

CUB SCOUTING AND BOY SCOUTING

Roundtable Planning Guide 2015–2016

WHAT IS ROUNDTABLE?

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



BOY SCOUTS OF AMERICA®

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Roundtable Overview

The *2015–2016 Cub Scouting and Boy Scouting Roundtable Planning Guide* is designed to help you plan and produce a successful roundtable program for your district. For the 2015–2016 program year, you will find:

- Big Rock topic plans that can be used flexibly to meet the needs of the combined roundtable group
- Program agendas that include the key elements for presentation of a Cub Scout or Boy Scout roundtable. Recommended times for each activity will help you maintain a reliable schedule.
- Cub Scout and Boy Scout interest topic plans that can be used flexibly to meet the needs of leaders
- Program materials that can be used by leaders in their meetings and events

Scouting is considered a year-round program, meaning that dens, packs, and troops are encouraged to meet and conduct activities year-round. Thus, it is suggested that roundtable also operate year-round. Of course this is up to the council and districts to decide as part of the yearly planning process. Some of the resources listed above, such as Big Rock topics, may not have plans for every month of the year because local councils and districts may have unique local topics to be discussed in certain months. Councils and districts are encouraged to use the provided templates to create topics that meet any local needs they identify. Topics from previous years are archived on the Roundtable Support page of the Commissioner website: www.scouting.org/Commissioners/roundtable.aspx.

ROUNDTABLE LEADERSHIP

Coordination of all roundtables held in the council is under the jurisdiction of the assistant council commissioner for roundtables. This person reports to the council commissioner and conducts an annual councilwide roundtable planning meeting followed by a midyear review. This process brings a level of standardization to district roundtable in terms of content by promoting the use of national roundtable guides and other resources while allowing local flexibility for the districts. In some larger councils, there may be multiple assistant council commissioners for roundtable depending on the local needs.

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

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

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

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

Assistant district commissioners for roundtable and/or roundtable program commissioners should be in attendance at all district commissioner meetings to report on roundtable attendance and program highlights for the next month. This gives unit commissioners important information for their units.

TRAINING AND RECOGNITION FOR ROUNDTABLE TEAM

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

- Roundtable commissioner and team basic training, www.scouting.org/Commissioners/roundtable.aspx
- Council commissioner colleges/conferences and workshops
- Council trainer development conferences
- The Fundamentals of Training
- The Trainer's Edge
- Wood Badge courses
- Philmont training conferences
- Other local and special-topic training as available

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

THE ROUNDTABLE COMMISSIONER

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

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

Once an annual plan is adopted, it should be shared with the units. Sharing the plan in advance helps the units ensure the most appropriate attendees are at each roundtable based on the topic to be presented. For example, a roundtable featuring advancement would be very helpful to a unit advancement chair and new unit leaders who want to learn how the advancement program is administered. Likewise,

a program on backpacking would be very relevant to Scoutmasters and assistant Scoutmasters who may have a direct role in coaching the youth leaders who will be presenting that program to the unit or to those planning high-adventure events with these elements.

It is also important for roundtable commissioners to be trained for their roles. They should take advantage of council-level roundtable commissioner training, as well as a broad variety of training in different topics that may be of interest to their attendees. The College of Commissioner Science curriculum will soon expand to include a full seven-course bachelors level of roundtable training.

USING THE ROUNDTABLE PLANNING GUIDE

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

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

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

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

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

LENGTH AND FORMAT OF ROUNDTABLE

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

Roundtable commissioners will find the 2015–2016 plans allow for a great variety of roundtable configurations. Using these plans, your roundtable may be 60 minutes, 90 minutes, 120 minutes, or 180 minutes based on the district needs and frequency of meetings. The first section

of each plan is designed for all program areas to share common interests and concerns in a joint meeting, and the second section separates participants into breakout groups by program.

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

TECHNOLOGY AND ROUNDTABLE DELIVERY

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

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

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

- Availability of telephone jacks in the meeting rooms and/or suitable Internet connectivity at the roundtable site (including Wi-Fi)
- Availability of the equipment necessary to record and transmit a roundtable from the host site, including cameras, quality microphones, and lighting
- Cost of the various telephonic or video services
- Limits imposed by the service provider on the number of simultaneous participants
- Whether to record and broadcast both the joint session and all the breakout sessions, or just the

joint session, keeping in mind the need for more equipment if multiple breakout sessions are filmed simultaneously

- Whether to enable two-way communication so remote participants can ask questions and participate in group discussions, or whether the remote participants will only be able to listen to presentations
- Whether the remote participants have access to the necessary technical resources (equipment and bandwidth) to receive a particular type of telephonic or video feed

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

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

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

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

Some districts may choose to use a blend of in-person roundtables during certain months, real-time remote audio and/or video roundtables during other months, and YouTube videos or podcasts for selected presentations when the primary need is the dissemination of information

rather than an interactive discussion. Examples of the latter could include recordings of presentations on Friends of Scouting, Internet Rechartering, or a topic that every new leader should hear as a supplement to available online training. Having these supplemental topics available via podcast or YouTube videos would enable new leaders to hear that information whenever they accept a position for which that information would be useful, without having to repeat basic information at roundtable.

The commissioner newsletter, *The Commissioner*, has included numerous articles on technology options for roundtable delivery and will continue to do so in the future. The first such article was included in the Fall 2013 edition. The Winter 2014 edition included an article on one district's use of YouTube videos of roundtable sessions. Current and archived copies of *The Commissioner* can be found at www.scouting.org/commissioners/.

Parts of a Roundtable

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

PREOPENING

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

Organize an interactive, easy-to-join opener such as a get-acquainted game. Ideas for these activities may be found in *Group Meeting Sparklers* and *Troop Program Resources*.

Displays and Information Tables

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

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

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

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

- Neckerchief slide ideas
- Games that can be made and shared

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

Registration

A roundtable team member should be assigned to greet participants individually as they arrive, help them sign in at the registration table, give them a name tag, and get them involved in the gathering activity. Getting detailed contact information from attendees is important to following up and extending invitations to future roundtables.

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

GENERAL OPENING (ALL SCOUTING PROGRAMS)

Welcome

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

Prayer

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

Opening Ceremony

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

Introductions and Announcements

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

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

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

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

Big Rock Training Topic

The Big Rock topic is information relevant to all Scout leaders across BSA programs. It is important to include a Big Rock topic as part of each month's opening activity. Big Rocks are aimed at reminding unit leaders of basic information that helps them execute a better program. While a number of Big Rocks are provided in this guide, their use is flexible based on the needs of the council or district. If a topic that is not covered needs to be addressed, use the template provided at the end of the Big Rock section to design a local Big Rock topic. Big Rocks from previous roundtable guides are archived at www.scouting.org/Commissioners/roundtable.aspx.

Commissioner's Minute

This is the chance for the assistant district commissioner for roundtable, or others as appropriate, to give a meaningful thought regarding a point of the Scout Law, or other significant and uplifting message. The Commissioner's Minute helps bring the general session to a close and transition to the program-specific breakouts. Explain that the next session will begin in a few minutes, and point out the locations.

COMBINED CUB SCOUT SESSION (CUB SCOUT LEADERS ONLY)

Points of the Scout Law and Themes

A point of the Scout Law and a related theme are highlighted each month. Ceremonies, Cubmaster's Minutes, Commissioner's Minutes, and some activities at roundtable meetings should reflect that month's point of the Scout Law and theme. Roundtables can be a strong influence for pack committees to promote these at their pack meetings.

Sample Ceremony

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

A ceremony related to the month's point of the Scout law or supplemental theme makes it more relevant for the unit's monthly use and will enhance it as a take-home idea.

Skits, Songs, Cheers, and Games

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

Tips for Pack Activity

Packs can always use a new idea or approach to help keep meetings interesting, diverse, and exciting. A roundtable is a great place to share these tips, whether pulled from training resources, suggested by participants, or collected from commissioner observations on unit visits. Many of the books and media resources developed by the Boy Scouts of America are listed throughout this guide. These resources may provide tips, or roundtable leaders may even choose one or two of these resources to introduce in this part of the meeting. Explain how these materials might help the units deliver a better program for their Cub Scouts and where the resources can be obtained.

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

Cub Scout Interest Topic

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

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

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

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

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

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

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

topics from previous roundtable guides are archived at www.scouting.org/Commissioners/roundtables.aspx.

Open Forum (Q&A)

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

CUB SCOUT LEADER BREAKOUTS

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

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

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

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

BOY SCOUT SESSION (BOY SCOUT LEADERS ONLY)

Icebreaker

A brief exercise can help get people settled into the room and focused on the roundtable theme. It also provides a couple of minutes to ensure everyone has made it to the breakout session and begins building excitement around the program topics.

Sample Ceremony/Skit

A sample ceremony or skit is presented in this section to show leaders how Boy Scouting's purposes and ideals can be symbolized in a variety of fun activities. If some troops are noted for excellent ceremonies and skits, the roundtable commissioner might ask those leaders to perform one for the group. Be sure to involve as many participants as possible.

Tips for Troop Meetings

Unit leaders can always use a new idea or approach to help keep troop meetings interesting, diverse, and exciting. A roundtable is a great place to share these tips, whether they are pulled from training resources, shared among participants, or collected from commissioner observations on unit visits.

A list of many of the books and media resources developed by the Boy Scouts of America is included in the Resource Highlights section of this guide. These may be a source of tips, or one or two of these resources could be introduced in this section of the roundtable. Explain how these materials might help the units deliver a better program for their Scouts and where the resources can be obtained.

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

A member of the district training team could be invited to present this part of the program.

Boy Scout Interest Topic

The interest topic is a roundtable feature designed to address requests for more variety in roundtable programming. The interest topic may be a training highlight, a review of an upcoming annual event, advancement information, or any of a number of other topics related to Boy Scouting issues.

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

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- An **expert presentation** features a speaker, often from an outside group or with special training, who imparts knowledge through a presentation.

- An **open forum** roundtable utilizes open question-and-answer exchanges to encourage the sharing of ideas among participants, such as sharing camping location ideas and program themes.
- A **directed discussion** format is a blend of a presentation and an open forum, with a guided conversation designed to address the topic through a planned presentation that includes interaction with the audience to achieve certain goals.
- A **roundtable fair** is a multi-station event, such as a district program preview night, where participants move among different stations and topics in a planned program.

Different topics and skill levels will be suited to different styles. For example, a backpacking roundtable topic directed toward leaders who are not experts may be best handled as a presenter-led training session. If the audience is primarily experienced backpackers, then an open forum sharing ideas and trails may be more valuable to the attendees.

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

Several topics are provided in this guide as outlines that can be localized for each roundtable environment. The council or district is encouraged to use the included template to design local topics for additional program needs. Interest topics from previous roundtable guides are archived at www.scouting.org/Commissioners/roundtable.aspx.

Program Feature of the Month

Scouts are looking for an action-packed program full of fun activities. In this section, roundtable commissioners delve into various program features or ideas to help units deliver quality programs.

Program Features for Troops, Teams, and Crews (volumes 1, 2, and 3) provide complete monthly program features, 16 per volume, and include meeting plans, outing ideas, and resources. In these books, roundtable commissioners will find a number of program ideas as well as resources, unit meeting plans, and outdoor activity programs.

Additional features include recommendations for related advancement and awards, leadership applications, and references to other materials and Web resources. See page 166 at the end of this guide for topics listed by volume and an example that shows how they are organized.

These program features may be used as the core of the monthly feature where they fit the needs of the local unit leaders. The council roundtable plan should help establish

the month in which to present each feature based upon what is most appropriate to the local area. Councils and roundtable commissioners may also choose to come up with other program ideas locally.

Roundtable commissioners should ensure that any program feature is presented far enough in advance so that unit leaders can plan and effectively use the information provided, typically at least three months, or even six months, ahead of the likely month the program feature might be used. This allows the unit leaders time to gather resources, get training, and work with the youth leaders to present the program in an effective manner.

Roundtable commissioners may also reach out to local experts to present this portion of the roundtable. In fact, that's sometimes the best way to conduct this session. Whether or not they have a Scouting background, many subject experts are not only willing but also eager to share their knowledge of a particular activity. Roundtable commissioners who cultivate relationships with local experts and use them on a regular basis will encourage continued support for Scouting programs from these excellent resources.

Be sure to provide guest presenters with any BSA materials he or she may need in advance. For instance, it will be helpful for them to know what the *Guide to Safe Scouting* says about their particular area of expertise.

Also, be sure to offer an appropriate thank you for their time and assistance. If possible, a small takeaway of some sort that is personalized by the district makes not only a memorable token but also a lasting impression of gratitude for their time and efforts to assist Scouting.

Open Forum (Q&A)

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

Closing and Commissioner's Minute

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

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

AFTER THE MEETING

Fellowship (Cracker Barrel)

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

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

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

Team Meeting

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

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

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

Roundtable Mechanics

UNIT PARTICIPATION

Roundtables should be presented as learning experiences. Leaders watch demonstrations and then practice what they just learned. Because people learn best by active involvement rather than by observation, leaders attending a roundtable should have as much opportunity as possible to participate. Participation can be in the form of a game, a craft, a role-play, a panel discussion, or a hands-on experience with a skill being taught. A segment of the program can be assigned to individuals or a unit in advance, so they have time to prepare. This involvement makes roundtables more satisfying experiences and convinces leaders that these are their roundtables. Pride in doing a task well can help Scouters develop their leadership skills.

Unit Assignments

Set up a schedule that allows units or individuals to volunteer in advance to be responsible for presenting a song, skit, game, or ceremony at upcoming monthly roundtable meetings. Designate a roundtable team member to preview all original presentations for suitability, making sure they meet the aims of the Boy Scouts of America. Prior to the meeting, have a team member check on the unit's progress in preparing the presentation, and also send a reminder about the roundtable assignment. Ask this team member to be prepared as a backup should the person or unit fail to deliver on the assignment. Do not leave an embarrassing gap in the evening's program.

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

Show and Tell

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

PUBLICITY AND PROMOTION

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

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

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

Tools that can help with promotion include:

- **Fliers**—Informational fliers that detail just what a roundtable is all about should be distributed to new leaders and at leader-specific training courses. Continue the distribution throughout the year wherever you find Scout leaders.
- **Invitations**—Computer-generated invitations are easily created and are impressive to the new leader. Have the roundtable team attend training events to hand-deliver invitations and invite new leaders to the roundtable. This could be done at the closing of the training.
- **Mailed Announcements**—This method can be expensive and time-consuming, but it might be worth the effort and expense for special events.
- **Chartered Organization Publicity**—If your chartered organizations produce online or printed bulletins, place stories in them. Try church bulletins and company newsletters. This method may be especially helpful for geographically large areas.
- **District or Council Newsletter**—Be sure your roundtable dates and meeting places are listed on the district and council calendars. Include new information in each month's newsletter article detailing the agenda for that month.
- **District or Council Website**—Many districts and councils maintain websites. Keep up-to-date information on these sites about plans for upcoming roundtable events. Highlight last month's meeting to get people excited about future roundtables. We are in the age of instant information and digital presence; be sure the roundtable is part of this. Be sure the location information, start time, and contact information is accurate.

- **Local News Media**—Make brief announcements in the community news section of your local newspaper, or create public service radio announcements. Your local cable television station may have a community bulletin board that will allow you to post information about your monthly roundtable.
- **Telephone Trees**—Telephone campaigns can take time, but the whole roundtable team can cover a phone list in one evening. Try to keep the conversation to roundtable matters, and set a time limit for each call. Make sure to place your call at a time that is convenient to the recipient. Messages on voice-mail can also be effective.
- **Email/Social Media Messages**—Establish a roundtable email directory of district Scout leaders. Reminders of meetings and special events can be sent efficiently to many people through this avenue of communication. One best practice is to send notes about a completed roundtable to participants at the time midway between the completed roundtable and the upcoming roundtable. This serves to remind them of the information they gathered and the fun they had as well as to invite them to the upcoming roundtable with highlights of the planned topics. Plus, it is a golden opportunity to invite them to bring a friend. Another suggestion is to send materials about the roundtable to those leaders who did not attend. This shows that they were missed and provides them with needed information in spite of their absence.
- **Road Shows**—Develop a slide show or videotaped presentation of your roundtable. Make arrangements for roundtable team members to visit unit committee meetings around your district to show leaders what they are missing.

ATTENDANCE INCENTIVES

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

When a certain number of points are earned, the unit gets an award. Competition for assignments is usually keen, because even adults are eager to work toward an award.

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

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

ATTENDANCE AWARDS

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

Other attendance awards might include:

- **Slide of the Month**—A simple, easy-to-duplicate neckerchief slide can be presented to all leaders attending.
- **Certificate**—Award a thank-you certificate to units and leaders who help with the program.
- **Pins**—Give special pins or insignia for a year's perfect attendance.
- **First Nighter**—A first-nighter award for new attendees will make them feel welcome and important.
- **Traveling Totem**—A totem may be an unfinished ceremonial prop that is awarded to the unit with the highest percentage of attendance. The winning unit brings the prop back the next month with something new done or added to it. At the end of the year, the unit with the greatest average attendance receives the prop as an award.
- **Scout Bucks**—Scout leaders earn bucks through attendance at or participation in the roundtable. Leaders can use these bucks to purchase personal or unit items at an auction held once a year. Real money is never used. The only way to earn bucks is

through roundtable attendance. (Some districts choose to include participation in training events and district activities.) Auction items are donated and collected throughout the year. **Note:** Be sure to have solicitations of local businesses preapproved by your district or council before you ask a business for a donation.

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

Roundtable Commissioner's Notebook

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

ROUNDTABLE TEAM MEMBERS

The roundtable team members for _____ district:

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

RESOURCES, CONTACTS, SPEAKERS, MATERIALS, AND SUPPLIES

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

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

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

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

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

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

TRAINING COURSES

Type of training _____

Date _____ Time _____

Place _____

Cost _____ Course director _____

Staff members who need to attend _____

Type of training _____

Date _____ Time _____

Place _____

Cost _____ Course director _____

Staff members who need to attend _____

Type of training _____

Date _____ Time _____

Place _____

Cost _____ Course director _____

Staff members who need to attend _____

Type of training _____

Date _____ Time _____

Place _____

Cost _____ Course director _____

Staff members who need to attend _____

Type of training _____

Date _____ Time _____

Place _____

Cost _____ Course director _____

Staff members who need to attend _____

Type of training _____

Date _____ Time _____

Place _____

Cost _____ Course director _____

Staff members who need to attend _____

INTERNET REFERENCES

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

ROUNDTABLE ATTENDANCE RECORD

[illegible]

GETTING TO KNOW YOU

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

Your name _____

Home address _____

Phone number (H) _____ (B) _____ (C) _____

Email (H) _____ (B) _____

Pack or Troop No. _____ of (town) _____

Chartered organization _____

Registered position _____

What Scouting training have you attended? _____

Previous Scouting experience _____

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

Occupation _____

Spouse _____ Scouting experience _____

Children (please list their Scouting experience) _____

How did you hear about roundtable? _____

Why did you come to roundtable? _____

With whom did you come, or did you come by yourself? _____

How can roundtable help your unit program? _____

ROUNDTABLE PROGRAM EVALUATION

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

What was your favorite topic tonight? _____

Why? _____

What was the most helpful topic? _____

Why? _____

What was the least helpful topic? _____

Why? _____

Did you feel welcome and warmly received? ☐ Yes ☐ No _____

Why or why not? _____

Did you feel comfortable participating in the program? ☐ Yes ☐ No

Why or why not? _____

What portions of tonight's program will you use in your unit? _____

Why? _____

Do you feel motivated by tonight's program? ☐ Yes ☐ No How so? _____

What would you change about tonight's roundtable? _____

Why? _____

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

Would you encourage other leaders to attend? ☐ Yes ☐ No

Why or why not? _____

What program topics would you like to see at roundtable? _____

RESOURCE HIGHLIGHTS

- 100 Years of Scouting* (DVD), No. 36105
- A Guide for Merit Badge Counseling*, No. 34532
- A Scout Is Reverent*, No. 34248
- A Time to Tell* (DVD), No. AV-09DVD04
- America the Beautiful* (DVD), No. AV-08DVD02
- Baden-Powell and Bugle Calls* (CD), No. AV-054CD
- Baden-Powell: The Two Lives of a Hero*, No. 34366
- Belay On*, No. 430-500
- Boy Scout Handbook*, No. 34554
- Boy Scout Journal*, No. 34437
- Boy Scout Nova Awards Guidebook*, No. 34033
- Boy Scout Requirements* (current year), No. 33216
- Boy Scout Songbook*, No. 33224
- Camp Cookery for Small Groups*, No. 33592
- Communicating Well* (DVD), No. AV-02DVD20
- Conservation Handbook*, No. 33570
- Craftstrip Braiding Projects*, No. 33169
- Fieldbook*, No. 33104
- First Aid Log*, No. 32352
- Gospel of the Redman*, No. 33574
- Group Meeting Sparklers*, No. 33122
- Guide to Advancement 2015*, No. 33088
- Guide to Awards and Insignia*, No. 33066
- Guide to Safe Scouting*, No. 34416
- High-Adventure Survey Cards, No. 34241
- Knots and How to Tie Them*, No. 33170
- Membership Inventory,
www.scouting.org/Media/forms.aspx
- Okpik Cold-Weather Camping*, No. 34040
- Patrol Leader Handbook*, No. 32502
- Patrol Record Book*, No. 34516
- Planning and Preparing for Hazardous Weather* (CD), No. 36129
- Program Features for Troops, Teams, and Crews, Vol. 1*, No. 33110
- Program Features for Troops, Teams, and Crews, Vol. 2*, No. 33111
- Program Features for Troops, Teams, and Crews, Vol. 3*, No. 33112
- Scoutmaster Handbook*, No. 33009
- Senior Patrol Leader Handbook*, No. 32501
- Star-Spangled Banner* (DVD), No. AV-08DVD02
- The Constitution of the United States, No. 30529
- This Is Scouting* (DVD), No. 36118
- Tour and Activity Plan, No. 680-014
- Trail and Campfire Stories*, No. 33529
- Troop Advancement Chart, No. 34506
- Troop Committee Guidebook*, No. 34505
- Troop Program Resources*, No. 33588
- Troop Resource Survey,
www.scouting.org/Media/forms.aspx
- Troop/Team Record Book*, No. 34508
- Uniform Inspection Sheet—Scout Leader, No. 34048
- Uniform Inspection Sheet—Boy Scout/Varsity Scout, No. 34283
- Your Flag*, No. 33188
- Youth Protection* (DVD), No. 100-023

Roundtable Big Rocks

ADULT RECOGNITION

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand why adult recognition is important.
2. Identify what types of recognition are appropriate.
3. Understand how proper use of recognition contributes to successful units and supports the aims and methods of Scouting.

Suggested Presenter(s)

Suggested presenters include: anyone serving on the district or council nominating committee if looking to explain the award nomination process; anyone from the district or council training committee who can help explain how to submit training awards; and the district Key 3 to help with recognizing volunteers.

Presentation Method

Have copies of the training award forms available for all volunteers, or direct them to the website where the most current forms may be downloaded. Volunteers can also be directed to the district or council website for the award nomination forms. Posters or displays showing the various recognitions can be set up in the midway or gathering area before and during roundtable, with the presenter available to answer questions or collect forms as needed.

BSA Reference Materials

- *Guide to Awards and Insignia*, www.scouting.org/filestore/pdf/33066
- Scout Leader Uniform Inspection Guide to assist with placement, www.scouting.org/filestore/pdf/34048.pdf
- Your district or council training committee or recognition committee Web page
- Your council Web page for award nominations

Presentation Content

- Adult volunteers in Scouting do not get involved to receive knots. They most often become involved to support the unit their children have joined. However, through proper training, successful completion of certain activities, and tenure in their Scouting assignment, adults contribute to successful Scouting programs and can earn recognition for a job well done.

- Training awards reflect a pattern of growth in the development of an adult leader. The training award recognizes completion of the basic level of training and tenure in a Scouting assignment. The Key Award reflects the additional time and effort a leader has devoted to a key assignment in Scouting.
- Some volunteers make additional commitments beyond their current position in Scouting. They may serve at the district or council level or in other ways, such as through a religious, fraternal, or social organization, or by supporting the council or national endowment funds. All of those groups have awards that can be worn on the Scouting uniform.
- These awards are nominative—that is, the award holder does not campaign for them. The misguided actions of some volunteers in the past who actively sought recognition caused others to not want to wear the knots at all, and individuals should be discouraged from collecting recognition. Instead, they should focus on encouraging and recognizing the contributions of others.
- Completion of the requirements for training awards reflect the effort a volunteer makes to put on a quality program. This recognition is an outward sign that the wearer made the effort to obtain proper training and serve as a dedicated leader, and it also reflects well on the unit, district, or council. Adult volunteers who also go above and beyond supporting the work in their units should be recognized for that additional commitment, as is common in other organizations and workplaces.
- Nominative awards are available from the National Council for work done at the district and local council level. Information about the process and timeline for submission is available from district and council nominating committees and websites.
- An adult who has earned the Arrow of Light, the highest Cub Scouting award; the Eagle Scout Award, the highest award in Boy Scouting; the Summit Award (or the Silver Award), the highest award in Venturing; or the Quartermaster Award, the highest award in Sea Scouting, can wear the representative knot on their uniform as a Scouter. It sets an example for other adults and encourages the youth we serve to continue working on their recognition.
- Proper wearing of adult recognition is explained in the *Guide to Awards and Insignia* and the Scout Leader Uniform Inspection Sheet.

HISTORIC TRAILS

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand why Scouts hike historic trails.
2. Identify sources for local and national historic trails.
3. Understand how to organize and safely lead a hike.

Suggested Presenter(s)

Unit leaders who have never hiked a historic trail will want a description of local trails. A Scouter who has hiked local historic trails and knows that information is an ideal presenter. The presenter also should discuss trail safety and how hiking relates to Cub Scout and Boy Scout advancement programs.

Presentation Method

The presentation should include a list of historic trails located in the local council or nearby councils. The location, length, theme, and degree of difficulty of each trail should be described. Printed scans of available trail patches to show participants may improve interest level.

BSA Reference Materials

- Local council historic trail list and award requirements
- BSA-approved historic trails list with state by state list
- National Park Service National Trails System, www.nps.gov/nts/

Presentation Content

- Hiking can be an exciting component of a well-rounded outdoor program when properly planned and executed. It can also improve a Scout's stamina and physical fitness.
- All Cub Scout ranks and many adventures include outdoor activities that can be met by hiking portions of a historic trail. Boy Scouts must complete patrol or troop activities to earn Tenderfoot, Second Class, and First Class, which can include historic trail hikes.
- The Hiking merit badge can be earned by hiking several historic trails of the proper length.
- A historic trail gives purpose to a hike beyond the physical effort needed, so a Scout's interest can be heightened. Scouts will learn local or national history in the process of hiking historic trails.
- Historic trails usually include a colorful patch for those who answer a trail questionnaire and complete the trail. They are mementos of the event and can be an incentive for Scouts to hike historic trails.

- There is no single type or length of "historic trail." Some examples of trails are described below.
- Historic trails can commemorate local events (such as a nearby battle or civil rights march), include local historic sites (such as early public buildings and residences in the city), or connect several sites associated with a significant person.
- Each council should have a list of BSA historic trails in the council or state, and the questionnaires required to earn any available trail awards.
- If your council has one or more BSA historic trails, the presenter should describe where each of them is located as well as the theme or highlights of each. Also, indicate whether each trail is suitable for all ages or only older Scouts. Show an example of the patch or other award(s) available for completing the trail.
- The BSA national website maintains a list of authorized historic trails by state, which can be used to plan longer trips. The list was being updated when this topic was written, but cached versions can be found online.
- Historic trails can be found at most national battlefield parks and many national historic parks managed by the National Park Service. The NPS websites will include information about available hikes and awards. A list of nearby NPS trails will be useful for unit leaders planning historic trail hikes.
- Your city hall or local historical society may have a list of local non-BSA historic trails.
- Remember to file a tour and activity plan if hiking a historic trail, when distance or other factors require the plan.
- Call ahead to make sure that the trail is open for use (season, weather events, etc.), and check the hours of operation of sites that must be visited along the trail.
- Practice hiking safety and Leave No Trace principles.
- Wear proper footwear. Even city sidewalks require well-cushioned soles to avoid foot problems.
- Make sure everyone stays hydrated.
- Scheduled rest stops (like 10 minutes every hour) will reduce exhaustion and straggling. Straggling can make some Scouts feel inferior to others, and also makes proper adult supervision more difficult.
- Make sure not to litter. More than one BSA trail that crossed private property has been closed due to misbehavior by Scouts.

LEADERSHIP TRANSITIONS

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Realize that Scouting is not a child care program.
2. Understand that parent involvement is essential to the Scouting program, and training is the key to making this happen.
3. See that Scouting does not end when a boy earns the Arrow of Light Award.
4. Understand that it takes a community to maintain a Scout unit.
5. Understand that Scouting is not a “one-person show”!

Suggested Presenters(s)

This could be presented by two Scouters (one new Cubmaster and one an experienced Scoutmaster), or a Scouter who has a history of involving parents in the local unit.

Presentation Method

- “A Tale of Two Units”
- Discussion—listing ways to ensure leadership transition and parent involvement

BSA Reference Materials

- Orientation for new Boy Scout parents, www.scouting.org/Training/Adult/Supplemental/OrientationforNewBoyScoutParents.aspx
- Cub Scout Parent Information Guide, www.scouting.org/filestore/pdf/520-259.pdf
- What I Wish Every Parent Understood, <http://scoutmastercg.com/what-i-wish-every-scout-parent-understood/>
- Getting parents excited about Scouting, <http://scoutingmagazine.org/2008/10/scouters-speak-getting-parents-excited-about-scouting/>
- Tuesday Talkback: When parents see Cub Scouting as low-cost babysitting, <http://blog.scoutingmagazine.org/2013/11/26/tuesday-talkback-when-parents-see-cub-scouts-as-low-cost-babysitting/>

Presentation Content

A Tale of Two Units

- It was the best of times; it was the worst of times. Two Scout units (a pack and a troop) were chartered by the same institution. Each unit had approximately 30 youth. Both units had monthly activities. The

troop supplied den chiefs for the pack. Scouts from the troop made presentations at the pack’s blue and gold banquet. At the fall School Night to Join Scouting event, 15 boys joined the pack (five Tigers, two Wolves, three Bears, and five Webelos).

- Eight boys who had been Webelos earned the Arrow of Light and joined the troop, while two more joined a different troop in the community. Twenty-five members of the pack signed up to attend day camp and 21 Boy Scouts attended summer camp.

The leadership in the pack and troop are quite different.

- Bob has been a Cubmaster for one year. He was previously a Tiger adult partner, Wolf den leader, and assistant Cubmaster. Bob was never a Scout; he got involved when his son asked about Tigers after seeing a school flier. Besides Youth Protection Training (YPT), Bob has taken the online Cub Scout leader training, attends roundtable, and has signed up to take Wood Badge. He has encouraged all parents in the pack to take YPT, and planned a parent night where they could take Cub Scout leader training and discuss the implications for the pack. Bob’s philosophy is that the more parents are involved in Scouting, the better the program will be for the boys in the unit.
- George has been Scoutmaster for the past 10 years. George is an Eagle Scout and a member of the Order of the Arrow. He earned the Scoutmaster’s Key, has taken Wood Badge, and was awarded the District Award of Merit. Because of his Scouting experience and dynamic personality, the parents in the troop are willing to “let George do it” and do not register as assistant Scoutmasters. The troop has become a “one-man show.”
- Recently, in May, Bob and George informed their respective committee chairs that they would be transferring to other states by June 1. Which of these units will probably experience a difficult transition period, either before or after they have a new unit leader? Why or why not? What can be done to prevent this situation from occurring in the future?
- For parents to be involved in their son’s unit, they must:
 - Realize Scouting is to their son’s benefit
 - Understand that Scouting is not child care, but an active family program
 - Realize they need to be trained (YPT and This Is Scouting as a minimum)
 - Know Scouting does not end when a Webelos Scout crosses the bridge to Boy Scouts

- Be welcomed into the troop
- Be given a leadership position that is appropriate to their talents, experience, time, and energy
- Be offered a description of the position and a mentor to help with questions
- Know the time limit of the position
- Healthy leadership transitions may follow this pattern in order to keep a vibrant and engaged volunteer base:
 - Year 1, learning the position
 - Year 2, performing the position
 - Year 3, training their successor

RECRUITING COMMISSIONERS

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the commissioner role in Scouting service.
2. Identify the characteristics of good commissioners.
3. Identify various sources for recruiting commissioners.

Suggested Presenter(s)

The district commissioner is an ideal presenter since duties include recruiting a commissioner staff. An assistant district commissioner in charge of staffing, training, or other duties is also a good presenter.

Presentation Method

A brief, informative talk is best. Encourage Scouters to visit with the presenter after the meeting about candidates who may make good commissioners.

BSA Reference Materials

- *Administration of Commissioner Service*, No. 34501
- www.scouting.org/Commissioners.aspx
- Commissioner Recruitment and Retention, www.scouting.org/Commissioners/recruiting.aspx

Presentation Content

- Commissioners play important roles in unit service. They are district and council leaders who help Scout units succeed. They coach and consult with adult leaders of packs, troops, teams, and crews.
- Commissioners focus on four key areas:
 - Supporting unit growth in the Journey to Excellence criteria

- Visiting units and reporting the information from those visits to identify what resources are needed
- Linking district committee resources to the unit based on those visits
- Supporting on-time charter renewal and membership retention.
- Understanding the ideal attributes of commissioners is an important part of identifying where to recruit them. All commissioners should know and practice Scouting ideals, but they also need certain qualities to succeed in commissioner service.
 - Unit commissioners should have a Scouting background and excellent people skills, and they should be fast learners.
 - Assistant district commissioners need excellent people skills and should be able to recruit and work with a team of unit commissioners. They need a broad Scouting background or an ability to learn quickly.
 - Roundtable commissioners should be congenial and enthusiastic performers, have the ability to recruit a roundtable team, have good experience in the program for which they will run roundtables, and be a good planner.
 - District commissioners should be enthusiastic leaders of adults and good recruiters for commissioners. They need the ability to guide and motivate commissioners to visit units regularly, identify unit needs, and help unit adults to meet needs.
- So where do we find Scouters who have the experience and skills to fill these roles? There are many places we can look:
 - Friends, associates, and business contacts
 - Service club membership rosters
 - Educators, real estate brokers, business owners, government employees, and other business, professional, and service people
 - Eagle Scouts, particularly members of the National Eagle Scout Association
 - Eagle Scout parents, especially those who were active with their son's unit
 - People registered in the Scouting Alumni Association through the website www.bsaalumni.org
 - Order of the Arrow adults who are active in their local lodge but are not primary leaders in their units
 - Youth applicants' parents who have Scouting experience
 - Successful Scouters who have stepped down from their unit leadership roles

— Experienced Scouters serving in support roles who can share their knowledge with another unit. (But don't steal current unit leaders—they need to focus their energy on the unit!)

- Currently, the district is in need of (number) unit commissioners, as well as commissioners who can support (specific roles).
- Recruiting commissioners is an important task for every level of Scouting. If you know of someone who might make a good commissioner, please pass their information on to the district commissioner or a member of the commissioner service team.
- When units suggest excellent Scouters who can serve as commissioners, they not only support other units in the district, but also benefit from the support of commissioners assigned to their unit who can bring ideas, resources, and assistance when needed.

STAFFING THE DISTRICT COMMITTEE

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the role of the district committee.
2. See how the district committee requires the help of many people, just as a unit does.
3. Encourage more adults to serve on the district committee.
4. Find ways of improving volunteers' attitudes toward the district committee.

Suggested Presenter(s)

The district chair or the district executive should present this topic. A recent addition to the district committee might make a good supplemental presenter because he or she has been where the participants are now—not yet involved in district operations—and can help others.

Presentation Method

A brief discussion led by the presenter is recommended. Provide a table with the reference resources and be available to answer questions. Have district committee members on hand to describe their support needs to interested prospects after the roundtable.

BSA Reference Material

- *The District*, No. 33070
- *District Operations Handbook*, No. 34739
- *Selecting District People*, No. 34512
- District Committee Responsibility Cards, No. 34266

- Activities and Civic Service Committee Guide, No. 33082

Note: Big Rocks that may serve as companions to this one include “Parent Engagement” and “Role of the District Committee in Unit Support” from the 2014–2015 *Roundtable Planning Guides*.

Presentation Content

- Engaging volunteers in the program can happen in many ways, but the key is district leadership that invites new people to assist in supporting units by delivering a high-quality Scouting experience. The presenters must show genuine interest in recruiting new district volunteers.
- Roles and needs of the district committee:
 - To serve and support unit needs. This is accomplished by volunteers who serve on the district's committees. These committees may be standard committees (such as camping, activities, and advancement) or may address unique local district needs.
 - Functioning district committees are a critical means of ensuring good program delivery at the unit level. A key part of commissioner service is to connect units in need of support to district committees that can assist that unit.
 - A “committee of one” is rarely as successful as a committee of many dedicated people who work together to deliver a good program.
 - Having many volunteers—each with a single, well-defined role—helps ensure a better Scouting experience for the youth and reduces volunteer burnout. This is true at both the unit and district levels.
 - Having more district volunteers enables the district to provide higher quality support for the units. This may include more activities, community service projects, unit recruiting support, unit leader training events, etc.
 - Cub Scouting, Boy Scouting, and Venturing are different programs and, therefore, have different activity and training needs. A well-staffed district has program-specific volunteers who support the special needs of packs while other volunteers support the special needs of troops and crews.
- Tips for successful district recruiting:
 - Consider asking all current district committee members to stand up. Many may be long-term Scouters, and this may encourage the development of a new generation of district volunteers.
 - District service provides important roles for Scouters who have served well at the unit level or who want to continue after their sons grow up.

- Committees should be staffed by volunteers from various units, both large and small, and from all program areas.
- Unit requests for better or different district support often provide an opportunity to recruit new volunteers. For example, those who make the requests may want to be part of the solution and become district volunteers themselves.
- Respect the rule of “one volunteer, one job” even if there are many tasks that need doing. Asking too much can turn a great district volunteer into a poor performer.
- Volunteers who are not able to take on a year-round assignment may be able to help once or twice a year, perhaps organizing or providing assistance at a camporee, training event, advancement fair, the district pinewood derby, or a district service project.
- First-time district volunteers can be asked to help staff an event organized and led by a seasoned district volunteer. This is less overwhelming than asking someone to lead when they have no previous experience.
- District committee members should be present at unit program events such as camporees, recognition dinners, and other activities. They should also be regular participants at roundtables and other meetings, where they can discuss the need for supporting the units.
- Unit commissioners can be very helpful in identifying potential district volunteers from among parents who aren’t currently key unit leaders.
- Tips for retaining district volunteers:
 - Be sure to thank each volunteer for the tasks they do! Thanking them publicly is even better. Ensure that they receive leader recognition awards when earned.
 - Volunteers must know what is expected of them. Carefully define each volunteer’s responsibilities in writing.
 - A well-staffed district committee includes seasoned Scouters who orient, train, and mentor newer volunteers. Supplying a mentor can make a real difference in the success a volunteer enjoys.
 - Ensure the roles are meaningful to the volunteers. People will not feel needed unless there is something meaningful for them to do.
 - It is very important to have a sincere discussion with volunteers to gauge satisfaction with their role. Always be open to new ideas and avoid the “we’ve always

done it that way” trap. The root causes of concerns and overall happiness of volunteers need to be identified and addressed, just as in the business world.

- Volunteers are too precious to waste. Before negativity overwhelms a person who has been in a role too long, or in the wrong role, redirection with a new role can help refresh their energy and desire to serve. It is a lot easier to find a better fit than to find and train a new volunteer.
- The presenter should close by briefly describing the needs of understaffed committees in the district and provide a handout with contact information for each of those committees.

INCORPORATING STEM OPPORTUNITIES IN THE PROGRAM

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the meaning of STEM (science, technology, engineering, and mathematics) and how it encompasses a diverse range of activities.
2. Explain to others the BSA’s STEM and Nova Awards programs.
3. See how STEM activities can be incorporated into many Scouting events.

Suggested Presenter(s)

The ideal presenter will be a local STEM professional involved in the STEM and Nova Awards programs, or a Scouter whose experience includes STEM activities in their unit.

Presentation Method

Because many Scouters may not be familiar with the variety of activities related to STEM, a brief introduction is appropriate. Provide resources for further exploration.

BSA Reference Materials

- STEM in Scouting, www.scouting.org/stem/AboutSTEM.aspx
- STEM-related merit badge pamphlets
- *Cub Scout Nova Awards Guidebook*, No. 34032
- *Boy Scout Nova Awards Guidebook*, No. 34033
- *Venturing Nova Awards Guidebook*, No. 34031

Community Resources

Local STEM-related enterprises, including museums, schools, community programs, and corporations

Presentation Content

- As our country continues to move forward in electronics and technology, STEM (science, technology, engineering, and mathematics) programs are becoming increasingly important and relevant to everyday life.
- Many people think STEM only applies to specific activities, usually science or math education. But Scouting has actually been involved in STEM since the BSA was founded.
 - The BSA's many outdoor nature and conservation programs are perfect examples of science activities.
 - Pioneering uses many engineering concepts. Math is also used to calculate heights, lengths, and construction strengths.
 - Scouting's vocational programs expose Scouts to a wide range of STEM opportunities, from firefighting to aerospace to medical science.
 - Even fun competitions like pinewood derbies are opportunities for STEM learning.
- Cub Scouting, Boy Scouting, and Venturing all involve a number of indoor and outdoor STEM activities. These include working on Cub Scout adventures, Boy Scout merit badges, and the Venturing Ranger Award.
- To tap into our Scouts' natural interests in STEM pursuits—whether in a traditional program, hobby, vocational interest, or daily life—the BSA has developed the Nova Awards program, with specific awards for each Scouting program level.
 - Age-appropriate award programs have been developed for Cub Scouts, Webelos, Boy Scouts, and Venturing youth.
 - At each program level, the award offers four parts, one for each element of STEM.
 - For their first Nova Award at each program level, Scouts earn the distinctive Nova Award patch. A Scout can then earn three more Nova awards, each one recognized with a separate pi (π) device that attaches to the patch.
 - Scouts who want to challenge themselves further can pursue the Supernova Award, which includes a medal and certificate. The Supernova awards have more rigorous requirements than the Nova awards, and are designed to motivate youth and recognize more in-depth, advanced achievement in STEM-related activities.

- The wide variety of STEM-related activities makes this an easy program element to incorporate into a unit plan.
 - Look for naturally occurring STEM opportunities in your current program calendar.
 - When planning calendars, suggest ideas that could include STEM activities.
 - Encourage youth who are interested in pursuing the Nova awards to also utilize local community and online resources. These include science centers, museums, school resources, STEM corporations, NASA online, TV shows such as "MythBusters," and many other resources readily available to Scouts.
- The most important aspect of the STEM program is having fun while exploring topics that interest the Scouts. Whether done as part of an ongoing program or as a special focus, STEM offers an exciting opportunity for Scouts to pursue their own interests within the STEM paradigm.

WOOD BADGE

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand how Wood Badge is the pinnacle leadership training experience.
2. Identify when the course will be offered and how to prepare for it.
3. Understand that Wood Badge is useful for every Scouting leader, and not just for Boy Scout leaders.

Suggested Presenter(s)

An ideal presenter would be someone from the district or council training committee, or the district Wood Badge representative or recruiter if your council is set up that way. A presenter should emphasize that Wood Badge is for any Scouting leader, serving in any program.

Presentation Method

This presentation should be a marketing pitch—explaining how Wood Badge benefits the unit and the leader rather than selling one particular course or course director. The presentation should not include a beading ceremony, as it would run longer than the time window provided for a Big Rock topic and could have a negative impact on potential interest and support. The training committee should place information tables in the midway or gathering area for a representative to answer questions and provide registration forms.

BSA Reference Materials

No established reference sources are available through the National Council. However, your council or district training committee should have information on courses being offered.

Presentation Content

- Wood Badge is regarded as the premier leadership-training experience for all adult leaders in Scouting. The course exposes leaders to the various tools and resources for working with youth and adults and gives them practical experiences to use those tools.
- Participants develop a plan for using newly acquired leadership skills in their Scouting positions. Leaders who complete the training are recognized with special Wood Badge recognition emblems.
- Wood Badge is not just for Scoutmasters. The knowledge acquired benefits a leader in any Scouting program. The learning plan you develop is shaped to your current responsibility in Scouting, and thus every volunteer and every position benefits from the training.
- Leaders benefit the most from Wood Badge training that is specific to their current position in Scouting. This is advanced training, and participants can easily feel lost if they are not in the appropriate course. Your council or district training committee will help you find and complete the necessary preparations for attending Wood Badge.
- Part of Wood Badge training involves the outdoors and camping. Camping has always been a part of Scouting at all levels of the program, so properly trained leaders must be prepared for it.
- Completion of the learning plan—which is sometimes referred to as a “ticket”—will require a commitment of time, and a participant should plan for that. This is not simply a “show up and get credit for being trained” course. A volunteer will work with you to guide your completion of the learning plan, but as a participant you must do the work.
- Participants come out of Wood Badge with an increased understanding of Scouting. They take with them leadership skills that they can also use in their workplaces and daily lives.
- Information on upcoming Wood Badge courses offered by the council (or other councils nearby) is available from the district or council training representative or district or council website.

YOUTH PROTECTION AND BULLYING

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the importance the BSA places on youth protection.
2. Know that Youth Protection training (YPT) is required for all BSA registered volunteers.
3. Understand the Tenderfoot, Second Class, and First Class requirements related to youth protection and bullying.
4. Be aware of the automatic notification process for Scouters who have not taken YPT as well as the 30-, 60-, and 90-day notifications when a Scouter's training certification is soon to expire.

Suggested Presenter(s)

Ideal presenters include the Youth Protection coordinator for the district or council, the Scout executive or district executive, a school psychologist, or a social worker who is either a Scouter or familiar with the Scouting program.

Presentation Method

- Relate a story.
- Discuss youth protection and bullying.
- Answer questions.

BSA Reference Materials

- Youth Protection, www.scouting.org/Training/YouthProtection.aspx
- Bullying Resources, www.hoac-bsa.org/bullying-resources
- The Scout Law and Cybersafety/Cyberbullying, www.scouting.org/filestore/youthprotection/pdf/100-055_WB.pdf
- Bullying Awareness (fact sheets and resources), www.scouting.org/Training/YouthProtection/bullying.aspx
- Youth Protection and Adult Leadership, www.scouting.org/HealthandSafety/GSS/gss01.aspx
- BSA Cyber Chip, www.scouting.org/Training/YouthProtection/CyberChip.aspx
- Bullying: Prevention and Intervention Tips for Scout Leaders and Parents, www.scouting.org/filestore/ppt/bullyingprevention.ppt
- The Troop Bully, <http://scoutingmagazine.org/issues/1009/a-bully.html>

- Scouting and the Bully, <http://scoutingmagazine.org/issues/0203/d-famt.html>
- With BSA's new Cyber Chip, online safety's the point, <http://blog.scoutingmagazine.org/2012/06/04/with-bsas-new-cyber-chip-online-safety-the-point/>
- Stomp Out Bullying, www.stompoutbullying.org
- "Preventing bullying and helping kids cope" (on Chief's Corner, CSE Wayne Brock's blog), www.bsachief.com/?author=0&paged=31

Presentation Content

- Tell the following story: A stranger knocks on the front door of a house. When the owner opens the door, the stranger asks if he can borrow the owner's car. The owner quickly refuses the request, stating, "I don't know you, so why should I let you use my car?" The stranger answers, "Each week for the past several months you have entrusted to me something much more valuable to you than your car—I am your son's Scout leader!"
- Knowing the "who" is of vital importance to Scouting—both parents and youth knowing the leaders, which helps build a safe environment for the youth.
- However, it is also important that parents understand the steps taken to ensure Youth Protection standards are maintained. Parents need to engage as partners in the education process—not only training but also the youth requirements—and alert leaders to any concerns.
- Youth Protection Mission Statement: "True youth protection can be achieved only through the focused commitment of everyone in Scouting. It is the mission of Youth Protection volunteers and professionals to work within the Boy Scouts of America to maintain a culture of Youth Protection awareness and safety at the national, regional, area, council, district, and unit levels."
- Youth Protection training is required for all BSA volunteers.
- Registered adult leaders will receive notification if they have not taken YPT, or their YPT has expired or will expire within 30, 60, or 90 days—provided a valid, current email address is on file.
- The *Guide to Safe Scouting*, which is available online, states that "Physical violence, hazing, bullying, theft, verbal insults ... have no place in the Scouting program and may result in the revocation of a Scout's membership in the unit."
- Why should Scouters be concerned about bullying? Consider the following:
 - Seventy-one percent of students report incidents of bullying as a problem at their school.
 - More than 3.2 million students are victims of bullying each year.
 - One in 10 students drop out of school because of repeated bullying.
 - "Eighty-three percent of bullying incidents receive no intervention and continue to happen."—Bullying Facts and Statistics, www.kidpower.org
- *"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality."*—Desmond Tutu, Anglican Bishop, retired
- *"Bullying is not okay. Period."*—author Jim C. Hines
- *"If you turn and face the other way when someone is being bullied, you might as well be the bully too."*—Anonymous
- *"When people hurt you over and over, think of them like sandpaper. They may scratch and hurt you a bit, but in the end you end up polished and they end up useless."*—Anonymous
- Anti-bullying slogans:
 - Who wants a bully for a friend?
 - Delete cyber bullying. Don't write it, don't forward it.
 - Think twice what you type.
- Answer questions from participants.

UNIT-TO-UNIT CONNECTIONS

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the importance and advantages of forming positive connections with other units in the district or council.
2. Identify the key players in forming those connections.

Suggested Presenter(s)

The ideal presenter will be a commissioner with experience in multiple levels of Scouting, particularly one who has served units in both the Cub Scouting and Boy Scouting programs.

Presentation Method

A brief presentation is the ideal method of delivery since the target audience will be Scouters from all levels of the program. The primary focus should be introducing the idea of forming connections with multiple units in the district and council.

BSA Reference Materials

- *Cub Scout Leader Book*, No. 33221
- *Webelos Den Leader Guide*, No. 37003
- *Troop Leader Guidebook*, No. 33009
- *Administration of Commissioner Service*, No. 34501

Presentation Content

- Forming and building positive connections with various units in the district and council promote the opportunity for units to engage in fellowship activities and to share experiences.
- Engaging in multi-unit activities promotes awareness that in Scouting, we are involved in an organization that is larger than just the local unit, district, or council.
- Building positive connections with multiple units provides opportunities to borrow and share unique, specialized equipment that can increase the scope of the Scouting experience for members in all units.
- Forming positive connections between multiple troops and packs facilitates the troop visitation process required of Webelos Scouts to advance in the Cub Scouting program.
- The familiarity established through positive unit-to-unit connections facilitates more effective choices and a smoother transition for Webelos Scouts when crossing over to a Boy Scout troop.
- Building relationships with multiple units provides for greater opportunities for shared resources in developing programs and planning service projects.
- Positive unit connections allow for mutual unit support during work on large-scale projects such as Eagle Scout service projects.
- Building and maintaining unit-to-unit connections helps to facilitate the process of newer leaders learning from more experienced leaders through interaction and discussion.
- Positive connections between units can provide mutual support to units attending broad-scope training events such as Wood Badge and Powder Horn courses.

- Building positive connections between units of the district and council reinforces the fourth point of the Scout Law: A Scout is Friendly.
- Helping boys at all levels of the program to understand that they are part of an organization larger than their neighborhood is an important learning point of the Scouting program.

Additional Points

- Some unit leaders may hesitate to form relationships with other units for reasons such as “We are all competing for boys from the same recruiting pool” or “If a boy decides he wants to transfer to another troop or pack, it will impact our numbers.” It is important to point out that not every unit is the best fit for every boy. The important thing is to keep a boy in the program and in a unit where he fits best.
- While some unit leaders may be reluctant to share equipment and resources with other units, sharing program experiences and ideas can make every unit program stronger and retain more boys in the program. It can also help units build new program strengths that they are otherwise unable to access.
- Highlight how unit commissioners can introduce different unit leaders to help build connections between units—particularly as a means of meeting needs identified through unit visits and conversations with leaders.

BEYOND THE ARROW OF LIGHT

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the changes to the Cub Scout advancement program and how it relates specifically to the Arrow of Light.
2. Understand the advantages of the new Arrow of Light program and how it relates to Boy Scouting.
3. Understand that the Arrow of Light is not an end point but, rather, a key step in the Scouting program.

Suggested Presenter(s)

The presenter should be a member of the district or council advancement committee or an experienced unit-serving commissioner who is well versed in both the Cub Scout and Boy Scout advancement programs.

Presentation Method

The recommended method of presentation is a guided discussion with the support of handouts and a prepared flipchart that highlights the key points of the Arrow of Light requirements.

BSA Reference Materials

- *Guide to Advancement*, No. 33088
- *Boy Scout Requirements*, No. 33216
- 2015–2016 Cub Scout Program Transition Information, available at www.scouting.org/Home/programupdates.aspx
- *Webelos Handbook*, No. 33452

Presentation Content

- Arrow of Light should no longer be viewed as “the Eagle Scout of Cub Scouting,” but now as the final preparation for Boy Scouting and as a gateway to developing an interest in the outdoors that will continue through each level of the Scouting program.
- Recent changes to the Cub Scouting program and Cub Scout advancement have led to significant updates in the Arrow of Light requirements.
 - Boys who join Cub Scouting in the fifth grade can work directly on the Arrow of Light requirements after receiving the Bobcat badge. This allows them to better prepare for the Boy Scouting program.

- The shift toward more outdoor activities, especially in the Arrow of Light and Webelos elective adventures, can stimulate interest in high-adventure opportunities that could eventually carry a youth beyond Boy Scouting and into the Venturing program.
- The new Cub Scout advancement program, and the Arrow of Light in particular, will help troops receive new Scouts who are well prepared for the challenges ahead of them.

Additional Points

- Unit leaders at the Cub Scout level are now probably very familiar with the changes in the Cub Scout advancement program. However, they may not be sufficiently informed about changes to the Webelos and Arrow of Light requirements.
- Handouts should highlight the Arrow of Light requirements, especially Scouting Adventure. Also focus attention on the Castaway elective to illustrate changes in the Arrow of Light program.
- Scoutmasters may have further questions after the presentation of this Big Rock topic. Use the opportunity to promote the connections between leaders at the pack and troop levels, and to develop unit-to-unit ties.

Big Rock Template

Brief Topic Title

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

1. Choose two or three objectives.
2. State them briefly and with specific action outcomes.
3. Keep each objective statement short—just one or two brief sentences.

Suggested Presenter(s)

Describe characteristics of an ideal presenter and appropriate BSA roles or other experience that is relevant. The goal is to encourage a diverse range of presenters based on best experiences.

Presentation Method

Describe the ideal way to present the topic (e.g., open discussion, slides, persons involved, etc.).

BSA Reference Materials

- Title (and URL, if possible) of a Web reference
- BSA publication title and item number
- Dates of upcoming council-sponsored training sessions, or contact information for the trainer if no dates are set

Presentation Content

- Use this format with bullets for the main points in the presentation and dashes for related points.
 - Keep the information comprehensive but concise.

Cub Scouting—Specific Roundtable Materials

CUB SCOUT ROUNDTABLE PROGRAM AGENDAS

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

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

60-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

CUB SCOUT ROUNDTABLE PLANNING SHEET—60-MINUTE FORMAT

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

District: _____ Location: _____ Date: _____

_____ (insert point of Scout Law) point of the Scout Law for month of _____

_____ (insert theme) pack meeting theme for month of _____

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

90-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

CUB SCOUT ROUNDTABLE PLANNING SHEET—90-MINUTE FORMAT

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

District: _____ Location: _____ Date: _____

_____ (insert point of Scout Law) point of the Scout Law for month of _____

_____ (insert theme) pack meeting theme for month of _____

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

120-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

CUB SCOUT ROUNDTABLE PLANNING SHEET—120-MINUTE FORMAT

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

District: _____ Location: _____ Date: _____

_____ (insert point of Scout Law) point of the Scout Law for month of _____

_____ (insert theme) pack meeting theme for month of _____

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

Continued on next page

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

180-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

CUB SCOUT ROUNDTABLE PLANNING SHEET—180-MINUTE FORMAT

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

District: _____ Location: _____ Date: _____

_____ (insert point of Scout Law) _____ point of the Scout Law for month of _____

_____ (insert theme) _____ pack meeting theme for month of _____

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

Cub Scouting's Points of the Scout Law and Themes

SEPTEMBER 2015 TO AUGUST 2016

Month	Point of the Scout Law	Theme
SEPTEMBER 2015	Clean	Cubservation
OCTOBER 2015	Brave	Super Cub!
NOVEMBER 2015	Helpful	Cubs in Action
DECEMBER 2015	Reverent	Winter Wonderland
JANUARY 2016	Trustworthy	The Great Race
FEBRUARY 2016	Friendly	Friends Near and Far
MARCH 2016	Thrifty	Cubstruction
APRIL 2016	Cheerful	Strike Up the Band
MAY 2016	Kind	My Animal Friends
JUNE 2016	Obedient	It's a Hit
JULY 2016	Loyal	Scout Salute
AUGUST 2016	Courteous	S'More Cub Scout Fun

Monthly Interest Topics and Den/Pack Program Materials

All of the materials in this section are presented by months. This allows the new roundtable commissioner to simply pull out a month's worth of materials and plan a quality roundtable. An experienced roundtable commissioner understands that the use of interest topics, in particular, is quite flexible; they may be inserted into a roundtable planning outline to fit the needs and preferences of the district or council based on the annual planning conference. Included in these monthly materials are the following:

CUB SCOUT INTEREST TOPICS

The interest topic is a roundtable feature designed to address Cub Scouting-specific issues. The interest topic may be a training highlight, a review of an upcoming annual event, advancement information, or a variety of other topics related to Cub Scouting issues.

Several interest topics have been provided in this guide and can be used as appropriate based on council or district priorities. The topics are written as suggested outlines for a discussion or presentation, and each is customizable to local interests and resources. In other words, they are flexible to fit the local roundtable audience. Each is planned for 8–10 minutes in length so as not to consume the all-important program materials time that is so crucial to the success of any den or pack meeting. A template is included for developing interest topics based on local needs.

MONTHLY PACK ACTIVITY IDEAS

These are ideas that packs might consider using either as activities at pack meetings or as part of a pack outing.

BREAKOUT MATERIALS

In this section, you will find all the materials needed to conduct appropriate Cub Scout breakout groups. Included are discussion and activity suggestions for all den leaders, pack leaders, and Cubmasters. Materials are based on monthly themes and points of the Scout Law, and provide leaders with what they need to conduct effective meetings each month.

PACK RESOURCE SHEETS

This section provides pack leaders with materials appropriate to conducting an effective pack meeting. All of the parts necessary for fun, awards, ceremonies, etc., are included. These should be printed and handed out.

August Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR SEPTEMBER 2015

Point of Scout Law: Clean

Theme: Cubservation

CUB SCOUT INTEREST TOPIC

Service Projects

Doing service projects together is one way that Cub Scouts keep their promise “to help other people.” While a Scout should do his best to help other people every day, a group service project is a bigger way to help people. While giving service, Cub Scouts are learning to work together with others to do something that is good for their community.

Service projects may help the natural world, the community, or the chartered organization. Here are some service activities Cub Scouts can do.

Helping the Natural World

- Pick up litter around your neighborhood.
- Clean up trash by a stream.
- Plant seedlings or flowers.
- Recycle glass, paper, aluminum, or plastic.
- Make bird feeders.

Helping the Community

- Conduct a flag ceremony for a school.
- Collect food for food banks.
- Make cards for a care center.
- Clean up a church parking lot.
- Shovel snow or rake leaves for seniors.
- Hand out voting reminders.
- Hand out emergency procedure brochures.
- Recycle family newspapers.

Helping the Chartered Organization

- Do a cleanup project.
- Plant and care for trees.
- Conduct a flag ceremony.
- Help set up for a special event.
- Hand out programs or bulletins at a meeting of the organization.

These are only a few ideas for service projects. Can you think of others?

Service Projects and Journey to Excellence

A service project is a special Good Turn that puts Scout spirit into action. Some Good Turns are big—saving a life, helping out after floods or other disasters, recycling community trash, working 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, or welcoming a new student to your school. Anyone can get involved in a Good Turn. If you would like to participate in a service project to benefit your community, contact your local Scouting office. Once your project is completed, you will want to record the number of hours to go toward your pack’s Journey to Excellence score. Earning a Journey to Excellence rating is a great way to congratulate the Scouts on a job well done, and helps show how well your pack gives back to the community. So once you have completed your project, make sure to go to <https://servicehours.scouting.org> to enter your information.

Monthly Pack Activity

PACK RECYCLING PROJECTS

Many cities and towns recycle basic materials like paper, glass, metal, and even yard waste. Brainstorm how Cub Scout packs can promote community recycling efforts. Ideas might include creating posters and conservation displays for schools, libraries, and community centers. The pack could recycle things that no longer have a use to their owners but might be useful to others. Consider holding a packwide yard sale with the profit to be donated to the World Friendship Fund.

Pick an object to be recycled: newspaper, aluminum cans, or plastic containers. Challenge each den to collect as much of the chosen recyclable as they can and bring it to the pack meeting. Present a recycled prize to the den that brings in the most.

The pack might have its own party using mostly recycled or reusable items. Clean plastic yogurt cups or butter tubs might be used for cups or bowls. Old fabric makes attractive napkins when decorated with permanent markers and with its edges frayed. The room and tables may be decorated with recycled materials. Boys can use their imagination and create one-of-a-kind centerpieces. Cub Scouts and families can play games using recycled materials. Involve boys and families when planning the party and encourage them to be resourceful. Remind everyone to recycle all the material after the party.

PACK SERVICE PROJECT

Don't forget your chartered organization. Ask your chartered organization representative if there is something your pack can do for them (weed flower beds, pick up trash in the parking lot, etc.) as a way of saying "thank you."

WORLD CONSERVATION AWARD AND PROJECTS

The World Conservation Award provides an opportunity for individual Cub Scouts to "think globally and act locally" to preserve and improve our environment. The program is designed to make youth members aware that all nations are closely related through natural resources and that we are interdependent with our world environment.

Review the requirements for earning the World Conservation Award; have the award on display. Divide the group into several small teams and brainstorm project ideas with each team. Reconvene the entire group and review the ideas collected during the brainstorming session.

WEB RESOURCES

- BSA World Conservation Award application, www.scouting.org/filestore/pdf/World_Conervation_Application.pdf
- Conservation and Service, www.scouting.org/Home/OutdoorProgram/ConservationAndService.aspx

SEPTEMBER 2015 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: CLEAN

THEME: CUBSERVATION

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Uniform and Insignia

Have ready a plain uniform shirt without any insignia (consider dressing a large stuffed bear in the shirt). Review the benefits of complete uniforming. Remind participants that the uniform is one of the methods of Cub Scouting. Stress the importance of leaders setting an example by wearing their uniforms. Go over the insignia appropriate for Tiger, Wolf, and Bear Scouts; ask for volunteers to pin actual badges and awards on the uniform shirt.

The new Cub Scouting program has brought changes to the uniform. Lead a discussion on these changes and review the new adventure loops and Webelos adventure pins. Talk about how arrow points and immediate recognition devices are no longer used. Try to use the time to dispel any rumors that might be going around.

Tiger Den Leaders

Look at the requirements for the Stories in Shapes elective adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Germs Alive! elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Bear Necessities required adventure and choose one to demonstrate.

Webelos and Arrow of Light Den Leaders

Look at the requirements for the Sportsman elective adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Uniform Inspections

Boys develop a feeling of pride in wearing their uniforms and insignia correctly. Conducting an occasional uniform inspection at a pack meeting will also help to improve the pack's appearance. Talk about the proper way to conduct a uniform inspection. Display the various uniforms complete with appropriately placed insignia or, if you have access to the Internet, go to www.bsauniforms.org and use the interactive tools to demonstrate proper uniforming. Stress the importance of adults setting the example of properly wearing the official Scouting uniform. Have the leaders conduct uniform inspections on each other, and share ways in which corrections should be made while maintaining Scouting's safe environment and not making others feel embarrassed or inadequate.

Pack Leaders

DISCUSSION TOPIC: Uniforming the Pack

Uniforms identify boys and leaders as members of the BSA. Remind leaders that the uniform is one of the methods of Cub Scouting. Discuss how participants can make sure that all of the boys and adult leaders in their packs are completely and correctly uniformed. Brainstorm sources from which Cub Scouts can acquire uniform items; ideas should include secondhand shops, hand-me-downs, pack uniform exchanges, and special fundraising to pay for uniforms. Mention the possibility of the packs providing new Cub Scouts with the pack and den numerals.

SEPTEMBER 2015 PACK RESOURCE SHEET

POINT OF SCOUT LAW: CLEAN

THEME: CUBSERVATION

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS CLEAN

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

HOW DOES “CUBSERVATION” RELATE TO THIS POINT OF THE SCOUT LAW?

Everything we do impacts the world around us. When a Scout is clean, he is choosing to make sure that the legacy he leaves is a positive one. He makes moral choices and through an active lifestyle he keeps his body healthy. He also is conscious of the impact that he can have on nature and the responsibility he has to keep the world clean for those who come behind him.

Preopening Activity

TREE LORE

Materials: 20 leaves (or pictures of leaves) of local trees; scrap paper; pencils, pens, or crayons

Place the leaves or pictures of leaves on a table. Either form small groups or have Scouts work individually on identifying each leaf as they arrive. The group or person with the most correct answers wins. This could also be adapted to use as a game during the meeting.

Opening Ceremony

CONSERVE

Cub Scouts hold cutouts of cars made from poster board, with letters printed on each one to spell out the word: CONSERVE.

Cub #1: C – Cars and buses and such were invented by men.

Cub #2: O – Oil fields were also discovered by them.

Cub #3: N – Nobody really worried about the amount of fuel this would take.

Cub #4: S – So on no transportation did they put the brake.

Cub #5: E – When it came to fuel, there was never a drought.

Cub #6: R – Raising on everyone’s mind a great big doubt.

Cub #7: V – Very soon the world’s traffic was put to the test.

Cub #8: E – Everyone, to conserve fuel, must now do their best!

Prayer

A CUB SCOUT PRAYER

Hi, God. Thank you for being with me throughout this day. I know my family loves me and will be home later. So for now, it’s just you and me. Touch my hands with good ideas that will keep me busy. When I’m bored, bring me awesome sparks of imagination. Remind me that TV and video games are fun for a while, but art projects and music let my own creativity soar.

Touch my legs with energy. When I’m lazy, bring me outside games and sports that keep me active. Remind me that many people can’t run and jump, and that fresh air contains life.

Touch my eyes with vision. When I see a mess, even if it isn’t mine, bring me the patience to clean it up. Remind me that books and puzzles also can provide great workouts.

Song

“CUBSERVATION”

Tune: “Alouette”

Chorus:

Cubservation—We like Cubservation.
Cubservation means more for me and you.

Leader: Will we pick up all the trash?

Scouts: Yes, we’ll pick up all the trash!

Leader: Will we clean up city parks?

Scouts: Yes, we’ll clean up city parks!

Leader: Pick up trash!

Scouts: Pick up trash!

All: 000ooohhh!

(Repeat chorus.)

Leader: Will we clean up lakes and streams?

Scouts: Yes, we’ll clean up lakes and streams!

Leader: Plant some trees?

Scouts: Plant some trees!

Leader: Clean up parks?

Scouts: Clean up parks!

Leader: Pick up trash?

Scouts: Pick up trash!

All: 000ooohhh!

(Repeat chorus. Then invent your own verses and continue.)

Cheer or Applause

Rainstorm: To simulate rain, have everyone pat one finger of the left hand and one finger of the right hand on the table. Gradually increase the intensity of the storm by patting more fingers against the table. Decrease the number of fingers as the storm passes.

Advancement Ceremony

CUB SCOUT SEEDLING

Materials: cardboard trees and shrubs to simulate a backyard

Cubmaster: Do you see that tree in my backyard? I planted that tree as a seedling with my den in the year that my oldest son joined Cub Scouting. We did it as a conservation project to show how we could help our environment. Look at it now!

Assistant Cubmaster: Wow, it sure has grown!

Cubmaster: A young Bobcat starting his Cub Scout adventure may be like a seedling just starting to grow. We have several Cub Scouts tonight who have earned their Bobcat badge.

Assistant Cubmaster: Will the following boys and their parents please join us in the backyard? (Read Bobcat names.)

Cubmaster: The Bobcat, like a planted seedling, has just started. Parents, I give you the Bobcat badge to present to your sons.

Cubmaster: A young Tiger has gone beyond the Bobcat, like the seedling becoming a tree. His limbs extend high and become visible to the neighborhood as he reaches out to see and learn.

Assistant Cubmaster: We have several Cub Scouts tonight who have earned the Tiger badge. Will the following boys and their parents come into the backyard? (Read Tiger names.)

Cubmaster: A Tiger has accomplished more than the Bobcat. His experiences, skills, and knowledge have begun to extend beyond his home and have become visible to others. Parents, please present these Tiger badges to your sons.

Cubmaster: The Wolf Scout has continued up the Scouting trail beyond the Tiger. He has become strong and straight as a young tree, reaching for more knowledge as he grows. We have some here who are ready and will receive their Wolf awards tonight.

Assistant Cubmaster: Will the following Cub Scouts and parents join us? (Read Wolf names.)

Cubmaster: The Wolf Scout is growing ever stronger though there is still plenty to learn. Parents, please present these badges to your sons.

Cubmaster: The Bear Scout has matured and endured the challenges of the Cub Scout trail. He is not fully grown yet, but on his way. His experiences could be fishing in a creek, hiking through town, or visiting the local park or zoo. We have several Cub Scouts who have met the challenges and are ready to receive their Bear awards.

Assistant Cubmaster: Will the following Cub Scouts and parents join us? (Read Bear names.)

Cubmaster: The Bear Scout's search extends beyond his neighborhood into the town. Parents, please present these badges to your sons.

Cubmaster: The Webelos Scout is coming to the end of the Cub Scout trail. He is a fully grown tree in the Cub Scout forest. He stands straight and tall. His backyard extends up and down the highways. His fun may include canoeing at a Cub Scout camp, hiking in the woods, and camping overnight. We have several Cub Scouts here tonight who have met the Webelos challenges.

Assistant Cubmaster: Will the following boys and their parents join us in our backyard?

Cubmaster: The Webelos Scout has almost completed the Cub Scout trail. He is knowledgeable, skillful, and confident. His backyard is almost limitless. Parents, please present these badges to your sons.

Games

EARTH, AIR, WATER, FIRE

Materials: one bean bag

The pack or den members sit in a circle with one Cub Scout in the center holding the beanbag. He throws the bag at someone and shouts, "Earth," "Water," "Air," or "Fire." If it is "Earth," before the boy in the center counts to 10, the chosen Cub Scout must reply with the name of an animal. If it is "Water," he must think of a fish, and if it is "Air," a bird. If it is "Fire," he whistles to represent a fire engine. (**Note:** Once a creature has been named, it may not be called again. If the player cannot respond in time, he changes places with the thrower.)

LITTER SWEEP RELAY

Materials: a broom for each team and a small pile of dry trash

Divide the Cub Scouts into two teams and give each team a broom and a small pile of dry trash—soda cans, paper, small plastic bottles, etc. At the start signal, the first boy on each team sweeps the trash to a certain point and back. The next team member then takes over, and so on until all have run. The first team to finish wins. If a boy loses any trash, he must sweep back and pick it up.

ANIMAL RESCUE

Materials: slips of paper with names of North American animals (or pictures if you have younger players)

Hide the slips of paper throughout the room. Tell the Cub Scouts that all of the animals are lost, and give them five minutes to find as many as they can. When everyone gathers again at the signal, each boy describes—but must not name—the animals he has found. In order to rescue the animals, the others must guess what they are from the descriptions.

Activity

CONSERVATION PROJECT

Whenever we take Cub Scouts out of doors, we need to be conservation minded. Always be aware of the beauty of the environment and how precious it is. With so much construction going on, many animals are at risk of losing their natural habitats. Make sure the boys understand the need for conservation, using books available at your local Scout shop as resources. Also check libraries for books on conservation projects and how to plan and carry them out.

A lot of conservation projects are available to Cub Scout-aged boys; check with your local forest preserve, chartered organization, and city government. Remember to secure permission from the proper authorities for projects that are performed on public or private property. Here are a few ideas:

- Build and set out bird boxes, feeding stations, bird-baths, or dust baths in a backyard or park.
- Plant shrubs in a yard or park that provide food or cover for wildlife.
- Plant grass seed on bare ground in parks, yards, schools, or churchyards to prevent erosion.
- Plant tree seedlings in a yard or park for shade, landscaping, or ground cover.

A Conservation Good Turn certificate is available at local council service centers for units that participate and report on their efforts. The application can be found at www.scouting.org/filestore/pdf/GTFAapplication.pdf. In addition, Conservation Good Turn patches can be purchased at the service centers to recognize individual youth and adult members who participate in a meaningful conservation project.

Audience Participation

THE CUB SCOUTS ARE COMING

Divide the audience into six groups. Assign each group a part to perform when their designated word is read in the story:

- **Sparrow:** “Chirp, chirp!”
- **Cub Scouts:** “Boys, and more boys!”
- **Snake:** “Sssssss!”
- **Rabbit:** “Hippity, hoppity!”
- **Squirrel:** “Chatter, chatter!”
- **Tree:** “Leafy, leafy!”

A flock of SPARROWS swooped into the woods and settled on the branch of a TREE. Their chirping quickly caught the attention of the animals of the forest, and they gathered to hear the news. “Hurry up,” said Robby RABBIT, his ears wriggling with impatience. Stevie SQUIRREL leaned in to listen, and Sally SNAKE pretended she didn’t care.

“It’s terrible news!” said Sammy SPARROW. “That pack of CUB SCOUTS is coming to spend the day again.” A huge sigh came from all the TREES. “Oh, no! Last time, we lost branches and twigs. Kites and Frisbees tangled our leaves and limbs, and Teddy TREE almost caught fire.”

Robby RABBIT’S ears positively froze in place when he heard the words “CUB SCOUTS.” Stevie SQUIRREL almost fell off the branch he was sitting on, and Sally SNAKE forgot that she was pretending not to hear. “CUB SCOUTS,” she hissed. “Why do they have to come here? Last time, I barely escaped with my life.”

“They are coming tomorrow,” chirped the SPARROWS. “Tomorrow,” sputtered Stevie SQUIRREL. “I’ve got to gather and crush all the acorns before they come.” Robby RABBIT hopped away, muttering about how he could reinforce his home. Sally SNAKE just lay there trying to think of hiding places.

The next day dawned clear and pleasant, and the CUB SCOUTS, their parents, and their leaders arrived. They spent the day playing games, climbing the TREES, and searching for animals and their tracks. At the end of the day, they went home a little disappointed because they had not seen a single animal.

That evening, the SPARROWS returned to see how the day had gone. “It was very boring to sit in my hole all day,” said Robby RABBIT. Stevie SQUIRREL said that he had spied on the CUB SCOUTS all day. “They were different from last year,” said the TREES. “We did get a few bruises from the climbing, but they were pretty careful this time.”

Sally SNAKE agreed. “Maybe someone has taught them the Outdoor Code!”

“Back to Nature” Skit

Materials: eight large, decorated shopping bags—half of them labeled “Dirty Bugs” and the other half “Tidy Bugs”

Each Cub Scout carries a bag with his lines written on it near the top. If desired, each boy may also put bug decorations on a smaller paper sack and wear it over his head.

Cub Scout #1: My name is Litter Bug Lou. And oh, what us litterbugs do!

Cub Scout #2: We clutter the country with papers and trash. At making a mess, we’re really a smash!

Cub Scout #3: The roadsides and parks are scenes of our folly. We really enjoy it and think it quite jolly

Cub Scout #4: We leave behind garbage, bottles, and paper, as little memories of our daily labor.

Cub Scout #5: I’m Tidy Bug Ted of the Tidy Bug clan. We work to keep things spick and span!

Cub Scout #6: We pick up the litter wherever we are and always carry litterbags in our car.

Cub Scout #7: We’ll wipe out Lou and all of his band and make America a beautiful land.

Cub Scout #8: Free of litter, trash, and clutter. Won’t you help us, dear Father and Mother?

Food

DIRT PIE

Ingredients: 1¼-pound package cream-filled chocolate wafer cookies; ½ stick margarine; 8 ounces cream cheese; 1 cup powdered sugar; 3½ cups milk; 2 small boxes instant vanilla pudding; 12 ounces non-dairy whipped topping

Directions: Crush cookies until fine. Combine margarine, cream cheese, and powdered sugar. Mix milk and pudding, and combine with margarine mixture. Mix well and then add whipped topping. Thoroughly clean a new plastic flowerpot with soap and hot water. Alternate layers of cookie crumbs and pudding mixture in the pot. Have cookies on both the bottom and top layers. You might even add gummy worms for an extra effect!

Cubmaster’s Minute

GOOD NIGHT CLOSING THOUGHT

No matter where you live, there is a world of undiscovered secrets of nature still waiting to be explored. A naturalist is a student of nature. This month, our dens are going on outdoor adventures to find what is waiting for them.

There are many interesting activities to help each of you Cub Scouts learn more about the world of nature and to develop an appreciation for it. One who studies nature stands like Columbus on the prow of his ship with a vast continent before him—except that the naturalist’s world can be at his very feet, a world to be investigated and discovered. It is as near as your own backyard, a nearby park, the woods and fields, or even a country road. These places are inhabited by many kinds of insects, birds, plants, animals, trees, and other forms of life.

Continue exploring the world of nature, and you will find many wonderful things that we have been given to enjoy. Think of the words of the song “America the Beautiful” for a moment: *Oh beautiful for spacious skies, for amber waves of grain, for purple mountain majesties above the fruited plain. ...* This is what God has given us—nature’s beauty. This is what we as Cub Scouts and Scouters will work to conserve, protect, and enjoy.

Closing Ceremony

CONSERVATION

Cubmaster (holds picture of an outdoor scene): All of this great and beautiful America is ours to enjoy. Surely we want to preserve it for the thousands of boys who will come after us. Let us stand and repeat in unison a pledge that will remind us to conserve these wonderful things for those who follow us. Please repeat the Outdoor Code with me.



OUTDOOR CODE

As an American, I will do my best to—

Be clean in my outdoor manners.

Be careful with fire.

Be considerate in the outdoors.

Be conservation minded.

September Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR OCTOBER 2015

Point of Scout Law: Brave Theme: Super Cub!

CUB SCOUT INTEREST TOPIC

Character Compass

In the former Cub Scouting program, each month focused on a Core Value. In the new program, points of the Scout Law are assigned to each month instead. How handy that there happen to be 12 points of the Scout Law—one for each month of the year!

There will also be supplemental theme ideas available online for use in pack meetings, just as there were before.

If you sit down and really compare them, you will find that the 12 points are not really that different from the old Character Connections. Some of them (almost half) already relate almost directly: Courage and Brave, Honesty and Trustworthy, Compassion and Kind, Positive Attitude and Cheerful, Cooperation and Helpful. Others can be taught and thought of in a similar manner: Respect and Courteous, Health & Fitness and Clean, Resourcefulness and Thrifty.

When you look at the big picture, the end result is the same: We will be helping boys become men of character.

Character Compass Points

Scouting works toward three aims. One is growth in moral strength and character. For Cub Scouts, the Scout Oath and Scout Law begin to instill character values at a young age. The Character Compass used throughout the youth handbooks and Den Leader guides is a tool to help guide the boys.

The Character Compass emphasizes one or more of the 12 points of the Scout Law in each of the adventures for each rank. This will remind the youth and den leaders how the activities in each adventure are related to the Scout Law. It will also help the youth to think about how the points of the Scout Law guide them in Cub Scouting and in their daily lives.

In the Den Leader guides, information is given to help focus den meetings on the 12 points in a natural and subtle way. The points are by no means meant to be drilled into the boys' minds or into the den meeting plans. That is one of the wonderful things that happens in Scouting: We teach character development naturally through our adventure and advancement!

Monthly Pack Activity

CELEBRATING PACK HEROES

A hero is someone you look up to. Look around your pack. You will see many heroes. Every month it is a good idea to recognize the many heroes serving in the pack. Adults like instant recognition as much as the Scouts do.

It requires a great deal of hard work for a pack to have a quality program. In addition to the Cubmaster, there are the den leaders, committee leaders, and parent helpers. Don't forget moms and dads. According to research cited in *Scouting* magazine, "Mothers and fathers are at the top of the list as heroes for their children." Share ideas on how to thank the pack heroes. Brainstorm ways to make handmade awards for them. Be creative! Here are some examples:

- Spark Plug Award, a spark plug glued to a wooden plaque for someone who adds "spark" to pack activities
- Helping Hand Award, a small glove on a plaque for someone who always helps out
- Golden Knot Award, a rope tied into a square knot and glued on a plaque for the Cubmaster, pack leaders, den leaders, or anyone else who teaches knot-tying
- Big Heart Award, a heart-shaped object for someone who puts his or her heart into the Cub Scouting program
- Tea-riffic Award, a teabag stapled onto a paper circle with ribbons hanging below so it looks like a medal
- Lifesaver Award, a package of Life Saver candies glued on a plaque for someone who stepped in to help when the pack or a den faced a crisis
- Crossover Connection Award, two carabiners linked together on a plaque for a leader who helps second-year Webelos Scouts prepare for their Webelos-to-Scout transition
- Bright Idea Award, a tiny light bulb glued on a plaque for someone who always has good ideas
- Golden Spoon Award, a gold plastic spoon tied with ribbons for the blue and gold banquet coordinator

OCTOBER 2015 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: BRAVE

THEME: SUPER CUB!

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: New Leader Guide Books

We will be reviewing the Den Leader guides for the new Cub Scouting program. The *Den Meeting and Pack Meeting Resource Guide* has been replaced with three guides specific to Tiger, Wolf, and Bear dens and one combined guide for Webelos and Arrow of Light ranks. The seven parts of the den meeting have been retained with a one-month series of meeting plans for each “adventure,” the new basic program unit in Cub Scout advancement.

Lead a discussion on the format of the new books, which lay out what to do in different parts of the den meeting. They go into detail on how to play games and run activities, with well-prepared content to help den leaders guide Cub Scouts through the adventures.

Tiger Den Leaders

Look at the requirements for the elective adventure Tiger: Safe and Smart, and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the required adventure Paws on the Path and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the required adventure Paws for Action and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the required adventure Webelos Walkabout and choose one to demonstrate.

Arrow of Light Den Leaders

Look at the requirements for the elective adventure Build My Own Hero and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Using Cheers, Stunts, and Applauses

Suggest scattering these elements throughout the pack meeting. Use applauses to recognize dens for their contributions. Remind leaders to keep everything positive in nature. Review the Positive Values section at the beginning of *Group Meeting Sparklers*. As a ready-made source, suggest creating a box, bucket, or special bag full of cheers and applauses that can be drawn out and performed by the audience at any pack gathering. Provide various containers and have the Cubmasters make their own bucket of cheers.

ACTIVITY

Practice some of the cheers and applauses found in *Group Meeting Sparklers* or some cheers of your own.

Pack Leaders

DISCUSSION TOPIC: Welcoming New Youth and Adults

The world of Scouting can at first seem strange and confusing to parents, even those who were involved in Cub Scouting and Boy Scouting as youths. Lead a discussion on how pack leadership can welcome new families into the pack. Review handouts and other items the pack should provide. Have examples of membership forms, fliers on what the pack does throughout the year, and possibly an example of a parents’ handbook. Make sure the pack leaders come away with ideas on what they can do to help families enjoy the program and help their sons succeed.

ACTIVITY

Choose a song from the Pack Resource Sheet to sing.

OCTOBER 2015 PACK RESOURCE SHEET

POINT OF SCOUT LAW: BRAVE

THEME: SUPER CUB!

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

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.

HOW DOES “SUPER CUB!” RELATE TO THIS POINT OF THE SCOUT LAW?

Superheroes are known for facing danger although they are afraid. A Scout, like a superhero, has the courage to stand for what he thinks is right even if others laugh at him or threaten him.

Preopening Activity

FROM SUPERHERO TO SUPER SCOUT

Give each Cub Scout a piece of regular white paper and have them fold the paper into four squares. In the first square, they can draw a favorite superhero or write something about that hero. In the second square, each boy can feature a famous real-life hero; you may want to talk about some examples, such as Mother Teresa or Martin Luther King Jr. In the third square, have everyone choose a favorite community hero—this could be a teacher, a firefighter, or even a parent. In the last square, have them draw or write about themselves. Later in the meeting, talk about the hero squares. Let each boy explain who he included and why they are heroes.

Opening Ceremonies

HEROES FLAG CEREMONY

The colors advance in the normal manner. A spotlight shines on the flag while a hidden narrator speaks.

Narrator: Heroes, with help from God, have kept me flying even when I am faced with threats and challenges to the democratic way of life I represent. I symbolize all the achievements of a great nation founded for freedom. I am the last hope of peace on Earth. I am the American Flag.

Cubmaster: Will the audience please rise and join me in the Pledge of Allegiance to be followed by singing “God Bless America.”

SCOUTING HISTORY CEREMONY

Cubmaster: Lord Baden-Powell, a British hero, started Scouting in England. He developed Scouting as an outdoor program for boys, with ideals built in. It was a way of thinking, a way of living, a way of doing things.

Assistant Cubmaster: Today, Scouting is still a program filled with fun and adventure. Men who earned badges as

Scouts have served on the Supreme Court, in the U.S. House of Representatives, and in the U.S. Senate. President John F. Kennedy was the first president who had been a Boy Scout. President Gerald Ford was an Eagle Scout. At least two-thirds of those selected as astronauts since 1959 were Scouts. More and more men who were trained as Scouts are taking their places in today’s world.

Cubmaster: Please stand and join me in the Pledge of Allegiance and the Scout Oath.

Prayer

Lord, give us strength and courage to do the right things, following in the footsteps of the heroes we celebrate today. Protect our families and our friends through both difficult and good times. Help us to learn from our heroes, whether they save lives and planets or simply make people’s lives better in small ways.

Song

9-1-1 HELP

Tune “My Bonnie Lies Over the Ocean”

Emergencies they all will answer,
They’re always a phone call away
They come when they’re needed most promptly
And for you they will surely stay.

Chorus:

Nine-one-one, Nine-one-one
We call on them when we need H-E-L-P.
Nine-one-one, Nine-one-one
We call on them when we need help!

Medics are your friends and my friends.
They answer their calls, oh so fast.
They come when we need them so greatly
And always will stay to the last.

(Repeat chorus.)

The firemen, too, answer your calls.

A fire is scary to see.
But when they show up, oh so quickly
They put out the fire with glee.

(Repeat chorus.)

Whenever you need a policeman
A phone call will get them there quick
Be sure that you know your home address
And they’ll be there lickety-split.

(Repeat chorus.)

Cheer or Applause

High-Definition Applause: The group yells several times, “Brave and loyal, strong and true!”

Superhero Applause: Hold arms out in front and upward and yell, “Fly into action, superhero!”

Advancement Ceremonies

SUPERHERO ADVANCEMENT

A den leader for each level of Cub Scouting (Tiger, Wolf, Bear, Webelos/Arrow of Light), and an assistant Cubmaster for Bobcats stand in front. Each has a plain but colored T-shirt with a big paper or cloth “S” on the front. Preferably, the colors of the T-shirts should be blue for Bobcat, orange for Tiger, red for Wolf, teal for Bear, and khaki for Webelos and Arrow of Light.

Cubmaster: Superheroes come in all types and colors, and tonight we have a number in our presence. It is with great pleasure that I first introduce the Bobcat superhero—in the daring, soothing color of blue—to describe the courage and accomplishments of these new Cub Scouts who have only recently joined our ranks.

Assistant Cubmaster (Bobcat award leader): Would the following young men come to the front of the room to be recognized? (Call by name the Bobcats receiving awards.) The bobcat is an agile and reclusive animal that only comes out when needed, and a superhero matching the bobcat needs to be quick, nimble, and smart. Each of these members of my superhero crew have shown that they live the ways and ideals of the bobcat. I am proud to present them with the Bobcat award.

Cubmaster: The Tiger superhero comes from far away in the jungles and has traveled far to be with us and show the accomplishments of our Tiger den.

Tiger den leader: Will the following young men come to the front to be recognized? (Call by name the Tigers receiving awards.) The tiger is a proud and valiant animal, and to match the tiger a superhero needs to have courage, strength, and energy.

Cubmaster: The Wolf superhero comes from our forests and has traveled stealthily to be with us and show the accomplishments of our Wolf den.

Wolf den leader: Will the following young men come to the front to be recognized? (Call by name the Wolf Scouts receiving awards.) The wolf is a fierce but family-based animal, and a superhero matching a wolf needs to have wisdom, stealth, and ferocity.

Cubmaster: The Bear superhero comes from the northern climates and has left a wide trail of fallen trees and stripped bushes to be with us and show the accomplishments of our Bear den.

Bear den leader: Will the following young men come to the front to be recognized? (Call by name the Bears receiving awards.) The bear is a proud and valiant animal, and a superhero matching a bear needs to have strength, stamina, and hunger.

Cubmaster: The Webelos superhero is a wolverine and comes to us clawing his way through the wilds to show the accomplishments of our Webelos den.

Webelos/Arrow of Light den leader: Will the following young men come to the front to be recognized? (Call by name the Webelos and Arrow of Light Scouts receiving awards.) The wolverine is a proud and valiant animal, and a superhero matching a wolverine needs to have craftiness and fierceness.

LOCAL HERO ADVANCEMENT

Materials: “medals of honor” made from construction paper, labeled “HERO,” and attached to loops of crepe streamer to hang around the Cub Scouts’ necks

Cubmaster: Often we hear of professional athletes being called “sports heroes.” That’s a colorful description, but all they are really doing is playing a game to entertain us. Some of these people really are heroes, but that comes from things they do off the playing field to help their communities. A hero is a person who is not afraid to do what he believes is right. He wants to make things better for other people. He is usually prepared and trained to do the job. And he will do his best, even if he is afraid, because it is important to him to do what is right. The following boys are heroes to me. They have chosen to work hard and prepare themselves in life by learning Cub Scouting ideals. They are learning to be independent and successful, and they happen to have a lot of fun along the way. Please join me in congratulating the heroes who have earned their Bobcat rank. (Call out names of boys and their parents. Then present rank awards and have the parents place medals around their sons’ necks. Continue in a similar manner for each of the other ranks.)

Game

WHAT HERO AM I?

Make stickers with the names of famous heroes (e.g., presidents, superheroes, sports figures). As each person enters the room, put a sticker on his or her back. The object of the game is to learn the identity of the hero on your back. Each player is permitted to ask a set number of “yes” or “no” questions of other players as they greet each other and shake hands. Once a person discovers his or her identity, he or she announces it, and the sticker can be removed.

Audience Participation

CYBER HERO

Divide the audience into six groups. Assign each group a part to perform when their designated word is read in the story. Have the groups practice their motions and words before the story begins. The narrator should say the key words with great drama and pause to signal the groups.

Message: Swing one arm rapidly in a circle and say, "You've got mail!"

Computer: Stand straight up, arms at your sides, and say, "Beep!"

School: Hold arms overhead, swing back and forth, and say, "Ding-dong!"

Teacher: Cup your hands around an imaginary apple and say, "Thanks for the apple!"

Virus: With arms out in front, wiggle your fingers and say, "Glub, glub!"

Cubby: Stand and give the Cub Scout salute, and say, "Do Your Best!"

One morning, a young boy named Josh got up early and checked his email to see if he had a new MESSAGE. Josh turned on his COMPUTER and dialed his SCHOOL. The MESSAGE from his TEACHER came back immediately: "Emergency! Every COMPUTER in the SCHOOL has got a VIRUS!" The young man knew this was no ordinary disaster, so he turned off his COMPUTER and quickly changed into his special superhero costume. Josh became CUBBY, the Fearless VIRUS Catcher.

When CUBBY arrived at SCHOOL, he spotted his TEACHER. In his deepest voice, he said, "Good morning, ma'am, I received a MESSAGE that this SCHOOL has a COMPUTER VIRUS." "Why, it's CUBBY!" she said, "the Fearless VIRUS Catcher! Right this way."

The TEACHER led him quickly to the COMPUTER lab. CUBBY pretended he didn't know his way around the SCHOOL, just to protect his secret identity. CUBBY leaped into action! Neatly folding his cape, he turned into a stream of electrons and entered the nearest COMPUTER like a lightning bolt! Looking out through the monitor screen, CUBBY could see his TEACHER gasp in surprise. Then he looked inward, and over in the corner by the memory chips slouched the nasty VIRUS!

CUBBY grabbed the VIRUS by its tail and trapped it in his special Containment Unit. Immediately, he sent a MESSAGE to his TEACHER: "One COMPUTER freed, nine to go." The SCHOOL was going crazy, as word of the VIRUS hunt spread. From COMPUTER to COMPUTER he jumped, trapping each VIRUS, then sending a MESSAGE to his TEACHER: "Another COMPUTER saved!"

Finally, CUBBY was down to the last VIRUS, but it was nowhere to be found. He crawled through the COMPUTER, searching behind the power supply, around the hard drive, and through the circuits. At last CUBBY spotted the VIRUS on a floppy disk in the disk drive. Letting out a fierce yell, CUBBY jumped on the VIRUS and wrestled it into his special Containment Unit. Exhausted, CUBBY materialized in front of his TEACHER, dragging the smoking Containment Unit holding all the VIRUSES. "I got the last one, ma'am," he said proudly.

"You truly are a superhero!" cried the TEACHER. "All in a day's work," said CUBBY, as he rushed off to change. A few moments later, Josh wandered into the room saying, "Hey, it looks like I missed all the excitement." The TEACHER scratched her chin and thought to herself, "I wonder why Josh is never around when CUBBY is chasing a VIRUS. ..."

Skit

SUPERHEROES HALL OF FAME SKIT

Setting: Several Cub Scouts pretend to be superheroes in a hall of fame. Two volunteers (one preferably an adult) will be visitors there. Let the Scouts pick out superheroes to impersonate, but one of them must be Aquaman. Backstage, just before walking out, Aquaman takes a gulp of water and holds it in his mouth. The Cub Scouts line up in front of the audience with Aquaman at the end.

Action: Call a planted "volunteer" out of the audience and tell him you will be touring the Superhero Hall of Fame. As you go down the line, tap or hit each Cub Scout to start that hero into action. Each boy will impersonate the character: Superman acts as if he were flying, the Flash as if he were running, and so forth down the line. At the end of the line, Aquaman gets tapped, but does nothing. You turn to the adult volunteer and ask him to help you. Then pump Aquaman's arms as if he were an old-fashioned well. Aquaman then turns to the volunteer and sprays water into the air. The visitors run to avoid getting sprayed.

Jokes

Q: Imagine you are in a sinking rowboat surrounded by sharks. Which superhero would you need to survive?

A: You don't need a superhero at all. Just stop imagining that!

Q: What is light as a feather, but even the strongest hero can't hold it more than a few seconds?

A: His breath!

Q: What is a policeman's favorite snack?

A: Copcakes.

Q: What kind of food do brave soldiers eat?

A: Hero sandwiches.

Q: When does a police dog not look like a police dog?

A: When it is an undercover agent.

Cubmaster's Minute

Give the Cub Scout salute. Then say:

We will find many heroes within the community this month. Some of them will be the adults that we know. Some of them will be Cub Scouts or even Boy Scouts. We will search the neighborhood to find someone who would like to visit your den and share the things that helped them determine their destiny. We will also consider which of our young friends might be leaders of tomorrow—those who show leadership qualities that might land them in positions like president of a company or even president of the United States. We will highlight some of the heroes that we find in our neighborhoods. Our police officers, or the firefighters who risk their lives every time they suit up. Postal carriers who are trained to watch out for emergencies that might come their way while delivering the mail. A neighbor who helps someone in need on the street could be a hero. We will highlight men and women who serve important roles in Cub Scouting—den leaders and perhaps the Cubmaster. And then there is that one special person who is in just about every boy's life—his mother. Heroes could be any one of many people in your area that you see in silent acts of heroism. Many people just go about their business each day but can respond at a moment's notice to help someone in distress. We often read in *Boys' Life* magazine about young men who were there and prepared when a call for help arose, and what they did to save a life. Search out these heroes in the coming month.

ONE DROP OF BLUE

Materials: blue food coloring and a 1-gallon clear glass jar filled with water

The Cubmaster puts one drop of the food coloring into the water. Have everyone watch as the blue color disperses until it is almost entirely diluted but still visible.

Note: Practice ahead of time and keep your water volume such that a tinge of blue remains.

Cubmaster: The one little drop of blue did its best and succeeded in filling the whole big jar. In the same way, one Cub Scout—in blue—can influence all those around him by his actions and words.

Closing Ceremony

Materials: large cards spelling out H-E-R-O, with lines on the back for Cub Scouts to read as they hold up their signs:

Cub #1: H - Help is on the way. A hero is someone who helps.

Cub #2: E - Everyone can be a hero. You just have to be prepared and know that you can make a difference.

Cub #3: R - Remember that even brave people can be afraid. It is taking action even when you are scared that makes you brave.

Cub #4: O - One person can make a difference. One person who helps can change someone's world.

October Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR NOVEMBER 2015

Point of Scout Law: Helpful Theme: Cubs in Action

CUB SCOUT INTEREST TOPIC

Boys' Life

Lead a discussion on subscribing to *Boys' Life*. Be sure the discussion includes the following points:

BENEFITS

- *Boys' Life* is age-appropriate reading material. There are two demographic (age-related) reading levels—Cub Scouts and Boy Scouts.
- Articles relate to Scouting activities. (Have an example ready to show.)
- Research indicates that a Scout stays in Scouting and advances further if he reads *Boys' Life*.
- *Boys' Life* includes program ideas for leaders. (Provide one or two examples.)
- *Boys' Life* is a great resource for Cubmasters and other leaders. (A Cubmaster may talk about material he has used from *Boys' Life* to keep pack meetings fun—cheers, jokes, magic tricks, audience participation, stories, etc.)
- Reading the magazine encourages literacy.
- Packs can earn the 100 percent *Boys' Life* ribbon for the pack flag and receive a “100% *Boys' Life*” JTE patch. (**Note:** This means one subscription for every family in the pack, not one subscription per Scout. Two or more brothers may share one copy.)

ACHIEVING 100% *BOYS' LIFE*

- Explain how 100% *Boys' Life* helps a unit's program.
- Discuss how to help families subscribe to *Boys' Life* (e.g., include it in registration dues).

USING *BOYS' LIFE*

- The magazine can suggest gathering activities such as puzzles and games. (Explain that gathering activities are important and should be fun, simple to learn, and easy for boys to join in as soon as they arrive.)
- The regular sections “Dink and Duff,” “Scouts in Action,” and “Think and Grin” are often excellent sources for skits and stories at pack meetings and campfires.
- Jokes for meeting sparklers
- Physical games (versus word games)

BOYS' LIFE ONLINE

Discuss the website at www.boyslife.org.

Monthly Pack Activity

BEING HELPFUL

A Cub Scout promises “to help other people at all times.” And the third point of the Scout Law says that a Scout is Helpful. What better way is there to be helpful and show Scout spirit than to do a Good Turn by participating in a communitywide service project?

SCOUTING FOR FOOD

A great service project at this time of year is the annual (in many councils) Scouting for Food drive. Scouting for Food started in 1988 as a national Good Turn—a means to combat one of the five “unacceptables” (hunger, illicit drugs, child abuse, youth unemployment, and illiteracy) listed by the Chief Scout Executive at that time, Ben H. Love. The program also supported the efforts of BSA local councils to improve conditions for families throughout their communities.

The mission of Scouting for Food is to have all Scouts in a participating local council take part in collecting food items to be given to those in need. The goal is to have 100 percent participation from all units in this important community outreach program. Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews do make a difference when they support and participate in Scouting for Food.

HOW TO HELP

- You can distribute grocery bags in your neighborhood for collecting food, and then pick up the filled bags a few days later.
- Volunteer to help at collection sites.
- Assist in unloading the donated items at participating local agencies (e.g., the Salvation Army or local food banks).

If your council or district is sponsoring a Scouting for Food drive, consider having the chair(s) of the event conduct this discussion. At a minimum, provide contact names, phone numbers, email addresses, and detailed information for units that wish to participate. If there is no council or district project planned, consider inviting a local food bank representative to explain how units can run their own food drive.

NOVEMBER 2015 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: HELPFUL

THEME: CUBS IN ACTION

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Bad Weather Activities

Oh, the weather outside is frightful. ...

Ask the den leaders what they do for meetings when weather prevents going outside. One idea is to pick a game from a “rainy-day box” that the boys could decorate to customize for the den. This could be a 12-gallon plastic storage bin, a large cardboard box, or an old suitcase or footlocker. Consider having a sample rainy-day box on hand to show and suggest some possible items:

- Pieces for a ring toss or bean bag game
- Dominoes, marbles, checkers, playing cards
- Assortment of foam balls or foam flying disks
- Craft supplies—ball of string, balloons, feathers, leather scraps, wood blocks, chenille stems, paper, crayons, chalk
- Songs and skit ideas (perhaps a copy of *Group Meeting Sparklers*)
- Tangrams and other puzzles

Note: Keep a stack of index cards with game instructions for easy reference. Wrap a rubber band around the stack to secure it, and store it in the box.

Tiger Den Leaders

Look at the requirements for the Tiger Bites required adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Paws of Skill elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Baloo the Builder elective adventure and choose one to demonstrate.

Webelos and Arrow of Light Den Leaders

Look at the requirements for the Fix It elective adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Pack Gathering Activities

It is important to have something for arriving Cub Scouts and their families to do at the start of a pack meeting. Discuss the purpose of a gathering activity (serves as a fun icebreaker for both youth and adults). These activities should be active (e.g., Scout Bingo) as opposed to passive games like word searches. An exhibit of places visited and projects done by the Cub Scouts can be good for gathering time as well; it builds the Scouts’ self-esteem, and parents are proud to see their sons’ work displayed. A planned gathering activity also helps prevent confusion and noise before the meeting and gets things off to a good start as pack members and parents interact with each other.

Since the Cubmaster is busy preparing for the pack meeting, other members of the pack should lead the gathering activity. This is a great opportunity to involve parents who are not in formal leadership positions.

Suggested gathering activities may be found in the Den Leader guides, the *Den Chief Handbook*, the *Cub Scout Leader How-To Book*, *Group Meeting Sparklers*, and *Boys’ Life*, as well as the monthly Cub Scout Roundtable Pack Resource Sheet.

ACTIVITY

Play the gathering activity suggested in the Cubs in Action pack meeting agenda found at www.scouting.org or the Helping Hands activity from the resource sheet.

Pack Leaders

DISCUSSION TOPIC: Scouting’s Journey to Excellence

Scouting’s Journey to Excellence (JTE) is the performance recognition program designed to encourage and reward success and measure the performance of our units, districts, and councils. It is meant to encourage excellence in providing a quality program at all levels of the BSA. JTE’s “balanced scorecard” looks at a wide variety of measures, including training, advancement, membership, and service. This is a good subject for your district commissioner to present.

PREPARATION

Have a copy of the JTE requirements and some sample awards and patches on hand. Participants should be made aware that JTE is part of every level and program in Scouting. Ask one or two committee chairs from successful packs to talk about what they do. Emphasize that Scouting’s Journey to Excellence is a year-round tool

to guide the actions of the unit in meeting the boys' needs, and explain how this is done.

Direct participants to www.scouting.org/Awards/JourneyToExcellence.aspx. If you can connect electronically and have a projector, display the JTE website for everyone to see and guide them to the forms they will need and the tracking spreadsheet. Demonstrate how to use the

spreadsheet and how to log service hours at <https://servicehours.scouting.org> (a link to this is available on the JTE site). Review the current JTE requirements, and solicit ideas on how to accomplish the requirements.

ACTIVITY

Play the Bean Game from this month's Pack Resource Sheet. Work together and help each other accomplish the task.

NOVEMBER 2015 PACK RESOURCE SHEET

POINT OF SCOUT LAW: HELPFUL

THEME: CUBS IN ACTION

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS HELPFUL

A Scout volunteers to help others without expecting a reward.

HOW DOES "CUBS IN ACTION" RELATE TO THIS POINT OF THE SCOUT LAW?

It is never too early in our lives to begin helping other people. Scouting has promoted being helpful to others since it began in 1907 in England. William D. Boyce saw this in action on that foggy night in London, when a Scout helped him find his way. Boyce was so impressed that the Scout helped him and refused a reward that he incorporated the Scouting program in America in 1910.

Our Cub Scouts find active ways to help others in their neighborhoods and spread the goodwill of Scouting. By teaching and living the Scout slogan to "Do a Good Turn Daily," we are keeping the third point of the Scout Law—Helpful.

Preopening Activity

HELPING HANDS

Materials: one piece of paper for each boy or family with "H-E-L-P-I-N-G H-A-N-D-S" written across the top

Hand out papers and pens as participants arrive. Have each Cub Scout or family write under each letter as many ways as they can think of to be helpful. The only words they can use must start with the letter at the top of the column. **Note:** Actions that start with "H" and "N" can be divided between the two H's and N's on the paper.

Opening Ceremonies

HELPING OTHER PEOPLE

After the flags have been posted, but before the pledge, have six Cub Scouts read the following from cards you have prepared.

Cub #1: Being helpful to others means picking up something someone has dropped without being asked.

Cub #2: Being helpful to others means playing with a younger brother or sister while Mom is busy.

Cub #3: Being helpful to others means telling a friend he did a great job when he did his best.

Cub #4: Being helpful to others means shoveling snow or sweeping leaves off a walkway for someone who is not able.

Cub #5: Being helpful to others means doing simple everyday things like smiling, or difficult things like fighting for our country.

Cub #6: The people throughout history who have kept our country free were helpful to others like you and me. As we pledge our allegiance to the flag, let us be glad that Americans are always helpful to others. (This Cub Scout then leads the pledge.)

THE HELPFUL HIKE

Have seven Cub Scouts create seven posters, each one illustrating on the front of the poster what the words on the back say. Make sure the words are in large print.

Cub #1: We are going to see nature's treasures.

Cub #2: We will HELP maintain nature's balance.

Cub #3: We will observe and learn from nature's animals.

Cub #4: We will HELP maintain nature's resources.

Cub #5: We will protect them from harm.

Cub #6: We will HELP by following the Outdoor Code.

Cub #7: We are going on a hike.

HELPFUL HEROES

Have six Cub Scouts create six posters, each one illustrating on the front of the poster what the words on the back say, or anything he wants as long as it is related to the theme. Make sure the words are in large print.

Cub #1: Sometimes a helpful hero is obvious—the policeman who risks his life to protect us from violence or the fireman who pulls people out of burning buildings.

Cub #2: Other helpful heroes that come to mind are the ambulance drivers, paramedics, doctors, and nurses who save lives every day.

Cub #3: Some people around us seem like regular people, but they are helpful heroes because they used to be soldiers in the military and served our country to keep us free.

Cub #4: A helpful hero is someone who does the right thing even when they are afraid of failure. They do it because it should be done.

Cub #5: Some helpful heroes are harder to spot, but they are still there. My heroes include people who donate blood, teachers who spend their time and energy helping kids, and kids who say “No” to drugs.

Cub #6: Helpful heroes are all around us. Please join in saluting all the heroes of our country by repeating with me the Pledge of Allegiance.

Prayers

We hope to be helpful every day,
While we work, and while we play.
Then at night we'll safely rest,
Knowing that we've done our best. AMEN.

We come together, each of us charged with being helpful and taking care of one another. God, give us what we need to help and to serve each other to the best of our abilities. AMEN.

Thank you, Lord, for all you have given us. Teach us to notice people who need our help. Help us to do our best in helping children who are alone, and our parents and teachers when they need a hand. AMEN.

Songs

PICKING UP LITTER

Tune: "I've Been Working on the Railroad"

I've been pickin' up the litter,
Helpin' all the day.
I've been pickin' up the litter,
Just to have a place to play.
Can't you see the litter basket,
Sitting on the sidewalk there?

Every little bit is helpful
If you just show you care.
Won't you pick it up?
Won't you pick it up?
Won't you pick it up today, today?
Help us clean it up,
Help us clean it up,
Help clean up the U.S.A.

TRUSTY TOMMY

Tune: "Yankee Doodle"

TRUSTY Tommy was a Cub Scout,
LOYAL to his mother.
HELPFUL to the folks about,
And FRIENDLY to his brother.
COURTEOUS to the girls he knew,
KIND unto his rabbit,
OBEDIENT to his father too,
And CHEERFUL in his habits.
THRIFTY saving for a need,
BRAVE, but not a faker.
CLEAN in thought and word and deed,
And REVERENT to his Maker.

Cheer or Applause

"Do a Good Turn" Cheer: Have the group stand up to applaud. Everyone claps once, then moves a quarter turn and claps again. Have them repeat this in the same direction until they have all completed a full turn.

Advancement Ceremony

TO HELP OTHER PEOPLE AT ALL TIMES

Materials: a small taper candle for each Cub Scout and a large single candle (Make wax guards from index cards or small paper cups.)

Cubmaster: "To help other people at all times." That's part of the Scout Oath. Helping other people is part of what it means to be a good neighbor. We have to help and look out for each other.

Assistant Cubmaster: To open our ceremony, I am going to light the large, single candle that represents the spirit of Scouting that is present in this room tonight.

Cubmaster: Tonight, we are recognizing several Scouts who, with the help of their mothers, fathers, den leaders, and others have met the requirements for advancement to the next rank.

Assistant Cubmaster: Will the following Cub Scouts please come forward with their parents? (Call by name the Scouts receiving awards.) Will each parent please share in lighting the Cub Scout light with their son? This candle represents the Scout spirit in each of you, your willingness to always be

helpful, and your desire to have that spirit light your way as you continue on your Scouting journey.

Cubmaster: The third point of the Scout Law is Helpful. Being helpful is one of the ways we do our duty to others. As a Cub Scout, you should always do your best to help others. I will now present each boy's badge of rank for parents to present to their sons. (After the presentation, thank the parents and congratulate the Cub Scouts.) As you blow out your candles, remember that each of you is filled with the Scout spirit, and each of you can make a difference by being helpful at all times.

Games

"WITH A LITTLE HELP FROM MY FRIENDS" RELAY

Materials: chalk or tape to mark starting and finish lines on the floor

Cub Scouts and their family members, including sisters and brothers, form teams of five to six players. Make sure all teams have the same number of players. Each team makes a circle with one player in the middle and the others holding hands around that player. On signal, the team takes off as a group and runs to the finish line. Then they return to the starting line, still holding hands, and repeat the run with a different player in the middle. Continue until everyone has a chance to be in the middle. The first team to finish this cycle wins.

TUG-OF-PEACE

Materials: a rope of sufficient strength and length

This game emphasizes the importance of working together to solve a problem. Cub Scouts sit in a circle holding on to a rope placed inside the circle in front of their feet. The ends of the rope are tied together to make a huge loop. If everyone pulls at the same time, the entire group should be able to come to a standing position. Tug-of-Peace can also be played by stretching the rope out straight and having boys sit on either side of it, facing each other in two lines. If both sides pull on the rope evenly, they can help each other up.

THE BEAN GAME

Materials: plastic sandwich bags, one per Cub Scout, each containing 24 dried beans

Each Cub Scout tries to balance the beans on the back of his hand. See who can maintain that balance for the longest time. (**Note:** The following directions are for right-handers; left-handers should do the reverse.)

- Pick up one bean with your left hand, transfer it to the right, then place it on the back of the left hand.
- While still balancing that bean, pick up a second one with the left hand. Transfer it to the right, then place it next to the first bean on the left hand.
- Continue this process and see how many beans you can balance on your left hand before they fall off.

Audience Participation

PLEASE LET ME HELP YOU

Divide the audience into six groups. Assign each group a part to perform when their designated word is read in the story:

Lights: "Blink, blink, blink!"

Cub Scout: "Do Your Best!"

Helping other people: "Warm fuzzy!"

Pack: Yell the pack number.

Old lady: "No, I don't want to go!"

Tree: "Ahhhhhhhhh!"

Once upon a time, in a CUB SCOUT PACK, a CUB SCOUT was learning about HELPING OTHER PEOPLE. The CUB SCOUT wanted to help an OLD LADY across the street. But the OLD LADY did not want the CUB SCOUT to help her. The OLD LADY did not care that the CUB SCOUT had been learning about HELPING OTHER PEOPLE or that the CUB SCOUT and his PACK had set out to do good deeds. The OLD LADY just wanted to get a TREE. But the CUB SCOUT and his PACK were learning about HELPING OTHER PEOPLE and really wanted to HELP OTHER PEOPLE, and so the CUB SCOUT helped the OLD LADY across the street.

The OLD LADY thought, "What kind of a PACK is this?" The OLD LADY just wanted her TREE and pretty LIGHTS. The CUB SCOUT said, "Nice OLD LADY, my CUB SCOUT PACK and I are learning about HELPING OTHER PEOPLE. I'll help you get your TREE and put your pretty LIGHTS on, if you will just let me learn about HELPING OTHER PEOPLE by getting you across this busy street." The OLD LADY sighed and smiled and said, "Thank you."

Skits

BADEN-POWELL AND GOOD DEEDS

An adult dressed as Lord Baden-Powell stands off-stage (or a large picture of him is posted with the sound of his voice coming from that direction). A group of six Cub Scouts sit at center stage, moving their mouths and hands but not actually saying anything. If possible, post stars and small white holiday lights behind the boys. The lights should be off, but plugged in to be turned on at the end.

Baden-Powell: When I founded Scouting, I wanted boys to learn how to take care of themselves. But I also taught them to be helpful and kind to others—to include a good deed in their actions every day. I often think that when the sun goes down, the world is hidden by a big blanket from the light of heaven. But the stars are little holes pierced in that blanket by those who have done good deeds in this world. The stars are not the same size—some are big because those people accomplished big deeds, and some are little because others did smaller deeds—but they all made a difference through their actions before they went to heaven.

Cub #1 *(looking at Cub #2):* Wow, you're doing great. You almost have the Scout Oath memorized! But remember to put in "to help other people." Baden-Powell wanted Scouts to be helpful and always do a good deed each day.

Cub #2: What kind of good deed?

Cub #1: Well, on Saturday my family helped plant trees along the river. It was hard work, but fun too. And boy, did I get dirty!

Cub #3: Today I helped my den leader clean up after we finished our project. That was a good deed too.

Cub #2: So I need to do a good deed every day? Sounds kind of hard.

Cub #4: Well, sometimes you have to work hard to do a good deed. My dad and I helped my neighbor paint his fence, and that was hard work.

Cub #5: But sometimes a good deed is pretty easy. There's a new boy in my class, and he was kind of lost, so I helped him find the cafeteria and meet some of my friends. I guess that was my good deed for the day.

Cub #2: Hey, I helped my mom bring in all the groceries from the car. Was that a good deed?

Cub #6: Sure, that was a good deed. Just remember to be helpful and kind, and you won't have any trouble doing a good deed each day. *(Pauses, then looks like he has a great idea.)* Hey, even helping you learn the Scout Oath was a good deed!

ALWAYS BE HELPFUL AND DO GOOD TURNS

A leader (Akela) and several Cub Scouts are sitting around a table or campfire, or just in a ring. In Akela's lines, insert the name of the boy being spoken to.

Akela: *(Cub #1),* please come here. Now, *(Cub #1),* you know you should always do Good Turns.

Cub #1: I tried, honest!

Akela: OK, *(Cub #1).* *(Cub #2),* please come here. Now, *(Cub #2),* you know you should always do Good Turns.

Cub #2: I tried, honest!

Akela: OK, *(Cub #2).*

(Repeat this until only one Cub Scout has not been called.)

Akela: *(Last Cub Scout's name),* please come here.

Last Cub Scout (carries a small frying pan, pretending to flip a pancake in it): I did a Good Turn! *(He flips the pancake and catches it in the pan.)*

Akela: Good job, *(name)!*

Last Cub Scout: But you should see the mess in the kitchen!

Cubmaster's Minutes

JUST BEING HELPFUL

"We can do no great things, only small things with great love."—Mother Teresa

"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."—Robert F. Kennedy

WHY BE HELPFUL?

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."—Dr. Seuss

"Service to others is the rent you pay for your room here on earth."—Muhammad Ali

WHEN TO GET STARTED BEING HELPFUL

"How wonderful it is that nobody need wait a single moment before starting to improve the world."—Anne Frank

Closing Ceremonies

BEING HELPFUL HAS NO LIMITS

Five Cub Scouts hold posters with these images on the front, respectively: a clock, a calendar, a globe or map, an elephant, and a picture showing Scouts of all ranks. Each boy's lines should be written on the back of his poster in large print.

Narrator: Cub Scouts in Action—that was our focus this past month for A Scout is Helpful. Let's review:

Cub #1 *(with clock image):* Being Helpful is the right choice no matter what time of day or night it is.

Cub #2 *(with calendar image):* And it doesn't matter what month it is. Our actions should always show that Scouts are Helpful!

Cub #3: *(with globe or map image):* It also doesn't matter where you are. Scouts are Helpful around the world!

Cub #4 *(with elephant image):* The Dr. Seuss story "Horton Hears a Who" shows that it doesn't matter what size you are. You can be Helpful to others.

Cub #5 *(with image of Scouts):* No matter what rank you are in Scouts, always remember that a Scout is Helpful and his actions show kindness and compassion!

Narrator: So when you leave here tonight, please remember ...

All: A Scout's actions show he is Helpful!

DO MORE

A leader carries a candle while 12 Cub Scouts read their lines from index cards.

Cub #1: This candle represents the spirit of Cub Scouting the world over. It burns today to show the friendship and fun we share.

Cub #2: But we can do more by our actions to show a Scout is Helpful. Listen:

Cub #3: Do more than belong. Participate.

Cub #4: Do more than care. Help.

Cub #5: Do more than believe. Practice.

Cub #6: Do more than be fair. Be kind.

Cub #7: Do more than forgive. Forget.

Cub #8: Do more than dream. Work.

Cub #9: Do more than teach. Inspire.

Cub #10: Do more than live. Grow.

Cub #11: Do more than be friendly. Be a friend.

Cub #12: Do more than give. Serve.

November Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR DECEMBER 2015

Point of Scout Law: Clean

Theme: Winter Wonderland

CUB SCOUT INTEREST TOPIC

Managing Boy Behavior

Use the Scout Oath and Scout Law as models for behaving as Scouts. Adherence to ideals is one of the methods of Scouting. The text below is adapted from "Making Good Boys Better," an article by Cathleen Ann Steg in *Scouting* magazine (January–February, 1998).

PLAN, PREPARE, AND PRETEST

A well-planned meeting keeps the boys focused and happy. Make sure your materials are prepared in advance and that you have successfully pretested any craft ideas. This includes small details. Don't forget the Scout leader's ever-relevant bit of advice: KISMIF ("keep it simple; make it fun"). If you spend half the meeting explaining how to do something, it's probably not worth doing. Remember: The best hourlong den meetings involve about one minute of leader explanation and 59 minutes of boy activity.

CODES OF CONDUCT

Unfortunately, discipline issues will still occur no matter how thoroughly you plan your program and keep the program lively (the two best ways to avoid discipline issues). These discipline issues will need to be addressed in an ongoing and timely manner. Experienced leaders agree that a den code of conduct can help instill self-discipline in the boys.

Have the boys develop their own code at an early meeting. Stick to the code once it has been developed. All of the boys sign the code as a "contract" in which they remind themselves and each other of their willingness to agree to the terms they each had a part in writing.

Tell the boys that you will remind them once for untolerated behavior; the second time, their parents will be called to come and get them. Usually the boys monitor each other.

What's the most important element of den discipline? You cannot issue idle threats. You must really do what you say. If the boys figure out that you won't call them on anything, the plan is lost.

Den doodles are another way to help reinforce the code. Each boy has a long leather thong on which he puts beads earned at each meeting: blue for uniform, red for attendance, yellow for bringing his book. The den also has a leather thong for behavior: When the boys arrive they are each given a behavior bead. If a boy breaks one of the codes of conduct, he must give back his bead. At the end of the meeting, all of

the behavior beads the boys have kept by good discipline are placed on the den lanyard. When a predetermined number of beads have been placed on the lanyard, the boys as a group receive a predetermined prize or treat (such as pop-sicles or ice cream).

CLEAR AND FRIENDLY

What goes into these codes? Many dens base their specific list on the Scout Oath and Scout Law. "A Scout is Friendly," for example, includes the concepts of being a good sport in games and respecting each other as individuals. The den meeting is no place for foul language, discriminatory remarks about others' religious backgrounds or appearance, or mean-spirited behavior. By stating rules clearly and in a friendly manner at the beginning, you will find that most boys are quite willing to abide by rules.

AVOIDANCE IS A BETTER WAY

Even after a code of conduct is established, the best way to deal with disciplining the boys is to help them avoid the issue in the first place. Prevention is much easier than a cure.

For example, let's say you want the boys to remove their shoes when they enter your house. Instead of yelling, "Take off your muddy shoes!" lay out a special "shoe-eating" beach towel at the first meeting, explaining that this towel needs to eat shoes during den meetings. At least one boy will remember when he sees the towel, and soon they'll all catch on—without a word of reminder from you.

The "Talking Feather" is another popular way to keep down the decibel level at a meeting. If each boy needs to share his experiences with the den, whether it's his bird-watching report or the adventures of his summer vacation, bring a big red feather to the meeting. Whoever holds the feather gets to talk, and everyone else has to be completely silent. The boys love to abide by this rule—and particularly like to catch the den leader speaking out of turn.

CUB SCOUTS COME FIRST

Den leaders can make a big difference in discipline by showing the boys that Cub Scouts come first. Distractions can spell disaster in a meeting; let your voicemail take messages for the hour and let the other parents know that, if they arrive early to pick up their sons, they should stay away from the meeting area unless they're planning to help the boys.

Focusing the leader's attention on each boy can improve the behavior of all the boys. Challenge the Cub Scouts with new

skills, but be available to help each boy succeed. Involve parents as volunteers at each meeting and secure a den chief to help with the various activities.

REMEMBER

Good spirits are contagious; if the boys see the smile on a leader's face, they're sure to join in. And if you're all having a good time, good behavior is guaranteed.

HELP!

What if you've tried everything and still have a discipline problem? Consider the following: If all the boys are misbehaving, ask your Cubmaster to attend a meeting. It's extremely rare to have a whole den full of incorrigibles; ask an experienced Scouter to watch the den in action and suggest ways you could run the meeting a bit differently. Sometimes all you need is an objective observer to get the den back on track.

If one boy's behavior keeps causing trouble for the whole den, go to the parent without delay. Explain exactly the behaviors that present a challenge, and make sure the parent understands your expectations for change.

Sometimes the parent cannot or will not help to solve the problem. What's best for the boy? If his behavior is silly but his attitude is positive, you might try to keep working with him, hoping that the good influence of the rest of the den and the ideals of the Scouting program itself will effect change over time. Give him positive reinforcement for every little bit of progress. But test yourself often: Are you able to keep calm and cheerful around this boy? Is the den meeting able to function smoothly with his behavior? Make sure the rest of the den is not jeopardized while you work to rein in one boy.

If everything you have tried does not seem to be working, it may be time to contact the Cubmaster and your committee chair to remove the boy from the den—at least until your unit commissioner can advise your pack on the best course to follow. One of the toughest things a den leader can do is make the decision to remove a boy, permanently, from the den. But remember: Each boy has an obligation to live up to the ideals of Scouting, and you have an obligation to ensure that those ideals are not compromised by the behavior of one boy. Removing a serious offender from your den may even serve as a wakeup call to the boy and his parents; in the long run, your insistence on good behavior could help that boy get back on the right track.

Monthly Pack Activity

HOLIDAY PARTY FOR OTHERS

With the holidays quickly approaching, now is a good time for a holiday party. While cookie decorating and winter games are fun, it is also important to remember those who are less fortunate. Contact your local Salvation Army or Goodwill to see about adopting a family. The Cub Scouts can make ornaments to hang in the family's home and hold a food drive to provide them with a holiday dinner—both are good ways to get everyone involved. Or each den could be assigned to make or purchase a needed gift for one member of the family.

Another option might be to contact a local animal shelter and gather blankets, toys, and food for the animals that have not yet found a home.

DECEMBER 2015 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: REVERENT

THEME: WINTER WONDERLAND

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Den Discipline

Lead a discussion on the various methods of den discipline that have worked for the participants. Make sure to include:

- Den doodles
- Conduct candles
- Code of conduct

Tiger Den Leaders

Look at the requirements for the Sky Is the Limit elective adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Germs Alive! elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Fellowship and Duty to God required adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the Duty to God and You required adventure and choose one to demonstrate.

Arrow of Light Den Leaders

Look at the requirements for the Duty to God in Action required adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Maintaining Order

Discuss the importance of having a well-planned, well-organized pack meeting. This aspect alone minimizes many potential behavior issues. During the monthly pack leaders' planning meeting, the next pack meeting will be finalized and planned in detail. Discuss how to solicit additional adult help for activities and tasks. Shared leadership of the pack will benefit everyone by getting other parents involved and creating opportunities for adults to share their skills and interests with the boys.

Planning for den involvement in pack meetings is most important. Each den should have their participation scheduled in advance. The order of their contributions is also essential to share so everyone will be prepared on time. Coordinate all skits and contributions at the pack leaders' meeting so that events are approved in advance and none are duplicated. This meeting is usually held one or two weeks before the pack meeting.

To succeed, remember KISMIF (keep it simple; make it fun)!

Highlight some of these discussion points for maintaining order and having fun at a pack meeting:

- Confirm the time and place of the meeting by reserving the location well in advance.
- Emphasize the use of pack meeting plan outlines. Hand out samples, including the Pack Meeting Planning Sheet, www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/511-815.pdf.
- Assign den responsibilities in advance (room setup, parts of the meeting, cleanup, etc.). All den leaders and Scouts should know their duties ahead of time and come prepared to meet those expectations.
- Timing is everything! Emphasize the importance of starting and ending on time. One hour is a good time limit for a pack meeting. End on time.
- A gathering activity gives families something to do before the meeting starts. This activity ends when the meeting begins.
- Limit time spent on explaining upcoming events. Mention highlights and have detailed handouts available and/or email a newsletter to each family.
- Conduct meaningful opening and closing ceremonies. A Cubmaster's Minute at the closing gives the boys something to ponder.
- Build den and pack spirit with cheers, songs, reports, den activities, and games.

- Talk about setting limits on noise (e.g., singing loudly but no shouting), and make sure rules are explained before playing games. Mention the importance of having an extra game or song prepared.
- Cubmasters must remember that parents, too, need to help with their boy's behavior—it is a shared responsibility at the pack meeting.
- Each boy will accomplish one or two major rank advancements during the program year. The advancement ceremonies are very significant moments, so make them special by planning memorable badge presentations. Also, you may choose to present a parent's pin for each rank, recognizing parental involvement in the advancement process. Make sure all awards are ready in time for the meeting.
- Families will want to take photos as their sons receive awards and recognitions. Take a little extra effort to arrange things in a way that allows a clear and perfect picture of the Cubmaster presenting the award. Establish a specific area at your meeting place for den displays. When skits are performed, have a plan for the manner in which dens will enter and exit. This makes for a smooth show, and everyone looks great!
- Honor the service of pack leaders and parent volunteers with occasional special recognitions. Everyone deserves a "thank you," and boys are proud to see the adults in their lives being recognized and appreciated.
- Refreshments (optional) are usually assigned to pack leadership or a specific den.
- Cleanup should be done by everyone or by a specific den. Always leave the meeting location looking better than you found it.
- Evaluate the meeting with the pack leadership or make arrangements to email comments and suggestions.
- Remind leaders of the next monthly pack leaders' planning meeting. Invite parents.

ACTIVITY

If the Cubmasters have not already done so, plan this month's pack meeting or make plans for next month's theme—The Great Race—using the Pack Meeting Planning Sheet (see URL above).

Select a Winter Wonderland song and advancement ceremony from the Pack Resource Sheet to use at the pack meetings and practice together. Discuss ways to make the song fun and the ceremony meaningful.

Pack Leaders

DISCUSSION TOPIC: Pack Annual Program Planning

Don't forget: Your pack's annual program plan = satisfied Cub Scouts and families = a lifelong love of Scouting!

A common element of strong Cub Scout packs is a good annual pack program that is planned a year in advance and shared with all families in the form of a calendar. The important result of a shared annual program calendar is that your pack will attract more families, and Cub Scouts will stay for a longer time. The planning conference usually takes place in the spring or early summer. Discuss the format well in advance and, a month or two before the conference, have the committee chair and the Cubmaster gather the following information:

- Key school dates
- Community event dates
- Your chartered organization's dates
- Personal dates that may affect pack activities, such as the Cubmaster's anniversary cruise
- District and council dates
- Family Talent Survey sheets collected from all parents
- Last year's pack annual plan, if you have one

To maximize the efficiency of your planning, the following people should attend the conference:

- All pack committee members
- All den leaders
- All pack/den aides and den chiefs (optional)
- Chartered organization representative
- Your unit commissioner (optional)
- Anyone else who might be helpful, including parents

A narrated PowerPoint presentation is also available that can take the pack step by step through the planning process. Download the Pack Annual Program Planning Conference Guide at www.scouting.org/CubScouts/Leaders/ProgramPlanning.aspx.

Here's a quick rundown of the steps. Discussion can be as brief or as detailed as needed. Before you start planning, explain to the group the importance of annual program planning, why you are doing it, and the rules for the process:

- First, take the dates you collected and put them into the pack's master calendar—including den meeting dates—either on a hard copy or by plugging the information into an electronic calendar on a computer.
- Before rounding out the master calendar with things the pack leaders want to do, review what the pack did last year. Write what you come up with on

a flipchart or dry erase board. Ask questions:

What events went well, and which ones didn't go so well? Did we earn the National Summertime Pack Award? The Journey to Excellence Award? How did we do with den and pack attendance? Did we participate in Cub Scout day camp or family camp? Did we sell popcorn? Feel free to ask as many questions as needed but don't spend too much time on this, as the key issue is planning the upcoming year. Just use this research to help guide what you might want to keep, replace, or improve.

- Do some brainstorming on activities your pack might want to do in addition to den and pack meetings. These could include a blue and gold banquet, pinewood derby, family picnic, first-aid training, pet show, and so on. Remember the brainstorming rule: Let anyone suggest anything without fear of criticism. Feedback and analysis come later, after all the ideas have been submitted. Once you have a list of things your dens and pack might want to do, start prioritizing the list. Is a particular activity best suited for dens or for the pack as a whole? Could the activity be incorporated into a den or pack meeting? Take a vote on which activities to include in the den and pack meeting schedules, then add the activities to your calendar.
- By now, the calendar should be taking shape. It should include school and community dates, holidays, den and pack meetings/activities, district and council dates, and notes about personal conflicts with any of the dates. The next step is to assign the person responsible for each event (e.g., "Bob Smith will chair the blue and gold banquet") as well as den responsibilities at pack meetings.
- If the pack committee is really ambitious, more details can be added about events (e.g., "Bob will send invitations and assignments to each family by January 1," or "By November 1, get confirmation from the school that we can use the cafeteria"). Remember that good planning and preparation will lead to family satisfaction. Some of this may need to come after your program planning conference if you are choosing activities now and recruiting chairs later. However, for regular activities like the blue and gold banquet, you might already have a commitment from "Bob" by the time the program planning conference happens.
- Almost finished! The final step is to review the annual plan to ensure the pack leaders have captured everything you and your families want to do in the upcoming year. Once everyone is comfortable with the annual plan, publish it and/or email it throughout the pack. Remember that not everyone has an email account, so be sure your distribution reaches all families. That way everyone will feel they are a part of the pack, and they can plan their family

calendars with the pack's calendar in hand. Sharing the annual plan with families could be the most important step in retaining your Scouts and building tenure, so don't forget this step.

- Annual program planning is an ongoing process. Review the plan each month at your pack leaders' meeting to make sure you are still on track, to recruit chairs and other assistance, to ensure participation in important meetings, and to make assignments or changes as needed.

A great pack program plan leads to a great pack and den program, which leads to Cub Scouts and their families staying and growing in Scouting.

RESOURCES

- Family Talent Survey Sheet, No. 34362
- *Boys' Life* Planning Calendar, No. 331-011

The following tools can be downloaded at www.scouting.org/CubScouts/Leaders/ProgramPlanning.aspx. They should make it easier to have up-to-date newsletters and calendars ready when you need them.

- Pack calendar templates
- Pack newsletter template
- Pack poster templates (letter and tabloid sizes)

Fill in dates and events in the spaces provided, then save, and print or email. It's that easy! As soon as you know about an addition or change to pack activities, make that change to the calendar so it will always be up-to-date and print or send.

ACTIVITY

Have pack leaders play a game or craft from the Pack Resource Sheet. Discuss the importance of these hands-on projects for Cub Scouts.

DECEMBER 2015 PACK RESOURCE SHEET

POINT OF SCOUT LAW: REVERENT

THEME: WINTER WONDERLAND

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS REVERENT

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

HOW DOES "WINTER WONDERLAND" RELATE TO THIS POINT OF THE SCOUT LAW?

As winter comes, it brings with it a wonderland of snow, peace, beauty, and holidays. Many of us come from different backgrounds and celebrate different traditions; each of our traditions gives us an identity, a sense of belonging. When we share our traditions and accept the traditions of others, we expand our circle so that everyone feels that they belong. Whether we celebrate Christmas, Hanukkah, Kwanzaa, or none of these, sharing valued traditions and holding true to what they stand for will help us understand others. But no matter who we are or how we celebrate, everyone in Scouting is part of a great organization that has taught us to show reverence for others and their beliefs.

Preopening Activities

CHRISTMAS CARD PUZZLE

Materials: Cut an old Christmas card for each player into irregular pieces to form a puzzle, and put the pieces in an envelope. As each Cub Scout arrives, give him an envelope to see if he can put the card back together on a table top or other surface.

12 DAYS OF CUB SCOUTS

Have all the boys work together to write their own carol based on "The 12 Days of Christmas" but titled "The 12 Days of Cub Scouts." Give them a sheet with some starting lyrics such as: "On the first day of Cub Scouts, my Cubmaster gave to me / a Bobcat badge for all to see." Then the boys can proceed with "On the second day of Cub Scouts, my Cubmaster gave to me," and so on.

FIND YOUR CAROLING PARTNERS

Prepare sets of index cards with each set containing the lyrics of a popular carol but only one verse per card. Hand these out to people as they arrive, instructing them to find others who have verses from the same song. Tell them they need to practice their song for a special presentation. After the opening ceremony, have each group of carolers stand and sing their song.

Opening Ceremonies

MANY WAYS

Narrator: It is the season that is full of so many wonders and so many thoughts. Each of us understands, celebrates, and remembers this special season in his or her own way. But if it were only "my way" or only "your way," it would be so small, so limited. One of the beauties of the season is that it is so full, so complete. And just as the season is made special by so many different ideas, cultures, and beliefs coming together, so is our country made special. We are not a single type of people, a single religion, or a single race, but we do have a single focus—to be and become the greatest, most full and complete country we can imagine. As a melting

pot of cultures and nationalities, we come together as one, and that also makes us special. Let's join together in the Pledge of Allegiance.

CANDLE OPENING

Dim or turn off the room lights except for an electric candle or flashlight. Then the Cubmaster or another adult will read this paragraph:

This is the season when days are short and nights are long with beautiful stars. Lord Baden-Powell, the founder of Scouting, once said this to his Scouts: "I often think that when the sun goes down, the world is hidden by a big blanket from the light of heaven, but the stars are little holes 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, just as some men have done great or small deeds, but they have all made holes in the blanket by doing good before they went to heaven." Let's remember when we look at the starry sky to make our own hole in the blanket, by doing good deeds and helping other people.

DECEMBER OPENING

Materials: five index cards with lines written on each; U.S. flag and pack flag

Flags are already in the front, and each Cub Scout enters from the side one at a time and reads his lines.

Cub #1: December is a fun time of the year. It is a time for giving and sharing.

Cub #2: As we gather for the last pack meeting for this year, let us remember the good times.

Cub #3: Let us end this year with new determination to keep the Cub Scout spirit going.

Cub #4: As we begin our program tonight, let us keep in mind the true holiday spirit.

Cub #5: Remember, to give of yourself is more important than any gift you can buy.

Cubmaster: Please stand for the Pledge of Allegiance.

WINTER WONDERLAND

Winter is a time when rain and snow can cover the landscape and make it seem drab and colorless. But candles, fires, and lights add color and brightness. Sharing, giving, and receiving make this season a wonder for the boys in our pack, and each adult experiences this wonder again through the eyes of our youth. May we always enjoy the traditions of the season. May we always appreciate the freedom of our country. Please join together in the Pledge of Allegiance.

Prayers

Amidst the cold winds of winter, may the warmth that we feel through the spirit of Scouting enlighten our lives and the lives of the boys with whom we work. AMEN.

As many will be traveling during this holiday season, we ask that you watch over each and every member of our pack and keep them safe. AMEN.

Songs

S-A-N-T-A

Tune: "B-I-N-G-O"

Every Cub Scout has a friend,
And Santa is his name, sir.

S-A-N-T-A

S-A-N-T-A

S-A-N-T-A

And Santa is his name, sir.

(Sing the song six times. The first time, just spell out the name S-A-N-T-A. The second time, spell out the first four letters, then replace the last "A" with a clap, and so on.)

CUB SCOUT PRAYER

Tune: "O Tannenbaum"

Lord, in this evening hour I pray
For strength to do my best each day.
Draw near to me that I may see
The kind of Cub Scout I should be.
In serving others, let me see
That I am only serving Thee.
Bless me, oh Lord, in thy great love,
That I may be a better Cub.

ETHAN THE CUB SCOUT

Tune: "Frosty the Snowman"

Ethan, the Cub Scout,
Was a very happy boy
With a uniform of blue and gold
And a den that gave him joy.
Ethan, the Cub Scout,
Earned his badges one by one.
He did his best and met the test.
A good citizen he's become.
He helps out other people when
He sees they need a lot.
He does his chores around the house
And feeds his dog named Spot.
Ethan, the Cub Scout,
Does his duty willingly.
Someday he'll join a Boy Scout troop,
And a fine man he will be.

HE'LL BE DRIVING EIGHT BROWN REINDEER WHEN HE COMES

Tune: She'll Be Coming 'Round the Mountain

He'll be driving eight brown reindeer when he comes.
He'll be driving eight brown reindeer when he comes.
He'll be driving eight brown reindeer,
He'll be driving eight brown reindeer,
He'll be driving eight brown reindeer when he comes.

Other verses:

He'll be coming down the chimney when he comes.
He'll be dressed up in a red suit when he comes.
We'll all peek out to see him when he comes.
We'll give him milk and cookies when he comes.

Cheer or Applause

Eskimo Cheer: Brrrrr-rrr, Brrrrr-rrr!

Frozen Cub Scout: Wrap your hands around yourself and say, "Brrrrrrr!"

Santa Claus: Reach out and hold your stomach, saying, "Ho, ho, ho!" three times. Variation—Add "Merry Christmas!"

Christmas Bells: Pretend to hold a bell rope. Then get the left side of the audience to say "Ding!" on the down stroke and the other side to say "Dong!" on the up stroke.

Advancement Ceremonies

WINTER WONDERLAND

There is something refreshing about the look of a field or woods after a good snowstorm. It's the look of a clean, unblemished land. I'm sure it was this picture that was on the person's mind when the term "winter wonderland" was first coined. Even when we think of the words ourselves, I'm sure there's more than one of us here who thinks of such a picture. Close your eyes for a moment and think about it: *Winter wonderland. Winter wonderland. Winter wonderland.*

Keeping your eyes closed, I want you to concentrate on the image that comes to mind when I give you another phrase: *Cub Scout wonderland. Cub Scout wonderland. Cub Scout wonderland.*

I don't know about the rest of you, but the image that comes to mind for me is one of fun. Kids running around having a good time doing things. But I also see smiles on boys' faces for having done things really well. I see the look in their eyes that comes from having done something they never even thought they'd be able to do. It's the look of excitement and wonder. It's the look of goodness—a healthy, hardy look.

OK, now let's open our eyes and see these same things in real life. Look around and what do you see? I'll tell you what I see. I see you, Cub Scouts, who are pleased with yourselves for having succeeded beyond measure. I see parents who are proud of what their sons are doing and glad that they are

part of it. I see brothers and sisters who are having almost as much fun as their Cub Scout brothers are having. It is a sure sign of the success of the Scouting program and all of your hard work.

Tonight we will recognize our Bobcats, Tigers, Wolves, Bears, Webelos, and Arrow of Light Scouts who have worked so hard and achieved so much.

(For the Bobcats and for each succeeding rank, call out the boys' names, inviting them forward to receive their awards with their parents or adult partners.)

STOCKINGS WERE HUNG

The names of Cub Scouts receiving advancement awards are inside a small stocking or attached to a stocking-shaped paper cutout. Each stocking should clearly show the boy's name.

The stockings are hanging on or taped to a mantle. To build the mantle, use two ladders with a board placed between the higher rungs. Set a Christmas centerpiece on top of the board and paper fire below to represent a fireplace, if desired. Parents or adult partners will assist their Scouts in reaching up to get their new ranks.

The Cubmaster enters and examines the hanging stockings. Then he comments: "My, we've had a lot of hard-working Scouts this month. Stockings are overflowing with achievements. Would the following Scouts and their parents come forward as I call them. Parents, please help your son remove his stocking just as you have worked with him to help him earn his rank."

Call forward the Bobcats, then Tigers, Wolves, Bears, Webelos, and Arrow of Light Scouts. After all the boys have received their advancements, the audience gives them the Santa cheer ("Ho, ho, ho!"). If desired, alternate with a "big hand" (holding hands up) or "round of applause" (clapping while moving your hands around in a circle).

Have Bobcats recite the Scout Oath together. The Cubmaster may comment about the adventures and electives as each rank comes forward. Boys who have earned adventure loops or pins can say one or two of the requirements they completed to earn them.

AN OLD-FASHIONED CHRISTMAS

Setting: The Cubmaster and committee chairman stand behind the head table, which holds all the awards and a box of Christmas tree decorations. Nearby is an undecorated tree. As each Cub Scout receives his award, he and his parents are given a decoration to put on the tree. The tree can already have a string of lights, which are turned on at the end of the ceremony.

Cubmaster: Tonight we're celebrating an old-fashioned Christmas. One of the most popular customs in America is decorating the Christmas tree. As each Cub Scout receives his adventure award tonight, we're going to give him and his

parents an opportunity to help decorate our tree. Since Scouting is a family program, we want our pack families to help make our Cub Scout Christmas tree bright and festive. (Call the names of boys receiving adventure loops. Have all the boys and their parents come forward and receive the awards. Then each boy is given an ornament to put on the tree. They all return to their seats.)

Cubmaster: We also have some Webelos and Arrow of Light Scouts who have earned adventure pins. We're going to give them special decorations for our tree. (Call the boys forward, indicating which adventure pin(s) each boy has earned and describing some of the things done to earn it. Present the awards for parents to put on the boys' uniforms, then give them a decoration for each award earned to put on the tree. Use foil-covered cutouts of the adventure pins as tree ornaments. If there are not many ornaments on the tree, call attention to the essential role of adult leaders so they, too, can add a decoration. Finally, consider having a few extra ornaments on hand so even those Cub Scouts and adults who are not receiving awards this month will have a chance to add one.)

Cubmaster: Now we're going to turn on the lights, representing all members of our pack families. And there you have our beautiful Christmas tree. You can see how each decoration and light makes a difference in the appearance of our tree. In the same way, all members of our pack, each boy and each adult, makes a difference in the success of our pack's operation. Thanks to you all.

Games

SNOWMAN BOWLING

This is a great winter game that can be played inside or outdoors. To play in the actual snow, use a shovel to carve out a bowling lane. Indoors, place a white runner on the floor. Draw 10 snowmen, penguins, reindeer, snowflakes, or another favorite seasonal icon on a piece of poster board. Color the icons and cut them out, then tape them to 10 empty 2-liter bottles. Set up the bottles like bowling pins at the far end of the lane. Use a white ball as the bowling snowball. Stand at the other end of the lane and roll the ball down to knock over the pins. Keep score just as in a real bowling game.

SNOWSUIT RELAY

For this game, you will need two sets of the following items to make two snowsuits:

- Pair of snow pants
- Pair of mittens
- Coat
- Scarf
- Hat
- Snow boots

Pile the sets behind two finish lines at either end of the playing field, and line up a team at each starting line. One at a time, each player on a team must run to their finish line, put on the complete snowsuit, and run back to his team. Then he removes the items and hands them to the next runner. Play continues until all members of both teams have run the relay in the snowsuit. The first team to finish wins.

SNOWBALL RELAY

Players divide into two teams and line up behind the starting line. Give each team a "snowball"—either Styrofoam or cotton—and a piece of cardboard. On signal, one player at a time on each team tries to move the ball across the floor and back to the starting line by fanning it with the cardboard. However, players must not touch the snowball with their hands or the cardboard. The first team to finish wins.

SNOWSHOE RELAY

Divide the den into two teams. Give each team a pair of "snowshoes"—two shoe boxes—and set up a chair at one end of the room for a turning point. On signal, the first player on each team stands in the shoe boxes, then races across the room, around the chair, and back to the starting line where the next player on his team dons the boxes and races. Continue until one team has finished. Have some extra shoe boxes on hand in case any of them are damaged in play.

MARSHMALLOW STRAW RACE

Have the Cub Scouts sit around a table. Place a mug or paper coffee cup in front of each player and give each of them a straw. Scatter mini-marshmallows all over the table. Set a timer. Then have the players use their straws to suck up marshmallows and drop them into their mugs. When time runs out, count the marshmallows. The player with the most in his cup wins. When the game is over, fill the mugs with hot cocoa and let them enjoy those marshmallows.

Audience Participation

WINTER SONGS

Divide the audience into four groups. Assign each group a part to perform when their designated word is read in the story:

Winter: "Dashing through the snow"

Santa: "Jolly old Saint Nicholas"

Sleigh: "Sleigh bells ring, are you listening?"

Reindeer: "Rudolph the red-nosed reindeer"

Once upon a time, on a cold winter night, SANTA sat in his workshop trying to decide what to do. His SLEIGH had a broken runner, his elves were behind schedule on toy production, his REINDEER were weak and suffering from lack of exercise—and he, SANTA, had a cold. With the chilly, snowy weather of WINTER, and Christmas only days away, SANTA felt so depressed.

To make matters even worse, Rudolph, his most famous REINDEER, was unable to get his nose recharged so it barely glowed at all. In a practice run, the SLEIGH with the broken runner scarcely got off the ground. And even with so many toys left to make, the elves were stopping early to watch the Power Rangers. “Goodness me!” cried SANTA. “How will I ever get everything completed by Christmas Eve?”

Then, out of that cold WINTER night trudged a cold, hungry old man. “SANTA,” cried the man. “If you will give me a hot meal and a warm place to sleep, I’ll fix your SLEIGH, cure your REINDEER, fix Rudolph’s nose, and get the elves to work faster.” SANTA quickly agreed. After the old man ate his meal and had a good night’s sleep, he went to work.

First, he plugged the nose of Rudolph the red-nosed REINDEER into the television set. This charged Rudolph’s nose so that it glowed more brightly than ever, and it also blew a fuse on the TV set! That made it impossible for the elves to watch the Power Rangers, so they kept on working and quickly caught up to schedule. Meanwhile, the old man used parts of the TV set chassis to fix the runner on the SLEIGH. The REINDEER, not able to watch TV either, began to run in the snow and quickly regained their strength. SANTA slept better and got rid of his cold.

So because an old man knew the true value of the TV, everything was ready, and on December 24th SANTA hitched his REINDEER to the SLEIGH and rode off into the WINTER sky!

OLD-FASHIONED CHRISTMAS

Divide the audience into three groups. Assign each group a part to perform when their designated phrase or word is read in the story:

Old-Fashioned Christmas: “Peace on Earth”

Toys: “Buzz, bang, whiz!”

Gifts: “From the heart”

“What is an OLD-FASHIONED CHRISTMAS?” said a boy to his parents one day. They thought for a while before they ventured to say. After talking it over, they tried to describe an OLD-FASHIONED CHRISTMAS.

You see, the holiday season we all know today often seems a far cry from what this season should portray. People crowd into stores to buy GIFTS and TOYS, far more than anyone truly needs or enjoys. In an OLD-FASHIONED CHRISTMAS, things are different you see—far fewer GIFTS than there seem to be. But those GIFTS are all given with love beyond measure, making the giving a wonderful treasure. In an OLD-FASHIONED CHRISTMAS, the best GIFTS of all are those of goodwill, or perhaps a token so small. TOYS are not given in excess by the score, and many GIFTS are homemade, not bought from a store.

So if an OLD-FASHIONED CHRISTMAS you wish now to see, remember the number of GIFTS is as immaterial as can be. For an OLD-FASHIONED CHRISTMAS let’s all now start—by remembering, my friend, it begins in the heart! Through giving our kindness and goodwill to mankind, an OLD-FASHIONED CHRISTMAS we surely can find. Meaningful GIFTS in this season play a part with an OLD-FASHIONED CHRISTMAS begun in the heart!

PACK MITTEN TREE

Each family is asked to bring in a pair of mittens, a scarf, and/or a hat to hang on the tree in the meeting area. After the meeting, the donations are packaged and given to a local clothing bank or other clothing distribution facility.

Crafts

CLAY ORNAMENTS

Materials: rolling pin, modeling clay or salt-flour clay (see recipe below), waxed paper, cookie cutters, toothpick, tempera paint, shellac (or clear fingernail polish), ribbon or string

- To make salt-flour clay, combine ½ cup salt with 1 cup flour. Add water, a little at a time, and use your hands to mix and knead until you have a stiff dough.
- With a rolling pin, roll the clay flat between two pieces of waxed paper.
- Use cookie cutters to cut out stars, bells, or other shapes.
- Use a toothpick to make a hole in the top of each ornament for a hanger.
- Let the ornaments dry or bake, depending on the clay recipe used. Apply tempera paint and add a topcoat of shellac.
- Tie ribbon or string through the hole for hanging.

CHRISTMAS TREE NECKERCHIEF SLIDE

Materials: green foam sheets, tree cookie cutter (to use as pattern), glitter, paints, markers, ribbon, scissors, plastic rings or PVC pipe, glue

Use the cookie cutter to trace out trees on the foam, or do it freehand. Then carefully cut out the trees. Decorate and attach to the plastic ring using glue or hot glue.

GIFT NECKERCHIEF SLIDE

Materials: foam or wood blocks or small boxes, wrapping paper, thin ribbon or lacing, plastic ring or PVC pipe, glue

Wrap the small boxes, foam, or wood pieces in wrapping paper and decorate with ribbon or lacing. Glue to the plastic ring.

FOOD CRAFT: YUMMY SNOWFLAKES

Ingredients: Flour tortillas, scissors, powdered sugar, oil or cooking spray, frying pan, stovetop or burner, pancake turner or tongs

You know those paper snowflakes you fold and cut? Well, how about making some you can eat!

- Gently fold the tortilla into quarters. Don't crease it, or it will tear. Warm or room temperature tortillas work best.
- Cut pieces out to make cool snowflake designs when you open it up! You might want to practice this step with paper first.
- With adult assistance, fry the tortilla until it is crispy. Then sprinkle it with powdered sugar. That's it! Snow never tasted so good!

Cubmaster's Minute

A compass is an important tool for Scouts because it gives them a stable reference point—magnetic north—that they can use to set a course and follow it. As long as your compass is accurate and you don't damage it, it will serve you faithfully. You only need to trust in it.

Our faith, or spirituality, is something like that. We have a point of reference that does not change: God. And we have a compass, so to speak, in our relationship with God. It's something we have learned and continue to learn about, just as we learn to use a compass properly.

Closing Ceremonies

A SCOUT'S ACT OF KINDNESS

Cubmaster: To end this evening, I'd like to tell you a story.

A crowded bus stopped to pick up a bent old woman. With great difficulty she struggled up the steps and into the bus with a large basket of freshly washed laundry.

"You'll have to put your basket in the rear of the bus," the bus driver said impatiently.

"I do not dare. The laundry does not belong to me," replied the woman. The driver was firm. "You and that basket are in the way. Either stow it or get off."

The old lady was almost in tears when a young man arose from his seat. "You sit here, ma'am," he offered. "I'll take your basket to the back and watch it until your stop." The woman was doubtful, but the bus driver was about to tell her to get off the bus. A second lady, sitting nearby, said to the old woman, "That boy's all right. Can't you see his Scout uniform? I'll vouch for him."

The woman soon took a seat, and the Scout carried the basket of clothes to the back. At her stop, the boy got out too and gently set the basket down beside her on the sidewalk. Then he returned to the bus and continued on his way. "Who's the kid?" the driver asked the second woman. "I do not know the kid," was the reply, "but I do know the uniform, and you can trust it every time."

In this season of giving and helping, let's make certain we remember what our uniform means to others and to ourselves.

SPIRIT OF THE SEASON

Cubmaster: This is the season of lights. It is a time when the days are shorter so the nights are longer, yet somehow things are brighter. Stores and homes are bright with holiday lights. Thousands of homes have a single light to show the way for the Christ child, others have candles burning to commemorate the miracle of Hanukkah, and some light candles to honor the heritage of Kwanzaa.

Even the stars in the winter sky seem brighter at this time of year. But the most important glow is from the spirit of this season that we live with year-round and find in the Scout Oath and Scout Law. Before we all leave to get on with our holiday celebrations, let's stand and repeat the Oath and Law together. Happy Holidays!

December Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR JANUARY 2016

Point of Scout Law: Trustworthy Theme: The Great Race

CUB SCOUT INTEREST TOPIC

Scouting and Special Needs

Regardless of developmental or cognitive challenges, all boys are welcome in the Boy Scouts of America and deserve an effective and positive Cub Scout experience. Because of the importance placed on this, many resources have been developed to assist leaders in providing the best Scouting program possible.

As stated in the Guide to Working With Scouts With Special Needs and DisABILITIES, No. 510-071, "The best guide to working with Scouts who have disabilities is to use good common sense." Boys in wheelchairs or with mobility impairments will obviously face challenges in completing certain requirements. Other disabilities may not be as easy to identify, but an accommodation will be needed to allow these Scouts to "do their best." Doing one's best, for them, will be different than it is for other boys.

A very helpful list that covers and defines certain types of disabilities is found on pages 5–6 of the guide, which can be downloaded at www.scouting.org/filestore/pdf/510-071.pdf. This resource includes general guidelines for working with Scouts with special needs and types of disabilities. There are helpful hints to guide den leaders on how to interact in a supportive and positive manner. Ideas include:

- Maintain eye contact during verbal instruction.
- Find ways to encourage the Scout.
- Accept the Scout as a person and give him the same respect that you expect from him.
- Reward achievement.
- Provide encouragement.

Boys with specific types of disabilities will be supported when different specific strategies are used. One example relates to boys with attention deficit disorder. They will benefit when leadership can provide a structure that the boy can count on as to activities, rules, and meeting times.

How does the idea of special needs apply to Cub Scouting? What happens with "Do Your Best" when a boy with special needs cannot achieve some of the requirements? In consultation with parents, adjustments may be agreed upon to find substitutions that allow him to "do his best" and thus

complete the requirements. Make an agreement with the Cubmaster, committee, and den leader as to what "Do Your Best" will mean for this Cub Scout.

Section 10.2.1.0 of the *Guide to Advancement*, No. 33088, provides specific information on advancement for Cub Scouts with special needs.

RESOURCES

Abilities Digest. This newsletter is published quarterly. It includes advice, program updates, resources for parents and leaders, success stories, training pointers, and from time to time, surveys to find best practices and to determine gaps in information its readers are seeking. Anyone wishing to subscribe to *Abilities Digest* should send a message to disabilities.awareness@scouting.org. Place "Subscribe" in the subject line, and include your name and council in the body of the message.

Including Scouts with Disabilities, www.scouting.org/filestore/boyscouts/ppt/Including_Scouts_with_Disabilities.ppt. This PowerPoint presentation from Advancement Education, with speaker's notes, provides the basic knowledge needed for leaders and parents to implement the advancement plan with Scouts who have disabilities. Topics include documenting a disability, registration beyond the age of eligibility, alternative advancement requirements, the individual Scout achievement plan, scenarios in working with Scouts who have special needs, and resources available at www.scouting.org.

Monthly Pack Activity

Conduct a disabilities awareness game or activity. Follow up with a review of the activity and how den leaders could have boys in their dens do the activity. What types of discussion questions would they lead during the reflection time?

Ask someone who has a disability to come and talk to the Cub Scouts about their life and their disability: what it is, how it came about, how life is for them, or how it has changed if the person has not always been disabled. Your local Special Olympics office is a good resource. The speaker should be briefed that young people of this age have a lively curiosity and imagination, so the questions may be very direct and not questions that adults would feel comfortable asking.

JANUARY 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: TRUSTWORTHY

THEME: THE GREAT RACE

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Special Needs

This roundtable breakout leader should provide access to the Guide to Working With Scouts With Special Needs and DisABILITIES, www.scouting.org/filestore/pdf/510-071.pdf. Print out at least one copy to share with participants. Review some of the recommendations on interacting with boys with certain disabilities. Ask leaders if they have issues with ADD/ADHD with Cub Scout-age boys in their dens. Share the strategies found in the resource that may work to relieve their issues.

Tiger Den Leaders

Look at the requirements for the Team Tiger required adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Howling at the Moon required adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Bear Claws required adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the Cast Iron Chef required adventure. Highlight requirement 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.* Discuss how this can be accomplished within a den meeting. Provide local grocery store fliers with pricing and sales information for leaders to review.

ACTIVITY

Prepare an easy snack that leaders can duplicate with boys. Here are two suggestions.

- **Celery sticks.** Cut the celery sticks and spread cream cheese inside, or use peanut butter if you have made sure there are no peanut butter allergies in the den.
- **Apple slices.** These can be topped with peanut butter for a healthy snack. (Again, check for allergies.)

Arrow of Light Den Leaders

Look at the requirements for the Camper required adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Using Monthly Themes

Monthly themes allow the pack meetings to become more than just pack meetings. They become exciting events with color and flavor provided by the selected theme. Ceremonies can be designed to showcase that theme. Songs that reflect the theme can bring extra liveliness. There are also opportunities for decorations, posters that highlight activities done by the dens in their meetings, and even awards ceremonies. Welcoming decorations in the meeting room can set the tone that this is a special theme, and families will respond to games and activities that support the theme.

Guest speakers can also be a great addition to pack meetings. If the theme relates to nature, consider inviting a zoo docent, a staff member from a wildlife sanctuary, or an officer from the U.S. Fish and Wildlife Service. A career theme offers unlimited possibilities: police officers, firefighters, chefs, teachers, politicians, and more. Themes related to showmanship will open the opportunity to highlight magicians, singers, dancers, those involved in the theater, and more. Any theme you can think of will suggest possibilities for boys to learn from a speaker at den or pack meetings.

ACTIVITY

Prepare and play the License Plate Tag game from the Pack Resource Sheet. This will lead into a discussion about fairness and fun at the pack meeting as well as other topics for leaders to share their views, concerns, and successes:

- How do you control larger boys from running over smaller boys in a raucous game?
- How do you evenly divide up groups?
- Who helps with control of the group?
- Who helps with preparing the needed items for a game?
- How do you handle the different reactions boys may have to winning and losing?

Pack Leaders

DISCUSSION TOPIC: Chartered Organization Relations

Direct pack leaders to Chartered Organizations and the Boy Scouts of America at www.scouting.org/About/FactSheets/operating_orgs.aspx, which provides an overview of the chartered organizations that are critical to Scouting units across the country. Review the responsibilities of chartered organizations, including providing adequate meeting facilities and quality leadership for the Scouting unit, and appointing a chartered organization representative to coordinate all Scouting unit operations within the organization. Each unit has a chartered organization and each unit needs to be aware of its chartered organization representative. Chartered organizations may be faith-based institutions, civic groups, or educational organizations such as private schools or parent-teacher groups.

For many Cub Scout units, the leadership is not aware of the representative. If this is a problem, explain that they can contact their unit commissioner to provide that information. The professional district executive can identify the chartered organization if the representative's identity is unknown. Then the unit leadership can contact the organization and follow up with the representative.

Share with the roundtable participants some of the ways chartered organization representatives can be involved in the workings of the pack:

- Invite them to join in activities and to be there each year when the charter is renewed.
- Invite them to the blue and gold banquet.
- Invite them to advancement ceremonies.
- Schedule an opportunity for the pack to provide a service project that benefits the chartered organization.

JANUARY 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: TRUSTWORTHY

THEME: THE GREAT RACE

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS TRUSTWORTHY

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

HOW DOES "THE GREAT RACE" RELATE TO THIS POINT OF THE SCOUT LAW?

Being a member of a racing team—or any team, for that matter—provides an opportunity to demonstrate that one is trustworthy. Team members must trust each other to always be prepared and perform their tasks to the best of their ability. They trust that in the event of a loss, the entire team will demonstrate good sportsmanship toward each other and toward the other teams.

Preopening Activities

RACE CAR NECKERCHIEF SLIDES

Materials: Each slide requires one half of a clothespin, two beads, markers or paint, plastic rings or PVC pipe, and glue.

As each Cub Scout arrives, give him the pieces to make his own race car neckerchief slide. Direct him to a table where he can assemble and decorate the slide.

Opening Ceremonies

PINEWOOD DERBY OPENING

Materials: den and pack flags; five colored crepe-paper flags (one yellow, one white, one red, and two green) similar to those used in auto racing; a checkered flag made from white crepe paper with black stripes

Each of the eight Cub Scouts carries a flag and waves it during his part of the opening.

Announcer: Our opening ceremony tonight will show you the colored flags used in auto racing!

Cub #1 (*carries pack flag*): Gentlemen, your attention please! All cars in the race on the track—now!

Cub #2 (*carries green flag*): Once around the track and then we will start. Watch that green flag.

Cub #3 (*carries yellow flag*): All cars running well. Looks like we're off to a good start. Whoops! A spinout on the back of the track! Slow down and hold your places!

Cub #4 (*carries red flag*): Watch out for the spinout. Another car is hit. Driver on the track. Stop the race! We have a driver on the track!

Cub #5 (*carries green flag*): The track is all clear—all cars back in racing position. Let's have another start. Watch that flag!

Cub #6 (*carries den flag*): There is another spinout on the track! That guy hit the wall. Doesn't he know he can't win a race that way?

Cub #7 (*carries white flag*): Here comes lucky number two!
He is still in first place! Looks like we have a winner!

Cub #8 (*carries checkered flag*): It's number two! A check-
ered flag for the winner. Well folks, that's our mock
race—now let's get on to the real one!

GREAT RACE OPENING

Nine Cub Scouts hold nine posters with letters that spell
"GREAT RACE" when put together. Their lines are written in
large print on the back of the posters. The boys start with
their backs to the audience; each one turns around before
saying his line.

Cub #1: G - Get ready now.

Cub #2: R - Racing is fun.

Cub #3: E - Everyone join,

Cub #4: A - And soon someone has won!

Cub #5: T - Try your best.

Cub #6: R - Really, do!

Cub #7: A - All Cub Scouts,

Cub #8: C - 'Cause it's the great race,

Cub #9: E - Extra fun for me and you!

All nine boys together: Welcome to the pack meeting,
Let's have a GREAT RACE!

Prayer

Lord, help us to have fun and be good sports whether we
win or lose in the great race. Help us remember as Cub
Scouts to always do our best. Thank you for our families who
guide us on this path. AMEN.

Songs

BUILT MY CAR

Tune: "Camptown Races"

Built my car all by myself.
Oh joy, oh joy!
While Dad was at work so he couldn't help,
Oh yes, what a joy!
It's gonna run real straight.
It's got the perfect weight.
I crossed my fingers behind my back.
I'll try not to skid off the track!

THE GREAT RACE

Tune: "If You're Happy and You Know It"

If you wanna run the great race, clap your hands.
(clap, clap)

If you wanna run the great race, clap your hands.
(clap, clap)

If you really wanna do it, then your
race car will come through it.

If you really wanna do it, clap your hands. (clap, clap)

When your car comes to the end you'll shout
"Hooray." (Hoo-ray!)

When your car comes to the end you'll shout
"Hooray." (Hoo-ray!)

When your car comes to the end,
we'll be happy then, my friend.

When your car comes to the end you'll
shout "Hooray." (Hoo-ray!)

Cheer or Applause

CHEERS

VROOM: Make a sound like a car revving up and say,
"Vroom, vroom!"

Squeaky Wheel: Hold out your arm, and bend at the
elbow. Make a motion like a wheel and say, "Squeak,
squeak, squeak!"

Model T: Push your nose with one finger and say, "Beep,
beep!" Make a fist, push your arm out, and say, "Honk, honk!"
Then push your stomach and say, "Ah-you-gah, Ah-you-gah!"

APPLAUSE

Pinewood Derby: Hold your right hand over your head.
Bring it down as if it were a car coming down a hill or track,
while saying, "Swoooooosh!" Then say, "Thud!" as it hits the
bottom of the track.

Checkered Flag: Wave one arm in figure-eight motions.

Advancement Ceremonies

WINNERS

The pinewood derby chairman should make these awards.
Each Cub Scout will receive an award or other memento of
his participation in the derby. Winners could be presented
with medals or trophies. Multipurpose award ribbons,
trophies, and numerous Cub Scout gift items are available at
your council service center.

As the ceremony starts, the Cubmaster points out that every
Cub Scout is a winner if he has done his best. He adds: "Now
it is my pleasure to honor some real winners in this pack—
boys who have advanced on the Cub Scout trail. With the
help of their parents, they have done their best to meet the
tests that Scouting places before them. Will the following
boys please come forward with their parents?" (*Present
badges for parents to pin on boys' uniform shirts.*)

WHEELS OF ADVANCEMENT

The Cubmaster calls forward the boys who are earning the Bobcat badge, accompanied by parents.

Cubmaster: Notice these boys. They have traveled the path of the Bobcat trail. The early path for wheeled objects was a small road, but it served its purpose. It had a beginning and an ending. These Cub Scouts have traveled their first path. (Award Bobcat badges.)

Next, the path for most wheeled objects used to be a cobblestone road. Those carts and wagons often traveled long distances, just as the Tigers have completed a long list of requirements to earn their award. (Call up Tigers and their adult partners for presentation of the award.)

The main pathway for wheeled objects later became a paved or concrete street that ran through each town. It was more stable and solid, like our Wolf Scouts. (Call up Wolf Scouts and their parents for awarding the rank badge.)

Soon, there were freeways for wheeled objects—solid roads where one could travel very fast. Our Bear Scouts, too, are fast approaching the next level. (Call up Bear Scouts and their parents for rank award.)

Freeways were created for fast travel. Some freeways added express lanes to give a clear path to the end, with few distractions. Our Webelos Scouts are very much like this, looking down the path to the Arrow of Light rank and the transition to Boy Scouts. We award them their advancement tonight, too. (Call up parents and boys and present awards.)

Who knows what the wheels of the future will travel on? Thank you for your hard work, Cub Scouts. Congratulations!

PINEWOOD DERBY ADVANCEMENT

Have an unopened pinewood derby car kit box in plain sight, as well as a car drawing, some tools to create a car, a paint bottle, wheels, and a number of finished cars hidden in another box.

Cubmaster: When you first join Cub Scouts, you are like a pinewood derby car that is still in the box. (Raise the unopened kit for everyone to see.) You think about how other Cub Scouts say pinewood derby is cool, but you wonder what's inside the box and if you can really do this. Den leaders and other adults help you to read the instructions and prepare for the road ahead. These actions are like earning your Bobcat badge, because the trail to Bobcat is all about learning the basics of what it means to be a Cub Scout. Will the following boys and their parents please come forward to accept their Bobcat awards?

Tiger den leader: You've figured out what you need to do with the things in the pinewood derby box, but now you have to actually put a plan together. You draw a sketch of what you want your car to look like (hold up the car

drawing). A parent may help you figure out how to make that happen. This start of the adventure is just like being a Tiger. You're learning some of the fundamentals of Cub Scouting and you're having some fun, but know much more is yet to come. Will the following boys and their parents please come forward to accept their Tiger awards?

Wolf den leader: You're starting to gain some momentum and you know that you will soon start working with tools (hold up a tool that might be used in shaping a pinewood derby car, such as a knife or Dremel rotary tool). As you dive into making the body of the car, you enjoy creating something with your hands. It doesn't necessarily look just the way you saw it in your mind or when you drew your sketch, but it's cool because you made it and it looks great! This is like the Wolf trail, where you learn more and more each month through crafts, projects, games, and adventures. Will the following boys and their parents please come forward to accept their Wolf awards?

Bear den leader: You can't believe it—you are halfway done with your pinewood derby car! Looking back, you can see how far you have come, but there is so much more ahead of you. You still need to do special things to make the car your own. You paint the car (hold up the paint) and add some stickers, and now it looks great. This is like the Bear trail, where you get to do more advanced adventures and see new things. You are a Bear! Will the following boys and their parents please come forward to accept their Bear awards?

Webelos den leader: You're entering the home stretch, and you can feel the car racing down the track. You can see the finish line, but you are not quite there yet. You add wheels and the wheelbase, and you make the car the maximum allowed weight (hold up wheelbase). Now your car is done, and you couldn't be prouder! This is like the Webelos trail because you're doing the most delicate work, thinking the most, and seeing the world in new ways. You are a Webelos Scout. Will the following boys and their parents please come forward to accept their awards?

Arrow of Light den leader: You've made the car, and now it's Pinewood Derby Day (hold up two cars). You and your friends race the cars, and you jump for joy when your car crosses the finish line. It is nice if you win, but you still have fun even if you don't, because you are proud of your car and your accomplishments. This is like the Arrow of Light trail because you're finishing the last part of Cub Scouting and having a great time. You have earned your Arrow of Light rank. Will the following boys and their parents please come forward to accept their awards?

Cubmaster: As every good racer knows, you cannot run the race alone. You all had the help of your "pit crew"—your leaders, parents, family, and friends. Please turn to your pit crew and thank them for a job well done.

Games

GREAT RACE

Materials: tape to make the track

Using a piece of wide, nonsticking adhesive tape (painters tape is the easiest to remove), make a straight line for each den on the floor. The line should be about 10 feet in length and 3 inches wide. This becomes the race track. Cub Scouts walk the length of the tape as the den leaders watch to make sure they stay on the track. After all have reached the end of the race track, change the manner in which the boys go down the track: walking with a book on the head, walking backward, hopping on one foot, hands on their heads, hands behind their backs, and more.

LICENSE PLATE TAG

Materials: small pieces of duct tape and prepared license plates (Write a combination of numbers and letters like “TMC35” and “98PB” on 4×6-inch index cards, some with blue pens and some with black. Make a dozen or so in each color. The two colored sets must have the same number of plates but the numbers do not need to be identical.)

Divide Cub Scouts into “blue” and “black” teams. Each boy wears a license plate on his back attached with a piece of duct tape. The object of the game is to read aloud the plates of the opposite team while trying to keep your team’s plates hidden from view. A player whose plate has been read goes back to his team’s base and gets a new one. Continue until one team runs out of plates. Variation: Players try to snatch the plates instead of reading them.

WHEELS

Have a group of Cub Scouts stand in a horizontal line with space ahead of them to run. Give each boy a number in direct sequence, starting with 1. Then shout out different modes of ground transportation—car, train, bicycle, etc. Each time, the boy whose number matches the number of wheels will run to the other side and back to the starting line. For example, if you shout “bicycle,” number 2 runs, car = 4, three bicycles = 6, unicycle = 1, etc. If you shout “train,” the whole group runs.

Audience Participation

THE GREAT RACE

Divide the audience into six groups. Assign each group a part to perform when their designated word appears in the story (which you should read like a radio announcement, with a lot of enthusiasm):

White = “Whiz!”

Red = “Zoom!”

Yellow = “Zip!”

Blue = “Ca-Chunk!”

The cars are ready. The flag us up. The race is set to go. The flag goes down. The cars are off—they’re running toe to toe!

The WHITE is ahead. The RED goes by. Now here comes the YELLOW. Here comes another one—it’s BLUE! Whew, that sounds bad. Wow!

The last lap now. The RED is leading. The YELLOW and WHITE are close behind. I’m looking hard—I see the BLUE. So far back, it’s hard to find!

The finish line is just ahead. The BLUE is coming up fast, I can’t tell why. The crowd is on its feet and yelling. The WHITE, the RED, the YELLOW, the BLUE have all finished in a tie!

Cubmaster’s Minute

Winning isn’t everything. It sure is nice to be a winner at a sport, a game of chance, or even a *great race*! It feels good inside to be the best at something on that given day.

But, unfortunately, only one of us can win at any given event on any day. Maybe you didn’t sleep well the night before, maybe you had a cold last week and are just recovering, or maybe you’re just not all that good at the event.

If you were the winner, then enjoy the fact that you won—quietly and graciously. If you didn’t, here’s something to think about: Did you *Do Your Best*? Did you try hard? Did you prepare, and did you support your team? If you can answer yes to all of these, then you are a winner in your own way for simply doing the best that you can. Learn what you can from any mistakes, and take pride that you did your best!

Closing Ceremony

Materials: lines for each Cub Scout, written in large print on separate index cards

Cub #1: It has been many years since Baden-Powell founded Cub Scouting.

Cub #2: He formed a program for us to learn and have fun.

Cub #3: Tonight we have shown you some of the things we’ve learned.

Cub #4: We’ve shown you citizenship.

Cub #5: We’ve shown you creativity.

Cub #6: We’ve shown you family fun.

Cub #7: We’ve shown you how we run the great race.

Cub #8: Now we’ll show you that we can be good.

All: Good night. (Cub Scouts retrieve the colors.)

January Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR FEBRUARY 2016

Point of Scout Law: Friendly

Theme: Friends Near and Far

CUB SCOUT INTEREST TOPIC

Blue and Gold Birthday Party

February 8, 2016 will be the 106th birthday (anniversary) of the Boy Scouts of America. What better way to celebrate than with a “birthday party” called the blue and gold banquet? In nearly all packs, the blue and gold banquet is the highlight of the year. It brings families together for an evening of fun and cheer. It’s often the pack meeting for February.

The banquet can be like a regular pack meeting, with songs, skits, stunts, and awards. Or it can be something different and a little more special. Your pack may decide to bring in an entertainer such as a magician or a storyteller. Some packs invite former members and other Scouting or community leaders to take part. Or you could have a video or slide show of what the pack did during the last 12 months. Some packs use the blue and gold banquet to put on an impressive ceremony for Webelos Scouts as they cross over into Boy Scouting.

Some packs make the banquet a potluck dinner affair, having each family bring a covered dish. Other packs prefer purchasing the food, having it prepared by the parents’ committee, and prorating the cost among those attending the banquet. Some packs have a formal dinner while others just do a cake and ice cream celebration. Every pack is different in numbers of people and budget, so the plans need to be finalized within your pack, with the banquet committee and pack committee working closely together. Because blue and gold are popular colors, you can easily find appropriate party favors and decorations. Both colors come in shades that are bright, vibrant, and sure to enliven almost any banquet hall.

While the banquet and pack committees have been working on the logistics for some time as part of the pack’s annual plan, the dens can use January as a time to make centerpieces and practice their part in the upcoming festivities.

Monthly Pack Activity

HAPPY BIRTHDAY

Hold a cake decorating contest. After all, what is a birthday party without cake? Purchase or make plain iced cakes (one per den), and provide a variety of cake decorating supplies (e.g., sprinkles and colored frosting). Then let the dens see what wonderful masterpieces they can create.

SUGGESTED BANQUET AGENDA

- Displays
- Opening Ceremony
- Invocation
- Dinner (Make sure to keep the cost reasonable. Simple table decorations can and should be used. Select food that is generally accepted by all families. Serve it hot, and get everyone served as quickly as possible.)
- Welcome and Introductions (The Cubmaster or pack committee chair should make brief but appropriate introductions.)
- Greeting from Institutional Representative
- Entertainment/Songs
- Review of Year
- Awards (Everyone has been waiting for this part of the evening. The ceremony should be well executed and meaningful.)
- Recognition of Leaders and Parents (Recognize all Scout leaders and parents who have been especially helpful during the last year.)
- Announcements and Thanks
- Closing Ceremony (Plan a perfect end to a perfect evening.)

FEBRUARY 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: FRIENDLY

THEME: FRIENDS NEAR AND FAR

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Blue and Gold Banquet

Lead a brief discussion on how dens are involved with the blue and gold banquet.

- Centerpiece making
- Invitations
- Placemats
- Skits
- Songs

Tiger Den Leaders

Look at the requirements for the Games Tigers Play required adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Running With the Pack required adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Grin and Bear It required adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the Stronger, Faster, Higher required adventure and choose one to demonstrate.

Arrow of Light Den Leaders

DISCUSSION TOPIC: Arrow of Light Ceremonies

As you all know, the Arrow of Light Award is the pinnacle of a boy's journey in Cub Scouting and the only Cub Scout award or insignia that may be worn on the Boy Scout uniform. Boys who achieve this award, and the leaders and family members who help, can be very proud of the accomplishment. For this reason, a great deal of thought and planning should go into the presentation of the award. Many packs have their own traditions for "crossing over" ceremonies; others rely on the troops that the boys are transitioning into if they continue as Boy Scouts. Lead a brief discussion on different Arrow of Light ceremonies.

ADVANCEMENT ACTIVITY

Look at the requirements for the Building a Better World required adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Special Ceremonies

Resource: *Cub Scout Ceremonies for Dens and Packs*, No. 33212

Discuss the importance of youth recognition in the den and pack. Why do we have ceremonies in Cub Scouting? Points to consider:

- Provides recognition in a positive way
- Provides meaningful and memorable highlights of a youth's Cub Scouting experience
- Helps to teach the ideals and goals of Scouting—*learn by doing*
- Focuses attention not only on youth but also on families, leaders, and volunteers and their part in the achievements
- Stimulates and encourages participation and attendance at pack meetings
- Defines the beginning and ending of meetings

Discuss the best ceremonies that participants have witnessed, and the worst. Then list the various types of ceremonies. Discuss how those ceremonies may be conducted to meet the needs of the pack, to hold the interest of boys and adults, and to make the Cub Scouts feel valued and special. Make sure to include:

- Induction ceremonies to welcome new youth and families to the pack
- Advancement ceremonies to celebrate the completion of ranks from Bobcat through Arrow of Light
- Transition ceremonies to mark crossovers from Webelos to Boy Scouting

Discuss developing and adapting ceremonies to meet the needs of any occasion. For example, a pack might annually recognize its own efforts in presenting a quality program during the last year. Ceremonies should focus on everyone's accomplishments and build den and pack spirit.

If possible, bring in materials that might be used for a pack ceremony such as candleholders, an artificial campfire, or boards that show ranks. Equipment should be easy to store and set up, inexpensive, and if possible, adaptable for use in different types of ceremonies. Equipment must be maintained in good working order.

Where do Cub Scout leaders find materials and resources for ceremonies? Everywhere! Use your imagination, and you will find and create what you need to make a ceremony special for your unit.

ACTIVITY

Have participants conduct one of the ceremonies from the Pack Resource Sheet.

Pack Leaders

DISCUSSION TOPIC: Scouting Anniversary Week Activities

Ask pack leaders to discuss the importance of celebrating the anniversary of Boy Scouting in respect to Scouting's rich legacy of service and youth development, as well as what it means to the youth and adults involved in the program. During this week, local councils participate in a

variety of celebrations, relief projects, banquets, religious services, and volunteer efforts in their communities. Develop a list of ways that a local unit might benefit its community in honor of the anniversary.

A good blue and gold banquet requires a lot of planning. Discuss ways that the pack leaders can be involved and support the Cubmaster and den leaders in the planning. In many councils, Scouting Anniversary Week kicks off with Scout Sunday and ends with Scout Sabbath, which is often used as an opportunity for education and understanding about different faiths and cultures. Share ways to honor the legacy of Scouting during this week and on Scout Sunday.

ACTIVITY

Practice the Blue and Gold skit from the Pack Resource Sheet.

FEBRUARY 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: FRIENDLY

THEME: FRIENDS NEAR AND FAR

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS FRIENDLY

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

HOW DOES "FRIENDS NEAR AND FAR" RELATE TO THIS POINT OF THE SCOUT LAW?

A Scout is a friend to all. He is a brother to other Scouts. He offers his friendship to people of all races and nations, and respects the beliefs and customs of others. Friends Near and Far reminds us that we are part of something bigger than our own community. By living the Scout Law, we are accepting of the world's peoples and their values.

Preopening Activity

SILLY SALLY

This is a fun game to play with Cub Scouts as they arrive. Give them hints about things that Silly Sally likes and things she doesn't like. There's a simple rule for figuring out what her likes and dislikes are. The object of the game is for the boys to figure out what that rule is. Here are some sample hints.

- Silly Sally likes the moon but she hates the sun.
- Silly Sally likes doors but she hates windows.
- Silly Sally likes butter but she hates margarine.
- Silly Sally likes maroon but she hates red.

- Silly Sally likes geese but she hates ducks.
- Silly Sally likes jelly but she hates jam.
- Silly Sally likes tennis but she hates badminton.
- Silly Sally likes the Yankees but she hates the Orioles.
- Silly Sally likes Mississippi but she hates Maryland.
- Silly Sally likes glass but she hates plastic.
- Silly Sally likes the piccolo but she hates the flute.

Can you figure out the rule for her likes and dislikes?

(Answer: Silly Sally likes words with double letters!)

Opening Ceremonies

GREETINGS AROUND THE WORLD

Materials: cue cards with the Cub Scouts' lines printed on the back; a world map showing which countries have Scouting organizations (Go to www.scout.org to see the list of all the countries participating in the World Brotherhood of Scouting.)

Announcer: Welcome to our meeting. There are 149 countries in the World Brotherhood of Scouting, as shown on our map. There are many languages spoken in those countries, but no matter where you go or how it is said, you can count on being greeted by a Scout who says, "Hello":

Spanish: Hola (OH-lah)

French: Bonjour (bohn-ZHOOR)

German: Guten Tag (GOOT-en Tahg)

Mandarin: Ni hao (nee-HOW)

Russian: Zdravstvuite (ZzDrast-vet-yah)

Swahili: Jambo (JAM-bo)

Arabic: Al Salaam a' alaykum (AHL sah-LAHM-ah ah-LAY-koom)

Hindi: Namaste (nah-mah-STAY)

Hebrew: Shalom (Sha-LOHM)

FLAG AND CANDLE

Materials: U.S. flag; pack flag (optional); three candles—red, white, and blue; five-pointed star

The flags are posted in their stands before the pack meeting starts. Five Cub Scouts walk to the front of the room carrying their unlit candles. (Candle-shaped lamps with batteries may be used in place of wax candles.)

Cub #1: Practically from the beginning of time, man has used symbols to express hope, ideals, and love of his own nation. Our flag represents the ideals of science, commerce, and agriculture. It symbolizes the sacrifices made by men and women for the future of America. It stands for your home and everything and everyone you hold dear. I light the red candle, which represents the red in our flag, and stands for hardiness and valor. It reminds us of the lifeblood of brave men and women shed in our defense.

Cub #2: I light the white candle, which is the symbol of purity and innocence, and which represents the white of our flag.

Cub #3: I light the blue candle, which symbolizes perseverance and justice. The blue in our flag directs our view toward the heavens. It reminds us of a power greater than our own.

Cub #4: The stars in our flag represent the individual states. They indicate that the height of achievement for our nation is as limitless as the heavens above us.

Cub #5: Will the audience please stand and join me as we pledge our allegiance to the flag?

Each Cub Scout places his candle on a table in the center of the meeting room, situated between the American flag and the pack flag. The candles remain lit until the end of the meeting.

Prayers

Dear Heavenly Father,

Look down on us this evening as we gather together in the spirit of Scouting. Bless these families assembled here and guide them as they go forward in Akela's path. AMEN.

Dear Father,

As we come together tonight, we ask you to bless our time together and our meeting so that we may all do our best to do our duty to you, our country, our communities, our families, and ourselves. We ask that our Scouts always remember the lessons they have learned:

- To be Trustworthy, Loyal, and Helpful to everyone they meet.
- To be Friendly, Courteous, and Kind to friend and stranger alike.
- To be Obedient and Cheerful in doing their duty.
- To be Thrifty so as not to squander the gifts they have received.
- To be Brave and Clean, facing the challenges of everyday life with a clean mind and a clean spirit.
- To be Reverent, remembering always your presence in their lives.

We thank you, Oh Lord. AMEN.

Songs

ARE YOU SLEEPING?

Tune: "Frère Jacques"

Are you sleeping, are you sleeping,
Brother John, Brother John?

Morning bells are ringing, morning bells are ringing.
Ding, ding, dong; ding, ding, dong.

French:

Frère Jacques, Frère Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matines, sonnez les matines.
Ding dong ding; ding, dong, ding.

Dutch:

Vader Jacob, Vader Jacob,
Slaapjy noq? Slaapjy noq?
Alle klokken luiden, alle klokken luiden.
Bim, barn, born; bim, barn, born.

Spanish:

Compañero, compañero,
Duerme ya? Duerme ya?
Toca la campana, toca la campana.
Din, dam, dom; din, dam, dom.

German:

Vater Jacob, Vater Jacob,
Schlafs du jets? Schlafs du jets?
Alle glocken klingen, alle glocken klingen.
Bim, born, him; bim, born, him.

GOLDEN RULE

Tune: "She'll Be Coming 'Round the Mountain"

Oh, we'll all be sure to use the golden rule,
Playing sports, at home, at church, or when at school.
We'll all treat one another
Like a sister, friend, or brother,
We will always choose to use the golden rule.

MONTY THE MOOSE

Tune: "Alice the Camel"

Form the group into a circle and interlock arms so that everyone will be close when they sing "Boom, boom, boom," swaying their hips and bumping the person on either side. Also, each time they hear a number, they should quickly bend their knees and stand back up.

Monty the Moose had five points,
Monty the Moose had five points,
Monty the Moose had five points,
So go, Monty, go!
Boom, boom, boom!
Monty the Moose had four points, etc.
(Count down until the last verse.)
Monty the Moose had no points,
Monty the Moose had no points,
Monty the Moose had no points,
'Cause Monty was a horse!
(Repeat.)

Cheer or Applause

GONDOLIER

Make a motion as if pulling a boat and sing out: "O, sole mio!"

JOKES

Knock, knock.
Who's there?
Utah.
Utah who?
You tah-king to me?

Knock, knock.
Who's there?
Who, who, who?
Are you an owl?

Why did the mouse give up tap dancing?
It kept falling in the sink.

What did the postcard say to the stamp?
Stick with me kid, and we'll go places.

What travels around the world and stays in a corner?
A stamp.

Did you hear about the wooden car with the wooden wheels and the wooden engine?

It wooden go!

What kind of snack do little monkeys have with their milk?
Chocolate chimp cookies

What's a cat's favorite breakfast?
Mice Krispies.

What is the first letter in yellow?
Y.
Because I want to know!

BANANA CHEER

Bananas of the world unite (place hands together above head)! Peel to the left (lower left hand to your side), peel to the right (lower right hand to your side)! Peel down the center (place both hands above head and lower them simultaneously) and oomph, take a bite (snap arms back together above head in a giant "bite")!

Go bananas, go bananas (dancing around)!

Advancement Ceremonies

DUTCH ADVANCEMENT

Take a page from the Scouts in Holland: Wrap each boy's award in tissue. Then tie with yarn, and before the pack meeting begins, string the yarn all over the room—with different strands crossing each other, going between the rungs of chairs, etc. When each Cub Scout's name is called, give him the end of his yarn strand and have him follow it all the way to the end. You could use a different colored yarn for each boy, or make it even harder and use the same color yarn for everyone! If it seems too difficult for a boy, invite his parents to come up and join the fun.

Along the same lines, another Dutch tradition is to plant notes with rhymes or riddles leading to the final prize—in this case, a box or envelope with the Cub Scout's awards inside. This will take some extra preparation before the meeting. The boy can get help from his den, his parents, or the whole audience.

AROUND THE WORLD

Materials: yellow tablecloth on awards table, displaying a globe and small flags from other countries

Cubmaster: Every minute of every day of every year, there are thousands of boys enjoying the fun and excitement of Cub Scouting somewhere in the world. The Cub Scout uniform varies from country to country because each uniform must be suitable and practical for the climate. But all the uniforms have one thing in common: They promote Scouting and its goals.

Just as Cub Scouts wear different uniforms in different countries, they also award different badges of rank. In Japan and Korea, Cub Scouts earn the Rabbit, Deer, and Bear badges. In Australia, the badges are Bronze Boomerang, Silver Boomerang, and Gold Boomerang. South Africa has the Tenderpad badge.

As we know, the first badge of rank in the United States is Bobcat. Tonight, we honor (names of boys). These new Cub Scouts have earned this badge, which is the start of their Cub Scout trail. Would the Bobcats and parents please come forward?

The second badge on our Cub Scout trail is Tiger. Tonight we honor (names of boys). These boys have earned this badge. Would these Tigers and parents please come forward?

As the Cub Scouts learn new skills, the next badge they earn is Wolf. Would these Wolf Scouts and their parents please come forward? (Read names.)

Our next badge of rank is Bear. Would the following Bears and parents please come forward? (Read names.)

Next comes Webelos. Would the following Webelos Scouts and parents please come forward? (Read names.)

Our final badge is the Arrow of Light. Would the following Arrow of Light Scouts and their parents please come forward? (Read names.)

These Cub Scouts, like others in Scouting all around the world, have worked together and developed new interests that make them better citizens of our country and of the world. Let's give them a big hand to show how proud we are of them.

CUB SCOUT SPIRIT

Materials: a world globe on the head table, candles placed around the globe (one for each rank to be presented)

The room is dark except for one candle held by the assistant Cubmaster.

Cubmaster: We read in the newspaper every day about wars—nation against nation in all parts of our world. Television shows us daily pictures of bombings, buildings destroyed, people killed. It's a dark and unpleasant picture, certainly not what each of us wants for ourselves or our children.

Scouting is one thing that helps to bring people together, because its ideals and goals are the same everywhere. We tend to think of Cub Scouting as just our pack, our dens, and our friends. But, there are Cub Scouts like ours in almost every country in the world. We are just a small part of this wonderful organization.

Our assistant Cubmaster, (name), holds a candle representing the spirit of Cub Scouting. As we present our advancement awards tonight, he will light a candle next to the world globe for each rank.

First, we have (number) boys who have passed the requirements for the rank of Bobcat. Will Scout (name) and his parents please come forward? (The rank patches are presented to each parent, who gives it to his or her son. A candle on the table is lit. This is repeated for each rank to be presented.)

Notice how the darkness the world was in has gone away as the light of the Cub Scout spirit is spread around the globe. If we all continue to work on our adventures and continue to advance in rank, we can keep the light bright and help our world to be a better place to live for everyone.

Note: As a variation, you might attach rank patches on different continents with rubber cement, and turn the globe as the presentations are made. This would highlight Scouting around the world.

Games

CATCH THE DRAGON'S TAIL—TAIWAN

Two single lines are formed with each person's hands on the shoulder of the person in front of him to form a "dragon." Until the signal "Go" is given, the dragons must each remain in a straight line. The starter begins the countdown, "Em-Er-San-Ko!" or "1-2-3-GO!" Then the "fiery head" of each line runs back toward the "lashing tail" and tries to catch the last Cub Scout in line. The whole dragon body must remain unbroken. If anyone lets go, the dragon's body is broken and the dragon dies. If this happens, a new dragon must be formed with the head becoming the tail and the next in line taking a turn at being the head. However, if the head player touches the tail with the dragon breaking, he may continue to be the head.

LA CANASTA (THE BASKET)—BRAZIL

The players sit in a circle. Each is assigned the name of a different fruit. "It" stands in the center and says, "I went to the market and bought a basket of pears and grapes (or other fruit)." The players who were assigned to those fruits must change places while "It" tries to sit down in one of the vacated spots. The one left standing is the next "It."

BIVOE EBUMA (CLAP BALL)—CAMEROON

Divide Cub Scouts into two teams. Teams line up parallel and facing each other six feet apart on either side of a center line. The two teams toss a small rubber ball back and forth. No player may step across the center line. When the ball is caught, the catcher must clap his hands and stamp his feet once. If a player forgets to clap and stamp, a point is scored against his team. Keep the ball moving fast.

Audience Participation

MY AUNT CAME BACK

The leader recites the words and, at the end of each stanza, he adds a motion that the audience must imitate. Have the audience stand and “fan” themselves, then “cut” with shears, etc., until at the end everyone is doing all six motions at the same time and laughing so hard they can hardly stand up. This is a great stunt to try at your pack meeting show.

My aunt came back from old Japan. She gave to me an old silk FAN. (Make fanning motion with right hand.)

My aunt came back from old Tangiers. She gave to me a pair of SHEARS. (Make cutting motion with left hand.)

My aunt came back from the New York Fair. She gave to me a ROCKING CHAIR. (Rock back and forth on your heels.)

My aunt came back from Holland, too. She gave to me a WOODEN SHOE. (Stomp right foot repeatedly.)

My aunt came back from old Hong Kong. She gave to me the game of PING PONG. (Move head to right and then to left.)

My aunt came back from Kalamazoo. She gave to me some GUM TO CHEW. (Make chewing motion with mouth.)

My aunt came back from Timbuktu. She gave to me some (points to audience) NUTS LIKE YOU!

Skit

AROUND THE WORLD

Four Cub Scouts are dressed in costumes from South America, Japan, Africa, and the Netherlands; each is holding a large picture or map of that part of the world. Narration is written in large print on the back of each picture so the boy can read it. A fifth Cub Scout, in uniform or dressed in an Uncle Sam costume, is holding an American flag.

The boys enter the stage one at a time. Each boy reads his lines while a recording of “This Is My Country” is played softly in the background. A recording of “The Star-Spangled Banner” is played at the end.

Cub # 1: I am South America. I am most noted for my exotic foods, sugarcane, coffee, molasses, and coconut. My people eat domestic foods such as beans, pumpkin, pineapple, potatoes, and tomatoes. I am also known for my tobacco. On any sunny day, you can see me dressed in my native clothing, the serape and the sombrero. My religion is mostly Roman Catholic. South America!

Cub #2: I am Japan. Agriculture is my game, but silk is my claim to fame. People come from all over the world to visit my Buddhist pagodas and geisha houses, and try to master the art of using chopsticks. They almost always go home wearing a kimono, which is my native dress. Japan!

Cub #3: I am the Netherlands, or Holland, as I am most commonly called. My schools are all state-supported and education is compulsory. Only 8 percent of me is forest surface, so I am best known for my canals. Dairying is one of my important industries. I am world famous for my Dutch cheese. I also grow cereal grain and potatoes, but I am most famous for my fields of horticulture, especially the tulips. When I pass your open window, you can hear the clippety-clop of my wooden shoes on the cobblestone streets. Holland!

Cub #4: I am Africa, the second largest of the six continents. Why not visit me and pick up a diamond? Ninety-eight percent of the world’s diamonds come from me. I also have gold and oil in abundance. Although I dance as a form of religion, parts of the world have copied the dances as entertainment. The caftan and dashiki, my native dress, are now a worldwide fashion. Africa!

Cub #5: I am the United States of America. People from all over the world come to me to find freedom. My customs are those of every nation, and I offer an equal opportunity to every man. I am called the land of plenty, for my natural resources are many. Clothing styles and religion are a person’s own choice. What’s the difference if someone hails from north, south, east, or west? My heart is filled with love for all of them. The home of the brave and the land of the free. America!

BLUE AND GOLD

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

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

The two colors of the Cub Scout uniform have a meaning. Blue stands for truth and loyalty; gold for good cheer and happiness. (The second Cub Scout enters carrying the *Wolf Handbook* and Rudyard Kipling’s *The Jungle Book*.)

Early Cub Scout ceremonies were based on Kipling’s jungle tales. When Cub Scouting was organized in America in 1930, Indian themes were used. (The third Cub Scout enters carrying a wood craft project.)

Cub Scouting means fun. We have lots of fun. But most boys like making things—real BOY projects—things they can play with or that follow the monthly theme. (The fourth Cub Scout enters carrying a nature collection.)

Cub Scouts like to go on hikes and find things for their nature collection or the den museum. They like the outdoors. (The fifth Cub Scout enters carrying a picnic basket.)

Most Cub Scouts like to go on picnics. All boys like to eat. It is even more fun when they can cook their own food. (The sixth Cub Scout—the smallest one—enters holding the United States flag.)

Cub Scouts are proud to be Americans. They are proud of their flag. They are also proud of their pack flag (points to it) because it reminds them they are part of years of Scouting. They belong!

Yes, I represent the past and the present. These boys, Cub Scouts now, are the men of tomorrow. They will be the preservers of our American heritage. Please stand and join us in singing “God Bless America.”

Cubmaster’s Minutes

THOUGHTS

Do your best in everything you do on life’s way.

Always be friendly to brighten another’s day.

Give away your smiles, for it is rewarding indeed.

Be prepared to help others for goodness—not for greed.

Be honest and sincere toward others that you meet.

Be loyal and true—a most commendable feat.

Count your blessings and be thankful for the opportunities that come to you.

Good night to each and every one, may these thoughts stay with you your whole life through.

INDIVIDUALITY

Please take a moment and look around the room. You see many people. Do you see two people who are exactly alike? No. None of us are the same, not even twins. We are all unique individuals, each different from others. By recognizing our own individual talents, tastes, and gifts, we can try to have a better understanding of other people and our surroundings, and be more respectful of the world we live in.

THE SCOUT SALUTE AND HANDSHAKE

Our Scout salute and handshake are ancient signs of bravery and respect. Back when George Washington was general of the Continental Army, men carried weapons for their protection. When they met one another, there was an uneasy moment as each watched the other’s right hand. If that hand went toward his sword or gun, there was a battle, but if it went to his hat it was a salute of friendship or respect.

The left-handed shake comes to us from the Ashanti warriors whom Baden-Powell knew more than a hundred years ago in South Africa. He saluted them with his right hand, but the Ashanti chieftains offered their left hands and said: “In our land, only the bravest of the brave shake hands with the left hand, because to do so we must drop our shields and protection.”

The Ashanti knew of Baden-Powell’s bravery, for they had fought both against him and with him, and they were proud to offer him the left-handed shake of bravery. During February, we honor the birthdays of two brave men: General Washington, founder of our nation, and Baden-Powell, founder of the Scouting movement. As you use the Scout salute and handshake, remember these two great men.

Closing Ceremonies

THREE CANDLES

This closing extinguishes the candles that were lit during the Flag and Candle opening. Three Cub Scouts, either the boys from the opening ceremony or new ones, may take part. They walk to the front of the room to extinguish the candles.

Cub #1: As I put out this white candle, which represents purity, may we be mindful that a Cub Scout is clean. He is clean in body and thought. He stands for clean speech, clean sports, and clean habits. He travels with a clean crowd.

Cub #2: As I put out this blue candle, which represents loyalty, may we as Cub Scouts be ever mindful to be loyal to whom loyalty is due. We are loyal to our den leader, our home, our parents, our country, and our God.

Cub #3: As I put out this red candle, which represents courage and sacrifice, may we be mindful of the sacrifices that have been made for us by many others that we may continue to enjoy freedom, liberty, and justice in the great nation of the United States of America.

WORLD PEACE

Eight Cub Scouts are dressed in white. Each one carries a card of stiff sky-blue paper tacked to a wand. On the card is pasted a dove with outspread wings cut from white paper.

All: Oh, may the dove of peace descend to Earth today.

Cub #1: And may the dove of peace drive cruel war away.

Cub #2: From hearts of men may love drive out all bitter strife.

Cub #3: May nations everywhere all lead a peaceful life.

Cub #4: Oh, may all battle din be stilled forevermore.

Cub #5: Oh, may the dove of peace soon banish cruel war.

Cub #6: May nations everywhere together dwell in peace.

Cub #7: Oh, quickly come the day when cruel war shall cease.

Cub #8: Oh, may the dove of peace descend to Earth today.

All: And may the dove of peace drive cruel war away.

February Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR MARCH 2016

Point of Scout Law: Thrifty

Theme: Cubstruction

CUB SCOUT INTEREST TOPIC

Purposes and Methods of Cub Scouting

The Cub Scouting program has 10 purposes related to the overall mission of the Boy Scouts of America—to build character, learn citizenship, and develop personal fitness through:

- | | |
|------------------------------|--------------------------------|
| 1. Character Development | 6. Respectful Relationships |
| 2. Spiritual Growth | 7. Personal Achievement |
| 3. Good Citizenship | 8. Friendly Service |
| 4. Sportsmanship and Fitness | 9. Fun and Adventure |
| 5. Family Understanding | 10. Preparation for Boy Scouts |

Every Cub Scouting activity should help fulfill one of these purposes. When considering a new activity, ask which purpose or purposes it supports. Not everything in Cub Scouting has to be serious—far from it! Silly songs, energetic games, and yummy snacks all have their place in the program.

THE METHODS OF CUB SCOUTING

To accomplish these 10 purposes and achieve the three overall goals of building character, learning citizenship, and developing personal fitness, Cub Scouting uses seven methods:

- **Living the Ideals.** Cub Scouting's values are embedded in the Scout Oath and Law, the Cub Scout motto, and the Cub Scout sign, handshake, and salute. These practices help establish and reinforce the program's values in boys and in the leaders who guide them.
- **Belonging to a Den.** The den—a group of six to eight boys who are about the same age—is the place where Cub Scouting starts. In the den, Cub Scouts develop new skills and interests, they practice sportsmanship and good citizenship, and they learn to do their best, not just for themselves but for the den as well.
- **Using Advancement.** Recognition is important to boys. The advancement plan provides fun for the boys, gives them a sense of personal achievement as they earn badges, and strengthens family understanding as adult family members and their den leader work with boys on advancement projects.
- **Involving Family and Home.** Whether a Cub Scout lives with two parents or one, a foster family, or other relatives, his family is an important part of

Cub Scouting. Parents and adult family members provide leadership and support for Cub Scouting and help ensure that boys have a good experience in the program.

- **Participating in Activities.** Cub Scouts participate in a huge array of activities, including games, projects, skits, stunts, songs, outdoor activities, trips, and service projects. Besides being fun, these activities offer opportunities for growth, achievement, and family involvement.
- **Serving Home and Neighborhood.** Cub Scouting focuses on the home and neighborhood. It helps boys strengthen connections to their local communities, which in turn support the boys' growth and development.
- **Wearing the Uniform.** Cub Scout uniforms serve a dual purpose, demonstrating membership in the group (everyone is dressed alike) and individual achievement (boys wear the badges they have earned). Wearing the uniform to meetings and activities also encourages a neat appearance, a sense of belonging, and good behavior.

USING THE CHARACTER COMPASS

Throughout the program, leaders learn to identify and use the points of the Scout Law in lessons and activities so boys can learn the 12 points of the Scout Law. This is done using the Character Compass, which is engrained into the various adventures and included in all the methods of Cub Scouting as well as the program themes for monthly pack meetings.

Monthly Pack Activities

PACK CONSTRUCTION PROJECTS AND ACTIVITIES

Part of the Scouting program is to teach the boys to use their hands and their imaginations, and to make something they can be proud of. The point of the Scout Law for this month—Thrifty—embodies this process as boys creatively use the resources that they already have around them.

GENIUS KIT

Genius kits are fun for the Cub Scouts and their families to do together. You will need a paper sack for each boy (or team). Place several different items in the sacks, but make sure the items in all the sacks are identical. The more items the boys receive, the more creative they can be. Contents might include:

Aluminum foil	Garbage bag ties	Plastic spoons
Beans	Juice can lids	Popsicle sticks
Colored paper	Macaroni	Rubber bands
Cotton balls	Nails	Small empty cans
Different-sized wood pieces	Nuts and bolts	Small cereal boxes
Dried peas	Paper clips	Rope, string, yarn
Egg cartons	Paper cups and plates	Styrofoam peanuts
Empty plastic bottles	Paper-towel rolls	Tacks
Feathers	Pinecones	Used spark plugs
Fishing line	Plastic six-pack holders	Washers

Give each Cub Scout and his family half an hour to make something using only the items in the sack and, if desired, the sack itself. They can bring tools from home that might be useful—scissors, glue gun, hammer, screwdriver, etc.

USE YOUR LOCAL RESOURCES

Contact local home-improvement stores. Many of them have youth programs, and some even have monthly clinics where the Scouts can build projects for use at home. Also talk to them about tours of different departments. Remember that boys can learn a lot with very little. Having an information session in the garden department at one of these stores, or a show-and-tell of different tools can provide so much information.

MARCH 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: THRIFTY

THEME: CUBSTRUCTION

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Tour and Activity Plans for Outings

Lead a discussion on going to <https://my.Scouting.org> and filling out a tour and activity plan. Discuss the importance of doing this for planning and informational purposes. Include information on liability insurance, making sure you have two-deep leadership, and trip planning. Discuss the additional leader training required for some activities: Basic Adult Leader Outdoor Orientation (BALOO), Hazardous Weather, Safety Afloat, etc.

Tiger Den Leaders

Look at the requirements for the Floats and Boats required adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Council Fire required adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Make It Move elective adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the Art Explosion elective adventure and choose one to demonstrate.

Arrow of Light Den Leaders

Look at the requirements for the Building a Better World required adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Pack Communications

Lead a discussion on the importance of pack communication. Ask leaders for examples of various methods of communication, including pack newsletters, fliers, email, Facebook page, pack website, and phone trees. Examine barriers to communication, and brainstorm ways to overcome them. Show examples of pack newsletters. Discuss the need to use multiple methods because, in today's world, people use many different means of communication.

ACTIVITY

Conduct the Nail-Driving Contest from the Pack Resource Sheet.

Pack Leaders

DISCUSSION TOPIC: my.Scouting.org

Check with the district executive to find people in your district who are well-versed on the uses of my.Scouting.org. Invite them to come speak to the participants. You may also want to cover how to register on the site. If you have a computer on-site, follow these steps:

- Go to <https://my.Scouting.org>.
- Click on “Create Account.”
- Enter the user name you would like to have, to see if it is available.
- If that user name is available, click “next.”
- Click on “I am new and don’t know my member ID, or I am not a member.” Then click “next.”
- Enter the required information, then click “Create User.”
- Enter security questions.
- Check your email inbox for an account activation message, and click on the link in that message. This will return you to my.Scouting.org, where you can create a new password and then confirm it. Once your password is accepted, log in to the site.

- Follow the instructions to take Youth Protection training.
- After taking the course, print out your completion certificate.
- Once you have logged out, you can log back in through either www.scouting.org or <https://my.Scouting.org>. You may also take other courses that will complete your training. They are listed here in the recommended order:
 - Fast Start
 - Position-Specific Training
 - This Is Scouting

Once you are registered and know your personal identification number (PIN), you should add that to your account by updating your profile. Doing this will help link your training to your record at the Scout Service Center.

If you need any assistance, do not hesitate to contact the Member Care Contact Center at 972-580-2489.

MARCH 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: THRIFTY

THEME: CUBSTRUCTION

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS THRIFTY

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

HOW DOES “CUBSTRUCTION” RELATE TO THIS POINT OF THE SCOUT LAW?

Part of being thrifty is avoiding waste and using resources wisely. It is important to learn how to conserve and repurpose the many items we use every day to help our environment. We can also use our resources in innovative ways for fun and adventure.

Preopening Activity

MATCH PUZZLE

There are many match puzzles, but this one is the best. Empty a box of “dead” matchsticks (or toothpicks) onto a table and invite everyone present to take only eight. With those eight matches, challenge them to produce two squares and four triangles. When the time limit is up, show them how easy it is.

Opening Ceremony

BUILDING CHARACTER

Cub #1 (*carrying hammer*): In Cub Scouting, we learn to build character.

Cub #2 (*carrying plank*): It is not what the boy does to the wood, but rather what the wood does for the boy.

Cub #3 (*carrying a plane*): Through Cub Scouting, we learn to remove the sharp edges off our personalities.

Cub #4 (*carrying sandpaper*): As we grow as Cub Scouts, we become more refined and smooth in our manners.

Cub #5 (*carrying a tool chest*): Our talents are gathered together, and we get a chance to try them out when our den works on a theme each month.

Cub #6 (*walking with parent*): When our parents help us earn adventure loops, we learn how to use the tools of life.

All: Thank you all for helping us grow into well-rounded citizens.

Prayer

We hope to build up our Cub Scouts, just as we show them how to build things in our world. May we maintain the same positive attitude we want our Cub Scouts to have. May they always be reminded of the wonder and beauty of the creation around them as they do their best to create their projects. AMEN.

Songs

CUBSTRUCTION

Tune: "Alouette"

Chorus:

Cubstruction, we build with Cubstruction.
Cubstruction, it's how we build our world.

First you take a block of wood,
Then you cut it down to size.
Block of wood, down to size,
OOOooohhh!

(Repeat chorus.)

Next you take the right size nail,
Then you hammer carefully,
Block of wood, down to size,
Right size nail, carefully,
OOOooohhh!

(Repeat chorus.)

Now you take a big paintbrush,
Then you paint it very nice.
Block of wood, cut to size,
Right size nail, carefully,
Big paintbrush, very nice,
OOOooohhh!

(Repeat chorus.)

Last we put our name on it,
Then we know that we are done.
Block of wood, cut to size,
Right size nail, carefully,
Big paintbrush, very nice,
Name on it—WE ARE DONE!
OOOooohhh!

TOOLBOX SONG

Tune: "I'm a Little Tea Pot"

I'm a pair of pliers,
Just because.
Here is my handle,
Here are my jaws.

Chorus:

Keep me in your toolbox,
Bright and new.
Take me out and
I'll work for you.

I'm a coping saw
That's strung so tight
Pull, then push me
To use me right.

(Repeat chorus.)

I'm a big strong hammer,
A mighty tool.
Hit the nails only.
That's the rule.

(Repeat chorus.)

I'm a handy wood plane,
Give me a try.
I can help you out
If your door's too high.

Cheer or Applause

Timber: Divide audience into two sides. One says, "Chip!" The other says, "Chop!" After a few rounds, everyone yells, "Timber!"

Electric Drill (or Chain Saw): Make Brrrrrr sound for as long as you can.

Sandpaper: Rub hands together as loud as you can.

Glue: Clap hands together a few times. Then they become stuck, and you struggle to pull them apart.

Super Glue: Hands get stuck on the first clap and can't be pulled apart. The pack then yells out a source of help (e.g., Home Depot, Lowe's, Mr. Fix-It—be creative).

Rubber Tree: Pretend you are using an ax to chop a tree. Every time you swing, the ax bounces back. Make a bouncing noise, "Boing, boing!"

Advancement Ceremony

CUBSTRUCTION CEREMONY

The Cubmaster wears a work apron with a carpenter's tool belt. Awards and parent's pins are taped to wood scraps hidden in tool belt. Be sure to emphasize the verbal puns throughout the ceremony.

Cubmaster: Tonight, we have some boys who "saw" the opportunity to "nail down" some advancement. At times these boys had to keep "hammering" on some of the tougher requirements, but they continued "drilling," "carving," and "sanding"—and finally "cut" through. We "wood" like to honor them tonight. These boys have "chiseled" through the requirements for the Bobcat badge (takes the Bobcat awards from his tool belt, holds them up, and calls the boys' names). We "wood" like to have their parents present the award (hands the awards to the parents for presentation). Bobcats, would you now pin the parent's pin on your parent (hands out the pins)?

Repeat the above for each rank, using new puns:

Tiger—filed

Wolf—sharpened

Bear—cut

Webelos—painted

Arrow of Light—hammered

Games

SORTING OUT THE TOOLBOX

Use an egg carton for the toolbox. Have an assortment of nuts, bolts, screws, etc., to be sorted. The first boy to sort by size in the proper place wins.

NAME THE TOOLS

Cut different silhouettes of tools from construction paper, such as a hammer, plane, brace, bit, screwdriver, etc. Glue these on lightweight cardboard and use as flashcards.

KICK THE CAN

Materials: one empty No. 10 metal can (for coffee or restaurant-sized canned food)

This great old-time game can keep boys occupied for hours. One person is chosen to be "It," by a fair method. He then has to cover his eyes and count aloud to a preselected large number, while the other players all find hiding places within earshot of the can. At the end of the count, "It" announces "Ready or not, here I come!" and then tries to find where the others are hiding.

If "It" locates someone, he has to say, "I see John behind the tree," and then they both run to the can. If "It" picks up the can first, John is captured. If any hiding player kicks the can before "It" can pick it up (even if "It" didn't see him),

everyone who has been captured in the game goes free. Ideally, "It" stays "It" until he captures everyone.

Since the role of "It" can be very frustrating, be sure to put the can in a large open area so that he has a better chance. Also, to avoid frustration, have another player be "It" after he has captured a few boys; otherwise, with a large group it's nearly impossible to capture everyone.

NAIL-DRIVING CONTEST

Materials: Provide each team with scrap wood, 10-penny nails, and a hammer.

- Divide the den into teams.
- Give each team a hammer and a piece of scrap wood with a 10-penny nail already driven a half-inch into it.
- Team members take turn hammering the nail until the head is flush with the wood. This is not a speed contest; rather, the team that drives their nail in with the fewest strokes wins.
- If a nail becomes bent, the team starts over with a new one.

Audience Participation

THE HOUSE THAT I BUILT

The leader provides the lines and actions, which are then repeated by the audience.

This is the house (*makes a roof with arms, touching fingertips together*)

That I built (*points to self*).

This is the saw that cut the boards (*makes sawing motion*)

That went into the house (*makes roof with arms*)

That I built (*points to self*).

This is the hammer (*makes fist with right hand*)

That nailed the boards (*pounds right fist into left palm*)

That I cut with the saw (*makes sawing motion*)

That went into the house (*makes roof with arm*)

That I built (*points to self*).

JOHNNY AND THE BIKE

Divide the audience into six groups. Assign each group a part to perform when their designated word is read in the story:

Johnny: "I can fix it!"

Dad: "Be careful, son."

Wrench: "Oh, nuts!"

Screwdriver: "Straight or Phillips?"

Bike: "Drrrinnngggg, Drrrinnngggg"

Pliers: "Hold me tight!"

JOHNNY had a problem. His BIKE was broken. Now JOHNNY could not ride to the park with his dog, Ralph, to play with friends. JOHNNY, being a very smart Cub Scout, knew how to fix the BIKE. However, he needed a box-end WRENCH, a pair of PLIERS, and a SCREWDRIVER.

So he asked his DAD if he could borrow a box-end WRENCH, a pair of PLIERS, and a SCREWDRIVER. His DAD said “Sure, but make sure you take care of the box-end WRENCH, PLIERS, and SCREWDRIVER, and return them as soon as you’re finished. “I will, DAD,” said JOHNNY. So JOHNNY went with Ralph into the backyard to fix his BIKE with the box-end WRENCH, PLIERS, and SCREWDRIVER. Since JOHNNY knew how to use a box-end WRENCH, a pair of PLIERS, and a SCREWDRIVER, the BIKE was soon fixed and ready to ride. Ralph helped all he could.

JOHNNY took a quick spin to make sure everything was all right, and then he called Ralph to go with him to the park. “Oh,” said JOHNNY, “I’d better return these tools to DAD before we go.” But when he reached for the tools, the WRENCH and SCREWDRIVER were there but the PLIERS were missing. “Oh no! What will DAD think?” said JOHNNY. He looked all around for the PLIERS. He looked in the bushes, but no PLIERS! He looked all over the yard, but no PLIERS!

Finally, he noticed Ralph digging in the garden. JOHNNY went over to Ralph and there were the PLIERS in his bone hole. So the PLIERS were found. And JOHNNY was able to return the box-end WRENCH, the PLIERS, and the SCREWDRIVER to his DAD. Everyone was happy the BIKE was all fixed—except Ralph!

Skits

THE INVISIBLE BENCH

Two Cub Scouts are building an invisible bench using invisible tools. They pretend to hammer and saw, lift pieces, and carry the completed bench to a spot onstage. Make sure they make the “bench” look heavy!

Cub #1: Boy, am I glad we are done building this invisible bench.

Cub #2: Yes, let’s go show it to *(name of leader)*.

Cub #3 and Cub #4 now enter, move the invisible bench to the other side of the stage, and leave. Cub #1 returns and squats as though sitting on the invisible bench where it was originally placed.

Cub #1: I’ll just sit here on the bench until *(Cub #2’s name)* returns with *(leader’s name)* to check our work.

Cub #2 *(enters with leader)*: Here it is *(leader’s name)*! Come try out our bench.

Cub #2 and the leader sit on bench beside Cub #1. All three of them comment about how comfortable and well made the bench is. Then Cub #5 enters the scene.

Cub #5: What are you doing?

Cub #1: We’re sitting on the invisible bench.

Cub #5: Can I join you?

Cub #1: Sure, there’s plenty of room.

Cub #5 sits on the invisible bench. Then a few more Cub Scouts enter and the same dialogue exchange is repeated each time. Finally, Cub #3 and Cub #4 return and look surprised.

Cub #3: What are you guys doing?

Cub #2: We’re sitting on the invisible bench.

Cub #4 *(points)*: But we moved it over there this morning!

All *(pretending to fall off the bench)*: AAAHHHH!

MEASUREMENT PROBLEM

Materials: stave or a pole

Two Webelos Scouts enter the stage, carrying a long pole. They prop it up, then stand back and look at it.

Webelos Scout #1: Now, there are several ways we can figure out the height of this pole. How do you want to start?

They try various methods of calculating the height, without success.

Webelos Scout #1: According to my calculations, that pole is about 2 meters high.

Webelos Scout #2: There’s no way. It has got to be shorter than that. Just look at it.

This type of exchange repeats several times as the two boys become more and more frustrated. Finally, a younger Cub Scout strolls onto the stage.

Cub Scout: Hi! *(He watches for a few seconds.)* What are you guys trying to do?

Webelos Scout #2: We’re trying to measure the exact height of this pole.

Webelos Scout #1: We haven’t had too much luck yet, but we WILL get it.

Cub Scout: Why don’t you just lay the pole on the ground and measure its length?

Webelos Scout #2 *(to the Cub Scout)*: Didn’t you hear right? We want to know how TALL the pole is—not how LONG it is.

Cubmaster's Minute

This month's theme of Cubstruction is about building things. Anything worth building takes some thoughtful planning so that we know what materials we need, what rules we have to follow, and when we need to get it done.

While you're building something useful, you are also building your skills. So if something was tough for you to build this time, it won't be as hard the next time. You're not only building cool stuff, but you're building your own personal toolbox of skills that you will carry with you for the rest of your life.

Closing Ceremony

TOOLS THAT BUILD A BETTER WORLD

Materials: ruler, hammer, saw, drill, wrench, plunger, and pliers

Seven Cub Scouts hold up the seven tools. Each boy's lines are written in large print and tagged on the tool for him to read.

Cub #1 (*with ruler*): We are the future builders of America and the world. And this is how we will shape tomorrow.

Cub #2 (*with hammer*): I will hammer out injustice.

Cub #3 (*with saw*): I will help cut out crime.

Cub #4 (*with drill*): I will drill love into every heart.

Cub #5 (*with wrench*): I will wrench out discrimination.

Cub #6 (*with plunger*): I will plunge out hatred.

Cub #7 (*with pliers*): I will pinch out poverty.

All: Good night.

March Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR APRIL 2016

Point of Scout Law: Cheerful

Theme: Strike Up the Band

CUB SCOUT INTEREST TOPIC

Cub Scout Camping Program

Lead a discussion on the program benefits of camping. Spring is just around the corner, even in the northernmost reaches of the United States. What a perfect time to talk about Cub Scout camping!

The Boy Scouting program has three specific objectives, commonly referred to as the “aims of Scouting.” They are character development, citizenship training, and personal fitness. Additionally, 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 Scout Law.

Which of those ideals is why your Cub Scout joined up? Probably none of them had a place in his decision making! Boys join Scouting to have fun, especially fun in the outdoors. Baden-Powell, the founder of the worldwide Scouting movement, said: “Scouting is a game with a purpose.” The *game* is why the boys join; the *purpose* is achieved through all the program features as they move up the Scouting trail. At the end of their tenure, when they turn 18, Scouts have become the men their parents want them to be, with lots of FUN along the way.

Camping is one of the many fun features of the Scouting program. Young boys have a great desire for outdoor fun, excitement, and adventure, and Scouting promises to fulfill those desires. Organized camping activities at the den, pack, district, and council levels provide many Cub Scouts with their first organized outdoor adventures. Every pack’s annual plan should encourage day camp or resident camp at a council facility, and should include opportunities for pack family camping at a district Cub Scout camporee, and/or at pack overnights.

Camping opportunities for Cub Scouts are many and varied:

Cub Scout day camp is organized by the council, and is a one- to five-day program for Tigers, Wolves, Bears, Webelos, and Arrow of Light Scouts. It is conducted under certified leadership, with the day camp director and program director trained at BSA National Camping School. Pack leaders often make up the nucleus of the day camp staff. Check with your council and district for day camp staffing and attendance opportunities in your council area.

Cub Scout family camping events are often organized through the council or district. These are overnight events involving more than one pack, with the local council or district providing many of the elements to enhance the outdoor experience, such as staffing, food service, housing, and program. These are sometimes referred to as parent-pal, dad-and-lad, and mom-and-me activities, or adventure weekends.

Pack overnights are events involving more than one family from a single pack. They are focused on age-appropriate Cub Scout activities and conducted at council-approved locations. If siblings participate, the event must be structured accordingly to accommodate them. Adults giving leadership to a pack overnights must complete Basic Adult Leader Outdoor Orientation (BALOO, No. 34162) and must be present during the campout.

Webelos and Arrow of Light den overnight camping introduces a boy and his parent to the basics of the Boy Scout camping program. These campouts are conducted under the leadership of a trained Webelos/Arrow of Light den leader and include two to six nights of camping. Webelos dens are encouraged to have several overnight campouts each year. These campouts should be parent-son events under the direction of the Webelos den leader.

Webelos and Arrow of Light dens are encouraged to visit Boy Scout camporees, Klondike derbies, and other outdoor overnight Scout events. The purpose of these visits should be for the boys to look ahead with anticipation to their future as Boy Scouts. Webelos and Arrow of Light Scouts should not participate in activities designed for Boy Scouts and should not spend the night at events that are Boy Scout-based.

Monthly Pack Activity

PACK CAMPOUT/OVERNIGHTER

A “Camping Committee,” including someone with BALOO training, should be in charge of all the details, but all adults attending should be asked to help in some way. **At least one pack adult member must take BALOO training and must be present during the campout.** This is a one-day training event that introduces the skills needed to plan and conduct pack outdoor activities, particularly pack camping.

APRIL 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: CHEERFUL

THEME: STRIKE UP THE BAND

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Day Camp

Provide information about your district or council day camp. If possible have the camp director or a member of the day camp staff come to talk about the opportunities available at day camp.

Tiger Den Leaders

Look at the requirements for the Tiger Tag elective adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Code of the Wolf elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Roaring Laughter elective adventure and choose one to demonstrate.

Webelos and Arrow of Light Den Leaders

DISCUSSION TOPIC: Webelos Camping

What are the opportunities in your district, council, or other councils nearby for Webelos Scouts to experience an over-night camp? If possible, have a representative from the camp come to speak.

Discuss Webelos den camping and the requirement for Webelos den leaders and their assistants to take Outdoor Webelos Leader Skills training (OWLS). Provide information on when and where the next training will be in your district or council.

ADVANCEMENT ACTIVITIES

For Webelos den leaders, look at the requirements for the Webelos Walkabout required adventure and choose one to demonstrate. For Arrow of Light den leaders, do this with the Adventures in Science elective adventure.

Cubmasters

DISCUSSION TOPIC: Youth Protection Training

Discuss the importance of having **every** adult in the pack take Youth Protection Training (YPT). Invite the Scouter responsible for YPT in the district or council to speak. Brainstorm ways to provide YPT to all of the adults in the pack.

ACTIVITY

Have participants practice the School Band audience participation activity from the Pack Resource Sheet.

Pack Leaders

DISCUSSION TOPIC: BALOO Training

Provide a list of dates and times when the next BALOO (Basic Adult Leader Outdoor Orientation) training will be held in your district or council. **At least one BALOO-trained adult** must be present at all times during campouts, so **more than one adult in the pack** should receive this training to ensure someone will always be available.

BALOO is an all-day training that introduces the skills needed to plan and conduct pack outdoor activities, particularly pack camping. It is divided into two sessions with the first part being about the why and how of Cub Scout camping—planning, equipment, meal preparation, and campfire programs. The second part is a round-robin session—fire safety, stoves, and lanterns; first aid and sanitation; nature hikes and games; and cooking. Scattered throughout the day are plenty of the four S's: songs, stunts, stories, and showmanship.

ACTIVITY

Have participants practice the Balloons on the Blue Danube skit from the Pack Resource Sheet.

APRIL 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: CHEERFUL

THEME: STRIKE UP THE BAND

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

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.

HOW DOES “STRIKE UP THE BAND” RELATE TO THIS POINT OF THE SCOUT LAW?

Music can make us feel many things; one of the best things it makes us feel is cheerful. As we “strike up the band” this month, we will explore ways to make people happy using music.

Preopening Activity

SAME SONG

Materials: kazoos; names of familiar songs (e.g., “Twinkle, Twinkle Little Star,” “Jingle Bells,” “Happy Birthday”) written on slips of paper (Each song title should be printed on two pieces of paper.)

Make each kazoo using a section of cardboard tubing from paper towel, toilet paper, or wrapping paper rolls. Cut a small hole in a piece of waxed paper that is large enough to fit over one end of the tube, and hold the paper on to the tube with a rubber band. Play the kazoo by humming into the open end.

Give each Cub Scout a kazoo and a song title when he arrives, and tell him to wait for the signal before playing his designated tune. Just before the meeting starts, the signal is given and Cub Scouts play their kazoos until each boy finds the one who is playing the same song. Once everyone has found his match, the pairs get in line together to march in for the opening ceremony.

Opening Ceremony

STRIKE UP THE BAND

All Cub Scouts line up to march in with the flags. The order can be as determined by the “Same Song” preopening activity or by dens.

Cubmaster: Assembly, attention (*all stand*). Color guard, advance. (*Scouts begin to come forward with the American flag in front*). Scout salute. (*Everyone in the audience salutes; if they aren’t in uniform, they put their hands over their hearts.*)

When the flags reach the front, they remain in the middle with the U.S. flag to the right of the pack flag, facing out. Cub Scouts stand half to the left and half to the right, directed by designated pack leaders.

Cubmaster (*once all Cub Scouts are lined up in front*): Ready. Two. (*All bring down their salutes.*)

Cub #1: Tonight is the night for our musical talents to shine!

Cub #2: Our band of Cub Scouts has assembled to show us how to be CHEERFUL, which is the eighth point of the Scout Law.

Cub #3: Audience, please join us by singing “Hail the Flag,” as we strike up the band and play the tune of “Yankee Doodle” on our kazoos!

(*Cubmaster leads “Yankee Doodle,” also on the kazoo. Parents sing words passed out in advance or projected on-screen.*)

Cub #4: Thank you. Please be seated.

Songs

HAIL THE FLAG

Tune: “Yankee Doodle”

Strike up the band—let’s celebrate
The flag of our great nation.
Drums will roll, and bugles shout,
As we jump to attention.

Chorus:

Hail the flag—red, white, and blue.
Hail to you, Old Glory.
Symbol of our liberty,
You tell our country’s story!

Thirteen stripes and 50 stars
Tell the world about it.
We started small, but now are big,
And proud are we to shout it!

(*Repeat chorus.*)

IT ISN’T ANY TROUBLE

Tune: The Battle Hymn of the Republic

It isn’t any trouble just to S-M-I-L-E.
It isn’t any trouble just to S-M-I-L-E.
Whenever you’re in trouble,
It will vanish like a bubble
If you only take the trouble just to S-M-I-L-E.

It isn’t any trouble just to DO YOUR BEST!
It isn’t any trouble just to DO YOUR BEST!
Whenever you’re in trouble,
It will vanish like a bubble
If you only take the trouble just to DO YOUR BEST!

Prayer

Oh, Mighty Akela, thank you for all the music you have put into our hearts. Please help us to use it throughout our lives to make others and ourselves cheerful. AMEN.

Cheer or Applause

Tuba Applause: Group repeats “Oompah-pah, Oompah-pah!”

Trumpet Applause: Place hands to your mouth as if playing a trumpet and shout out, “Ta-da, ta-da!”

Kazoo Applause: When the Cubmaster raises his or her hand, all play their kazoos as loudly as they can. When he or she puts the hand down, all stop.

Trombone Applause: Place both hands near your mouth. Then move one hand out and back while make sliding note noises as if you are playing the trombone.

Advancement Ceremonies

BAND OF ADVANCEMENT

Materials: pictures posted around the room of each musical instrument referred to in the ceremony (piccolo, clarinet, trumpet, trombone, saxophone, drums, cymbals); a short piece by John Philip Sousa ready to play at the end

Cubmaster (*could be wearing a top hat and tails or holding a big baton*): A band has many instruments—all of them combining together to make for some great music. It works the same way in Cub Scouting. Let’s put together our Cub Scout Band:

- What kind of a band would it be without the wonderful, mellow sounds from our first section, the Bobcats? These are our own band’s clarinets. Like the clarinet, the Bobcat brings a special sound to the band. The clarinet is a woodwind instrument, as you might know—and that definitely puts me in mind of our Bobcats. They are so full of energy, like the wind. (*Call up the Bobcat recipients and their parents to receive the badges. Have parents award the badges and let them return to their seats.*)
- The Tiger section will be our piccolos. Theirs is usually a high-pitched sound of fun and excitement. Why, just this past month, the sounds of laughter and squeals of good times were heard as they worked on their latest Tiger adventures. Let’s see what all the noise was about. (*Call up the Tigers and their adult partners. Have partners present awards and let them return to their seats.*)
- What instrument can be quiet, mellow, and pensive one moment, and in the next be blaring with joy and excitement? I refer to, of course, both the trumpet and the Wolf. (*Call up the Wolf recipients and their parents. Have parents present the awards and let them return to their seats.*)

- Our next group is older and a little more toned down, but their sound can be just as fun and free-flowing as the Wolves’ trumpets. These are our Bears—the trombones of our band. You can just picture the light flashing off the brass of a trombone as the slide moves back and forth and, yes, it also might sound a little more brassy than the trumpet; these guys are getting older and starting to reach out a little more. (*Call up the Bear recipients and their parents. Have parents present the awards and let them return to their seats.*)
- As our band nears completion, we notice a certain lack of rhythm. I wonder what it’s missing? The drums, of course—that solid resounding *pum-pum-pum* that comes from the Webelos Scouts. Tonight we add a little bit of bass drum to our band as we recognize the Scouts who have attained Webelos rank. (*Call up Webelos Scouts who have earned the Webelos badge. Hand out awards and have boys return to their seats.*)
- Now we add our next instrument, the saxophone of the Webelos adventures. Here’s an instrument with some sound. And just as the sax brings a certain amount of pizzazz to the band, so do our Webelos Scouts bring that same kind of pizzazz to the pack. They do us proud as they work so diligently to earn their adventure pins. (*Call up Webelos Scouts, hand out the awards, and have boys return to their seats.*)
- There is no sound that spells “finale” quite like the clash of the cymbals. They may not sound off very often, but when they do, everyone stands up and takes note. And that’s how it is with our Webelos Scouts who have completed the requirements for the most honored and highest award in Cub Scouting—the Arrow of Light Award. (*Call up Webelos Scouts who have earned the Arrow of Light. Hand out awards and have boys return to their seats.*)

To close out our awards ceremony, we will listen to a short piece written for all of our band “pieces.” This piece is for you. (*Everyone plays the Sousa piece on their kazoos.*)

MUSICAL SCALE CEREMONY FOR ARROW OF LIGHT

Materials: cutout or poster of the Arrow of Light Award

Cubmaster: Tonight we have some Scouts who have completed all the requirements for the Arrow of Light Award. (*Call up recipients and their parents.*) The seven rays emerging from the Arrow of Light symbol remind us of the seven notes of the musical scale that also climb consistently higher:

- DO (doe)—DON’T think they’ve ever forgotten to Do Their Best!
- RE (ray)—They have been a RAY of sunshine to our pack!
- MI (me)—reminds ME of the individual growth each of them has achieved.

- FA (fa)—represents their FAmilies, who have supported them and encouraged them along the trail.
- SO (so)—The awards that look SO good on their uniforms are indicative of the many new skills they have learned.
- LA (la)—is for the Scout LAW, which they have learned and will continue to live up to as they continue into Boy Scouts.
- TI (tea)—Is for the TEAM work that has helped them grow into young men of character.

Now I will present the Arrow of Light badges to the parents, who will present them to their sons. (*Presents badges.*) That will bring us back to DO (doe). DON'T you want to show how very proud we are of all of them by joining me in congratulating these Arrow of Light Scouts on the highest achievement of their Cub Scouting career? (*Leads applause.*)

Games

INSTRUMENTAL BUZZ

Have the Cub Scouts sit in a circle. Select a number and show it to the players, but tell them not to say it aloud. Let's say the number is 5. Start off counting around the circle. When the counting reaches any number that includes a 5, that player must name a musical instrument without saying the number. Counting should be rapid. When a boy can't think of an instrument, he is out. No instrument may be repeated.

PICK UP THE BEAT

The game leader explains that he or she will clap out the rhythm of a song, and boys should raise their hands as soon as they can guess the name of the song. Start with easy songs such as "Row, Row, Row Your Boat," "Oh My Darling, Clementine," "My Bonnie Lies Over the Ocean," "Jingle Bells," "Bingo," "Happy Birthday," "Yankee Doodle," or "Twinkle, Twinkle, Little Star." Try more difficult songs if time permits. See which den guesses the most songs.

MUSICAL KIM'S GAME

"Kim's Game" comes from Rudyard Kipling's book *Kim*, the story of an Irish orphan who grew up in India. As a young man, Kim was trained for government intelligence work. The training involved showing him a tray of stones and gems for one minute. After covering the tray, they would ask Kim how many stones he saw and what kind of stones they were. Lord Baden-Powell included Kim's Game in his book *Scouting Games*, and Boy Scouts have been playing it ever since.

For this game, arrange 10 to 20 musical-related items (instruments, drumsticks, music) on the floor or a table, and cover them. The teams stand around the game area. Then the cover is raised and the players are allowed to look at the items for one minute, without speaking. The items are covered again, and each team writes down as many items as team members can remember. The longest correct list wins.

MUSICAL CHAIRS

Form a circle of chairs facing outward. Have a Cub Scout sit on each chair, then "Strike Up the Band" by playing music. When the music starts, the boys get up and start to march around the circle, and the leader removes one of the chairs. When the music stops, all try to take a seat. The player who doesn't get a seat is out. Repeat until only one boy is left.

Audience Participation

THE SCHOOL BAND

Divide the audience into four groups. Assign each group a part to perform when their designated word is read in the story:

Cub Scout: "Do your best!" (make Cub Scout sign)

Tuba: "Oom-pah-pah!" (pretend to play tuba)

Drum: "Rat-a-tat-tat!" (pretend to play drum)

Cymbals: "Clang, clang!" (pretend to play cymbals)

Band: All groups say their line at once.

Johnny CUB SCOUT's school was forming a BAND, and he wanted to be a part of it, but he had to decide which instrument to play. There were openings in the BAND for the TUBA, the DRUM, and the CYMBALS. He loved the deep, resonant tones of a TUBA. The rhythm of a DRUM would set the tempo for any song the BAND would play. And the ring of clashing CYMBALS was a sound he loved to hear. How could he decide?

Johnny CUB SCOUT asked the BAND instructor if he could try out all of them. The TUBA sounded wonderful, but it was rather large for him to carry. The CYMBALS were fun, but the sound kept ringing on and on in his ears. The steady beat of the DRUM, however, was just what he liked. So that's how Johnny CUB SCOUT became the brand new DRUMMER in his school BAND!

Skits

THE SOUND PROPS

Materials: noisemakers such as drumsticks, drum, bell, whistle, musical instruments, etc., carried by each Cub Scout

Cub #1 (*walks on stage*): I've just got to find THE SOUND. I've just got to!

Cub #2 enters the stage.

Cub #1: Have you got THE SOUND?

Cub #2 demonstrates the sound of his instrument.

Cub #1: No, that's not the right sound. That's not it at all.

Each boy comes on stage one at a time, and Cub #1 asks him about the sound. Each demonstrates. Cub #1 rejects all sounds. Suddenly, there is a chime, bell, or triangle sound from offstage—or a boy wearing a cook's hat enters ringing a triangle.

Cub #1: That's it! That's THE SOUND!

All Cub Scouts: What is it? What is THE SOUND?

Cub #1: Why, it's THE SOUND that's calling me to dinner. What better sound can there be?

BALLOONS ON THE BLUE DANUBE

Materials: band director's baton; balloons—one for each Cub Scout—blown up but not tied (Before staging the skit, check to make sure that none of the boys has a latex allergies, and that there are no latex restrictions at the meeting place.)

Cub Scouts stand in a line, holding their filled balloons shut with their fingers. The den leader or den chief stands in front and directs. The boys hum "The Blue Danube" while one or more of them releases a little air from his balloon to punctuate each phrase: "Duh-duh-duh-duh-duh" Blat-blat, blat-blat ... "Duh-duh-duh-duh-duh" Blat-blat, blat-blat, etc. To punctuate the end, break one balloon. Then have all the Cub Scouts take a bow. Try to keep a straight face!

Note: The boys can create a noisier air release if they lick the ends of their balloons just before the "song" begins. Make sure they hold on to the balloons to keep them from flying away during the performance. Obviously, the skit should be practiced several times in advance.

Cubmaster's Minute

STRIKE UP THE BAND

Tonight our Cub Scouts have demonstrated "Cheerful" by "Striking Up the Band" and having fun with music and musical things. What a wonderful world we could have if everyone tried to not only be cheerful, but to live by ALL the points of the Scout Law. Please keep them in your mind as you travel down the Cub Scout trail this month.

Closing Ceremony

THE SCOUT LAW—POINT 8

Cub #1: Tonight's pack meeting theme has been "Strike Up the Band" so we could think about "Cheerful"—the eighth point of the Scout Law.

Cub #2: Cheerful is something we should all try to be, and we should help other people be cheerful, too!

Cub #3: There are 11 other points of the Scout Law, and all are very important. Please stand and say the Scout Law with us.

Cub #4 makes the Cub Scout sign; then all the others make the sign.

Cub #4: A Scout is:

Cub #5 (*holds up poster showing the first three points*): Trustworthy, Loyal, Helpful

Cub #6 (*holds up poster showing the next three*): Friendly, Courteous, Kind

Cub #7: (*holds up poster showing the next three*): Obedient, Cheerful, Thrifty

Cub #8: (*holds up poster showing the last three*): Brave, Clean, and Reverent.

Cub #9 (*gives the command to return to attention*): Ready, TWO.

All the boys put down their signs.

April Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR MAY 2016

Point of Scout Law: Kind

Theme: My Animal Friends

CUB SCOUT INTEREST TOPIC

Recognizing Leaders

Introduce the subject and explain that den leaders are the heart of the Cub Scouting program. They provide the fun and excitement for the boys. They give of their time and their hearts for the boys in their care. The BSA provides one major way to recognize this—recognition awards. Review the awards available before the roundtable meeting and lead a discussion on a few of the awards, such as the Den Leader Training Award and the Scouter's Training Award.

The **Den Leader Training Award** is designed to recognize den leaders who have completed training, tenure, and performance requirements. They are available for den leaders at all levels of Cub Scouting. For more information, review the requirements at www.scouting.org/Awards_Central/CSLeader.aspx.

The **Scouter's Training Award** is earned by roundtable commissioner staff and leaders in all areas of Scouting. Print out the information and share requirements that are found at www.scouting.org/Awards_Central/ScoutersTraining.aspx.

To review more awards that can be earned in Scouting, go to www.scouting.org/Media/InsigniaGuide.aspx.

Encourage Cub Scout leaders to apply for and receive awards for their tenure and accomplishments. Boys enjoy seeing their leaders get recognition for a job well done. Boys know how important awards are and how they feel when there is a new award added to their uniform shirts. They get the same sense of satisfaction when their leader is recognized.

Present the awards in an impressive ceremony at the pack meeting so that all Cub Scouts, leaders, and families can see the accomplishments being recognized. Such a ceremony also serves as motivation for other leaders currently serving the program and for enticing parents to join in the leadership when they see that the pack values their contributions.

For this presentation, select an appropriate ceremony from *Cub Scout Ceremonies for Dens and Packs* and involve participants at the roundtable. Should one of the participants be eligible and receiving a Scouter's Training Award, be sure a ceremony is used to present their knot, making it a memorable experience for all.

Many additional ways exist to thank leaders for their service. The possibilities are limited only by your imagination. Here are some ideas.

Fun Awards

- **Toy car or boat**—for helping to steer our camp
- **Ball**—for being “on the ball”
- **Light bulb**—for contributing bright ideas
- **Stars and glitter**—for a sparkling personality
- **Kite**—for “flying high” with Cub Scouts
- **Nuts and bolts**—“Nuts about Scouting” or “We’re nuts about you!”
- **Candle**—“Lighting up” our roundtable or pack, or “Letting your light shine”
- **Toy bear**—for “bearing with us” or for being “bearry” helpful
- **Banana**—for being “top banana” or a leader with great “appeal”
- **Toy top**—You are “tops” with us.
- **Heart shapes**—You’ve got a big heart!
- **Ruler**—for really measuring up to a challenge; for setting a good standard
- **Pear**—for a great pair (a couple or team)
- **Box of raisins**—For the person who deserves a “raise in pay”
- **Jewel**—You are a real gem.
- **Rubber glove filled with flour**—for giving us a hand
- **Toy telephone**—for someone who made lots of phone calls

Ribbons—to be hung around the neck

- **Plastic banana**—to add to the ribbon for “top banana” of the pack
- **Bandage(s)**—added to a ribbon to recognize effective first aid
- **Large pencil**—glued to a ribbon for recognizing the secretary/treasurer of the pack

Personalized “Thank You”

- Send a “thank you” card, telling the volunteer why she or he is appreciated. Send it in the mail, or hand it to them at a pack meeting or other event.
- Add a note of appreciation to a piece of candy. The note may say something as simple as “You’re sweet to share of yourself.”

Handshake—Walk up to the individual and simply say, “Thank you for _____. It made a difference in the pack, and you are appreciated.”

Pack newsletter—Write a “thank you” note to run in the newsletter or in a district news briefing.

Conclude by encouraging all pack leaders to review the requirements for BSA leader awards and to urge others in the pack to do so as well.

Pack Activity

ANIMAL FAIR

Hold an animal fair to highlight the animal friends the boys have been learning about this month. Be sure the information is shared well in advance so that pack families can make arrangements to bring their son’s favorite animal. Care will be taken that animals of like nature are kept separate from others, especially those that might not be friendly. Even large

animals may be included by setting up a special area for them—perhaps in the parking lot or a nearby park.

- Boys are encouraged to bring their pets (e.g., dogs on leashes, and perhaps lizards, iguanas, or ferrets enclosed in secure cages).
- Favorite wild animals may be represented on posters to display at the meeting (e.g., elephants, giraffes, lions, tigers).
- Even historical creatures like dinosaurs and mammoths can be shared in displays. Many boys have collections of dinosaur models that others would enjoy seeing.
- Check with a zoo or nature preserve to see if professional staff are willing to come talk about their program, or encourage packs to plan an outing to the facilities. Perhaps invite someone who operates a traveling exhibit (reptiles are popular), and don’t forget farm animals that some of the pack families may own or have access to.

Ask leaders to share ideas for presenting this theme, and any local contacts they can suggest. Conclude by emphasizing that the animals must be kept secure and that adequate hand-washing facilities must be available for all who come in contact with them.

MAY 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: KIND

THEME: MY ANIMAL FRIENDS

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: National Den Award

The National Den Award recognizes dens that conduct a quality, year-round program. Service projects, outings, character development, and Cub Scout camping are emphasized. Dens earn the award as a team, not as individual den members. The recognition is a ribbon for the den flag or den doodle.

For a den to earn the National Den Award, at least 50 percent of boys in the den must attend two den meetings and one pack meeting or activity each month of the year. In addition, they must complete any six of these requirements:

- Use the denner system within the den.
- In a Tiger den, use shared leadership and rotate the boy/adult host team.
- Have 50 percent of the den go on three field trips per year. A field trip may be used in place of a den meeting.
- As a den, attend a Cub Scout day camp, Cub Scout or Webelos Scout resident camp, or a council family camping event with at least 50 percent of the den membership.
- Conduct three den projects or activities leading to a discussion of the Scout Law.
- Have 50 percent of the den earn at least three elective adventure loops or adventure pins.
- Have 50 percent of the den participate in a patriotic ceremony or parade.
- Have 50 percent of the den participate in a den conservation/resource project.
- Have 50 percent of the den participate in at least one den service project.

Once the requirements are completed as stated, the signed National Den Award application is sent to the local council service center where the ribbon can be obtained.

An application for the National Den Award may be downloaded from the Cub Scout forms page at www.scouting.org/CubScouts/Leaders/Forms.aspx.

Tiger Den Leaders

Look at the requirements for the Backyard Jungle required adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Cubs Who Care elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Fur, Feathers, and Ferns required adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the Into the Woods elective adventure and choose one to demonstrate.

Arrow of Light Den Leaders

Look at the requirements for the Duty to God in Action required adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Campfire Programs

Campfire programs are a great way to end an outing or a pack activity. With organization and review of all elements to be presented, a fun time can be had by all with plenty of great memories to take away from the fire.

POSITIVE VALUES

Review the positive values emphasis of the Boy Scouts of America so there is no question that all material presented will reflect these values. This material is found in *Group Meeting Sparklers*, No. 33122.

Explain that campfires happen for many reasons, including fun, entertainment, fellowship, action, adventure, training, and inspiration. Highlight each of those topics (see the *Cub Scout Leader How-To Book* for information). Explain that campfire programs are a great way to develop leadership skills in youth, a chance to encourage the creativity of Cub Scouts, and a time to relax, unwind, and enjoy the experience of being in the outdoors. Things to consider:

- Safe campfire area—Have fire permits, where required, and sufficient ability to safely put out the campfire at the end of the program.
- All boys have the opportunity to participate.
- All material is prescreened by the campfire planner and/or master of ceremonies.
- Code of conduct is presented to Scouts at the beginning of the event.
- Encourage everyone to have safe fun.

Show the Campfire Program Planner and explain where it can be found: www.scouting.org/filestore/pdf/33696.pdf. Explain how to use the planner and that each item reflects a different emphasis of the evening's program. Lively songs will start the program and quiet songs will end it.

ACTIVITY

Give each participant a blank Campfire Program Planner and share a few preapproved activities that could be a part of the campfire. Go through the exercise together of putting those activities into the planner, and review the order they would be presented. Conclude this breakout session with the "Cub Scout Vespers" song (*Cub Scout Songbook*, No. 33222).

Pack Leaders

DISCUSSION TOPIC: National Summertime Pack Award

The application for this award may be downloaded at www.scouting.org/filestore/pdf/33748.pdf.

MAY 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: KIND

THEME: MY ANIMAL FRIENDS

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

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.

HOW DOES “MY ANIMAL FRIENDS” RELATE TO THIS POINT OF THE SCOUT LAW?

A Scout knows there is strength in being gentle. It is important to be kind to all creatures, great and small. This month we will explore ways to be kind to our animal friends.

Preopening Activities

ANIMAL IDENTIFICATION

Materials: As each Cub Scout arrives, give him half of an animal picture. The idea is to mix and mingle with the rest of the boys to find the other half of the picture. One way is to make the sound that animal makes and listen for someone else doing it.

ANIMAL FRIEND ID GAME

Materials: random list of different animals on a prepared sheet (one copy per pack member); pictures of those animals cut out and mounted on construction paper, each with a designated number in large print

Be sure to choose several different types of animals for a challenge (e.g., polar bear, grizzly bear, brown bear or different dogs: spaniel, collie, retriever, etc.). Hang the pictures around the meeting room and, if possible, from the ceiling. As pack members arrive, hand out the list of animals. The object is to match the picture numbers with the animal names. Recognize everyone who participates and those who find the most matches.

Opening Ceremony

AN EAGLE OPENING

Materials: prepared posters showing different species of eagles; each Cub Scout's lines written in large print on the back of his poster

Cub #1: The eagle is one of the largest and most powerful birds in the world, with a wingspan of up to 7 feet.

Cub #2: They look fierce and proud, and gracefully soar high in the air in search of prey. Because of this, eagles have long been symbols of freedom and power.

Cub #3: The United States chose the bald eagle as the national bird in 1782. Our country's insignia and many of our coins have the eagle on them.

Cub #4: Eagles are very strong. They weigh 8 to 13 pounds and are 30- to 35-feet long. When the wind is favorable, golden eagles have been known to carry prey weighing as much as they do.

Cub #5: Eagles have very keen eyesight. Most birds have better eyesight than humans, but eagles and hawks are said to have the keenest eyesight of all. They sight their prey while flying thousands of feet above the ground.

Cub #6: Eagles have long, broad wings and tails. They can glide long distances by holding their wings out stiffly.

Cub #7: Since the eagle is on so many of our historical documents and since the eagle is usually perched upon the top of the flagpole, let us present the United States flag. Will you join us in the Pledge of Allegiance?

Prayer

ANIMAL FRIENDS

A Cub Scout asks the audience to prepare for prayer in their personal custom:

Please watch over and protect our animal friends, just as we care for our Scouting family. AMEN.

Songs

OLD MACDONALD—BUG STYLE

Sing “Old MacDonald Had a Farm” (*Cub Scout Songbook*, page 11), substituting bug and insect names and sounds (e.g. bees—buzz, flies—zzzz; ladybugs—flutter, flutter).

Invite Cub Scouts to think of their own examples. Each den may contribute its own verse, and then the pack sings the song as a whole as each den stands and contributes its animal sound.

ON THE FARM

Tune: “Jingle Bells”

On the farm, on the farm,
Cub Scouts everywhere!
Families join in the fun,
Pack meetings can't compare.

BE KIND TO YOUR WEB-FOOTED FRIENDS

Tune: "The Stars and Stripes Forever"

Be kind to your web-footed friends,
For a duck may be somebody's mother.
Be kind to your friends in the swamp,
Where the weather is always damp.
You may think that this is the end.
Well—it is!

WHERE HAS MY LITTLE DOG GONE?

Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

LITTLE PETER RABBIT

Tune: "John Brown's Body"

Little Peter Rabbit had a flea upon his ear,
Little Peter Rabbit had a flea upon his ear,
Little Peter Rabbit had a flea upon his ear,
And he flipped the little flea away.

Actions:

- First time—Sing straight through.
- Second time—Omit singing "Peter Rabbit" and substitute making ears using forefingers of hands against forehead.
- Third time—Same as second, plus omit singing "flea" and substitute scratching your ear.
- Fourth time—Same as third, plus omit singing "ear" and point forefinger at ear.
- Fifth time—Same as fourth, plus omit singing "flipped" and substitute flipping of earlobe with fingers.
- Sixth time—Same as fifth, plus omit singing "away" and substitute flapping motions of both arms as if you're flying.

Cheer or Applause

Bear Applause: Growl like a bear and turn one half turn. Repeat the growl, turning one half turn each time until you come full circle.

Bobcat Applause: Stand and give a loud roar three times.

Elephant Applause: Use your arm as a trunk. Wave it in front of your face and say, "Peanuts, peanuts!"

Moose Cheer: Put your thumbs in your ears and wiggle your fingers.

Seal of Approval: Put your arms out in front of you, keeping them straight. Clap your hands together like a seal moving his flippers and say, "Arf! Arf! Arf!"

Bee Applause: Put arms out to sides pretending to fly, while saying, "Buzz, buzz, buzz."

Gopher: Hold head up straight, looking ahead, and hold two fingers in front of your mouth as if they were incisors.

Monkey: Scratch your sides while "ooing" like a monkey.

Beaver: "Cut a tree" by tapping your front teeth together, and "slap your tail" by slapping a palm against your thigh. Then yell, "Timber!"

Advancement Ceremonies

ANIMAL FRIENDS ADVANCEMENT

Materials: stuffed animals or other objects that reflect each rank, placed around the room with attached lists of Cub Scouts receiving awards

The Cubmaster comes out, blows his whistle, and announces that it is now time to "board the tour bus to the zoo." He walks around, talking to the audience as if giving a tour, and then comes upon one of the animal objects. The Cubmaster describes the animal and its habitat, quietly sneaks up and retrieves the attached list, and calls the boys and their parents forward to receive the awards.

Words to highlight for each animal:

- Bobcat—fierce
- Tiger—majestic
- Wolf—daring
- Bear—giant
- Webeles—intelligent
- Arrow of Light—stately

Games and Crafts

ALL BIRDS FLY

One Cub Scout is chosen to be "It." He stands in front of the group and says, "All birds fly." Then he names 10 things—types of birds, animals, or various objects—and says that each one flies. For example: "Eagles fly, buses fly, bananas fly, robins fly, carrots fly, rabbits fly, planes fly, horses fly." He flaps his arms while reciting the list. Each time an actual flying creature or object is mentioned, all players flap their arms. The object of the game is to catch people flapping their arms when "It" names something that does not fly.

To increase the challenge, have "It" start naming the objects rapidly or mixing them up to catch the group off guard. If players flap when a non-flying object is named, they are out of the game. After "It" finishes listing 10 things, another player takes his place and everyone re-enters the game.

INSECT CHARADES

Each boy takes a turn acting out his favorite insect or bug while the others try to guess what insect he is. Remind boys to use the information they learned this month in the game. Possibilities include:

Sow bug—curls up when touched

Bee—flits from flower to flower

Fly—buzzes around and lands on things

Earwig—scurries under items

CENTIPEDES

Mark start and finish lines. Play this game in teams. All boys get down on their hands and knees. The second in line grasps the first by the ankles; the third grabs the second, and so on. At a signal, the “centipedes” try to move across the playing area as quickly as they can without breaking hand-to-ankle hold.

CRITTER TOSS GAME

Toss a ball from player to player. Each boy who catches the ball must name an animal found in North America. If he cannot do so, he is out of the game. The last player left wins.

PAPER BAG ANIMAL

Materials: lunch bags, construction paper, scissors, and glue sticks

Make plain paper bags into numerous animals by cutting ears, eyes, noses, mouths, legs, and tails from construction paper. Hand out the materials, and have each Cub Scout create his favorite animal friend. Provide several animal pictures to spark the boys’ imaginations.

BUTTERFLY MAGNET

Materials: round coffee filters, watercolor paints or markers, black chenille stems, spray water bottle, magnetic strip (optional)

Cover the workspace with newspaper or an old plastic tablecloth. Open the coffee filter and lay it flat. Use watercolor paints or water-soluble markers to draw designs on it. Spray lightly with water until the filter is slightly damp but not drenched. The colors should bleed some. Let dry for a few minutes.

In the interim, fold the chenille stem in half. Gather the coffee filter along the center and place it at the bend in the chenille stem. Twist it shut and then spread out the ends to form antennae. If desired, add a magnetic strip to the back of the chenille stem so that the butterfly can be displayed on a refrigerator.

EARTHWORM SNACK

Materials: gummy worms, one package of chocolate instant pudding, milk, 8-ounce container of frozen whipped topping, chocolate cookies

Prepare pudding according to directions. Fold in thawed whipped topping. Place mixture into a cup for each person. Crush cookies. Cover the pudding mixture with crumbled cookies. Insert gummy worm into pudding.

Audience Participation

REPEAT AFTER ME

The leader says each line and the audience repeats—one line at a time. To establish a cadence, the leader may slap his thighs and then clap his hands.

Chorus:

Goin’ on a bear hunt.

I’m not afraid.

Got a real good friend (*Cub Scouts look at each other.*)

By my side.

Oh, oh,

What do I see?

Oh, look! It’s some tall grass!

Can’t go over it.

Can’t go under it.

Can’t go around it.

Got to go through it. (*Make motions with arms like you are clearing a way through the grass.*)

(*Repeat chorus.*)

Oh look! It’s a tall tree.

Can’t go over it.

Can’t go under it.

Can’t go through it.

Got to climb up it. (*Pretend to climb up the tree.*)

(*Repeat chorus.*)

Oh, look! It’s a wide river.

Can’t go over it.

Can’t go under it.

Can’t go through it.

Got to swim across it. (*Pretend to swim.*)

Oh look! A deep, dark cave.

Can’t go over it.

Can’t go under it.

Can’t go through it.

Not going’ in it! (*Repeat louder.*)

We’re goin’ home. (*At this point, the speed of the thigh slapping and clapping increases as boys go through the motions of swimming back through the river, climbing down the tree, and walking back through the tall grass until they return to the start.*)

Glad I got a real good friend! (*Clap hands repeatedly.*)

RELUCTANT RABBIT

Divide the audience into four groups. Assign each group a part to perform when their designated word is read in the story:

- **Sean:** Shout “Abracadabra!”
- **Rabbit:** Flop hands like ears.
- **Hat:** Tip imaginary hat.
- **Dog:** Shout “Woof, woof!”

SEAN was very busy. It was only a few days until he had to perform a magic act. But he was having trouble with his disappearing RABBIT trick. He had his black top HAT and a very nice little RABBIT. SEAN knew exactly how to do the RABBIT in the HAT trick, but the RABBIT would not cooperate.

Just then, SEAN’s big DOG came bounding into the room. He was a very large DOG, and the minute the RABBIT saw him, he bolted under the bed, toppling the HAT and nearly knocking SEAN over. “DOG,” shouted SEAN, “you are scaring my RABBIT.” SEAN reached under the bed and pulled out the RABBIT. SEAN petted the RABBIT. He took out the HAT and put the RABBIT inside once again. The big DOG stood by and watched. Before SEAN could wave the magic wand, the RABBIT jumped out. The DOG wagged his tail and looked up at SEAN.

SEAN was frustrated. Then he picked up the HAT and looked inside. It was dark inside the HAT. SEAN patted the DOG’s head and said, “I have an idea.” SEAN quickly ran to his room and got a small flashlight. His DOG came with him to help. SEAN put the flashlight in the HAT and turned on the light. Then he took the RABBIT, waved the magic wand, and stuffed the RABBIT inside the HAT. This time the RABBIT stayed inside the HAT.

“Hooray!” shouted SEAN. “Now I can do my trick!”

Cubmaster’s Minute

KIND

Cub Scouts and families, our theme this month has been Animal Friends, and we have talked a lot about the need to be kind to animals. That is a given. But there is also a great need to always be kind to other people, as stated in the Scout Law. I noticed many kindnesses displayed by our Cub Scouts and families tonight. Thank you. That makes our world a much better place.

TIGERS OR EAGLES

Just as our “zookeepers” have taken care of our Bobcats, Tigers, Wolves and Bears; the older boys in our pack teach and watch over the younger boys. We as adults and as parents need to watch over and guide all of our boys. The boys will always need our love and guidance whether they’re Tigers or Eagles, or in between.

Closing Ceremony

ANIMAL PARADE

Close out the pack meeting this month with an animal friends “conga line.”

The Cubmaster has the pack line up single file, and they roam around the meeting place. The Cubmaster uses a megaphone or loud voice to tell everyone how to walk at any given time:

- Walk like an elephant.
- Roll like a polar bear.
- Scratch like a monkey.
- Growl like a bear.
- Stretch like a giraffe.
- Hop like a kangaroo.
- Snap like an alligator.
- Roar like a lion.
- Clap like a seal.
- Slither like a snake.
- Hop like a rabbit.
- Crawl like a turtle.
- Swim like a shark.
- Howl like a wolf.

Conclude with the Cubmaster saying, “Good night, Animal Friends of pack (number)!”

May Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR JUNE 2016

Point of Scout Law: Obedient Theme: It's a Hit

CUB SCOUT INTEREST TOPIC

Summer Safety

Summer is a time for day camp, picnics, hiking, swimming, and playing games outside. It is also a time for bumps, bruises, scrapes, sunburn, and bug bites. With a little preparation, you can be prepared for anything summer has in store.

When headed out for a day of summer adventure, always remember to bring along your Cub Scout Six Essentials:

- **Filled water bottle**—to prevent dehydration, heat exhaustion, and heatstroke
- **First-aid kit**—a lifesaver, literally
- **Flashlight**—for finding your way in the dark
- **Sun protection**—includes sunblock, sunglasses, lip balm, a wide-brimmed hat, and sun-protective clothing
- **Trail food**—good for maintaining your energy
- **Whistle**—to signal for help, if needed

While some of these seem a bit “over the top” for a trip to the local pool, you might be surprised by what comes in handy.

Sun protection cannot be stressed enough. Wear a hat and plenty of sunscreen. Most of us do not wear enough sunscreen or reapply it as often as we should, especially

after our skin is exposed to water or sweat. Directions on most sunscreen bottles recommend that you reapply every two hours and after swimming—so be sure to bring along a big bottle.

In some parts of the country, insect repellent is a must. Nothing can ruin a day outside faster than being “eaten alive” by mosquitoes and other pests.

Speaking of eating, don't forget to pack your lunch in a safe manner. An ice chest or ice packs in your bag are two of the best ways to prevent spoilage and food poisoning. It is also a good idea to have a separate ice chest for drinks, so you don't open the one with the food in it as often. Remember that food that has been out for two hours is not safe to eat, and if it's over 90 degrees, food that has been out for one hour needs to be thrown away.

Monthly Pack Activity

PACK PICNIC

With the school year ending and the weather warming up, now is a good time to hold your pack meeting outside. A dessert potluck picnic or just popsicles make for a great end to the school year.

PACK SPORTS NIGHT

Get everyone involved, and choose up sides for your favorite sport.

JUNE 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: OBEDIENT

THEME: IT'S A HIT

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Leading Games

Resource: *Cub Scout Leader How-To Book*, No. 33832

WHY WE USE GAMES

Games are part of the fun of Cub Scouting. Skills and interests that boys develop now can teach self-confidence, independence, and the ability to get along with others. Children learn through play.

For these reasons, games are an important part of Cub Scouting. Games not only help to accomplish Cub Scouting's overall objectives of citizenship training, physical fitness, and character development, but they also have educational benefits. Games teach a boy to follow rules, to take turns, to respect the rights of others, to give and take, and to play fair. Some games help boys to develop skills, body control, and coordination. Some teach self-confidence and

consideration for others. Games stimulate both mental and physical growth, as well as providing an outlet for excess “boy energy.”

SUGGESTIONS FOR LEADING GAMES

Boys will like most games if leaders have fun leading them. Anyone can be a successful game leader by following these simple suggestions:

- Know the rules of the game and have the necessary equipment on hand. Plan not only what you are going to do, but how you are going to do it.
- Start with your best game—one that is easy to explain and enjoyable to play. In addition to bolstering your own confidence, a successful game can enhance the morale of the players.
- Make sure the space available is large enough so everyone can play. Mark off boundaries for active outdoor games with brightly colored cones.
- Remove potential hazards from the play area. Follow health and safety rules.
- Get the full attention of the group, and then explain the rules of the game simply, briefly, and in proper order. Be enthusiastic.
- For team games and relay races, you must have equal numbers of players on each team. If the teams are unequal, one or more boys on the smaller team must compete or race twice.
- As a rule, Webelos Scouts are larger and stronger than Tigers (first-graders), Wolves (second-graders), and Bears (third-graders). For some pack competitions, have boys in the same grade compete against each other but not against older or younger boys. With this method, several winners can be recognized. An alternative is to mix the groups so that each team has boys from each grade. If you have a boy with special needs, look for additional ideas in chapter 7 of the *Cub Scout Leader How-To Book*.
- Teach the game by steps or through demonstration.
- Ask for questions after explaining and demonstrating the game.
- Be sure boys follow the rules. Insist on good sportsmanship and fair play.
- If the game is not going right, stop it and explain the rules again.
- Don't wear a game out. Quit while the boys are still having fun.
- Have enough leaders to handle the group.
- Keep It Simple; Make It Fun (KISMIF). Teach games to boys with the hope that they will be able to play

and lead these same games independently in other settings, such as at school or in the neighborhood. Coach your den chief in leading games. This will enhance his leadership role. Find creative ways to develop leadership skills among the boys so that they may soon be able to play on their own without the assistance of a den leader or den chief.

Tiger Den Leaders

Look at the requirements for the Tigers in the Wild required adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Call of the Wild required adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Salmon Run elective adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the Aquanaut elective adventure and choose one to demonstrate.

Arrow of Light Den Leaders

Look at the requirements for the Scouting Adventure required adventure and choose one to demonstrate.

Cubmasters

YOUTH LEADERSHIP

Leadership opportunities for boys in Cub Scouting are many. A Cub Scout may serve as a denner—a temporary youth leader in his den. As recognition of this, a denner wears the gold double-strand shoulder cord over his left shoulder. Additional den leadership happens when boys help with den activities, cleanup, and presentations. They also perform leadership when they share at reflection time.

Leadership is also by example. The den chief program allows local Boy Scout troops to supply and train a Boy Scout to come into the den or pack setting and assist the den leader. Den chiefs also take a responsible lead in providing leadership for games and activities, and they may be relied upon to provide instruction for some of the skills they have learned as Boy Scouts.

The den chief's responsibilities are to:

- Know the purposes of Cub Scouting.
- Help Cub Scouts achieve those purposes.
- Serve as the activities assistant at den meetings.
- Set a good example through attitude and uniforming.
- Be a friend to the boys in the den.
- Help lead weekly den meetings.
- Help the den in its part of the monthly pack meeting.

- Know the importance of the monthly theme and pack meeting plans.
- Meet regularly with the den leader to review den and pack meeting plans.
- Meet as needed with adult members of the den, pack, and troop.
- Receive training from the den leader and the Cubmaster or assistant Cubmaster, and attend Den Chief Training.
- Encourage boys to become Webelos Scouts when they are eligible.
- Help the denner and assistant denner to be leaders.

Describe the training opportunities for den chiefs in your district and council. Check to see if there are current den chiefs who would be willing and available to come and speak with the roundtable and share their experience.

Pack Leaders

UNIT COMMISSIONER

Explain the purpose of a unit commissioner as a friend to the unit. The unit commissioner is there to commend all pack leaders for their successes and assist with tasks. He or she is an important source of information at charter renewal time, can connect units to resources in the district and council, and can answer many questions that arise throughout the year.

Invite the district commissioner to attend this breakout session of the roundtable to bring his experience and knowledge of the function and value of the unit commissioner.

If the leaders in the group do not know their unit commissioner, have the listing available from your district commissioner.

JUNE 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: OBEDIENT

THEME: IT'S A HIT

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS OBEDIENT

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

HOW DOES "IT'S A HIT" RELATE TO THIS POINT OF THE SCOUT LAW?

It is easy to forget the importance of being honest when you are playing a game and you really want to win. However, a Cub Scout always tells the truth and is a person worthy of trust. This month, we will reinforce how important it is to be honest—notably when playing ball with friends.

Preopening Activity

WHICH SPORT AM I?

Materials: Markers, precut circles of appropriate colors (e.g., white, tan, light green) with the name of a sport; scraps of paper and pens or pencils for groups to write down their den yells

As families arrive, give each person one of the precut circles and pin it to his or her back without letting them see the name of the sport. Family members then walk around and show the circle to others, asking questions to help them guess the sport. The questions must be answerable with "yes" or "no." Questions might include

- Is a ball involved in this game?
- Is the ball thrown or kicked?
- Is a net used?
- Is other equipment used?
- Is a bat used?
- Is a racket used?

When players guess their sport correctly, they take their circles off and tape them to an arm. Once most of the players have done this, they go around the room shouting things related to their sport. As an example, for basketball the person would shout out "hoop," "dribble," "free throw," or "three-point shot." They listen for someone else shouting similar words; the goal is to find all the others whose sport is basketball.

Once everyone has formed their groups, each group creates a short den yell. Here is an example for basketball:

Basketball, basketball,

That's our game.

We play it every day

In search of fame.

Opening Ceremonies

OBEDIENT

Cubmaster: As we can see, our meeting place shows that we enjoy and appreciate sports. We all like to play sports and we like to win at sports, but we also learn from our losses. Sometimes the rules that are in place for a sport are hard to follow, but as good Cub Scouts, we know that we are obedient—and that means following all of the rules. There are rules for how many points are earned when a ball crosses a goal line. There are rules for how the game is set up, such as where the out-of-bounds lines are. There are rules for dealing with other players, such as not to push another player once the officials sound the whistle.

As Cub Scouts, we know that these rules are there for a reason. They are in place so that all players can follow them together. Some rules are intended to keep everyone safe while others show us how the game is to be played. It is our obligation and our privilege to follow those rules—that is being obedient. Cub Scouts, join with me now as we show our respect to our country's flag. Join with me as we say the Pledge of Allegiance. *(Say Pledge of Allegiance, or have one den present the colors and lead the ceremony.)*

SPORTS

A Cub Scout “runner” jogs in, carrying the Cub Scout Games “torch,” and hands it to the Cubmaster.

Cubmaster: Before the sports activities get underway, I would like to share with you the “Young Athlete’s Bill of Rights.” This bill of rights was created to ensure that all Cub Scout athletes have a positive experience while learning new skills and doing their best in some of our nation’s favorite sports activities.

The Cubmaster then hands the torch to Cub #1. After each line is spoken, the torch is handed to the next boy. Cub #10 hands it back to the Cubmaster.

Cub #1: I have the right to participate in sports.

Cub #2: I have the right to participate at my own ability.

Cub #3: I have the right to qualified adult leadership.

Cub #4: I have the right to a safe and healthy environment.

Cub #5: I have the right to share in leadership and decision-making.

Cub #6: I have the right to play as a child, not as an adult.

Cub #7: I have the right to proper preparation.

Cub #8: I have the right to equal opportunity to strive for success.

Cub #9: I have the right to be treated with dignity.

Cub #10: I have the right to have fun.

Cubmaster: Let the games begin! (Hands the torch back to the Cub Scout runner).

MY FAVORITE SPORT

The boys are dressed in appropriate sports outfits, holding props or posters that represent each sport with their lines written on the back in large print.

Cub #1: Baseball is the game for me: mitts and gum and batting tees.

Cub #2: Soccer to me is really neat: shin guards, goals, and wearing my cleats.

Cub #3: Swimming is my priority: backstroke, butterfly, and swimming the free.

Cub #4: Football is a game renowned: kickoffs, field goals, and touchdowns.

Cub #5: Now basketball most definitely has it: dribbling, guarding, and sinking that basket.

Cub #6: Volleyball is what I like: serving, rotating, and doing the spike.

Cub #7: Tennis is a game for all: serving, faults, and very close calls.

Cub #8: Golfing on the course is fun, especially a stroke that’s a hole-in-one.

All: These games have two things about which we can brag: good sportsmanship and our pledge to the flag.

Cub #1: Please stand for the Pledge of Allegiance.

Prayer

Thank you, God, for our health and our families. Thank you for our health so we can participate in activities. Thank you for our families who support us every day. We give our thanks to you for all these things. AMEN.

Song

I LIKE SPORTS

Tune: “Alouette”

Base-a ball-a, I like base-a ball-a.
Base-a ball-a, it’s so much fun to play.
First you hit the ball so hard,
Then you run around the yard.
Ball so hard, round the yard,
O-o-o-o-h-h-h!
Base-a ball-a, I like base-a ball-a.
Base-a ball-a, it’s so much fun to play.
Volley ball-a, I like volley ball-a.
Volley ball-a, it’s so much fun to play.
Hit the ball across the net,
If you served, a point you get.
Cross the net, point you get,
Ball so hard, round the yard,
O-o-o-o-h-h-h!
Volley ball-a, I like volley ball-a.
Volley ball-a, it’s so much fun to play.

After singing these two verses, challenge the dens to create verses for additional sports. Perhaps they could include some of the rules for each sport.

Cheer or Applause

THE BALL

Hold any kind of ball in your hands. When you are holding the ball, everyone is quiet. When the ball leaves your hands, everyone goes wild and cheers. Try bouncing the ball, faking a throw, or tossing it to another person.

BASEBALL

Pretend to throw a ball up and pretend to hit it with the bat. After you hit the ball, shout, "Home run!"

BASEBALL CHEER

"Hey, batter-batter-batter! Hey, batter-batter-batter! Swwwwiiiiinggg, batter!"

BOWLING

Pretend to hold a ball, start swing while taking three steps, roll ball down the lane, and wait for a count of five. Jump and cheer for a strike. Yell, "Strike!"

GOLF

Yell, "Fore!" and pretend to swing a golf club. Place hand above eyes to follow where the ball went.

POLE VAULT

Stand two fingers of one hand on your arm like legs. Have them run down the arm to the wrist and then leap into the air. As you bring your hand down, clap loudly.

RELAY APPLAUSE

Start at one end of each row or section. The leader claps the hand of the person next to him and so on.

Advancement Ceremonies

PLAY BALL

Materials: Prepare the awards by purchasing balls from a dollar store and securing the rank badges to the balls.

The Cubmaster stands at a "pitcher's mound" drawn on the floor or ground and says, "Cub Scouts, many of you have worked hard this month to earn your first Cub Scout rank, the Bobcat badge."

When all Bobcat badges are presented, follow with additional rank advancement. A committee member dressed in black and white gear to look like an umpire calls up the first boy, places him at "home plate" and steps back. The committee member shouts out, "Play ball!" The Cubmaster then tosses the ball to the Cub Scout and runs forward to congratulate him with the Cub Scout handshake.

After all awards have been presented in each rank, the Cubmaster should pause so that families who want to take

pictures of their son being congratulated can easily do so. Cubmaster will then return to pitcher's mound and continue through the ranks.

PAPER CERTIFICATE

An "It's a Hit" certificate can be printed on sports-themed designer paper. Paper like this is available at office stores and print shops, or you can design your own using computer clip art.

Games

LINE 'EM UP

Materials: Ball to toss or, if outside, water balloons.

Divide the group into two teams of equal ability. Line up each team parallel to the other, with each player standing 2 feet from the player beside him. A player on one side tosses a ball to the matching player on the other side, who then tosses it to the next player in line on the first side. Continue until a player misses. That player retires from the game, and the game continues.

For an added challenge, when one round is complete, both teams move back one step and start the game again.

FROZEN T-SHIRT RACE

Materials: Fold or roll up several large T-shirts and place each one inside a 1-gallon zipper bag. Pour enough water into each bag to cover the shirt, and put all the bags in a freezer for two days. Prepare one frozen shirt for every three or four boys.

This is a great activity for a hot summer day. The goal is for each team of Cub Scouts to thaw out their T-shirt enough that one person can put it on. The first team to get the shirt on wins. It's fun to watch the boys plot ways to get their T-shirt thawed; they can be very creative!

Note: Do not put too much water in the bags because it will take longer to thaw, and boys of Cub Scout age could become frustrated.

Audience Participation

DAY AT THE BALLPARK

Divide the audience into four groups. Assign each group a part to perform when their designated word is read in the story:

- **Johnny:** "Cheer, cheer!"
- **Umpire:** "What an eye!"
- **Den leader:** "Happy, happy!"
- **Barney (McGoogle):** "Our hero!"

One fine day, JOHNNY's DEN LEADER decided to take the den to a ball game. JOHNNY was excited because his idol, BARNEY McGOOGLE, was playing that day. The DEN LEADER and some of the parents loaded all the boys into their cars and headed for the ballpark.

On the way to the game, the DEN LEADER pointed to a man in another car and asked, "Why would a person put on such a dark suit on such a warm day?" JOHNNY looked at the man and exclaimed, "He's an UMPIRE! I wonder if he's going to the game, too." Sure enough, when BARNEY McGOOGLE and the other players ran onto the field, out strolled the same UMPIRE that JOHNNY and his DEN LEADER had seen on the way to the game.

When BARNEY ran out to his position, JOHNNY and all the other people cheered, for they knew BARNEY was a great player. The UMPIRE called, "Play ball!" Everyone was on the edge of their seats as the pitcher took his sign, wound up, and delivered his first pitch. "Cr-rack" went the bat, and a towering fly ball headed toward BARNEY. Back BARNEY McGOOGLE ran, nearer and nearer to the fence, until he was right up against it. At the last second, he made a great leap into the air and the ball thudded into BARNEY's glove. JOHNNY, his DEN LEADER, and all the fans cheered as the UMPIRE signaled, "He's out!"

The pitcher then struck out the next two batters, with the UMPIRE calling the strikes very loudly. Now it was BARNEY's team's turn at bat. JOHNNY was hoping BARNEY would hit a home run. The first man up cracked a single. The next man also singled, and now, BARNEY McGOOGLE stepped up to the plate. JOHNNY, his DEN LEADER, and all the other fans were cheering for BARNEY to hit a good one. "Strike one," called the UMPIRE, and JOHNNY's heart sank. The pitcher took his sign, checked the runners, wound up, and delivered. "Crack!" went the bat and JOHNNY knew BARNEY had hit a long one.

Back, back, back went the fielder, clear to the wall. He leaped, but the ball hit the wall above him. BARNEY churned around first base, then around second, and headed for third. In came the ball, and BARNEY hit the dirt. "Safe!" yelled the UMPIRE. JOHNNY, his DEN LEADER, and all the fans in the stadium cheered. JOHNNY was happy because, although his idol had not hit a home run, he had hit a triple—the next best thing. JOHNNY, his DEN LEADER, and all the rest of the den and parents went home smiling.

Skit

PHYSICAL FITNESS

Materials: Barbell prop made from a dowel rod and Styrofoam balls or boxes; jump rope; hand weights; bowl and spoon

Each Cub Scout comes on stage and uses the equipment indicated while speaking his line.

Cub #1: (*enters with barbells and starts to lift weight*): To keep your body strong and healthy is more valuable than being wealthy.

Cub #2: (*enters and starts jumping rope*): When you are fit, you feel so good. You try to do the things you should.

Cub #3: (*enters doing curls with hand weights*): It helps when you lend a helping hand to needy folks across our land.

Cub #4: (*enters eating from a bowl with a spoon*): Eating the right food is always wise, and everyone needs some exercise.

Cub #5: (*enters and starts "touching toes" exercise*): Stand on your tip toes, one-two-three. Touch your toes, don't bend a knee.

Cub #6: (*enters and starts running in place*): Run a while, then slow your pace. Practice will help you win the race.

Cub #7: (*enters, stands at attention, and gives the Cub Scout salute*): Cub Scouting builds young boys into men. This is where it all begins.

Cubmaster's Minute

Cub Scouts, we have all watched you at the pack meeting. You have shown sportsmanship, you have shown friendship to your fellow Scouts, you have demonstrated obedience to the rules and requests provided by your leaders. You are truly living the Scout Law. Please join with me and repeat the Scout Law as we say good night.

Closing Ceremony

OLYMPIC ATHLETE

Just as all sports played in the great outdoors are a challenge to each individual competitor, so also the Cub Scout trail is a challenge to each individual Scout. Professional athletes and Olympic competitors don't just become great overnight. It takes years of practice and dedication to achieve success. This is also true in Cub Scouting.

A boy who joins the pack does not immediately earn the Tiger, Wolf, Bear, or Webelos badge. He joins the pack to grow and be challenged. He must earn the ranks as he grows. The challenges become more difficult as each boy grows older; but through dedication and hard work he will reach the top, just like Olympic champions. Let us vow tonight, as we leave this place, to always do our best—in sports, in work, in school, in life! Good night!

June Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR JULY 2016

Point of Scout Law: Loyal

Theme: Scout Salute

CUB SCOUT INTEREST TOPIC

Your Flag

A good place to start is with the BSA publication, *Your Flag*, No. 33188, available at Scoutstuff.org or your local Scout shop. Learn the proud history and etiquette of the American flag. The book includes information on proper display of the flag, flag ceremonies, and situations to avoid.

THE FLAG OF THE UNITED STATES OF AMERICA

After the signing of the Declaration of Independence on July 4, 1776, Americans realized they needed a national flag to take the place of all the individual banners carried by the various regiments—a flag that would symbolize the newly created union of states. Finally, on June 14, 1777, the Continental Congress adopted the following brief resolution: “RESOLVED, that the flag of the thirteen United States be thirteen stripes, alternate red and white: That the union be thirteen stars, white in a blue field, representing a new constellation.”

Captain Samuel C. Reid, U.S. Navy, who commanded the General Armstrong during the War of 1812, suggested to Congress that the stripes be fixed at 13 to represent the original colonies and that a star be added to the blue field for every state coming into the union. Congress passed this into law on July 4, 1818; one star for each new state would be added to the flag on the next Fourth of July following the state’s admission.

DISPLAYING THE FLAG

When the national flag is displayed flat, either horizontally or vertically, on a wall or in a window, the union (blue field) should be at the top and to the observer’s left when facing the flag. When displayed from a staff projecting from a windowsill, balcony, or the front of a building, the union (blue field) should be at the staff’s peak (unless the flag is at half-staff). When displayed on a stage or platform, the national flag should be to the speaker’s right. Any other flag is on the speaker’s left. When suspended, the flag should be vertical with the union to the north over an east–west street, and to the east over a north–south street. The flag should be hoisted out union (blue field) first. Flag decals and stickers may be correctly displayed on the inside of motor vehicle side windows.

FLAG CARE

Be sure flags are dry before storing them. Colors affixed to staffs should be carefully furled, placed in a flag case or boot, or wrapped in plastic—and then stored upright, preferably in a cool, dry, dark place. Iron-on patches make rips and holes easy to repair. They can be bought in fabric departments in colors and various materials to match the flag. Follow the directions on the fabric package. Outdoor flags should be correctly folded and sealed in plastic bags that are moisture- and bug-proof. Store in a safe, cool, and dry place.

WEARING THE FLAG

- A flag patch may be attached to such uniforms as those of athletes, firefighters, police officers, and members of patriotic organizations. The national flag should not be used as a costume or athletic uniform.
- Flag lapel pins should be worn on the left lapel near the heart.
- Reproductions of the national flag in any medium such as jewelry, pins, buttons, or printed materials must show the union (blue field) on the top and to the observer’s left when facing the flag.

FLYING THE FLAG AT HALF-STAFF

When flown at half-staff, the flag is hoisted to the peak for an instant, then lowered to the half-staff position (half the distance from the top to the bottom of the staff). Before the flag is lowered for the day, it is raised again to the top, then lowered.

If your flag is on an outrigger flagpole or mounted on a wall and cannot be flown at half-staff, it is appropriate to drape a purple and black mourning ribbon across the flag.

The flag is flown at half-staff all day on the following days:

- December 7—Pearl Harbor Day
- May 15—Peace Officers Memorial Day
- July 27—Korean War Veterans Armistice Day

On Memorial Day, the flag is flown at half-staff only until noon. Then it is raised to the top to be flown until sunset.

The U.S. president may also order that the flag be flown at half-staff following the death of someone important to the government, or a state governor. State governors can declare that the flag be flown at half-staff in their state when a former governor of that state dies.

FLAG HOLIDAYS

You are encouraged to fly the flag on the following holidays:

New Year's Day	Flag Day
Inauguration Day	Father's Day
Martin Luther King Jr. Day	Independence Day
Presidents Day	Labor Day
Easter Sunday	Constitution Day
Patriots Day	Columbus Day
National Day of Prayer	Navy Day
Mother's Day	Veterans Day
Armed Forces Day	Thanksgiving Day
Memorial Day (half-staff until noon)	Christmas Day
	Election days

DESTROYING WORNOUT FLAGS

When the national flag is worn beyond repair, burn it thoroughly and completely on a modest but blazing fire. This should be done in a simple manner with dignity and respect. Be sure the flag is reduced to ashes unrecognizable as a former flag.

CUB SCOUT FLAG CEREMONY PROTOCOL

Flag bearer(s): Cub Scouts who carry the flag(s)—one flag per boy. Hold the staff at a slight angle in front of the body. The bearer of the United States flag marches at the front right of the column (*front only if marching in single file*). A flag bearer stands silent and at attention throughout the ceremony and does not say the Pledge of Allegiance nor sing the national anthem.

Color guard: These Cub Scouts guard the honor of the flag and watch to see that the flag does not touch the ground. They stand behind the flag bearer, or to each side if in a line of more than one flag. Two per flag is traditional, but any number may be used. They stand silent and at attention throughout the ceremony and do not say the Pledge of Allegiance nor sing the national anthem.

Color guard commander: This designated Cub Scout “calls out” the parts of the ceremony. He stands in front and to one side of audience.

Flag placement: The United States flag is placed to the speaker's right when on the stage (or to the audience's left). The second flag (if used) is placed on the opposite side.

SUGGESTED COLOR GUARD COMMANDER SCRIPT—OPENING CEREMONY

- Color guard, attention! Will the audience please rise?
- Hand salute! (*Cub Scout salute if in uniform, hand on heart if not in uniform.*)

- Color guard, advance! (*Wait for color guard to reach the front and face the audience.*)
- Everyone, please join me in reciting the Pledge of Allegiance. (*Recite the pledge together.*)
- Two! (*This is the signal that everyone may put their hands down.*)
- Cub Scout sign! (All raise their right hands, making the Cub Scout sign.)
- Cub Scouts, please join me in saying the Scout Oath: “On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.”
- Two!
- Color guard, post the colors! Color guard, dismissed. The audience may be seated.

COLOR GUARD COMMANDER SCRIPT—CLOSING CEREMONY

- Will the audience please rise?
- Color guard, advance.
- Color guard, retrieve the colors.*
- Audience, salute. (*Wait until flags leave the arena.*)
- Dismissed.

* Note that the word is “retrieve,” not “retire.”

HOW TO FOLD A FLAG

- Fold the flag in half lengthwise.
- Fold in half lengthwise again, being careful that the blue field is on the outside.
- As one person holds the flag by the blue field, another makes a triangular fold in the opposite end and continues to make triangular folds until the entire flag is in a triangle.
- Tuck the loose edge of the flag into the pocket formed by the folds so that only the blue field and white stars are visible.

Monthly Pack Activity

FLAG RETIREMENT

Either perform your own flag retirement ceremony or ask your local council if there is a Boy Scout troop that regularly performs the ceremony.

VOLUNTEER TO PLACE FLAGS

Check with your local veterans cemetery to see if they would like assistance placing flags for Independence Day.

ACTIVITIES TO CONSIDER

- Invite your local fire department to a pack meeting. Fire Prevention Month in October would be an opportune time for this. Most fire departments have short presentations developed and could share one with the pack. Be sure to salute the guests while they are there.
- Invite your local police department to a pack or den meeting. The police have many different programs, such as a canine dog demonstration, the rescue helicopter, fingerprinting demonstration, and the “Stay Safe” (self-defense) program. Be sure to salute the guests while they are there.
- Invite local paramedics or a flight nurse crew to a pack meeting. This could help Cub Scouts to complete the first-aid requirements for an adventure. Be sure to salute the guests while they are there.
- Plan a den outing to your local fire or police department. Bring a card or something the Cub Scouts have made as a “thank you,” and salute your hosts when the visit is over.
- Plan a den outing to an animal rescue center or Humane Society office. Bring a card or something the Cub Scouts have made as a “thank you,” and salute your hosts when the visit is over. (Remember, the people we salute need not be wearing uniforms.)

JULY 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: LOYAL

THEME: SCOUT SALUTE

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Den Ceremonies

Use *Cub Scout Ceremonies for Dens and Packs*, No. 33212, to lead a discussion on the importance of den ceremonies. Do you remember the best ceremony you ever saw? The worst? What was the difference between the two experiences? When you can answer these questions, you will be ready to put what you know into practice and make a difference in the experiences of Cub Scouts as they receive their badges or cross over into Boy Scouting. The boys will remember their awards and how they were recognized for earning them, and families will value these occasions as memorable highlights on the Scouting trail.

What kinds of ceremonies are used at den meetings?

- An opening ceremony signals the beginning of the den meeting.
- The presentation of immediate recognition in fun and easy ceremonies acknowledges the progression toward rank advancement.
- Denner installation recognizes boy leaders and the importance of this position in the Cub Scout and Webelos den.
- Special recognition ceremonies mark special achievements reached both in and out of Scouting.

- A closing ceremony brings a quiet, inspirational end to the den meeting.

Tiger Den Leaders

Look at the requirements for the Earning Your Stripes elective adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Spirit of the Water elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Forensics elective adventure and choose one to demonstrate.

Webelos and Arrow of Light Den Leaders

Look at the requirements for the Project Family elective adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Building Pack Spirit

Resources: *Cub Scout Leader How-To Book*, No. 33832 (review the chapters on special awards, outdoor activities, and special pack activities, and sections on games, puzzles, songs, skits, stories, and tricks and magic); *Cub Scout Songbook*, No. 33222; *Group Meeting Sparklers*, No. 33122; *Cub Scout Magic*, No. 33210; and *Cub Scout Ceremonies for Dens and Packs*, No. 33212.

Anyone can hold a pack meeting, give out the awards and advancement, and send the Cub Scouts home. Boring! It's the pizzazz that keeps them coming back. The songs, skits, stories, run-ons, and cheers bring on the laughter, the sparkle in the eyes, and the excitement. Boys who are recognized for achievement in special ceremonies will remember it for years to come.

Lead a discussion on what “pack spirit” is and the importance of building it within a unit. Bring the above resources to the meeting with special emphasis on the *Cub Scout Leader How-to Book*. Share with the Cubmasters the many ideas that are found in this valuable resource. Discuss ways to add sparkle and pizzazz to a pack meeting that will excite the boys and adults. Ask Cubmasters for ideas of how they can incorporate some of the ideas discussed into pack meetings.

Include some of these topics:

- Audience participation skits
- Costumes for skits and ceremonies
- Cub Scout den flags
- Den doodles displayed at pack meetings
- Field trips
- Good communication with families
- Meaningful ceremonies
- Overnight experiences (resident and day camp)
- Pack scrapbook
- Parties—skating, sledding, hikes
- Run-ons, cheers, applause
- Service projects for dens and packs
- Songs, skits, games
- Storytelling
- Uniform inspection

Using the *Cub Scout Songbook*, review different types of songs and how to integrate them into a pack meeting. Mention that songs often help to lift spirits and start the fun or keep it going. Suggest that printed song sheets are helpful so everyone can follow along and join in. Likewise, with the *Group Meeting Sparklers*, refer to various ideas for skits and run-ons, etc., that can be easily used when planning for pack meetings. Discuss the merits of attending summer camp and district day camps for outdoor fun and adventure. Have contact information and registration deadline materials available.

Run-ons are a terrific way to add some pizzazz to a pack meeting. For best results, arrange them ahead of time, possibly at the pack committee planning meeting without the Cubmaster—or whoever is running the pack meeting—knowing about it. That way the run-on will look more spontaneous, and the Cubmaster will enjoy being part of an agreeable joke.

Other practical suggestions: Gather up all the cheers and applause you can find, print them on card stock, cut each one out of the card stock page, and drop the whole bunch into an empty Cheer detergent box. This becomes your “Cheer Box” for pack meetings. After skits or songs at each

pack meeting, have a Cub Scout come to the front, take a cheer out of the Cheer Box, and lead it. Encourage the den leaders to practice and bring their Cub Scouts’ den yells to pack meetings. These ideas build den spirit and morale, and they give all the boys a chance to participate at pack meetings and to let off steam in an organized fashion.

ACTIVITY

Challenge the Cubmasters to incorporate two new ideas into their next pack meetings that will increase the pack spirit within their units. Discuss those ideas and show copies of resources available for help. Encourage the leaders to continue adding pizzazz to their meetings and then observe the increased pack spirit during the next few months.

Pack Leaders

DISCUSSION TOPIC: Pack Leadership Team

The adult leadership will influence the life of every boy and family in your pack. Since the leaders play a vital role in the success of the pack, the chartered organization, working through the pack committee, has a prominent role in their selection.

The pack leadership team includes the Cubmaster and assistant Cubmaster; pack committee chair and members of the committee; chartered organization representative; den leaders and assistant den leaders; and den chiefs. The importance of the team approach to leadership in the den and pack is vital. No one person can do the job successfully alone.

Recruiting, training, and planning are a combined effort of the leadership team. Communication, training, involvement, and planning are necessary for leaders to work together in the team. At least monthly, the pack leaders need to meet and plan the program.

Sometimes, within the leadership team, problems may occur as members try to communicate and manage the program of the pack. Discuss what can be done to help unify the team if problems do occur. These tips may help:

- Remember that the boys are the most important part of the program.
- Care about the people involved and seek their best interests.
- Identify the problem and make sure you have the facts.
- Face the problem; don’t ignore it in hopes it will go away.
- Recognize the real source of the problem.
- Be willing to listen to all sides and viewpoints.
- Be tolerant and forgiving—seek to strengthen rather than weaken relationships.
- Decide what can be done to solve the problem and act on the decision.

- Learn from the problem and see how that knowledge can help your program.

Cub Scout leaders take a positive stand in support of the boys and their families. They take an active role in helping to strengthen those families by providing a fun-filled, worthwhile program that teaches values. The pack leadership's role in supporting each other and working together is crucial for all members to be successful.

ACTIVITY

Ask the pack leaders to evaluate the leadership team for their packs. Discuss any changes in leadership needing to be made. Are all positions filled for fall? Help them develop a plan to secure their leadership needs using the resources available. Brainstorm ways to have an effective pack committee work on unit events and basic program planning. List practical ways to be a support to the leadership team.

RESOURCES

Selecting Cub Scout Leadership,
www.scouting.org/filestore/pdf/510-500.pdf

So You're a New Cubmaster,
www.scouting.org/filestore/pdf/510-237.pdf

So You're a New Den Leader
www.scouting.org/filestore/pdf/510-239.pdf

So You're a New Tiger Den Leader,
www.scouting.org/filestore/pdf/510-233.pdf

So You're a New Webelos Den Leader,
www.scouting.org/filestore/pdf/510-247.pdf

So You're a New Pack Committee Member,
www.scouting.org/filestore/pdf/510-240.pdf

Scout Leader Uniform Inspection Sheet,
www.scouting.org/filestore/cubscouts/pdf/34048.pdf

Individual rank handbooks and den leader guides

JULY 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: LOYAL / THEME: SCOUT SALUTE

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS LOYAL

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

HOW DOES "SCOUT SALUTE" RELATE TO THIS POINT OF THE SCOUT LAW?

A Scout is true to his family, friends, Scout leaders, school, and nation. Cub Scouts will show their loyalty during this meeting by participating in several activities such as honoring the American flag, creating a pack banner, and hearing about loyalty from a guest speaker or demonstrating loyalty to a team through a pack game.

Preopening Activity

WORD PUZZLE

As families arrive, hand out copies of the puzzle located at the end of the Pack Resource Sheet.

Opening Ceremonies

CUB SCOUT OPENING

Materials: Each letter of C-U-B S-C-O-U-T should be cut out from poster board or printed on large pieces of paper or card stock. Write the lines on the back in large print and line up the Cub Scouts so they can read the lines in order.

Cub #1: C is for Comradeship. We learn to get along.

Cub #2: U is for Unity. Together we are strong.

Cub #3: B is for Boys! Sometimes we're wild, but mostly we're nice.

Cub #4: S is for Spirit! Full of energy and always nice.

Cub #5: C is for Courtesy. This we know.

Cub #6: O is for Outings. We can't wait to go!

Cub #7: U is for Universal. Scouts are known in every land.

Cub #8: T is for Teamwork. We'll lend you a helping hand.

All: We will do our best!

Cubmaster: Will you please rise for the Pledge of Allegiance?

WE SALUTE YOU

Each Cub Scout holds a poster with a picture illustrating the heroism in his script and his lines written on the back in large print.

Cub #1: Some of the heroes we salute are obvious—local heroes like police officers who risk their lives to protect us from violence or the firemen who pull people out of burning buildings.

Cub #2: Others that we salute are the ambulance drivers, paramedics, doctors, and nurses who save lives every day.

Cub #3: Some people around us seem like regular people, but we salute them because they were soldiers in the military and served our country to keep us free.

Cub #4: A hero is someone who does the right thing even when they are afraid of failure. They do it because it should be done. And we salute them.

Cub #5: Some who should be saluted are harder to spot, but they are still there. These include blood donors, teachers who spend their time and energy helping kids, and kids who say “No” to drugs.

Cub #6: Heroes are all around us. Please join in saluting all the heroes of our country by saying with me the Pledge of Allegiance.

Prayer

Great Spirit, we give you thanks for the everyday people who do heroic things, the firefighters who answer the call for help, the police officers who work at keeping our cities safe, the military personnel who keep our country safe, and the Cub Scouts who unselfishly give service to others. May we recognize all these everyday heroes and give them our thanks. AMEN.

Songs

I AM PROUD

Tune: “Yankee Doodle”

I am proud to be a Cub Scout,
Makes me want to sing and shout.
I wear a uniform of blue and gold,
It’s really a sight to behold.
You would like to be a Cub Scout,
I know without a single doubt.
I do my best to do my duty,
Each and every day.
That’s what Cub Scouts are about.

I’VE GOT THAT CUB SCOUT SPIRIT

Tune: “Down In My Heart”

(Point to each body part as you sing.)

I’ve got that Cub Scout spirit up in my head.

Up in my head, up in my head.

I’ve got that Cub Scout spirit up in my head

Up in my head to stay

Then repeat the verse three times, replacing “up in my head” with “deep in my heart,” “down in my feet,” and “all over me.”

AMERICA

My country, ’tis of thee,

Sweet land of liberty,

Of thee I sing;

Land where my fathers died,

Land of the pilgrims’ pride,

From ev’ry mountainside

Let freedom ring!

Our fathers’ God, to thee,

Author of liberty,

To thee we sing.

Long may our land be bright,

With freedom’s holy light,

Protect us by thy might,

Great God our King.

I LOVE THE MOUNTAINS

Cub Scout Songbook, page 63

I love the mountains,

I love the rolling hills,

I love the flowers,

I love the daffodils,

I love the campfire

When all the lights are low

Chorus:

Boom-de-adda, boom-de-adda

Boom-de-adda, boom-da-adda

(Sing as a round.)

Cheer or Applause

Liberty Bell Yell: “Ding, ding, ding, dong! Let freedom ring!”

Fireworks Cheer: Look up, make a whistling noise and say, “Oooh, Ahh, Oooh!”

George Washington Cheer: “That was GREAT! I cannot tell a lie.”

Liberty Bell Cheer: Divide audience into two groups. When you point to each group they say, “BONG” like a bell. Keep going back and forth.

Advancement Ceremonies

BOBCAT BADGE

The Cubmaster, den leaders, all the boys receiving the Bobcat badge, and seven Webelos Scouts should be present for this ceremony. The Cubmaster invites the new Bobcats to stand in front of the group with their parents behind them. Webelos Scouts are standing to the side.

Cubmaster: Den leaders, please step forward. For what purpose do these Scouts stand before us tonight?

Den Leader #1: Akela, these Scouts are ready to receive their Bobcat rank.

Cubmaster: What leads you to believe they are worthy of this honor?

Den Leader #2: They have completed the requirements for the Bobcat rank by learning the Cub Scout sign, the Scout Oath, the salute, the handshake, the Cub Scout motto, and the Scout Law.

Cubmaster: Are they ready to show their brothers, the Webelos Scouts?

Den Leader #2: Yes, they are.

(Den leaders return to previous spot.)

Webelos #1: Show us the Cub Scout sign.

(Hold the sign until the Cubmaster inspects all the candidates and then turns to the audience and says, "Very good!")

Webelos #2: Repeat the Scout Oath with me. Cub Scout sign!

(Raise the sign and say the Scout Oath with the candidates. The Cubmaster then says, "Good job!")

Webelos #3: Show us the Cub Scout salute.

(Hold the salute as the Cubmaster inspects each candidate.)

Cubmaster: Two. Well done!

Webelos #4: Repeat the Scout Law with me. Cub Scout sign!

(Raise the sign and say the Law with the candidates. The Cubmaster then says, "Good job!")

Webelos #5: Show us the Cub Scout handshake.

(Several of the Webelos Scouts perform the handshake with various candidates in the line and return. The Cubmaster then says, "Well done!")

Webelos #6: What is the Cub Scout motto?

(The candidates say the motto.)

Cubmaster: OK, now let's hear it with a little spirit!

(Candidates say the motto again.)

Cubmaster: Great—now louder!

(The Bobcats yell the motto. The Cubmaster then says, "That was great!")

Webelos #7: I have a tricky one! What does Webelos mean? *(The candidates answer. The Cubmaster then says, "Wow, that was great!")*

Cubmaster: Webelos Scouts, haven't they learned a lot?

Webelos #1: Yes, they have, Akela.

Cubmaster: Are these Scouts ready to become Bobcats and to begin work on their next rank?

Webelos #3: They have all learned well and are ready, Akela.

Cubmaster: Thank you, Webelos Scouts. You may be seated. Congratulations, Cub Scouts! You have completed the rank of Bobcat and have demonstrated your ability for all of us. I'm now going to give you your rank award to acknowledge your hard work. Make sure that you thank your parents for helping you on this journey. They will journey with you on your adventure through Cub Scouting!

SALUTE TO OUR HEROES

Materials: "Medals of honor" made from construction paper and attached to loops of crepe streamer to be hung around the Cub Scouts' necks. Label the medals "HERO."

Cubmaster: We salute our heroes. They are people who are not afraid to do what they believe is right. They are people who want to make things better for others. They are usually prepared and trained to do the job. And they will do their best even if they are afraid because it is important to them to do what is right.

The following Scouts are the heroes that we salute today. They have chosen to work hard and prepare themselves in life by learning Cub Scouting ideals. They are learning to be independent and successful, and happen to have a lot of fun along the way.

Please join me in congratulating the heroes who have earned their Bobcat rank. (Call out names of new Bobcats and their parents, present rank awards, and place medals around the boys' necks. Continue in a similar manner for each additional rank.)

Games and Crafts

CUB SCOUT SALUTE RELAY RACE

Materials: One licorice rope per Cub Scout

For this relay race, divide the boys into teams of equal numbers. Each team is lined up in their own line.

- At the go signal, the first player on each team runs to the first station, makes the Cub Scout sign and says the Scout Oath. (You may want to have a copy of the Oath posted for those who need help.)

- The player then runs to the next station, gets a licorice rope off the table and ties a square knot. (Show all the boys how to tie square knots before the race begins.) He keeps his licorice rope with him to eat later.
- Then he runs to the last station where an American flag is posted. He stops, salutes the flag, and says the Pledge of Allegiance. Then he turns around and runs back to his team.
- When he gets there, he must use the Cub Scout handshake with the next boy in line before that boy can start his turn.
- The winning team is the first to have all the boys finish. (Again, make sure the teams are equal in size, or have a boy go twice.)

FLAG NECKERCHIEF SLIDE

Materials: U.S. flag patch or pin; piece of thick plastic (cut the same size as the flag); ¾-inch PVC slide ring; glue

- Glue the flag to the piece of heavy plastic.
- Mount the slide ring to the back of the plastic.

Audience Participation

CLANCY TO THE RESCUE

Divide the audience into six groups. Assign each group a part to perform when their designated word is read in the story:

- **Clancy:** Feel your muscles, like a strong man.
- **Horses:** Slap thighs
- **Yell:** Hold your hand next to your mouth
- **Fire Engine:** High-pitched siren sound
- **Bell:** Swing arm like a clapper, saying, “Clang, clang, clang!”
- **Hose:** Shh-sh-sh sound like water from a hose
- **Steam:** Everyone makes high-pitched “Sssss” sound
- **Asleep:** Everyone snores.

If you like HORSES, you would have enjoyed living back in the 1800s when they had old-fashioned STEAM-type FIRE ENGINES pulled by HORSES. One of the FIRE ENGINES was driven by the greatest hero ever, CLANCY.

Yes sir, CLANCY was a real hero. Every day when there was no fire, he would take the HORSES out for exercise, trotting them gently up and down the streets. If there were children along the way, CLANCY would always stop and let them pet the HORSES.

Sometimes the alarms were in the daytime, but sometimes they were at night. When the alarm sounded at night, one man would YELL up to the firemen above, and the men would run to the FIRE ENGINE where the STEAM was started up, and away they would go to the fire, clanging the BELL, with CLANCY driving the HORSES.

One night, most of the men were in bed and the others were playing checkers when the alarm sounded. Where was the fire? At the mayor’s big two-story house! The YELL was given and, quick as a flash, the firemen were up and on their way. CLANCY stopped the HORSES and YELLED, “Keep the STEAM up, men.” They started the fire HOSE and began to squirt water on the fire.

CLANCY strained to see upstairs where the mayor’s wife was trapped. Flames were everywhere! CLANCY YELLED, “You’ll have to jump!” The mayor’s wife was afraid, so CLANCY threw her a rope, and she came right down into the middle of the net. The firemen kept fighting the fire. They got the HOSE on it and kept up the STEAM in the FIRE ENGINE.

Before long, the fire was out, so they turned off the HOSE, got back on the FIRE ENGINE, and went back to the firehouse, clanging the BELL. To CLANCY and the other firemen, it was all in a day’s work. The tired firemen went back upstairs and soon were sound ASLEEP.

RUN-ONS

Cub #1: What is the last line of “The Star-Spangled Banner”?

Cub #2: That’s easy. “Play ball!”

Cub #1: Which amendment gives you the right to pull up your sleeves?

Cub #2: I don’t know.

Cub #1: The second amendment—the right to BARE arms!

Cub #1: What’s red, white, and blue?

Cub #2: A candy cane holding its breath!

Cub #1: Why did Paul Revere ride his horse from Boston to Lexington?

Cub #2: Because the horse was too heavy to carry!

Cubmaster’s Minute

OUR FLAG

Our flag stands for freedom and equality. It is the banner of a people who are still willing to lay down their lives in defense of right, justice, and freedom. It is the emblem by which we proclaim to the world that this is “the land of the free and the home of the brave.”

Our flag is an emblem of true patriotism—the patriotism of deeds; the patriotism of courage, of loyalty, of devotion to freedom, justice, and humanity; the patriotism of men who have lived and died, not for themselves but for their country.

When we look at our flag—its stars and stripes, its vivid red, white, and blue—and read its story and hear its message, when we contemplate what our flag means and what it stands for, and when we consider the sacrifices made and the lives given so that our flag could still be flying over us today, we are quietly reminded to cherish, to protect, and to defend it.

Closing Ceremony

A FINAL SALUTE

Nine Cub Scouts enter the stage, carrying large signs with letters that form the word ATTENTION. Their lines were written on the back in large print. Each holds up his sign in turn:

Cub #1: A - At tonight's pack meeting, we

Cub #2: T - talked about the flag and the importance of honoring it.

Cub #3: T - Tonight we also had some fun as we involved

Cub #4: E - everyone in our Scouting spirit.

Cub #5: N - Now it is time for our pack meeting

Cub #6: T - to end. In a few minutes we are going to ask

Cub #7: I - if you would stand and salute the flag

Cub #8: O - one more time as it is retrieved this evening.
We would

Cub #9: N - next like you to join us in the Scout Oath.

I WILL USE

Six Cub Scouts enter with their lines memorized or written on cards.

Cub #1: This is my country. I will use my eyes to see the beauty of this land.

Cub #2: I will use my ears to hear its sounds.

Cub #3: I will use my mind to think of what I can do to make it more beautiful.

Cub #4: I will use my hands to serve and care for it.

Cub #5: And with all my heart, I will honor it.

Cub #6: Please stand for the retrieving of the colors.

Preopening Activity

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

AIRMAN
ARMY
CUBMASTER
FIREFIGHTER
FLAG
LEADER
LOYAL
MARINES
NAVY
PATRIOT
POLICE
RESPECT
SALUTE

July Roundtable

CUB SCOUT INTEREST TOPIC AND MONTHLY PACK ACTIVITY IDEAS FOR AUGUST 2016

Point of Scout Law: Courteous

Theme: S'More Cub Scout Fun

CUB SCOUT INTEREST TOPIC

Recruiting Adult Help

Lead a discussion on the importance of not only assistant den leaders but also all adult help.

Use the following as talking points.

- Understand that very few adults will volunteer to help; most will wait to be asked.
- Make use of the Family Talent Survey Sheet.
- Many adults will be hesitant to help if they weren't Scouts as youth. Remind them that some of the best Scout leaders in our council weren't Scouts when they were growing up, and that training is offered to fill in key knowledge gaps.
- Call your monthly pack leader meetings "pack parent meetings" to eliminate the stigma that the meeting is just for pack leaders.

- Mention key open leader positions during your pack meetings.
- Try to recruit two den leaders for each den.
- Work hard at all levels to make adult leaders feel that they are part of a team and appreciated.
- Conduct an annual pack planning meeting in the summer and encourage all pack families to be represented there.

Monthly Pack Activity

PACK CAMPFIRE

What a perfect way to end the summer. Use the Campfire Program Planner (www.scouting.org/filestore/pdf/33696.pdf) to plan a campfire. If fire restrictions or weather prevent the use of a fire, hold the event without that element. It will be just as much fun!

AUGUST 2016 BREAKOUT RESOURCE SHEET

POINT OF SCOUT LAW: COURTEOUS

THEME: S'MORE CUB SCOUT FUN

EXPLAIN – DEMONSTRATE GUIDE – ENABLE

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

For All Den Leaders

DISCUSSION TOPIC: Den Chief

Lead a discussion on den chiefs and their qualifications and responsibilities.

A den chief is an older Boy Scout, Varsity Scout, or Venturer. He is selected by the senior patrol leader and Scoutmaster, Varsity Scout Coach, or Venturing Advisor at the request of the Cubmaster. He is approved by the Cubmaster and pack committee for recommendation to the den leader. He is registered as a youth member of a troop, team, or crew.

The Cub Scout den chief's responsibilities are to:

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

Tiger Den Leaders

Look at the requirements for the Family Stories elective adventure and choose one to demonstrate.

Wolf Den Leaders

Look at the requirements for the Collections and Hobbies elective adventure and choose one to demonstrate.

Bear Den Leaders

Look at the requirements for the Beat of the Drum elective adventure and choose one to demonstrate.

Webelos Den Leaders

Look at the requirements for the First Responder required adventure and choose one to demonstrate.

Arrow of Light Den Leaders

Look at the requirements for the Maestro! elective adventure and choose one to demonstrate.

Cubmasters

DISCUSSION TOPIC: Den Displays at Pack Meetings

Lead a discussion on den participation in pack meetings, with a focus on den displays. Dens should have an active part in every pack meeting, and this is one of the best ways to get them involved. Each month could feature some displays by one or more assigned dens, or all dens could have displays every month. It all depends on the size of your pack and what else you have going on at the pack meetings. Bringing visible results of the den program to the pack has many benefits. A den display:

- Offers the boys (and their leaders) a wonderful chance to enthusiastically showcase their work with pride. This reinforces den spirit.
- Allows parents to see what their sons have been doing at den meetings, and gives them an opportunity to compliment their sons and the den leadership.
- Gives younger boys something exciting to look forward to as they progress to more advanced dens.

Has anyone tried this in their pack? Discuss what might be included in den displays. Here are just a few possibilities:

- Advancement projects from each Cub Scout
- Den projects that involve all members of the den
- Photos and mementos of den outings and meetings
- Advancement chart for the den
- Den doodle

Discuss how to make sure items show up and are properly displayed. It should not be up to the den leader to put the whole display together! Each Cub Scout should bring something and all should come early and help set up the display.

- The displays should be where people will walk past them naturally.

- Enough space should be provided, with the items arranged in an orderly fashion so each boy's work can be seen and appreciated.
- The den number should be prominently displayed, and each Cub Scout's work should be labeled with his name.
- The Cubmaster should take time during the pack meeting to "officially" praise the Cub Scouts for the work shown in their displays.
- Each boy needs to take his own materials home at the end of the pack meeting!

Pack Leaders

DISCUSSION TOPIC: Recruiting Boys

Every boy deserves the opportunity to become a Scout. One job of the pack leaders is to provide him with that opportunity. Lead a discussion on recruiting boys into the pack, using the ideas in the BSA pamphlet Recruiting Ideas for Cub Scout Leaders, which can be downloaded at www.scouting.org/filestore/membership/pdf/RecruitingIdeas.pdf.

In-School Rally (aka Boy Talk). This is a short (five- to seven-minute) presentation by a pack leader, during recess or lunchtime. It should be an enthusiastic show-and-tell session, complete with details about the FUN the boys can have in Cub Scouts. (**Note:** Some school districts do not permit in-school presentations. If it is allowed in your district, you will of course need permission from the principal and cooperation from teachers.) At the end of your talk, give each boy a flier inviting him and his parents to an evening pack event, where the family can get more details and sign him up to become a Cub Scout. Have current Cub Scouts wear uniforms to school that day so they are clearly identified as Scouts, and urge them to "talk it up" at lunch, at recess, and on the bus.

Fall/Spring Recruiting Event. Plan fun pack activities that will entice elementary-aged boys to check out Cub Scouting. This may be simply inviting potential recruits to an already scheduled activity, or it can be a separate event focused primarily on recruiting. Some ideas for an event include an outdoor games day, swim party, bike rodeo, treasure hunt or geocaching, or an ice cream social.

- Be sure to send out invitations (fliers at school, email) to possible guests.
- Give existing Cub Scouts an incentive to invite a friend—or LOTS of friends. This could be a patch (official recruiter patch, if appropriate), a small prize, a nominal gift card, or whatever works best with your boys and your budget.
- Have a sign-in sheet at the event to get contact information for all guests.
- Provide light refreshments (water, lemonade, cookies, chips).

- Have a display board with pictures—or even better, a video or slide show—of the Cub Scouts and families enjoying pack and den activities.
- Have current Cub Scouts and leaders in uniform or pack T-shirts. This a great form of advertising.
- Have pack leadership primed and ready with information packets and “Join Scouting” forms (youth and adult) to sign up recruits. No need for high pressure, but if families are ready to sign up, by all means, “close the deal”!

PTA/PTO Packet Pickup/School Registration/Back-to-School Night/School-Sponsored Parent Information Nights. These school events are usually held a few days or weeks before or after the fall semester starts, and are often staffed and organized by the PTA or PTO. Get permission to set up a table at your school’s function. Put up your display board or laptop with a video or slide show of fun photos, and offer informational fliers with a brief description of Cub Scouting and specifics about joining your pack. Have a contact information sheet for parents to provide their names and email addresses for follow-up. See if any pack leaders are working the event as PTA or PTO volunteers and ask them to wear their uniforms so they will be identifiable as Scouters. You can print out name tags for the leaders that say, “Ask me about Cub Scouting!”

Yard Signs. Your local Scout council will provide your pack with yard signs to advertise your “Join Scouting” recruiting event. Place signs with Scout-friendly families in local neighborhoods and the most traveled routes in your market area. Put up the signs about two weeks before the event and leave them up for at least a week afterward (for those who may have missed the event). These signs also tell people to look at BeaScout.org to find their local Scouting units. Make sure your pack has current information on BeaScout.org, so people can find you!

Banners or Posters. Make or purchase these to display and hand out at school and at neighborhood locations. Make all signs bright and in large print. The banners should be generic and reusable, with the phrase “Join Scouting” on them. The posters should have information about your pack and your “Join Scouting” recruiting event. Include the pack’s contact information for people who want to know more.

Word-of-Mouth Advertising. As with any product, word of mouth is always the cheapest and best promotion. Your existing Cub Scouts (and families) are a great source for new Scouts. Remind all your Cub Scouts, throughout the year, to invite other boys to attend den and pack meetings—their friends and neighbors, new kids at school or on the bus, and

friends from Sunday school, sports teams, summer school, and other places. Give the boys a small incentive or recognition item when they bring a friend to a den or pack meeting. Boys can also wear their uniforms to school on den and pack meeting days. Have them talk about camping, archery, BB shooting, and pinewood derby. If their class has a show-and-tell, suggest they bring a Scouting-related item (especially a first-place pinewood derby trophy!). Just demonstrating how much fun there is in Cub Scouting will make other boys want to join.

Just One More Campaigns. Recruiting should be a year-round part of your pack’s program. Consider a Just One More campaign, encouraging all of your dens to add “just one more” boy to their ranks. The boys can think about who to ask, and they aren’t limited to inviting just one. Have them ask their friends, a shy boy at school who needs a friend, someone new to class or the neighborhood, etc. If the den adds a boy, give them a shiny, spiffy certificate and great recognition at the next pack meeting, or some other type of reward. The best part is that you don’t have to do much. Just get the boys motivated, and the friends they bring will come and stay for the FUN.

Unit Publicity in the Local Paper. Community newspapers are often very willing to publish photos of your den and pack events. The pack leadership should make sure that good pictures of every activity, along with a short enthusiastic article, are forwarded to the paper. What could be better than looking at and reading about a pack family hike or the latest pinewood derby winners? Make sure each article invites boys to join your pack and provides contact information for those who want to find out more. **Note:** Your pack leadership team should have a couple of items always on hand to use at a recruiting event or to use if a Cub Scout brings a friend to a pack meeting, or someone shows up after reading about the pack in the newspaper. These items could include:

- A pack information sheet with some important general Cub Scouting facts, plus specific information about the pack and its personnel.
- A full-year pack calendar to show prospective Cub Scouts and families some of the fun that has gone by and the fun that lies ahead.
- A display board, slide show, or video of pack activities during the past year, showing the Cub Scouts and families enjoying themselves.

AUGUST 2016 PACK RESOURCE SHEET

POINT OF SCOUT LAW: COURTEOUS

THEME: S'MORE CUB SCOUT FUN

THE POINT OF THE SCOUT LAW TO BE HIGHLIGHTED THIS MONTH

A SCOUT IS COURTEOUS

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

HOW DOES "S'MORE CUB SCOUT FUN" RELATE TO THIS POINT OF THE SCOUT LAW?

Summertime is a great time to get outside and to have S'more Cub Scout Fun! This month, enjoy one of the last of the summer evenings at a pack campfire. Cub Scouts can experience fun in a campfire program full of songs, skits, awards, and great memories. At the campfire, the Cub Scouts will treat each other with politeness because each boy knows that is how he wants to be treated.

Preopening Activity

ART OF BEING COURTEOUS

Give each Cub Scout a piece of paper and something to draw with (crayons, colored pencils, etc.). Have them draw a picture or series of pictures in which they tell a story of something they did to demonstrate being courteous. Then have them finish by drawing a self-portrait showing how they felt after completing the courteous act.

Opening Ceremonies

S'MORES

Six Cub Scouts hold signs with letters that spell S-M-O-R-E-S. The boys should be in a semicircle in front of the Cubmaster.

Cubmaster: A good time outdoors during the summer can be had by all. One of the most enjoyable times is a campfire with its fun, but best of all its food. The highlight of the evening is the s'more.

Cub #1: S - Sizzling. The fire needs good coals that are sizzling hot.

Cub #2: M - Marshmallow. It needs to be gooey, but not burnt.

Cub #3: O - Open. Unwrapping the chocolate to get ready.

Cub #4: R - Ready. Squishing the marshmallow and chocolate between the graham crackers.

Cub #5: E - Eating. The joy of putting it in my mouth and enjoying the tastes.

Cub #6: S - Sigh—the sound I make when I've finished eating it!

OUTDOORS

Eight Cub Scouts hold up posters, each with a letter from O-U-T-D-O-O-R-S on the front and the boy's lines written in large print on the back.

Cub #1: O - Observing animals!

Cub #2: U - Underwater games!

Cub #3: T - Tracks and trails!

Cub #4: D - Dinner on the ground!

Cub #5: O - Owls in oak trees!

Cub #6: O - Outings and campouts!

Cub #7: R - Riding bikes!

Cub #8: S - Stargazing!

Cubmaster: Boy, you guys really have opened my eyes to all the fun we can have OUTDOORS!

Prayer

Almighty, please watch over us as we enjoy the outdoors that you have created. Watch over us as we shoot arrows and air rifles, and take part in other fun sports. Help us to remember to care for the earth and its creatures as we enjoy our time in the outdoors. Most of all, keep our families happy and safe as we enjoy the warm weather and our time together. AMEN.

The Twelve Days of Summer Camp

Tune: "The 12 Days of Christmas"

On the first day of summer camp,
my mother sent to me

A box of oatmeal cookies.

On the second day of summer camp,
my mother sent to me

Two T-shirts and a box of oatmeal cookies.

On the third day of summer camp,
my mother sent to me

Three pairs of socks, two T-shirts,
and a box of oatmeal cookies.

(Continue with four large-brimmed hats, five pairs of swimming trunks, six postage stamps, seven nose plugs, eight comic books, nine bars of soap, 10 Band-Aids, 11 shoestrings, and 12 bottles of suntan lotion.)

Cub Scout Vespers

Tune: "O Tannenbaum"

As the night comes to this land,
On my promise I will stand.
I will help the pack to go,
As our pack helps me to grow.
I will always give goodwill.
And follow my Akela still.
And before I stop to rest,
I will do my very best.

Cheer or Applause

SUMMER STORM APPLAUSE

Divide the audience into three groups and have each group practice their sound and action.

- **Group #1:** Make a "wooshing" sound and sweep arms upward.
- **Group #2:** Stomp feet and make a motion of hail falling.
- **Group #3:** Make a sizzling sound like lightning striking, with one arm moving in a long Z shape.

As the Cubmaster points to each group, they make their sound and action. Switch back and forth, then motion for all groups to perform their parts at the same time.

MARSHMALLOW CHEER

Put your marshmallow on a stick and hold it over the fire. It catches fire. Hurry and blow it out. Cool it, and say, "Just right!"

Advancement Ceremony

NEW SCOUT PARENT INDUCTION

Have parents of the new Bobcats stand in a group at the front.

Cubmaster: On your hand, you have five fingers. We use two when we make the Cub Scout sign. These two upright fingers, like the alert ears of a Wolf, represent to OBEY and to HELP OTHER PEOPLE. The three folded fingers in our Cub Scout sign stand for the three letters in our Law, F-H-G. These letters mean Follows, Helps, and Gives. They can also remind us of three things each Cub Scout respects—Freedom, Home, and God.

All parents and all of our leaders want to do their best to teach Cub Scouts to learn to follow, to help, to give, to be fair and happy whatever the game might be, and to respect their freedom, home, and God. Now, as part of your induction into the pack as the parent of a Bobcat, I ask you to make the Cub Scout sign and repeat after me: "I (name) promise to do my best, to help my son and all the Cub Scouts in his den and pack to follow the Cub Scout motto, "Do Your Best," to help other people, to do their duty to God and their country, and to obey the Scout Law."

As Cubmaster of this pack, I take pleasure in welcoming you into our Scouting family and active participation in Cub Scouting. May your days ahead be happy, game, and fair.

Game

SHADOW TAG

A twist on traditional tag, this game should be played outdoors. To tag a person out, you must step in their shadow. This can be tricky, depending on the time of day you play. Set a two-minute limit for being "It" to keep the game moving.

Activity

GETTING READY FOR A HIKE

- In a small plastic pool or on a table, place numerous items that are needed for a hike (e.g., bottle of water, suntan lotion, hats). Also include items that do not belong on a hike; for example, add sweaters if it is summertime, toys, or maybe even fake ice cream.
- Give each Cub Scout a pencil and paper to write down all the items in the collection that are needed for a hike. When everyone is finished, check their lists to see who selected all the right items. Then explain why such items are important, especially ones that were forgotten in the packing.

PROJECT: S'MORE NECKERCHIEF SLIDE

Materials: brown and black craft foam (twice as much brown as black), cotton balls, PVC ring, hot glue

Cut the craft foam into small rectangles, about half the size of a business card. Now layer the rectangles just like a s'more, and glue them together along one long edge. Attach the PVC ring to the same area.

Audience Participation

GOING TO THE BEACH

Divide the audience into six groups. Assign each group a part to perform when their designated word is read in the story:

- **Beach:** Shade eyes with one hand and say, "Sand, sand, everywhere!"
- **Cub Scout:** Stand, show the Cub Scout salute, and say, "Do Your Best!"
- **Swim:** Make swimming motions with your arms while saying, "Stroke, stroke!"
- **Water:** "Splash, splash!"
- **Food:** "Yum, yum!"
- **Kids:** "Are we there yet?"

Summertime had arrived at last. School was out, and the KIDS in the Wilson family were all looking forward to their first trip to the BEACH. All of the chores were done and it was time to pack the car.

Mom was trying to pack the FOOD in the picnic basket, but was having trouble getting the sandwiches wrapped before the youngest KIDS could grab them. "Why don't you KIDS go out to the car and help your father?" Mom suggested. As soon as the KIDS had left the kitchen, Chad, a helpful CUB SCOUT, said, "What can I do to help you, Mom?" "Get some WATER and ice for the punch, Chad," said Mom. Together, Mom and her helpful CUB SCOUT managed to finish packing all the FOOD.

Meanwhile, Dad had finished packing the car. "All right, KIDS, it's time to get in the car and drive to the BEACH," Dad said. "It will take us about half an hour to drive to the BEACH, so relax and enjoy yourselves, KIDS."

When they finally arrived at the BEACH, the KIDS couldn't wait to get in the WATER and SWIM. Chad, the helpful CUB SCOUT, volunteered to help with the other KIDS. "Hold my hand, Jimmy," said Chad, the CUB SCOUT. "Don't get in the WATER over your knees, because you don't know how to SWIM. We'll wade right here in the shallow WATER near the rocks on the BEACH."

"Lunch is ready," called Mom. "Come and get your FOOD." After they had finished lunch and Mom had packed, the KIDS decided to build a sand castle on the BEACH, near the WATER. When it was time to leave the BEACH and head for home, Chad, the helpful CUB SCOUT, helped gather the toys. "Thanks for taking us to the BEACH, Mom and Dad!" shouted all the KIDS. "We sure had a good time SWIMMING and playing on the BEACH."

"And thanks for helping us at the BEACH, Chad. We're glad to have a CUB SCOUT in the family," Mom and Dad told their oldest son.

IN WANT OF SUNSCREEN

Divide the audience into four groups. Assign each group a part to perform when their designated word is read in the story:

- **Vance:** "I love to swim!"
- **Swim or Swimming:** "Splash, splash, splash!"
- **Cub Scouts:** "Do your best!"
- **Sunscreen:** "Aaaaaaaaah, Ooooooooooooo!"

The day of the summer pack meeting was hot and dry. That was good, because it was to be a SWIMMING party. The CUB SCOUTS and their families were to meet at the Millers' house at noon.

VANCE started getting ready at 9 o'clock in the morning. He loved to SWIM. He had just completed SWIMMING lessons at the local SWIMMING pool, and had his card stating that he had passed Advanced Beginners. He knew all his Cub Scout friends would be surprised. It was just last year that VANCE could not SWIM at all.

VANCE found his SWIMMING suit and his towel and even his flip-flops without any trouble. But search as he might, he could not find his SUNSCREEN. This was terrible. All the CUB SCOUTS had learned at one of the den meetings about the importance of always using SUNSCREEN. "Where are you, SUNSCREEN?" asked VANCE as he started looking through the house again. It was almost time for the SWIMMING party. He didn't want to be late.

That was when he found it. Way in the back of the bathroom drawer, there was the SUNSCREEN. He grabbed it, but to his dismay, the tube felt very light. Oh no! The SUNSCREEN tube was empty. Try as he might, VANCE could not squeeze out even one little drop. What could he do? Just then, VANCE's big brother Weston came bursting through the kitchen door. "What's the matter?" he asked when he saw VANCE sitting dejectedly in the living room. "I'm all out of SUNSCREEN so I can't go SWIMMING with the CUB SCOUTS," was the reply. "Here, you can use mine," said Weston, tossing his little brother a new tube of SUNSCREEN.

VANCE couldn't believe it. Just that fast, his problem was solved. "Thanks, Wes," VANCE shouted as he headed out the door to the SWIMMING party with the CUB SCOUTS. And for a whole week, he didn't say one bad thing about his brother!

Skits

GOING THE DISTANCE

Cub Scouts start out on a walk.

Cub #1 (stopping): I'm thirsty.

All pretend to get a drink and continue walking.

Cub #2 (stopping): I'm hot.

All wipe their faces and continue walking.

Cub #3 (stopping): I'm hungry.

All pretend to eat and continue walking.

Cub #4 (stopping): My shoestring is undone.

All tie their shoestrings and continue walking. Make up as many reasons as you want so that other boys can have a part.

Last Cub Scout: This sure has been a long walk. How far have we gone?

Cub #1 (looking back): Across the stage!

DIRTY SOCKS

Materials: 1-gallon can filled with water; stirring stick; pair of socks soaking in the can; three coffee mugs

Cub #4 enters and puts down the can. He stirs it for several seconds and then leaves.

Cub #1 enters carrying his mug. He dips it into the can and brings it up to his lips, pretending to drink.

Cub #1: This camp coffee is getting worse!

Cub #2 enters and does the same.

Cub #2: This camp tea is getting worse!

Cub #3 enters and repeats the action.

Cub #3: This camp cocoa is getting worse!

Cub #4 re-enters the scene, walks to the can, dips his hands in, and takes out two wet socks.

Cub #4 (*wringing out the socks and looking pleased*): I knew this would get them clean!

Cubmaster's Minutes

COURTEOUS

A Scout is Courteous. What does that really mean when it comes to outdoor activities? Well, we would normally think of being respectful of each other and treating each other with kindness when we talk and do activities. Leaving the outdoors how we found it is also courteous to other people and to the animals we share the planet with. It's not as much fun on that hike when you see litter on the side of the trail. It's not safe for the animals either, considering they could be injured by swallowing plastic or getting something caught around their neck. So when you're sharing this great planet we call Earth with others, try to be courteous and leave it as good or better than you found it!

WATCHING THE CAMPFIRE

Have you ever watched the campfire,
When the wood has fallen low,
And the ashes start to whiten
'Round the embers' crimson glow?
With the night sounds all around you,
Making silence doubly sweet,
And the full moon high above you
That the spell might be complete?
Tell me, were you ever nearer
To the land of heart's desire
Than when you sat there thinking
With your feet before the fire?

Closing Ceremony

Materials: U.S. flag; three cups of different colored crepe paper bits (one red, one white, and one blue); glitter stars; large pot; spotlight (optional)

Cub Scouts form a semicircle around the large pot. The flag is folded and hidden in the pot. Each boy is holding the ingredients that he will add.

Cub #1: We are going to fix a treat that is really grand, and make for you a recipe—the greatest in the land.

Cub #2: First we'll put in a heaping cup of red for courage true. (*He adds red paper bits to the pot.*)

Cub #3: Then we will add, for loyalty, a dash of heavenly blue. (*He adds blue paper bits.*)

Cub #4: For purity, we will now sift in a layer of snowy white. (*He sprinkles in white paper bits.*)

Cub #5: We will sprinkle in a pinch of stars to make it come out right. (*He adds glitter.*)

Cub #6: We will stir and stir, and then you will see that what we have made is... (*He uses a large spoon and pretends to stir, taking care not to disturb the flag.*)

All together (*reaching and pulling out the American flag*):
OLD GLORY.

Cub #1: Our flag is the most beautiful flag in the world. Let us always be loyal to it.

Two of the boys hold the flag high. Lights out, spotlight on the flag as curtain closes.

INTEREST TOPIC TEMPLATE

Brief Topic Title

Time Available

8-18 minutes depending on the agenda format being used

Learning Objectives

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

1. Choose two or three objectives.
2. State them briefly and with specific action outcomes.
3. Keep each objective statement short—just one or two brief sentences.

Suggested Presenter(s)

Describe characteristics of an ideal presenter and appropriate BSA roles or other experience that is relevant. The goal is to encourage a diverse range of presenters based on best experiences.

Presentation Method

Describe the ideal way to present the topic (e.g., open discussion, slides, persons involved, etc.).

BSA Reference Materials

- Title (and URL, if possible) of a Web reference
- BSA publication title and item number
- Dates of upcoming council-sponsored training sessions, or contact information for the trainer if no dates are set

Presentation Content

- Use this format with bullets for the main points in the presentation and dashes for related points.
 - Keep the information comprehensive but concise.

Boy Scouting–Specific Roundtable Materials

BOY SCOUT ROUNDTABLE PROGRAM AGENDAS

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

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

60-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

BOY SCOUT ROUNDTABLE PLANNING SHEET

Boy Scout roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples of troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

Boy Scout Roundtable—60-Minute Meeting			
Time Allotted	Activity	Person Responsible	Explanation
20 minutes from start time	General Session		
2 minutes	Travel from general session to Boy Scout session		
38 minutes	Troop Leader Session	Under leadership of Boy Scout roundtable commissioner	
2–3 minutes	Icebreaker	Assign to assistants or participants	
2–3 minutes	Ceremony/skit	Assign to assistants or participants	
5 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints for troop meeting organization and activities
10 minutes	Boy Scout interest topic	Use appropriate people from district based on the topic	May be training highlight, annual events, or timely topic focused on Scout Law, advancement, recordkeeping, JTE, etc.
12 minutes	Program feature for the month	Boy Scout roundtable commissioner	Should come directly from <i>Program Features for Troops, Teams, and Crews</i>
5 minutes	Q&A		
1 minute	Closing/Commissioner's Minute	Boy Scout roundtable commissioner or assign to assistant or participant	Should be inspirational and encourage troop members to participate in future roundtables.
End on Time			
	After the Meeting		
	Refreshments and fellowship for all	Assign to assistants or participants	Time for fellowship before cleanup is stressed.
	Team meeting	Boy Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

90-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

BOY SCOUT ROUNDTABLE PLANNING SHEET

Boy Scout roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples of troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

Boy Scout Roundtable—90-Minute Meeting			
Time Allotted	Activity	Person Responsible	Explanation
20 minutes from start time	General Session		
5 minutes	Travel from general session to Boy Scout session		
52 minutes	Troop Leader Session	Under leadership of Boy Scout roundtable commissioner	
3–4 minutes	Icebreaker	Assign to assistants or participants	
3–4 minutes	Ceremony/skit	Assign to assistants or participants	
8 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints for troop meeting organization and activities
15 minutes	Boy Scout interest topic	Use appropriate people from district based on the topic	May be training highlight, annual events, or timely topic focused on Scout Law, advancement, recordkeeping, JTE, etc.
15 minutes	Program feature for the month	Boy Scout roundtable commissioner	Should come directly from the <i>Program Features for Troops, Teams, and Crews</i>
5 minutes	Q&A		
1 minute	Closing/Commissioner's Minute	Boy Scout roundtable commissioner or assign to assistant or participant	Should be inspirational and encourage troop members to participate in future roundtables.
End on Time			
	After the Meeting		
	Refreshments and fellowship for all	Assign to assistants or participants	Time for fellowship before cleanup is stressed.
	Team meeting	Boy Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

120-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

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

BOY SCOUT ROUNDTABLE PLANNING SHEET

Boy Scout roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples of troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

Boy Scout Roundtable—120-Minute Meeting			
Time Allotted	Activity	Person Responsible	Explanation
30 minutes from start time	General Session		
20 minutes	Refreshments and travel from general session to Boy Scout session		Allow time for break, socializing, and dissemination of information
70 minutes	Troop Leader Session	Under leadership of Boy Scout roundtable commissioner	
3–4 minutes	Icebreaker	Assign to assistants or participants	
3–4 minutes	Ceremony/skit	Assign to assistants or participants	
10 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints for troop meeting organization and activities
20 minutes	Boy Scout interest topic	Use appropriate people from district based on the topic	May be training highlight, annual events, or timely topic focused on Scout Law, advancement, record-keeping, JTE, etc.
25 minutes	Program feature for the month	Boy Scout roundtable commissioner	Should come directly from the <i>Program Features for Troops, Teams, and Crews</i> . The 120-minute roundtable may cover two months of program.
5 minutes	Q&A		
5 minutes	Closing/Commissioner's Minute	Boy Scout roundtable commissioner or assign to assistant or participant	Should be inspirational and encourage troop members to participate in future roundtables.
End on Time			
	After the Meeting		
	Team meeting	Boy Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

180-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

General Session—180-Minute Format (designed for quarterly or less than monthly meetings)			
Time Allotted	Activity	Person Responsible	Explanation
15 minutes	Preopening		
	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable team	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables		Set up for later in the meeting.
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction of all participants
Start on Time			
40 minutes	General Opening		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, etc.
10 minutes	Introduction and announcements	ADC-RT	Include district and council activities and events; allow extra time for longer announcements since they may need to cover several months of material. Introduce roundtable commissioners and team and appropriate district volunteers.
12 minutes	Big Rock training topic 1	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
12 minutes	Big Rock training topic 2	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and to all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to points of the Scout Law, aims of Scouting, etc.
20 minutes	Displays and information tables; refreshments and socializing; moving to and reconvening in separate program areas	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , promotional fliers, etc.). Be sure to have people on hand to assist participants.

BOY SCOUT ROUNDTABLE PLANNING SHEET

Boy Scout roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples of troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

Boy Scout Roundtable—180-Minute Meeting			
Time Allotted	Activity	Person Responsible	Explanation
40 minutes from start time	General Session		
20 minutes	Refreshments and travel from general session to Boy Scout session		Allow time for break, socializing, and dissemination of information
120 minutes	Troop Leader Session	Under leadership of Boy Scout roundtable commissioner	
4–5 minutes	Icebreaker	Assign to assistants or participants	
4–5 minutes	Ceremony/skit	Assign to assistants or participants	
20 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints for troop meeting organization and activities
35 minutes	Boy Scout interest topic	Use appropriate people from district based on the topic	May be training highlight, annual events, or timely topic focused on Scout Law, advancement, recordkeeping, JTE, etc. Allow for two topics to be presented.
45 minutes	Program feature for the month	Boy Scout roundtable commissioner	Should come directly from the <i>Program Features for Troops, Teams, and Crews</i> . Allow for two topics to be presented.
5 minutes	Q&A		
5 minutes	Closing/Commissioner's Minute	Boy Scout roundtable commissioner or assign to assistant or participant	Should be inspirational and encourage troop members to participate in future roundtables.
End on Time			
	After the Meeting		
	Team meeting	Boy Scout roundtable commissioner	Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

Boy Scout Interest Topics

Chaplain's Aide

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Describe the requirements for the chaplain's aide position.
2. Describe the roles of the chaplain's aide in troop program operations.
3. Identify resources for holding interfaith worship services at Scouting events.

Suggested Presenter(s)

The ideal presenter is a troop chaplain or minister who knows the roles and purpose of the chaplain's aide and how the position can lead to better troop programming. Alternative presenters include a Scoutmaster with an effective chaplain's aide program in his unit or the district religious emblems coordinator.

Presentation Method

The presentation should include a review of the chaplain's aide roles from BSA literature. It should also include a group discussion about interfaith services, and when a single-religion service might be appropriate. Copies of related BSA literature should be available to show unit leaders.

BSA Reference Materials

- *Boy Scout Handbook* description of "reverent."
- The Roles of the Troop Chaplain and the Chaplain Aide, www.scouting.org/Media/Relationships/ChaplainRole.aspx
- Manual for Chaplain Aides and Chaplains, www.scouting.org/Media/Relationships/ManualforChaplainsandAides.aspx
- Duty to God religious emblems brochure, www.scouting.org/filestore/pdf/512-879_WB.pdf
- *A Scout Is Reverent*, No. 34248
- *In Our Own Way*, No. 34612
- Gironda, David C. *Duty to God Handbook*. 1999, Grand Canyon Council.
- Nehrbass, Dan. *Beyond Kum Ba Ya: A Resource Guide for the Chaplain Aide*, Boy Scouts of America. 2008, CreateSpace.

Presentation Content

- In its Charter and Bylaws, the BSA maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.
- The *Boy Scout Handbook* has this to say about reverence:
 - "A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others."
 - "Your family and religious leaders teach you about God and the ways you can serve. You can do your duty to God by following the wisdom of those teachings and by defending the rights of others to practice their own beliefs."
- From the BSA Declaration of Religious Principle: "The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. . . . [The BSA], therefore, recognizes the religious element in the training of the member; but 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. . . . Only persons willing to subscribe to this Declaration of Religious Principle and to the Bylaws of the Boy Scouts of America shall be entitled to certificates of membership."
- Baden-Powell said: "No man is much good unless he believes in God and obeys His laws. So every Scout should have a religion. . . . Religion seems a very simple thing: First, love and serve God; second, love and serve your neighbor."
- The 12th point of the Scout Law is Reverent. Every Scout has a responsibility to be reverent. The BSA has created two leadership positions to help Scouts meet their obligation to be reverent: the chaplain and the chaplain's aide.
- A chaplain's aide who does well in the role will also complete requirement 8 of the Communication merit badge and requirement 2 of the Public Speaking merit badge.
- A youth's service as a chaplain's aide can apply toward the "positions of responsibility" requirements for Star, Life, and Eagle ranks. The responsibilities of this youth position include encouraging the spiritual growth and awareness of each member of the troop and assisting the troop chaplain (and adult committee members).
- Ideally, the chaplain's aide should work with an adult member of the clergy or lay minister who agrees to mentor the aide and who understands and agrees with the BSA's nonsectarian religious principles, so that all Scouts are included in religious observances conducted by the chaplain and the chaplain's aide.

- For units chartered by a religious organization, the adult should be the head of the chartered organization or someone designated by the head of the organization.
- Part B of David Gironda's *Duty to God Handbook* (1999, Grand Canyon Council) gives excellent tips for training a chaplain's aide and includes a handy checklist for the roles of the chaplain's aide.
- Qualifications for the position of chaplain's aide are:
 - The chaplain's aide must be mature and sensitive and have earned the respect and trust of his fellow Scouts.
 - The chaplain's aide must be at least a First Class Scout.
 - The chaplain's aide must have received or be working on the requirements leading to the age-appropriate religious emblem for his faith.
 - **Note:** The two www.scouting.org pages in the reference section differ in the use of "must" versus "should" for the last two qualifications. Either way, it is intended that the chaplain's aide be a person of faith who is old enough to be mature and able to communicate well to other Scouts.
- The chaplain's aide is intended to play an active role in the troop operations, as follows:
 - Participate in patrol leaders' council planning sessions to ensure that spiritual emphasis is included in troop activities.
 - Working with the troop chaplain, plan and then lead an appropriate prayer before or after meals.
 - Lead vespers at the end of troop meetings and on campouts before the Scouts go to bed. It can be as simple as leading the Scout Vespers song and saying the accompanying benediction.
 - Work with the troop chaplain to plan, and assist in conducting, appropriate religious observances for all members during weekend troop campouts.
 - Help the troop chaplain (or other adult) plan, and assist in conducting, an annual Scout-oriented religious observance, preferably during Scouting Anniversary Week in February.
 - Present an overview of the religious emblems program at troop meetings at least once per year.
 - Help the troop chaplain (or other adult) recognize troop members who receive their religious emblems, perhaps during a troop court of honor; even if the church or other religious body also holds an award ceremony.
- A chaplain's aide should encourage every Scout to earn the religious emblems for his faith.
 - This exhortation will be more meaningful if the chaplain's aide has earned his own religious emblem or is at least working toward earning it.
 - The chaplain's aide is NOT intended to lead other Scouts in earning religious emblems. That is the role of an adult counselor selected by the church or other religious body.
 - The Duty to God brochure shows the religious emblems for all faiths that have adopted them, and gives information on where to order workbooks. This brochure enables each Scout to obtain useful information about his own faith's religious emblems without requiring the chaplain's aide to know all of the available awards.
 - The chaplain's aide should advise other Scouts when local churches or other religious bodies offer religious emblems classes or offer to counsel Scouts of their faith.
- A chaplain's aide is intended to lead his unit in religious observances when on campouts.
 - The BSA intends that these religious services be welcoming to every Scout. "Know your audience" applies here.
 - When a troop has Scouts from a variety of faiths or denominations, care must be taken not to offend any Scout during prayers or religious services.
 - If the group consists of members with mixed beliefs, or if the beliefs of the group are unknown, then prayers must be of an interfaith content.
 - When all Scouts are of the same faith (are members of the same church, for instance), then it is OK to conduct a religious service that follows the teachings of that specific faith.
 - It is acceptable to have a nonsectarian religious observance that speaks to every Scout's faith, followed by a second observance that is for a specific faith or denomination. Care must be taken to alert Scouts when shifting from one to the other.
- The resource section of this topic lists several guides that contain prayers, songs, and other elements of an interfaith service.
 - The troop should invest in at least one of these resources for use by a chaplain's aide who has not yet become proficient at leading religious observances without a prayer book at hand.

- These resources also provide guidance for services that are nonsectarian, so a chaplain's aide doesn't feel the need to fall back on his own religion for the content of the service.
- Unit leaders should be encouraged to discuss how they use chaplain's aides and share successful religious observances with other unit leaders.
- Close by sharing known upcoming classes for religious emblems offered by churches and other religious bodies in the district or in neighboring districts, so the unit leaders can give this information to their chaplain's aides for sharing with the other Scouts in the troop.
 - It can be helpful to have a religious emblems tab on the district website under which fliers promoting upcoming religious emblems classes can be posted.
 - Churches or other religious bodies in the district known to offer religious emblems can also be listed.

High Adventure

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand BSA high-adventure opportunities.
2. Share ideas about local high-adventure options, including troop-planned outings.
3. Develop sample itineraries as local examples.

Suggested Presenter(s)

A local unit leader or experienced high-adventure Scouter is ideal. The local camping committee may also be an excellent resource.

Presentation Method

This content works best as an interactive discussion with initial content to start the conversation. Then leaders can add ideas and information relevant to the local area.

BSA Reference Materials

- Scouting High Adventure Bases, www.scouting.org/HighAdventure.aspx

Community Resources and Materials

- Information or links to local high-adventure options or places that can facilitate a high-adventure activity
- Local parks and adventure guides
- Local outfitters and other resources as available

Presentation Content

- The Boy Scouts of America offers four high-adventure bases with superb programming options for Scouts age 14 and above:
 - Florida Sea Base offers sailing, fishing, snorkeling, kayaking, and scuba diving.
 - Northern Tier provides canoeing, fishing, and winter expeditions.
- Philmont Scout Ranch delivers backpacking, climbing, shooting sports, and horseback trek options.
- The Summit Bechtel Reserve, the BSA's newest base, provides a growing array of camping, climbing, shooting, and zip-lining challenges.
- Each base has its own selection system for assigning available trek slots. The local council and each base can provide details about the selection process.
 - Upon selection, important details such as deposits, participant fees, health forms, and logistics will be sent to the tour leader contact.
 - Some bases will require extensive travel needs, which should be planned into the trip itinerary. Pay special attention to any items that may have travel restrictions, including most outdoor cooking systems, etc.
 - Each base requires specialized gear unique to the adventures offered. Some gear is also available for lending or rental. Inquire in advance about these options.
 - Note that additional physical requirements and training certifications may be required, such as weight limits and advanced first-aid certifications. Additional portions of the BSA Health and Medical Record may also be required, including a physician evaluation.
- Discuss local trips and opportunities for council contingents to attend these bases, as available.
- High adventure is also readily accessible through unit-planned events—sometimes called “roll your own” high adventure.
 - Trips may take advantage of local resources and options, often at very reasonable costs for a week or more of events and activities that the Scouts will remember for a lifetime.
 - The *Guide to Safe Scouting* and any BSA safety policies applicable to a planned activity still apply.

- Any tour operator, guide service, or outfitter should be carefully screened well in advance for safety practices, experience working with Scout-aged groups, and knowledge of BSA policies applicable to the activity.
- Also be sure to confirm any third-party service has appropriate insurance coverage in place prior to planning any excursion, and confirm that the insurance information is still current at the time of the trip or event.
- “Roll your own” adventures can include a wide variety of experiences, from traditional outdoor programs like backpacking, climbing, canoeing, or whitewater to specialized experiences supporting interests in astronomy, aviation, Indian lore, metalworking, or any number of other pursuits.
- For high-adventure trips of a week or more, Scouts can take advantage of many opportunities farther from home than a typical weekend event. They can often integrate several different adventure themes into a trip, if desired.
- Discuss local high-adventure options within range of the district. Include nearby council facilities as well as opportunities that may be up to two or three days of travel away.
- As an option, after discussing and potentially sharing itineraries from prior high-adventure trips, including “roll your own” excursions that units have pursued, break the roundtable into small groups to plan a sample weeklong skeleton itinerary going in different directions from the local district. This can demonstrate the wide variety of interests and opportunities available to local units.

Historic Trails

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

- Understand why Scouts hike historic trails.
- Identify sources for local and national historic trails.
- Understand the difference between the BSA Historic Trail Award and 50-Miler Award, and “normal” historic trails.
- Organize and lead a hike safely.
- Create a historic trail if there aren’t any local trails.

Suggested Presenter(s)

A Scouter who has hiked historic trails and knows about local trails is an ideal presenter. The presenter should be able to discuss how hiking relates to Boy Scout advancement programs and trail safety.

Presentation Method

The presentation should include a list of historic trails located in the local council or nearby councils. The location, length, theme, and degree of difficulty of each trail should be described. Printed scans of available trail patches to show participants may improve interest level. Discuss the BSA Historic Trail Award and how it differs from a historic trail patch. Discuss ideas for a new historic trail, and considerations involved in creating one.

BSA Reference Materials

- Local council historic trail list and award requirements
- BSA-approved historic trails state-by-state list
- National Park Service—National Trails System, www.nps.gov/nts/
- BSA Historic Trail Award, www.scouting.org/filestore/pdf/34408.pdf
- BSA 50-Miler Award, www.scouting.org/filestore/pdf/430-067_WB.pdf

Community Resources and Materials

- Historical society list of significant local places
- Schedule of local heritage events.
- Local “volksmarch” groups dedicated to hiking as a public fitness event.

Presentation Content

- Physical fitness and citizenship development are two of the three aims of Scouting. Outdoor programs and advancement are two of the eight methods of Scouting. Hiking historic trails achieves each of these aims and methods.
- Hiking can be an exciting component of a well-rounded outdoor program when properly planned and executed. It can improve a Scout’s stamina and physical fitness. Scouts will learn local or national history in the process of hiking historic trails.
- Boy Scouts must complete a number of patrol or troop activities—which can include historic trail hikes—to earn the Tenderfoot, Second Class, and First Class ranks. Trails of increasing length can help to ease younger Scouts into the joys of hiking without overwhelming them.

- The Hiking merit badge can be earned by hiking several historic trails of the proper length.
- A historic trail gives purpose to a hike beyond the physical effort needed to walk, and this will heighten a Scout's interest. Since the Hiking merit badge requires a minimum of six hikes, historic trails can prevent boredom by providing new sites to see and different terrains.
- Historic trails usually include a colorful patch and perhaps other awards for those who answer a trail questionnaire and complete the trail. They are mementos of the event and can be an incentive for Scouts to hike historic trails.
- There is no single type or length of "historic trail." Some examples of trails are described below.
- Historic trails can commemorate local events (e.g., battles that took place nearby or a civil rights march), include local historic sites (e.g., early public buildings and residences), or connect several sites associated with a significant person.
- Each council should have a list of BSA historic trails in the council or the state, and the questionnaires required to earn any available trail awards.
 - If your council has one or more BSA historic trails, the presenter should describe them to units that have not yet hiked them, and encourage every unit to try one.
 - Tell where each trail is located and describe the theme or highlights of each.
 - Indicate whether each trail is suitable for all ages or only older Scouts.
 - Show an example of the patch or other award(s) available for completing the trail.
 - Ask units that have hiked the trail to give their views on ways to make the experience a positive one.
- The BSA national website maintains a list of authorized historic trails by state. The BSA national list was being updated when this topic was written, but cached versions can be found online.
 - This list is useful when the local council does not have a historic trail within its borders.
 - These trails can be used to supplement local trails for even more variety.
 - An out-of-council or out-of-state trail can become a component of a weeklong summer trip in that area or serve as a destination of its own.
- Historic trails can be found at most national battlefield parks and many national historical parks or monuments managed by the National Park Service (NPS).
 - The NPS websites include information about available hikes and awards.
 - A handout with a list of nearby NPS trails will be useful for unit leaders planning historic trail hikes.
- The National Park Service has a system of very long-distance trails called the National Trails System.
 - The NPS website has a map showing all 29 of the trails. Every state, including Alaska and Hawaii, either has a portion of one these trails or is near one.
 - Since these trails can be 1,000 miles long, or more, there are many places to begin and end a hike. Scouts can hike any length of these trails that they desire. For hikes intended to last more than one day, look for a segment with available camping facilities.
 - Many of these trails do not have a trail questionnaire, so Scouts may not receive an educational component from the trail without doing pre-hike research on the purpose of the trail and how their chosen segment fits that purpose.
 - A weeklong hike on one these trails can qualify for the BSA 50 Miler Award. This award requires five days on the trail plus 10 hours of conservation service that can be done at home after the hike.
- Some councils sponsor an annual heritage hike as part of a local heritage celebration.
 - The U.S. Grant Heritage festival in Galena, Illinois, the Circus Heritage festival in Baraboo, Wisconsin, and the Lincoln Pilgrimage in Springfield, Illinois, are examples of such hikes organized by councils.
 - These hikes occur once a year, on the date of the festival, so careful attention to the calendar is required to register and attend. Private property that is open for visits as part of the festival may not be open to visitors at other times.
- Your city hall or local historical society may have a list of historic trails created by members of the society for civic pride. Feel free to use these resources even if they don't have a commemorative patch, or create a patch if you want.
 - Some towns may have a heritage weekend sponsored by the town or the historical society. This festival may include visits to local historical sites or houses on the National Register of Historic Places. Even if there is no patch, walking between these sites is a convenient way for Scouts to learn about their hometown while engaging in a patrol or troop activity.
 - The city or historical society also should have a map with a list of historic sites that can be made into a permanent historic trail of your own, if there are no existing historic trails.

- Many BSA historic trails were created as Eagle Scout projects, when there were no existing local trails. Units should keep this in mind as an idea for a Scout looking for a special Eagle project.
 - See the Tips for Creating a New Historic Trail supplement to this topic for suggestions on how to create a historic trail. These tips were written by a Scouter who designed a trail that linked several state historical society sites with a common theme; a patch was created for trail participants.
- The BSA Historic Trail Award is not related to any specific historic trail. It can be earned while hiking a historic trail but has its own extra set of requirements that include:
 - Studying about the purpose of the trail
 - Spending two days and one night along or near the trail
 - A trail maintenance or improvement project, or participation in a public event related to the trail (such as a pageant or a reenactment)
 - Trail maintenance projects must be approved by the landowner.
- Remember to file a tour and activity plan if hiking a historic trail where distance or other factors require the plan.
- Call ahead to make sure that the trail is open for use (time of year, recent weather events, etc.), and check the hours of operation of sites that must be visited along the trail.
- Practice hike safety at all times.
 - Wear proper footwear for the terrain. Even city sidewalks require well-cushioned soles to avoid painful foot problems.
 - Make sure everyone remains hydrated.
 - Match trail difficulty and length to the abilities of your Scouts. Hike shorter trails to build stamina before hiking longer ones.
 - Scheduled rest stops (i.e., 10 minutes every hour) will reduce exhaustion and straggling. Straggling can make Scouts feel inferior to others, and also makes proper adult supervision more difficult.
- Practice Leave No Trace and Tread Lightly! principles.
 - Make sure not to litter.
 - Leave historic artifacts where they are, just as they were left by other Scouts who preceded you.
 - Avoid all forms of vandalism. Remember the adults who toppled a rock formation and the consequences of that action for them and for Scouting.

— More than one BSA trail that crossed private property has been closed due to misbehavior by Scouts.

- Your city may have a local “volksmarch” group that conducts noncompetitive public group hikes. This can be a fun way to meet people who share the joy of hiking.

Tips for Creating a New Historic Trail

Have you ever wished there was a historic trail connecting sites where you live? Have you ever thought about creating one? This paper is intended to provide tips that can help you make that dream a reality.

There are four primary considerations in making a successful historic trail:

- Geography
- Content
- Safety
- Property rights

Each consideration is discussed below in theory and in the context of the decision-making that went into the creation of a specific historic trail. Then two additional considerations are discussed—the BSA Historic Trail Award and handling trail awards.

Geography

In order to have a manageable trail, the sites must be close enough to each other that they can be walked or biked for the Hiking or Cycling merit badges, and so that visitors will not spend an unreasonable length of time getting from one to the other. You don’t want the trail to be so long and so scattered that people give up halfway or decide not to go there at all because it is too spread out.

For example, this was a real issue when planning a trail to commemorate the 1862 U.S.–Dakota War. The war took place all over southern Minnesota, with sites in nine counties. The trail cannot encompass this geographic range and be successful due to the traveling time required to visit all the sites. At best, the trail can include only a small number of sites that are located reasonably close to each other. At least a dozen sites were researched to determine the distance between them, which led to focusing the trail on three sites that are only 10 miles apart: the Lower Sioux Agency, the Birch Coulee battlefield, and the Morton official state monuments. Their proximity enables Scouts to visit all three sites in one day of hiking so they can earn the trail patch and have the hike count toward their Hiking merit badge. An optional fourth site was included for purposes of content (see below).

Content

In addition to selecting sites that are close enough together, each one needs significant content to make the transit time worthwhile. There's nothing worse than the "We came all that way for this?" feeling when you walk or cycle between the sites. This is an essential consideration for a trail where many historically significant buildings used to be before they were torn down for a shopping center, housing project, etc. The building itself would have been interesting to see. But the new shopping center? Not so much.

When creating a trail questionnaire, be careful selecting questions about museum displays because such displays can and do change. It is frustrating to trail participants to spend time looking for an item, only to find it has been removed from view. The trail organizer should recheck the trail from time to time and update the questionnaire as needed.

In the case of the U.S.-Dakota trail, the Lower Sioux Agency Museum has an excellent and very educational summary of the causes and effects of the war. The Birch Coulee battlefield nearby is very compact, featuring many interpretive markers with information about the different ways the whites and Dakotas fought the war. The two state monuments at Morton were added partly to round out the 10 miles so the trail would qualify for the Hiking merit badge, and partly because they remind us of the prejudice against Indians that was so prevalent at the time they were erected. These three locations have the content essential for a trail about the U.S.-Dakota War.

Which sites were not selected as essential?

- Fort Ridgely was considered by both sides as the key to winning or losing the war. If the fort fell, there were no other soldiers nearby to stop the Dakotas from reclaiming more land and killing more settlers than they did. If it didn't fall, it could be used as a supply and reinforcement base for counterattacks against the Dakota anywhere in southern Minnesota—which is exactly what happened. Fort Ridgely was the site of intense fighting in two separate battles, about which there are several educational markers. There are also several monuments in the cemetery adjacent to the fort. Two of the original buildings are still standing and the foundations of the others are still there (along with photos of some the original buildings). So content-wise, Fort Ridgely State Park is right up there with the Lower Sioux Agency Museum building exhibits. But even with all that great content, the trail questionnaire is clear that Fort Ridgely should only be visited if the Lower Sioux Agency Museum is closed on a particular day, for three reasons:

- Fort Ridgely has less information than the museum on the causes of the war.

- The fort is 20 miles from Morton, which is too far to be walked or biked in the same day with a tour of Birch Coulee and the outside displays at the Lower Sioux Agency.
- The narrow road between Morton and Fort Ridgely is unsafe for hiking or biking. Taking a car between the Lower Sioux Agency Museum and Fort Ridgely is also recommended because the two sites are so far apart.

- Why was New Ulm, Minnesota, eliminated from consideration? Two reasons: geography and content. New Ulm is 40 miles from the Lower Sioux Agency and Birch Coulee. That is almost an hour's drive and impossible to hike. Also, almost all of the historically significant buildings and battle sites were demolished during the last 150 years. There is a wonderful state monument and plaques on the walls of modern buildings describing what used to be there—but there is nothing that is worth driving a long way to see.
- The Etoile du Nord Trail through downtown St. Paul, Minnesota, was designed before some significant redevelopment projects took place along the trail. Several buildings were repurposed, making it impossible to determine their original use, and displays were moved to new locations across town. Consequently, the trail fell out of use. An update took place in 2007, with several items removed from the original trail questionnaire and several new ones added to replace them. Nearly eight years later, one more small item has been removed from view at one of the locations, so it is time for another update.

Safety

It should go without saying that the safety of Scouts hiking or biking a historic trail is a major concern. No leader wants a Scout getting hurt because a trail is poorly designed.

The U.S.-Dakota War trail includes stretches along three roads. One is a heavily traveled highway, and the other two are less-used country roads. There is also a stretch on city streets in a small rural town. The highway has broad shoulders that are safe to walk or bike along, assuming the Scouts and their leaders take the normal safety precautions—proceeding in single file, keeping to the shoulder on the proper side of the road. The country roads have narrower shoulders that are also safe to walk or bike on if the normal safety precautions are taken.

By contrast, the trail brochure advises taking a car to visit Fort Ridgely. That's partly because of the distance, and partly because the heavily traveled U.S. highway connecting Morton and Fort Ridgely has several stretches with narrow shoulders. There are tall cliffs close to the road on one side where cuts in hillsides were made for the highway and drop-offs on the other side, making it an unsafe route for bikers and hikers.

Property Rights

Make sure that your trail doesn't require Scouts to trespass on anyone's land. The best way is to stick to public places and public roads. If the trail would need to cross private property, make sure to get the landowner's permission and include a registration process that tells you which units have gone through the property, in case of littering or other unacceptable behavior. Trails have been closed after incidents on private property, and Scouting does not need that kind of reputation, not to mention the loss of an interesting trail that took considerable effort to organize and promote.

BSA Historic Trail Award

This award requires two days and one night on a historic trail, plus either a service project for the benefit of the trail or an educational event in conjunction with another group. Some trails are good candidates for those requirements and some are not; keep this in mind when designing a trail. Key considerations include:

- Is the trail long enough?
- Is there camping nearby?
- Is there a community or historical reenactment group that performs somewhere along the trail?

The Northwest Voyageurs Brigade Trail (Voyageurs Area Council) seems to have been designed with the Historic Trail Award in mind. The trail includes three options for canoeing and portaging along rivers and across lakes used by Minnesota fur traders in the 1700s and early 1800s. A fourth route offers a 9-mile hike, and at three sites along the trail, costumed reenactors show the public what life was like in the old fur-trading days. The Charles L. Sommers Canoe Base, along one of the trail segments, is a place where Scouts can engage in reenactments.

Trail Awards

Most historic trails offer an award of some sort, usually a colorful patch. In the past, it was common for trails to offer a patch, a medal, a neckerchief, a neckerchief slide, and perhaps pins to go on the patch or medal if the trail was hiked more than once or if optional segments were hiked. Today, most trails offer only a patch.

Why is that? Medals are more expensive to make and stock than patches, and often don't sell very well due to the cost. Pins are also expensive and can require administration. Neckerchief slides tend to get lost too easily, so parents seem reluctant to pay for something their Scout may never use.

When designing a trail patch, here are some considerations to keep in mind:

- Check with your local council service center and Scout shop manager before making plans that hinge on their involvement. They may not have the staff to check for completed questionnaires. Or they may not be willing to invest funds in the trail patch or to collect payment and forward it to the owner of patches left with them on consignment.
- How many patches should you order in the first run? To keep costs down, it may be tempting to order enough patches to earn the maximum quantity discount. But trails often take quite a while to become well known, so it may be a better use of funds to make periodic reorders than to sit on hundreds of patches for a long time.
- Who will pay for the initial stocking order and reorders—the local council or the individual who designs the trail and the patch? A council with limited discretionary funds may not be inclined to devote several hundred dollars toward the purchase of patches for a new trail that may or may not see frequent use. The Scout shop manager is under pressure from the Supply Group to increase inventory turns, and may be unwilling to invest in the patches.
- Who is going to administer the awards? This means receiving the completed trail questionnaire (if there is one), making sure the questions are answered correctly, and mailing awards to recipients (if that is an option). Will it be the local council service center? The Scout shop? The trail organizer? Staffing levels at the local council service center or Scout shop may dictate the answer.
- How will you promote the trail? Will the local council host the trail brochure (with award-ordering information) on its website? Or must the trail organizer create a website for this purpose? If the council website is chosen, the trail organizer must be vigilant to ensure changes to the site don't accidentally break links to the brochure. If this does happen, the organizer should work courteously with the council to have the links repaired.

Leadership Within the Community

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand that the development of leaders is a critical part of Scouting.
2. View leadership as an activity, not a role or position.
3. See that there are opportunities for anyone seeking to “move the needle” on a challenge within their community.
4. Understand that they must share responsibility for acting together in pursuit of the common good.

Suggested Presenter(s)

District chairs make ideal presenters for this topic if they are well experienced in leadership. Other good candidates are community members who have demonstrated the ability to encourage others to take on leadership roles.

Presentation Method

Start with opening remarks from the designated presenters. Then the session can be opened to discussion with participants. The objective is to build understanding about how adults and youth can be developed as effective leaders in their communities.

BSA Reference Materials

- *District Operations Handbook*, No. 34739
- Chrislip, David D., and Ed O'Malley. *For the Common Good: Redefining Civic Leadership*. 2013, Kansas Leadership Center (www.kansasleadershipcenter.org)

Presentation Content

- **Intervene skillfully.** The activity of leadership starts with a personal intervention. Nothing happens until someone takes initiative. Making conscious choices about whether, when, and how to intervene most skillfully will help you maximize the likelihood of progress.
- **Make conscious choices.** Most of us react to situations in unconscious, instinctual, or habitual ways. Becoming aware of these tendencies can help us make conscious choices to intervene in different, more effective ways.
 - How do you commonly react (your “default mode”) when faced with leadership challenges?
 - In a given situation, what is the purpose of your intervention?
 - What kind of intervention from you might help make some progress? How would this compare to or contrast with your usual response?

- **Raise the heat.** Leadership challenges, especially those in the civic arena, are filled with potential drama. If done properly, focusing everyone’s attention on the disagreement can help “raise the heat” in a constructive way. What is your default?
 - Do you typically lower the heat, thereby avoiding conflict?
 - Do you raise the heat to a level appropriate for getting the work done?
 - Or do you raise the heat so much that it keeps people from engaging productively with each other?
 - Given your diagnosis of the level of heat in a particular situation, what could you do to raise or lower the heat so some work gets done?
- **Share the work.** Sharing the work lightens everyone’s load.
 - Do you tend to go it alone (Lone Ranger syndrome)?
 - Do you rely on others to exercise leadership?
 - Or do you mobilize others to help do the work? What could you do in a given situation to accomplish this?
- **Hold to purpose.** Clarity of purpose helps to orient and guide interventions.
 - What helps or hinders your capacity to stay attuned to your purpose?
 - In a given situation, what might throw you off from your purpose?
 - How could you reorient yourself to your purpose and “get back on track”?
- **Speak from the heart.** When we communicate our care and concern honestly, we can help to energize others.
 - What makes it easier for you to speak from the heart?
 - What makes it harder for you?
 - In a given situation, how could you share your concerns in a way that also shows respect and appreciation for others?
- **Act experimentally.** There is no certainty about how to make progress on adaptive challenges. This means that one must anticipate the unexpected and be prepared to improvise and experiment.
 - What keeps you from being more experimental in the way you exercise leadership?
 - In a given situation, what experimental interventions might you undertake in order to make progress?

Tough Scout Challenge

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Describe the concept of the Tough Scout Challenge and the situational leadership challenge.
2. Describe the use of the Tough Scout Challenge as the interpatrol activity portion of a troop meeting.
3. Help develop activities and find resources for a future Tough Scout Challenge.

Suggested Presenter(s)

The ideal presenter is a Scoutmaster or assistant Scoutmaster who has experience in youth leader training and has completed the Fundamentals of Training, the Trainers EDGE, and, ideally, the Wood Badge course. Experience with COPE or other challenge activities that can be done at the unit level is also desirable.

Presentation Method

The presentation should include a description of the Tough Scout Challenge and the situational leadership challenge, and how these activity models can help develop youth leaders and foster patrol-level team development.

The discussion should be followed by a sample Tough Scout Challenge that is presented to and completed by the Scoutmasters and assistant Scoutmasters at roundtable.

Handouts listing different Tough Scout Challenge ideas based on local resources should be provided to all participants.

BSA Reference Materials

- *Belay On*, No. 430-500
- Troop Meeting Plan, www.scouting.org/filestore/pdf/34425.pdf

Community Resources and Materials

- “Are You Tougher Than a Boy Scout?” (National Geographic Channel series), <http://channel.national-geographic.com/are-you-tougher-than-a-boy-scout/>
- <http://toughscout.com> (National Geographic website that supports Boy Scout recruiting)

Presentation Content

- The Tough Scout Challenge concept is intended to capitalize on the National Geographic Channel series “Are You Tougher Than a Boy Scout?”
- The TV show can serve as inspiration for local unit and district events that challenge youth to demonstrate mental and physical fitness, character strength, leadership skills, teamwork, and planning.
- The Tough Scout Challenge is based on the concept of situational leadership—a scenario in which there are several potential solutions but none that are clearly “right” or “wrong.” Situational leadership challenges have been used in other leadership development arenas with great success due to the flexibility of the process.
 - The overall intent of the Tough Scout Challenge is to build stronger teams and develop more effective Scouting leaders.
 - The Tough Scout Challenge can be incorporated into district and council events, and used to develop patrol and troop teamwork and unity.
- The BSA “low COPE” program can serve as a starting point for developing a Tough Scout Challenge. Appropriate obstacle courses may also allow Scouts to test their knowledge and capabilities while working as a team. Every attempt should be made to incorporate Scouting skills.
- In a troop meeting setting, the Tough Scout Challenge should fit the planned completion time of 15 minutes for an interpatrol activity. This makes the “game time” of the troop meeting a useful leadership development and team-building experience.
- Longer format challenges could be used for a campout event or a district camporee.
- Keep the equipment required for each challenge to a minimum so all patrols can attempt the challenge at the same time. If this is not possible, the patrol attempting the challenge should do so in a location where other patrols cannot observe them; this way, each patrol can develop a unique strategy for addressing the task.
 - Each patrol must complete the challenge according to standards you provide. There should be no specific “right” or “wrong” way to complete the task, and in some cases, the task will not be completed successfully. The challenge should be a controlled opportunity for patrol leaders and other youth leaders to exercise leadership methods and skills, and to develop problem-solving and team-leading strategies.

- Once the Tough Scout Challenge is completed—or the time limit has been reached—the patrols should be reassembled and a post-activity review should be conducted. In this review, you should:
 - Reveal the intent of the challenge.
 - Allow each patrol leader to explain how his patrol addressed the challenge.
 - Share information and feedback to help develop leadership.

- If time allows, roundtable participants can break into small teams and create sample Tough Scout Challenges to share with the whole group. Give each team a particular Scout skill to build their challenge around—but remind them that challenges are not just about skill, but also about leadership, preparation, and decision-making.

Troop Guide and Instructor Roles

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the importance and purposes of the troop guide and instructor positions, and the differences between them.
2. Understand the responsibilities of each position.
3. Work with their senior patrol leaders to help troop guides and instructors be more effective in their roles.

Suggested Presenter(s)

A unit leader who has experience working with troop guides and instructors in the intended manner would be an effective presenter. The district training chair could be another presenter.

Presentation Method

The presentation should include the position-specific duties of the troop guide and the troop instructor. Discuss the role each of them plays in unit operations and as a friend to new Scouts. As an example, highlight the role of a troop guide in a Wood Badge course to put it in a context that participants will recognize. Have unit leaders share their experiences using troop guides and instructors, and discuss tips for better performance by Scouts who serve in those positions.

BSA Reference Materials

- *Senior Patrol Leader Handbook*, No. 32501
- Introduction to Leadership Skills for Troops: Position Description Cards, No. 30521
- *Troop Leader Guidebook*, No. 33009

Presentation Content

- Leadership development is one of the eight methods of Scouting.

- Troop guides and instructors are key unit leaders when properly selected and trained. Knowing and properly implementing the roles of the troop guide and troop instructor will help them achieve the desired results in their positions of responsibility.

- Scouts whose outside schedules may keep them from attending meetings and outings and performing their duties should not be selected as troop guides and instructors.

- Qualities of a good troop guide or instructor:

- Sets a good example.
- Wears the Scout uniform correctly and enthusiastically.
- Lives by the Scout Oath and Scout Law.
- Shows Scout spirit by attending as many unit events and meetings as he can.

Troop Instructor

- Responsibilities of a troop instructor:
 - Teaches basic Scouting skills in troops and patrols.
 - Teaches outdoor skills to new Scouts so they can earn First Class in the first year. (Advancement is one of the eight methods of Scouting.)
 - Teaches outdoor skills to new Scouts so they can perform better on outings. (Outdoor programs is one of the eight methods of Scouting.)
- To prepare well in advance for each teaching assignment, a troop instructor should refresh his memory by studying carefully the skill to be taught, using BSA resources such as the *Boy Scout Handbook*, *Fieldbook*, *Program Features for Troops, Teams, and Crews*, and merit badge pamphlets. He should write an instructional plan to ensure he teaches the subject thoroughly and doesn't leave out useful material. He must make sure to have all the necessary supplies ("Be Prepared").

- Instructors should teach all the related skills for Tenderfoot through First Class. Each of those ranks has requirements for first aid, cooking, knots and lashings, etc. An instructor should be able to teach all of those requirements.
- Instructors should teach Scouting skills at troop meetings to get newer Scouts ready for campouts where those skills will be used. The instructors should then attend campouts to provide additional guidance as needed so the newer Scouts can really master these skills by using them.
- Troops may allow the instructor to sign off on skills when the Scouts have mastered them, or may have the instructor tell the patrol leader or assistant Scoutmaster that a Scout is ready to be tested on the skills. The instructor should keep good written notes for his teaching activities and his evaluations of the Scouts he teaches, so he can advise their patrol leaders and others when they are ready to be tested. These notes and evaluations, plus the extent to which the new Scouts have mastered their skills, help the senior patrol leader and Scoutmaster evaluate whether the instructor is performing his duties well enough, or if the instructor requires additional coaching and training to perform his job effectively.
- The troop instructor should be trained in using the EDGE (Explain, Demonstrate, Guide, and Enable) method. This ensures that the Scouts he trains will really learn the skills being taught.
- The troop instructor is generally an older Scout who has demonstrated proficiency in Scouting skills by earning First Class rank. It is helpful if he also earns the merit badge or badges associated with the particular skills he is to teach, because the badges require skills beyond those needed for the lower ranks.
- Instructors are appointed by the senior patrol leader, who also designates the skills the instructor is responsible for teaching based upon the instructor's professed desires and demonstrated competencies.
 - Scouts often have favorite Scouting skills. Match the skill to be taught with the instructor's interest. For example, teaching swimming and other aquatic skills is a perfect job for a trained BSA lifeguard. A Scout interested in the environment may become an instructor on the principles of Leave No Trace, without the 16 hours of training necessary for the official Leave No Trace trainer position.
 - There will usually be one or more Scouts in a troop to whom others turn for advice on Scouting skills. If these boys have demonstrated their mastery of those skills, they should be considered for the instructor position. Depending on the troop size and needs, a troop may have several instructors.
- Troops often add their own eligibility requirements to the instructor's position, such as:
 - Minimum age of 13 or 14
 - Minimum of Star rank
 - Previous leadership experience within the troop
 - Completion of the troop's junior leader training
- Some troops prefer older Scouts as instructors because seniority adds to their credibility. Yet some 12-year-old First Class Scouts may make good instructors.
 - These young but not-so-new Scouts often need a specific challenge to keep them engaged productively in the troop program so they will have fewer temptations to goof off.
 - Their mastery of basic Scouting skills is new enough that they often remember those skills better than older Scouts who haven't used them recently.
- An instructor should show Scout spirit by attending as many troop meetings, hikes, and camping trips as possible, not just when he is scheduled to give instruction or a presentation. He should also share his expertise whenever appropriate, not just when teaching younger Scouts or giving presentations.

Troop Guide

- Each new-Scout patrol will elect a leader from among the patrol members, like all the other patrols do. By definition, that patrol leader is new to Boy Scouting and to the concept of youth-led Scouting. He will benefit from an older Scout as a mentor who can show him the ropes. That older Scout is called a troop guide. Each new-Scout patrol should have its own troop guide to mentor the patrol leader.
 - Troops that do not put recently transitioned Webelos Scouts in new-Scout patrols do not need a troop guide. Troops that "salt" new Scouts into existing patrols will rely on the leaders of those patrols to mentor and nurture their new Scouts—while also ensuring that older Scouts in the patrol befriend and do not bully the new Scouts, and the least desirable chores are not consistently assigned to new Scouts.
- A high-performing troop guide can assist new Scouts in learning and implementing the patrol method. (The patrol method is one of the eight methods of Scouting.)
- Responsibilities of a troop guide:
 - Introduces new Scouts to troop operations.
 - Coaches the leader of the new-Scout patrol on his duties.
 - Attends patrol leaders' council meetings with the leader of the new-Scout patrol.

- Guides new Scouts through early Scouting activities.
- Ensures that older Scouts never harass or bully new Scouts.
- Helps new Scouts earn First Class in their first year.
- Teaches basic Scouting skills.
- Helps the assistant Scoutmaster with training.
- Counsels individual Scouts on Scouting challenges.
- To be effective, a troop guide must
 - Be First Class or higher.
 - Have strong leadership and teaching skills.
 - Have completed the troop's junior leader training.
 - Be patient enough to work with new Scouts.
 - Use his status to prevent other older Scouts from picking on the new Scouts. In other words, he should be the "big brother" to the new Scouts.
- As a mentor to the new-Scout patrol leader, the troop guide provides direction and helps him learn and perform his responsibilities.
 - The BSA position description does not require that the troop guide be a former patrol leader, but it would be helpful if he is. It is easier to provide practical leadership training to the new-Scout patrol leader if the troop guide has "been there and done that," rather than learning at the same time he is trying to mentor the new patrol leader.
- Ask the roundtable participants to remember the role of the adult troop guide in their Wood Badge course: The troop guide did not run the Wood Badge patrol, but rather coached the patrol members as they took turns being the patrol leader. This same dynamic holds true with youth troop guides and the leaders of new-Scout patrols.
- Along with the patrol leader of the new-Scout patrol, the troop guide is a member of the patrol leaders' council.
- Troop guides are appointed by the senior patrol leader.
- The troop guide should enlist troop instructors to help train the new Scouts. This allows the troop guide to focus on his patrol leader mentorship.
 - The troop guide accompanies the new-Scout patrol on troop campouts and makes himself available to assist the new Scouts as they learn and implement fundamental Scouting skills.
 - He can also help the new Scouts use these skills on outings. But, like an adult leader, he should resist doing anything for the new Scouts that they can do for themselves.
- An older troop guide may also work with an assistant Scoutmaster to create an enhanced activities program that is interesting, fun, and challenging for older boys. However, some troops prefer to use a junior assistant Scoutmaster in this role instead of a troop guide.

Webelos-to-Scout Transition

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Understand the factors involved in the Webelos-to-Scout transition process.
2. Identify key responsibilities of the troop leadership in this process.
3. Develop an action plan for facilitating successful Webelos transition into a Boy Scout troop.

Suggested Presenter(s)

This should be an experienced Scoutmaster with a proven history of successfully facilitating the transition of Webelos Scouts into a Boy Scout troop with a high multiple-year retention rate. As an alternative, a district committee

member or commissioner tasked with supporting the Webelos-to-Scout transition process could present this topic.

Presentation Method

The core ideas of this topic are presented as a facilitated discussion. Start by asking questions about how different troops facilitate the process of transition. A list of key Scouters involved in the process of Webelos-to-Scout transition could be presented using PowerPoint or a flipchart.

BSA Reference Materials

- *Guide to Advancement*, No. 33088
- *Boy Scout Requirements*, No. 33216
- 2015–2016 Cub Scout Program Transition Information, www.scouting.org/programupdates
- *Webelos Handbook*, No. 33452
- *Troop Leader Guidebook*, No. 33009

Community Resources

Knowledge of the chartered organizations for various Cub Scout packs in each troop's area

Presentation Content

- Ask troop leaders how many Scouts they currently have, and how many new Scouts they would like to recruit.
- Ask troop leaders what percentage of new Scouts they retain at the end of year one, and at the end of years two and three.
- Provide an introduction to the key volunteers in the Webelos-to-Scout transition process and their responsibilities:
 - Webelos den leader
 - Cubmaster
 - Scoutmaster and assistant Scoutmaster
 - Unit commissioner
- Troop leaders need to form relationships with multiple packs in their area to facilitate the process of having Webelos visit troop meetings and events.
 - Visiting several units is better than visiting only a few. Also, a Webelos Scout will gain more insight from attending regular troop activities than from going to events specifically designed for Webelos visits.
 - Emphasize that roundtable provides a great opportunity to meet pack leaders and initiate connections.
- Ask unit commissioners for assistance in initiating dialogue and forming connections with various packs and Webelos dens.
- Coordinate a recruiting plan with unit commissioners who can provide insight to many of the packs and Webelos dens in a troop's area.
- Act as a resource in actively promoting outdoor program to Webelos dens.
- Troops should invite Webelos dens to attend events and outings where troop activities are showcased and Webelos Scouts can be introduced to the patrol method.
- Provide support to Webelos Scouts participating in outdoor activities. Be prepared to provide equipment to Webelos dens for their use in camping, and be willing to host a Webelos group on a troop campout.
- Troop leaders should be ready and willing to provide Scouts who will serve as Webelos den chiefs in support of the Webelos program and to promote Boy Scouting.
- Troops need to provide a dedicated assistant Scoutmaster and troop guide(s) to serve the new-Scout patrol, or to serve new Scouts if they are placed in different patrols after crossover to the troop.
- Troops should provide an opportunity for each Webelos Scout to have a Scoutmaster conference before joining a troop.
 - It is important to emphasize that each individual boy can select the troop he wants to join. The goal is to keep boys in the program, not to push them into any specific troop.
 - Some leaders will resist the idea that there are no "feeder packs" recognized by the BSA. Instead, focus should be placed on helping each potential new Scout find the unit where he is most likely to succeed personally and stay in the program.
- Once the troop is informed by a pack about Webelos Scouts who intend to cross over, the troop leadership should plan to take part in the crossover ceremony and provide the new Scout with distinctive troop numerals, neckerchief, a *Boy Scout Handbook*, and a calendar of troop meetings and activities for the year.
- Troops should plan to have an individual Boy Scout sponsor for each of the Webelos Scouts crossing over to provide a "first point of contact" for the new Scout. The sponsor will act to introduce the new Scout to the fully assembled troop at the next regular meeting.
- Ensure that each new Scout and his parent(s) are quickly engaged in the troop, and that all those who have crossed over receive communications about troop meetings and events.

Integrating STEM into Troop Programs

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Explain what STEM means (science, technology, engineering, and mathematics).
2. Understand the diverse activities that can be STEM events.
3. Discover ways to incorporate the BSA's STEM and Nova Awards programs into troop activities and outings.
4. Encourage discussion on leveraging local STEM resources for the benefit of Scouts.

Suggested Presenter(s)

The ideal presenter will be a local STEM professional involved in the STEM and Nova Awards programs or a Scouter whose experience includes STEM activities in their troop.

Presentation Method

Because many Scouters may not be familiar with the variety of activities related to STEM, a brief introduction is appropriate. Provide resources for further exploration and encourage discussion among the leaders present.

BSA Reference Materials

- STEM in Scouting, www.scouting.org/stem/AboutSTEM.aspx
- STEM-related merit badge pamphlets
- *Cub Scout Nova Awards Guidebook*, No. 34032
- *Boy Scout Nova Awards Guidebook*, No. 34033
- *Venturing Nova Awards Guidebook*, No. 34031

Community Resources

Local STEM-related enterprises, including museums, schools, community programs, and corporations

Presentation Content

- STEM stands for science, technology, engineering, and mathematics. While it has become a popular topic in recent years, the BSA has been engaged in STEM activities for more than 100 years. Many of Scouting's core outdoor, conservation, and merit badge activities relate to STEM topics.
- For example:
 - The BSA's many outdoor nature and conservation programs clearly relate to environmental, geological, or life science, among other categories.

- Pioneering uses many engineering concepts. Math is also used to calculate heights, lengths and construction strengths.
- Scouting's many vocational and career activities expose Scouts to a variety of STEM opportunities, from firefighting to aerospace to medical science.

- A quick review of the merit badge program shows that many of the subjects are STEM-related:

Archery	Nature
Astronomy	Oceanography
Athletics	Orienteering
Bird Study	Plant Science
Canoeing	Pulp and Paper
Environmental Science	Reptile and Amphibian Study
Farm Mechanics	Rifle Shooting
Fish and Wildlife Management	Robotics
Forestry	Scuba Diving
Gardening	Shotgun Shooting
Geocaching	Small-Boat Sailing
Geology	Soil and Water Conservation
Insect Study	Space Exploration
Mammal Study	Weather
Motorboating	Welding

- The BSA has developed the Nova Awards program to encourage youth with particular interests in STEM pursuits to further explore these subjects.
 - The award offers four parts, one for each element of STEM.
 - Recognition includes the Nova Award patch and separate pi (π) devices that attach to the patch.
 - Scouts can also pursue the Supernova Award, which has more rigorous requirements, designed to motivate youth and recognize more in-depth, advanced achievement in STEM-related activities.
- The wide variety of STEM-related activities makes this an easy program element to incorporate into a unit plan.
 - Look for naturally occurring STEM opportunities in your current program calendar. (Ask participants to share examples.)

- Troops may also want to suggest STEM opportunities when the patrol leaders' council plans the program calendar.
- Local community and online resources can make STEM activities more accessible. These include science centers, museums, school resources, STEM corporations, NASA online, TV shows such as "MythBusters," and many other resources readily available to Scouts.
- The most important aspect of the STEM program is having fun while exploring topics that interest the Scouts.
- Guide a group discussion about various program options or resources that could offer STEM exploration to Scouts, whether as part of a general Scouting activity or specifically as a STEM opportunity.
- Alternatively, divide the participants into small groups, and give each group the requirements for one of the Nova awards. Each group creates a troop program plan for one month, including meetings and an outing, that can leverage the STEM concepts. Ideas will be shared at the end of the meeting.

International Scouting Activities

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Explain what the acronyms JOTA, JOTI, and JOTT represent.
2. Understand the importance of these international Scouting jamborees to Scouts in their units.
3. Know when JOTA/JOTI and JOTT are held and where to find local information.
4. Help set up a JOTA/JOTI and JOTT activity for the Scouts in their district and/or council.
5. Share what they have learned about the BSA International Spirit Award.

Suggested Presenter(s)

A local amateur radio operator who is a Scouter, and/or a Scouter who has participated in JOTA or JOTI should be invited to present.

Presentation Method

A guided discussion is an ideal way to present this topic. Because many Scouters may not be familiar with JOTA/JOTI or JOTT, prepare a brief introduction to provide the basics. Have copies of the International Spirit Award application to distribute to units.

BSA Reference Materials

- Jamboree-on-the-Air, www.scouting.org/jota.aspx
- Guidelines for Amateur Radio Operators, www.scouting.org/jota/operators_guides.aspx
- Jamboree on the Air and Jamboree on the Internet, <http://jotajoti.info/>

- *Radio* merit badge pamphlet
- JOTT: Jamboree on the Trail, <http://jott.org>
- International Spirit Award application, www.scouting.org/filestore/international/pdf/130-044_WB.pdf

Community Resources

- Amateur Radio and Scouting, www.arrl.org/amateur-radio-and-scouting
- Local amateur radio operator clubs

Presentation Content

- Not every Scout or Scouter can attend a national or world jamboree, but they can participate with Scouts around the world through JOTA/JOTI and JOTT.
- Jamboree-on-the-Air (JOTA):
 - This is an official event of the World Organization of the Scout Movement. It began in 1967 and takes place every year.
 - Scouts talk to Scouts worldwide via shortwave "ham" radio.
 - Almost 700,000 Scouts in more than 140 countries participated in a recent JOTA.
- Jamboree-on-the-Internet (JOTI):
 - This is also an official event of the World Organization of the Scout Movement. It began in 1996 and takes place every year.
 - Most of the communication takes place via email and in a chat network called IRC, Internet Relay Chat.
 - Almost 16,000 Scouts in more than 140 countries participated in a recent JOTI.

- JOTA and JOTI both take place on the third weekend in October each year. Benefits include the following:
 - Scouts participating in JOTA or JOTI can “meet” Scouts from another part of the United States or another country, adding excitement to the Scouting program but without leaving town.
 - Participation in JOTA or JOTI can spark interest in careers in electronics, engineering, and radio.
 - Scouts and Venturers who earn their amateur radio license can assist with communication during disasters or other emergencies.
 - Participation in JOTA can help Scouts complete two requirements for the Radio merit badge.
 - Participation in JOTA or JOTI completes one of the mandatory requirements for the International Spirit Award.
- Planning a JOTA/JOTI event:
 - JOTA and JOTI are best organized as district or council events, but can be done as a unit event. Contact your council international representative to see if your council or a neighboring council is hosting a JOTA/JOTI event.
 - JOTA requires a shortwave radio set, licensed operator, and an antenna, as well as a free or low-cost host location. The operator will register the “station” on the JOTA website so other stations can locate the frequency.
 - Contact local Scouters who are ham operators, a Radio merit badge counselor, or a local amateur radio operator club to see if they will sponsor the JOTA event.
 - JOTI can be held anywhere with a free high-speed Internet connection (Wi-Fi) and a room large enough to host several laptop computers. Register your location at the JOTI website.
 - Since Scouts will not spend a lot of time on the radio, plan to conduct other events at the same location. Examples include completing requirements for the Communication, Radio, or Citizenship in the World merit badges for Boy Scouts, and communication-related activities for Cub Scout advancement.
- Jamboree on the Trail (JOTT):
 - JOTT is an informal annual day for members of the World Organization of the Scout Movement to hike together. All Scouts, whatever their age and wherever they live, are invited to participate however they can.
 - JOTT is held on the second Saturday of May each year. This is Mother’s Day weekend in the United States, so the U.S. JOTT coordinator encourages Scouts to hike the weekend before or after if parents do not want to do it on Mother’s Day weekend.
 - The first JOTT in 1988 had more than 24,000 participants in 17 countries around the world. Participation has increased every year since then.
- Preparing a JOTT event:
 - Unlike JOTA and JOTI, JOTT takes place outdoors.
 - Any trail is acceptable. There is no set distance for a JOTT hike. Cub Scouts can walk a shorter distance or on a less demanding trail; Boy Scouts can do a 10-mile hike for the Hiking merit badge or do a trail maintenance service project.
 - In their own way, everyone will be hiking the same direction and with the same spirit: toward a better future through Scouting.
 - JOTT hikes can be done as a district or unit event, but the more Scouts who participate the better the event will be. So a district JOTT event would be ideal.
- International Spirit Award:
 - This award was created for Scouts and Scouters who complete the requirements, gain a greater knowledge of international Scouting, and develop a greater appreciation and awareness of different cultures and countries.
 - It is available for Scouts of all ages (with age-appropriate activities), as well as for adults.
 - Attending a JOTA/JOTI event and conducting a World Friendship Fund collection are two of the five mandatory requirements for all ages. The other requirements are listed on the application form.
- Additional time could be used to show radio equipment and conduct conversations over the air with other operators.

How to Utilize a Junior Assistant Scoutmaster

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

The position of junior assistant Scoutmaster (JASM) has been underutilized or poorly utilized by most troops. At the conclusion of this session, participants will be able to:

- Understand the purposes and importance of the position of junior assistant Scoutmaster.
- Understand the responsibilities of the JASM.
- Understand the differences between a JASM and adult assistant Scoutmasters (ASM).
- Understand how a JASM works with senior patrol leaders and the patrol leaders' council (PLC) to provide youth leadership in the troop.

Suggested Presenter(s)

A unit leader whose troop already uses a JASM would be an effective presenter, possibly with the JASM as a co-presenter. The district Boy Scout training chair could be another presenter.

Presentation Method

The presentation should include the position-specific duties of the JASM. Discuss the role of the JASM in troop activities and meetings, and as a peer and mentor to other Scouts. Note that the position is not necessarily a reward for Eagle Scouts or retiring senior patrol leaders. Offer suggestions on how to identify the best candidate for the position. Discuss tips for better performance by Scouts serving as JASMs. Have troop leaders share their experiences working with JASMs.

BSA Reference Materials

- *Senior Patrol Leader Handbook*, No. 32501
- Introduction to Leadership Skills for Troops: Position Description Cards, No. 30521
- *Troop Leader Guidebook*, No. 33009

Presentation Content

- Leadership development is one of the eight methods of Scouting.
- The junior assistant Scoutmaster can be a key youth leader when properly selected and trained. Knowing and properly implementing the role of a JASM will help him to achieve the desired results in his position of responsibility.
 - While a Scout whose outside schedule keeps him from attending meetings and outings wouldn't be the right choice for many youth leadership positions—since he

would need to be present to perform his duties—a Scout in this situation may be able to function as a JASM with the proper coordination of schedules and troop activities.

- Qualities of a good junior assistant Scoutmaster:
 - Sets a good example.
 - Wears the Scout uniform correctly and enthusiastically.
 - Lives by the Scout Oath and Scout Law.
 - Shows Scout spirit by attending as many unit events and meetings as he can.
- Position-specific duties for the JASM:
 - Mentors senior patrol leaders, assistant senior patrol leaders, and members of the patrol leaders' council.
 - Prepares to become an assistant Scoutmaster.
- Ideally, a JASM has attended leadership training and has experience in patrol and troop leadership before taking on this position. In preparing to mentor other troop leaders, a JASM should study carefully the skill to be taught to refresh his memory, using BSA resources such as the *Boy Scout Handbook*, *Fieldbook*, *Program Features for Troops, Teams, and Crews*, and merit badge pamphlets. He should write an instructional plan to ensure he teaches the subject thoroughly and doesn't leave out useful material. He must make sure to have all the necessary supplies ("Be Prepared").
 - The JASM should be trained in using the EDGE (Explain, Demonstrate, Guide, and Enable) method. This ensures that the Scouts he trains will really learn the skills being taught.
- The JASM, as part of the troop leadership structure, is appointed by the senior patrol leader with the consent of the Scoutmaster. The senior patrol leader should appoint someone he is comfortable getting guidance and direction from. The Scoutmaster works with the JASM to help the JASM provide support and supervision to the entire troop.
- The JASM is a member of the patrol leaders' council and should be attending its meetings. He should also work with the senior patrol leader outside of the meeting time to help review the meeting agenda and troop activity calendar.
- Depending on size and needs, a troop can have several JASMs, just as it may have more than one assistant Scoutmaster.

- Troops may allow the JASM to sign off on skills when Scouts have mastered them, or the JASM may be required to tell the senior patrol leader or assistant Scoutmaster that a Scout is ready to be tested on the skills.
- Troops often add their own additional eligibility requirements to the position of JASM, such as previous leadership experience within the troop, or that only Eagle Scouts can serve as JASMs, or that when a senior patrol leader has finished his term, he is “kicked upstairs” to serve as a JASM.
- The actual guidance on how a JASM is selected is intentionally left vague. This allows the senior patrol leader and the Scoutmaster flexibility in choosing a young man to fill the role. In some cases, there may be no one ready or able to fill the position, and it can be left vacant with no detriment to troop program and activities.
- The only specified requirement is that a youth be at least 16 years of age. The intent is that at 18, the young man can register as an adult and serve as an assistant Scoutmaster.
- A JASM should set the example and show Scout spirit by attending as many troop meetings and activities as possible.
- The JASM may assist troop guides and instructors as they work with new Scouts. He should share his expertise whenever appropriate.
- As someone closer in age to his fellow Scouts than the Scoutmaster, the JASM may find that Scouts are more comfortable working with him on problems or challenges with advancement.
- Remember that the JASM is still a youth member of the troop. Adult issues, such as youth protection and safety, must be handled by an adult.
- Some of the ways troops have successfully used JASMs include:
 - Training and supervising troop guides who work with the new-Scout patrol
 - Training and supervising instructors in teaching Scouting skills to all troop members
 - Training and supervising den chiefs as they work with local packs to help teach the Scouting skills necessary for Cub Scout advancement and encourage transition to Boy Scouting
 - Encouraging training in Leave No Trace skills and the Outdoor Ethics program
 - Serving as a liaison to the chartered organization by coordinating youth activities or service projects
 - Assisting the Scoutmaster in delivering troop leadership training
- Invite unit leaders at roundtable to share their experiences working with JASMs.

INTEREST TOPIC TEMPLATE

Brief Topic Title

Time Available

10-30 minutes depending on the agenda format being used

Learning Objectives

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

1. Choose two or three objectives.
2. State them briefly and with specific action outcomes.
3. Keep each objective statement short—just one or two brief sentences.

Suggested Presenter(s)

Describe characteristics of an ideal presenter and appropriate BSA roles or other experience that is relevant. The goal is to encourage a diverse range of presenters based on best experiences.

Presentation Method

Describe the ideal way to present the topic (e.g., open discussion, slides, persons involved, etc.).

BSA Reference Materials

- Title (and URL, if possible) of a Web reference
- BSA publication title and item number
- Dates of upcoming council-sponsored training sessions, or contact information for the trainer if no dates are set

Presentation Content

- Use this format with bullets for the main points in the presentation and dashes for related points.
 - Keep the information comprehensive but concise.

Program Features for Troops, Teams, and Crews

Give the revamped program features—now geared for Boy Scout troops, Varsity Scout teams, and Venturing crews—a try in your unit. With more than 30 new modules among the 48 topics, your youth have a new tool and a lot more variety for weekly meetings and unit activities. The improvements were made to help simplify planning and allow greater flexibility for each unit's needs, interests, and skill levels.

The new format gives a quick overview of the topic, objectives for the program feature, and related advancement and awards. For youth leaders, there are discussion points for planning. Other handy elements include tips for how to get parents involved and games to enliven any unit gathering. Each program feature also devotes a full page to help incorporate and reinforce the EDGE (Explain, Demonstrate, Guide, Enable) concept. The most significant enhancement with these program features is their adaptability to match the needs, interests, and abilities of the unit. Weekly plans include skills instruction for beginner, intermediate, and advanced levels. In addition, an enticing main event for each skill level keeps youth enthusiastic.

Each volume will have a mix of topics, color-coded to make planning a variety of activities an easy task—outdoor, sports, health and safety, citizenship and personal development, STEM, and arts and hobbies. Volume 1 is currently available. Volume 2 will be introduced soon, and Volume 3 can be expected in late 2015.

Volume 1

Camping
Climbing and Rappelling
Communication
Cycling
First Aid
Games
Geocaching
Hiking
Outdoor Ethics
Paddle Sports
Pioneering
Rifle Shooting
Safety
Science
Snowboarding and Skiing
Spectator Sports

Volume 2

Archery
Backpacking
Citizenship
Engineering
Fishing
Fitness and Nutrition
Living History
Mathematics
Mentoring
Music
Orienteering
Scuba Diving
Soccer
Special Needs Awareness
Wilderness Survival
Wildlife Management

Volume 3

Caving
Cooking
COPE
Duty to God
Emergency Preparedness
Ethics
Financial Management
Multimedia
Nature and Environment
Project Planning
Shotgun Shooting
Skateboarding
Sustainability
Swimming
Technology
Winter Camping

The Spectator Sports module that follows is an example of the revamped program features.



Go Defense!

At some time in our lives, we all get a chance to participate in sports. Through hard work and talent, a few people get to be really good and end up on professional teams. What could be more fun than to go watch them play?

People have long gathered in large groups to watch key athletes compete. In Roman times, gladiators battled in the Coliseum. The Ancient Greeks' competitions inspired the Olympics. Today's professional athletes compete in giant stadiums and arenas to show off their athletic skills.

This module leads up to a trip to a sporting event. You'll learn about the sport, raise money for your trip, and explore safety and other issues. But most of all, you'll have fun and be inspired by the performance of great athletes.

Although this module focuses on a going as a group to a sporting event, its principles can be used to plan a trip to a rock concert, a political rally, or any other event where your unit will meet crowds of people.

Objectives

This month's activities should:

- Introduce Scouts to sports they may not know.
- Teach Scouts about the sport they are going to watch.
- Show Scouts how to stay safe in crowds.
- Reinforce first-aid skills useful in public settings.
- Teach Scouts what to do when they get lost.
- Teach Scouts about fundraising.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1
- Second Class requirement 3a
- First Aid requirement 3
- Emergency Preparedness, Safety, and Sports merit badges
- Quest requirement 5



Leadership Planning

As a leadership team, you may want to discuss the following items when choosing spectator sports as your program feature during your planning meetings.

1. Which sport are we going to see?
2. Where are we going to go?
3. Who will get the tickets?
4. How much will the trip cost?
5. If someone gets separated from the group at the event, where will we meet?
6. Who has cell phones?
7. What uniform (if any) will we wear?
8. What special travel and housing arrangements should we make?
9. How can we incorporate Scout skills and advancement into the trip?
10. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE SPECTATOR SPORTS PROGRAM FEATURE BY:

1. Providing information on sports
2. Being a resource for tickets
3. Providing transportation for the main event
4. Funding this event for individual members

SPECTATOR SPORTS INFORMATION

Football



There are 11 players to a side, one team advancing an oval ball over a rectangular field while the other team tries to keep them from doing so. Touchdowns, field goals, passes, and penalties are all part of the fun. Don't get caught offsides or the penalty will cost you. This game combines well-thought-out plays with brute force.

Basketball



The object of this game is for a team to get a ball through a basket 10 feet off the ground, one, two, or three points at a time, while the opposition tries to keep them from scoring and will attempt to score themselves. If you want hustle, this is the game for you. Five players on each side run up and down a wooden court, testing both skill and endurance. It's no wonder why this is one of the world's most popular sports.



Baseball



What begins with a head-to-head battle between the pitcher and the batter becomes an amazing, choreographed display of teamwork the second the ball comes into contact with the bat. Nine players on the field try to keep a handful of rotating players from running home. Watching a baseball game is as American as apple pie. Just wait for the seventh-inning stretch.

Hockey



The scores may not get very high, but the action is nonstop. As if trying to put a rubber puck with a wooden stick through a defended goal isn't hard enough, try doing it on ice skates. Two teams of six (five players and a goalie) provide one of the fastest-played games today. Hockey is a very physical sport, and referees are a little more lenient than other sports as tussles can occur. (Perhaps you have heard someone say they went to a fight and a hockey game broke out.) Just don't get sent to the penalty box.

Soccer



What Americans call soccer, the rest of the world calls football. And unlike in American football, soccer players use their feet all the time to advance the ball (along with their elbows, their heads, and any body part but their hands). Soccer is something like hockey played on grass, but without sticks. (Keep the grass and add sticks, and you have lacrosse or field hockey.) Don't get a red card, or you'll be out of the game.

Olympic Sports



Held every four years, the summer and winter Olympics bring together the top athletes from more than 200 nations to compete in a huge array of team and individual sports. The Olympic Games are considered to be the world's foremost sports competition. If you are lucky to view any of these events, you are sure to remember them for the rest of your life.

Leading up to the Olympics are the Olympic trials that determine who will represent their countries; these competitions offer more accessible alternatives to the Games themselves. Also, some Olympic sports have their own regional, national, and world championships.



Performing Arts

While sporting events are the struggles of the here and now, the performances of the arts are ones that endure over time. Performing arts include dance, music, opera, theater, magic, spoken word, circus arts, and musical theater. While it's all about showmanship, these performers train every bit as hard as the most elite athletes. For them, the world is a stage, and the show must go on.



Class Act

These rules of etiquette apply to all kinds of events and venues.

- When the national anthem plays before a game, show your respect by standing, removing your hat, and placing your hand over your heart. If you are walking when the anthem begins, face the flag and stand still until the completion of the anthem.
- Spectators should refrain from talking and using mobile phones while in the stands. If you must keep your phone turned on, put it in “vibrate” mode so you won’t disturb others.
- Treat the opposing team and fans of the opposing team with respect; refrain from jeering and from throwing objects in the stands.

SAFETY IN PUBLIC SETTINGS

- Keep your eyes open for unattended packages and bags, and report them to authorities.
- Watch your bags, and don’t accept packages from strangers.
- Always use the buddy system.
- Identify times and places for the group to reconvene.
- Be sure everyone has a list of cell phone numbers for the group.
- When you arrive at the venue, identify locations of emergency exits and first-aid stations.





SPECTATOR SPORTS GAMES

Can It

Equipment: Two No. 10 cans or coffee cans for each team; various objects, such as nails, sticks, pieces of string, stones, etc.

How to play: The teams line up in extended relay formation. The players sit down and extend their feet in front of them. Each team counts off with the same set of numbers, so that each Scout will share a number with one Scout from each of the other teams. One can is placed at each end of the team lines. Three objects are placed in one can of each team. The leader calls out a number and the name of an object. All Scouts who share that number race to the can, pick out the object named, transfer it to the can at the other end of the team line, and return to their places. An object can be called more than once, so when their number is called, the Scouts must know where to find the object. Scouts must keep track of objects as they are transferred from can to can.

Scoring: The first Scout back in his place with the object transferred wins 1 point for his team.

Blindfold Soccer

Equipment: Two soccer balls, blindfolds (one for every other player)

Object: Each team tries to kick the ball past the opponent's end zone as many times as possible.

How to play: Divide the Scouts into two teams. Each team then divides into pairs. One member of each pair is blindfolded. The game starts when the referee throws or kicks two soccer balls into the middle of the soccer field or playing area.

Rules:

1. Only the blindfolded Scout may kick the ball; the sighted Scout can only offer verbal directions to his partner.
2. Team members may not intentionally touch one another. Normal game contact is allowed as long as the touching is not used to direct a blindfolded participant.
3. There are no goalies.

4. If a ball is kicked out of bounds, the referee will throw the ball into the middle of the field and play resumes.
5. Any additional rules are at the discretion of the referee.

Scoring: Each successful kick earns 1 point for the team. The team with the most points at the end of the game wins.

Count Off

How to play: After you have determined your method for taking roll call, have the groups count off. Make sure that you not only practice lining up, but also practice with your eyes closed without getting in line. Work on counting off as fast as you can. Then try to do it backward. Remember that the most important thing is being accurate. A quick competition can be made by judging which group is the fastest and most accurate.

First-Aid Baseball

Equipment: Ten numbered cards (1 through 10), list of questions based on Tenderfoot, Second Class, and First Class first-aid requirements, piece of chalk

How to play: Draw a miniature baseball diamond on the floor with chalk. Line up one team behind home plate. The "umpire" (game leader) holds the cards in his hands. In turn, each Scout tries to answer a question given to him by the umpire. If the Scout gives the correct answer, he draws a card. He scores whatever hit is indicated on the card and becomes a base runner as in regular baseball. If he does not answer the question correctly, he is out. After three outs, the next team comes to bat.

Rules:

1. Card 2 is a double.
2. Card 6 is a triple.
3. Card 10 is a home run.
4. All other cards are singles.

Scoring: The team with the most runs after two innings is the winner.



E.D.G.E. Ideas

Explain how it is done—Tell them.

Demonstrate the steps—Show them.

Guide learners as they practice—Watch them do it.

Enable them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the rules of each sport.
- Discuss the importance of the buddy system.
- Talk about what a suspicious package might look like.
- Explain the rules for fundraising.
- Show Internet videos of the teams or sports you're going to watch.

DEMONSTRATE

- Show hand signals the referees use.
- Show the steps in performing CPR.
- Show how to call for help. (Tip: Put a phone in speakerphone mode and call someone in another room who is playing the role of a 911 operator.)
- Invite a police officer to a meeting to demonstrate crowd-control techniques.

GUIDE

- Guide Scouts as they practice counting off.
- Help Scouts research ticket options for the main event.
- Facilitate a discussion of the importance of individual performance vs. teamwork in sports.
- Have Scouts come up with a plan for staying together as a group in a public setting.
- Have Scouts work together to collect cell phone numbers of those going on the main event.

ENABLE

- Have Scouts plan a fundraiser for the main event.
- Encourage Scouts to bring appropriate first-aid supplies to the main event.
- Invite a Scout who plays the sport you're going to watch to display his equipment or teach the group how to play.
- Encourage Scouts working on the Communication or Public Speaking merit badges to give their required speeches during the group instruction time.

MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day or Evening Activity	Multi-Day Activity
High school or local sports club game—Choose a local high school or club sporting event in your community. Football, basketball, baseball, and soccer are often good first events to visit as a group. Focus on the buddy system, and be prepared for emergencies as you enjoy the game with fellow troop, team, or crew members.	Professional sports event—Attend a professional sporting event. Learn the rules of the game, follow the careers of the stars, and see how your team is doing in the rankings. These venues are in big cities and may require overnight lodging. This type of event will very likely require fundraising. For an alternative to a sporting event, consider seeing a major concert, musical, or play.	Major sports tournament—Attend a multiday sporting event such as a college basketball tournament, national gymnastics championship, or the Olympics. This activity will require extensive planning and likely involve considerable fundraising. These are also the types of activities that will be remembered for a lifetime.

Note: As an alternative, these same skills can be used to go to a national jamboree, to a high-adventure base, or on an extended tour of a city like Washington, D.C.



SPECTATOR SPORTS

Meeting Plan: Rules of the Game



Week 1 Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show Internet videos of the teams or sports you're going to watch.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	<ul style="list-style-type: none"> Have an introductory discussion about the sports event you are going to see. Discuss which teams are playing, each team's standings in the rankings, and key players to watch. 		7:10 p.m.
Skills Instruction 40 minutes	Review the basic rules of the sport including: <ul style="list-style-type: none"> How each team scores Who referees the game What the penalties are Hand signals and what they mean. 		7:20 p.m.
	Discuss the strategies of the sport, including: <ul style="list-style-type: none"> The role of coaches Which plays they choose and why How to plan a defense 		
	Discuss the evolution of the sport, including: <ul style="list-style-type: none"> How equipment has changed The direction current players are taking the game What the sport will look like in 20 years 		
Breakout Groups 15 minutes	<ul style="list-style-type: none"> Discuss what is needed for the upcoming main event. Plan to use the buddy system. 		8 p.m.
Game 10 minutes	Play Can It (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.






SPECTATOR SPORTS

Meeting Plan: Fundraising



Week 2 Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite someone who plays the sport you'll be watching (ideally a member of your unit) to display his equipment and discuss how it keeps him safe and helps him play better.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 5 minutes	Discuss what costs will be incurred for the event you are going to see. Include the following areas: tickets, transportation, lodging, and food. Make sure all participants understand how much the event will cost.		7:10 p.m.
Skills Instruction 45 minutes   	<ul style="list-style-type: none">Plan an easy fundraising activity such as participating in a council popcorn and camp-card sale.Discuss who you will sell to and how to do it safely.Identify the products and how to turn in the money.		7:15 p.m.
	<ul style="list-style-type: none">Plan a complex fundraising activity such as a Christmas tree sale, yard work parties, garage sale, etc.Divide the activity into several tasks and make assignments.Discuss the procedures and how the money is going to be divided.		
	<p>Events that require extraordinary costs will require extraordinary fundraising, which may mean multiple fundraising events plus personal efforts.</p> <ul style="list-style-type: none">Discuss each person's individual talents and how those can best be used to achieve the financial goal.Make a plan to help each member succeed.		
Breakout Groups 15 minutes	<ul style="list-style-type: none">Identify the resources and needs each member of the group must be responsible for obtaining and making arrangements.Begin planning for any group assignments for the main event, such as menus.		8 p.m.
Game 10 minutes	Play Blindfold Soccer (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event. If you haven't done so already, finalize the event budget so Scouts will know how much they need to raise and/or pay themselves.		

*All times are suggested.

Note: This week's plan can be used any time fundraising is needed during the year.






SPECTATOR SPORTS

Meeting Plan: Venue/Crowd Control



Week 3 Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Provide resources to help Scouts learn more about the event you'll be attending (sports columns, media guides, magazines, website). Hold an informal debate to determine which team will prevail.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	<ul style="list-style-type: none"> Discuss the importance of the buddy system. Discuss what issues can arise from large crowds. Counting off is an easy way to know if everyone in your group is present. Discuss how that will be done. Identify meeting locations and how to contact each other if you become separated. 		7:10 p.m.
Skills Instruction 35 minutes <div>    </div>	<ul style="list-style-type: none"> Discuss the buddy system, and emphasize why you should never be left alone. Discuss what you should do if you are separated from your group or buddy. 		7:25 p.m.
	<ul style="list-style-type: none"> Discuss watching out for others and issues that can arise from large crowds. Talk about how older members can watch out for younger ones. 		
	<ul style="list-style-type: none"> Discuss how you would keep your group together in case of a venue evacuation. Discuss where you would meet if the location you have chosen were no longer available. Discuss venues in other cities and how plans would need to change if transportation arrangements fell through. 		
Breakout Groups 15 minutes	<ul style="list-style-type: none"> Assign each member a number to be used during roll calls at the event. Update the event roster with cellphone numbers. Continue plans for group participation in the main event. 		8 p.m.
Game 10 minutes	Play Count Off (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.



SPECTATOR SPORTS

Meeting Plan: What to Do When Things Go Wrong



Week 4 Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show vintage Internet videos of the sport you're going to watch. Discuss how the sport has changed and how it has remained the same.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	<ul style="list-style-type: none"> Discuss as a group what dangers to look for in large crowds and how to deal with them. Talk about what you would do in these cases: a suspicious or unattended package, severe weather, power outage, fire in a trash can. 		7:10 p.m.
Skills Instruction 35 minutes	<ul style="list-style-type: none"> Discuss what basic first-aid skills might be needed when attending a sporting event and what first-aid supplies you might take with you. Discuss where to get help at the venue. 		7:25 p.m.
	<ul style="list-style-type: none"> Discuss what you would do if someone had a heart attack. Practice CPR skills. 		
	<ul style="list-style-type: none"> Imagine a major disaster (extreme weather, earthquake, terrorism) happening at the venue you are visiting. List what could happen and discuss what you would do for each situation. 		
Breakout Groups 10 minutes	<ul style="list-style-type: none"> Decide on buddies for the main event. Finalize details of group participation. 		8 p.m.
Game 15 minutes	Play First-Aid Baseball (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.



SPECTATOR SPORTS

Main Event: High School or Local Sports Club Game



Date _____

Logistics

Location: _____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster _____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed _____ Submitted _____

Essential (Tier I)

Choose a local high school or club sporting event in your community. Football, basketball, baseball, and soccer are often good first events to visit as a group. Focus on the buddy system and be prepared for emergencies as you enjoy the game with fellow troop, team, or crew members.

Equipment List

- Group roster with cell phone numbers
- Cell phones
- Ticket to event
- Spending money for food and souvenirs

Activity

- Meet at a designated place.
- Transport to the venue via carpool.
- Count off outside the venue.
- Link into the buddy system.
- Identify a meeting place.
- Enjoy the event.
- Meet at the designated place after the event and count off.
- Return home.
- Write thank-you notes as appropriate.

Safety

Always use the buddy system, and have cell phone numbers of leaders in case you are separated. Know the meeting place outside the venue. Be prepared with appropriate first-aid skills and supplies.

Notes

While it can be tempting to choose a familiar sport or popular team, Scouts may learn more by seeking out the unfamiliar. Less familiar sports may also be less expensive or even free. Some teams offer Scouts special deals and access during certain games. Research these opportunities before finalizing a date.



SPECTATOR SPORTS

Main Event: Professional Sports Event



Date _____

Logistics

Location: _____

Departure time: _____

Return time: _____

Duration of activity: 4+ hours (potential over night is out of town)

Budget: Completed _____ Approved _____

Camping: Duty roster _____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed _____ Submitted _____

Challenging (Tier II)

Attend a professional sporting event. Learn the rules of the game, follow the careers of the stars, and see how your team is doing in the rankings. These venues are in big cities and may require overnight lodging. This type of event will very likely require fundraising.

For an alternative to a sporting event, consider seeing a major concert, musical, or play.

Equipment List

- Cell phones
- Food as appropriate
- Roster of group with key leaders' numbers
- Spending money for souvenirs
- Tickets
- Overnight bedding and clothes

Activity

- Raise money as needed.
- Secure tickets.
- Meet and transport to the venue.
- Count off outside the venue.
- Link into the buddy system.
- Identify a meeting place.
- Enjoy the event.
- Meet at the designated place after the event and count off.
- Return home.
- Write thank-you notes as appropriate.

Safety

Always use the buddy system, and know the meeting place outside the venue. Have cell phone numbers of leaders in case you are separated. Be prepared with appropriate first-aid skills and supplies.

Notes

Ticket prices for sporting events can vary greatly depending on proximity to the field and other factors. Involve Scouts in selecting the tickets and discuss with them the relative worth of different tickets. Help them find the sweet spot between quality and cost. If possible, arrange to meet with a security official at the venue to learn how health and safety are handled.



SPECTATOR SPORTS

Main Event: Major Sports Tournament



Date _____

Logistics

Location: _____

Departure time: _____

Return time: _____

Duration of activity: Multinight

Budget: Completed _____ Approved _____

Camping: Duty roster _____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed _____ Submitted _____



Advanced (Tier III)

Attend a multiday sporting event such as a college basketball tournament, National Gymnastics Championships, or the Olympics. This activity will require extensive planning and likely involve considerable fundraising. It could involve international travel. These are also the types of activities that will be remembered for a lifetime. Note that, as an alternative, these same skills can be used to go to a world jamboree, to a high-adventure base, or on an extended tour of a city like Washington, D.C.

Equipment List

- Cell phones
- Food as appropriate
- Roster of group with key leaders' numbers
- Spending money for souvenirs
- Tickets
- Overnight bedding and clothes as needed

Activity

- Fundraise.
- Meet and transport to the venue.
- If air travel is required, have an airport plan.
- Count off individuals.
- Set up camp or arrive and check in at lodging.
- Determine meeting places and times for various venues.
- Use the buddy system and count off groups.
- Watch the various events.
- Return home.
- Write thank-you notes as appropriate.

Safety

Always be aware of your surroundings, and always use the buddy system. Have cell phone numbers of leaders in case you are separated. If traveling internationally, be aware of appropriate customs and laws.

Notes

You are likely to have considerable downtime during multiday sporting events. Make plans to fill the time with touring, adventure, sports, and advancement activities.



RESOURCES AND REFERENCES

Books

Athletics, Emergency Preparedness, First Aid, Safety, and Sports merit badge pamphlets

Fischer, David. *The 50 Coolest Jobs in Sports*. Macmillan Reference, 1997.

Fortin, Francois. *Sports: The Complete Visual Reference*. Firefly Books, 2000.

Hammond, Tim. *Sports*. Dorling Kindersley Eyewitness Books, 2000.

Websites

American Sport Education Program

Website: www.asep.com

Institute for International Sport

Website: www.internationalsport.org

Major League Baseball

Website: www.mlb.com

Major League Soccer

Website: www.mlssoccer.com

National Basketball Association

Website: www.nba.com

National Football League

Website: www.nfl.com

National Hockey League

Website: www.nhl.com

U.S. Olympic Committee

Website: www.teamusa.org

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