code and the Leave No Trace Principles for Kids, which can be found in the *Webelos Handbook*. Brainstorm ideas for how Scouts can demonstrate those principles as they prepare for the hike and while they are on it. Remind Scouts that a requirement for this adventure is to recite both of these by memory. Scouts should practice saying them between this meeting and the next, when they will have the opportunity to demonstrate that they have learned them.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Webelos Walkabout adventure to the den, and let them know they will be planning and preparing for a hike. Build interest by describing the goals of the adventure and some of the activities that are planned.

ACTIVITIES

◆ Activity 1: Planning a Hike (Requirement 1)

- Introduce the hike. If you have a map, either printed or digital, this would be a good opportunity to share it with the Scouts so they can visualize the location and the path they will take. Tell Scouts the following:
 - Where the trail is, how long it is, and any other relevant hike details
 - What they will see there
 - What they need to do to get ready for the hike
- Have Scouts record the plan in their handbooks.

◆ Activity 2: Gear List and Weather

- Discuss the gear that Scouts will need to bring to be prepared for a hike. Include in the discussion the types of weather Scouts might encounter on the hike. Have them decide how they will be prepared for any possible emergency weather events. This is a good opportunity to make the connection to “A Scout is brave” as a Character Compass point.
- Have Scouts record the list in their handbooks.

◆ Activity 3: Building First-Aid Kits (Requirement 2)

- Display a prepared first-aid kit and give Scouts an opportunity to guess the items that are in the kit. Then take one item out at a time and ask Scouts why that item might be needed on a hike.
- Set additional quantities of each item out on a table so each Scout can build his own kit. Give each Scout a sturdy zip-top storage bag to contain the items. Allow the Scouts time to go around the table to gather the items and assemble their kits.

CLOSING: THE FOUR WINDS

- *Say: The Lakota people see special meaning in the direction of the wind. These ideas remind us to take care of our planet and preserve it, much as the Outdoor Code and Leave No Trace principles also remind us.*
- Scouts will use compasses to face in each for the four directions as you continue:
 - From the east comes the sun. Light arrives in the morning and spreads over the earth. It is the beginning of a new day and new understanding. It helps us see new things and, traditionally, people look to the east for wisdom and understanding.
 - In the southern sky, the sun is at its highest. This direction stands for warmth and growth for all things.
 - At the end of the day, the sun sets and the great storms of the plains arrive. The west is the source of water: rain, lakes, streams, and rivers. Nothing can live without water, so the west is vital.
 - North brings the cold, harsh winds of the winter season. Scouts who face these winds have learned patience and endurance.



Do-at-Home Project Reminder:

Remind Scouts to practice reciting the Outdoor Code and the Leave No Trace Principles for Kids to complete requirement 5.

AFTER THE MEETING

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

MEETING 1 RESOURCES

ACTIVITIES

Activity 1: Planning a Hike (Requirement 1)

Where to Find Trails for Webelos Scouts

This may require some research on your part, depending on where you live. Some good resources include:

- **Other leaders in your pack or other packs.**
- **Boy Scout troop leaders.** You will be getting to know several during your journey as a Webelos leader. This is a good icebreaker! Be sure they understand the parameters of your hike: 3 miles, in a rural setting if possible, appropriate for 10-year-olds and their parents with a place for lunch along the way.
- **The local parks and recreation department.** There may be established trails in your area at parks and other natural sites.
- **City, state, or national parks** often have easy trails as well. Just be sure they include the parameters mentioned above.

Other things to consider:

- A “loop” type of trail that starts and ends at the same point is best.
- Look for a service project the Scouts can participate in, either on the trail or nearby.
- Check the weather forecast and monitor any updates. If the weather will be extreme, cancel the event and return another day. In cases of light to moderate rain, remember that part of the adventure involves being prepared for weather changes, so this may be a good learning opportunity for your Scouts!
- Hike the trail ahead of time, or invite another adult who knows the area and can alert you to hazards, tell you where to find water and restrooms, and inform you of any fees.
- Enlist other adult volunteers. Possibilities include:
 - Arranging for permits, the service project, or other activities
 - Transportation: making sure everyone has a ride, arranging carpools
 - Off-site emergency contacts to remain available by phone
 - Lunch coordinators to purchase and prepare the food before the hike (unless this is done at a den meeting)

Using a Compass

Tell Scouts that north, south, east, and west are the points of a compass. A compass can help them figure out what direction is north. Once they know that, they can decide which direction to go to move toward their destination. Scouts can also use a map and compass to figure out how to get from one place to another. Wherever they happen to be on earth, the compass needle will always point north.

- Have a Scout hold a compass flat in his hand.
- Tell him to look down at the needle to see where it is pointing, then turn his body slowly. He should keep turning until the compass needle lines up with the north line or “N” on the grid.
- Remind Scouts that the floating needle is magnetized and the red end will always point to magnetic north. You can always figure out the other points of the compass when you stand facing north.
- When Scouts are facing north using a compass, east will be on their right, south will be directly behind them, and west will be to their left. If they forget, teach Scouts the phrase “Never Eat Soggy Waffles” and they’ll get right back on track.



MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Two buttons or other small items for the I Give You a Dog game (Gathering)
- Sign-up sheets listing the hike leadership roles in the *Webelos Handbook*, and supplies (markers, adhesive badges, safety pins, etc.) so Scouts can sign up for a role and make a corresponding nametag (Talk Time)
- Information collected from local websites about dangerous plants or animals that might be encountered on the hike
- Materials for Activity 1: Pencils, tape or pins, index cards with names of dangerous plants and animals selected from *Webelos Handbook*
- 3-foot piece of rope (one per Scout) for Closing
- Thank-you notes for anyone who will help with the den outing

GATHERING: I GIVE YOU A DOG

- Seat Scouts in a circle as they arrive for the meeting.
- Player 1 *turns to his right* and says to player 2, "I give you a dog." Player 2 responds, "A what?" Player 1 repeats himself and passes a button or other small item to player 2. The "dog" is then passed to player 3 and so on.
- When the first item has been in movement for a while, player 1 *turns to his left* and passes another button with the words, "I give you a cat." The process is then duplicated on the left side of the circle. At some point, the "dog" and the "cat" will cross, which is amusing for all.
- After the game, lead a brief reflection to help the boys appreciate the value of communication.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Give Scouts who are ready an opportunity to recite the Outdoor Code and the Leave No Trace Principles for Kids in order to fulfill requirement 5.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Pass around a sign-up sheet so each Scout can choose his leadership role for the hike (requirement 8). The roles are listed and described in the *Webelos Handbook*. If you have a small den, allow two boys to share some of the roles and take turns during the hike.
- Once Scouts have selected a role, have them create badges using the art materials you collected. They may decorate some of the badges to represent their roles.
- Collect the finished badges to be returned on the day of the hike and pinned on their uniforms.

ACTIVITIES

◆ Activity 1: Dangerous Plants and Animals Scramble (Requirement 3)

- Review with Scouts the dangerous plants and animals described in the *Webelos Handbook*. Share with them any information you were able to find on hazards that may be found in your area.
- Tape or pin one of the index cards naming a dangerous plant or animal to the back of each boy's shirt, but don't let him see the card.
- Players ask questions of each other to get clues to their own identities. They should ask each person only one question, and that person asks one question of them. Sample questions might be, "Am I an insect?" or "Do I sting?" Answers are limited to "yes," "no," "maybe," and "I don't know."
- Each Scout continues asking questions until he thinks he knows what his plant or animal is. They may use their *Webelos Handbooks* to help in the process.
- When all players believe they have identified their cards, gather in a circle. Take turns having each Scout tell what he thinks he is and how he reached that conclusion. Then remove the card to see if he was correct.
- After the game, talk about the ones they found difficult to guess. Which of the dangerous plants and animals are native to your area? If your research revealed any hazards that aren't in the handbook, share those with Scouts as well.

◆ Activity 2: Lunch Planning (Requirement 4)

- Help Scouts brainstorm a list of ideas for lunch on the trail. Guide Scouts to good options for nutritious, simple food that travels well, does not require refrigeration, and will be easy to dispose of responsibly. Encourage Scouts to consider options for incorporating different food groups.
- When Scouts have agreed on a lunch menu, have them record the menu and their responsibilities for the meal in their handbooks.

CLOSING

- **Square Knot Closing.** Give each Scout a 3-foot section of rope. Using square knots, they tie their ropes together to form a complete circle. Then everyone leans back carefully to form a taut circle. Say: *You are part of a group of close friends, held together by the square knot—a symbol of friendship.*
- Review details for Meeting 3, the den outing. Make sure all Scouts and their families know the plans, and remind them that they should come prepared with the Scout Basic Essentials in the *Webelos Handbook* (including their individual first-aid kits), as well as proper clothing and footwear.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes for anyone who will help with the outing.
- Record completion of requirements 3 and 5.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Trail maps and compasses
- Nametags for leadership roles on the hike and pins to attach them
- All food and items needed for lunch. Be sure to bring a trash bag so you can pack out any garbage.
- Photo or drawing of a bird nest for Closing
- Signed thank-you notes for those who help

- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Confirm that each Scout is prepared with the Scout Basic Essentials (including his individual first-aid kit), appropriate clothes and shoes, and any other items needed for the hike.
- Confirm plans with the hike location for the service project, and bring any necessary materials such as disposable gloves (nonlatex, in case of allergies), trash bags, etc.
- Review the Trail Tips for Cub Scout leaders in the front matter.
- If you would like a specific focus for this hike, select from the ideas in the Appendix. Prepare any necessary materials for the hike you select.

GATHERING

- Remind Webelos Scouts about expectations for the outing.
- Distribute nametags with the leadership roles, and have Scouts attach them to their shirts. If they will be taking turns for some roles, decide how this will be done and remember to signal when it is time to switch. Help Scouts who have questions about their roles.

OPENING

- Say the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. If the den does not have a U.S. flag on the outing, ask one Scout to display the flag on his uniform for the group.
- Give Scouts who are ready an opportunity to recite the Outdoor Code and the Leave No Trace Principles for Kids in order to fulfill requirement 5.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have Scouts share ways that they will demonstrate the Outdoor Code and the Leave No Trace Principles for Kids on their hike.
- Ask Scouts to name some of the dangerous plants and animals they discussed at the last meeting. Remind them to be aware of their surroundings as they hike and to keep an eye out for any of those plants or animals that can be found in your area.

ACTIVITIES

◆ Activity 1: Den Hike (Requirement 6)

- If you selected a theme for your hike from the options listed in the appendix, introduce the idea to Scouts before you begin.
- Help Scouts with their leadership roles along the way.
- Look for opportunities to point out items of interest in the natural surroundings, and be alert to any dangerous plants or animals the den might encounter.
- Monitor to ensure all boys are keeping up comfortably and are on track to successfully complete the 3 miles. Encourage the trail leader to call for a break if anyone needs time to rest.

◆ Activity 2: Lunch (Requirement 4)



- Have those who signed up as lunch leaders identify the best spot, organize the distribution of food, and supervise the cleanup.
- Be sure Scouts leave the lunch location cleaner than they found it.

◆ Activity 3: Service Project (Requirement 7)

- After the hike, assemble the den at the chosen location for the service project, and explain what they will be doing.
- If someone from the hike location is helping with the project, introduce the guest and allow them a brief time to explain why this project is beneficial to the area.
- Ensure any safety equipment, such as nonlatex disposable gloves, is distributed.

CLOSING

Show a photo or drawing of a bird's nest. Say:

This nest might have been a home for baby birds. Those young birds are much like you in our den. As they grow, so do you. They will be fed and nurtured by their families and their experiences. They will watch the example of other birds as they fly through the skies around them. One day, the birds will leave their nest, just as birds have always done and will continue to do. They will have grown into adults and will play an important role in nature. You will do the same as you grow and “fly” into adulthood. You will become an important member of your community and your country and will be a leading citizen for everyone to see and admire.

To grow into manhood, a boy must have nourishment for his body and his mind. He must be nurtured by his family and his community along the way, if his ideas and character are to develop. Our community and our country need this. Our den will fly only if we, as companions in this adventure, continue to be nourished through adventure, service, and fun.

AFTER THE MEETING

- Give thank-you notes to those who helped with the outing.
- Record completion of requirements 4, 6, 7, and 8.

Upon completion of the Webelos Walkabout adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.








BUILDING A BETTER WORLD



RATIONALE FOR ADVENTURE

The wide range of activities in this adventure will help Webelos Scouts become strong, participating citizens in their communities, their nation, and the world at large.

TAKEAWAYS FOR CUB SCOUTS

- Understanding that citizenship begins when you enter a community, and is more than just saluting the flag.
- Creating a Scouting presence in the community.
- Providing an opportunity for the Scouts to thank public servants.
- Heroes do not actively seek recognition; awards are only given *after* a heroic act is performed—if at all. Not all heroism is recognized publicly.
- A Scout is loyal, thrifty, friendly. 

Webelos Handbook, page 118

ADVENTURE REQUIREMENTS

1. Explain the history of the United States flag. Show how to properly display the flag in public, and help lead a flag ceremony.
2. Learn about and describe your rights and duties as a citizen, and explain what it means to be loyal to your country.
3. Discuss in your Webelos den the term “rule of law,” and talk about how it applies to you in your everyday life.
4. Meet with a government leader, and learn about his or her role in your community. Discuss with the leader an important issue facing your community.
5. Learn about your family’s expenses, and help brainstorm ways to save money. Plan and manage a budget.
6. Learn about energy use in your community and in other parts of our world.
7. Identify one energy problem in your community, and find out what has caused it.
8. With the assistance of your den leader or parent, participate in an event that would help lead others in recycling and conserving resources.
9. Show that you are an active leader by planning an activity without your den leader’s help.
10. Do one of these:
 - a. Learn about Scouting in another part of the world. With the help of your parent or your den leader, pick one country where Scouting exists, and research its Scouting program.
 - b. Set up an exhibit at a pack meeting to share information about the World Friendship Fund.
 - c. Find a brother Scout unit in another country.
 - d. Under the supervision of your parent, guardian, or den leader, connect with a Scout in another country during an event such as Jamboree on the Air or Jamboree on the Internet or by other means.

NOTES TO DEN LEADER

Prepare several weeks in advance when inviting a guest to Meeting 1 and when planning Meeting 4, the den outing to a public meeting. Ideally, your den will present the colors at the public meeting as part of this adventure. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

The plans below include a recycling project as one of the activities. You may elect to participate in a community recycling event—or plan a separate event that involves the entire pack, perhaps at a pack meeting.

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

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Index cards for Scout Law Game (Gathering)
- Playing pieces for Rule of Law Game (Activity 2)
- Materials to create a den flag: fabric, scissors, glue, markers, etc. (Activity 3)
- Invite a local government leader—such as a school board or city council member—to visit the meeting and discuss a community issue and the “rule of law” concept (Activity 1). In advance, give the person you invite a copy of the adventure requirements and any other information that might help them plan for the talk.
- Have a thank-you note ready that Scouts can sign for their guest.

GATHERING: SCOUT LAW GAME

- As Scouts arrive, assign them to one of two teams. Write the 12 points of the Scout Law on separate index cards, and give a complete set of cards to each team. Before the game starts, pull one card from each set and place it on a table in front of the team.
- The goal is for teams to put the rest of their cards on the table in the same order as the Scout Law. When a player takes his turn, he may choose to put a new card on the table or switch the order of the cards that are already there.
- The first team to get all 12 points in order wins.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- **Note:** To fulfill requirement 1, each Scout will need to help lead a flag ceremony; work out a schedule for this in advance, and have all the boys practice to ensure correctness. Each Scout will also plan a den activity to complete requirement 9. Set some guidelines so that no two boys will be planning the same thing.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Building a Better World adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.

- If the den has a local government leader as a guest at this meeting, review any questions the boys want to ask to make sure all are appropriate. Select one boy to introduce your guest and another to say “thank-you” after the discussion.
- Help the Webelos Scouts decide on a conservation event they can carry out for requirement 8 (e.g., collecting cans or newspapers around the neighborhood and turning them in for recycling). If the community already has something going on, make plans for the den to participate and track their progress throughout the month (requirement 9).

ACTIVITIES

◆ Activity 1: Guest Speaker (Requirements 2, 3, and 4)

- Discuss with the invited guest what it means to be a citizen, and list some of the duties.
- Have your guest talk about the “rule of law” concept (see *Webelos Handbook*) and a community issue (e.g., water shortages, recycling, cleaning up local parks). Allow the Scouts time to ask their questions.

◆ Activity 2: “Rule of Law” Game

- Start by having several Scouts play different games with different rules and playing pieces. One boy could have a ball, another a set of game cards, another a pair of dice, etc. Tell half of the boys to see how many points they can gain and tell the other half to go for the least amount of points. Don’t tell them how to accumulate points. Then let them play for a few minutes before they figure out the plan is not working well.
- Say: *When playing a game, is it important that everybody knows the rules? Why? What if somebody plays by different rules? What would happen? In our country, we believe in the rule of law. That means that everybody has to obey the law, and the same laws work for everybody. It doesn’t matter where you are born, how you believe in God, or how much money you have. The law is made by the people’s representatives to protect all of us and to be fair to every person.*
- Now ask: *Could we make rules for a simple game with one set of these playing pieces?* Give the Scouts time to work together on this, and see what they come up with.

◆ Activity 3: U.S. and Den Flags (Requirement 1; see Meeting 1 Resources)

- Guide a discussion about the U.S. flag, proper ways to display it, and how to lead a flag ceremony. Use a U.S. flag to help lead the discussion. Ensure that there is as much showing and doing as there is telling.
- One option is to provide pairs of boys with a printed version of one historical flag described in the handbook adventure. Pairs can identify the flag, learn its background, and share what they have learned with the den.
- Practice a flag ceremony, and involve each Scout in the activity.
- Using the materials you collected, have the Scouts work together to create a den flag.

CLOSING

- Gather everyone in a friendship circle and recite the Scout Law. Starting with the denner and moving right, have each boy say something that the words “a Scout is loyal” mean to him (e.g., loyalty to his den, pack, family, community, country).
- Retrieve the colors. Based on your planning, involve the Webelos in leading the ceremony.
- Remind Scouts of their plan to participate in an event that would help lead others in recycling and conserving resources for requirement 8. If the event will be completed as a den, confirm the event or ask Scouts to collect and bring recyclables to the appropriate meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Have Scouts present their thank-you note to the guest.
- Record completion of requirements 1, 2, 3, 4, and 9.

MEETING 1 RESOURCES

ACTIVITIES

◆ Activity 3: U.S. and Den Flags

Simple Ways to Include More Scouts in a Flag Ceremony

- Include more flags. Besides the American flag, your color guard can include the flags of your den, pack, state, or city, as well as the POW/MIA flag, Ecology Flag, and historic flags.
- Include patriotic readings such as “I Am Old Glory” or Johnny Cash’s “This Old Flag.” Divide the poem or narrative into as many speaking parts as necessary to include all members of the den. Reading the words to patriotic songs such as “God Bless the USA” by Lee Greenwood can also be a great tribute.
- Present several historic flags and tell some of the history of each one.
- Read descriptions of the 12 points of the Scout Law from the *Webelos Handbook*. Set out 12 candles on single or multi-branched candelabras, and have the Scouts take turns lighting a candle after each description.

Flag Trivia Test

1. When an American flag is properly folded, the only thing visible is:
a) the field of stars b) stripes c) gold trim
2. When a state flag is properly folded, what shape is it in?
a) triangle; b) trapezoid; c) square
3. Is it appropriate to stand at attention and salute when you hear a recorded version of “The Star-Spangled Banner”?
4. During a closing flag ceremony, when do you finish your salute?
a) when the flag has fully descended the flagpole
b) when the flag is completely folded
c) after the color guard has exited the building
5. When flags cross in front of the audience at an opening flag ceremony, does it matter which flag crosses in front of the other?
6. May I continue to fly the American flag in inclement weather?
7. How can I properly display the American flag 24 hours a day?
8. Is it OK to turn an old flag into a costume for a skit, as long as the theme is patriotic?
9. Is it OK to wear my Webelos Scout cap during a flag ceremony?
10. How long should an audience hold their salute when the flag is being raised?
11. Should the color guard salute?
12. Do I have to burn every flag that accidentally brushes the ground?
13. When should I consider a flag no longer usable?

1. a; 2 a; 3. False—You only salute when live music is played. For recorded music, stand at attention; 4. a—Wait until the flag has reached the bottom of the pole and a member of the color guard has touched it; 5. Yes—The American flag must cross closest to the audience; 6. Yes—if you have an all-weather flag; 7. If you keep a light shining on it—not just near it, but on it exclusively; 8. No—You never use the flag material as anything else; 9. Yes—if you are in uniform, you salute by touching the brim of your cap; 10. Until the flag reaches the top of the halyard; 11. Only if the color guard is given a specific command, separate from the command for the audience; 12. No—You only retire a flag when it can no longer be washed or mended and returned to service; 13. When it is faded or torn beyond repair.

Common Mistakes

1. **Following the flag up or down the pole with your head or eyes.** The correct position is with eyes looking straight forward and your head remaining still.
2. **Talking during flag presentation.** This is a problem particularly at sporting events. Presentation of the colors is a solemn ceremony and requires respectful silence. The only talking should be by the caller, or when the Pledge of Allegiance is recited.
3. **Not removing headwear during flag presentation.** The Flag Code specifically states that anyone not in military uniform should remove headwear and render a salute. Official BSA headgear may be worn while the unit or individual is participating in an indoor formal ceremony or service duty, except in religious institutions where custom forbids. Typical indoor activities of this type are flag ceremonies, inspections, orderly duty, or ushering service.
4. **Holding the salute too long.** The salute is only held while the flag is moving on the pole or moving through the room. The command to release the salute (“Two”) should be given when the flag reaches the top or bottom of the pole. When it reaches the bottom, the command should be given as soon as a member of the color guard physically touches the flag. For the remainder of the ceremony (folding, recitation of poetry, etc.), simply stand at attention.
5. **Color guard members saluting while holding the flag.** The color guard is guarding the flag, and therefore does not participate in the flag ceremony itself unless commanded to do so by the caller, and only after the flag is in place.
6. **Pausing as though there is a comma in the Pledge of Allegiance between the words “one nation” and “under God.”** “One nation under God” is written in the Pledge of Allegiance as one phrase; there should be no pause.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flag with stands
- Items for Budget Game (Activity 1): pencils, index cards, markers, and a whiteboard or poster board
- Old newspapers, bucket of water, hand mixer, and wire mesh for Recycling Activity (Activity 2)
- Ideas for the recycling or conservation event (Talk Time)

GATHERING

- As Scouts arrive, collect any recyclables they are turning in for requirement 8.
- Then have them play the Birds Have Feathers Game: One player leads, and the others flap their arms in a flying motion each time the leader correctly names a creature with feathers.
- For example, if the leader says “birds (or ducks or swans) have feathers,” the players can flap around. If a player flaps at the wrong time, he drops out, and play continues.
- The leader should make his calls rapidly so the game will be more challenging. He can also flap his arms at any time to confuse the others.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Make sure to involve any Scouts who did not help lead the ceremonies at the last meeting.

TALK TIME (REQUIREMENTS 5 AND 10)

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

- Have den members select an option from requirement 10 to expand their awareness of Scouting around the world. Then make any assignments needed to complete the requirement at the next meeting or in the near future.
- Talk about the difference between spending money for fun and spending money for necessities. As a den, write two lists on the whiteboard or poster board, showing expenses a boy might have in both these categories: “Fun” (snacks, movie tickets, games, music) and “Necessities” (clothes, school supplies, Scouting gear). Then list possible sources of income for a boy (allowance, money for chores or mowing lawns, birthday money).
- Taking all of this into account, guide the Scouts in brainstorming different ways that a boy could save money. Then have each Scout put together his personal budget for the next two weeks, using a pencil and the form provided in the *Webelos Handbook*.
- Webelos Scouts will keep track of their income and expenses during the rest of the month and share the results with the rest of the den.

ACTIVITIES

◆ Activity 1: Needs Versus Wants (Budget Game)

- On the index cards, write different types of expenses—half of them necessities and the other half luxuries. Include the typical cost of each item.
- Divide your den into two teams. Each team has a grocery bag marked “Wants” and one marked “Needs.” Give both teams a set of cards, making sure the sets contain items in each category.
- Now assign a dollar figure to each team that represents its weekly or monthly income. The teams will sort their cards into the appropriate bags; then they must decide which “Wants” they can purchase after first paying for all their “Needs.”
- Lead a discussion after the game, asking what the Scouts learned from it.

◆ Activity 2: Recycling Activity

- Tear the newsprint you collected into 1-inch strips. Have the Scouts drop all the pieces into a bucket of water and wait until the paper is completely saturated. Then, with adult supervision, they will beat the paper into mulch, using a hand mixer.
- When the paper has the consistency of soggy facial tissue, pour the excess water through a wire mesh into another bucket. Allow time for the paper to dry somewhat, then use it to make a sign for a recycling display at an upcoming pack meeting.

CLOSING

- Have den members form a circle around the U.S. flag. Have Scouts salute and sing “America,” “God Bless America,” or another patriotic song. (See the *Cub Scout Songbook* for ideas.)
- Retrieve the colors. Based on your planning, involve the Webelos in leading the ceremony.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 8.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items to tie together in the Long Distance Knot Game (Gathering)
- Information on energy use and related issues in your community and other parts of the world (Talk Time; check with your local power company or the U.S. Energy Information Administration website at www.eia.gov)
- Materials for a World Friendship Fund exhibit (Activity 1; see Meeting 3 Resources)
- Rolled up sock(s) for Sock Baseball (Activity 2)
- Thank-you notes that Scouts can sign for anyone who will be helping with the den outing (Meeting 4)

GATHERING: LONG DISTANCE KNOT

- Tie objects together to make the longest chain possible before it's time to start the meeting. Anything goes: shoelaces, old belts and shirts, etc. Once the chain is formed, it must be able to withstand one person on each end holding and leaning back.
- As Scouts arrive, they can join in until it's time to start the meeting. Then the challenge is to get everything untied!

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Make sure to involve any Scouts who did not help lead the ceremonies at the last meeting.

TALK TIME (REQUIREMENTS 6 AND 7)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss energy usage in your community. Where does the bulk of your power come from—coal, nuclear, hydroelectric, or other sources? Why? Where is your power plant located?
- What are the energy issues or problems in your community (e.g., environmental impact, sustainability, cost to produce, water rights)?
- How do the local issues compare to concerns around the world?

ACTIVITIES

◆ Activity 1: Pack Meeting Exhibit (Requirement 10)

- Have Scouts create a World Friendship Fund exhibit for the upcoming pack meeting (see Meeting 3 Resources), unless they chose a different option for the requirement.
- The exhibit should be easy to dismantle and set up again at the pack meeting.

◆ Activity 2: Sock Baseball

- This game is played the same as baseball, except the ball is made of one or more rolled up socks and no bats are used.
- Players hit the ball with their hands held together, and the field size is scaled down for a smaller number of players. This can easily be played in a small backyard.

CLOSING

- Lead Scouts in a patriotic song. One option is "America, the Beautiful," below:

America, the Beautiful

*O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America! God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea!*
—Katherine Lee Bates

- Retrieve the colors. Based on your planning, involve the Webelos in leading the ceremony.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 6, 7, and 10.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

MEETING 3 RESOURCES

World Friendship Fund Exhibit

Materials: brochures (may be obtained through your local council office); pictures of flags from other countries; world map with pins that mark Scouting locations around the world

- Through the World Friendship Fund, voluntary contributions of Scouts and leaders are transformed into cooperative projects that help Scouting associations in other countries to 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.
- The World Friendship Fund was developed during the closing days of World War II. At that time, there was a great need to rebuild Scouting in those nations that had been wracked by war and were just emerging from the shadows of totalitarianism.
- 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. World Friendship Fund brochures, posters, and labels are available through your local council. Information for reaching international Scouts can be obtained from:

International Department, S221
Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079
Fax: 972-580-2413
Email: international@scouting.org



MEETING 4 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Contact the outing location at least a month in advance to schedule the Scouts' attendance at a public meeting. If possible and appropriate, arrange for the den to conduct a flag ceremony at the meeting. Consider media coverage for the event. **Note:** Each Scout in the den should have led a flag ceremony by this date; perhaps the Scouts can vote on the ceremony they liked best and present it at this meeting or the next pack meeting.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Bring the thank-you notes the Scouts signed.

GATHERING

- Remind the boys of the importance of staying together and being on their best behavior.
- Use the buddy system.

ACTIVITIES

◆ Activity 1: Public Meeting

- If possible, conduct a flag ceremony at the meeting and express appreciation to the public servants in attendance.
- After the public meeting, lead a discussion on what Scouts learned about public service.

CLOSING

- Gather the den together and have each Scout share something he learned during the adventure that will help him in participating as a citizen in his community.
- Have Scouts report on their completion of requirement 5 (planning and managing a budget). If they chose options other than the pack meeting exhibit for requirement 10, have them report on this as well.

AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Record completion of requirement 5.
- Give thank-you notes to anyone who helped.

Upon completion of the Building a Better World adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.






CAMPER



RATIONALE FOR ADVENTURE

In this Arrow of Light adventure, Scouts will go on campouts where they can gain and develop new outdoor skills.

TAKEAWAYS FOR CUB SCOUTS

- Building on and improving outdoor skills
- Preparing for weather emergencies
- Planning campfire programs
- Tying bowline knots
- Using GPS units while geocaching
- Outdoor Code and Leave No Trace Principles for Kids
- A Scout is helpful, trustworthy, thrifty. 

Webelos Handbook, page 148

ADVENTURE REQUIREMENTS

Do all of these:

1. With the help of your den leader or family, plan and conduct a campout. If your chartered organization does not permit Cub Scout camping, you may substitute a family campout or a daylong outdoor activity with your den or pack.
2. On arrival at the campout, with your den and den leader or family, determine where to set up your tent. Demonstrate knowledge of what makes a good tent site and what makes a bad one. Set up your tent without help from an adult.
3. Once your tents are set up, discuss with your den what actions you should take in the case of the following extreme weather events which could require you to evacuate:
 - a. Severe rainstorm causing flooding
 - b. Severe thunderstorm with lightning or tornadoes
 - c. Fire, earthquake, or other disaster that will require evacuation. Discuss what you have done to minimize as much danger as possible.
4. On a pack campout, work with your den leader or another adult to plan a campfire program with the other dens. Your campfire program should include an impressive opening, songs, skits, a Cubmaster's minute, and an inspirational closing ceremony.
5. Show how to tie a bowline. Explain when the knot should be used and why. Teach it to another Scout who is not a Webelos Scout.
6. Go on a geocaching adventure with your den or family. Show how you used a GPS unit or a smart-phone with a GPS application to locate a geocache.
7. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them while you are working on your Arrow of Light. After one outing, list the things you did to follow the Outdoor Code and Leave No Trace.

NOTES TO DEN LEADER

This adventure may require the assistance of expert volunteers for the Leave No Trace (LNT) training and geocaching activities. Reading Boy Scout resources like the *Geocaching* merit badge pamphlet may also help prepare you. The council or district can provide Outdoor Ethics training and other outdoor skills information; see if they host any special events to aid Webelos Scouts in this adventure.

Confirm plans for the pack campout with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

The Meeting 4 Plan offers ideas for a geocache outing. If the location allows and the timing is preferred, this outing could be combined with Meeting 2, which gives Scouts an overview of geocaching and the opportunity to practice using a GPS. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected. If there will not be a den outing, make sure to include a geocaching adventure (requirement 6) as an activity during the pack campout.

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

Webelos den overnight campouts are parent-son events, under the direction of the Webelos den leader. It is recommended that at least one Webelos leader be trained in Outdoor Leader Skills for Webelos Leaders, which is in addition to basic training. At the den overnight campout, the Webelos den leader may be assisted by the assistant Webelos den leader and the Webelos den chief. Sometimes, additional leadership from a Boy Scout troop may join you.

In most cases, each Webelos Scout is under the supervision of his own father, mother, or guardian. If a parent or guardian cannot attend, the boy's family should make arrangements for one of the other parents or another adult relative or friend to be a substitute at the campout. It's essential that each Webelos Scout is under the supervision of an adult and that every adult has a share of the responsibility for the campout.

Webelos dens are encouraged to participate in joint overnight campouts with a Boy Scout troop. However, a parent or guardian of each Webelos Scout should still attend.

More details on planning Webelos den campouts may be found in the appendix to this *Webelos Den Leader Guide* and in the *Cub Scout Leader Book*.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- 6-inch pieces of rope (one for every two Scouts) for tying bowline knots (Activity 1)
- Longer ropes for the Rope Relay (Activity 2, one rope per team)
- Outdoor Code and Leave No Trace Principles for Kids, written in large print on poster boards (Activity 3)
- Practice your own knot tying before the meeting. Once you have it down, try tying with only one hand. (Many websites offer information to help.)
- Arrange with the Cubmaster (or other adults in charge) to attend this meeting and help plan the upcoming pack campout.

GATHERING

- As Webelos arrive for the meeting, have them warm up by tying the knots they learned as Cub Scouts:
 - Two half-hitches
 - Overhand knot
 - Square knot
- If a boy joined later and hasn't learned those knots, pair him with a buddy who can teach him.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Have the denner lead a roll call. When each Scout's name is called, have him share a favorite part of camping.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Camper adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Discuss plans for the pack campout and campfire program. (See den leader training and BALOO resources for assistance.)

ACTIVITIES

◆ Activity 1: Bowline Knots (Requirement 5)

- Each Scout will tie a bowline knot and learn when it is used (for rescues) and why (because it doesn't slip). See Meeting 1 Resources for one method; a number of animated knot-tying websites may also be useful.
- **Note:** Each Scout must also follow up after the meeting by teaching the knot to a younger boy who isn't yet a Webelos Scout.

◆ Activity 2: Rope Relay

- Once Scouts have mastered the bowline knot, set up a rope relay. Divide the den into two teams. Give each team a rope and have them tie it to a fence, table, or other solid object so they only have one end to work with (simulating a rescue situation).
- The teams stand single file opposite their ropes and, in turn, each teammate runs to the rope, ties a bowline around his waist, then leans back until the rope is taut but doesn't slip.
- Have the den chief serve as judge to verify each knot is correct. Once this is done, the player unties the knot, returns to his team, and tags the next Scout, who repeats the process.
- The team that finishes first wins. If you have an uneven number of Scouts, the first player on one team will go twice.

◆ Activity 3: Outdoor Ethics (Requirement 7)

- Using the poster boards you prepared, lead the Webelos Scouts in reciting and learning the Outdoor Code and the Leave No Trace Principles for Kids. (See Meeting 1 Resources for more information.)
- **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. Be conservation-minded.*
- **Leave No Trace Principles for Kids:**
 - *Know before you go.*
 - *Choose the right path.*
 - *Trash your trash.*
 - *Leave what you find.*
 - *Be careful with fire.*
 - *Respect wildlife.*
 - *Be kind to other visitors.*
- Lead a discussion about ways the Webelos Scouts can demonstrate the code and principles while working on their Arrow of Light ranks.
- Cub Scouts learn the Leave No Trace Principles for Kids. As Scouts work on the Arrow of Light rank and prepare for Boy Scouts, they should become familiar with the more advanced Leave No Trace Seven Principles as described in the Meeting 1 Resources. .

CLOSING

- Gather the den in a circle and recite the Scout Law.



Do-at-Home Project Reminder:

Remind Scouts to practice reciting the Outdoor Code and the Leave No Trace Principles for Kids as part of requirement 7.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 5.
- Prepare thank-you notes for anyone who will be helping with the pack campout (Meeting 3) and geocache outing (Meeting 4).

MEETING 1 RESOURCES

ACTIVITIES

◆ Activity 1: Bowline Knots

- Give each Scout a 6-inch piece of rope and divide the den into buddy pairs. In each pair, one Scout holds the end of the rope while his buddy makes a loop in the middle (see step A below).



- The Scout tying holds the loop in his left hand and, with his right hand, passes the rope around his body. Now, the rope from the loop to the other person is the “tree,” the loop is the “hole,” and the free end of the rope is the “rabbit”: *The rabbit comes out of his hole, runs around the tree, and runs back down the hole.*
- Hold the free end against the rope, have the other person pull on his end, and the result is a bowline. Now, if the rope is pulled, it should hold the tying Scout’s weight without the knot slipping.
- Have buddies switch places, untie the knot, and begin again so they both can learn.

◆ Activity 3: Outdoor Ethics

Leave No Trace

From the Boy Scout Handbook, 12th ed., pages 244–256

In the early years of our nation, you could have camped almost anywhere. The population of the country was small. In fact, most of the land was wilderness. Towns, roads, and farms were few.

There weren't yet many demands on the land. As the nation grew, its needs began to turn much of the land into farms and cities. Dams tamed rivers to provide electrical power. People cleared forests for lumber and to make room for crops.

The open country that remains today is home to a rich variety of animals and plants. It is the source of clean water for everyone to drink, and its vegetation freshens the air we breathe. When you want to camp and hike, you can visit parks, forests, and Scout camps across the nation. With that freedom comes a duty to care for the environment. That means enjoying the outdoors, learning from it, and then leaving it as you found it. Scouts do this by following the principles of Leave No Trace—guidelines for traveling and camping without leaving any signs you were there.

Scouting's Trail to Outdoor Ethics

For more than a century, the Boy Scouts of America has been a leader in teaching the conservation of natural resources. The 1910 edition of the *Boy Scout Handbook* included a Conservation merit badge. To earn that badge, Scouts had to learn the value of timberland, the causes of water pollution, what made a farm field suitable for growing crops, and which game animals could be found nearby.

William T. Hornaday, director of the New York Zoological Park and a strong supporter of Scouting, made a plea in the *Handbook's* second edition (1914) for Scouts to help preserve wildlife habitat. The Gold Award of the Permanent Wild Life Protection Fund (later renamed the William T. Hornaday Award) was created to recognize Scouts who were making special efforts to care for the environment.

In the decades that followed, *Handbooks* continued to encourage Scouts to see themselves as protectors of nature. In 1948, the BSA introduced the Outdoor Code—a conservation pledge that Scouts could use during all of their outdoor adventures.

Scouts continued to increase their skills and to make their way deeper into the backcountry. They were paddling, pedaling, and climbing farther than ever before. They were learning to feel at home in wilderness areas. As they understood more about the impact they could have, they increased their efforts to protect trails and campgrounds. *Handbooks* and merit badge pamphlets discussed minimum-impact camping, and the BSA encouraged the use of camp stoves in places where campfires might scar the land. Other groups were moving in the same direction as they encouraged people who liked going to the outdoors to help care for it, too.

In the early 1990s, a number of federal land-management agencies agreed that Leave No Trace would give everyone basic guidelines for using the outdoors responsibly and a common language for discussing the best ways to minimize our recreational impacts. Today, the principles of Leave No Trace are used throughout America. Scouting is proud to be a partner in this ongoing effort.

Using Leave No Trace

Scouting's adventures cover a wide range of activities—from tenting at public campgrounds and BSA council camps to backpacking many miles through forests, deserts, and mountains.

Think about outdoor ethics and Leave No Trace wherever you hike, camp, or do any other outdoor activity, and do your best to follow its principles. Make them a guide for how you conduct yourself in the outdoors.

LEAVE NO TRACE SEVEN PRINCIPLES*

*The member-driven Leave No Trace Center for Outdoor Ethics teaches people how to enjoy the outdoors responsibly. This copyrighted information has been reprinted with permission from the Leave No Trace Center for Outdoor Ethics: www.LNT.org



1. Plan Ahead and Prepare

Good leadership happens when you have a vision of what a successful adventure will look like. Plan the steps to put yourself and your patrol into that picture. Being ready for the challenges that might arise is such an important part of Scouting that *Be Prepared* is the Boy Scout motto! A lack of planning can lead to unintended damage to equipment and the land.

Planning and being prepared are important for protecting the outdoors, too. Plan ahead and you'll know what to expect wherever you are going. You can find out from land managers if there will be limits on the size of your group and what permission you might need to obtain. The land managers also might suggest other ways you can lessen your impact.

2. Travel and Camp on Durable Surfaces

Durable surfaces are areas that will not be damaged by your footsteps, bicycles, or tents. A trail is a good example of a durable surface. The soil of the trail tread has become so compacted that little can grow there. By staying on existing trails, you are protecting the surrounding landscape and the plants and animals that live there.

Scout camps and many public parks and forests already have durable campsites laid out. If there are no designated camping areas, make your camp on sand, gravel, rock, compacted soil, dry grasses, or snow. All of these are durable surfaces.

Carelessness in choosing a campsite and hiking or pedaling where there is no trail can harm the land in several ways. Campers walking to and from cooking areas, water sources, and their tents can trample plant communities, pack down the soil, and form unwanted pathways. Hikers and cyclists using the edges of trails or going off a trail to get around a rutted or muddy stretch can widen pathways unnecessarily. Taking shortcuts, especially down hillsides, almost always leads to damage from erosion.

Pitch your tents well away from streams and lakes. This will allow animals to reach the water and will lessen your impact on shorelines. In addition, try to camp in the forest away from meadows and the trees at their edge. Deeper in the woods you will be sheltered from sun and wind, and your camp will blend into its surroundings. You are also less likely to beat down meadow grasses or to frighten away animals that use meadows as feeding grounds. Camping away from meadows is especially important in mountainous regions. Camping on top of fragile alpine meadow vegetation can cause it serious harm. Make your high-elevation camps in established campsites or on bare ground or snowfields.

3. Dispose of Waste Properly

Getting rid of human waste outdoors requires special care. In campgrounds that have restrooms or outhouses, be sure to use them. Where there are no such facilities, follow the guidance of local land managers. They are likely to direct you to dig a cathole or a latrine.

Digging a Cathole—Find a private spot at least 200 feet (75 steps) from water, campsites, and trails. Dig a hole 6 to 8 inches deep (4 to 6 inches in more arid areas) with your heel, a stick, or a trowel. Relieve yourself, and then refill the cathole with the soil. Organisms in the topsoil will safely break down the waste. Replace pine needles, leaves, or other ground cover. Push a stick into the ground to warn against digging in the same place. Always use a hand sanitizer afterward, or wash your hands with camp soap and plenty of water.

Making a Latrine—A patrol, troop, or other group camping in the same place more than a night or two can help reduce its impact by digging a latrine rather than making lots of catholes. For advice, check with land managers of the area where you will be camping.

To make a latrine, set aside any ground cover, then dig a shallow trench a foot wide, 3 to 4 feet long, and 6 to 8 inches deep. As with a cathole, go no deeper than the topsoil so that soil organisms will be able to break down the waste. Sprinkle a layer of soil in the trench after each use to help keep away flies and hold down odors. Return the remaining soil to the latrine when you break camp. Replace the ground cover you set aside.

Disposing of Dishwater—Strain food bits out of your dishwater and put them in your trash. Carry dishwater and rinse water away from your camp and at least 75 steps from any streams or lakes. Give the water a good fling to spread it over a wide area.

For long stays at one site, dig a sump hole at the edge of camp and at least 75 steps from streams, lakes, or other open water. The sump should be about a foot across and 2 feet deep. Use a sieve to

catch food particles as you pour dishwater into a sump. Empty the particles into a trash bag to carry home, or consult with a land manager on proper disposal. Fill the sump when you break camp. Replace any ground cover.

4. Leave What You Find

Among the joys of being outdoors is finding evidence of the natural world and of our past. Resist the temptation to collect antlers, petrified wood, unusual rocks, alpine flowers, and other natural souvenirs. Hikers coming after you will want to enjoy these items, too. Removing almost anything can change an environment in ways that might have a negative effect on wildlife and plant communities.

Leave a place in as good a condition as you found it by removing everything that you bring into an area. Don't leave structures or furniture at a campsite, and don't dig trenches. "Pack it in, pack it out" is good advice when it comes to food wrappers, cans, paper, and whatever else you have carried to camp or along a trail.

5. Minimize Campfire Impacts

Many Scouts use stoves rather than campfires on all their camping trips. Without a wood fire at the center of a camp, they often find that they are more aware of their surroundings and of the night sky. Stoves are clean, quick to heat water and cook food, and easy to light in any weather. Best of all, they leave no marks on the land.

Campfires have their place, too. A fire can warm you, dry your clothes, and provide a focal point for gathering with friends. Bright flames can lift your spirits on a rainy morning. At night, glowing embers can stir your imagination.

A good Scout knows how to build a fire, especially in an emergency. He also knows there are often reasons not to light one.

- Campfires can char the ground, blacken rocks, and sterilize soil. Vegetation might have a hard time growing where a fire has been.
- Fires consume branches, bark, and other organic material that would have provided shelter and food for animals and plants.
- Campfires must be closely watched to prevent them from spreading into surrounding grasses, brush, and trees.

Find out ahead of time if the area where you want to camp permits the use of fires. If you build one, use an existing fire ring and use wood no thicker than your wrist. Dispose of ashes properly. Even where fires are allowed, a lightweight stove can make it easier for you to camp without leaving a trace.

6. Respect Wildlife

Among the great pleasures of outdoor adventure is sharing your surroundings with wildlife. When you are in the backcountry, you are visiting the creatures' homes. It is important to be a good guest.

Travel quietly and give animals enough space so that you don't disturb them. Avoid nesting sites, feeding areas, and other places critical to wildlife. Chasing or picking up wild animals causes them stress and can affect their ability to survive.

Many Scouts learn to track and stalk wildlife to study animals, photograph them, and learn about their habits. Do so with great care and respect. You are too close if an animal changes its activities because of your presence.

Plan your trips so that you can protect your food from wildlife. This is especially important when you will share the woods with bears. Bears that find food in campsites might come back for more, and that can be dangerous for the animals and for campers. Keep your camp clean and hang your food from trees or store it in bearproof containers.

7. Be Considerate of Other Visitors

Scouts are not alone in wanting to go on outdoor adventures. You're likely to pass a few people on a hiking trail, or perhaps dozens. You could find yourself sharing a council camp with other BSA troops. In public parks and forests, your patrol might spend the night near campers who are not Boy Scouts.

Be considerate of everyone you meet along the way. They have come to the outdoors to enjoy nature, to hike, and to camp in the open air. Some want to get away from it all—including other people. Respect their privacy.

If you can, select campsites away from those of other campers. Trees, bushes, and the shape of the terrain can screen your camp from trails and neighboring campsites. Tents with muted colors that blend into the background will reduce the visual impact of your camp.

Leave portable music players at home and hold down noise in your troop and patrol. Keeping noise to a minimum will make it easier to appreciate the outdoors, and you will be less likely to disturb wildlife and other backcountry travelers.

Sometimes it might be appropriate to go with your adult leaders to introduce yourselves to nearby campers and let them know you are Scouts who follow the principles of Leave No Trace. Ask if there is anything you can do to help make the experience good for everyone.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Plans for the upcoming pack campout—location, fees, gear list, food arrangements, etc.
- Items for Gathering:
 - Large local map, taped to the wall
 - Index cards (one per Scout, each with the name of a local landmark)
 - Stickers or a highlighter for marking those sites on the map
- GPS units, or smartphones with functioning GPS apps downloaded
- Internet access to sites like www.geocaching.com or www.geoscouting.com. (You will introduce Scouts to those websites during the meeting, and having live access is better than simply handing out information.)
- Thank-you notes for signing

GATHERING

Have a list of local landmarks that can be found on the large map. Write the names of these landmarks on index cards, along with an address or other identifying information. Give each Scout an index card when he arrives, so he can find the landmark on the map and mark it with the highlighter. Try not to use any of the local geocaches you have identified until later.

OPENING: OUTDOOR CODE (REQUIREMENT 7)

Five Webelos Scouts walk in with the U.S. flag.

Scout 1: As an American, I will do my best to be clean in my outdoor manners.

Narrator: I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

Scout 2: As an American, I will be careful with fire.

Narrator: I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring or remove all evidence of my fire.

Scout 3: As an American, I will be considerate in the outdoors.

Narrator: I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

Scout 4: As an American, I will be conservation-minded.

Narrator: I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

Scout 5: Let us think about these responsibilities as we stand and sing “America the Beautiful.”

Lead the den in the song. Then remind the Scouts that as they hunt for geocaches with the den, or on their own, they should always be mindful of the Outdoor Code. Give any den members who are ready a chance to recite the code and the Leave No Trace Principles for Kids (requirement 7).

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Lead a discussion about the upcoming pack campout (requirements 1, 2, and 3) and all the preparations needed before the campout.

ACTIVITIES: GEOCACHING

◆ Activity 1: Using a GPS

- Explain how a GPS works, in simple terms.
- Describe different types of GPS receivers:
 - Automobile
 - Handheld
 - Smartphone applications

◆ Activity 2: Finding Geocaches

- With your guidance and permission, Scouts will access websites to find local caches. **Note:** If you don't have Internet access, print out the information to share with the boys.
- Locate one or two geocaches on the map. Point out where they are in relation to the landmarks found earlier.

◆ Activity 3: Geocache Visit

- If there is a geocache within walking distance, go there with the den. **Note:** If this is not possible, discuss caches the Scouts will find on their geocache outing (Meeting 4, requirement 6).
- Sign the geocache logbook.
- Exchange any geocaching swag you have available (e.g., small tools, U.S. flag pins, collectible coins), and put the cache back in its secure location for others to find.

CLOSING

- Gather the den in a circle and talk about three points of the Scout Law that apply to geocaching:
 - **Trustworthy:** Did you actually find the cache at its indicated location? (Sometimes they can be hard to find.)
 - **Helpful:** Did you return the cache to its proper place for the next adventurer to find?
 - **Friendly:** Did you exchange swag so others may have the thrill of finding something inside?
- Review details for the upcoming pack campout in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Have Scouts sign their thank-you notes to give out after the campout.

MEETING 2 RESOURCES

ACTIVITIES: GEOCACHING

THE GLOBAL POSITIONING SYSTEM

From the Geocaching merit badge pamphlet, pages 11–17

The Global Positioning System (GPS) is an electronic navigation network that uses signals from satellites orbiting Earth to determine specific locations on or near Earth's surface. GPS technology can be used anywhere in the world 24 hours a day because the system of satellites circles Earth all the time, and some number of them are always above you. The system works in any kind of weather and does not require any setup fee or subscription charge.



How Does a GPS Receiver Work?

A GPS receiver (GPSr) calculates its position by carefully timing the signals sent by the 24 to 30 GPS satellites high above Earth. At any given time, there are usually several satellites over any given place on Earth. Each satellite continually transmits data that indicates its location and the current time. All GPS satellites transmit signals at the same instant. But the signals arrive at a GPS receiver at slightly different times. The farther the receiver is from a satellite, the longer the signal takes to reach the receiver.

The receiver uses the arrival time of each signal to measure the distance to each satellite. Once the receiver has detected signals from a minimum of four satellites, the GPSr can calculate the receiver's location and altitude and display these coordinates on the GPSr screen. The more satellites the receiver has tracked and acquired, the better the accuracy of the GPSr calculations.

You can also enter a location into the GPS receiver, and the unit will calculate how far you are from that point as well as what direction you need to travel to reach that destination. Many GPS units have a screen that serves as an electronic map to show the user's location or where the final destination is.

What Can Go Wrong?

If anything blocks or interferes with the satellite signals reaching the GPS receiver, or GPSr, it can give inaccurate information or just not work at all. Trees, buildings, canyons, or valleys can affect the signal strength or modify the time it takes for signals to reach the receiver, thereby degrading the ability of the GPSr to calculate the location accurately.

In addition, no civilian GPS receiver has 100 percent accuracy. A GPSr will rarely lead you to the "exact spot." This means that you get close but not quite on target most of the time, even if the GPSr says you are within a foot of the hidden geocache that you are seeking.

A common error for beginning geocachers is to try to get the number in the GPS unit's "distance" field to go to zero. It almost never does, and even then it's unlikely to be correct. The accuracy is often at least a 20-foot radius, and sometimes greater, which means the geocache could be 20 feet or more from you in any direction. Quite a bit of searching for "ground zero" or the exact final spot is required in most cases. As new geocachers soon learn, it's necessary to use your head at that point and begin searching.

A basic GPSr gives you the shortest route of travel. It does not look at topography or at rivers, roads, or other obstacles you may come across on the way. This is one reason that a map is helpful in geocaching. Maps give you the big picture of the area.

Like any electronic device, a GPS receiver will not work if it loses power. A GPSr also depends on you to input correct information. A small mistake when entering coordinates can send you a few miles—or hundreds of miles—off course.

Always remember these things about your GPS receiver:

- The GPS compass arrow points to a direction that may not be the best route. Look where you are going and what is ahead of you to choose the best way to get there.
- You may lose the signal from the satellites.
- Your unit's accuracy may be very low due to interference.
- Your unit's batteries can be low or die.
- You may have input the wrong information.

Types of GPS Units

Among the many different types of GPS units, some cost as little as \$50, or up to \$10,000. Some are better for geocaching than others. Several GPS receivers are dedicated to the sport.

When you consider all of the uses you may find for a GPS receiver, you may decide you want a general navigation tool that is useful beyond geocaching and practical for other outdoor purposes. Think of all the things you may want to do with your GPS unit and buy accordingly. While an inexpensive, no-frills unit is fine for geocaching games and for public geocaching, you do want the ability to quickly download data from your computer. You may also want to create custom geocache courses.

The most important features in any GPS receiver are basic functionality and ease of use. Advanced features are tempting and helpful, but they can be expensive. A unit with a color screen and lots of maps can cost hundreds of dollars, so think about how often you will use these features.

If you are planning to buy a GPS receiver, first decide which type you need: a car navigation system or handheld outdoors device?

Automobile GPS units are useful for driving and routing by car. However, they are often not what you want for geocaching, as they tend to route you onto major roads and freeways, and they don't have the compass and arrow capability needed to zero in on the cache.

Handheld outdoors devices are designed to be lightweight and rugged for outdoor use for hiking, camping, and geocaching. These are good for Scouting activities. Most geocaching can be done with an inexpensive, simple, handheld unit.

Before you buy, decide what functions or features are essential to you. In a car system, for example, spoken navigation instructions may be essential, but this feature is not needed for geocaching. People who run or bicycle might want a fitness and cycling GPS device that can track the wearer's speed, distance, and calories burned. That type of GPS unit is not really useful for geocaching, however. It lacks the compass and arrow feature of a dedicated geocaching unit. For a hiker or backpacker, rugged construction, small size, light weight, and backlighting for nighttime viewing are important features.

Enthusiasts who do a lot of geocaching find that having a unit that can download detailed information such as cache type, hints, and logs from www.geocaching.com is a real plus. This allows "paperless caching" and avoids the need to print out descriptions and clues from the Geocaching.com listings.

Many smartphones have GPS and geocaching capabilities. Several geocaching applications are available for the iPhone, BlackBerry, Palm Pre, and other smartphones. While they do not have all of the features of a dedicated GPS unit and could be less accurate, they can be used for casual geocaching. Note, however, that you may have to have Internet service or a data plan for this function to work. A smartphone with GPS may be useless if you can't connect to the data network—and a good connection is not always available. For a Scout or a troop, a dedicated GPS receiver is generally a better choice than a smartphone. A GPS is more durable and has many additional functions that are useful for Scouting activities.



MEETING 3 PLAN (Pack Campout)

NOTES TO DEN LEADER

This campout (requirements 1–4) is a great opportunity to hone the skills Webelos Scouts are learning in this adventure. They should also learn to participate in running campout activities for the younger boys. The campfire program should be well-executed and the culmination of this adventure.

PREPARATION AND MATERIALS NEEDED

- Camping gear, including the Scout Basic Essentials listed in the *Webelos Handbook*
- Plan for transportation to and from camp location.
- Confirm that a tour and activity plan has been submitted, if required. Secure signed activity consent forms.

- Working with other dens, identify skits, songs, etc., to perform during the campout. The Webelos Scouts should assist in planning the campfire program.
- Be prepared to set up tents and to review plans for extreme weather evacuations (requirements 2 and 3).

GATHERING (REQUIREMENT 2)

- Once everyone has arrived at the campout site, allow Webelos Scouts to set up the tents. (See the *Webelos Handbook* and Meeting 3 Resources.)

OPENING

- Say the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. If no flag is present, ask one Scout to display the flag on his uniform for the group.
- Go over the planned activities.
- Share the time that dinner preparation will begin.
- Share the time the campfire will begin.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Give any den members who are ready a chance to recite the Outdoor Code and the Leave No Trace Principles for Kids. Remind Scouts to be alert during the campout to ways they are following the code and principles (requirement 7).
- Review plans for evacuations in case of extreme weather (e.g., severe rain or thunderstorms, tornadoes, fire, earthquakes). Discuss measures Scouts should always take to minimize danger (see *Webelos Handbook*).

ACTIVITIES

- Working with the other dens, present a campfire program that includes “an impressive opening, songs, skits, a Cubmaster’s minute, and an inspirational closing ceremony” (requirement 4).
- If the den isn’t planning a separate geocache outing (see Meeting 4 Plan), be sure to include it as an activity during the campout.
- Other activities may include games and additional bowline knot practice.

CLOSING

- Schedule a Cubmaster’s Minute, or close with these thoughts from Lord Baden-Powell: “I think that when the sun goes down, the world is hidden by a big blanket from the light of heaven, but the stars are little holes pierced in that blanket by those who have done good deeds in this world. The stars are not all the same size: some are big, some are little, and some men have done small deeds, but they have made their hole in the blanket by doing good before they went to heaven. Try and make your hole in the blanket by good work while you are on Earth. It is something to be good, but it is far better to *do good*.”
- Add: *Scouts, remember to think of Lord Baden-Powell’s words as you try to do a Good Turn daily.*
- Review details for the geocache outing in Meeting 4. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Record completion of requirements 1, 2, 3, 4, and 7.
- Work together to clean up the campsite.
- Give thank-you notes to those who helped.

MEETING 3 RESOURCES

CAMPFIRES

Why should we do a campfire? Campfires can be an exciting and inspirational part of the Cub Scout outdoor program. Ask any Cub Scout why he likes going to campfires. His answer will be one of the following:

Fun! It's hard not to have fun at campfires! There is enjoyment for all concerned.

Entertainment! Our families, friends, neighbors, and guests get pleasure from attending a pack campfire.

Fellowship! We can bring a den or pack closer together—a deeper feeling than just “fun.”

Action! Cub Scout-age boys always have extra energy. Let's use it singing songs, doing cheers, and performing skits!

Adventure! A campfire is a great place to share someone else's adventure or start one of your own!

Training. Baden-Powell said it: “Scouting is a game ... with a purpose.” Our Cub Scouts can learn new things in an informal setting.

Inspiration. Campfires will inspire everyone to leave with a greater commitment to Scouting's ideals.

Many packs use indoor campfires as part of their regular programs. Let's make it even better by taking our Cub Scouts out for a real campfire, if possible. Don't let them miss this great experience.

Campfire Leadership

Most leaders will take a lot of time physically building a campfire. The location and construction are important, but above all, it's the *program* that counts. Campfires can be big, little, formal, informal, and can feature storytelling, dramatics, mystery, guest night, stunts, or a songfest.

Location Considerations

- A scenic spot
- Good drainage
- Protection from wind
- Freedom from insects
- Fire safety
- Firewood supply



Layout Considerations

- A stage area
- Lighting
- The fireplace
- Types of fires
- Sound—will it carry?
- Will it get lost?

CUB SCOUT OUTDOOR PROGRAM CHECKLIST

Date(s) _____ Location _____

- BSA facility
 Council-approved non-BSA facility

I. Administration

- | | |
|--|---|
| <input type="checkbox"/> Tour and activity plan | <input type="checkbox"/> Camp reservation made |
| <input type="checkbox"/> Parent permission slips | <input type="checkbox"/> Camp deposit/fee paid |
| <input type="checkbox"/> Health forms | <input type="checkbox"/> Local requirements |
| <input type="checkbox"/> Insurance | <input type="checkbox"/> Licenses and permits
(fishing, boat, campfire, parking, etc.) |

II. Leadership

Event leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

Program leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

III. Transportation

Driver	No. of seat belts	Driver License No.	Auto Insurance Yes/No

Equipment hauled by _____

IV. Location

- Maps prepared _____
- Assembly location _____
- Departure time _____
- Camp arrival time _____
- Camp departure time _____
- Anticipated return time _____
- Stops en route (meal Y/N) _____

V. Equipment

- Personal equipment lists
- Program equipment
- Group
- Emergency

VI. Feeding

- Menu planned by _____
- Who buys food? _____
- Fuel supplied by _____
- Duty roster by _____
- Food storage _____

VII. Sanitation

- Special camp requirements _____

VIII. Safety

- Ranger contact _____ Phone (____) _____
- Nearest medical facility _____ Phone (____) _____
- Nearest town _____ Police number _____
- First-aid/CPR-trained leaders _____

IX. Program

- Program planned
- Special program equipment needed

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

- Rainy day activities planned

CUB SCOUT SIX ESSENTIALS

The following items should be available for each Cub Scout on an outdoor trip. Consider a small fanny or day pack or similar bag to organize the items and make them easy to carry without interfering with normal activities.

- First-aid kit
- Flashlight
- Sun protection
- Trail food
- Filled bottle
- Whistle

Overnighter Gear

- Tent or tarp, poles, and stakes
- Ground cloth
- Sleeping bag
- Pillow
- Air mattress or pad
- Rain gear or poncho
- Warm jacket
- Sweatshirt
- Sweatpants (for sleeping)
- Cup, bowl, knife, fork, spoon, mesh bag
- Insect repellent
- Sunscreen
- Extra clothing
- Toothpaste, toothbrush, soap, washcloth, towel, comb
- Cub Scout uniform
- Change of clothes
- Durable shoes/boots (depending on weather)
- Hat or cap

Optional Items

- Camera
- Notebook and pencil
- Binoculars
- Nature books
- Sunglasses
- Swimsuit, bath towel
- Fishing gear
- Prayer book

CAMPSITE CONSIDERATIONS

Cub Scout camping will be taking place in sites approved by the local council (council camps, local parks, campgrounds), so choices may be limited on arrival. There are still several considerations to keep in mind when laying out your campsite for a pack event.

Location. A campsite facing the south or southeast will get more sunlight and generally will be drier than one on the north side of a hill or in the shade of mountains or cliffs. Cold, damp air tends to settle, causing the bottoms of valleys to be cooler and more moist than locations a little higher. On the other hand, hilltops and sharp ridges can be very windy, and should be avoided in lightning-prone areas.

Size and shape. A good campsite has plenty of space for your tents and enough room to conduct your activities. It should be useable as it is, so you won't need to do any digging or major rock removal to reshape the area. The less rearranging you do, the easier it will be to leave the site exactly as you found it. (Leave No Trace-frontcountry guidelines)

Protection. Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees? Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

Insects and animals. Insects and other animals all have their favorite habitats. The best way to avoid mosquitoes and biting flies is to camp away from marshes, bogs, and pools of stagnant water. Breezes also discourage insects, so you might look for an elevated, open campsite. Don't forget to check around for beehives, hornet nests, and ant mounds. Their inhabitants usually won't bother you as long as you leave them alone, but give them plenty of room. The same goes for most animals.

Ground cover. Any vegetation covering a campsite will receive a lot of wear and tear. Tents will smother it, sleepers will pack it down, and walkers will bruise it with the soles of their shoes. Some ground cover is tough enough to absorb the abuse, but much of it is not. Whenever you can, make your camp on naturally bare earth, gravelly soil, sand, or on ground covered with pine needles or leaves.

Drainage. While you'll want a campsite that is relatively flat, it should slope enough to allow rainwater to run off. On the other hand, you don't want to be in the path of natural drainage. Check uphill from where you're planning to set up your tent to make sure water won't run through your site. Never camp in a stream bed! Also you want to avoid depressions in the ground, as even shallow ones can collect water in a storm.

Privacy. One of the pleasures of camping is being away from crowds and the fast pace of the city life. Select campsites that are out of sight and sound of trails and other campsites. That way you'll have your privacy while you respect the privacy and peace and quiet of other campers.

Beauty. The beauty of a campsite often is what first attracts visitors to it. Being able to look out from a tent and see towering mountains, glistening lakes, or miles of canyon land or rolling prairie is part of what camping is all about. Find a campsite that gives you spectacular scenery, but use it only if it is appropriate for every other reason, too. Remember to always leave your campsite better than you found it.

Tread Lightly. You can do a lot to protect the wilderness. Try to leave no trace of your visit. Leave no marks along the trail, keep your campsite clean and tidy, and leave it cleaner than you found it. You will preserve a true wilderness character for you and others to enjoy in the future. Be gentle on Mother Nature. Don't harm plants or animals, including insects. Take nothing but pictures; leave nothing but footprints; and kill nothing but time. This philosophy is as appropriate in a county park as it is anywhere else.

PACK CAMPING GEAR

In addition to individual equipment, the equipment listed below should be available for group use.

Required Items

- First-aid kit
- Food
- Cooking utensils as needed by menu, or cook kit
- Stove and fuel, or firewood, charcoal, and cooking grate
- Matches, fire starters, charcoal chimney-style lighters
- Aluminum foil
- Biodegradable soap
- Sanitizing agent (liquid bleach)
- Plastic scouring pads, dish mop, wash tubs
- 100 feet of quarter-inch rope
- Water containers
- Trash bags
- Paper towels
- U.S. flag, pack flag
- Repair kit (rubber bands, safety pins, sewing gear)
- Toilet paper
- Shovel
- Cooler
- Activity gear (game materials, craft supplies, etc.)

Spare Items

- Tent stakes
- Fuel canisters
- Ground cloth or tarp
- Insect repellent
- Eating utensils
- Blanket

Optional Items

- Dutch oven
- Marshmallows, popcorn, etc.
- Cooking fly or tarp
- Musical instruments
- Lawn chairs, camp stools

Personal Gear List

Cub Scout Six Essentials:

- | | |
|---------------------|------------|
| First-aid kit | Flashlight |
| Filled water bottle | Trail food |
| Sun protection | Whistle |

And to sleep overnight, we'll need:

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Group Gear List

Group items:

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MEETING 4 PLAN (Geocache Outing)

PREPARATION AND MATERIALS NEEDED

- GPS information (see Meeting 2 Resources)
- Inexpensive items (small tools, U.S. flag pins, collectible coins, etc.) that Scouts can exchange as swag for what they find in the cache
- All food and items needed for lunch. Be sure to bring a trash bag so you can pack out any garbage.
- Thank-you notes for signing
- Plan for transportation to and from the location.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- If possible, enlist the help of an adult expert with GPS and geocaching experience, and especially geocaching experience. Ask the local council for recommendations or to help you contact a Geocaching merit badge counselor
- If necessary, borrow GPS units from the same contacts, or plot out the coordinates ahead of time so you will know where to find the caches. Another option: GPS apps are available for smartphones.

GATHERING

- While waiting for everyone to arrive, Scouts may practice operating the GPS, entering information, and comparing GPS directions to maps of the area.

ACTIVITIES: GEOCACHING (REQUIREMENT 6)

- If possible with the geocaches available to you, work to provide each Webelos Scout with the opportunity to take the lead in finding a geocache. If you go to multiple locations, trading off between buddies will be a good idea.
- Once a geocache is replaced it can be found again. (This is a good teaching point for the Leave No Trace principles.)
- Make sure the logbook is signed at each geocache location. Scouts should also record the visit in their handbooks.
- Stop at some point for lunch or at least a trail snack (see Webelos Walkabout adventure).

AFTER THE MEETING

- Record completion of requirement 6.
- Scouts will sign and give their thank-you notes to anyone who helped with the outing.

Upon completion of the Camper adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.



NOTES




DUTY TO GOD IN ACTION



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.

TAKEAWAYS FOR CUB SCOUTS

- The BSA Statement of Religious Principle “maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.”
- This adventure provides each Webelos Scout an opportunity to learn about and practice his religious faith.
- A Scout is kind. 

Webelos Handbook, page 168

ADVENTURE REQUIREMENTS

Do either requirement 1 OR requirement 2:

1. Earn the religious emblem of your faith for Webelos Scouts, if you have not already done so.
2. Do requirement 2a and any two from requirements 2b–2e:
 - a. With your parent, guardian, or religious or spiritual leader, discuss and make a plan to do two things you think will help you better do your duty to God. Do these things for a month.
 - b. Discuss with your family how the Scout Oath and Scout Law relate to your beliefs about duty to God.
 - c. For at least a month, pray or reverently meditate each day as taught by your family or faith community.
 - d. Read at least two accounts of people in history who have done their duty to God. (This can include family members and ancestors.) List their names and how they showed their duty to God.
 - e. Under the direction of your parent, guardian, or religious or spiritual leader, do an act of service for someone in your family, neighborhood, or community. Talk about your service with your family and your Webelos den leader. Tell your family, den, or den leader how it related to doing your duty to God.

NOTES TO DEN LEADER

Webelos Scouts will fulfill the requirements for this adventure primarily at home and with the support of their family and spiritual leaders. Several Duty to God in Action requirements are reflective in nature. Invite Webelos to share faith-building experiences during the opening or closing parts of the den meeting.

DEN MEETING RESOURCES

Possible Activities for Requirement 2b

Note: These may be printed as instructions or take-home sheets.

- Make a matching game with the points of the Scout Law on 12 cards and several of your religious beliefs on additional cards. Have each family member (or team) pick a Scout Law card and a religious belief card and list common elements between the two.
- Make a set of cards with one point of the Law written on each card. Select a life experience from the examples below and pick one of the cards. Act out what you would do in the scenario by applying that point of the law and your religious teachings.
 - You receive an email from a friend, Sean. In the email, Sean tells you to do his science homework for him. Sean says he will make fun of you in front of the class if you don't do it. You don't want to help Sean cheat, but you also don't want to be embarrassed in front of your class. What should you do?
 - You are visiting your friend Paul's home. Paul's family has a pool, and Paul suggests that you both go swimming. Your mother has told you not to swim if no adults are there to supervise. Paul's parents are away. You really want to swim with Paul, but you know your parents wouldn't approve. What should you do?
 - Your teacher introduces Eric, a new student, to the class. Eric is from another country. His clothes and way of speaking are different from those of his new classmates. At lunch, Eric sits alone. You notice that and you feel bad that he's alone. But many of your classmates think Eric is weird because of his clothes and the way he talks. What should you do?
 - You borrowed your dad's binoculars and accidentally broke them. The binoculars are very important to your dad. You fear your dad will be upset. You can't decide whether you should tell your dad what happened, or try to replace or fix the binoculars in hopes your dad does not find out. What should you do?
 - You are a hall monitor at school. While on duty, you see your friend Aaron take a cellphone out of his backpack. Cellphones are not allowed in school. You don't want to get Aaron in trouble, but you are supposed to help keep order in the halls and to tell a teacher when school rules are broken. What should you do?
 - You are at the mall when you see your best friend, Alex, steal candy from one of the stores. Alex offers to split the candy with you if you promise not to tell anyone. You love candy, but you know that stealing is wrong. What should you do?
 - Your grandmother surprises you with a sweater that she knit herself. It took your grandmother weeks to make it. You appreciate her effort, but you think the sweater is ugly. You don't want to wear the sweater, but you also don't want to hurt your grandmother's feelings. What should you do?
- Teach your family a song with words that describe what you believe.
- Create a poem, story, or play that teaches about your beliefs. Include some of the points of the Scout Law in your writing.
- Select a story or verse from a religious text that teaches one of the 12 points of the Scout Law. Tell the story to your family (or act it out for them in a skit) and explain how that point of the law (e.g., Trustworthy or Loyal) is relevant to the story.

Upon completion of the Duty to God in Action adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.






SCOUTING ADVENTURE



RATIONALE FOR ADVENTURE

This Arrow of Light adventure will provide Scouts with an introduction to Boy Scouting, Scout skills, and Scout spirit. Webelos Scouts will attend a troop meeting and accompany a troop on a campout or an outdoor activity.

TAKEAWAYS FOR CUB SCOUTS

- Identifying the key differences between Webelos Scouting and Boy Scouting
- Demonstrating the patrol method
- Helping ease the transition from Webelos Scouting to Boy Scouting
- Attending a troop campout or troop outdoor-oriented activity
- Developing Scout skills for rope care and knot tying
- Developing Scout skills of pocketknife usage, safety rules, and care
- Getting excited about the Boy Scouting experience
- A Scout is loyal, obedient. 

Webelos Handbook, page 178

ADVENTURE REQUIREMENTS

Do all of these:

1. Prepare yourself to become a Boy Scout by completing all of the items below:
 - a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meanings to your den leader, parent, or guardian.
 - b. Explain what Scout spirit is. Describe for your den leader, parent, or guardian some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.
 - c. Give the Boy Scout sign, salute, and handshake. Explain when they should be used.
 - d. Describe the First Class Scout badge, and tell what each part stands for. Explain the significance of the First Class Scout badge.
 - e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.
2. Visit a Boy Scout troop meeting with your den members, leaders, and parent or guardian. After the meeting, do the following:
 - a. Describe how the Scouts in the troop provide its leadership.
 - b. Describe the four steps of Boy Scout advancement.
 - c. Describe ranks in Boy Scouting and how they are earned.
 - d. Describe what merit badges are and how they are earned.
3. Practice the patrol method in your den for one month by doing the following:
 - a. Explain the patrol method. Describe the types of patrols that might be part of a Boy Scout troop.
 - b. Hold an election to choose the patrol leader.
 - c. Develop a patrol name and emblem (if your den does not already have one), as well as a patrol flag and yell. Explain how a patrol name, emblem, flag, and yell create patrol spirit.
 - d. As a patrol, make plans to participate in a Boy Scout troop's campout or other outdoor activity.

4. With your Webelos den leader, parent, or guardian, participate in a Boy Scout troop's campout or other outdoor activity. Use the patrol method while on the outing.
5. Do the following:
 - a. Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.
 - b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
6. Demonstrate your knowledge of the pocketknife safety rules and the pocketknife pledge. If you have not already done so, earn your Whittling Chip card.

NOTES TO DEN LEADER

Please review all the den meeting plans and resources for the Scouting Adventure prior to beginning. Note that there are two options for outings involved in this adventure. The visit and the outing do not need to be with the same troop.

After reading about how a Boy Scout troop works in the adventure in the handbook, contact a local Boy Scout troop to arrange a date and time for the Webelos Scout den and their parents/guardians to attend one of the troop's meetings. Your Webelos Scout pack's chartered organization may also sponsor a troop and can provide contact information, or you can check with your local BSA council office for troops in your area. Your Cubmaster and your unit commissioner may also be able to provide points of contact. Boy Scout troops often advertise their interest in hosting visiting Webelos Scouts during monthly roundtable meetings. The beascout.org website is another source of points of contact for local Boy Scout troops.

Provide the Scoutmaster and/or assistant Scoutmaster of the troop you will visit the Scoutmaster Checklist found in the Meeting 1 Resources. Discuss how they can help the Webelos Scouts complete requirements 2, 3, 4, and 5 when the Webelos Scouts attend the troop meeting. It would be ideal if the instruction and guidance could be provided by Boy Scouts to demonstrate the role of youth in Boy Scouting as leaders, teachers, and mentors.

You will also need to work with a troop's Scoutmaster and/or assistant Scoutmaster to attend a campout or an outdoor-oriented activity with that troop, such as Scouting for Food or a service project activity. While attending a campout or outdoor activity is required, a Webelos Scout and his parent or guardian are not required to spend the night. Confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

Webelos Scouts are tasked with completing requirement 1 at home. Check that they are making progress on this requirement.

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

MEETING 1 PLAN (Troop Meeting Visit)

PREPARATION AND MATERIALS NEEDED

- Visit a weekly troop meeting. Prior to this meeting you will need to have established communication with a troop in your area and with the boys in the den and their parents to schedule the visit. Inform the Scouts of the date and time of the troop meeting and tell them to bring their *Webelos Handbooks* with them.
- To be prepared for this visit and to prepare troop leadership, you will want to provide at least two weeks' notice to maximize success for all participants—Webelos Scouts and Boy Scouts alike.
- When coordinating this meeting with the troop, speak to the unit leaders and emphasize the importance of having Boy Scouts, especially first-year Scouts, involved in the process of instructing and helping the Webelos Scouts during their visit (such as a "shadowing" system for boys to buddy up with a first-year Boy Scout during the visit).
- Determine a time to gather as a den. Decide if the den members and parents will meet before and travel together to the troop meeting, or if the Webelos Scouts and their parents will drive separately and meet at the troop meeting site.

GATHERING

- Prepare for the troop meeting per the troop leadership's instructions.

OPENING

- Discuss with the leadership of the troop your den will visit about how the Webelos Scouts will participate in the opening ceremony. Some troops may prefer that the Webelos Scouts are spectators; other troops may wish to have them stand in formation with the assembled Scouts as a patrol. Either is an appropriate way to involve the Webelos Scouts.

TALK TIME

- Depending on how the visit to the Boy Scout troop is organized, the traditional Talk Time activities may be difficult to carry out. It may work better for your den to carry out these or other appropriate activities before the troop meeting starts or at the close of the troop's business meeting during a separate gathering for the members of the Webelos den.

ACTIVITIES

◆ Activity 1 (Requirements 2a–2d)

Have the Webelos Scouts observe the troop meeting and talk with the leadership of the troop. (This could be any or all of the following: Scoutmaster, assistant Scoutmaster, senior patrol leader, and patrol leaders.)

ACTIVITY 2

Scouts will participate in a "Scout scavenger hunt" while they attend the troop meeting. The scavenger hunt will help encourage the boys to pay attention to key elements and experiences of a Boy Scout meeting while being engaged and active observers.

CLOSING

- Alternative: Include Talk Time activities after troop meeting visit.
- Before dismissing, give the Scouts two pieces of rope (or one 24-inch piece) and instruct them to learn the square knot that is described in the *Webelos Handbook*. Tell them to bring the ropes back to their next meeting to show how to tie a square knot.
- Inform the Scouts that at your next den meeting, the Scouts will elect a patrol leader as they model a patrol for this adventure. Explain that the patrol leader will be leading the Scouts for the next two meetings and on an outing with a troop with your guidance.
- Inform those Scouts interested in becoming patrol leader that they need to prepare a speech (talk explaining why they would like to be the patrol leader and give it at the next meeting. Have those Scouts contact you and share with you their talk to make sure the message is appropriate.
- Inform all the boys in the den that they will be choosing a patrol emblem for their patrol (if your den has not already done so) and making a flag with that emblem (if your den has not already done so) at your next meeting.



Do-at-Home Project Reminder:

Please take all of the information you collected today while visiting the Boy Scout troop (such as patrol method, uniforms, youth-led meetings, etc.) and create a presentation of what you are looking forward to about Boy Scouting.

This can be done in many formats:

- Poster
- Collage
- Cartoon strip
- Media presentation
- Poetry
- Oral presentation
- Song

Please bring this presentation to the following meeting to share with the group.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 2 and any of requirements 1 and 3 that each Webelos Scout has completed.

MEETING 1 RESOURCES

DEN MEETING 1 TROOP MEETING PREPARATION

SCOUTING ADVENTURE

SCOUTMASTER CHECKLIST

Dear Scoutmaster:

Thank you for helping the Webelos Scouts of Den _____ Pack _____ to understand how a troop works by inviting them to attend the weekly meeting of Troop _____ and/or an outing of Troop _____.

Below is a checklist of requirement items they need to understand and fulfill with regard to preparing themselves to become Boy Scouts. Please use this checklist as a guide when they attend your meeting and/or outing. It would be ideal if the instruction and guidance could be provided by patrol members to demonstrate the role of youth in Boy Scouting as leaders, teachers, and mentors.

Part 1 – Troop Meeting

- Visit a Boy Scout troop's weekly meeting together with your den members, their parents, and unit leaders.
- Describe how the youth of a troop provide its leadership.
- Describe what a merit badge is and how it is earned.
- Describe the rank badges in Boy Scouting and how they are earned.
- List the three steps you will go through once you have completed all the requirements for a rank in Boy Scouting.
- Explain what the Boy Scout patrol is and how it works.
- Identify the different patrols that a troop may have.
- List the differences between a new-Scout patrol and a traditional patrol in a Boy Scout troop.

Part 2 – Outing

- With your Webelos den leader and a parent or guardian, participate in a campout with a Boy Scout troop or participate in an outdoor-oriented activity with a Boy Scout troop.
- Prepare, plan for, and use the patrol method while on a troop campout or during a troop outdoor activity.
- Show how to tie a square knot, two half hitches, and a taut-line hitch and explain how each knot is used. (This may be done at a Webelos den meeting.)
- Show the proper care of a rope by demonstrating how to whip or fuse the ends of different kinds of rope. (This may be done at a Webelos den meeting.)
- Demonstrate your knowledge of the pocketknife safety rules and pocketknife pledge. Earn your Whittling Chip card if you have not already done so. (This may be done at a Webelos den meeting.)

ACTIVITY 2

Troop Meeting Scavenger Hunt (examples include):

- Troop meeting run by youth: Did you see the senior patrol leader start the meeting or did an adult begin the meeting?
- Patrol method used: Did you see smaller groups of boys in patrols who are making decisions about troop activities?
- Skills: Were Scout skills taught to younger Scouts by older Scouts?
- Patrols: Did you see new-Scout patrols, traditional patrols, and experienced Scout patrols?
- Games: Did the troop play an interpatrol game to practice Scout skills?
- Program: What are the boys in the troop planning to do later in the month?
- Program: Where did the troop go to camp last summer and where is the troop planning to go to camp next summer?
- Uniforming: Were the boys wearing their uniforms?
- What kind of fun activities does this troop do?
- Adults: Did the Scoutmaster share a closing thought?
- Closing: Did you see the closing run by the Scouts in the troop?
- Did the Scouts seem to have fun at the meeting?

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- Paper for drawing pictures of the Boy Scout meeting
- Paper for ballots to record each Scout's choice for patrol leader
- Materials for making a patrol flag (cloth or canvas, markers or paint, for example)
- Extra paper and pencils to create a patrol name and emblem that is appropriate and aligns with the aims of Scouting

GATHERING

- Give boys time to show their square knots and how to tie them.
- For those boys who were unable to complete the at-home assignment or were absent from the previous meeting, have Scouts draw a picture of a Boy Scout meeting. The Webelos Scouts can make special note of aspects of the meeting they enjoyed. Ask them to state what badges they are most looking forward to earning their first year. They will share this with the other boys in the activity part of this den meeting.
- Have available copies of the First Class badge puzzle for each boy to assemble and repeat the meaning of each piece. Let them take the puzzle home to review with a parent for this part of requirement 1.

OPENING

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

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Inform the Scouts of the date and time of their outing with the Boy Scout troop and let them know what they will be doing. Hand out an informational flier for the Scouts to take home to their parent/guardian regarding this activity.

NOTES TO DEN LEADER

If attending a troop campout at the end of this adventure, make sure the parents/guardians are aware that they are required to have an adult attend the campout with their son.

Determine a cost per boy and his parent/guardian to cover the purchase of food and any other materials for the campout. For example, there might be an additional cost associated with the location. Keeping the cost low will ensure that all youth and adults can participate.

Establishing the cost per boy and his parent/guardian will establish the budget for the planning meeting. The cost varies troop by troop. You may want to consult with the Scoutmaster of the troop you are camping with for a recommended cost per boy and adult.

The Scouts will be planning their meals for the campout in Meeting 3.

Let the boys and their parent/guardian know the total cost of the campout in your take-home flier, explaining what the money is for and that the amount needs to be brought to the next den meeting.

ACTIVITIES

◆ Activity 1: Presentations

Based on information they learned at the previous meeting and the at-home assignment, have boys present to the group what they are most looking forward to about Boy Scouting (this can be the creative representation they made) or have them state what badges they are most looking forward to earning their first year.

◆ Activity 2: Patrol Leader Vote (Requirement 3b)

- Patrol leader speeches: Have those Scouts who would like to be the patrol leader for this month give their brief speeches to the den.
- Pass out ballots for voting.
- Have the Scouts vote.
- Tally the votes and announce the patrol leader.

◆ Activity 3: Leadership Juggle Game

- Blow up balloons and label each one with a duty of the patrol leader, such as the following:
 - a. Meeting planning
 - b. Duty rosters
 - c. Meal planning
 - d. Equipment care
 - e. Communication in patrol
 - f. Communication with other patrols
 - g. Promoting participation
 - h. Responsibilities for troop meetings
 - i. Responsibilities for troop outings
- Have the newly elected patrol leader try to hold on to all the balloons. If he can do it, start asking for some of them back in a specific order. The goal is to illustrate to the patrol leader AND the patrol that one Scout cannot do all the work; it's a team effort! Pass out the balloons, a couple to each member, and show how much easier it is to take care of patrol business when everyone pitches in.
- Share with Scouts that patrols are the building blocks of a Boy Scout troop. A patrol is a small group of boys who are similar in age, development, and interests. Working together as a team, patrol members share the responsibility for the patrol's success. They gain confidence by serving in positions of patrol leadership. All patrol members enjoy the friendship, sense of belonging, and achievements of the patrol and of each of its members.
- Help your newly elected patrol leader by letting him know he is to now provide leadership in working with the other members of the patrol to create a patrol name and emblem, a patrol yell, and a patrol flag (if the den does not have a den emblem, flag, or yell).

◆ Activity 4: Blind Square Game

Materials: Scouts' knot practice ropes; additional 20-foot length of rope; neckerchiefs or bandannas for blindfolds

- Direct boys to tie their practice ropes end to end with square knots. Tie the extra 20-foot length of rope to the smaller pieces of rope to make a continuous loop of rope.
- Ask Scouts to blindfold themselves and to then grasp the rope. While blindfolded, direct the boys to form a geometric figure: square, triangle, pentagon, etc. After each try, invite the boys to look at the figure they made. Webelos Scouts will likely struggle initially as they come up with a strategy to make the desired figure. Reflect on the experience using the following questions:
 - What did the group think the purpose of this activity was? (focus on task: to create the assigned figure)
 - How did being blindfolded make you feel?
 - How did being blindfolded change the way you had to work together?
 - How could they improve?
- Give the group the option of trying the activity a second time. Then ask these questions:
 - What happened this time that was different?
 - Can you think of specific examples when the group cooperated in completing this activity? Explain.
 - What did you learn from this experience?
 - What did you learn during this activity that will help your den/patrol work better as a team?

CLOSING

- Build in a reflection on the patrol method: What makes the patrol method an important part of a good troop?
- In keeping with the idea of modeling a troop, the troop meeting usually closes with an inspirational or thoughtful message called a Scoutmaster's Minute. Close this meeting by giving this Scoutmaster's minute:

Do a Good Turn Daily. This is the slogan of the Boy Scouts.

Some Good Turns are big—saving a life, helping out after floods or other disasters, recycling community trash, working with your patrol on conservation projects.

But Good Turns are often small, thoughtful acts—helping a child cross a busy street, going to the store for an elderly neighbor, cutting back brush that is blocking a sign, doing something special for a brother or sister, welcoming a new student to your school.

A Good Turn is more than simple good manners. It is a special act of kindness. Remember, a Scout is kind.

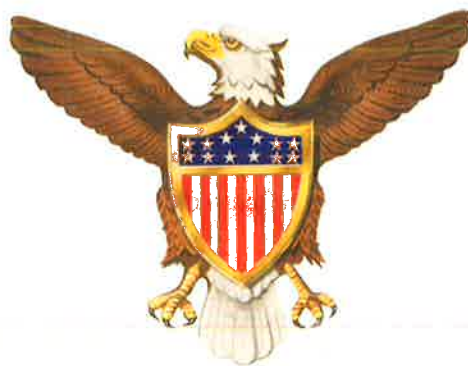
AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Prepare the acting patrol leader for the upcoming third meeting. Let him know what you want him to be responsible for at that meeting—gathering activity, etc. (See preparation notes for Meeting 3.)
- Record any advancement requirements completed—requirements 3a–d, and any of requirement 1 that each Webelos Scout has completed.

MEETING 2 RESOURCES

GATHERING: FIRST CLASS BADGE PUZZLE

Create a puzzle out of the parts of the First Class badge below so Scouts can assemble the parts and learn what each one means. Copy on heavy paper.



ACTIVITY 1: SAMPLE FLIER FOR A DEN OUTING

Who:

Webelos Scouts in Den 7

What:

Outdoor adventure with Troop 46

Where:

37 W. Big Timber Road (west of Randall Road), Elgin, Illinois

When:

Saturday, Nov. 5, 2016
Depart 8 a.m. from Davis School
Depart 4 p.m. from Camp Big Timber
Return to meeting place by 4:30 p.m.

Why:

Learn about Boy Scouting and have fun!

How:

Travel notes—If the parents attending can transport their own children, I will be able to accommodate the rest.

Medical form:

I have two of these already. Everyone (youth and adults) attending is required to complete Parts A and B of the Annual Health and Medical Record and bring it with them to the activity. If you bring it to the den meeting on Tuesday, I will organize all of the materials and expedite the check-in at camp.

The medical form is available at www.scouting.org/HealthandSafety/ahmr.aspx.

Cost:

\$4 per Webelos Scout and parent to cover the cost of the food the troop will provide

Special Notes:

- Please bring
- Warm coat
 - Snow pants (if desired)
 - Extra mittens and/or gloves
 - Boots
 - Hat
 - Scarf
 - Extra socks

Please note:

The activities may change due to weather conditions and circumstances beyond our control. The troop has reserved a cabin at camp to use as a warming space.

Contact:

Den Leader Name: _____

Phone: _____

Email: _____

MEETING 3 PLAN—Option A (Troop Campout)

PREPARATION AND MATERIALS NEEDED

- Work with the newly appointed patrol leader to determine what type of gathering activity he would lead the patrol in.
- Also help guide the patrol leader to understand he will be assigning patrol job descriptions for the campout during this meeting and leading the patrol in planning their meals for the campout based on the budget previously set. Help guide him on how and when to collect the money for each participant's share of the food cost. Guide him as to the equipment that will be needed for the campout, such as items needed to cook the meals and to clean up afterward.
- Determine if there is a need to contact the troop for help with any equipment. (For example, if a tent is needed, perhaps the troop has some extra tents the Webelos Scouts could use. The acting patrol leader should make this phone call to the troop's Scoutmaster with his parent's help. The den leader should alert the Scoutmaster to this in advance so that the call will not come as a surprise to the Scoutmaster and he or she can help a nervous Webelos Scout through the process.)
- Chart paper with patrol budget outlined
- Calculator
- Duty roster
- Cast Iron Chef adventure to cross-reference for meal planning
- A bundle of matches for the Scoutmaster's Minute

GATHERING

- Game or knot practice (determined by the acting patrol leader with your approval)

OPENING

- Conduct a flag ceremony of your choosing, led by the acting patrol leader, that includes the Pledge of Allegiance and the Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Patrol leader should review the troop campout date and time, and collect money from each boy for the campout.
- Remind Webelos that this is a Boy Scout troop campout, and they will continue to learn about Scouting and Boy Scout methods. Ask them to think about what questions they would like to ask the Boy Scouts they will meet and work with on the campout.

ACTIVITIES (REQUIREMENT 3D)

Help guide the acting patrol leader to give leadership as he and his patrol:

- Explain the budget they have for meals.
- Plan the meals for the campout. (You may need to remind them of their total available funds as they plan.)
- Determine who (one boy and his parent or the entire patrol and their parents) will go shopping for the food items and bring them to the campout. If shopping as a patrol, decide the date and time and determine the transportation that will be needed to go to the grocery store.
- Determine what cooking and cleaning items will be needed while on the campout.
- Determine who will bring the cooking and cleaning items to the campout. (It could be several patrol members. The goal is to assign responsibility and for the Scouts to take ownership of what they agreed to bring, which will be used to benefit the entire patrol.)

- Develop a duty roster for the campout to include:
 - Fire starting
 - Fire extinguishing
 - Cooks for each meal
 - Cleanup for each meal
- Review personal gear items (found in Webelos Walkabout den meeting plans) to bring on the campout by playing a camping gear relay. Review any location and weather concerns. (Check with Scoutmaster for any location concerns.)
- Remind the patrol of the date, time, and place to gather for the campout.

CLOSING

- Reflect on what went well and what could have gone better with the patrol method.
- Scoutmaster's Minute: "Bound Through Scouting" (see Meeting 3 Resources)

AFTER THE MEETING

- Review with the acting patrol leader his leadership responsibilities for the upcoming campout and any follow-up actions he will need to do before that event.
- Record completion of requirement 3d.

MEETING 3 PLAN—Option B (Troop Outdoor Activity)

PREPARATION AND MATERIALS NEEDED

- If needed, work with your troop contact to secure:
 - Different types of rope
 - Matches and candle to fuse the ends of the rope
 - A pocketknife for the pocketknife safety portion of this meeting
- You may also consider having the troop representative lead this segment for your Webelos den meeting.
- Carrying this out during an outing with a Boy Scout troop, with Boy Scouts leading the instruction, provides a good alternative to a den meeting activity.

GATHERING

- Play the Future Game, a continuing story game in which each player adds something to the developing story.
- It begins like this: "I looked into the future and saw ..." For example, the first player might say: "I looked into the future and saw a duck." The second player might say: "The duck was flying in space." The third player might say: "The duck was flying in space and saw a satellite." And so on, with each player adding to the story with a sentence of his own.
- Continue until no one can think of another element to add to the story to keep it going. Add players in as they arrive, in sequence.

OPENING

- Conduct a flag ceremony of your choosing, led by the acting patrol leader, that includes the Pledge of Allegiance and the Scout Law.

TALK TIME

- See sample Talk Time activities in the appendix.
- The acting patrol leader should review the outdoor activity planned with a troop. Share the date and time and where to meet, as well as any items that will be needed for the activity.

ACTIVITIES

- As a patrol led by the acting patrol leader, determine what tasks the patrol members could fulfill for this activity.

◆ **Option 1: Scouting for Food—Assignments for Webelos Scouts**

- One member may need to call and remind the other patrol members of the date and time of the activity.
- Another patrol member may need to communicate a reminder on the personal equipment that is needed for the activity (proper clothing, water, sunscreen, hats).
- One member may need to schedule the transportation to and from the activity with the adult leaders and parents.
- One member may need to distribute the Scouting for Food bags and be responsible for obtaining extra bags that may be needed.
- One member may need to organize a snack for the members of the patrol.

◆ **Option 2: Adopt-a-School Service Project**

- One member is needed to work with the principal or groundskeeper at a local school to determine a need that Webelos Scouts can address.
- One member may need to call and remind the other patrol members of the date and time of the activity.
- Another patrol member may need to communicate a reminder about the personal equipment that is needed for the activity (proper clothing, water, sunscreen, hats, trash bags, disposable gloves, simple tools such as a rake).
- One member may need to schedule the transportation to and from the activity with the adult leaders and parents.
- One member may need to organize a snack for the members of the patrol.
- One member can be assigned to take a picture of the den members and the project to share with the school.

Complete requirements 5 and 6:

- Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.
- Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
- Demonstrate your knowledge of the pocketknife safety rules and the pocketknife pledge. If you have not already done so, earn your Whittling Chip card.

(See the Appendix and the *Webelos Handbook* for rope care, knot tying, and pocketknife safety resources.)

CLOSING

- Reflect on what went well and what could have gone better with the patrol method.
- Discuss questions Scouts and families should consider when choosing a Boy Scout troop. Include items such as the size of the troop, the troop's location, the personality fit of the troop, the expected costs, the troop's record of advancement, and—of course—whether the Scouts are having fun! Have families review these items before the outing.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.
- Closing thought—“Bound Through Scouting” (see Meeting 3 Resources)

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Review with the acting patrol leader his leadership responsibilities for the upcoming outdoor troop activity.

MEETING 3 RESOURCES


CLOSING: SCOUTMASTER'S MINUTE

Bound Through Scouting

(You will need a small bundle of wooden matches and a rubber band. Gather up the matches and neatly bundle them together so that they will stand when you set them down. Adapt the text below to fit the specific experiences of your den.)

Our troop is much like these matches. (Stand the matches on end for everyone to see.) You might have noticed that we all stick together. It is the trust, friendship, and knowledge of everyone here that makes us feel this way. We know that when the going gets tough, like on our last campout (or event, etc.), if we stick together we will come out on top. On our campout, everyone did their job. (The tents were set up, the cooks prepared a fine meal, and the wood crew brought in enough firewood to last a week. We stuck together, etc.)

But what happens if we don't stick together? (Pick up the bundle of matches and take the rubber band off. Then set the bundle back on the floor. Let the matches fall and scatter.) If we don't stick together, we will all fall apart just as these matches did. When this happens we cannot accomplish as much as we can as a team. Thanks for sticking together.



BOY SCOUT TROOP PATROL DUTY ROSTER

Patrol: _____ Patrol Leader: _____

Campout Location: _____ Dates: _____

Patrol Members

1. _____ 5. _____
 2. _____ 6. _____
 3. _____ 7. _____
 4. _____ 8. _____

	COOK	ASSISTANT COOK	CLEAN UP	ASSISTANT CLEAN UP	FIRE & WATER
SATURDAY BREAKFAST	1	2	3	4	5
SATURDAY LUNCH	6	7	8	1	2
SATURDAY DINNER	3	4	5	6	7
SATURDAY SNACK	8	1	2	3	4
SUNDAY BREAKFAST	5	6	7	8	1

MEETING 4 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Take part in a troop outing or campout. Prior to this activity you will need to have established communication with a troop in your area and the boys of the den and their parents/guardians to schedule a campout or other outdoor-oriented activity with the troop. Inform the Scouts of the date and time of the activity and let them know if they need to bring any gear with them.

- If spending the night, either bring tenting and cooking gear or coordinate with the hosting troop to borrow needed equipment.
- See needed camping gear in the *Webelos Handbook* or the *Boy Scout Handbook*.
- Coordinate activities with host troop leadership. Members of the Webelos den should be able to complete requirements 5 and 6 during the outing. Share this information in advance with the Scoutmaster or designated point of contact.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.

ACTIVITIES (REQUIREMENT 4)

- The specific nature of the activities will depend on the troop program and how the Webelos Scouts will be involved in the program. Some troops may assign a helper to the den (a troop guide) to coach the Weblelos patrol leader, or the troop may create a “round-robin” set of skills for the Scouts in the Webelos den to learn and practice required camping skills.
- Again, as with all of the activities in this adventure, be sure to coordinate with troop leadership to ensure that expectations are met, advancement is secured, and everyone has fun.

◆ Activity 1

For Webelos dens spending the night:

- Campsite setup
- Evening programming
- Campfire, game, skill practice

◆ Activity 2

- Reveille
- Breakfast/cleanup OR arrive at location for outing
- Morning activities
- Noon meal preparation/cleanup
- Afternoon programming
- Evening meal preparation/cleanup
- Evening programming
- Depart

AFTER THE MEETING

- Follow details established during planning phase for transportation home.
- Send thank-you notes to those who helped.
- Record completion of requirements 5 and 6, if not done previously.

RESOURCE ITEMS FOR DEN OUTING

Content needed for delivery of the den outing depends on program determined in advance.

Upon completion of the Scouting Adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.








ADVENTURES IN SCIENCE



RATIONALE FOR ADVENTURE

Taking part in this Webelos/Arrow of Light elective adventure will help Webelos understand and apply the role of fair investigations in science. They will acquire and evaluate information using processes associated with science, such as experiments, observation, and note taking.

TAKEAWAYS FOR CUB SCOUTS

- Increased content knowledge in one or more areas
- Methodical problem solving
- Evaluating evidence
- A Scout is cheerful. 

Webelos Handbook, page 206

ADVENTURE REQUIREMENTS

Do all of these:

1. An experiment is a “fair test” to compare possible explanations. Draw a picture of a fair test that shows what you need to do to test a fertilizer’s effects on plant growth.
2. Visit a museum, a college, a laboratory, an observatory, a zoo, an aquarium, or other facility that employs scientists. Prepare three questions ahead of time, and talk to a scientist about his or her work.
3. Complete any four of the following:
 - a. Carry out the experiment you designed for requirement 1, above. Report what you learned about the effect of fertilizer on the plants that you grew.
 - b. Carry out the experiment you designed for requirement 1, but change the independent variable. Report what you learned about the effect of changing the variable on the plants that you grew.
 - c. Build a model solar system. Chart the distances between the planets so that the model is to scale. Use what you learn from this requirement to explain the value of making a model in science.
 - d. With adult supervision, build and launch a model rocket. Use the rocket to design a fair test to answer a question about force or motion.
 - e. Create two circuits of three light bulbs and a battery. Construct one as a series circuit and the other as a parallel circuit.
 - f. Study the night sky. Sketch the appearance of the North Star (Polaris) and the Big Dipper (part of the Ursa Major constellation) over at least six hours. Describe what you observed, and explain the meaning of your observations.
 - g. With adult assistance, explore safe chemical reactions with household materials. Using two substances, observe what happens when the amounts of the reactants are increased.
 - h. Explore properties of motion on a playground. How does the weight of a person affect how fast they slide down a slide or how fast a swing moves? Design a fair test to answer one of those questions.
 - i. Read a biography of a scientist. Tell your den leader or the other members of your den what the scientist is famous for and why his or her work is important.

NOTES TO DEN LEADER

Note that these plans outline more meetings than necessary to complete the requirements. Only four activities must be completed for requirement 3, but the meeting plans offer ideas for all nine options, depending on what the Scouts select. Den leaders should plan accordingly and decide which meetings best lead to completing the adventure.

The Meeting 1 plan outlines a den outing to an institution that employs a scientist, and an optional Meeting 5 could be an outing to observe the night sky. In advance of each outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

If some Scouts decide to read the biography of a scientist, it would be helpful to establish this early in the adventure. This would allow them time to share with others in the den what they learned about the scientist.

Brainstorming how to carry out an activity one week before it is scheduled will help you to use den time well and to have any needed materials on hand. See the meeting resource sections for guidelines and suggested materials lists to carry out the investigations.

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

MEETING 1 PLAN (Den Outing)

The outing may take place any time during this adventure. However, scheduling it first will allow Webelos the opportunity to meet a scientist and see science in action, and further provide context and inspiration for the remainder of the adventure.

PREPARATION AND MATERIALS NEEDED

- Identify a college or university, museum, laboratory, zoo, planetarium, aquarium, agricultural experiment station, commercial firm, or organization that employs a scientist.
- Contact the scientist or organization at least a month ahead of time to schedule a visit with him or her.
- Provide the scientist with a copy of the requirements to prepare for the visit. Other things to discuss include:
 - A visit to the actual laboratory, depending on the willingness or interest of the organization and the scientist
 - A demonstration of equipment used in the scientist's work
 - Giving Scouts an opportunity to assist in the process
 - Can the host assist the Scouts with any of the adventure requirements?
- Once the visit has been confirmed, submit a tour and activity plan (if required). Secure signed activity consent forms from the Webelos' families and make sure they all know the arrangements:
 - Who will attend?
 - When are you planning to go?
 - Where you will meet?
 - What should the Webelos Scouts wear or bring?
- As another option, the scientist might visit a den meeting.
- You may wish to put questions the boys should ask on index cards to help in remembering them. In addition, give each boy a second card to write more questions that come to him; be sure to review the questions for appropriateness.

- Questions might include:
 - How did you become interested in science?
 - When did you decide you wanted to be a scientist?
 - What is the greatest challenge that a scientist has to work with?
 - What should people know about what a scientist does?
 - How might a Webelos Scout become a scientist?
 - Which points of the Scout Law (trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent) are most important in the life of a scientist?

GATHERING

- Share with the Scouts some key thoughts about what they are going to observe and learn about during the visit.

ACTIVITIES

◆ Activity 1: Den Outing

- Begin by introducing the staff member who will lead the visit. An appropriate greeting prepared by the Webelos for their outing leader might be as simple as, “Hello, my name is ...”
- Remember to mention that the Scouts have some questions they would like to ask at the end of their session.
- During the visit, make sure the Scouts ask the scientist to explain his or her duties, and what is the best way to prepare for a career in this field. Include some hands-on activities, if possible.

CLOSING

- Have the den thank the person in charge of the visit; prompt Scouts in advance to think of how they want to do this. Ways to show courtesy might include a “thank-you,” handshake, cheer, or applause. This might be an opportunity to use the den yell as a means of showing appreciation.
- Commend the boys on their obedience and respect for the rules of the facility, and remind them that “a Scout is courteous” and obedient to the rules of any place he enters.



Do-at-Home Project Reminder:

Tell Webelos Scouts who wish to read a biography of a scientist (requirement 3i) that now is a good time to start. Plan for them to share what they learn at den meetings during this adventure.

AFTER THE MEETING

- Serve refreshments, if desired and appropriate. Sharing them with the outing host would be a nice gesture.
- Prepare thank-you notes that Scouts can sign at the next meeting and send to anyone who helped with the outing, including the scientist. Consider putting the denner in charge of this responsibility.
- Record completion of requirement 2.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Thank-you notes for those who led or assisted with the den outing
- Items for the Gathering: Sheets of blank paper and three or four “whatzit” boxes—sealed boxes with one or two items inside for Scouts to guess the contents
- Items for the fair test activities: Markers, crayons, or colored pencils; paper cups; dirt or planting soil (without fertilizer); fertilizer or plant food; water; and seeds. Choose a seed that germinates quickly so Scouts can see growth within the time frame of this adventure. Possible choices include:

Seed	Days
Lima Bean	6
Beets	4
Broccoli	4
Brussels sprouts	4

Seed	Days
Cabbage	4
Pumpkin	4
Radish	4
Cucumber	3

Seed	Days
Lettuce	3
Sweet corn	3
Turnip	3

GATHERING: WHATZIT BOXES

- Set the sealed whatzit boxes (see Meeting 2 Resources) on a table before the meeting. As Scouts arrive, they should handle the boxes and deduce what might be inside. Then give each boy some paper to sketch an image of the possible contents.

OPENING

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

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Pass the thank-you notes around for the boys to sign.
- Lead a discussion about the whatzit boxes, and have Scouts compare their drawings and guesses about the possible contents. Tie their comments to points of the Scout Law: Did they share information (a Scout is helpful, friendly), laugh about it (cheerful), or take turns sharing their thoughts (courteous)?
- Say: *In a similar way, scientists often must measure things indirectly. It may take lots of scientists working together over time, perhaps many years, to reach a certain conclusion.*

ACTIVITIES

◆ Activity 1: Fair Tests (Requirement 1)

- Have Scouts draw a picture of a fair test (experiment) that would explore how fertilizer affects the growth of a plant (see Meeting 2 Resources).
- The fair tests may be drawn as diagrams or in comic strip form—where the step-by-step boxes may help the boys outline the process.

◆ Activity 2: Simple Investigations (Requirements 3a and 3b)

- Each Scout will carry out two versions of the experiment he drew in Activity 1, using the seeds you collected. He will take the experiments home—both clearly marked with his name—and bring them back or take photos during the next few weeks to compare at den meetings.
- The first experiment will directly follow the Scout’s drawing from Activity 1. The second will be the same, except that he will change the independent variable. For example, one experiment could have fertilizer

in the soil while the other doesn't, or one could receive six hours of light per day and the other gets 12 or more. Ask Scouts to offer more ideas about what could change and what could remain the same.

- It may be best to have the Scouts decide on a single factor to change. This is helpful when looking for trends, as the change will be based on several plants having a similar change. This reduces the likelihood that a bad seed will fail to germinate and influence the results.
- As an option, each Scout could make two side-by-side drawings in the first activity—one with the independent variable and one without.

CLOSING

- Gather the den members together and close with the Scout Oath or Scout Law.
- Comment on science as a long-term activity, with multiple steps and attention to details, and tie that idea to the activities and goals that lie ahead of these Scouts: their Webelos and/or Arrow of Light ranks, as well as Boy Scouting.

AFTER THE MEETING

- Serve refreshments, if desired.
- In cleaning up the meeting place, solicit help from the Scouts while encouraging the behavior of those who help without prompting.
- Record completion of requirement 1.
- Remind the denner or other Scout who will plan and lead the next meeting's flag ceremony.
- Review plans for next week and see who will be ready to report on a scientist's biography.

MEETING 2 RESOURCES

GATHERING: WHATZIT BOXES

- Scientists often cannot observe things directly; sometimes, they need to make use of evidence to create a model or to generate an explanation.
- A whatzit box is a sealed box with one or two items inside. Scouts may shake and play with the boxes to gain indirect evidence about the contents. Then they must write down or make a sketch of what they believe is there without opening the boxes.
- In much the same way, scientists build their understanding of nature through indirect explorations. They do not have the luxury of "opening up a box" to get answers. Scientists build certainty only over a long period of time.
- This activity may be helpful in coaching Scouts to deal appropriately with ambiguity and uncertainty. However, the more they play with the boxes and describe what they think is inside, the more likely they are to find the correct answer.
- A whatzit box can be constructed from a box that holds shoes or other products. Film canisters can also be used to create smaller versions of the same thing.

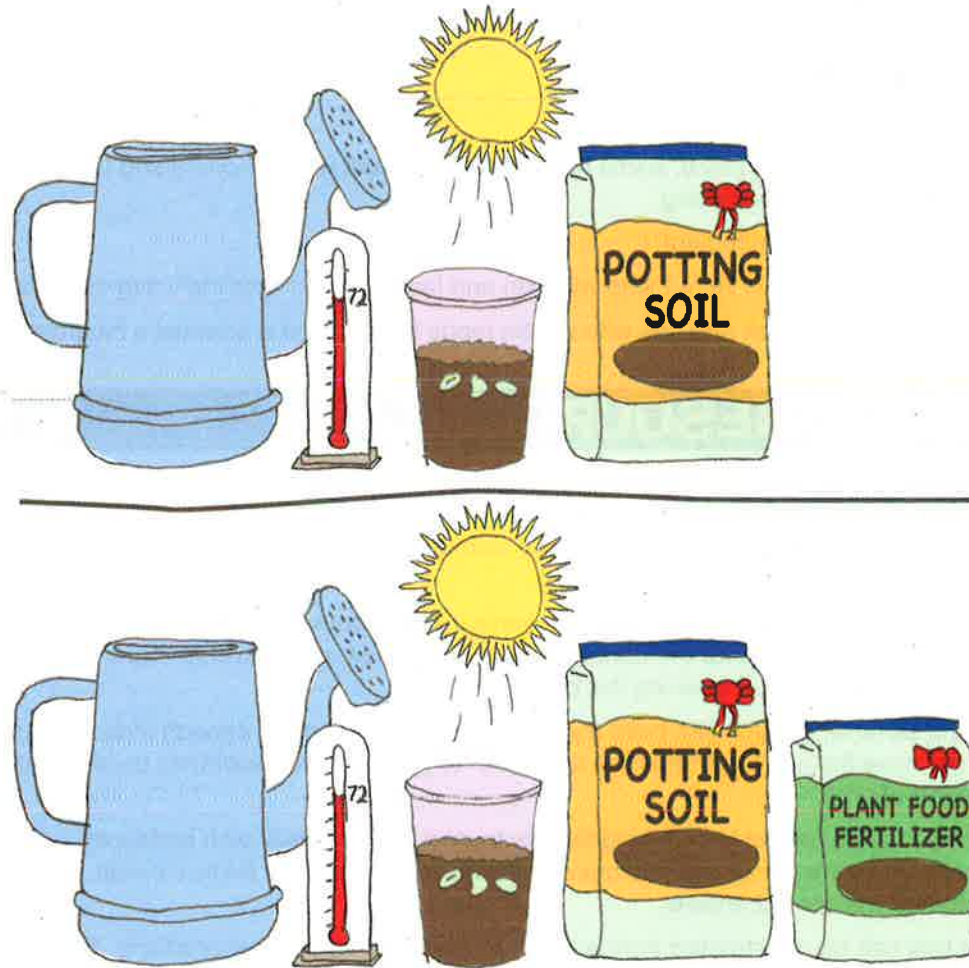
Large Whatzit Box (shoebox size)	Small Whatzit Box (film canister size)
Wooden building block(s)	Coins
Coins	Paper clips
Rubber ball or golf ball(s)	Marbles
Folded paper	Sand
Fishing weights	BBs

- If Webelos Scouts want to continue this activity, encourage them to make their own whatzit boxes at home and bring them to the next den meeting or a pack meeting to challenge other Scouts.

ACTIVITIES

◆ Activity 1: Fair Tests (Requirement 1)

- At the heart of an experiment is testing a question, and doing so fairly. This activity helps Scouts to understand fair testing—an essential skill of scientific literacy.
- If the independent variable will be the presence or lack of fertilizer, two side-by-side drawings might look like this, with the bag of fertilizer missing in one. Otherwise, both sides would have the same number of seeds or plants in a cup, and could be expanded to include light (sun), water, planting soil, and temperature.
- The important thing is that only one factor will change between the two experiments. If that single factor is the presence or lack of fertilizer, any difference in the way the plants grow can be fairly attributed to it. This principle can be generalized across many fields that lend themselves to scientific investigation.



ACTIVITY 2: SIMPLE INVESTIGATIONS (REQUIREMENTS 3A AND 3B)

- For the fertilizer/no fertilizer plan, each Scout should have a pair of plastic cups, several seeds of the same type, potting soil, and a sample of plant food. In both cups, seeds need to be planted the same way (with the exception of fertilizer) and in the same amount of soil. Label the cups with a permanent marker so it is clear which cup has the fertilizer.
- It is best that the Scouts take their plants home to finish the investigations themselves, but if necessary the plants could be left in the care of the den leader. In the fertilizer/no fertilizer plan, care should be taken to ensure all plants have exactly the same lighting, watering schedule, and temperature/environmental controls.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Gathering:
 - Paper suitable for making paper airplanes
 - Wastebasket or similar target for the planes
- Items for Activity 1: Zip-top plastic bags; balloons (check for latex allergies); drinking straws; water-filled plastic bottles; baking soda and vinegar or another pair of household materials. **Note:** Be cautious when selecting materials for this investigation. See information in Meeting 3 Resources.
- Items for Activity 2: Model rocket kits, ideally one per Scout
- Items for Activity 3: Batteries, flashlight bulbs, wire

GATHERING: PAPER PLANES

- Provide paper to Scouts when they arrive. Place a wastebasket in the middle of the room and challenge them to toss their planes into the basket.
- As the boys' skills improve, have them move farther away from the basket or ask them to aim in a different direction—which requires modifying the surfaces of the planes.

OPENING

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

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss findings the boys have recorded in their plant investigations since the last meeting.
- If any of the Scouts has been reading a scientist's biography, have him share what he learned with the rest of the den.

ACTIVITIES

◆ Activity 1: Chemical Reactions (Requirement 3g)

- With adult assistance, have Scouts explore a safe chemical reaction using baking soda and vinegar or a different pairing of household materials (see Meeting 3 Resources). Investigate changes that take place when the amount of either substance is increased.

◆ Activity 2: Model Rockets (Requirement 3d)

- With adult supervision, have each Scout build and launch a model rocket (see Meeting 3 Resources). Depending on how much time is available, this activity may need to be finished at home.

◆ Activity 3: Series and Parallel Circuits (Requirement 3e)

- Scouts will create series circuits and parallel circuits, first using three light bulbs and then using a battery. In both cases they will observe how the two circuits differ in light output and battery life (see Meeting 3 Resources).

CLOSING

- Close with a thought tied to the meeting's activities. For example, the height of rockets can be compared to how high Scouts soar. For the chemical reaction, you might note that the two chemicals combined to produce an effect, just like the den works better when each member does his part. For the electrical circuits, which kind of "circuit" are we: shining examples of the Scout Oath and Scout Law, or dim in comparison?

AFTER THE MEETING

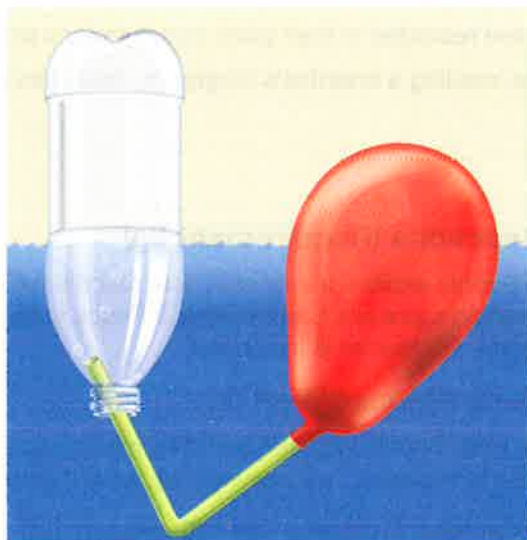
- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3d, 3e, 3g, and 3i. **Note:** If Scouts have already completed 3a and 3b, only two more options are required under requirement 3.

MEETING 3 RESOURCES

ACTIVITIES

◆ Activity 1: Chemical Reactions (Requirement 3g)

- A safe but vigorous chemical reaction for Scouts to explore comes from combining baking soda and vinegar. One of the more noticeable products is the generation of carbon-dioxide gas. This is the same gas that you exhale from respiration.
- **Be cautious when selecting materials to explore.** Some household chemicals, such as bleach and ammonia, give off a toxic gas when combined. Read the safety information on the container to see if it offers any warnings.
- Scouts should find a way to observe how much gas is produced when the amount of either chemical is changed. There are a number of ways to test this. Having the chemicals expand inside a plastic zip-top bag is one way to capture the gas. Another, illustrated below, is to bubble the emerging gas through a straw and catch it in an overturned water-filled bottle.



- The process is simple in concept, but you will want to walk your Scouts through some questions ahead of time to help them capture good results. For example:
 - How can you make the zip-top bag as empty as possible before combining the two chemicals inside it?
 - How will you measure changes in the volume of the bag when it expands?
 - Can you use what you learn to predict how much the bag will expand if the investigation is repeated?

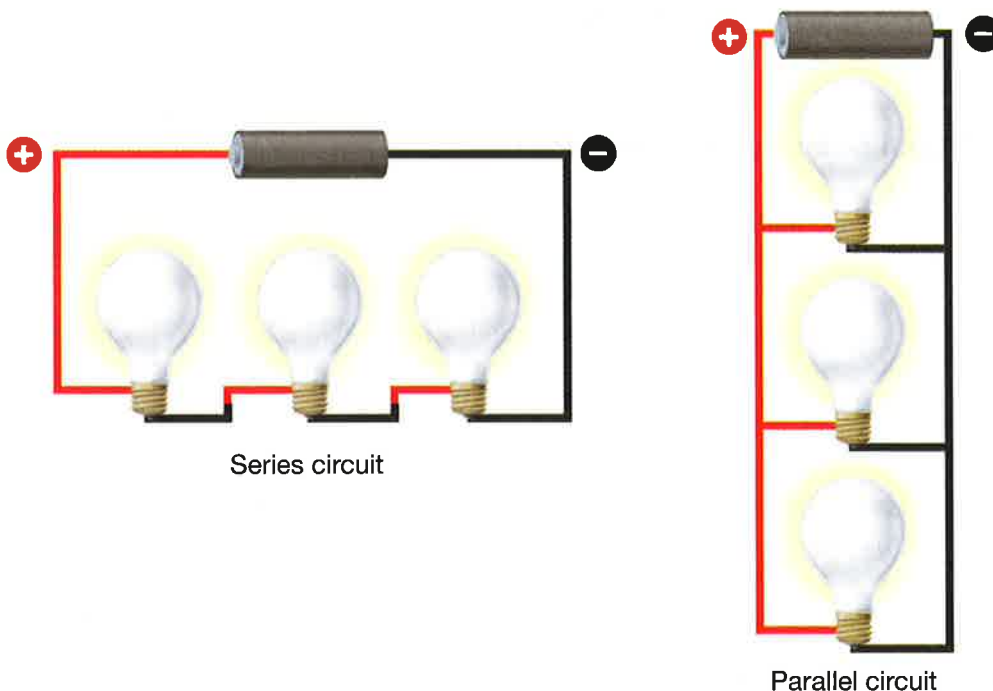
◆ Activity 2: Model Rockets (Requirement 3d)

- Follow the instructions and safety guidelines in the kits. Have all Scouts build the same type of rocket so that an initial set of variables can be controlled.
- Similar to the plant investigation, Scouts may find it helpful to draw a fair test sketch before starting—or a chart like the one below. To change an independent variable, boys could do this activity in pairs: One Scout builds a rocket following the complete directions while his buddy alters the weight of his model or adds fins, etc.

Dependent Variable	Controls	Independent Variable
Heavy rocket versus light rocket	Same rocket motor	How high the rocket flies
	Same size rocket	
	Same wind speed	

◆ Activity 3: Series and Parallel Circuits (Requirement 3e)

- Exploring key properties of electricity can be done with very simple materials. The diagrams of the three-bulb series circuit and the three-bulb parallel circuit can serve as a start for Scouts as they explore electricity.
- Scouts will observe that the bulbs connected in parallel are brighter than the bulbs connected in series. Using three pathways for the current to pass through not only causes the bulbs in the parallel circuit to burn brighter than the series circuit, but also makes the battery run down more rapidly. However, this will not be immediately obvious, and Scouts may need help to determine what they are seeing and what evidence to record.
- Part of the fun in this activity is figuring out how long a bulb will last when it is left “on.” Encourage creative problem-solving to see what solution the boys arrive at.
- They should build the circuit presented in the *Webelos Handbook* to make their comparisons. You may also encourage Scouts to build circuits with four, five, and six pathways if you have enough supplies. Challenge them to discern any variations in the battery life with different circuit arrangements.
- More questions to consider:
 - What is the effect on the circuit if a bulb burns out or is removed in a series circuit? In a parallel?
 - What are the advantages of a series circuit over a parallel circuit?



MEETING 4 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Gathering: a Jenga game (check with families to see if anyone has one) or a deck of playing cards.
- The activities for this meeting should be conducted outdoors because of the space and materials required:
 - For Activity 1, a tape measure (at least 20 feet if the scale of the model solar system is in inches; 50 or 100 feet if the scale is in feet) and signs to mark the planets
 - For Activity 2, access to a playground swing or slide
- If this is the last meeting for the adventure, make sure all Scouts who were reading biographies give their reports to you or the den.

GATHERING

- As Scouts arrive, have them play a game of Jenga. Encourage them to work together to keep the tower standing as long as possible. Then explore what they learned about balance, as it has applications in science.
- An alternative could be building towers of stacked cards. Webelos Scouts could challenge each other to build the tallest standing structure.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Have the denner build a small Jenga tower one block at a time as he calls each Scout's name; or a 12-block tower as the den recites the points of the Scout Law.

TALK TIME

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

ACTIVITIES

◆ Activity 1: Model Solar System (Requirement 3c)

- The scale of the solar system—and the universe—presents a tremendous challenge to youth as they begin to “wrap their minds around it.” This activity involves building a model solar system to scale, based on the distance chart in the *Webelos Handbook*. Go outside where you will have enough space, and remind Scouts of the importance of working together on the model.
- As an option, each Scout may create a sign to place in the model, showing which planet or star he represents. Using the measuring tape to ensure accurate distances, start with a sign marking the sun—this could be an image of a Scout wearing a sun logo. Then put signs at appropriate distances away from the starting point.

If you find it easier to convert the inch-based scale to feet, simply divide the distance figures by 12; the resulting figure is the number of feet between the objects. The farthest object (Neptune) will be 232 feet away from the sun.

- Another option is to have each Scout mark a planet by standing in that spot. This would reinforce for them the vastness of the solar system. If you do this, be sure to invite a few adult volunteers to help keep the Scouts in sight. Once the solar system has been created, bring the Scouts back together to discuss how their sense of “big” has changed.

- Tell the Scouts that one of the fastest spacecraft on record, Pioneer 10, was launched in 1972. It took until 1983—11 years—for it to reach the orbit of Neptune. Contact with Pioneer 10 was finally lost in 2003. By that time, it had traveled approximately 7.2 billion miles!

◆ Activity 2: Properties of Motion (Requirement 3h)

- Scouts will design a fair test to see if a person’s weight affects how fast he goes down a slide or moves on a swing. The *Webelos Handbook* offers suggestions on how to approach this, and as before, the Scouts should first draw a picture of what their fair test will look like.
- If they use a slide, placing waxed paper under the person should reduce surface friction—which could really slow down the slide’s operation. The boys may find it helpful to create an average for the trials, based on their prior experience with slides, so a “best” value can be tracked.
- Show respect for others: Under no circumstances should any Scout be teased because of his body size. (This variable [weight] was selected because it is related to a common scientific misconception, that the weight of an object has an effect on its speed—it does not.)

CLOSING

- Reflect on the activities in this meeting: *A model can be used to represent something that is too hard to see in the laboratory. While our model was designed to experience the expanse of the solar system, models can also be used to show and explore things such as atoms that are far too small to see directly. And in our playground investigation, we found a meaningful way to collect and analyze data.*
- Bring the den together and have each boy take a point of the Scout Law and say what it means to him after going through this adventure. Has the meaning changed? Are some of the points more important to scientific inquiry than others?
- Review details if you have arranged a Meeting 5 den outing to study the night sky. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3c and 3h. **Note:** If Scouts have already completed 3a and 3b, only two more options are required under requirement 3.

MEETING 5 PLAN (Optional Den Outing)

This meeting provides an opportunity to study the night sky (requirement 3f). This is a good activity to carry out during a *Webelos* den campout.

PREPARATION AND MATERIALS NEEDED

- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Flying disk for the Gathering activity.
- Bring paper and pencils or markers. A planisphere (star chart) would also be helpful.
- If requirements 3c and 3d have not been covered at the other meetings, both would fit well here. If the outing is overnight, consider adding requirement 3e. (Remember that 3c and 3d need to take place during daylight hours.)
- If the den is partnered with a Boy Scout troop, you may find a natural helper in an older boy who has earned or is working on the Astronomy merit badge.

GATHERING

- Playing catch with a flying disk would be a good Gathering activity. Scouts may also see who can throw the disk closest to a tree without touching it.

ACTIVITIES

◆ Activity 1: Studying the Night Sky (Requirement 3f)

- Scouts will sketch the appearance of the North Star (Polaris) and the Big Dipper (Ursa Major) over at least six hours (see Meeting 5 Resources).
- The next morning, discuss what the Scouts observed and how those observations can be explained.

AFTER THE MEETING

- Have Scouts prepare and send thank-you notes to everyone who helped with the outing, including parents.
- Record completion of requirement 3f and any others that apply.

Upon completion of the Adventures in Science adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.

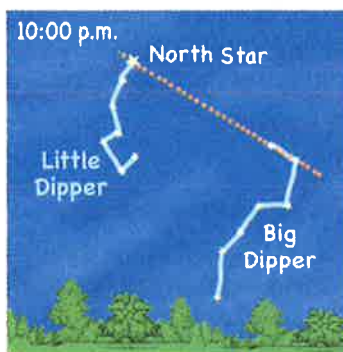


MEETING 5 RESOURCES

ACTIVITIES

Activity 1: Studying the Night Sky (Requirement 3f)

- Those of us born in modern times are aware that the earth rotates once on its axis every 24 hours. But until the 17th century properties of motion were misunderstood and it was believed that the earth could not be moving because no one felt it rotating.
- However, evidence that the earth rotates can be tracked using the night sky. In this period of six hours, we should observe the stars in the night sky making a quarter rotation.
- Astronomy is one of the oldest of the sciences. At its heart is explaining how things work. Sharing mythological explanations of the stars' patterns and movements can serve this activity well. *The Stars* by H.A. Rey (Houghton-Mifflin, 1952) has been a great introduction to astronomy and constellations for decades; use it as a resource to learn about what you see in the night sky.
- Scouts should have the opportunity to produce sketches similar to the diagrams below.






AQUANAUT



RATIONALE FOR ADVENTURE

This adventure will introduce Webelos Scouts to the key principles of aquatics safety as they develop their swimming and boating skills.

TAKEAWAYS FOR CUB SCOUTS

- Improving water safety knowledge
- Developing aquatics skills
- A Scout is obedient. 

Webelos Handbook, page 228

ADVENTURE REQUIREMENTS

Complete 1–5 and any two from 6–10.

1. State the safety precautions you need to take before doing any water activity.
2. Recognize the purpose and the three classifications of swimming ability groups in Scouting.
3. Discuss the importance of learning the skills you need to know before going boating.
4. Explain the meaning of “order of rescue” and demonstrate the reach and throw rescue techniques from land.
5. Attempt the BSA swimmer test.
6. Demonstrate the precautions you must take before attempting to dive headfirst into the water, and attempt a front surface dive.
7. Learn and demonstrate two of the following strokes: crawl, sidestroke, breaststroke, or elementary backstroke.
8. Invite a member or former member of a lifeguard team, rescue squad, the U.S. Coast Guard, U.S. Navy, or other armed forces branch who has had swimming and rescue training to your den meeting. Find out what training and other experiences this person has had.
9. Demonstrate how to correctly fasten a life jacket that is the right size for you. Jump into water over your head. Show how the life jacket helps keep your head above water by swimming 25 feet. Get out of the water, remove the life jacket and hang it where it will dry.
10. If you are a qualified swimmer, select a paddle of the proper size and paddle a canoe with an adult’s supervision.

NOTES TO DEN LEADER

An overview of BSA swimming and water activities is included in the Appendix. In preparation for any in-water activity, you should complete the BSA online training for Safe Swim Defense. This training outlines how to help lead a safe swimming activity with a Cub Scout pack, Boy Scout troop, or Venturing crew. The training is available at www.myscouting.org.

You may find parts of this adventure easier to complete at a BSA day camp or Cub Scout resident camp with access to qualified swimming instruction and boating resources.

The den outing (Meeting 3) should be planned at a pool or swimming area with qualified supervision. Confirm the outing plan with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

Because this is primarily a water adventure, a den may opt to do one meeting at its usual meeting place and then the second meeting and outing at a pool or swimming area to give the boys extra practice in the water. Meeting 2 will include a visit from someone who has served as a member of a lifeguard team, rescue squad, or armed forces division with swimming and rescue training. Make arrangements for the visitor in advance, and prepare thank-you notes from the Scouts.

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

Although we have tried to make this elective fun, it is very important that the Webelos Scouts understand the importance of the safety required when they are around water.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Whistle for den leader
- Life jackets to try on—at least two youth sizes are needed, but others of various sizes should be on hand if some boys are much larger or smaller than the rest of the group. **Note:** If you are unable to find someone in your pack with life jackets, contact a local Boy Scout troop, your council aquatics committee, an outdoor sporting goods store, or a local parks and recreation department to see if you can borrow several from them.
- Items for Penny Toss (Gathering): dishpan or similar container, plastic lids from coffee cans, pennies (10 for each Scout)
- Words to the “Aquanaut Adventure” song (Opening), written in large print on a poster board
- Items for Swimming Ability Round-Robins (Activity 2):
 - Three large signs: “Nonswimmer,” “Beginner,” “Swimmer”
 - Swim tags and buddy tag board
 - Two jacket hangers
 - Four sets of swimming stroke cards for each team
 - Four small containers for each team (to hold the cards)
- Items for Aquanaut Uncovered Game (Activity 3):
 - Table
 - Two plastic squeak toys
 - Aquanaut Game Questions (see examples in Activity 3)
- 3-foot sections of rope (one per Scout) for Closing
- Thank-you notes that Scouts can sign in advance for their Meeting 2 guest(s) and anyone who will be helping with the Meeting 3 den outing

GATHERING: PENNY TOSS

- Fill a dishpan or other container with water. Float two plastic coffee can lids on top of the water. Give each Scout 10 pennies. Have Scouts stand back and throw their pennies to see how many can land on the lids without sinking them.

OPENING

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

- Sing the “Aquanaut Adventure” song (tune: “Row, Row, Row Your Boat”) or an aquatics-themed song of your choice.

*Aquanaut adventure,
Lots to learn and do,
Buddy checks and swimming tests,
I’m ready—how ’bout you?*

TALK TIME

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

ACTIVITIES

◆ Activity 1: Fitness Circle Exercise

- Gather all the Scouts in a circle, facing the same direction. They should be careful to avoid contact with each other. Then give a series of instructions:
 - Start walking in a circle and keep walking between these exercises.
 - Start hopping.
 - Make yourself as small as possible.
 - Make yourself as tall as possible and keep walking. Reach your hands over your head.
 - Bend your knees slightly, grasp your ankles, and continue walking.
 - Walk as if the heel of one foot and the toes of the other foot were sore.
 - Walk stiff-legged.
 - Squat down and jump forward from that position without bumping into others.
 - Walk on your hands and on one foot with the other foot held high, like a lame dog (if space allows).
 - Walk forward at a rapid pace (don’t run) while swinging arms vigorously.
 - Take giant steps at a regular pace.
 - Walk forward, raising your knees as high as possible with each step.
 - Jog, lifting your knees high.
 - Walk on both hands and feet.
 - Stop, stand up, and walk backward.
 - Stop.
- Ask the Scouts how they feel after the exercise. Help them recognize that physical exercise can be fun as well as good for getting the body warmed up before aquatics activities.

◆ Activity 2: Swimming Ability Round-Robins (Requirement 2)

- Divide the den into buddy pairs; allow one group of three if you have an uneven number of Scouts.
- Give out swim tags and have the Scouts write their names on them. Explain the use of the tags. Post a buddy tag board so the boys can hang their tags there as they would in an actual swimming area.
- Divide the room into three swimming ability areas: nonswimmer, beginner, and swimmer. Each of these areas will be a “training” station. Explain to the Scouts how the round-robin will work. Remind them to move with their buddies when they move to each station (see Meeting 1 Resources).
- After the Scouts have visited all the stations, bring them back together and briefly review what they just experienced and learned. Explain that they will use what they learned in the next activity.

◆ Activity 3: Aquanaut Uncovered Game (Requirement 1)

- Set up the game area before the meeting starts. You will need a table and two squeak toys to use as buzzers.
- Divide the Scouts into two teams lined up behind either side of the table. Give each team a buzzer and have them do a practice run. Tell them that the first team to buzz when you signal “go” gets to answer a question about water safety precautions (see Meeting 1 Resources). The team member whose turn it is may answer the question on his own or consult with his team. When his turn is done, he goes to the back of the line and the next Scout gets a turn.
- Here are some sample questions:
 - Can you name two swimming strokes?
 - What are the three classifications of swimming ability groups?
 - What is the proper way to wear a life jacket?
 - Name three safety precautions you need to take during swimming activities.

CLOSING: SQUARE KNOT CIRCLE

- Give each Scout a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. Then they lean back carefully to form a taut circle.
- Tell them: *In our den we rely on each other for support and help. We are all part of a group held together by the square knot. If one knot was not tied, the circle would not be formed. The same goes for our buddies when we are in and around water. We rely on each other for support then, just as we do at all other times.*

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1 and 2.
- Confirm plans for a guest at Meeting 2. Identify pack leaders or parents who are experienced boaters or who know of any lifeguards or water safety and swimming instructors to invite. Boy Scouts or troop leaders in your area could assist in the demonstration and help present aquatics information at the meeting.
- Have Scouts sign thank-you notes for their guest(s) in advance.

MEETING 1 RESOURCES

ACTIVITIES

Activity 2: Swimming Ability Round-Robins (Requirement 2)

- The round-robin method is an effective way to teach important concepts, and to do hands-on activities. You will set up three stations and make sure you have adults or Boy Scouts to help lead the activity at each station.
- Have each group of Scouts spend at least seven to 10 minutes at each area. As the leader, you will need a whistle. At the end of each session, call a buddy check, and then have the Scouts move to their next station.
- Send the Scouts to each station as a den—unless you have a large den and dividing them in two will allow them to do the relays or games at each station.

Nonswimmer Station

- Explain to the Scouts that the nonswimmer classification is for those who have not completed the beginner or swimmer test. The nonswimmer area should be no more than waist to chest deep and should be enclosed by physical boundaries such as the shore, a pier, or lines.

- The enclosed beginner area should contain water of standing depth and may extend to depths just over the head.
- The swimmer area may be up to 12 feet in depth in clear water and should be defined by floats or other markers. The Scouts at this station will work on different swimming strokes. Demonstrate how to do the crawl, sidestroke, breaststroke, and elementary backstroke.
- When the Scouts have finished learning the strokes, have some fun:
 - Put pieces of paper with the different swimming strokes they just learned in a hat. A Scout will pick one and demonstrate the swimming stroke. Have the other Scouts guess which one it is. The Scout who guesses correctly gets to go next.
 - Now do a swimming stroke relay. Write each of the strokes (crawl, sidestroke, breaststroke, and elementary backstroke) on an index card. Make duplicate sets of cards for each team and put each card in a small container. Set a start line and finish line, spacing each team's four containers between the lines. On "go" a Scout on each team runs to the first container, takes the card, and demonstrates that swimming stroke. When his team has identified the swimming stroke, he moves on to the next container and so on until he has demonstrated all four strokes and reached the finish line. Then the next Scout on his team can go. The first team to complete the relay wins.

Beginner Station

- Explain to Scouts that to be a beginner, they must jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface. Then they must stop, turn sharply, resume swimming, and return to the starting place.
- Scouts at this station will learn about life jackets and the proper way to wear and use one. Demonstrate this, and then have each Scout do the same and show how to check their buddy to make sure his fits correctly.
- Divide Scouts into two teams and hang a life jacket on a hanger for each team. A Scout puts it on, fastens it, hops to a certain place, then turns around and walks backward to the finish line. Once there, he removes the life jacket, runs back, and gives it to next Scout. The team that finishes first wins.

Swimmer Station

- Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: crawl, sidestroke, breaststroke, or elementary (resting) backstroke; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.
- In this station, review the safety precautions for engaging in water activities:
 - Be physically fit.
 - Have a qualified adult present whenever you swim.
 - Swim in areas that have already been checked for safe swimming.
 - If you can't swim, don't go in water that is more than 3½ feet deep. Enter deep water only if you are a good swimmer.
 - Swim with a buddy.
 - Obey the rules of the swimming area.
- Options: a) Write the sentences out and have buddy pairs take turns telling the group what one or more of the precautions means in their own words; b) Give each buddy pair the words to one of the precautions and them put those words in order to create the sentence (this can be a relay); c) Have each buddy pair act out a precaution for the group.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Signed thank-you notes for guest(s)
- Items for Duck Races (Gathering): two metal rain gutters—or one long, large PVC pipe cut down the middle with caps on either end; two picnic tables; two rubber ducks; water guns (one per Scout)
- Life jackets
- Index cards for Activities 1 and 2
- Water, four buckets, and two sponges for Activity 3
- If guests are attending, any special preparations or planning required

GATHERING: DUCK RACES

- This game must be done outside and requires some setup, but it is lots of fun! Pour water into the two rain gutters or the cut PVC pipe, setting them on two picnic tables or a level field. Put a small rubber duck at the far end of each gutter.
- Divide the den into two teams lined up at each gutter. Using water guns, Scouts aim at their rubber duck and shoot water to make it travel along the gutter. The team whose duck finishes first wins.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Talk about the Boy Scout motto as it relates to water activities. Have the Scouts say the motto in unison. Scouts need to “Be Prepared” when near water with their buddies, life jackets, ability groups, etc.

TALK TIME (REQUIREMENT 8)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce any special guest(s) to the Scouts. Invite guests to share their experiences or information and allow time for Scouts to ask questions. If guests are open to further participation, ask them to stay and take part in the boating skills review and rescue activities.
- Before a guest leaves, be sure the Scouts show appreciation and present their thank-you note.

ACTIVITIES

◆ Activity 1: Boating Skills (Requirement 3)

- Start by covering these boating safety rules:
 - Know your boat—don’t overload it. In a rowboat, one person per seat is a good rule.
 - Put on a life jacket before getting into the boat. Tell Scouts the minimum age at which children must wear life jackets in your state.
 - Balance your load. Divide weight evenly from side to side and from bow (front) to stern (back).
 - Step into the center of the boat when boarding or changing seats, and always keep low.
 - If your boat tips over or fills with water, hang on. You can kick the boat to shore or drift in, but don’t leave it. Let help come to you.
 - Watch the weather. Head for shore if it begins to look bad. If you’re caught on the water in bad weather, seat your passengers on the floor of the boat. Have everyone in the craft sit as low as possible. Head your boat into the waves.

- If you use a motor when boating with your family, use one that is appropriate for the boat. Too much power can damage your boat or even swamp it. Look on the boat for the capacity plate. It shows how many people the boat should hold and the recommended horsepower for the motor.
- Sharp turns are dangerous, so take it easy.
- Keep a lookout for other boaters and for swimmers.
- Put the key words below on index cards. Divide the Scouts into teams. Have each team draw a card and explain the related skill to the rest of the group. For instance, if a Scout draws the word “overload,” he may say something like, “Don’t overload your boat; one person per seat is a good rule.”

Overload	Center of the boat	Motor
Life jacket	Hang on	Sharp turns
Balance	Weather	Lookout

Activity 2: Order of Rescue (Requirement 4)

1. REACH toward the person in the water with whatever is available or at hand. For instance, you can use your hand or foot, a tree branch, a canoe paddle, or a towel.
 2. THROW a line, a buoy, or a floating object (like a kickboard) to the person.
 3. ROW in a watercraft to the victim. A rowing rescue should only be made by a “swimmer” and one who can handle the boat. A life jacket must be worn.
 4. GO, for help or into the water with support. Reach, throw, and row will not always work, for example when the person is on the bottom of a pool. Those who “go” to the victim and make a swimming rescue must be good swimmers and should be trained in lifesaving, which includes how to use flotation devices to avoid contact with active subjects.
- An order of rescues has been determined to help Scouts learn safe, effective water rescues. Although Webelos Scouts only do the first two methods (Reach and Throw) in water rescues, you need to be aware of all four methods.
 - The first two methods are the easiest and safest techniques because they do not require any swimming. **REMEMBER: In any water rescue, the Webelos Scout should never put himself in danger or at risk. If reaching and throwing don’t work, GO for HELP!**
 - Play a game of charades to reinforce the learning:
 - Put the words REACH, THROW, ROW, and GO on separate index cards along with the explanation of what is to be done. Have enough cards so that each buddy pair can pick one.
 - Scouts will act out what is on their card without talking. See if the other Scouts can guess what it is. Tell buddy pairs to be creative with their charades so the audience can tell what rescue it is and what should be done. You may want to have props on hand for the Scouts to use.

◆ Activity 3: Sponge or Bucket Relay

Note: Don’t worry about the length of your playing area. Just place the two buckets as far apart as possible to make the game challenging.

Sponge Relay

Materials: water, two sponges, buckets (two per team)

- Divide the Scouts into two teams lined up at the start line. Explain that they will use their sponge to transfer the water from the bucket on the start line to the bucket on the finish line.
- They should dip the sponge into the bucket, getting it really wet, and then cup it carefully in their hands as they go to the finish line, so as not to spill any water. Instead of walking quickly or running, have them hop, walk backward, etc.

Bucket Relay

Materials: water, buckets (two per team)

- Divide the Scouts into two teams. Fill half of each bucket at the start line with water and leave the other bucket empty.
- On “go,” the first player on each team runs while carrying the water-filled bucket to the finish line. Once there, he pours the water into the other bucket, leaves the empty one there, runs back with the filled bucket and gives it to the next player in line, who continues the relay. When all the players have run, the team with the most water left wins.

CLOSING

- Gather the den in a circle. Give each Scout a piece of paper and a pen or pencil. Ask them to write down one thing that everyone must remember to bring or do at next week’s den outing—completing requirement 5 and any one of requirements 6, 7, 9, and 10 at a pool or other local swimming area.
- When they are done, each Scout crumples up his paper and tosses it into the center of the circle. Then everyone picks up one of the papers, opens it, and reads it to the den. Finish with the Boy Scout motto: “Be Prepared”!
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3, 4, and 8.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- This meeting, a den outing to a local pool or other swimming area, may necessitate more than one visit for all the Scouts to complete the requirements. The size of your den may determine how you wish to proceed.
- A BSA day camp or Webelos Scout resident camp may be a good site for the outing if qualified swimming instruction and boating resources are available there. Use the resources of your local council, such as the aquatics committee, for assistance.
- You might also consider local schools, colleges, YMCAs, or Boys & Girls Clubs, and the local Red Cross chapter.
- Contact the outing location at least a month in advance to schedule the visit. Give the staff a copy of the requirements so they can see what the Scouts are doing in this adventure and possibly plan a hands-on activity.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Remind Scouts of any gear they need to bring, including life jackets of the correct size for each Scout to complete requirement 9.
- Swimming instruction should be conducted ONLY by experienced, trained individuals. Arrange for assistance from qualified adult supervisors—those who have completed Safety Afloat training and Safe Swim Defense training during the last two years. A minimum of one adult leader present at the activities must have completed Safe Swim Defense online training at myscouting.org; all leaders participating in the activity should take or renew that training.

- You may also want to invite a BSA Lifeguard.
- Follow all Safe Swim Defense rules and do a buddy check before allowing Scouts to enter the water and every 10 minutes throughout the session.
- Bring the signed thank-you notes for those who help.

GATHERING

As Webelos Scouts arrive for the meeting, have each boy take turns leading the others in warm-up exercises.

OPENING

Have the Scouts form a circle and recite the Scout Law and motto.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Before the swimmer classification tests begin, bring all the Scouts together near the edge of the pool or anywhere outside of the water. Explain that each boy will have an opportunity at this meeting to attempt the swimmer classification test and complete the requirements for the Aquanaut adventure.
- Review the water safety precautions they learned at Meeting 1.

ACTIVITIES

◆ Activity 1: Swimmer Classification Test (Requirement 5)

- Depending on the size of the pool or swimming area, Scouts may be able to complete other requirements as well. Make sure that there is adequate supervision at all times.
- Explain what is required for the swimmer classification (see below). One adult must work with one Scout at a time when the Scout attempts the test. The adult needs to understand the testing procedure, be able to perform a reaching assist, and be able to swim well. A lifeguard must provide surveillance at all times.
- Give each Scout an opportunity to attempt the test. Before the Scout is allowed to enter the water, you should ask if he has ever jumped into water over his head. It is very important to talk to the Scout so that you understand his comfort level. If he seems nervous about this part, he should be allowed to slide in the water or go down the ladder and be allowed to complete the swimming portion. If he seems more comfortable after this, then allow him to jump in and complete the swim check. Each Scout attempting the test will
 1. Jump into the water over his head, feetfirst.
 2. Level off and swim 75 yards with a strong forward stroke and at least one sharp turn.
 3. Swim 25 yards using the elementary backstroke.
 4. Float on his back for a brief time.

Note: Once a Scout has attempted to complete the swimmer classification test, whether or not he passes, he has completed requirement 5.

◆ Activity 2: Other Requirements

Scouts may also complete other requirements at this meeting, including requirements 6, 7, 9, and 10 (if the meeting is held at an appropriate boating location).

CLOSING

- Gather the den in a brotherhood circle. Each Scout places his left arm around the shoulder of the Scout on his left and his right arm around the shoulder of the Scout on his right. Den leader or den chief: *Now may the Great Master of all Scouts be with us until we meet again.*
- If desired, you may also offer an inspirational thought about what was accomplished at this meeting. Bring out points of the Scout Law that the boys demonstrated at the meeting (e.g., obedient, brave, helpful, courteous, kind).

AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Work to leave the location cleaner than you found it.
- Record completion of requirement 5 as well as 6, 7, 9, or 10 if completed.

MEETING 2 RESOURCES

Information on all of the swimming strokes, the BSA swimming ability test, and rescue techniques is available in the *Aquatics Supervision* guide (No. 34737). Other BSA resources include the *Swimming* (No. 35957) and *Lifesaving* (No. 35915) merit badge pamphlets. There are also several online resources, including:

SAFETY AFLOAT

The guidelines that follow are also posted at www.scouting.org/Home/OutdoorProgram/Aquatics/safety-afloat.aspx.

AMERICAN RED CROSS

Toll-free telephone: 800-733-2767
Website: www.redcross.org

USA SWIMMING

Website: www.usaswimming.org

YMCA OF THE USA

Check local association websites

BSA SAFE SWIM DEFENSE

BSA groups shall use Safe Swim Defense for all swimming activities. Go to www.scouting.org/HealthandSafety/GSS/toc.aspx for detailed information about the eight principles.

1. Qualified supervision
2. Personal health review
3. Safe area
4. Response personnel (lifeguards)
5. Lookout
6. Ability groups
7. Buddy system
8. Discipline

Home Swimming Pool Safety for Unit Events

All elements of Safe Swim Defense apply at backyard pools even though they may be small, shallow, and familiar. The biggest danger is probably complacency. Adult supervision must be continuous while the pool is in use. A Cub Scout who can't swim can drown silently within 20 seconds of entering water over his head.

Aquatics Supervision contains safety information specific to both in-ground and above-ground backyard pools. That includes the following:

- Most such pools are too shallow for diving. Diving prohibition should be discussed at a tailgate review for all participants prior to the activity.
- Beginner and swimmer areas may be combined in small, relatively shallow pools.
- Make sure to control access. Many backyard pools are too small to accommodate an entire pack at once. If other activities are also taking place, it may be best to allow only one den into the water at a time rather than allowing Scouts to move at will in and out of the water.
- Many states require pool fencing, which may help with supervision.
- If the uniform depth of an in-ground pool is too deep for short nonswimmers, they may need properly fitted life jackets.
- Rescues, if needed, should be simple. Provide reaching and throwing devices for active victims. A wading assist may be feasible for passive victims.
- For above-ground pools without decks, have a plan to remove large unresponsive adults who suffer a heart attack or other debilitating condition.

Guarded Public Pools With Lifeguards on Duty

Aquatics Supervision also covers swimming at public pools, waterparks, and guarded beaches.

Important items include the following:

- Dens and packs do not need to assign and equip rescue personnel. Professionally trained lifeguards provided by the venue satisfy that need.
- Unit leaders are still responsible for medical screening, ability groups, the buddy system, discipline, and supervision.
- Many public pools will have a safety line at the five-foot mark separating shallow and deep water that can be used to help designate appropriate areas for the different ability groups.
- Otherwise, appoint adult lookouts to make sure nonswimmers and beginners stay in their assigned areas.

Studies show that more than half of victims at public pools are spotted first by others rather than lifeguards. The buddy system is still very important for safety as well as instilling responsibility. It is likely awkward to conduct frequent buddy checks. Therefore, arrange a time for everyone to leave the water and meet at a given location. Then do a head count. Otherwise rely on unit lookouts, buddies, and lifeguards to maintain vigilance. At large waterparks, leaders should accompany dens moving from one feature to another after everyone in the group is accounted for.

SAFETY AFLOAT (Boating Safety)

BSA groups shall use Safety Afloat for all boating activities. Go to www.scouting.org/HealthandSafety/GSS/toc.aspx for more information on the nine principles.

1. Qualified supervision
2. Personal health review
3. Swimming ability
4. Life jackets
5. Buddy system
6. Skill proficiency
7. Planning
8. Equipment
9. Discipline

Water Rescue

Water rescue training for the lay rescuer often uses a reach, throw, row, go mnemonic to establish a safe, effective sequence for responding to water emergencies. That sequence is important to Cub Scout leaders for two distinct reasons. First it establishes the procedure that response personnel under Safe Swim Defense should follow. If professionally trained lifeguards are not available at a swimming location, then the qualified supervisor has to provide personnel and equipment suitable for likely emergencies. Fortunately, that is often not as difficult as it might first appear. For that reason, a review of the reach, throw, row, and go sequence is appropriate. Important detail can be found in *Aquatics Supervision*.

The other reason for reviewing the sequence is for age-appropriate training of youth. Drowning is the second-leading cause of accidental death for those of Cub Scout age. Therefore, there is a chance that Cub Scouts will be faced with seeing someone in trouble. That possibility is further supported by the Scouts in Action reports in *Boys' Life* magazine. Cub Scouts do save people from drowning.

However, there are also double drownings that occur yearly in the United States when well-meaning people of all ages attempt to save drowning victims. Those are often frantic friends and relatives whose swimming skills are no better than those of the person in trouble. Since Cub Scouts often lack swimming skills and the maturity to realize their limitations, it is important to modify the rescue sequence for Cub Scout training to reach, throw, row, and go for help.

Reach: This technique is appropriate to teach Cub Scouts, parents who are nonswimmers, and rescue personnel who are skilled in the water. People who can't swim often begin to struggle immediately after they step into or fall into water over their heads. That is likely to be very close to safety. If so, the rescuer should lie down, reach out, and grab the person. Laying down is necessary since the person in the water will likely stop all effort to remain afloat, and that sudden increase in weight can topple an unprepared rescuer into the water. If the victim is a bit further out, an extension device such as a pole, paddle, or noodle can be used. Those should be swept to the person from the side, not used like a spear. Victims often cannot reach for an extended item, even if it is just a foot away. Rescuers should therefore be told to place the item under the person's arm or within his grasp. Rescuers should also be told to provide loud, clear, simple instructions to the victim, for example "GRAB THIS!"

Throw: The second procedure in the sequence, used when the person is too far out to reach, is to throw the person an aid. A throwing rescue is also appropriate to teach to rescuers of any age and swimming ability. A float with a line attached is best, but any light floating item or a rope by itself may be used. An accurate first toss is required if a line is not attached, but throwing a line takes practice. Ring buoys are often found at hotel and apartment pools and are good devices for Cub Scout practice. Leaders may also fashion throwing devices from light floating line and a plastic jug with just a bit of water in it for weight. A throwing rescue is best suited to poor swimmers in trouble. Drowning nonswimmers will not be able to reach for the object unless it lands within their grasp, nor will passive victims floating face down or on the bottom.

Row: A boat can be used to provide a mobile platform from which to do reaching or throwing assists. Since Cub Scouts often do not have the skills needed for a safe rowing rescue, this procedure is not emphasized for that age group. A boat rescue is also not a common part of an emergency action plan for a unit swim since the swimming area is typically small and within easy reach of shore-based response personnel.

Go: For Cub Scout training, this item should be interpreted as "go for help." That is, they should first shout for help, and if no one responds, seek out a responsible person such as a parent, lifeguard, or park ranger. Poor swimmers should not enter the water to attempt a rescue. On the other hand, a unit swim cannot rely on reaching or throwing rescues for emergency planning. An in-water assist will be needed for a parent suffering cardiac arrest in the water. At guarded swims, GO also means going with equipment since lifeguards or response personnel should never be without appropriate rescue aids.

Upon completion of the Aquanaut adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.






ART EXPLOSION



RATIONALE FOR ADVENTURE

Many things inspire artists to create their work. People, nature, feelings, textures (how things feel), colors—almost everything can be an inspiration! In this adventure, Webelos Scouts will have the opportunity to find what inspires them by visiting an art museum or exhibit and creating their own pieces from any materials they choose.

TAKEAWAYS FOR CUB SCOUTS

- Art is a matter of personal taste and individual expression.
- Instruction and practice help us to develop existing talents and learn new skills.
- A Scout is thrifty. 

Webelos Handbook, page 250

ADVENTURE REQUIREMENTS

Do all of these:

1. Visit an art museum, gallery, or exhibit. Discuss with an adult the art you saw. What did you like?
2. Create two self-portraits using two different techniques, such as drawing, painting, printmaking, sculpture, and computer illustration.
3. Do two of the following:
 - a. Draw or paint an original picture outdoors, using the art materials of your choice.
 - b. Use clay to sculpt a simple form.
 - c. Create an object using clay that can be fired, baked in the oven, or air-dried.
 - d. Create a freestanding sculpture or mobile using wood, metal, papier-mâché, or found or recycled objects.
 - e. Make a display of origami or kirigami projects.
 - f. Use a computer illustration or painting program to create a work of art.
 - g. Create an original logo or design. Transfer the design onto a T-shirt, hat, or other object.
 - h. Using a camera or other electronic device, take at least 10 photos of your family, a pet, or scenery. Use photo-editing software to crop, lighten or darken, and change some of the photos.
 - i. Create a comic strip with original characters. Include at least four panels to tell a story centered on one of the points of the Scout Law. Characters can be hand-drawn or computer-generated.
4. Choose one of the following methods to show your artwork:
 - a. Create a hard-copy or digital portfolio of your projects. Share it with your family and members of your den or pack.
 - b. Display your artwork in a pack, school, or community art show.

NOTES TO DEN LEADER

If the den outing in Meeting 1 cannot be held at an art museum or gallery, consider going to a local school or community exhibit. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

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

MEETING 1 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Paint charts (with four to six colors) from a paint store for the Color Match game (Gathering)
- Small notebook and pencil for each Scout
- Sample art materials display (This may include chalk, paper, crayons, markers, pencils, molding clay, scissors, paint, craft sticks, chenille stems, felt, metal pieces, glue, or tape. See the *Webelos Handbook* for images or art project ideas.)
- Confirm that a tour and activity plan has been submitted, if required, and secure signed activity consent forms.
- Confirm all plans with staff at the location and with families:
 - Who will attend
 - When you are planning to go
 - How transportation will be handled
 - Where everyone will meet
 - What the Scouts should wear or bring

GATHERING: COLOR MATCH

- When each Webelos Scout arrives, give him one of the color charts. His task is to find objects that match each color on the chart.
- If weather and other conditions permit, allow the Scouts to play this game outside before entering the museum or gallery.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Select a Scout to read the inspirational message for the meeting: *(Imagination) enlarges one's vision, stretches the mind, challenges the impossible. Without imagination progress would come to a halt.* — Albert Einstein

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Remind the boys that they will be creating their own art in the coming weeks. Provide them with notebooks and pencils and the following questions to write down and consider as they view the art pieces:
 - What did you notice first about the art piece (subject, colors, shapes, etc.)?
 - What general style is the art?
 - How does this piece “speak” without using words?
 - What do you think the artist wants the audience (you) to see or feel?
 - In what ways are you inspired by what you see?
- Discuss any rules at the museum or gallery (silence, not touching the exhibits, etc.), and remind Scouts of the expected behavior during the tour. (A Scout is courteous.)
- Review any questions the boys plan to ask to make sure all are appropriate.

ACTIVITIES

◆ Activity 1: Touring the Exhibit(s) (Requirement 1)

- Introduce the staff member who will be leading the visit.
- Enjoy touring the facility, and allow time at each stop for Scouts to study the artworks and take notes.
- When the tour is finished, give each Scout an opportunity to ask questions of the tour guide or other experts at the location.
- As appropriate, have den members show their appreciation to the staff and any adult volunteers who helped with the outing.

CLOSING

- Gather the Webelos Scouts together in a circle. Use what they learned about the role of color in art to talk about the American flag.
- *Say: To those who planned and designed the flag, red was a symbol of bravery, white was a symbol of purity, and blue was a symbol of love and devotion. What do the colors of the flag mean to you?*
- Starting with the denner and moving right, give each Scout a chance to contribute to the discussion. They may share thoughts about just one color or all three.

AFTER THE MEETING

- Serve refreshments, if appropriate and desired.
- Work together to clean up before leaving.
- Record completion of requirement 1.
- Urge Scouts to be thinking about which two art projects they would like to have as activities at the third meeting (requirement 3).
- Prepare thank-you notes to be signed at the next meeting for anyone who helped with the outing.

MEETING 2 PLAN

PREPARATION AND MATERIALS

- U.S. and den flags
- Thank-you notes for Scouts to sign
- Items for Gathering:
 - Pictionary board game
 - Pencils and drawing pads
 - Digital timer or sand hourglass
- Materials for various types of self-portraits (Activities 1 and 2). Check with Scouts in advance to see which types they want to work on. Categories may include (but are not limited to):
 - Drawing
 - Painting
 - Printmaking
 - Sculpture
 - Computer illustration

GATHERING

- When Scouts arrive, have them play Pictionary before the meeting begins. (See Meeting 2 Resources for directions.)

OPENING

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

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have Scouts discuss and vote on which of the nine requirement 3 options they want to do as activities in Meeting 3: drawing or painting, clay sculpture, clay pottery, origami/kirigami, computer illustration, logo/design creation, photo editing, comic strips, or creating a sculpture or mobile from wood, metal, papier-mâché, or recycled objects.
- Discuss options for showcasing their artwork (requirement 4)—in a hard-copy or digital portfolio, or as a public display.

ACTIVITIES: SELF-PORTRAITS (REQUIREMENT 2)

Have each Scout create two self-portraits using the techniques he chose before the meeting. Self-portraits are interesting to boys of this age and can help them recognize what makes them unique within their families, as Scouts, and as individuals. Here is one possible scenario:

◆ Activity 1: Self-Portrait I

- Divide the den members into buddy pairs. Each Scout will take a close-up photo of his buddy in a way that represents that friend's personality (e.g., climbing a tree, cooking in the kitchen, reading a book, etc.).
- Once the photos are shot, print them out.
- Now have each Scout recreate the photo of himself using appropriate materials. For example, if the picture was shot outdoors, he could make the self-portrait from natural objects (e.g., grass, sticks, rocks.). If he was in the kitchen, he might use food materials (e.g., uncooked spaghetti or popcorn kernels).

◆ Activity 2: Self-Portrait II

Have each Scout do one more re-creation of the photo, this time using digital tools: a computer paint program, a more advanced creation tool like Photoshop®, or a basic animation program like Scratch.

CLOSING

- Gather the den in a circle. Starting with the denner and moving right, each boy will recite a part of the Scout Oath and say what that phrase means to him.
- Then have each Scout share one challenge and one success he had in making his self-portraits.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 2.
- Have Scouts sign thank-you notes to those who helped with the den outing.
- Before the next meeting, collect the materials Scouts will need for requirement 3 or make sure the boys are bringing them. Review requirement 3 in the *Webelos Handbook* to identify materials needed to create each option that the den selected during this meeting's Talk Time.
- The materials to prepare for requirement 4 will also depend on the types of projects chosen and whether Scouts will display the projects at an event or create portfolios. See the Meeting 3 plan for suggestions.

MEETING 2 RESOURCES

GATHERING

- Divide Scouts into two teams to play Pictionary®. If you have a large den, you can form extra teams, but the game is more fun with fewer teams.
- Give each team a category card, pad of paper, and pencil. The cards show the letters of each category on the playing board: P for person, place, or animal; O for object; A for action, such as an event; D for difficult words; and AP for “all play.”
- Place the game board and deck of word cards in the center of the group. Put playing pieces on the starting square to represent each team. Have each team roll the dice; the team with the highest number starts the game.
- Since the starting space is labeled P, the teams will play in that category first. A team member draws the top card in the deck and looks at the word in the P category for up to five seconds without letting his teammates see it.
- Then a one-minute countdown begins on the timer and he starts drawing picture clues on his pad (writing numbers or letters is not permitted). Teammates can guess continuously until the minute is over.
- If teammates guess the word before the timer runs out, they get to roll the dice, pick another card and draw again. If teammates don’t guess the word in time, they pass the dice to the team on the left, and that team plays.
- Each team starts its next turn by drawing a card—not by rolling the dice—and teammates should draw cards in rotation. The dice should only be rolled when a team has guessed their word in time and their turn is continuing.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Gathering games:
 - Large sheets of paper or poster board
 - Crayons or markers
 - Pencils and drawing pads
- Supplies for art projects (Activity 1) and displays (Activity 2), as determined by the projects selected by the den in Meeting 2
- For Activity 2, materials each Scout can use to create a display or a portfolio (hard-copy or digital)
- Poster boards showing words and hand motions for Closing

GATHERING

Crazy Artist Game. Divide the den into two teams for a relay drawing contest. Add Scouts as they arrive. Provide each team with a crayon or marker, and place two large pieces of paper or poster board on a wall or table across the room. The object of the game is for each team to draw a house, with each boy drawing no more than two straight lines: A player from each team runs to the paper, draws his two lines, then returns and hands the crayon or marker to the next player in line. The team with the best-looking house wins.

Five Dots. Give each Scout a drawing pad and pencil, and ask him to place five dots on the paper wherever he wishes. Players then exchange papers and each tries to fit a drawing of a person into the dots, with the head at one dot, the hands at two, and the feet at the other two dots.

OPENING

Handshake Opening. The den chief calls the roll and each member of the den comes forward and gives him the Scout handshake. After roll call, stand together and recite the Pledge of Allegiance.

TALK TIME

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

ACTIVITIES

◆ Activity 1: Art Projects (Requirement 3)

Webelos will work on the two art projects they selected, using the collected materials. **Note:** Depending on how much time is available, they may need to start or finish their projects at home.

◆ Activity 2: Displaying Art (Requirement 4)

- Once the projects are finished, have Scouts prepare methods of presenting their creations—either in portfolios or on public display.
- Boys may want to present a collective den exhibit at the next pack meeting. If so, have them plan the exhibit now so they can quickly set it up later on. Three-dimensional projects, such as origami pieces or clay sculptures, would display nicely on a table with a tablecloth and boxes of various heights. Two-dimensional projects, such as comic strips or paintings, could be hung from a clothesline using clothespins or could be framed in simple, painted cardboard frames and hung.
- If the den chooses to create portfolios, the format could be digital (by taking photographs of each project and compiling them on a computer) or hard copy (by collecting actual pieces inside a protective folder). An easy way to create a protective folder is to attach two pieces of foam core board with duct tape to create a "book" and punch holes on the opposite side for twine or ribbon handles. The size can be adjusted to fit the pieces of art.

CLOSING

Taps with Hand Motions. Write the song and motion directions in large print on a poster board. Webelos will practice and then perform taps for the Closing:

Day is done (hands out to sides, palms up)
Gone the sun (turn palms down)
From the lakes (hands in front at waist height, palms down)
From the hills (hands in front at shoulder height, palms down)
From the sky (hands high above head)
All is well (left hand to right shoulder)
Safely rest (right hand to left shoulder)
God is nigh (bow head after singing)

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3 and 4.
- If the art projects will be shown at a pack meeting, make arrangements with Webelos Scouts and parents to bring them to the location, or keep them in one place until that time.

Upon completion of the Art Explosion adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.






AWARE AND CARE



RATIONALE FOR ADVENTURE

Everyone has challenges—and understanding the challenges of others leads to acceptance. In this adventure, Webelos Scouts will learn firsthand how people live with disabilities that affect their sight, hearing, dexterity, and mobility; with this new understanding, they can help educate their peers and prevent the hurtful exclusion of others.

TAKEAWAYS FOR CUB SCOUTS

- Recognition that all people are different and have challenges
- An understanding of challenges faced by others
- Seeing that people with challenges are not helpless and often give back to their community through service to others
- A Scout is friendly. 

ADVENTURE REQUIREMENTS

Webelos Handbook, page 274

Do all of these:

1. Develop an awareness of the challenges of the blind through participation in an activity that simulates blindness.
2. Participate in an activity that simulates severe visual impairment, but not blindness.
3. Participate in an activity that simulates the challenges of being deaf or hard of hearing.
4. Engage in an activity that simulates mobility impairment.
5. Take part in an activity that simulates dexterity impairment.
6. With your den, participate in an activity that focuses on the acceptance of differences in general.
7. Do two of the following:
 - a. Do a Good Turn for residents at a skilled nursing facility or retirement community.
 - b. Invite an individual with a disability to visit your den, and discuss what activities he or she currently finds challenging or found challenging in the past.
 - c. Attend a disabilities event such as a Special Olympics competition, an adaptive sports event, a performance with sign language interpretation, or an activity with service dogs. Tell your den what you thought about the experience.
 - d. Talk to someone who works with people who have disabilities. Ask that person what they do and how he or she helps people with disabilities.
 - e. Using American Sign Language, sign the Scout Oath.
 - f. With the help of an adult, contact a service dog organization, and learn the entire process from pup training to assignment to a client.
 - g. Participate in a service project that focuses on a specific disability.
 - h. Participate in an activity with an organization whose members are disabled.

NOTES TO DEN LEADER

Please consult with parents to see if any Webelos Scouts in the den may have extra sensitivity to activities in this adventure.

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

MEETING 1 PLAN

The Signs, Signals, and Codes Merit Badge Braille Supplement (No. 621366) includes a Braille alphabet in raised dots and several phrases in Braille that Cub Scouts could use to practice. Contact your local council Scout shop for more information about this resource.

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Copies of the Aware and Care word scramble (Gathering; see Meeting 1 Resources)
- Pencils
- Materials for games (see Meeting 1 Resources)

GATHERING: WORD SCRAMBLE

- As each Scout arrives, give him a pencil and a copy of the Aware and Care word scramble. See how many words the boys can create from the letters.

OPENING

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

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the adventure by discussing what disabilities are and how they affect people, especially children like the Scouts' peers. Tell the boys that in the next few weeks, they will get a chance to understand more about many different types of disabilities and how people face and overcome their challenges.
- The Department of Health and Human Services website at www.hhs.gov is a good resource for more information you can share with the den.

ACTIVITIES

◆ Activity 1: "Lost in Space" Game (Requirement 1)

See Meeting 1 Resources.

◆ Activity 2: "Don't Drop Humpty" Relay Game (Requirement 2)

See Meeting 1 Resources.

◆ Activity 3: "Did You Get My Message?" Game (Requirement 3)

See Meeting 1 Resources.

◆ Activity 4: "My Fingers Are Stiff" Game (Requirement 5)

See Meeting 1 Resources.

CLOSING

- Gather the den together and recite the Scout Law. Then, starting with the denner and moving right, have each Scout mention one point of the law and how it might apply to this adventure.



Do-at-Home Project Reminder:

Encourage Webelos Scouts to watch a TV show with the volume turned off and be ready to tell the den about it at the next meeting.