

# CUB

Roundtable  
Planning Guide  
2013-2014



# SCOUTS



BOY SCOUTS OF AMERICA®





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MILLIONS OF BOYS

... BECOME MORE CONFIDENT

... GROW SPIRITUALLY

... ARE BETTER CITIZENS

... LEARN LIFE SKILLS

... HAVE FUN!

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# CUB SCOUT

## ROUNDTABLE PLANNING GUIDE 2013–2014

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



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# CUB SCOUTING'S CORE VALUES AND THEMES

SEPTEMBER 2013 TO AUGUST 2014

Month	Core Value	Theme
SEPTEMBER 2013	Cooperation	Amazing Games
OCTOBER 2013	Responsibility	Down on the Farm
NOVEMBER 2013	Citizenship	Your Vote Counts
DECEMBER 2013	Respect	Passport to Other Lands
JANUARY 2014	Positive Attitude	Lights, Camera, Action
FEBRUARY 2014	Resourcefulness	Invention Convention
MARCH 2014	Compassion	Pet Pals
APRIL 2014	Faith	My Family Tree
MAY 2014	Health and Fitness	Destination: Parks
JUNE 2014	Perseverance	Over the Horizon
JULY 2014	Courage	Space—The New Frontier
AUGUST 2014	Honesty	Heroes of History

# ROUNDTABLE OVERVIEW

The *Cub Scout Roundtable Planning Guide* for 2013–2014 was designed to help you plan and produce a successful roundtable program for your district. For the 2013–2014 program year, you will find:

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

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

The Cub Scout program is considered a year-round program. This means that packs and dens may meet and conduct activities year-round, and thus, roundtable may need to operate year-round also. This is, of course, 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, may not have topics for every month of the year. Councils and districts are encouraged to use the provided templates to create topics that meet their needs where these gaps occur.

## ROUNDTABLE LEADERSHIP

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

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

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

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

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

The positions of assistant council commissioner for roundtable and assistant district commissioner for roundtable have specific role descriptions that are available online at [scouting.org/Commissioners/roundtable.aspx](http://scouting.org/Commissioners/roundtable.aspx).

## **THE CUB SCOUT ROUNDTABLE COMMISSIONER**

Roundtable commissioners should be knowledgeable Scouters able to blend many different resources into a high-quality learning and fellowship program. They need not be experts on all topics, but rather, people willing to find interesting presenters who are able to add variety and excitement to roundtables for topics on 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 that each meeting offers a high-quality experience to the attendees. Local resources may include museums, outdoor associations, and education centers. The suggested program information in this guide can offer a good starting point, and it can even serve as 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 best 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 preparation for and organization of a blue and gold banquet would be very relevant to the committee chair who is responsible for the unit's blue and gold banquet preparations. It is also important that roundtable commissioners are trained for their roles. They should take advantage of council-level roundtable commissioner training, as well as a broad variety of training in different topics that may be of interest to their attendees.

## **USING THE CUB SCOUT ROUNDTABLE PLANNING GUIDE**

How your roundtable team chooses to use this guide will depend much upon your experience, direction of the council, and needs of your individual district. 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 BSA policy to ensure units receive accurate information to present safe and compliant programs.

If you have never planned a roundtable before, the sample meetings can serve as examples. Many roundtable commissioners use the plans exactly as written, but each roundtable may be modified to suit the purposes and personalities of your staff and the leaders who attend. For example, some packs may not begin in September as the plans assume. Packs that start late will need to modify the sessions outlined in the *Den and Pack Meeting Guide* to suit their dens' use. Additionally, a pack that is new and forms in October will miss the September meeting topics. During the Cub Scout breakout sessions, your roundtable will want to assist late-starting packs in adapting their discussion topics.

As commissioners gain confidence in their ability to plan roundtables, they can add extra features or substitute other topics or activities for those suggested.

It is recommended that districts follow a similar schedule of activities based upon the Annual Council Roundtable Planning Conference. This schedule provides some continuity in program and information, thus providing unit personnel the ability to attend any roundtable and find similar activities dedicated to helping units have strong programs.

Just be sure to adhere to BSA policies—and have fun!

## **PACK ACTIVITIES**

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

## **LENGTH AND FORMAT OF ROUNDTABLE**

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

You will find that the 2013–2014 plans allow for a great variety of roundtable configurations. Using these plans, your district roundtable may follow the 60-minute, 90-minute, 120-minute, or 180-minute outline based on your district needs and frequency of roundtables. The first section of each configuration is designed for all program areas to share common interests and concerns in a joint meeting, then separate into breakout groups by program.

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

## **TECHNOLOGY AND ROUNDTABLE DELIVERY**

When a local district is in a tightly contained geographic area, such as a suburb, meeting in person is relatively easy. But not every district has this opportunity. In some areas, districts cover large geographic areas, making monthly face-to-face meetings unreasonable. Local council and district teams can utilize other options to deliver a useful and effective roundtable program that better suits the local situation where geography creates a barrier to in-person meetings.

The meeting outlines that follow range from 60 minutes to 180 minutes. In areas where volunteers travel long distances to attend in-person roundtables, a longer format held quarterly may be better for your volunteers. In these cases, it becomes very important that units ensure attendance and participation, since face-to-face interaction will be less frequent.

Districts can also employ other solutions, including rotating roundtable locations or even conducting virtual roundtables interspersed with face-to-face events. With the increasing availability of free videoconference tools and free conference call services that are readily accessible to volunteers, a distance-based roundtable may be a solution for many people. If such options are employed, additional care should be given to planning in order to engage the audience frequently throughout the event and to structuring the content in ways that are appropriate for the medium being used.

Any resources should be used in the appropriate circumstances as defined by BSA policies and safety guidelines. Some resources that roundtables might consider include:

- Skype
- Google Voice, Chat and Video Hangouts
- FreeConferenceCall.com
- Social media resources
- Screen-sharing applications provided by local businesses
- Other free resources that can be easily accessed by the audience

# PARTS OF A ROUNDTABLE

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

## PREOPENING

The preopening is a defined part of the program, not just a time filler for early arrivals.

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

## Information Tables and Displays

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

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

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

- Craft/activity ideas
- Display of an outing destination, with pictures of boys actively having fun
- BSA programs such as World Friendship Fund, Academics and Sports, Nova, Adopt a School, religious emblems
- Local events such as details on camporees, day camps, council camp programs
- Neckerchief slide ideas
- Games that can be made and shared

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

## Registration

A roundtable team member should be assigned to greet participants as they arrive, help them sign in at the registration table, give them name tags, and get them involved in the gathering activity. Pay particular attention to newcomers. Perhaps you can identify a first-time attendee 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. Getting up-to-date, detailed contact information from attendees is important to following up and extending invitations to future roundtables.

## GENERAL OPENING (ALL SCOUTING PROGRAMS)

### Welcome

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

### Prayer

In keeping with the Scout's duty to God, include a nonsectarian prayer in the general opening session. As some people aren't comfortable praying in public, ensure success by asking a staff member or participant in advance to offer the prayer.

### Opening Ceremony

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

### Introductions and Announcements

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

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

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

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

### Big Rocks

The Big Rock is a new roundtable feature. As part of the joint opening, the Big Rock is a learning topic or useful information relevant to all Scout leaders across BSA programs.

Big Rocks are aimed at reminding unit leaders of basic topics that help them execute a better program. For example, how to

use JTE to plan the unit's annual calendar, improving chartered organization relationships, and youth retention are all Big Rock topics included in this year's guide. Several of these topics are intended to help facilitate council needs, such as a discussion about the charter renewal process to help units begin planning in advance to make a smoother process for everyone.

While a number of Big Rocks are provided in this guide, their use is flexible based on council or district priority needs. If there is a topic that is needed but is not covered, use the template to design a local Big Rock to address the topic.

## Commissioner's Minute

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

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

## COMBINED SESSION (CUB SCOUT LEADERS ONLY)

### Core Values and Themes

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

### Icebreakers, Songs, and Cheers

Icebreakers and cheers, such as those found in *Group Meeting Sparklers*, and songs from the *Cub Scout Songbook* help get a roundtable off to a good start by creating enthusiasm and a relaxed atmosphere. For the meeting where a song is included, make song sheets available to each participant.

### Sample Ceremony

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

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

### Skits, Songs, and Games

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

Involve all participants for a memorable activity they will take home and do with their Cub Scouts. It is important to encourage everyone to participate. These can come from the *Cub Scout Leader How-To Book*, other resources, and the monthly program tip sheets 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 new 2013–2014 roundtable feature designed to address requests for more variety in roundtable program options. The interest topic may be a training highlight, a review of an upcoming annual event, advancement information, or a variety of other topics related to Cub Scout issues.

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

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

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

- An **expert presentation** features a speaker, often from an outside group or with special training, who imparts knowledge through a presentation.
- An **open forum** roundtable utilizes open question-and-answer exchanges to encourage the sharing of ideas among participants; for example, sharing camping location ideas and program themes.
- A **directed discussion** format is a blend of a presentation and open forum. This guided conversation is designed to address a topic through a planned presentation that includes interaction with the audience to achieve certain goals.
- A **roundtable fair** is a multistation 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, 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 as outlines that can be localized for each roundtable environment. Councils or districts can use the included template to design topics of local interest for additional program needs, and they are encouraged to do so.

## CUB SCOUT LEADER BREAKOUTS

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

**Cub Scout den leaders**—Tiger Cub and Cub Scout den leaders and assistants focus on ideas for their den meetings and outdoor activities. These ideas should come directly from the *Den and Pack Resource Guide* and give leaders the tools to conduct the next month's meetings.

**Webelos den leaders**—Webelos den leaders and assistants focus on ideas for Webelos den meetings and issues specific to Webelos Scouts. These ideas should come directly from the *Den and Pack Resource Guide* and give leaders the tools to conduct the next month's meetings.

**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.

Cub Scout leader breakout sheets, full of ideas for each month's program, are included in this guide.

### 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.

### Commissioner's Minute

This should be thought-provoking and inspirational. It offers encouragement to the participants to use the skills they learned at the roundtable to provide a better program for their youth. This Commissioner's Minute can serve as a model for the den leader's minute at the end of their meetings. End the roundtable program on time.

## AFTER THE MEETING FELLOWSHIP

This is a time for camaraderie and the exchange of ideas through informal discussion. Simple, nutritious refreshments add a finishing touch. Roundtable staff will be able to catch the tone of your meeting by moving from group to group. Scouters should feel free to leave at their convenience.

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

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

### Staff Meeting

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

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

If the roundtable team decides that this function is better performed another day and time, flexibility is certainly permissible, as long as these after-meeting functions are fulfilled.

# ROUNDTABLE MECHANICS

## PACK PARTICIPATION

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

## Pack Assignments

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

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

## Show and Tell

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

## Participation Awards

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

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

## PUBLICITY AND PROMOTION

Promotion is the key to increasing your roundtable attendance. If your roundtable is fun, exciting, and meets the needs of your district leaders, your current participants will want to keep coming back. But you must get the leaders there for that very first meeting.

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

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

Tools that can help with promotion include:

## Fliers

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

Fliers and "tag lines" can easily be added to all correspondence from the council professionals (district executive) and district and council volunteer Scouters.

## Invitations

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

## Mailed Announcements

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

## Chartered Organization Publicity

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

## District or Council Newsletter

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

## District or Council Websites

Most districts and councils maintain home pages on the Web. Keep up-to-date information on these sites about plans for upcoming roundtable events.

Maintain a dynamic presence on your local district Web page. Highlight last month's meeting to get people excited about future roundtables. Add highlights of what's coming next month also.

We are in the age of instant information and digital presence; be sure the roundtable is a part of this.

## Local News Media

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

## Telephone Trees

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

## Email Messages

Establish a roundtable email directory of district Cub Scout leaders. Reminders of meetings and special events can be sent efficiently to many people through this avenue of communication. One best practice is to send notes about a completed roundtable out to participants halfway between the completed roundtable and the upcoming roundtable. This note 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, an email is a golden opportunity to invite each attendee to bring a friend. Another suggestion is to send materials from 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 staff members to visit pack committee meetings around your district to show leaders what they are missing. Utilize district or council websites for updates.

## ATTENDANCE INCENTIVES

Now that you have succeeded in getting leaders to attend a roundtable, how do you keep 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. But with the many demands on leaders' time, you may want to consider using other incentives to ensure continued attendance, including awards, competitions, and rewards for regular attendance. That little "something extra" might make the difference on an extremely busy day.

## Attendance Awards

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

Other attendance awards might include:

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

## Cubbies or Trophies

Packs promote attendance using Cubbies, and a similar system will work for roundtables, too. The pack with the highest percentage of attendance (or whatever criteria you choose) is awarded the Cubby to display at its pack meeting. The pack returns it to the next roundtable, where it is awarded again. The Cubby can be anything: a stuffed toy, a decorated hiking staff, a silly award, or an impressive trophy or plaque.

## Traveling Totem

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

## Cub Scout Bucks

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

## Door Prizes or Special Drawings

These awards should be useful to Cub Scout leaders. Use program-oriented handicraft items or kits. If you have built a special piece of equipment to demonstrate a game or ceremony, give it away as a prize. The lucky recipients can use it in their pack activities. You may want to choose your winners in different ways each month—draw names of those attending from a hat, mark name tags in a special way, or randomly place a tag under the participants' chairs.

## Refreshments

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.

## **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 staff basic training
- Council commissioner colleges/conferences and workshops
- Council trainer development conferences
- The Fundamentals of Training

- The Trainer's Edge
- Wood Badge courses
- Philmont training conferences
- Other local and special-topic training as available

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

# ROUNDTABLE COMMISSIONER'S NOTEBOOK

## ROUNDTABLE TEAM MEMBERS

The roundtable staff members for \_\_\_\_\_ district:

.....

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

.....

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

.....

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

.....

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# RESOURCES, CONTACTS, SPEAKERS, MATERIALS, AND SUPPLIES

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

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

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

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

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

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

.....  
Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone 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 and resource Guide To Advancement
2. Website address www.scouting.org/HealthandSafety/GSS.aspx  
Name and resource Guide to Safe Scouting
3. Website address www.scouting.org/HealthandSafety/Forms.aspx  
Name and resource incident information reports, first aid logs, etc.
4. Website address www.scouting.org/Commissioners/roundtable.aspx  
Name and resource Roundtable support page including best practices.
5. Website address www.scouting.org/sitecore/content/Home.aspx  
Name and resource ScoutSource page
6. Website address \_\_\_\_\_  
Name and resource \_\_\_\_\_
7. Website address \_\_\_\_\_  
Name and resource \_\_\_\_\_
8. Website address \_\_\_\_\_  
Name and resource \_\_\_\_\_
9. Website address \_\_\_\_\_  
Name and resource \_\_\_\_\_
10. Website address \_\_\_\_\_  
Name and resource \_\_\_\_\_

# ROUNDTABLE ATTENDANCE RECORD



Cubmaster present



Total number people present

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

# GETTING TO KNOW YOU

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

Occupation \_\_\_\_\_

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

# ROUNDTABLE PROGRAM EVALUATION

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

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

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

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

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

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

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

Did you feel welcome and warmly received?  Yes  No

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

\_\_\_\_\_

Did you feel comfortable participating in the program?  Yes  No

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

\_\_\_\_\_

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

\_\_\_\_\_

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

Was the program run on time?  Yes  No

Were there enough handouts?  Yes  No

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

\_\_\_\_\_

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What topics would you like to see covered? \_\_\_\_\_

\_\_\_\_\_

# ROUNDTABLE PROGRAM AGENDAS

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

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

# 60-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

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

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

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

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

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

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

# 90-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

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

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

## Cub Scout Roundtable Planning Sheet

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

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

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

# 120-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

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

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

# Cub Scout Roundtable Planning Sheet

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

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

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

# 180-MINUTE ROUNDTABLE FORMAT GUIDE

## District Roundtable Planning Outline

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

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

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

# BIG ROCK TOPIC PLANS

## CHARTERED ORGANIZATION RELATIONSHIPS

### Time Available

7–10 minutes

### Learning Objectives

1. Review the BSA chartered organization concept
2. Encourage increased unit interaction with chartered organizations
3. Increase unit service to chartered organizations

### Suggested Presenter(s)

The presenter should be well versed in the chartered organization concept. An active chartered organization representative in the district, the district membership chair, or a commissioner experienced in new unit start-ups may be a good presenter due to familiarity and experience in this role.

### Presentation Method

This information can be presented verbally or with slides. The presenter may incorporate audience participation by asking if they can name their chartered organization and how closely they interact. At the end of the presentation, spend the remaining time asking units to volunteer how they serve their chartered organizations, both as part of the chartered organization's goals and through service or projects on behalf of the chartered organization.

### Presentation Content

- The foundation of BSA's unit structure is the chartered organization. Who are some of the chartered organizations in our local district?
- There is much more to sponsoring the unit than providing a place to meet.
  - The chartered organization has selected Scouting as a key to achieving its purpose and mission in the local community.
  - The chartered organization may be a church, civic group, school, or other such organization that works in conjunction with the BSA to provide an outreach program for youth.
  - The chartered organization is effectively a “franchisee” or “owner-operator” of the Scouting program.
- By receiving a charter from the Boy Scouts of America, the chartered organization agrees to do several things:
  - Conduct Scouting in accordance with its own policies and guidelines as well as those of the BSA.
  - Include Scouting as part of its overall program for youth and families.
  - Appoint a chartered organization representative who is a member of the organization and will represent it to the Scouting unit as a voting member of the district and council.
  - Select a unit committee of parents and members of the organization who will screen and select unit leaders who meet the organization's leadership standards as well as the BSA's standards.
  - Provide adequate and secure facilities for Scouting units to meet on a regular schedule with time and place reserved.
  - Encourage the units to participate in outdoor experiences.
- Building this relationship can be a richly rewarding opportunity for both the chartered organization and the Scouting unit, but it requires effort by both parties.
  - The unit encourages greater support from its chartered organization.
  - The unit can show its appreciation of the chartered organization's generous support through service and other events important to the chartered organization.
- Begin by working closely with your chartered organization representative.
  - Every BSA unit should ensure the chartered organization representative is kept current with unit events and future plans.
  - The chartered organization representative should be invited to committee meetings, and better yet, be an active part of the unit committee.
  - Encouraging open communication and seeking the advice of your chartered organization representative helps the unit become an integral part of the chartered organization.
  - What are some examples of ways your unit serves its chartered organization?
- It is also an opportunity for the chartered organization to use Scouting to further its goals.
  - For a religious institution, Scouting may be a part of its youth program.
  - A parent organization, such as a local PTA or home schooling organization, may use Scouting to serve educational aims with a high-quality, values-based program.
  - Local civic groups often serve as chartered organizations for Scouting units as part of their community service initiatives.
- Voice of the Scout data indicates that BSA chartered organizations believe strongly in the program, but they frequently reported wishing the units did more for their institutions.
- How might a Scouting unit show its gratitude through increased support of its chartered organization?
  - Assist the chartered organization as part of an annual service day that includes grounds and facilities maintenance.
  - Help with decorating for religious holidays or community events, such as Veterans Day or Fourth of July, in accordance with the chartered organization's interests.
  - Help at fundraising events with volunteer service, such as assisting with a pancake breakfast or chili dinner that benefits a chartered organization's initiative.
  - Participate in Scout Sunday and Scout Sabbath in uniform.
  - Participate in community parades, rallies, or special events in conjunction with the chartered organization.
  - Other special service opportunities and projects are good ways to show the unit's appreciation.
  - Close dialog with the chartered organization representative can identify which opportunities are appropriate for the unit to support and how.

- If the unit is not currently engaged in service back to its chartered organization a few times a year, it may be wise to sit down with your chartered organization representative and ask how your unit can more actively give back to the organization.
- Building a healthy relationship based on mutual support allows both organizations to maximize the benefits of Scouting in our communities.

## **BSA Reference Materials**

- BSA Chartered Organization Agreement, No. 524-182
- The Chartered Organization, No. 32196
- The Chartered Organization Representative, No. 33118
- Training for the Chartered Organization Representative should be available through the local council.
- [www.scouting.org/Media/Relationships/TrainingtheCOR.aspx](http://www.scouting.org/Media/Relationships/TrainingtheCOR.aspx)

# JOURNEY TO EXCELLENCE

## Time Available

7–10 minutes

## Learning Objectives

1. Describe how Journey to Excellence helps improve unit performance.
2. Promote Journey to Excellence as a unit planning tool.
3. Encourage better Journey to Excellence outcomes through better-informed leaders.

## Suggested Presenters

The presenter should be knowledgeable about Journey to Excellence as a unit improvement tool for all units—packs, troops, teams, and crews. A commissioner who helps train units on the JTE program or a unit leader who has effectively used JTE to improve unit performance can be excellent presenters.

## Presentation Method

It is suggested that the information be presented verbally with handouts of the JTE scorecards appropriate to each unit. The audience can participate through questions or by the presenter describing how JTE improved the unit program in the previous year.

## Presentation Content

- Journey to Excellence, commonly called JTE, began in January 2011 as a replacement to the Quality Unit Award.
  - JTE uses a predetermined, nationally established minimum level of expected unit performance.
  - A balanced approach and key performance indicators measure outcomes from our programs, not just process, with increased emphasis on the youth experience in the units.
  - This includes camping, advancement, retention, and increasing our market share of served youth.
  - How many units attending received Gold Level JTE awards last year? [Raise hands]
  - Our district earned a \_\_\_\_\_ level JTE award. [May elaborate briefly on what areas need improvement if not at Gold, especially those tied to unit performance.]
- JTE is designed to help your unit deploy a great program. Those who achieve the Gold level award are very likely high-performing units, because JTE assesses key elements of unit success such as:
  - Advancement—Since we know this is key to encouraging our youth members and retaining them
  - Camping—Since the outdoors is a critical learning environment for our members
  - Service projects—Which build citizenship and character as well as support our local communities
  - Training—Especially for adult leaders, so we can execute the program with excellence
  - Membership and recruiting—To build sustainable units and increase the share of youth we serve
  - Retention—To keep the youth we recruit and strengthen our units
- —Leadership—To ensure our units are well run with a broad base of volunteer support
- —Budget—To allow our units to offer the programs our youth want most
- These elements are weighted differently, depending on what matters most in your program. For example, advancement is weighted less for Venturing crews than it is for troops or packs.
- The goal is to see improvement in your unit over many years, with improvements each year in the key areas where your scores were not at the top level.
- Each year the forms are updated, and the minimum expectations at each level also increase, in line with expectations for continuous improvement.
- The JTE program forms are available on the scouting.org website.
  - Also available are worksheets that can help your unit easily calculate its scores.
  - Some of the data is provided by our local professional, based on what is entered in key Scouting tools such as Online Advancement. This is one of the reasons 100 percent use of Online Advancement is very important for all units.
  - The rest is provided by the unit based on your program plan.
- But JTE is more than just a scorecard for the award. It serves many functions in your unit. A forward-thinking unit leader might use it as:
  - A framework for planning your unit program calendar. The standards are based on the minimum expectations that successful units use to operate their programs, so the Gold level can be a good minimum goal for your unit.
  - A method for evaluating your unit and identifying how you can improve your program offering, leader training, recruiting and retention levels based on the targeted levels. Bronze is a minimum, and Gold is ideal.
  - An assessment of how you're doing compared with other units. It's an opportunity to share ideas with other units on the areas where you are doing well, and the areas where you would like to improve.
  - A guide to identifying areas where you might execute your unit program better. It works in conjunction with advice and counsel from your commissioner.
  - An early warning of potential problem areas where you might want added help. This is especially important in areas where your unit is not achieving a high score.
  - A benchmark for ideas and tips from other good units in your district
- With that in mind, the charter renewal process is a good opportunity to review the JTE form for the upcoming program year at a unit committee meeting.
  - Use it to help set goals for the program year ahead.
  - Mark those goals complete as you progress through the year.
  - At year end, your JTE form will be complete, and it will reflect the progress you made during the year.

—Tracking your progress enables your unit to plan for success by building on your strengths and improving your weaknesses until you are consistently achieving the Gold award level.

- Open the floor for a few questions if time permits.

## **BSA Reference Materials**

- BSA Journey to Excellence website: [www.scouting.org/Awards/JourneyToExcellence.aspx](http://www.scouting.org/Awards/JourneyToExcellence.aspx)
- Journey to Excellence Scorecards for pack, troop, team, and crew for each participant's unit

# REVERENCE AND RELIGIOUS EMBLEMS

## Time Available

7–10 minutes

## Learning Objectives

1. Recognize that religious organizations serve as chartered organizations for more Scouting units than any other organizations.
2. Understand the role of the religious emblems coordinator.
3. Know the website for information regarding the religious emblems for different faiths.

## Suggested Presenter(s)

The district religious emblems coordinator (a member of the council religious relationship committee, troop chaplain, or a Scouter who is a member of the clergy) is an ideal presenter. The presenter should be well versed in the faith-based opportunities for families, the religious emblem program, and connection to faith based chartered organizations.

## Presentation Method

The presenter should display the religious emblems a Scout can earn. If possible, examples of the religious emblems should also be displayed. Ask questions to stimulate discussion about religious emblems. Address the BSA faith-based opportunities for families and religious chartered organizations.

## Presentation Content

- **Ask:** “Which of the following chartered organizations worked with the most traditional Scouting units in 2011?”
  - a. Civic
  - b. Religious
  - c. Educational

—**Answer:** (B) Religious (69.39%); Civic (22.74%); Educational (7.87%)
- BSA is a faith-based organization—Duty to God and the Declaration of Religious Principle
  - Tiger Cub Handbook Elective 8—Your Religious Leaders
  - Cub Scout Core Value—Faith (having inner strength and confidence based on our trust in God)
  - Wolf Handbook Achievement 11: Duty to God
  - Bear Handbook Achievement
    - 1: Ways We Worship; achievement
    - 2: Emblems of Faith
  - Webelos Badge Requirement 8: Your Religious Duties
  - Scout Oath
  - Scout Law—12th point is “Reverent.”
- Religious awards are sanctioned by the BSA and allowed to be worn on the uniform but are not Scouting awards.
- Religious awards are earned and confirmed by religious leaders.

- Religious awards are age-appropriate.
  - Youth can earn the first-level emblem as a Tiger Cub or Cub Scout.
  - Webelos can earn the second-level emblem.
  - Boy Scouts can earn the first- and second-level religious emblems for Boy Scouts.
  - Older Boy Scouts, Venturers, Varsity Scouts, and Sea Scouts can earn the second level emblem.
- Benefits of earning religious awards:
  - Character development is one of the three purposes of the Boy Scouts of America.
  - Strengthens family ties through family involvement
  - Strengthens Scout’s religious ties through guided exploration and learning
  - Opportunities for leadership positions (chaplain aide) in troops
  - May lead to a faith-based career—pastor, priest, rabbi, imam, counselor, etc.—or service to the religious institution in non-ordained roles
- The council and district religious emblems coordinators are adult leader positions; they encourage all youth to earn the emblem of their faith.
- Display slide/poster of youth religious awards, youth religious emblem square knot, and adult religious emblem square knot.
- **Ask:** “What do these square knots represent and who can wear them?”

—**Answer:** Youth wear youth religious emblem square knots to prevent loss or damage to their award.
- A silver knot on a purple background is worn by youth, and a purple knot on a silver background is worn by adults.
- If a Scout earns more than one religious emblem, he only wears one square knot with the appropriate device(s); (Cub Scout, Webelos Scout, Boy Scout, and Venturing).
- Display websites for a variety of religious organizations.

## BSA Reference Materials

- P.R.A.Y. Publishing: [www.praypub.org](http://www.praypub.org)
- National Catholic Committee on Scouting: [www.nccs-bsa.org/](http://www.nccs-bsa.org/)
- National Jewish Committee on Scouting: [www.jewishscouting.org](http://www.jewishscouting.org)
- The National Islamic Committee on Scouting: [www.islamicscouting.org/](http://www.islamicscouting.org/)
- BSA Religious Awards: [www.scouting.org/Awards/ReligiousAwards.aspx](http://www.scouting.org/Awards/ReligiousAwards.aspx)
- Guide to Awards and Insignia: No. 614937
- Religious emblems coordinator: [www.praypub.org/REC/](http://www.praypub.org/REC/)

# YOUTH WITH DISABILITIES

## Time Available

7–10 minutes

## Learning Objectives

1. Complete a task similar to a Scout with special needs.
2. Understand that Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts with special needs can earn the appropriate advancement ranks.
3. Receive a list of BSA resources for working with Cub Scouts with special needs.

## Suggested Presenters

The presenter should be a special education teacher who is also a Scouter, a Scout leader who currently has or has had special needs Scout(s) in the unit, a member of the council/district advancement committee, or the parent of a special needs Scout who can provide objective experience.

## Presentation Method

This session is presented as a demonstration of a Scouter with a physical need in a den/patrol setting completing a task and discussion of advancement for special needs Cub Scouts.

## Materials Needed

- The following Baden-Powell quote should be displayed for all Scouters to see: “The wonderful thing about such boys is their cheeriness and their eagerness to do as much in Scouting as they possibly can. They do not want more special tests and treatment than is absolutely necessary.”

## Presentation Content

- Since its founding, BSA has fully supported members with physical, mental, and emotional special needs.
- **Ask:** “Which one of the founders of the Boy Scouts of America was physically disabled?”
  - a. Daniel Carter Beard
  - b. William D. Boyce
  - c. Ernest Thompson Seton
  - d. James E. West
  - e. None were physically disabled

—**Answer:** (d) James E. West contracted a disease as a child causing one of his legs to be shorter than the other. As a result, he limped the rest of his life. West is considered the architect of the BSA.

- Distribute the following to each table of Scouters: One strip of duct tape, approximately one half wide by four inches long, and one sheet of paper
  - Each table selects one Scouter to be the test subject. The selected Scouter tapes the thumb and index finger of their dominant hand together.
  - The den/patrol is told to copy the Scout Law on the paper.
  - Every member of the den/patrol must participate in completing the task.

—One Scouter writes: “A Scout is Trustworthy” and passes the paper to the Scouter next to her/him to continue.

—The process continues until “A Scout is Reverent” is written on the paper.

—When all tables have finished the assignment, ask the Scouters with the taped hands how it felt to complete their part of the task.

—Ask the other Scouters at the tables their reaction to having a Scout with a physical impairment in their group in completing the assigned task.

- “Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities and special needs participate in the same program as do their peers.” Rules and Regulations of the Boy Scouts of America.
- *The Guide to Advancement*, 2011, Boy Scouts of America, Section 10, identifies the procedures required. Many councils have established an advisory committee for youth with special needs.
- These policies exist to facilitate advancement of Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts and need to be addressed with local advancement experts to ensure they are followed correctly.
- Scouts with “severe and permanent mental or physical disabilities may work on ranks past the chronological age.”
  - Cub Scouts—Did the boy “do his best?”
  - Boy Scouts and Varsity Scout—Letter to council advancement committee requesting alternative requirements.
  - Eagle Scout—required merit badges—Merit badge requirements may not be modified or substituted. Use alternate badges once approved to do so.
  - Application for Alternate Eagle Scout Rank Merit Badges—Submitted to the council advancement committee
- Scouts over 18, approved by the council executive board to register beyond the age of eligibility with a special needs code and may apply for the rank of Eagle Scout.

Working with Scouts with special needs, Scouters must be:

- Comfortable; not everyone in the unit may feel comfortable, and that is ok
- Enthusiastic
- Patient
- Understanding
- Flexible

Working with Scouts with special needs is rewarding and a learning opportunity.

## BSA Reference Materials

- *Guide to Working With Scouts With Special Needs and Disabilities*; No. 510-071, 2013 Printing. (Contains list of resource organizations)
- *Guide to Working With Scouts With Disabilities*; BSA; No. 33056

- Guide to Advancement, 2011; No. 33088
- *Scouting With Youth With Disabilities*, Manual BSA; No. 34059  
[www.scouting.org/CubScouts/Leaders.aspx](http://www.scouting.org/CubScouts/Leaders.aspx)
- Application for Alternate Eagle Scout Rank Merit Badges;  
No.512-730
- Disabilities Awareness Merit Badge Pamphlet; No. 35883
- Eagle Scout rank—Candidate With Disabilities:  
[www.scouting.org/filestore/pdf/512-730.pdf](http://www.scouting.org/filestore/pdf/512-730.pdf)

# RETENTION

## Time Available

7–10 minutes

## Learning Objectives

1. Understand the importance of retention in unit growth and program quality.
2. Review the importance of retention in unit evaluations, including Journey to Excellence.
3. Learn about tools and strategies to improve retention in the unit.

## Suggested Presenter(s)

The district membership chair is an ideal presenter for this topic since it directly relates to recruitment efforts and growth in youth served. An experienced Scoutmaster who has improved retention in the unit can be an alternate presenter.

## Presentation Method

An enthusiastic verbal presentation with lively Q&A will create an ideal opportunity for this topic. The presenter should engage directly with the audience on both the introductory questions and the scenarios to make retention a key theme with the Scouters in attendance.

## Presentation Content

- **Ask:** “What is the one thing the Scouting program can’t live without?”  
—The answer is “Scouts!”
- **Ask:** “How do we get Scouts?”  
—Most will say, “We recruit them.” That is half correct.  
—The other half is we KEEP our Scouts.  
—Every Scout kept in the program is one more youth served.
- If we retain more Scouts, we grow our programs.  
—We have more resources available—youth members and adult members, i.e., potential leaders.  
—We serve more youth in our communities.  
—When we have more resources and serve more youth, we can deliver excellent programs with a little dedication, effort and good planning.
- Retention is a key area of Journey to Excellence for units and districts—because it is how we grow Scouting.
- So how do we keep youth in Scouting? We start by knowing why they leave, then working to solve those issues. *Scouting* magazine included a great article on this in June 2011. Let’s talk about some of the issues and ideas it suggested.
- **Issue:** Sports and other activities conflict with participation. (Ask for one or two brief ideas to solve this.)  
—**Solution:** Be accommodating. Scouting can flex around our youth and their schedules. They can miss a few meetings and still join right back into the program.  
—**Solution:** Make sure the unit communicates with all families about what is happening so missed activities can be “made up” and Cub Scouts are aware of upcoming events.
- **Issue:** Boring program. (Ask for one or two brief ideas to solve this.)  
—**Solution:** Revitalize. Ask the youth what they want to do, then let them plan the unit activity calendar. In Cub Scouting, JTE expects for youth input in designing the pack calendar. In troops, the patrol leaders’ council should be recommending the annual program plan. In Venturing, the youth lead 100 percent of the program, and adults are there to advise.  
—**Solution:** Plan new events. Not every event needs to be the same. Let patrols do their own campouts one month. Let the Cub Scouts do a video game lock-in weekend if they are really excited about games.
- **Issue:** Low parent commitment. (Ask for one or two brief ideas to solve this.)  
—**Solution:** Get parents engaged from day one. Get to know every family personally. Ask what they want from Scouting for their child. Work with them to identify how the unit will help them achieve their goals. Then ask them to help meet those goals by supporting their children.
- **Issue:** Cub Scout isn’t fitting in. (Ask for one or two brief ideas to solve this.)  
—**Solution:** Find out what the Cub Scout wants from his experience. Is he shy? Is he having trouble making friends in the unit? Is the unit not the best fit for him? Is the program not interesting to him? Every Cub Scout is unique, and sometimes we need to listen carefully to identify how we can support that youth. It might mean connecting him to a good group of friends, starting him on awards that are interesting to him, or even finding a different unit that better matches what that Cub Scout wants. Our goal is to keep every youth in Scouting, and that requires us to be flexible.

Seven tips to keep Cub Scouts excited and engaged:

- Be active and keep things moving. Kids don’t want to sit and listen to a long lecture.
- Use outings and events to increase excitement, even for Boy Scouts.
- Keep “outing” in Scouting—the outdoors is exciting, and Cub Scouts want to explore.
- Communicate regularly with families so they know what is happening, and follow up personally right away if a Scout misses a couple of meetings.
- Program year-round to keep families and Cub Scouts engaged.
- Stay organized with schedules and information easily accessible to all families.
- Use the program levels—older Scouts want more adventure, so give it to them.

The goal is to retain our Cub Scouts. For every Cub Scout we lose, that is one more boy we have to recruit just to maintain our membership base. For every Cub Scout we retain, that new boy grows Scouting, expands our reach, and adds to our program.

## BSA Reference Materials

- Re-TEN-tion booklet, [www.scouting.org/filestore/membership/pdf/Re-TEN-tion\\_final.pdf](http://www.scouting.org/filestore/membership/pdf/Re-TEN-tion_final.pdf)
- Cub Scout Retention, [www.trcscouting.org/Resources/Retention/](http://www.trcscouting.org/Resources/Retention/)

# RECRUITING

## Time available

7–10 minutes

## Learning Objectives

1. Focus on different methods of recruiting whether for youth or adults.
2. Set up a plan for recruiting.
3. Measure success at the end of the recruiting cycle.

## Suggested Presenter(s)

The presenter should be well versed in actually carrying out successful recruitment programs. An active unit head of recruiting, the district membership chair, or a commissioner experienced in successful recruiting may be a good presenter due to familiarity and experience in this role.

## Presentation Method

Information can be presented verbally or with slides. The presenter may incorporate audience participation by using the following opportunities for 1 to 2 minutes of input:

- Before presenting the duties of a recruiter, whether youth or adult, ask the audience if they are able to name them.
- At the end of the presentation, spend any remaining time asking one or two unit leaders to explain how their recruiting efforts were or were not successful.

## Presentation Content

- Recruiting is the life blood of our units.
- Units that don't recruit aren't going to last for long, whereas units that recruit well will not only grow, but benefit from more resources and Cub Scouts to create exciting and diverse program options. What are some tips or ideas to help improve recruiting?

Recruiting works best when it is youth- or friend-driven.

- Establish a reward system for Cub Scouts who bring their friends to visit the unit at a meeting or who attend an activity and then join the unit. Membership growth is the objective.
- The reward can be a “recruiter patch” or recognition at a court of honor or other event.
- The youth who is recruited should be introduced to the unit and made to feel welcome.
- The parents of the recruited youth should also receive a special invitation from the unit leader to join the unit by formally applying for BSA membership.
- Youth Protection training should be suggested to the parents, whether they join or not. They can go to: [www.myscouting.org](http://www.myscouting.org) and take the course whether or not they are members.
- If they are members, they need to log in using their IDs to get proper credit for taking the YPT course.

Fall and spring recruitment campaigns

- Plan a time-specific campaign for a focused effort to recruit additional unit members.
- Develop incentives for Cub Scouts to assist in the effort.

- Be creative—school lists are good, but go where the Cub Scouts are: PTA, youth sports leagues, school ice cream nights, and local church youth groups are all great places to connect with Scout-age families, especially for Cub Scouts.
- Establish a recruitment spreadsheet of the target youth. Review it continually. Identify a reason for each family that does not join.
- Give special recognition to Cub Scouts who join the unit during this time period. New Cub Scouts who are by themselves can sometimes have the hardest time identifying with the Scouting environment. Each new member should have a Scout assigned to them for at least the first few months to make certain the new member attends, gets a uniform and handbook, and starts along the advancement trail. Don't leave this to chance!
- At the end of the drive, honor the new Cub Scouts and top recruiters.

Unit Webelos recruiting

- Webelos recruiting is critical—it keeps our current members in the program!
- Year-round recruiting is ideal even though Webelos recruiting often ties into crossover time. Use this time to get as many Webelos Scouts into troops as possible!
- Boy Scout units should have an active program to identify Webelos II leaders before the start of the second year of Webelos Scouts. Call the Cubmaster to confirm the right leaders, how many Webelos Scouts they have, and introduce your unit.
- Develop a relationship with the Webelos II leader. This involves really getting to know these leaders beyond an introduction phone call. Meet on a one on one basis outside the meeting environment to learn about the leader and Webelos families.
- Host the Webelos II patrol at a “normal” Scout meeting. Special “pony shows” for Webelos Scouts are easily identified and often considered as negative in Scout unit selection.
- Make sure programs are interesting, youth-driven and appropriate for Webelos audiences.
- Include dedicated time to talk to parents about the troop and answer questions—don't be rushed.
- Invite the Webelos patrol and parents to visit a unit activity and possibly to spend a night with the unit. Have the Webelos Scouts camp with the Scouts and participate in the activities. They should be treated as a “new boy patrol” would be treated and watched over by the troop guides or other carefully selected youth leaders of the troop.
- Send a thank you note to the leader and families, thanking them for participating with the Scout unit.
- Have a special means of welcoming graduating Webelos Scouts and their parents who are entering the troop. This is a time of change for the boys and parents. Help make the transition easy with troop guides, dedicated assistant Scoutmasters for new Scouts, and other resources.
- Communicate frequently and often to ease the transition and engage the youth right away.

## **BSA Reference Materials**

- The following articles can be accessed by logging in to [www.myscouting.org](http://www.myscouting.org) and calling up articles relating to recruiting. The list will change as new items are posted.
  - [www.scouting.org/bsayouthprotection/bsa\\_communications/mandatory\\_youth\\_protection\\_training.aspx](http://www.scouting.org/bsayouthprotection/bsa_communications/mandatory_youth_protection_training.aspx)
  - [www.scouting.org/filestore/mission/xls/2012jte\\_pack\\_ss.xls](http://www.scouting.org/filestore/mission/xls/2012jte_pack_ss.xls)
  - [www.scouting.org/filestore/membership/doc/membership\\_plan\\_council\\_013.doc](http://www.scouting.org/filestore/membership/doc/membership_plan_council_013.doc)

# CHARTER RENEWAL

## Time available

7–10 minutes

## Learning Objectives

1. Focus on effective handling of charter renewal.
2. Set up a plan to accomplish charter renewal on time.
3. Review the completed charter renewal after approval by council registrar.

## Suggested Presenter(s)

The presenter should be well versed in carrying out successful charter renewals. An active unit leader in charge of charter renewal and the district charter renewal commissioner experienced in successful charter renewals may be good presenters due to familiarity and experience in this role.

## Presentation Method

Information can be presented verbally. The presenter may incorporate audience participation by using the following opportunity for 1 to 2 minutes of input: Before presenting the duties of a unit charter renewal volunteer, ask the audience if they are able to name the steps in online charter renewal.

## Presentation Content

The charter renewal, the most important part of the commissioner's role, occurs annually to renew the unit's membership in BSA through its chartered organization. This process also renews the memberships of the families in that unit. A timely charter renewal is an important part of ensuring a healthy Scouting program for the unit. Following is a sample outline of how a unit might plan ahead for charter renewal to create a smoother, easier charter renewal process. Doing so avoids the last-minute rush and difficulties that may come from limited time.

The following is a five-month countdown plan which can be easily implemented to avoid dropped units as a result of inadequate charter renewal efforts. The charter renewal process, month by month:

- **Month 5**—Unit commissioner obtains a copy of unit charter listing and begins unit inventory.
- **Month 4**—Unit inventories are completed by unit commissioner.
- **Month 4**—Ensure any leaders not current on Youth Protection training take the course and have an up-to-date card.
- **Month 3**—All new adult and youth applications are completed, approved by chartered organization representative, and turned in to council office registrar by the 15th of the month to ensure they are on the roster ahead of charter renewal.
- **Month 3**—Units identify leader responsible for online charter renewal.
- **Month 3**—Units review what leader changes will be needed at charter renewal. This should include ensuring that all registered leaders are trained and the unit meets minimum training requirements for key leaders.
- **Month 3**—Unit commissioner provides information as to charter renewal fees and insurance costs.
- **Month 3**—Units start collecting charter renewal fees.
- **Month 2**—All units to have charter renewal codes

(passwords) no later than first week of Month 2 (55 days prior to final due date for charter renewal acceptance.)

- **Month 2**—By the 15th of the month, units begin online charter renewal.

(After the initial access by unit online charter renewal person, the council registrar cannot change the unit listing until the process is complete. It is critical that the online application process is not drawn out.)

- **Month 2**—Units collect any remaining charter renewal fees.
- **Month 2**—Online charter renewal is completed and all fees are collected by month end.
- **Month 2**—New youth and adult applications are included with paper output signed by unit leader.
- **Month 1**—Commissioners begin review of completed charter renewals along with fee and insurance charge.
- **Month 1**—Defective charter renewals returned to unit for correction.

(Unit charter renewal person signs off on system when charter renewal is complete.)

- **Month 1**—Commissioners turn in completed and corrected charter renewals to council registrar by the 15th of the month. (It is not proper for a district executive ever to handle a unit charter renewal application.)
- **Month 1**—15th to 28th: Unit commissioners work with units to correct any outstanding defects not caught during initial review and return charter renewal to council registrar.
- Following successful completion of the charter renewal process, the process is not quite done:
  - The commissioner receives updated charter renewal outcomes from council office.
  - A formal presentation of the charter is made to the chartered organization. This is an important part of the relationship with the chartered organization.
  - Membership cards are distributed to youth and adult members.

## BSA Reference Materials

- The following article is an example of what can be accessed by logging in to [www.myscouting.org](http://www.myscouting.org) and calling up articles relating to the charter renewal process. The list will change as new items are posted.
- [http://www.scouting.org/Commissioners/Internet\\_Rechartering.aspx](http://www.scouting.org/Commissioners/Internet_Rechartering.aspx)

# DEN CHIEFS

## Time Available

7–10 minutes

## Learning Objectives

1. Describe how the den chief program is beneficial for both packs and troops.
2. Promote use of the den chief program.
3. Provide participants with more information to follow up and implement the program within their local units.

## Suggested Presenter(s)

The presenter should be familiar with both the Boy Scout and Cub Scout programs—ideally, someone whose pack and troop have a long-established relationship with one another. Suggested presenters include an assistant Scoutmaster who works closely with new Scout patrols in their troop or has experience working with Webelos leaders from local packs. A Cubmaster or Webelos leader, one who is familiar with the Boy Scout program and has worked with a den chief, may also be a good presenter.

## Presentation Method

It is suggested that the information be presented verbally with handouts of speaking points and links to additional resources. The audience can participate through questions or a brief description of how the den chief program has worked in the past for a couple of units.

## Presentation Content

- What is a den chief?
  - A den chief is a member of a troop or a crew who works to help deliver the Cub Scout program for the boys in a den. (**Note:** Males and females in a Venturing crew can be den chiefs as well, but for simplicity, we most often refer to the den chief as a Boy Scout active in a troop.)
  - While serving as den chief, this Scout will work under the direction and guidance of the den leader and Cubmaster.
- How is a den chief selected?
  - Typically, a Cubmaster or den leader will contact a local troop or crew and ask for a den chief. The Scoutmaster and senior patrol leader should work together to identify a good candidate for this position.
- What's the best way to select the right person for this role?
  - An experienced Scout, first class or higher.
  - Ideally not related to the den leader or to the boys in the den
  - Good at working with younger Scouts; has energy and excitement
  - Responsible
  - Demonstrates good Scout spirit
  - Able to demonstrate and teach Scoutcraft skills, games, and activities
  - Familiar with Cub Scout program and terminology, or willing to learn
  - Sets a good example by wearing the uniform
- Benefits for the Scout:
  - Position of responsibility that can be used for advancement
  - Allows youth to gain leadership skills outside of same-age peers. Working with boys half their age and parents twice their age is much different from working with similarly aged patrol or crew members.
  - Scouts can reinforce their own skills by teaching them to others.
- Benefits for the troop:
  - Develops a strong relationship between the pack and troop
  - When a Cub is ready to cross over, they will want to join the boy who helped them learn to set up a tent, or helped them make smores on their first campout.
  - When families cross over, seeing the disorganization associated with a boy-led troop can sometimes be shocking. If the parents have worked with an experienced, prepared, responsible den chief, they will be more willing to trust their 10- or 11-year-old son to a boy-led troop.
  - Remember—The first goal is to get them to become Boy Scouts. The second is to get them to choose your troop.
- Benefits for the pack or den:
  - Cub Scouts often respond better to older kids than they do to their own parents. That gangly 14-year-old Scout looks like a superhero to an 8-year-old.
  - In some cases, the Boy Scout has more experience in practical Scouting skills than Cub parents or den leaders.
  - Younger boys get to hear about events that they can look forward to as Boy Scouts. Hearing a Boy Scout tell his experience on a 50-mile trek, a canoe trip, or some other exciting activity may be that spark that keeps a kid active in Scouting.
  - If certain Scouts have special needs or disabilities, sometimes the den chief can provide extra attention to that one boy who needs an extra hand, allowing the den leader to focus on the larger group
- Where to place den chiefs:
  - Ideally, the Webelos dens should be the first priority for den chiefs. One of the primary purposes of the Webelos program is to get the boys ready for transition into the Boy Scouting program.
  - However, there is no reason that a den chief cannot be assigned to work with any of the dens, from Tiger Cub up through Webelos Scout.
- Responsibilities of a den chief:
  - Knows and helps Cub Scouts achieve the purposes of Cub Scouting
  - Serves as the activities assistant at den meetings
  - Sets a good example through attitude and uniform wear
  - Is a friend to the boys in the den
  - Helps lead weekly den meetings and supports pack meetings
  - Knows the importance of the monthly theme and pack meeting plans and meets with the den leader to prepare to assist

- Receives training from the den leader (or Cubmaster or ac) and attends Den Chief training
- Encourages Cub Scouts to become Webelos Scouts when they are eligible
- Encourages Webelos Scouts to join a Boy Scout troop upon graduation
- Lives by the Scout Oath and Scout Law
- Shows Scout spirit
- Training resources help make this role easier for the den chief and the den leader
  - Online Den Chief training
  - Den Chief Handbook
  - Many councils offer Den Chief training sessions in person.
  - Awards
  - Den Chief Service Award—Requires service for one year, in addition to several training- and performance-related requirements

- Potential concerns and drawbacks
  - Finding a good candidate for this position can be difficult. If nobody is available and enthusiastic about filling this position, no Scout should be placed in the role. A bad selection as den chief is worse than no den chief at all.
  - This Scout will have a significant time commitment for this role, either in addition to their normal troop meeting time, or, if the pack and troop meet on the same night, this may take the Scout out of regular troop meetings.
  - Some den leaders may not know how to utilize a den chief as part of their program. The den leader needs to understand the program just as well as the den chief does.

## **BSA Reference Materials**

- Den chief requirements and responsibilities: [www.scouting.org/CubScouts/Leaders/About/ThePack/csdcf.aspx](http://www.scouting.org/CubScouts/Leaders/About/ThePack/csdcf.aspx)
- Den chief online training: [www.scouting.org/Training/Youth/DenChefTraining.aspx](http://www.scouting.org/Training/Youth/DenChefTraining.aspx)
- Den Chief Handbook: No. 33211
- Dates of upcoming council-sponsored den chief training sessions, or contact information for the trainer if no dates are set.

# DISTRICT HIGHLIGHTS

## Time Available

7–10 minutes

## Learning Objectives

- Review the basic scope of the district.
- Address district successes and highlights that demonstrate the hard work of units.
- Share goals for continued improvement and encourage units to do their part in working toward achieving these goals.

## Suggested Presenter(s)

The presenter can be the district commissioner, district chair, or another district level leader. Ideally, the presenter is a fun, engaging, and enthusiastic person who connects well with audiences to motivate and encourage dedication to Scouting. The local district executive can help provide much of the statistical data noted below, but the presentation is best delivered by a volunteer leader.

## Presentation Method

It is suggested that the information be presented through an interactive conversation with slides or pictures related to the content. Since this is a highlights presentation, it is important to relate the data to the audience throughout the time allotted.

## Presentation Content

This Big Rock presentation is intended to be a highlight overview of the district by the numbers. The outline below includes common metrics available to most districts. Additional bullets can be added to reflect local data points as available. The goal is to show the scale and impact of Scouting in the district, thank the units for supporting the Scouting program, and encourage them to commit to growing Scouting in the district even further.

- Our district is one of (No.) districts in (name) council.
- We serve (No.) Cub Scout packs with (No.) youth, (No.) Boy Scout troops with (No.) youth, (No.) Varsity teams with (No.) youth, and (No.) Venturing crews with (No.) youth.
- This represents a total of (No.) units and (No.) youth, supported by (No.) registered adult volunteers.
- Our market penetration is (percent) percent of our total available youth audience, so we have plenty of additional opportunity to recruit and serve more youth.
- In order to operate the district, we have (No.) members of the district committee, including standing committees for (name committees). (Introduce chairs and key contacts for camping, membership, and advancement if available.)
- We also have a commissioner staff of (No.). This includes (No.) unit commissioners to serve our (No.) units, for a ratio of (No.).
- Our district earned (level) Journey to Excellence recognition last year, which reflects (summarize the areas that earned points). Our goals for improvement this year include (summarize areas to improve).

—Among our Cub Scout packs, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.

—Among our Boy Scout troops, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.

—Among our Venturing crews, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.

—Among our Varsity teams, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.

- Our district also made notable contributions to covering the cost of providing Scouting in our local community. Last year we sold \$ (amount) in popcorn, plus an additional (summarize other fundraising amounts). Our Friends of Scouting campaign raised \$ (amount) to help support Scouting in our community.
- Those efforts support a program that generates results. One way to measure those results is in how many of our youth advance and continue to move through our program.
  - (No.) Cub Scouts advanced in rank last year, representing (percent) percent of our Cub Scout members.
  - We crossed (No.) Webelos Scouts into troops last year, and this year we have an estimated (No.) second-year Webelos Scouts eligible to become Boy Scouts.
  - Among our Boy Scout troops, (percent) percent of members advanced at least one rank last year.
- We also awarded (No.) Eagle Scout Awards in the prior year. Some of the projects completed included (highlight projects). In total, these projects represented more than (No.) hours of service just from our Eagle Scout Awards. (Include other service hours or events if available.)
- Varsity awards included (summarize awards).
- Our Venturing crews awarded (No.) Ranger Awards and (No.) Quartermaster Awards, as well as (summarize other awards).
- Among our adult leadership, we awarded (No.) District Awards of Merit, (No.) Silver Beaver Awards, and (reference other notable awards of this caliber).
- We also hosted a number of key events for our units. This included (summarize events) for our Cub Scout units and (summarize events) for our Boy Scout- to Venturer-aged units. (Include district-sponsored day camp, summer camp, camporees, and other such events.)
- All of these programs are an excellent resource for the (No.) total youth we serve in our district, but there is always room for more. Last year we recruited (No.) new Cub Scouts and (No.) new Boy Scouts. Our recruiting goal this year is (summarize goal).

What makes our district great, and what fuels all of these accomplishments in service of our youth, are your units. We want to take this moment to say thank you, to ask you to continue delivering great programs, to keep bringing more youth into Scouting, and to continue having a great time with this program. Thank you!

## BSA Reference Materials

- District membership statistics
- District advancement statistics
- District JTE statistics

# **BIG ROCK TEMPLATE**

## **Time Available**

7-10 minutes

## **Learning Objectives**

## **Suggested Presenter(s)**

## **Presentation Method**

## **BSA Reference Materials**

## **Presentation Content**

# CUB SCOUT INTEREST TOPIC PLANS

## BSA'S PROGRESSIVE PROGRAM: CHOOSING AGE-APPROPRIATE ACTIVITIES (AUGUST)

Suggested discussion questions:

1. What does it mean to provide age-appropriate activities for our Scouting youth?
2. What are some criteria for assessing whether an activity is age-appropriate?

Some ideas to be covered and included in the discussions:

- The group-based activity matches the training and experience of participants.
- The group has the ability to successfully complete the activity.
- The activity complies with the policies and procedures in the *Guide to Safe Scouting*, No. 34416C.
- The activity supports or is in harmony with Scouting values.
- The activity adds to the life experiences, knowledge, or ability of each participant.
- The unit or group receives training appropriate to the activity.

3. What are specific program-related criteria to consider?

Some ideas to be covered and included in the discussion:

### **Cub Scouting:**

- The activity is parent/youth- or family-oriented.
- The activity is conducted with adult supervision.
- Cub Scouts are asked to do their best.
- The activity is discovery-based.

### **Boy Scouting:**

- Activities are led by youth and approved and supervised by adults.
- Activities are patrol- or troop-oriented.
- Activities meet standards and advancement requirements.
- Activities are experience-based.

### **Venturing/Varsity Scouting**

- Activities are led by youth and supported by adults.
- Youth participants develop and plan activities and set and meet their own challenges.

4. Why have these guidelines been developed?

Some ideas to be covered and included in the discussion:

- To provide national consistency for BSA youth programs and activities
- To match the degree of difficulty of activities to the age and rank of participants, thereby helping to avoid accidents and injuries
- To help retain youth membership in BSA programs by offering activities with a progression of challenge, duration, and intensity
- To help strike a balance among parent, leader, and youth expectations
- To provide some protection for unit leaders by establishing parameters for programs and activities

### **Resources:**

- [www.scouting.org/BoyScouts/Age-AppropriateGuidelines.aspx](http://www.scouting.org/BoyScouts/Age-AppropriateGuidelines.aspx)

### *Guide to Safe Scouting*

- BALOO's BUGLE: October 2008 Cub Scout Roundtable Issue
- <http://usscouts.org/ab/ab2.cgi> (Activity Database; variety of ideas for various program areas)
- BALOO and OWL Training Syllabus;
- [www.bsauniforms.org/](http://www.bsauniforms.org/)

## ADVANCEMENT: ROLE OF FAMILY AND LEADERS (SEPTEMBER)

**Introduction:** When parents sign their son's application to join Cub Scouting, they are also agreeing to help with advancement for their son. There is a reason that the No. 1 indicator for success in Journey to Excellence is advancement. A good program that supports advancement for boys also provides the basis for retention and a number of measurable outcomes for the pack.

**Instructions for presenter:** Start with the opening questions and allow participants to share. Show the various resources and how they can best be used by unit leaders.

### Presentation outline:

- **Opening question:** What do we mean by advancement?  
—Response should include information on activities and also stress that it is more than signing off on achievements. It is “not what the boy does to the wood, but what the wood does for the boy.”
- **Follow-up question:** How is it measured?  
—Response may include use of the books, signing of activities, and presentation of badges/patches. Repeat that advancement is a method used by the BSA to accomplish its mission: “The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.”

- **Follow-up question:** How does your annual plan support advancement?

—Responses may include planning activities that will support achievements or elective completion for boys, such as those found in Cub Scout day camp and resident camp activities, as well as pack outings.

Some ideas to be covered and included in this discussion:

- Show the JTE scorecard—the first item is advancement.
- Show the district advancement reporting paperwork and discuss Online Advancement for the unit.
- Show the *Guide to Advancement* as a resource for Cub Scout advancement chairs.
- Highlight the parent responsibilities as found in the *Cub Scout Leader Book*, Chapter 5: Family Involvement.

### Resources:

- Journey to Excellence
- *Cub Scout Leader Book*; Unit Leadership Enhancement
- *Cub Scout Leader Book*, page 71
- *Guide to Advancement* found online at [www.scouting.org/GuideToAdvancement.aspx](http://www.scouting.org/GuideToAdvancement.aspx)

## WHY UNIFORMING? (OCTOBER)

Suggested discussion questions:

1. Why is a Scout uniform worn? Why is it important?
  - Scouts and adults alike should take pride in belonging to this program and wear the uniform correctly.

Some ideas to be covered and included in the discussion:

- Gives a Scout visibility
  - Creates a level of identity within both the unit and the community
  - Promotes equality while showing individual achievement
2. What are some of the differences in the various Scouting programs' uniforms?

Some ideas to be covered and included in the discussion:

- Vary in color and detail to identify the different membership divisions of Cub Scouting, Boy Scouting, and Venturing
  - Field uniform and activity uniform (Scouting-related T-shirt and Scout pants) are often referred to as "Class A" and "Class B" uniforms, though that terminology is not used in any official BSA publications and is not correct. It would be better to call them field and activity uniforms, following BSA terminology. Troops and packs are free to create their own activity shirts.
3. What is the official uniform for youth and adults?

Some ideas to be covered and included in the discussion:

- Official Scout uniform consists of shirt, pants, belt, and socks.
- A neckerchief and hat are optional.
- Units may have different uniform expectations, such as requiring that Scouts are consistently uniformed for meetings and outings. The Scout uniform is not a mandatory part of Scouting, and a Scout should not be prohibited from participating just because he does not have a uniform (or a complete uniform).

4. What are the correct positions for insignia and awards?

Some ideas to be covered and included in the discussion:

- Refer to the insignia guide or uniform inspection sheets.
- Encourage units to supply parents/leaders with these resources to avoid incorrect insignia placement.

5. What are some ideas for those awards, patches, etc., not worn on the uniform?

Some ideas to be covered and included in the discussion:

- Every badge, patch, and pin has some memory of a fun time had with other boys.
  - Take pride in awards and achievements earned, and display them where other boys can see them.
  - Suggestions: framed shadow boxes, blankets, vests
6. Where can BSA literature, uniforms, and other program materials be purchased? How can families save money on the cost of uniforms and equipment?
    - A Cub Scout pack may provide assistance to families.
    - A uniform exchange, uniform bank, or fundraisers may enable to boys to earn their uniforms.
    - Some packs award boys rank-specific uniform components (hat and neckerchief) and/or the program books that the Cub Scout needs each year. Parents should inquire as to what the pack provides, or ways boys can earn necessary items, before purchasing the items themselves.

### Resources:

- Uniform Inspection Sheet, [www.scouting.org/filestore/pdf/34283.pdf](http://www.scouting.org/filestore/pdf/34283.pdf)
- *Guide to Awards and Insignia*, [www.scouting.org/Media/InsigniaGuide.aspx](http://www.scouting.org/Media/InsigniaGuide.aspx)
- <http://bsauniforms.org/>

## USING RESOURCES: BSA LITERATURE (NOVEMBER)

BSA purportedly has more resource information available than any other entity except the U.S. government, but where do you find it all? Remember—it's not enough to do your best; you also have to know what to do.

Some of your best resources may be other Cub Scout leaders in your pack and your district roundtables.

Suggested discussion questions, and information to be covered and included in the discussion:

I'm new to Cub Scouts. What information is available on how to get started and fulfill my role?

**New leader brochures** designed to provide an at-a-glance orientation for new Cub Scout leaders may be found at [www.scouting.org/CubScouts/Leaders/NewLeaderResource.aspx](http://www.scouting.org/CubScouts/Leaders/NewLeaderResource.aspx). Your specific four-page booklet will help you carry out your responsibilities as a new den leader, Cubmaster, or committee member, and it can also help you get your den or pack up and running. Be sure to review it before your first meeting.

**Fast Start training** is designed to help new leaders understand the fundamentals of their specific roles and give insight into the various leadership roles of the people they will be working with. Leaders will learn their responsibilities and how to keep things organized, fun, and exciting, along with information about other resources available to help them in their new position. This training is offered online or on a DVD. The estimated time to complete the training is 45 minutes. Go to [www.myscouting.org](http://www.myscouting.org), click on e-Learning under "Training," then click on the Cub Scout tab. Take the Fast Start course for your Cub Scout position as soon as you take the position!

**Basic training** is next on your list. These two courses (see below) can be taken online, or they can be taken in person at a council or district training session. To take the courses online, follow the sequence in Fast Start as described above. To find out about taking the courses in person, check with your council service center.

Part one of Basic training, "This Is Scouting," provides an overview of the BSA including history, values, programs, Youth Protection, community involvement, and training. The module consists of six video sections, each followed by a brief quiz. Estimated time to complete: 50 minutes.

Part two, "Cub Scout Leader Position-Specific Training," will give new leaders the knowledge and skills needed to be successful. This segment opens with an introduction to Scouting and the Cub Scout pack, then presents information on how Cub Scouts have fun in the pack and den. Last, this course focuses on specific training for Cubmasters, den leaders, pack committee members, and pack trainers.

Are there any printed materials I can read to help me be a better Cub Scout leader?

The following (except *Scouting* magazine) are available at your local Scout shop or can be ordered online:

- *Den and Pack Meeting Resource Guide* is designed to help you prepare for your den and pack meetings and to provide you with the tools necessary to advance your boys along the Cub Scout advancement trail while having fun. It starts with an overview of Cub Scouting and information on using the *Den and Pack Meeting Resource Guide*, then swings into detailed den meeting plans for all levels of the program as well as detailed pack meeting plans.

- *Cub Scout Leader Book*, No. 33221, is a comprehensive introduction to Cub Scouting, how it works with families, and how Scouting helps boys have fun and develop a sense of achievement while developing them into the best 11-year-olds they can be. It includes policies, procedures, position descriptions, and even chapters on managing boys and planning den and pack meetings and activities. This is a resource you'll use throughout your career as a Cub Scout leader.
  - *Cub Scout Leader How-To Book*, No. 33832, is close to 300 pages of ideas to add fun and pizzazz to your den and pack meetings and activities. It includes ways to celebrate and recognize achievements; crafts and games; outdoor activity ideas; and specifics on how to organize special pack activities. Another career-long helper!
  - *Scouting* magazine will be sent to you six times a year once you are a registered Cub Scout leader. It offers a mixture of information, instruction, and inspiration designed to strengthen readers' abilities to better perform their leadership roles and to assist them as parents in strengthening families. The website [www.scoutingmagazine.org](http://www.scoutingmagazine.org) provides access to several years' worth of back issues, organized in a format that can be easily searched and scanned.
  - *Group Meeting Sparklers* contains fun additions to den and pack meetings.
  - *Cub Scout Songbook* has tuneful ways to get everyone involved.
  - *Staging Den and Pack Ceremonies* provides interesting openings, closings, and awards presentations.
  - *Academics and Sports Program* gives Cub Scouts extra recognition activities to earn.
  - *Guide to Safe Scouting* should be kept in mind for all den and pack meetings and activities (also available online).
3. Does Boy Scouts of America have other info for Cub Scout leaders on the website?
- Cub Scout Web info: [www.scouting.org/CubScouts.aspx](http://www.scouting.org/CubScouts.aspx)
  - Cubcasts for monthly discussions on topics of interest to Cub Scout leaders: [www.scouting.org/Scoutcast/Cubcast.aspx](http://www.scouting.org/Scoutcast/Cubcast.aspx)
  - Cub Scout Resources:
    - [www.scouting.org/CubScouts/Parents/Literature.aspx](http://www.scouting.org/CubScouts/Parents/Literature.aspx)
    - Four different pack meeting plans for each month are available; each is based on the Cub Scouting's Core Values and extensions to *Supplemental Pack Meeting Themes*: [www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx](http://www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx)

# CUB SCOUT ACADEMICS AND SPORTS PROGRAM (DECEMBER)

Suggested discussion questions:

1. What is the Academic and Sports program for Cub Scouts?
  - A program that gives Cub Scouts extra recognition activities they can earn
  - A program through which they can earn new skills, become better scholars, learn sportsmanship, and have fun
  - A program through which the boys can learn about a sport (choose from 28 different ones) or an academic subject (choose from 25 areas) that may be new to them
  - A method for addressing the third aim of Scouting: the development of physical, mental, and emotional fitness
  - A program for all Cub Scouts. It's not part of the normal requirements toward ranks, except where used to obtain various Webelos activity badges and Wolf Elective 20 (Sports).
2. What is earned as a result of completing the various activities?
  - Belt loops and pins
  - Discuss where and when these are to be worn (see No. 4 below).
  - Show examples of various sports and academic loops and pins.
3. What are the differences between and the requirements for earning the various belts and loops?

Some ideas to be covered and included in the discussion:

- Examples of worksheets available for showing the requirements (their use is optional)
  - The Shooting Sports belt loops and pins (Archery and BB Shooting) can only be earned under BSA range-trained supervision.
  - The BB Shooting loop and pin must be earned at a BSA facility range.
4. Where are the loops and pins worn on the uniform?
    - Some ideas to be covered and included in the discussion:
      - Belt loops for completing the three-belt-loop requirements in an academic subject or sport.

—Belt loops are worn on the Cub Scout belt.

—Pins are awarded to Scouts who continue participating in academic or sports areas and meet the specific requirements for each pin.

—Pins typically require completion of the corresponding belt loop requirements plus five or six more challenging requirements.

—The Academic and Sports letter can be used to display pins on a sweater, jacket, or patch vest. These Academics and Sports pins are NOT attached to the Cub Scout uniforms. The letter is simply a display device and is not earned. It can be acquired through the local Scout shop.

—At the discretion of the pack, pocket certificates, activity medals, trophies, and the participation emblem can be awarded to participating Scouts.

5. Can these awards be earned more than once?

- Yes, but encourage them to try different requirements to earn a pin instead. Packs should have a clear policy about who's responsible for the cost of awards that boys earn more than once.

## Resources:

- [www.scouting.org/CubScouts/CubScouts/UniformsAndAwards/sanda.aspx](http://www.scouting.org/CubScouts/CubScouts/UniformsAndAwards/sanda.aspx)
- [www.ussscouts.org/advance/cubscout/a-sindex.asp](http://www.ussscouts.org/advance/cubscout/a-sindex.asp)
- *Guide to Safe Scouting*, No. 34416C
- [www.boyscoutstrail.com/cub-scouts/acad-sports.asp](http://www.boyscoutstrail.com/cub-scouts/acad-sports.asp)
- <http://scoutermom.com/cub-scouts/academics-and-sports-program/>
- [www.scoutingmagazine.org/issues/1003/d-advance.html](http://www.scoutingmagazine.org/issues/1003/d-advance.html) (April/May 2010 issue)
- [http://meritbadge.org/wiki/index.php/Cub\\_Scout\\_Academics\\_and\\_Sports\\_Program](http://meritbadge.org/wiki/index.php/Cub_Scout_Academics_and_Sports_Program) (pdf document available)
- BALOO'S BUGLE—various issues

## WORLD FRIENDSHIP FUND (JANUARY)

### Introduction:

February is a good time to ask pack families to donate to the World Friendship Fund of the Boy Scouts of America, which assists developing nations in providing Scouting to their youth. Leaders will benefit from an interchange around the topic of the World Friendship Fund. Encourage leaders to contact the local council service center to request informational brochures.

### Presentation outline:

**Opening question:** What is the World Friendship Fund? Has anyone made a collection in their unit? (Allow time for responses and sharing.)

Share basic information about the World Friendship Fund:

**History:** The World Friendship Fund was developed during the last days of World War II. At that time, there was a great need to rebuild Scouting in the nations that had been wracked by war and were just emerging from the shadows of totalitarianism. Since the inception of the World Friendship Fund, American Scouts and leaders have voluntarily donated more than \$11 million to self-help activities for Scouts.

**Continuing question:** How do you use the World Friendship Fund in the den and pack program?

Suggestions may include conducting a collection at a pack event or creating a project to use in the collection (displays or a decorated hat or sock). Briefly discuss various fundraising options, such as recycling or adult/boy cake-bake auctions, and ways to keep boys involved.

**Service project:** Remind leaders that there may be service tie-ins, as unit participation in the World Friendship Fund offers a unique annual service project to benefit Scouts around the world.

### Resources:

- Information may be found online at [www.scouting.org/International/InformationSheets/22-329.aspx](http://www.scouting.org/International/InformationSheets/22-329.aspx). Brochures, posters and labels are available through the local council service center. A DVD is also available to present.
- *The Cub Scout Leader Book* has additional information about the World Friendship Fund.
- As time is available, an introduction to Messengers of Peace, available online at [www.scouting.org/messengersofpeace.aspx](http://www.scouting.org/messengersofpeace.aspx), would be a good additional topic.

## DUTY TO GOD (FEBRUARY)

Suggested discussions questions and information to be covered and included in the discussion:

1. What does duty to God have to do with Cub Scouting?

- “The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God and, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and organization or group with which the member is connected shall give definite attention to religious life. Only persons willing to subscribe to these precepts from the Declaration of Religious Principle and to the Bylaws of the Boy Scouts of America shall be entitled to certificates of membership.” (Excerpt from the Declaration of Religious Principles, included in “Information for Parents” inside the front cover of the BSA youth application; also included in the adult application.)
- The Cub Scout Promise states: “I, (name), promise to do my best to do my duty to God and my country, to help other people and to obey the Law of the Pack.”

2. How does the Cub Scout program include duty to God?

- Boys must complete Duty to God requirements to earn their Wolf (Achievement No. 11), Bear (Achievements Nos. 1 and 2), and Webelos (Requirement No. 8) badges.
- Faith is the Cub Scout Core Value for April every year.

3. How else can duty to God be worked into the Cub Scout Program?

- Say grace before meals (nonsectarian).
- Have an opening prayer at pack meetings (nonsectarian).

- Hold a “Scout’s Own” service at family camping events.
  - Plan and conduct an annual Scout-oriented religious observance during Scout week in February.
  - Recognize God’s work in the things that He made, such as animals, plants, and the beauty of the outdoors.
  - Participate in den or pack service projects that help other people.
4. Are there any Cub Scout awards or recognitions that have to do with duty to God?
- Religious emblems programs have been developed by numerous religious groups to encourage their Scouting members to grow stronger in their faith.
  - These emblems are available for the different levels of the Scouting program, with age-appropriate requirements. The BSA has approved of these programs and allows the emblems to be worn on the official uniform. The various religious groups administer the programs.
  - Check with your local council service center or contact the religious organization directly to obtain the curriculum booklets and to find out who teaches the program in your area.

**Resources:**

- Grace before meals available at [www.boyscouttrail.com/graces.asp](http://www.boyscouttrail.com/graces.asp)
- Scout’s Own Services (samples available at <http://macscouter.com/scoutsown/>)
- *Duty to God Religious Emblems*: full-color brochure, available online at [www.scouting.org/filestore/pdf/512-879\\_WB.pdf](http://www.scouting.org/filestore/pdf/512-879_WB.pdf)

# CUB SCOUT OUTDOOR PROGRAM (MARCH)

**Introduction:** Often, boys join Scouting because they want to go camping. Packs will want to ensure the opportunity is available for every boy in Cub Scouting. The lure of camping is a good introduction to the outdoor program of Cub Scouting.

**Instructions for presenter:**

- Start with the opening questions and allow participants to share.
- Show the various resources and how they can best be used by unit leaders.

**Presentation outline:**

**Opening question:** What outings does your den or pack provide for your Cub Scouts?

Responses may include den outings such as hikes, outings to locations such as parks or zoos or wildlife refuge. The pack activities should include an overnight pack campout.

**Follow-up question:** Does your pack annual plan include attendance at other outdoor activities? What are those?

Responses may include attendance at Cub Scout day camp or Cub Scout resident camp. These are district and council outdoor activities. Certain activities, such as shooting BB guns or bows and arrows, may happen at these organized outdoor activities. Other activities provided by councils may include Mom and Me, Dad and Lad, Webelos-Ree or visitation of a camporee.

**Follow up question:** Does your pack annual plan include outdoor activities for the pack? Responses should include the pack campout activity.

Highlight the organization of the overnight pack campout in *Cub Scout Leader Book*, page 153. Stress that a pack campout is held under the leadership of an adult that has completed Basic Adult Leader Outdoor Orientation (BALOO) training as presented by the district or council.

Highlight the Scouting Camping Program—Ever Increasing Challenge chart and discuss the difference between appropriate activities for Tiger Cubs and those of Webelos.

Highlight the Outdoor Code and show where it is found in each handbook.

**The Outdoor Code**

As an American, I will do my best to

Be clean in my outdoor manners,

Be careful with fire,

Be considerate in the outdoors, and

Be conservation-minded.

Additional topics that can be stressed as time allows:

National Outdoor Program Award

National Summertime Pack Award

Cub Scouting Leave No Trace Awareness Award

**Resources:**

- *Cub Scout Leader Book*—Outdoor Activities, page 143
- *Cub Scout Leader Book*—Cub Scout Camping, page 150
- *Guide to Safe Scouting*: [www.scouting.org/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx)

## LEADER RECOGNITION (APRIL)

Suggested discussion questions and information to be covered and included in the discussion:

1. Why is leader recognition important?
  - Everyone likes to feel appreciated.
  - Recognition, especially in front of the pack, makes people realize their contributions were noticed.
  - The leader's Cub Scout will be proud.
  - Recognition spurs everyone on to continue in their roles!
2. Who should get recognized and when?
  - Recognize all your den and pack leaders.
  - Thank all those who helped run a special event, e.g., the person who ran the pinewood derby, the chairman and cooks for the blue and gold dinner.
  - Recognize them on the spot when they earn it, or at the end of the Cub Scout year, whichever works best.
3. What does a Cub Scout leader need to do to earn an official BSA recognition award?
  - Recognition awards are available to Cub Scout leaders who complete training, tenure, and performance requirements.
  - All of the awards require the completion of Fast Start training, Basic Leader training for the position, Youth Protection training, and participation in roundtables or a pow wow or University of Scouting. Some require additional supplemental training.
  - The requirement for each award is service of one or two years in the appropriate position, and tenure used for one award may not be used for another.
  - Awards are available for Tiger Cub den leader, Cub Scout den leader, Webelos den leader, Cubmaster, pack trainer, Cub Scouter.

- Once the award is earned, the awardee or someone else in the pack can take the application to council for processing.
  - These awards are presented by the local council, and each award comes with a certificate and a square knot that can be worn over the left pocket on the leader's shirt.
4. Are there ways to recognize volunteers who don't earn an official award?
    - There is any number of very nice (but sometimes costly) awards that can be purchased from your local Scout shop or the online BSA catalogue.
    - Flowers and plants are always great, especially for females.
    - Official BSA certificates can be framed and presented as a memorable recognition.
    - Certificates can be custom-made on your own computer!
    - Crazy/gag awards are fun and inexpensive. For example:
      - A wooden plaque with a mounted light bulb and sign: "Thanks for your bright idea!"
      - Little bag of Hershey's kisses with a tag: "We love the help you gave us!"
      - Bag of Reese's Pieces with tag: "We all love you to pieces!"
      - Small ruler with tag: "You rule!"

### Resources:

- Official Cub Scout leader recognition requirements for each leader position can be found at: [www.bpcouncil.org/Advancement/Cub%20Scouts/Cub%20Scout%20Leader%20Recognition%20Awards](http://www.bpcouncil.org/Advancement/Cub%20Scouts/Cub%20Scout%20Leader%20Recognition%20Awards)
- Volunteer "thank you" ideas can be found at <http://pinterest.com/merroman/volunteer-thank-you-ideas/>

## SAFE SCOUTING: THE RULES THAT KEEP YOUR SCOUTS SAFE (MAY)

Discussion leader should show the *Guide to Safe Scouting*, No. 34416C, to the Cub Scout leaders.

- Ask who in the class is familiar with the guide and its contents.
  - Select several Cub Scout activities and discuss with the class how the guide addresses the safety issues of these activities.
  - Discuss why Scouting places such emphasis on safety.
  - We, as leaders, should model safe behaviors.
  - Review the reporting procedures in the event of an accident.
  - Discuss the BSA Annual Medical Form. The use of this form can help to assure that the boys are healthy enough to participate in Scouting activities.
  - Review the age-appropriate guidelines.
  - Review two-deep leadership requirements.
  - Youth protection begins with “You”!
  - Adult leaders must repeat the course every two years.
- Guide to Safe Scouting, No. 34416C
  - Safety Thoughts—[scouting.org](http://scouting.org)
  - Youth Protection training—[www.scouting.org/Training/YouthProtection.aspx](http://www.scouting.org/Training/YouthProtection.aspx)

### Resources:

## **LOCAL DISTRICT AND COUNCIL ACTIVITIES: ACTIVITIES PROVIDED BY YOUR DISTRICT OR COUNCIL (JUNE)**

- In planning and carrying out these activities, the district and council leaders draw from a larger talent pool and can offer the boys experiences that perhaps they could not otherwise enjoy.
  - Invite your district or council activities chair or other appropriate person to visit your roundtable and discuss what activities are coming up that your Cub Scouts won't want to miss!
  - This should be done with enthusiasm to get the leaders excited about bringing their boys to participate.
  - Encourage all units to participate in these district and council activities in addition to their own activities.
- District and council activities give the youth an opportunity to make new friends and share the excitement of Scouting!
  - Discuss additional ideas inspired by the district or council representative's visit.

### **Resources:**

- Access and show the district and council online calendars
- Disseminate calendar information via email

## BOYS' LIFE: IN THE HOME OF EVERY BOY (JULY)

- Access and utilize [www.boyslife.org](http://www.boyslife.org).
- Show and demonstrate the use of the website.
- Discuss how we might use the content of *Boys' Life* magazine in a den or pack meeting.
- *Boys' Life* contains inspiring stories as well as fun and exciting activities including songs and skits.
- *Boys' Life* articles cover upcoming program themes.
- Mention the reading contests with the prizes that can be won. See [boyslife.org/home/1053/enter-the-boys-life-reading-contest/](http://boyslife.org/home/1053/enter-the-boys-life-reading-contest/)
- Share true stories of how Scouts and others have benefited from having *Boys' Life* in their homes and units.
- How can we promote *Boys' Life* and get it in the homes of the boys?
- Explain the benefits of *Boys' Life* when first meeting with the parents of a new Cub Scout.
- New subscriptions as well as renewal subscriptions can be handled during the charter renewal process.
- Show the Journey to Excellence 100 percent *Boys' Life* Unit Gold Award and encourage its attainment.

# BREAKOUT RESOURCE SHEETS

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# AUGUST ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Den adults' meeting—Review the Parents and Families section in the *Cub Scout Leader Book*.

**Activity:** Play games, such as “Random Balloon Drawing,” “Line Up the Lines,” and “Law of the Pack.” Directions are in *Den and Pack Meeting Resource Guide*, Tiger Cub Den Meetings, Nos. 1 and 2, under Activities—suggestions.

## Wolf Den Leader

**Discussion topic:** Den adults' meeting—Review the Parents and Families section in the *Cub Scout Leader Book*.

**Activity:** Have leaders make stencils of their hands. Directions are in *Wolf Handbook*, Elective 12e. Refer to the *Den and Pack Meeting Resource Guide*, Wolf Den Meeting 1, activity 12e, for complete activity information.

## Bear Den Leader

**Discussion topic:** Den adults' meeting—Review the Parents and Families section in the *Cub Scout Leader Book*.

**Activity:** Practice folding the flag; review from *Wolf Handbook*. If a flag pole is available, practice raising and lowering the flag.

## Webelos Leaders

**Discussion topic:** Den adults' meeting—Review the Parents and Families section in the *Cub Scout Leader Book*.

**Activity:** Have the leaders do the leaf identification contest found in the *Den and Pack Resource Guide*, Webelos Meeting No. 2.

## Arrow of Light

**Discussion topic:** Den adults' meeting—Review the Parents and Families section in the *Cub Scout Leader Book*

**Activity:** This meeting can introduce the requirements to become a Boy Scout (see page 79 of the *Webelos Handbook*). Practice Boy Scout sign, salute, handshake, and tying the square knot.

## Committee

**Discussion topic:** Pack adults' meeting—Review the pack adults' meeting information from the *Cub Scout Leader Book*, page 92–93.

**Activity:** Fill out pack newsletter template found below. If possible, let leaders try using template. [www.scouting.org/cubscouts/leaders/newslettertemplate.aspx](http://www.scouting.org/cubscouts/leaders/newslettertemplate.aspx)

Join the Cubmasters in “The Snail” game (see below).

## Cubmaster

**Discussion topic:** Pack adults' meeting—Review the pack adults' meeting information from the *Cub Scout Leader Book* page 92–93.

**Activity:** Have the Cubmasters play “The Snail” game, found in the *Den and Pack Meeting Resource Guide*, September Pack Meeting, under Cub Scout Activities.

## Closing

“If you want to be incrementally better, be competitive. If you want to be exponentially better, be cooperative.”—Unknown source

# SEPTEMBER ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned den meetings.

**Activity:** Have the leaders make a food pyramid. Have each adult draw a food pyramid on poster board. Cut out pictures of food from food magazines or newspaper grocery ads to add to the appropriate sections. Remind leaders to have the boys bring the posters to your next pack meeting for display.

## Wolf Den Leader

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned den meetings.

**Activity:** Have the leaders practice folding the flag and raise and lower the flag if you have a flagpole available. Review *Wolf Handbook*, Requirement 2e and g, and the section on flag ceremonies in *Ceremonies for Dens and Packs*.

## Bear Den Leader

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned den meetings.

**Activity:** Make tape-lift fingerprints using clear cellophane tape. Directions are in the *Den and Pack Meeting Resource Guide*, Bear Den Meeting No. 4, Achievement 7a.

## Webelos Leaders

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned den meetings.

**Activity:** Play “Scout Oath Charades” found in the *Den and Pack Resource Guide*, Webelos Meeting No. 3.

## Arrow of Light

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned den meetings.

**Activity:** Whip and fuse the ends of a rope. Tie two half hitches, a taut-line hitch, and square knot. These are all explained in the *Webelos Handbook*, Outdoorsman activity badge.

## Committee

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned pack meetings.

**Activity:** October is Fire Safety Month. Fire departments have developed short programs for Cub Scout–aged children.

- Invite a local fireman to your pack meeting.
- Be sure to coordinate arrangements to meet the speaker’s needs.
- Remember to recognize and thank your guest.
- Make several recognitions from the *Cub Scout Leader How-To Book*, section 1.5, Awards From the Heart.

## Cubmaster

**Discussion topic:** Using *Den and Pack Meeting Resource Guide*—Review the guide and explain how to use preplanned pack meetings.

**Activity:** Communication is the key to involving Cub Scouts and their families in the pack activities. At pack meetings, you can display a poster-sized version of the newsletter to keep everyone informed. Show the templates found online for pack newsletters. [www.scouting.org/home/cubscouts/leaders/newslettertemplate.aspx](http://www.scouting.org/home/cubscouts/leaders/newslettertemplate.aspx).

## Closing:

Responsibility is fulfilling our duty to help others and taking care of ourselves. It is behaving safely and appropriately without having to be told. From *Den and Pack Meeting Resource Guide*.

# OCTOBER ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Den doodles and immediate recognition—Review the *Cub Scout Leader How-To Book*, Den Doodles and Flags, section 1–3; and the *Cub Scout Leader Book*, Advancement and Awards, pages 44–46.

**Activity:** Play “Tell It Like It Isn’t.” See *Tiger Cub Handbook*, page 67.

## Wolf Den Leader

**Discussion topic:** Den doodles and immediate recognition—Review the *Cub Scout Leader How-To Book*, Den Doodles and Flags 1–3; and the *Cub Scout Leader Book*, Advancement and Awards, pages 42–52.

**Activity:** Make a gift or toy (Elective 9 in the *Wolf Handbook*), or use ideas from the Crafts chapter of the *Cub Scout Leader How-To Book*.

## Bear Den Leader

**Discussion topic:** Den doodles and immediate recognition—Review the *Cub Scout Leader How-To Book*, Den Doodles and Flags, section 1–3; and the *Cub Scout Leader Book*, Advancement and Awards, pages 42–52.

**Activity:** If a leader is not comfortable with completing an achievement activity as planned in the *Den and Pack Meeting Resource Guide*, they may choose an activity from the supplemental meetings such as “Tying It All Up,” Supplemental Den Meeting C. The leader needs to make sure the boys complete all the required activities to receive the badge if they alter the plan. Supplemental meetings are found at [www.scouting.org/filestore/CubScoutMeetingGuide/bear/BearSupplementalMeetingC.pdf](http://www.scouting.org/filestore/CubScoutMeetingGuide/bear/BearSupplementalMeetingC.pdf).

## Webelos Leaders

**Discussion topic:** Planning pack meeting demonstrations—Webelos dens can participate at the pack meeting through demonstrations that are related to the current activity badge.

- This is an excellent way for the boys to show what they have learned.
- These demonstrations also excite the interest and anticipation of the younger boys in the pack.
- A Webelos den should plan their demonstration carefully and practice so that it can be done smoothly.
- Encourage the boys to explain to the audience in clear and simple terms what they are doing and why.
- Ideas for pack meeting demonstrations are included for each activity badge in the *Webelos Leader Guide*.
- Ask participants to share their experiences.

**Activity:**

- Play one of the “Roll the Dice” games under the Webelos badge requirements found in Webelos Den Meeting No. 6 of the *Den and Pack Meeting Resource Guide*.

## Arrow of Light

**Discussion topic:** Planning Pack Meeting Demonstrations—Webelos dens can participate at the pack meeting through demonstrations that are related to the current activity badge.

- This is an excellent way for the boys to show what they have learned.
- These demonstrations also excite the interest and anticipation of the younger boys in the pack.
- A Webelos den should plan the demonstration carefully and practice so that it can be done smoothly.
- Encourage the boys to explain to the audience in clear and simple terms what they are doing and why.
- Ideas for pack meeting demonstrations are included for each activity badge in the *Webelos Leader Guide*.
- Ask participants to share their experiences.

**Activity:** Allow the leaders to try some of the experiments for the Scientist badge. Use the *Webelos Handbook* and Webelos Den Meeting No. 5 in the *Den and Pack Meeting Resource Guide* as references.

## Committee

**Discussion topic:** Review the pack trainer responsibilities in the *Cub Scout Leader Book*.

**Activity:** Prepare the preopening activity, “Cub Scout Promise,” found in the November pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## Cubmaster

**Discussion topic:** Leading songs—Review the *Cub Scout Song Book*.

**Activity:** Prepare the skit “Good Turns,” found in the November pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## Closing:

“Our country’s flag is made up of thousands of individual threads and stitches. None of them separately is anything more than a thread or stitch, but put them together and they make a flag. Each tiny thread joins all the others to do its job. Our country is made up of millions of individual people, like you and me. Separately we may not accomplish much, but if we join together, work together, and stick together, we can move the world.”—Cubmaster’s Minute from the November Pack Meeting Plans of the *Den and Pack Meeting Resource Guide*.

# NOVEMBER ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Den ceremonies—Review the den ceremonies chapter in *Ceremonies for Dens and Packs*.

**Activity:** Prepare a den ceremony from *Ceremonies for Dens and Packs*, Chapter 2.

## Wolf Den Leader

**Discussion topic:** Den ceremonies—Review the den ceremonies chapter in *Ceremonies for Dens and Packs*.

**Activity:** Play “Food Pyramid Scholar Quiz Bowl Show” from the *Den and Pack Meeting Resource Guide*, Wolf Meeting No. 8.

## Bear Den Leader

**Discussion topic:** Den ceremonies—Review the den ceremonies chapter in *Ceremonies for Dens and Packs*.

**Activity:** Do the following activities described in the *Den and Pack Meeting Resource Guide*, Bear Den Meeting No. 8, “Be Ready for Emergency Relay Races” or “Fireman’s Hold Relay.”

## Webelos Leaders

**Discussion topic:** Review joint Webelos Scout and Boy Scout activities as described in the *Cub Scout Leader Book*, page 41.

**Activity:** Choose one of the art construction activities found in Webelos Den Meeting No. 8 of the *Den and Pack Meeting Resource Guide*.

## Arrow of Light

**Discussion topic:** Review joint den-troop activities in the *Cub Scout Leader Book*, page 40.

**Activity:** Choose several “First-Aid Contests” from the Readyman activity badge, *Webelos Leader Guide*.

## Committee

**Discussion topic:** Blue and gold banquet preparations—Review Chapter 6, Special Pack Activities: The Blue and Gold Banquet, found in the *Cub Scout Leader How-To Book*.

**Activity:** Prepare preopening activity, “Holiday Handshake,” found in the December pack meeting plans of the *Den and Pack Meeting Resource Guide*. Join the Cubmasters in playing the game “Carrying Good Will Relay.”

## Cubmaster

**Discussion topic:** Advancement ceremonies—Review chapter 8 in *Ceremonies for Dens and Packs*.

**Activity:** Play the game “Carrying Good Will Relay,” found in the December pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## Closing:

“Like snowflakes, we are all different and unique. We must show respect for our fellow man. Respect for his beliefs, respect for his belongings, respect for his privacy, and respect for the ground he walks on and the air he breathes. In so doing, we show respect for ourselves and secure freedom for all.”—Cubmaster’s Minute from the December pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## DECEMBER ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

### Tiger Cub Den Leader

**Discussion topic:** Blue and gold banquet preparations—Review special pack activities in the *Cub Scout Leader How-To Book*.

**Activity:** Make decorations for your pack's blue and gold banquet. You can find directions in the *Den and Pack Meeting Resource Guide*, Tiger Cub Den Meeting No. 9.

### Wolf Den Leader

**Discussion topic:** Blue and gold banquet preparations—Review special pack activities in the *Cub Scout Leader How-To Book*.

**Activity:** Play homemade games such as the ones in the *Wolf Handbook*, Elective 10b, or have leaders make bean bags with socks and beans, tying an overhand knot to close top.

### Bear Den Leader

**Discussion topic:** Blue and gold banquet preparations—Review special pack activities in the *Cub Scout Leader How-To Book*.

**Activity:** Supplement the activities from Achievement 16: Building Muscles, by choosing ones from the Games chapter in the *Cub Scout Leader How-To Book*, such as “Balance With Closed Eyes,” “Back to Back Get Up,” and “Stork Stand.”

### Webelos Den Leader

**Discussion topic:** Blue and gold banquet preparations—Review special pack activities in the *Cub Scout Leader How-To Book*.

**Activity:** Have the leaders learn about earthquakes by doing some of the activities found in Webelos Den Meeting No. 10 of the *Den and Pack Meeting Resource Guide*.

### Arrow of Light

**Discussion topic:** Blue and gold banquet preparations—Review special pack activities in the *Cub Scout Leader How-To Book*.

**Activity:** Bring items from the *Webelos Leader Guide* to make make-believe injuries look more real. See page 90, “Realistic First-Aid Practice.”

### Committee

**Discussion topic:** Pack communications—Review the October pack meeting from the *Den and Pack Meeting Resource Guide*. For more information and sample templates, go to [www.scouting.org/CubScouts/Leaders/Forms.aspx](http://www.scouting.org/CubScouts/Leaders/Forms.aspx).

**Activity:** Prepare the movie trivia questions from the January supplemental pack meeting plan, “Lights! Camera! Action!” found at [www.scouting.org/filestore/CubScoutMeetingGuide/pack/January\\_2013.pdf](http://www.scouting.org/filestore/CubScoutMeetingGuide/pack/January_2013.pdf).

### Cubmaster

**Discussion topic:** Pack derbies—Review page 128, Cub Scout Derbies, in the *Cub Scout Leader Guide* and Derbies and Regattas on page 6–26 of the *Cub Scout Leader How-To Book*.

**Activity:** The pack meeting plan from the *Den and Pack Meeting Resource Guide* is about having a pinewood derby. You may wish to use something from the January supplemental pack meeting plan, such as “Lights! Camera! Action!” found at [www.scouting.org/filestore/CubScoutMeetingGuide/pack/January\\_2013.pdf](http://www.scouting.org/filestore/CubScoutMeetingGuide/pack/January_2013.pdf), or the skit “Fortunately, Unfortunately.”

### Closing:

“To be a star, you must shine your own light and follow your own path. Don't worry about the darkness, for that is when the stars shine brightest.”—Cubmaster's Minute from January supplemental pack meeting plan, “Lights! Camera! Action!”

# JANUARY ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Character Connections—Review Character Connections and Core Values in the *Cub Scout Leader Book*.

**Activity:** Make paper-bag puppets. Directions in *Den and Pack Meeting Resource Guide* Den Meeting No. 11; also in the *Cub Scout Leader How-To Book*.

## Wolf Den Leader

**Discussion topic:** Character Connections—Review Character Connections and Core Values in the *Cub Scout Leader Book*.

**Activity:** Make book covers using brown paper grocery bags and markers. Directions are in the *Den and Pack Resource Guide*, Wolf Den Meeting No. 12.

## Bear Den Leader

**Discussion topic:** Character Connections—Review Character Connections and Core Values in the *Cub Scout Leader Book*.

**Activity:** Play a game of charades. Rules and ideas may be found in the *Den and Pack Meeting Resource Guide*, Bear Meeting No. 11.

## Webelos Den Leader

**Discussion topic:** Webelos den camping—Review Cub Scout camping on page 150 of the *Cub Scout Leader Guide* and Webelos Camping on page 12 in the *Webelos Leader Guide*.

**Activity:** Have the leaders try the “Static Electricity Tricks,” Webelos Den Meeting No. 11, found in the *Den and Pack Meeting Resource Guide*.

## Arrow of Light

**Discussion topic:** Webelos den camping—Review Cub Scout camping on page 150 of the *Cub Scout Leader Guide* and Webelos camping on page 12 in the *Webelos Leader Guide*.

**Activity:** Play “Kim’s Game—Handyman Style,” Arrow of Light Den Meeting No. 11 of the *Den and Pack Meeting Resource Guide*.

## Committee

**Discussion topic:** Webelos-to-Scout transition—Review Webelos-to-Scout transition, page 38 in the *Cub Scout Leader Guide* and Webelos-to-Scout transition in the *Webelos Leader Guide*, page 10.

**Activity:** Prepare the preopening activity, “Banquet Quiz,” found in the February pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## Cubmaster

**Discussion topic:** Den involvement at pack meetings—Review the pack meeting information in the *Cub Scout Leader Guide*.

**Activity:** Copy the audience participation “What a Good Deed Can Do,” found in the February pack meeting plans of the *Den and Pack Meeting Resource Guide*, and read as leaders perform the actions.

## FEBRUARY ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

### Tiger Cub Den Leader

**Discussion topic:** Choosing craft activities—Review the Crafts chapter in the *Cub Scout Leader How-To Book*.

**Activity:** Make cards to take to shut-ins or nursing homes.

### Wolf Den Leader

**Discussion topic:** Choosing craft activities—Review the Crafts section of the *Cub Scout Leader How-To Book*.

**Activity:** Make a vest from a brown paper bag, and decorate with American Indian word pictures. Directions are in the *Den and Pack Meeting Resource Guide*, Wolf Den Meeting No. 14, and *Wolf Handbook*, Elective No. 10.

### Bear Den Leader

**Discussion topic:** Choosing craft activities—Review the Crafts section in the *Cub Scout Leader How-To Book*.

**Activity:** Include in your discussion how to make affordable birdhouses.

Play “Cootie” or “Zoo,” which can be found in the Games chapter of the *Cub Scout Leader How-To Book*.

### Webelos Den Leader

**Discussion topic:** Character Connections—Review Character Connections on page 17 of the *Cub Scout Leader Book*.

**Activity:** Make the Webelos coupstick for the Craftsman activity badge found in the *Webelos Leader Guide*, page 46. (Check with local stores that sell paint to see if you can get paint stir sticks for free.)

### Arrow of Light

**Discussion topic:** Character Connections—Review Character Connections on page 17 of the *Cub Scout Leader Guide*.

**Activity:** Play some of the den games from the Communicator activity badge found in the *Webelos Leader Guide*, page 36.

### Committee

**Discussion topic:** Spring round-ups—Lead a discussion on the reasons for spring recruiting. Survey the group to determine which packs do spring recruiting. Ask them to share their strategies and successes. Point out that spring is an excellent time to recruit kindergartners because they can be Tiger Cubs after June 1. Suggest holding roundup events at adventurous locations outdoors (parks, recreation fields, camps, zoos) weather permitting, as such settings help convey the adventure found in Cub Scouting. Make sure to include new boys in the summertime pack activities.

**Activity:** Have the leaders perform the preopening “Shoe Hunt” found in the March pack meeting plans of the *Den and Pack Meeting Resource Guide*. You also could set up stations from the “Differences Awareness Trail” program found in the March pack meeting plans of the *Den and Pack Meeting Resource Guide*.

### Cubmaster

**Discussion topic:** Props and costumes—Review the skit “Razzle Dazzle” in chapter 5 of the *Cub Scout Leader How-To Book*.

**Activity:** Set up stations from the program “Differences Awareness Trail” found in the March pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## MARCH ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

### Tiger Cub Den Leader

**Discussion Topic:** Leave No Trace Awareness Award—Requirements found in the *Tiger Cub Handbook*, pages 143–144.

**Activity:** Bring in games to play such as Bingo, or card games such as Go Fish.

### Wolf Den Leader

**Discussion topic:** World Conservation Award—Requirements can be found in the *Wolf Handbook* page 226

**Activity:** “Marble Sharpshooter” game from the *Wolf Handbook*, Elective No. 4b, or a game of “Ringer” from the section on marbles in the *Cub Scout Academics and Sports Program Guide*.

### Bear Den Leader

**Discussion topic:** World Conservation Award—Requirements can be found in the *Bear Handbook* on page 282.

**Activity:** Make modeling clay using one of the recipes in the clay crafts and modeling section of the Crafts chapter of the *Cub Scout Leader How-To Book*.

### Webelos Den Leader

**Discussion topic:** World Conservation Award—Review requirements on page 70 of the *Webelos Handbook*.

**Activity:** Play “Tag Team Art” or “Artist Charades” found in Webelos Den Meeting No. 15 of the *Den and Pack Meeting Resource Guide*.

### Arrow of Light

**Discussion topic:** World Conservation Award—Review requirements on page 70 of the *Webelos Handbook*.

**Activity:** Play marbles—Review the rules of play found in the *Cub Scout Academics and Sports Program Guide*.

### Committee

**Discussion topic:** Field trips and local tour permits—Review pages 125–126 of the *Cub Scout Leader Book*.

**Activity:** Bring materials to demonstrate how to lay a campfire. Have leaders build a campfire with those materials.

### Cubmaster

**Discussion topic:** Graduation planning—Review chapter 9 of *Ceremonies for Dens and Packs* and page 37 of the *Cub Scout Leader Book*.

**Activity:** Prepare the closing ceremony, found in the April pack meeting plans of the *Den and Pack Meeting Resource Guide*.

### Closing

“In Scouting, we use a compass to show us the way and a flashlight to light our path. In life, we all need a strong moral compass and a way in which to light our trail. Cub Scouting can provide that moral compass and the faith to light our way. Parents and leaders should keep this in mind at all times when guiding young Cub Scouts. Thank you to all our leaders and parents.”—Cubmaster’s Minute from the April pack meeting plans of the *Den and Pack Meeting Resource Guide*.

## APRIL ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

### Tiger Cub Den Leader

**Discussion topic:** Building den spirit—Review den and pack activities in the *Cub Scout Leader Book*.

**Activity:** Learn magic jumping paper clips, magic unbreakable balloons, and other magic tricks from the *Tiger Cub Handbook*, Elective No. 19. Also see the *Cub Scout Magic Book* for other ideas.

### Wolf Den Leader

**Discussion topic:** Building den spirit—Review den and pack activities in the *Cub Scout Leader Book*.

**Activity:** Supplemental Den Meeting G. Picnic games—Choose games from *Wolf Handbook*, Elective No. 4.

Note: Some of the games can be played in groups of two to four; some are for the whole den and family members.

### Bear Den Leader

**Discussion topic:** Building den spirit—Review den and pack activities in the *Cub Scout Leader Book*.

**Activity:** Supplemental Bear Den Meeting R. Bring in sticks and logs to do fire lays. Bring in tents, and let leaders set up.

### Webelos Den Leader

**Discussion topic:** Building den spirit—Review den and pack activities in the *Cub Scout Leader Book*.

**Activity:** Make paper bag puppets as shown in Webelos Den Meeting No. 16 found in the *Den and Pack Meeting Resource Guide*. (Webelos Den Meeting No. 18 sends you to Den Meeting No. 16 for the directions for puppets.)

### Arrow of Light

Boys have crossed over to a troop by now!

### Committee

**Discussion topic:** Selecting leadership—Review page 67 of the *Cub Scout Leader Book*.

**Activity:** Prepare the preopening activity, “Taste Test,” found in the May pack meeting plans of the *Den and Pack Meeting Resource Guide*.

### Cubmaster

**Discussion topic:** Outdoor pack meetings—Review Chapter 11 of *Ceremonies for Dens and Packs*.

**Activity:** Prepare the closing ceremony, “Physical Fitness,” found in the May pack meeting plans of the *Den and Pack Meeting Resource Guide*.

# MAY ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

These Tiger Cub leaders should be parents of kindergartners as last year's Tiger Cubs become Wolves on June 1.

**Discussion topic:** National Den Award—Review the requirements for the National Den Award, outlined in *Advancement and Awards* in the *Cub Scout Leader Book*, page 51. The application form is at [www.scouting.org/filestore/pdf/34-33.pdf](http://www.scouting.org/filestore/pdf/34-33.pdf), and more discussion can be found at [www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx](http://www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx). Discuss ideas on den activities and projects the Scouts could do to earn the award. Show the ribbon the den can earn (or a picture of it) at the meeting.

**Activity:** Discuss bike safety and safety equipment for electives 37 and 38 and Bicycling belt loop. Have a bike there to identify parts and make adjustments. Set up a short bike course outside, and have some leaders take a ride. (Be sure you have a bike or two there). Have them take the bike safety quiz from Tiger Meeting J. Work with Webelos and Arrow of Light den leaders on the Bicycling belt loop.

## Wolf Den Leader

These Wolf leaders were Tiger leaders last year. Tigers become Wolves on June 1.

**Discussion topic:** National Den Award—Review the requirements for the National Den Award, outlined in *Advancement and Awards* in the *Cub Scout Leader Book*, page 51. The application form is at [www.scouting.org/filestore/pdf/34-33.pdf](http://www.scouting.org/filestore/pdf/34-33.pdf), and more discussion can be found at [www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx](http://www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx). Discuss ideas on den activities and projects the Scouts could do to earn the award. Show the ribbon the den can earn (or a picture of it) at the meeting.

**Activity:** Supplemental Den Meeting J, Elective No. 8 Have leaders make and use some of the gadgets and activities shown. (Use a wheelbarrow, demonstrate a pulley, make a windlass.)

## Bear Den Leader

These Bear leaders were Wolf leaders last year. Wolves become Bears on June 1.

**Discussion Topic:** National Den Award—Review the requirements for the National Den Award, outlined in *Advancement and Awards* in the *Cub Scout Leader Book*, page 51. The application form is at [www.scouting.org/filestore/pdf/33-34.pdf](http://www.scouting.org/filestore/pdf/33-34.pdf), and more discussion can be found at [www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx](http://www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx). Discuss ideas on den activities and projects they could do to earn the award. Show the ribbon the den can earn (or a picture of it) at the meeting.

**Activity:** Supplemental Bear Den Meeting C, Tying It All Up—Review some basic knots with the leaders. Teach them a magic trick involving rope. Try No. 22d, which explains how to coil and throw a rope. Keep this session on knot-tying fun—not intense. End with everyone in a circle, and have each boy tie a square knot, attaching his rope to his neighbor's. When the circle is complete, have them pull on the rope to show the knots are good.

## Webelos Den Leader

These Webelos leaders were Bear leaders last year. Bears become Webelos on June 1.

**Discussion Topic:** National Den Award—Review the requirements for the National Den Award, outlined in *Advancement and Awards* in the *Cub Scout Leader Book*, page 51. The application form is at [www.scouting.org/filestore/pdf/34-33.pdf](http://www.scouting.org/filestore/pdf/34-33.pdf), and more discussion can be found at [www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx](http://www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx). Discuss ideas on den activities and projects the Scouts could do to earn the award. Show the ribbon the den can earn (or a picture of it) at the meeting.

**Activity:** Discuss bike safety and safety equipment for the Bicycling belt loop. Have a bike there to identify parts and make adjustments. Set up a short bike course outside, and have some leaders take a ride. (Be sure you have a bike or two there) Have them take the bike safety quiz from Tiger Meeting J. Work with Tiger and Arrow of Light den leaders on the Bicycling belt loop. Stretch your discussion into earning the Bicycling pin.

## Arrow of Light

These Arrow of Light leaders were Webelos leaders last year. Webelos dens become Arrow of Light dens on June 1.

**Discussion Topic:** National Den Award—Review the requirements for the National Den Award, outlined in *Advancement and Awards* in the *Cub Scout Leader Book*, page 51. The application form is at [www.scouting.org/filestore/pdf/34-33.pdf](http://www.scouting.org/filestore/pdf/34-33.pdf), and more discussion can be found at [www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx](http://www.scouting.org/CubScouts/Leaders/Awards/UnitAwards.aspx). Discuss ideas on den activities and projects Scouts could do to earn the award. Show the ribbon the den can earn (or a picture of it) at the meeting.

**Activity:** Discuss bike safety and safety equipment for the Bicycling belt loop. Have a bike there to identify parts and make adjustments. Set up a short bike course outside and have some leaders take a ride. (Be sure you have a bike or two there.) Have them take the bike safety quiz from Tiger Meeting J. Work with Tiger and Webelos den leaders on the Bicycling belt loop. Stretch your discussion into earning the bicycling pin.

## Committee

**Discussion topic:** Annual pack program-planning conference—Using the Unit Leadership Enhancement for Annual Program Planning found in the *Cub Scout Leader Book*, page 168, review how to conduct the conference. More details are shown on page 85 of the *Cub Scout Leader Book*. Have sample planning charts and calendars. Discuss the “Nine Elements of Planning,” also on page 85. Emphasize “KISMIF.” Discuss ideas for various seasonal activities in your area that units can do. Have dates for council activities—Scouting for Food, Cub Scout events, camps. Make sure they plan for blue and gold banquet, pinewood derby, Friends of Scouting, summertime fun.

**Activity:** Fill in the plan—Have a blank annual planning sheet and slips of paper with various pack and den activities. Have the committee members pull the slips out and place on the appropriate section (month, category, etc.) of the planning sheet and explain why. Have a few ringers (e.g., go white water canoeing) that they should say are not age-appropriate for Cub Scouts.

## Cubmaster

**Discussion topic:** Pack meeting games—Review the games in Chapter 3 of the *Cub Scout Leader How-To Book*. Discuss types of games that work at pack meetings (this will vary from pack to pack). Cite Baden-Powell's quote, "Scouting is a game with a purpose." Then discuss what boys can learn from games. The *Cub Scout Leader How-To Book* mentions games in many places. Have the attendees search the book and talk about what they find. (Or you could put good quotes on slips of paper and hand them out for discussion.)

**Activity:** In advance, choose a game from a pack meeting agenda on the topic of perseverance (see June pack meetings at [www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx](http://www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx)) or another theme or from the *Cub Scout Leader How-To Book* and play it with the Cubmasters. Perhaps invite another group over to play with you.

# JUNE ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Den dues and den expenses—Using the Unit Leadership Enhancement on Pack Budget Plan shown in the *Cub Scout Leader Book*, page 172, as a guide, review the role of den dues and what expenses den leaders may have (materials for projects). Solicit ideas on how to reduce expenses (scrap crafts, donations).

**Activity:** Supplemental Tiger Meeting L, Feed the Birds. Make one of the bird feeders discussed in the *Tiger Cub Handbook*. Make bird masks (discussed in Meeting Agenda). Have the den meeting agenda and discuss the note about adding adventure to the activity. Discuss (and build) other bird feeders. Have a bird identification quiz featuring birds of your area for the leaders to do that Tigers and adult partners could do also. What is your state bird? Discuss how this fits with World Conservation Award. Could work with Wolf leaders.

## Wolf Den Leader

**Expenses:** Using the Unit Leadership Enhancement on Pack Budget Plan shown in the *Cub Scout Leader Book*, page 172, as a guide, review the role of den dues and what expenses den leaders may have (materials for projects). Solicit ideas on how to reduce expenses (scrap crafts, donations).

**Activity:** Supplemental Den Meeting A, Elective 13—Make one of the bird feeders. Discuss (and build) other bird feeders. Have a bird identification quiz featuring birds of your area for the leaders to do that Wolf Cubs could do. Discuss birdhouses and books about birds. Talk about how the bald eagle was brought back from an endangered species. What is your state bird? Discuss how this fits with World Conservation Award. Could work with Tiger leaders.

## Bear Den Leader

**Expenses:** Using the Unit Leadership Enhancement on Pack Budget Plan shown in the *Cub Scout Leader Book*, page 172, as a guide, review the role of den dues and what expenses den leaders may have (materials for projects). Solicit ideas on how to reduce expenses (scrap crafts, donations).

**Activity:** Supplemental meetings H and I, Space. Pick activities from Elective 1 in the *Bear Handbook* and have the leaders do them (e.g., make a pinhole planetarium). If it is dark enough, take them outside to find the North Star and two constellations. Invite someone from a local planetarium to the meeting to discuss what they can do for Cub Scouts. Discuss the Astronomy belt loop and how dens can earn it. Demonstrate the requirements.

## Webelos Den Leader

**Discussion topic:** Hiking with Webelos Scouts—Review hiking safety in the *Webelos Handbook*, page 361. Talk about the Hiking belt loop and pin. Discuss how Webelos dens may earn them. Discuss outdoor code (*Webelos Handbook*, Outdoorsman, page 343), Hiking (*Webelos Handbook*, Outdoorsman, page 343), Outdoor Essentials (*Webelos Handbook*, page 363).

**Activity:** Set up Kim's Game, shown in the *Cub Scout Leader How-To Book*, page 3–34, with the “10 Essentials for Outdoor Safety” and a few other things. Play Kim's Game. Have leaders make two lists—one for the 10 essentials and one for “other stuff.” Discuss why each item is on one list or the other.

## Arrow of Light

**Discussion topic:** Hiking with Webelos Scouts—Review hiking safety. Talk about the Hiking belt loop and pin. Discuss how Webelos dens may earn them.

**Activity:** Set up Kim's Game shown in the *Cub Scout Leader How-To Book*, page 3–34, with the “10 Essentials for Outdoor Safety” and a few other things. Play Kim's Game. Have leaders make two lists—one for the 10 essentials and one for “other stuff.” Discuss why each item is on one list or the other.

## Committee

**Discussion topic:** Service and conservation projects—Solicit ideas for age-appropriate conservation projects and service opportunities. Discuss why we emphasize doing these and how they fit with the Scouting program. Discuss ideas for a project for your chartered organization, projects at camp and in local parks and citizens in need. Point out advancement opportunities (Cub Scouts Outdoor Award, Leave No Trace Award, belt loops and pins). Discuss need for safety.

**Activity:** Do the audience participation activity and take the planet quiz from the pack meeting agenda for “Space—The New Frontier” listed as a supplemental theme for July.

## Cubmaster

**Discussion topic:** Recruiting boys—Have the district membership chair (or alternate) come and talk about recruiting boys. Review spring recruiting results and discuss fall roundup plans. Discuss recruiting youth members. Review the rally night agenda. Have a recruiter patch show and tell leaders how it is earned.

**Activity:** Prepare a closing ceremony for “Space—The New Frontier” or “Courage.” They may use the ones in the July pack meeting plans online at [www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx](http://www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx), make up their own, or select one from samples you have.

# JULY ROUNDTABLE CUB SCOUT LEADER BREAKOUTS

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

## Tiger Cub Den Leader

**Discussion topic:** Den gathering activities—Gathering activities keep the Cub Scouts occupied until they are all there. As the Cub Scouts begin to arrive, they join in an informal activity or game, often conducted by the den chief to keep the boys interested and active until the entire group has arrived. Ask if roundtable uses gathering activities? Pack meetings? Training Sessions? Explain that it is important to give active, excited Cub Scouts something to do as soon as they arrive at the meeting place. This is a good time to have some fun and still accomplish several business details. This is also a part of the meeting where parent helpers, a denner (a different Cub Scout selected each month to be a peer leader), and a den chief (an older Scout recruited from a Boy Scout troop or Venturing crew to help the den leaders) should be used. Explain that in the Tiger Cub den, parents are actively involved in the meetings and this is a very important part of Tiger Cubs. Parents should be encouraged to be active in Wolf and Bear dens as well. Ask leaders what works for them—games, puzzles, or other activities. Discuss what makes a good gathering activity (e.g., each boy can join when he arrives). What can a den leader do if someone else is doing the gathering activity (e.g., take attendance, check books, collect dues).

**Activity:** Select several gathering activities from Tiger Cub den meeting plans (or some of your favorites) and have the den leaders play them. Discuss the Physical Fitness belt loop and how dens can earn it. Practice finding your pulse.

## Wolf Den Leader

**Discussion topic:** Den gathering activities—Gathering activities keep the Cub Scouts occupied until they are all there. (See full discussion in Tiger Section.)

**Activity:** Select several gathering activities from Wolf den meeting plans (or some of your favorites) and have the den leaders play them. Discuss the Physical Fitness belt loop and how dens can earn it. Practice finding your pulse.

## Bear Den Leader

**Discussion topic:** Den gathering activities—Gathering activities keep the Cub Scouts occupied until they are all there. (See full discussion in Tiger Section.)

**Activity:** Select several gathering activities from Bear den meeting plans (or some of your favorites) and have the den leaders play them. Discuss the Physical Fitness belt loop and how dens can earn it. Practice finding your pulse.

## Webelos Den Leader

**Discussion topic:** Den gathering activities—Gathering activities keep the Cub Scouts occupied until they are all there. (See full discussion in Tiger Section.)

**Activity:** Select several gathering activities from Webelos den meeting plans (or some of your favorites) and have the den leaders play them. Discuss the Physical Fitness belt loop and how dens can earn it. Practice finding your pulse.

## Arrow of Light

**Discussion topic:** Den gathering activities—Gathering activities keep the Cub Scouts occupied until they are all there. (See full discussion in Tiger Section.)

**Activity:** Select several gathering activities from Arrow of Light den meeting plans (or some of your favorites) and have the den leaders play them. Discuss the Physical Fitness belt loop and how dens can earn it. Practice finding your pulse.

## Committee

**Discussion topic:** Pack budgets and unit money-earning projects—Conduct the unit leadership enhancement on Pack Budget Plan as shown in the *Cub Scout Leader Book*, page 172. You may also reference Purposes of Cub Scouting on page 10, Pack Budget Plan on page 101, and Pack Money-Earning Projects on page 104.

**Activity:** Play the “I Am a Hero” game from the July Pack Meeting Agenda for “Heroes in History.”

## Cubmaster

**Discussion topic:** Family participation—Conduct the Unit Leadership Enhancement on Family Involvement, *Cub Scout Leader Guide*, page 169. Review information about parental involvement ([www.scouting.org/Parent.aspx](http://www.scouting.org/Parent.aspx)).

**Activity:** From the “Heroes in History,” August supplemental pack meeting, prepare the “Heroes in History Speak Honestly” ceremony to be done as a closing. Decide on an appropriate cheer to lead for the group.

# ROUNDTABLE PROGRAM FEATURES

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Following are pack meeting resources for your program enrichment. They are offered as additions to the monthly pack meeting plans available at [www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx](http://www.scouting.org/CubScouts/Leaders/DenLeaderResources/DenandPackMeetingResourceGuide/PackMeetingPlans.aspx).

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# AUGUST ROUNDTABLE

## SEPTEMBER 2013 PACK RESOURCE SHEET CORE VALUE: COOPERATION THEME: AMAZING GAMES



### THE CORE VALUE TO BE HIGHLIGHTED THIS MONTH IS

#### COOPERATION

Cooperation means being helpful and working together with others toward a common goal. Cub Scouts will gain a better understanding of the importance of cooperation as they work together to make the pack harvest festival a memorable occasion for everyone, including new families.

#### How does this month's theme, Amazing Games, represent the Core Value of Cooperation?

Play is often considered the work of children, and games are an integral part of play. We learn to follow rules, take turns, get along with others, and most importantly, we learn cooperation. Cooperation is working together toward a common goal. If you do not cooperate, the game does not flow or end as it should. This month, our Cub Scouts will learn about cooperation as they play games. By working together, everyone can have an amazing time while learning new things to share with family and friends.

#### Preopening Activity: Cooperation Codes

**Materials:** Slips of paper with encoded words

Select several phrases or quotes about cooperation. Choose a code. (There are all kinds of codes you can use. If you need some ideas, go to Wolf Elective 1 or Webelos Communicator.) Write the quote in code. Then separate the words. Give each person one coded word. Be sure to have a key posted (e.g., spell out "Cooperation" in code). Each person decodes their word then tries to find those with other words to complete the phrase. Here's an example of a phrase you might use: "Everyone must work together to demonstrate cooperation."

#### Opening Ceremony: The Value of Games

**Materials:** Five signs for Cub Scouts to hold. Each should have "Cooperation," "Honesty," "Perseverance," "Positive Attitude," and "Resourcefulness" written on it.

**Setup:** The five Cub Scouts with the signs stand out of sight (in the audience, behind the curtain, on the side lines). The Cubmaster and assistant Cubmaster or two other leaders are up front having a discussion. The Cubmaster has a newspaper and a pen.

**Cubmaster:** Boy, this crossword sure is tough today. I could sure use some help. (Calls assistant Cubmaster.) Can you help me finish this before the meeting starts?

**Assistant Cubmaster:** Sure! I love doing crosswords. Maybe the Cub Scouts can help, too.

**Cubmaster:** OK, let's go. I need a seven-letter word that means "telling the truth and being worthy of trust."

**Cub Scout 1:** (Comes on stage.) I know, I know! It's "honesty." (Shows his sign to audience.)

**Cubmaster:** You are right! (Cub Scout goes to center stage; continues to hold his sign up.)

**Assistant Cubmaster:** Now number 7 down is a 12-letter word meaning "sticking with something and not giving up, even if it is difficult."

**Cub Scout 2:** (Comes on stage.) How about "perseverance"? (Shows his sign to audience.)

**Assistant Cubmaster:** You are right! (Cub Scout 2 joins Cub Scout 1 at center stage; both hold their signs up.)

**Cubmaster:** Now number 5 across is two words meaning "being cheerful and setting our minds to look for and find the best in all situations."

**Cub Scout 3:** (Comes on stage.) Is it "positive attitude"?

**Cubmaster:** Right again! (Cub Scout 3 joins others; all hold their signs up.)

**Assistant Cubmaster:** Now, number 2 down is a 15-letter word meaning "using human and other resources to their fullest."

**Cub Scout 4:** (Comes on stage.) Resourcefulness!

**Cubmaster:** Boy oh boy! I don't know how you do it! (Cub Scout 4 joins others; all hold their signs up.)

**Assistant Cubmaster:** Now, number 32 across is an 11-letter word meaning "being helpful and working together to achieve a common goal."

**Cub Scout 5:** (Comes on stage.) Cooperation!!

**Assistant Cubmaster:** Wow! These Cub Scouts sure are smart. (Cub Scout No. 5 joins others; all hold their signs up.)

**Cubmaster:** Yes, and isn't it amazing what they can learn playing games! (Point to the signs.)

**Prayer:** Amazing World

Lord, you amaze us with everything you do: your beautiful creations—sunrises and sunsets, mountains and valleys, planets and space—your mysterious ways; even our very lives, our bodies, and our ability to reason. Please help us keep our Cub Scouts in amazement and in awe of your greatness. Amen.

**Song:** "Head, Shoulders, Knees, and Toes"

*Cub Scout Songbook*, page 28

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes

(Repeat, getting faster each time.)

**Song:** "Play, Play, Play Some Games"

Tune: "Row, Row Row Your Boat"

Play, play, play some games

Play until we're done

Puzzles, riddles, mazes, too

Let's all have some fun

Learn, learn, learn new games

Akela help us there.

We will follow all the rules

And learn to play them fair.

### Cheer or Applause: Cooperate Cheer

Divide the audience into four groups.

Assign “Co,” “Op,” “Er,” and “Ate” to each group and have each one practice its part.

Have each group say its part loudly as the leader points to them.

Mix up the word for fun,

Finish with saying the whole word, “Cooperate!”

### Advancement Ceremony: A Puzzling Ceremony

#### Materials:

1. A large poster of the Cub Scout logo or a Cub Scout poster cut into puzzle-piece shapes. (Make as many pieces as there are Scouts earning awards. Your pieces may be small or large depending on how many you need.) Attach each boy's award to each puzzle piece. (Optional.)
2. An easel with a blank poster board. The Cub Scouts mount their puzzle pieces, building a puzzle for everyone to see.

**Cubmaster:** This month we've been playing some amazing games together and with our families. You have also been working on your rank advancements, arrow points and activity badges.

The Cubmaster calls up each Scout and his parents. As the Scout receives his award, he takes his puzzle piece and puts it on the blank poster board on the easel. Scouts may end up having to rearrange the pieces, and they may need some help to get the first pieces started, since there is no “picture on the box” to help them build this puzzle.

Once the puzzle is completed, depending on what logo or poster was used, the Cubmaster can discuss the significance of the picture and of completing the puzzle—like completing requirements for their awards—and doing their best, and how great the completed puzzle is.

**Assistant Cubmaster:** Lead cheer

### Cubmaster's Minute: A Maze of Possibilities

As leaders and parents, we often feel we are navigating a “maze” of possibilities—and hazards. By following the ideals of Scouting, we can help our boys learn to be good citizens, loyal friends, active learners, and healthy young men. By providing uplifting and fun Scouting activities and supporting each boy in his chosen goals, we can help our sons navigate through the possibilities and avoid the hazards all around them. As we leave tonight, let us commit to helping each of our Scouts become young men of good character—to navigate the “maze” successfully.

### Cubmaster's Minute: A Game With a Purpose

Robert Baden-Powell, the founder of Boy Scouting, said, “Scouting is a game with a purpose.” This month, you have had fun playing games like this (hold up a board game) and solving puzzles like this (hold up a puzzle, word search, crossword, Sudoku, or maze) in your den meetings, with your families, and here tonight. Some were easy, some you had to work at. But each time you finished a game or puzzle, you showed perseverance and you learned something. (Ask boys what they learned playing games. You may have to prime the pump to get answers flowing). Then thank the boys and point out to the parents that, based on what the boys have just said, it is important to keep playing games with their children.

### Closing Ceremony: The Games of Life

**Materials:** Box lids from Clue, Chutes and Ladders, Candy Land, Trouble, Sorry, and Life (or whatever games you wish to use to make your point about Cub Scouting). If you don't have lids, use the boards or print out large pictures of the lids.

**Cubmaster (holding Clue lid.):** Cub Scouting has given us many a clue as to what to expect as we go through life.

**Cubmaster (holding Chutes and Ladders lid.):** We learn there will be many ups and downs in life.

**Cubmaster (holding Candy Land lid.):** And not everything will be sweet and easy as we go through life.

**Cubmaster (holding Trouble lid.):** We learn how to overcome trouble in life.

**Cubmaster (holding Sorry lid.):** And how to apologize and say, “I'm sorry.”

**Cubmaster (holding Life lid.):** Yes, Cub Scouting teaches us all about life.

(Cubmaster can do appropriate Cubmaster's Minute or simply say thank you and good night.)

### Game: Cub Scout Jeopardy

**Materials:** Create a Jeopardy board.

**Setup:** Divide audience into teams. Play Jeopardy. Remember, answers must be in the form of questions. Cover answers with sheets showing values. A Post-it glue stick could work well for placing the values over the answers.

	The Ranks	The Uniform	Numbers	Academics and Sports	Activities
\$100	The rank earned first (Bobcat)	Orange hat (hat worn by Tiger Cubs)	12 (achievements needed for Wolf and Bear)	Earned at night (astronomy)	Cub Scout car race (pinewood derby)
\$200	Has 5 achievements (Tiger award)	Yellow neckerchief (neckerchief worn by Wolf Cubs)	10 (electives requires for an arrow point)	Earned in water (swimming)	Annual birthday party (blue and gold)
\$300	The arrow earned first (gold)	Progress toward ranks (temporary patch worn on right pocket indicating how much of a rank a boy has earned)	20 (number of Webelos activity awards)	Played with knights and bishops (chess)	BB and Archery (favorite day camp activity)
\$400	Requires Fitness and Citizen (Webelos badge)	May go on Boy Scout uniform (Arrow of Light badge)	17 and 23 (number of Academics and Sports awards)	Played with a Frisbee (ultimate)	Resident camp (where Cub Scouts spend several nights away with a parent)
\$500	The highest rank (Arrow of Light)	Number on left sleeve (pack no.)	1930 (year Cub Scouting was started)	Meet someone from another country (Language and Culture)	Family camping (a pack activity for the whole family)

### Activity: Make a Game Board

**Materials:** Have a supply of 11-inch by 17-inch paper, rulers, markers, and crayons. Possibly have cardboard to mount the games when they are done. Have some board games for example paths.

Give each participant a sheet of the paper, and tell him or her to lay out a path as you might find on a board game. They can use squares, rectangles, or irregular shapes. Lines can be straight, curved or angled. There must be a start and a finish, and there should be a theme to the board. Some ideas:

The Year of Scouting—Path starts with roundup in September. First person to camp is the winner. There are blocks for pinewood, blue and gold, camping trips, raingutter regatta.

Earn Your Arrow of Light (or graduate to Boy Scouting)—Path starts at Bobcat and goes to Arrow of Light (or graduation to Boy Scouting). Special blocks for each of the ranks and some other awards (Leave No Trace, emergency prep, etc.).

A week at school

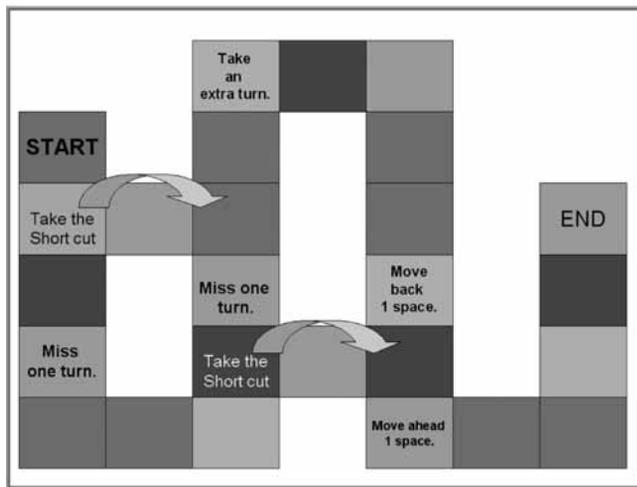
A game—football, baseball, soccer, etc.

Traveling from home to the state capital

A favorite TV show

Movement can be by roll of a die, flipping two coins (one head, go ahead one; two heads, go ahead two; two tails, go ahead three), borrow spinner from another game, or make a spinner.

Be sure to have some special squares—lose a turn, go back, go ahead, take an extra turn—along the way.



### Activity: Make Poputs

**Materials:** Old sock, cotton balls or batting, feathers, cardboard, rubber band. See *Cub Scout Leader How-To Book*, page 3–39.

1. Insert feathers in the three holes in the cardboard circle.



2. Bend quills over and tape down.
3. Stuff toe of old sock with cotton. Put feather base inside and secure with rubber band or string.
4. Pack it firmly so that it will fly faster.
5. Stretch a rope across the room for the net. Play as regular badminton, batting the poputs with the palm of the hand.

### Audience Participation: Family Game Night

Divide the audience into six groups. Assign each group one of the words listed below. When a group's item is mentioned in the story, the assigned group should shout the designated saying. Have a practice session before starting the story.

**Game(s):** Everyone says, "Let's play!"

**Family:** "We have fun together!"

**Homemade:** "I made it myself!"

**Skill:** "More points for me!"

**Active:** "My turn!"

**Ride (Riding):** "Zoom, zoom!"

**Chase (Chasing):** "Try to catch me!"

If you ask the Link **family** what their favorite **family** activity is, they will certainly tell you, "**family game** night." That's when they have the most fun together.

The Link **family** takes their **game** night very seriously. Everyone in the **family** gets to suggest their favorite **games**. Choosing **games** to play on **game** night is an important decision and this is how that decision is made.

Each person in the **family** chooses two **games** they would like to play. Dad usually suggests a **homemade game** like Box Hockey or the Putting **game**. Mom's favorite **games** are usually **games** of **skill**. She might suggest darts or ping pong. Sally likes **active games** like Red Light, Green Light and Potato Race. Mitch likes everyone to play **games** while **riding** on their bicycles. He chooses **games** like Hitting the Target or Snail Race. And little Charlie's favorite **games** are **chase games** like Body Tag or Catch the Dragon's Tail.

Dad writes each **family** member's **game** suggestion on strips of paper. This adds up to 10 strips of paper with **game** ideas. There are always two **homemade games** from Dad, two **games** of **skill** from Mom, two **active games** from Sally, two **riding games** from Mitch, and two **chasing games** from little Charlie. Dad puts all the suggestions in a hat. Every **family game** night, they take time to play four **games**. Tonight, little Charlie picks out four strips of paper.

The first strip reads "Hitting the Target." This is a **riding game** so Mitch is happy, but since it is also an **active game**, Sally is happy, too. And it is a **game** of **skill**, so Mom is excited about this choice. The second strip reads "Body Tag." This is a **chasing game**, so little Charlie is ready to run. But it is also an **active game**, so Sally is on her toes, too. The third strip of paper reads "The Putting **game**." This is a **homemade game** from Dad, so he is all prepared with the supplies he has made. But it is also a **game** of **skill**, so Mom likes this **game**, too. The fourth strip has "Potato Race" written on it. That is Sally's suggestion for an **active game**, but it is also a **riding game**, so Mitch is very excited to play. And Dad says it is also a **homemade game**, so he gets another favorite, too.

There seems to be something for every member of the Link **family** to like about each of these **game** suggestions! Each person liked each **game** for a different reason. But no matter which **game** is chosen, the one thing that all the Links agree on is that because it is their **family** night, they choose to play together, and that is the best choice of all.

### **Skit: Scout Scrabble**

**Materials:** Many large cards with large letters written on them for Cub Scouts (CS) to hold up (this could be a den meeting project). See skit for the letters needed in the words.

**Cub Scout 1:** Tonight we're going to help some letters play a big game of Scrabble—except instead of just random words, we'll be putting together Scouting words and phrases. We have some letters here. (Six Cub Scouts enter holding big letter signs for the first word, all in a jumbled mess.)

**Cub Scout 2:** And our first word is . . . (The Scouts holding the letters for SCOUTS come out all scrambled up. For example: TSCSUO. Hopefully, someone will answer correctly. If not, Cub Scout 1 can give a hint:)

**Cub Scout 1:** These boys are Cub \_\_\_\_\_.

(When the answer is given, the boys line up with their letters in the correct order.)

**Cub Scout 1:** Our next phrase—yes, we're getting a little harder—is . . .

(The Scouts holding the letters for DO YOUR BEST come out all scrambled up. Could be OD RYUO STBE. Hopefully, someone will answer correctly. If not, the Cub Scout 1 can give a hint:)

**Cub Scout 1:** This is the Cub Scout Motto.

(When the answer is given, the Cub Scouts line up with their letters in the correct order.)

**Cub Scout 2:** Now, our next phrase is a riddle of sorts.

(The Cub Scouts holding the letters for THE EYES come out, though not scrambled.)

**Cub Scout 1:** What phrase can we make out of these same letters that describes this same thing?

(Somebody can sing the Jeopardy theme song. Now, have the same Cub Scouts holding the letters lined up move out of "THE EYES" formation into "THEY SEE.")

**Cub Scout 2:** Ah, they see! I wonder what they see? I bet they see a great group of Cub Scouts doing their best!



# SEPTEMBER ROUNDTABLE

## OCTOBER 2013 PACK RESOURCE SHEET CORE VALUE: RESPONSIBILITY THEME: DOWN ON THE FARM



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### RESPONSIBILITY

Responsibility means fulfilling our duty to God, country, other people, and ourselves. Being responsible is being dependable and doing what you say you will do. Cub Scouts will have fun learning about responsibility while pretending to be on a campout.

#### How does this month's theme, Down on the Farm, represent the Core Value of Responsibility?

The job of a farmer is filled with responsibilities. If the farmer does not properly tend his or her crops and animals, they will not thrive. Cub Scouts can understand that a farmer represents a person who shows responsibility.

#### Preopening Activity: Milking Contest

As participants arrive, have them join in the fun and try "milking a cow."

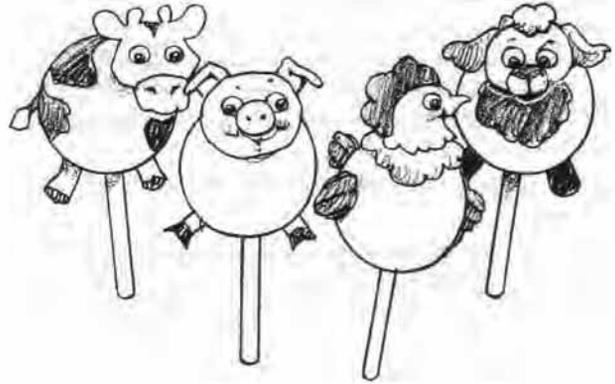
**Materials:** Large cardboard cutout of a dairy cow, disposable plastic gloves (watch out for latex allergies), bucket(s), stool, if available.



**Directions:** Make a small pin hole in the finger of the glove. Fill the glove with water, then attach to the cow cutout using the rolled up "wrist" of the glove for strength. Set the bucket to catch the "milk." Have a contest to see who the best milker is. Set a time limit. Or divide into equal teams and see which team collects the most "milk." Each boy gets just one squeeze per udder.

**Preopening Activity:** CD Farm Animals

**Materials:** Old CDs, felt or foam board, thin cardboard, markers, glue, scissors.



**Directions:** Cover CD with appropriately colored felt to represent animal to be made. Cut out head, ears, and legs for the animal, and glue to thin cardboard and then to CD. Decorate with markers.

#### Opening Ceremony: Raising Crops

**Materials:** Eight Cub Scouts participate. Each has a sign with an appropriate picture on one side and his part in large print on the other side. Cubmaster introduces the opening and gives explanations.

**Cubmaster:** As we go down on the farm, let us take a moment to look at crops and how they are like Scouts.

The farmer starts with land that has good soil but is not in use. This land has the potential to grow a good crop. We start with boys in school who do not belong to Scouting. They, too, are full of potential: the potential to be good Scouts.

Then the farmer tills (plows) the field to make it ready for the seeds. We pass out fliers to tell boys about Cub Scouting to get them interested in joining.

Next, the seeds are placed in the ground so that they can grow and mature into crops.

By telling boys about camping, pinewood derby, trips, and other adventures, we place seeds of excitement in the minds of boys when they come to learn about and sign up for Scouting. Hopefully, these seeds mature and we have new Cub Scouts.

The farmer fertilizes his crops, helping them to grow. The den leaders spread Scouting principles and ideals on the Scouts helping them grow within the Scouting program.

The farmer keeps his crops watered all through the summer to keep them from drying up. Parents keep their son's interest in Scouting from drying up by showing interest in his Scouting adventures and joining with him in the adventures.

The farmer prays to God for the success of his crops. Cub Scouts, parents, and leaders pray to God for success in all they do.

The farmer reaps the rewards of his efforts when he harvests his crops. The Cub Scout reaps his reward when he earns his next rank. The parents and leaders reap their rewards when they see the young Cub Scout grow in mind and body and become a Boy Scout. Citizenship, for example, is one area where a Cub Scout shows a lot of growth. Please join me now in the Pledge of Allegiance.

**Prayer for Leaders and Parents:**

Father, be with us as we work with the Scouts in our dens and packs. Just as you bring the sun, rain, and other blessings to the farmers in answer to their prayers for their crops, please bring patience, understanding, and knowledge to all our leaders and parents. Amen.

**Song: “Down on the Farm”**

(Tune: “She’ll Be Coming Round the Mountain”)

Down on the farm is where we want to go today (Hee Haw)

Down on the farm is where we want to go today (Hee Haw)

Oh, that’s where we want to go

Yes, that’s where we want to go

Down on the farm is where we want to go today (Hee Haw).

We will milk the big brown cow in the morning (Moo Moo)

We will milk the big brown cow in the morning (Moo Moo)

Oh, we’ll milk the big brown cow

Yes, we’ll milk the big brown cow

We will milk the big brown cow in the morning.

(Moo Moo) (Hee Haw)

We will feed the pigs some grain so they grow big (Oink Oink)

We will clean the horse’s stable in the barn (Neigh Neigh)

We will gather eggs from all the chickens there (Cluck Cluck).

**Song: “Cub Scout Garden” (shows responsibility and faith)**

(Tune: “She’ll Be Coming Round the Mountain”)

We will plant our Cub Scout garden in the spring

We will plant our Cub Scout garden in the spring

We will plant our Cub Scout garden

We will plant our Cub Scout garden

We will plant our Cub Scout garden in the spring.

We will plow the ground to ready it for crops

We will plow the ground to ready it for crops

We will plow the ground to ready

We will plow the ground to ready

We will plow the ground to ready it for crops.

We will neatly put the seeds in nice straight rows

We will neatly put the seeds in nice straight rows

We will neatly put the seeds

We will neatly put the seeds

We will neatly put the seeds in nice straight rows.

We will pray to God to watch our crop each day

We will pray to God to watch our crop each day

We will pray to God to watch

We will pray to God to watch

We will pray to God to watch our crop each day.

We will reap our harvest early in the fall

We will reap our harvest early in the fall

We will reap our harvest early

We will reap our harvest early

We will reap our harvest early in the fall.

Then we’ll thank God for his help with our garden

Then we’ll thank God for his help with our garden

Then we’ll thank God for his help

Then we’ll thank God for his help

Then we’ll thank God for his help with our garden.

**Cheer or Applause: Watermelon Cheer**

Everyone “holds” a huge slice of watermelon in their hands (arms extended to widest width). Then slurrp it into your mouth from one end of the slice to the other. (Move slice across face making slurping sound.) Then they spit out the seeds to the side. (Raspberries.)

(My thanks to J. Clay Dean of Montgomery, Alabama, who taught me this cheer at NJLITC at Schiff Scout Reservation in 1963.—CD)

**Cheer or Applause: Turkey Cheer**

“Gobble, Gobble, Gobble,” then rub stomach and say “Yum, Yum.”

**Cheer or Applause: Hay and Straw Cheer**

Explain that when you call out “hay” or “straw,” the group is to respond with the opposite. Try to mix them up by going fast.

Throw in a “stray” and everyone should be silent. Warn them at the start that you might do that.

**Advancement Ceremony: Bobcat Advancement Ceremony**

**Materials:** Assistant Cubmaster is in front of room with a cooking pot suspended from a tripod. Tripod must be easily disassembled. Have a fake fire (red paper) underneath the pot. Bobcat badges are in the pot. Cubmaster and assistant Cubmaster are dressed like farm hands.

(Action: Cubmaster enters.)

**Cubmaster:** Sure is hard working out here in the field for Farmer Gray. I hope the cook is making us something good for lunch.

**Assistant Cubmaster:** Hi (name of Cubmaster). How are you doing?

**Cubmaster:** Hi (name of assistant Cubmaster). I’m doing fine working here on the farm. What’s for lunch?

**Assistant Cubmaster:** Well, we just brought in a great group of new Scouts for the farm. Bobcats they are called. I’m cooking up something special for them.

**Cubmaster:** That’s a great idea! Let’s call them and their parents up here to join us. Will (call names of boys and their parents) please come forward and join us.

**Assistant Cubmaster:** Are you guys all excited about becoming Bobcats? (Boys answer: “Yes!”)

**Cubmaster:** Please make the Cub Scout sign and say the Cub Scout Promise with me: I, (name), promise . . .

**Assistant Cubmaster:** Very good!

**Cubmaster:** You know, looking at that tripod, I am reminded of what makes farming and Scouting successful.

**Assistant Cubmaster:** Yes, I see it, too. (Assistant Cubmaster unhooks pot from tripod and begins to disassemble tripod. He holds up each piece as it is named.) This cord represents the farmer who works with all the resources. This branch represents the soil he needs to plant his crops. This branch is the water that keeps the plants alive. And this branch is the sun that warms the plants and brings them light.

**Cubmaster:** Yes, that is correct. Now, in Scouting (Cubmaster puts tripod back together and holds up each piece as he explains its meaning), this cord represents the pack. This branch represents all Cub Scouts joining the pack. (He ties the cord to the top of the branch on the floor and lets go of it. It falls.)

**Assistant Cubmaster:** The Cub Scout does not join the pack alone, and therefore, he cannot stand alone in the pack. This branch represents the den leaders. (Gives Cubmaster branch.)

**Cubmaster (Ties the two branches together at the top of the cord, stands them on the floor, and addresses the new Bobcats):** What happens when just you and your den leader join the pack?

**Cub Scouts:** They will fall over.

**Cubmaster (Lets go of branches):** That's right. This branch represents the parents joining the pack. (He ties all three branches with the cord at the top and spreads them to form a tripod.) Now, when all three join the pack, each member lends support to the others. (He shows that tripod stands up.)

**Assistant Cubmaster (Turns to new Bobcats):** What happens if the parents pull away from the pack? (Cubmaster withdraws one of the branches.)

**Cub Scouts:** It will fall down.

**Cubmaster:** Right you are. This is exactly what happens to the fun of Cub Scouting, as it happened here in this ceremony. So, Cub Scouts and Parents, let's all stand together and help the pack grow, and the pack will help your son and you to grow.

**Assistant Cubmaster:** Congratulations! You are now ready to start on the second part of your journey in Cub Scouts.

(Cubmaster pulls Bobcat badges from pot, presents them to parents. Parents present badges to their sons.)

**Cubmaster's Minute:** Carrots and Cubs

**Props:** a package of carrot seeds and a bunch of carrots with tops on—or some other vegetable, if needed.

**Cubmaster:** Inside this package are tiny carrot seeds. They don't look like much. (Hold up package.) But if we plant them in the right kind of soil, and make sure they get lots of sunlight, water, and air, they will grow to be big, healthy carrots like these (hold up carrots). Our Cub Scouts are a little like the carrot seeds. They have the potential to grow into strong, healthy young men. As Scout leaders and parents, we can provide the varied experiences, learning opportunities, and growing space so that our Scouts will develop into young men of character, with strong minds, bodies, and spirits. Remember to take care of your most precious crop.

**Closing Ceremony:** Cub Scout Garden of Thoughts

**Materials:** Seven Scouts dressed in farmer's hats, shirts, Levis, etc., with garden tools. Also need large cut-out pictures of vegetables as indicated.

**Scouts:** We're Cub Scout farmers who've come your way to share with you our garden of thoughts for the day.

(Holds up carrot) Take "carrot" all times, remembering to do your best each day.

(Holds up lettuce) "Lettuce" always give a smile to others as we travel down life's way.

(Holds up turnip) Be sure to "turnip" at meetings and participate in pack activities.

(Holds up bean) Learn not to put things off, for it's not fun "been" late.

(Holds up beet) In life's game, you can't be "beet" if you strive to work with everyone.

(Holds up large package of seed) And now that we've planted some "seeds" of thought, we'll say good night, for our meeting is adjourned.

**Game: Bowling for Spuds**

**Materials:** Paper cups, balloons, tape, potatoes.

Set up "bowling pins" made of colorful balloons taped to paper cups. Mark off bowling lanes with tape or chalk, then use the potatoes as bowling balls. A "ball" that rolls outside its lane is disqualified.

**Game: Driving Spuds to Market**

**Materials:** Potatoes, corn brooms, tape.

Each person must sweep five potatoes from one end of the room to the other using only a household broom. Mark racing lanes on the floor to make this more challenging.

**Game: Speed Spud**

Set up a ramp to roll potatoes down. (Use a portable table with the legs at one end collapsed, a household, hollow-core door, or large piece of plywood.) Contestants each choose a potato. Set up two at a time at the start line at the top of the ramp. At a signal from the referee, the racers let their spuds go. The first one over the finish line wins. Improvise different rules: the straightest-rolling spud wins; the fastest wins; the one that rolls the farthest wins; the funniest roll wins.

**Game: Around the Farm**

**Materials:** Two sets of four farm related pictures. One set is posted around the room with one picture in each corner (e.g., barn in one corner, haystack in another, farm field in third, and animals in fourth). The leader holds the other set.

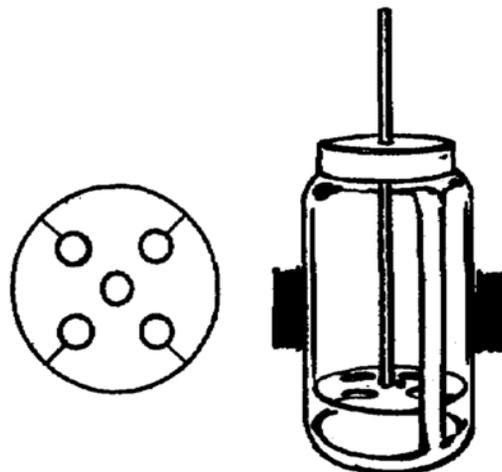
Leader leaves the room with a set of pictures. Each player chooses a corner and goes there. At least three corners must always be occupied. Leader is called back into the room. The leader must display one of the four pictures when reentering the room. All boys in that corner sit down. Leader exits, remaining boys relocate to different corners, leader reenters with a picture. Pattern continues until there is only one boy remaining.

**Activity: Guest Speaker**

Arrange for a guest speaker from a farm, farmer's market, or agricultural department at a local college or university, to come and talk to your roundtable about activities they may have for Scouts (tours, trips, harvest festival, etc.).

**Project: Butter Churn**

**Materials:** Pint glass jar with metal top. Cut dasher from piece tin can and fasten to dowel with small nails above and below it.



A half-pint of whipping cream will make one-third cup of butter. Put cream in the churn. Let the boys take turns moving the dasher up and down. After 20 to 30 minutes, butter will begin solidifying on the dasher. Shake until the small bits form one larger piece. Pour off the buttermilk.

With a wooden spoon, stir and press butter to remove excess water. Rinse butter with tap water to keep the butter from tasting sour. If the finished product is too sweet, blend in a pinch of salt.

#### **Audience Participation: Planting a Garden**

Divide the audience into four groups. Assign each of the groups one of the words below. Read the story. When one of the designated words is read, the appropriate group makes the indicated response. Practice as you make assignments.

Gardener (thumbs pointed up) With a green thumb!

Cucumber Cool man!

Onions (wipes tears from eyes) Boo hoo, boo hoo!

Tomato Let me catch up!

One day our **gardener** went out to plant his **garden**. The gardener chose to plant his plot with many vegetables including **cucumbers**, **tomatoes**, and **onions**. The **gardener** took some seeds and planted first a row of **cucumbers**, then a row of **onions**, then a row of **tomatoes**.

The **gardener** then stood back to watch his garden grow. Soon the **cucumbers**, **onions**, and **tomatoes** had sprouted. The **cucumbers** fell in love with the **tomatoes** but the **onions** stood between them. It looked as though this budding romance would never be, because the **cucumbers** were in one row and the **tomatoes** were in another and the **onions** were coming up between the two. The **cucumbers** grew to be big and tall, and the **tomatoes** grew to be plump and sweet, but the **onions** still separated them.

But all was not lost. One day, later in the season, our **gardener** went out to his garden and picked the **tomatoes**, **cucumbers**, and **onions**, and the **gardener** made a great salad. In this salad he placed the **cucumbers**, the **tomatoes**, and the **onions**. The **cucumber** was at last near his beloved **tomatoes**, while the **onion** had to stand aside. That is, until the **gardener** ate his salad.

#### **Skit: Six O'clock in the Morning**

**Personnel:** Cub Scouts in animal costumes

**Setting:** Various animals inside barn

**Rooster (loudly):** Cock 'a' doodle do. It's now time to wake up.

**Cow:** Well, I guess that means it's time to get going.

**Dog (stretching):** You'd think that for one morning, Rooster would forget.

(Lights off stage come on and sounds of movement are heard from within the house: walking on floors, doors slamming, water running.)

**Horse:** Come on, you lazy creatures. Farmer Brown expects us to be raring to go when he comes in.

**Rooster:** It's six o'clock and it's time for everyone to get moving. (Everyone moves around, groaning.)

**Cat:** There's activity going on in the house. I'm going to go scratch on the door for some milk. (Cat exits.)

**Farmer Brown:** (Enters) Good morning, animals! You are all up early. It looks like a beautiful day out there. (Animals just stand around.) Let's get all of you some breakfast and start this day off right. (Starts feeding animals.) Farmer Brown just rambles on and on to the animals.) Gee, it would be nice to know what you're all thinking when I'm talking to you. (Animals turn and stare) But of course everyone knows animals can't talk. (Walks off) (As Farmer Brown walks off, all animals wink at audience.)



# OCTOBER ROUNDTABLE

## NOVEMBER PACK RESOURCE SHEET

### CORE VALUE: CITIZENSHIP THEME: YOUR VOTE COUNTS



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### CITIZENSHIP

Citizenship means contributing service and showing responsibility to local, state, and national communities. Cub Scouts will demonstrate good citizenship as they participate in pack flag ceremonies, show respect for people in authority and strive to be good neighbors.

#### How does this month's theme, *Your Vote Counts*, represent the Core Value of Citizenship?

Patriotism is an important part of good citizenship. Patriotism is love of and loyalty to our country. It involves honoring the democratic ideals on which this country is based and respecting and obeying its laws. It also involves accepting the responsibilities of good citizenship, such as staying informed about national issues, voting, and volunteering. We don't often think about teaching our Cub Scouts about voting because of their age and the fact that it will be many years before they can vote. We can, however, explain the importance of voting. If we mentor them by our actions, then the responsibility of good citizenship by voting will become more meaningful as they grow.

#### Preopening Activity: *Who Said It?*

**Materials:** Posters with citizenship quotes, list of speakers' names.

Either use your own citizenship quotes, or copy the following quotes, or use these and add others. Write the quotes on paper or a poster (without the speaker's name), giving each a letter or number. Hang the quotes around the room. List the names of the people that said the quotes on a piece of paper. Hand that sheet to leaders as they arrive. Have them work in small groups to match the names to the quotes by putting the letter or number of the quote next to the person's name.

**Sample quotes:** "This nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened."—John Fitzgerald Kennedy

"The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight."—Theodore Roosevelt

"There can be no daily democracy without daily citizenship."—Ralph Nader

"As long as I live, I will never forget that day 21 years ago when I raised my hand and took the oath of citizenship. Do you know how proud I was? I was so proud that I walked around with an American flag around my shoulders all day long."—Arnold Schwarzenegger

#### Preopening Activity: *"America Is Special" Chain*

Have strips of red, white and blue construction paper 1 inch by 8 ½ inches. As Cub Scouts and parents arrive, have them take a strip of paper and write on it what makes America special to them. Then make a paper chain with the strips. Use the chain to decorate the awards table.

#### Opening Ceremony: *Duties as a Citizen*

**Materials:** Eight Cub Scouts, each with a poster with their part on the back and a picture appropriate to their part on the front. Create a large poster with the Citizenship Pledge written on it, or hand out individual copies of the pledge to each person as everyone arrives at the pack meeting.

**Cub Scout 1:** As citizens of the United States, we have duties that we must fulfill.

**Cub Scout 2:** As a citizen, it is my duty to obey the laws.

**Cub Scout 3:** As a citizen, it is my duty to respect the rights of others.

**Cub Scout 4:** As a citizen, it is my duty to stay informed on issues of local and national government.

**Cub Scout 5:** As a citizen, it is my duty to vote in elections.

**Cub Scout 6:** As a citizen, it is my duty to serve and defend my country.

**Cub Scout 7:** As a citizen, it is my duty to assist law enforcement agencies.

**Cub Scout 8:** As a citizen, it is my duty to practice and teach good citizenship in my home. Please read the Citizenship Pledge with me:

**All join in:** As citizens, we will do our best

to be prepared in body and will,  
in spirit and skill.

We accept our obligation to God  
and will show by our actions  
we are willing to serve others  
and be good members of the Scouting team.

#### Prayer: *For Those Who Have Gone Before*

Father, we thank thee for those who have gone before and fought and died for the freedoms we enjoy. Bless us to serve and honor that banner of One Nation under God, Indivisible. Amen.

#### Song: *"I Am a Citizen"*

**Tune:** "My Bonnie Lies Over the Ocean"

I'm learning to be a good citizen;  
I'm learning we all have some rights.  
I'm learning each right has a duty;  
I must keep them both in my sights.

#### (Chorus:)

Rights and duties  
They both go together, you know, you know;  
Rights and duties  
Good citizenship I must show.  
We all have a right to religion,  
To worship the way that we please.  
But that means I have to allow you  
Your choice though I may not agree.

**(Chorus)**

We all have the right to assemble  
To gather with people we know;  
And all have the freedom of speaking  
If citizenship is to grow.

**(Chorus)**

We each have the right to make choices,  
And no one can threaten that choice.  
I may not agree with your statements,  
But each person can raise their own voice.

**(Chorus)**

Or substitute any of the many great patriotic songs that exist.

**Song: “God Bless America”**

(By Irving Berlin. Original, 1918; Revised, 1938.)

Spoken introduction:

While the storm clouds gather far across the sea,  
Let us swear allegiance to a land that’s free,  
Let us all be grateful for a land so fair,  
As we raise our voices in a solemn prayer.

(Everybody sing:)

God bless America, land that I love;  
Stand beside her, and guide her,  
Through the night with the light from above.  
From the mountains, to the prairies,  
To the ocean white with foam;  
God bless America, my home sweet home.  
God bless America, my home sweet home.

This song would be great for our Cub Scouts to learn for several reasons. Why is that?

First, it is being lost as our children cannot sing it in school because it mentions God.

Second, in 1940, Irving Berlin established the God Bless America Foundation, directing that all royalties from its performance earned by either Berlin or singer Kate Smith go to the Boy and Girl Scouts of America. That arrangement exists to this day. These organizations were chosen, to quote the contract, because “the completely nonsectarian work of the Boy Scouts and Girl Scouts is calculated to best promote unity of mind and patriotism, two sentiments that are inherent in the song itself.”

**Cheer or Applause:**

**George Washington:** I cannot tell a lie. That was great!

**Abe Lincoln:** “That was great—honestly!”

**Cheer or Applause:** America:

Spell “AMERICA” rapidly three times.

Shout “Cub Scouts” twice.

Yell “U-S-A” once.

**Advancement Ceremony: Patriotic Visitors**

**Materials:** Leaders in appropriate costuming. Badges and awards for boys.

This ceremony could be enhanced by having leaders portray the characters in costume. Feel free to change the characters and the badges they are awarding to fit your pack’s awards and available costuming.

**Cubmaster:** Ladies and gentlemen, we have some honored guests here tonight. I would like to introduce Uncle Sam, Lady Liberty, and Yankee Doodle. Each of these individuals is an important symbol to the people of our country. Tonight, they are here to present some other symbols to some deserving young men. These symbols represent hard work, diligence, and jobs well done.

**Yankee Doodle:** We have some Cub Scouts who have earned some special awards. Would the following Cub Scouts and parents please come forward? (Call the names of those receiving Wolf badge and arrow points.)

**Lady Liberty:** I would like to call forward those Cub Scouts who have been working for some time and have achieved much. I would like them to present them with their awards. (Call the names of those Scouts receiving the Bear badge and arrow points, and their parents.)

**Uncle Sam:** I would like to recognize some of the older boys in this group. You have given unselfishly of yourselves. For your loyal support over the years, I would like to present you with your awards. (Call the names of those receiving Webelos badges, activity badges, or compass points, and their parents.)

**Cubmaster:** I would like to thank our three guests for coming to help us tonight. And a special thanks to all the boys who have worked so hard to be examples and role models of good American citizens!

**Other Character Ideas:**

**A minuteman that rushes in to give awards:** “I only have a minute . . .”

Betsy Ross—Cubmaster introduces her saying, “Heavens to Betsy! It’s Betsy Ross here to hand out some awards!”

Paul Revere rides through on a stick horse saying, “The British are coming The British are coming! And so are the Bears (or Wolves, Tigers, etc.). I have just enough time to give these awards before riding off!”

**Cubmaster’s Minute: Where Do Your Tracks Lead?**

Robert Baden-Powell knew that “No one can pass through life, any more than he can pass through a bit of country, without leaving tracks behind, and those tracks may often be helpful to those coming after him in finding their way.” Let’s each make sure that OUR tracks lead each other in the right pathway—towards being a good citizen!

**Cubmaster’s Minute: America Promises**

America promises us freedom to worship, to learn, to assemble, and to debate any issue. It is a land where people from other countries can find a home, where there is work to do, where we can express our opinions, and where we are free to come and go as we please. Our wonderful heritage, earned for us by our forefathers, is sometimes taken for granted. Unless we cherish this legacy and use it wisely, it may be lost to future generations. People working together with imagination, vitality, and persistence have produced marvelous inventions and wonders of technology beyond anything our forefathers might have dreamed of. Working together, we can preserve and protect our beautiful land for future generations.

**Closing Ceremony: The Rights of Americans**

**Materials:** Narrator and 10 Cub Scouts, each with a poster with their words on the back and an appropriate picture (they could draw the pictures themselves) on the front.

**Narrator:** As we close tonight, let’s talk about our rights and freedoms. Our nation has remained strong and free because our

government is of the people, by the people, and for the people. Each of us has an obligation to do all that we can to preserve the freedoms for which thousands of our ancestors have died. Here are the freedoms guaranteed to us in our Constitution.

**Cub Scout 1:** The right to worship God in one's own personal way.

**Cub Scout 2:** The right to free speech and press.

**Cub Scout 3:** The right to assemble peaceably.

**Cub Scout 4:** The right to petition for a redress of grievances.

**Cub Scout 5:** The right to privacy in our homes.

**Cub Scout 6:** The right to protection against illegal imprisonment and the freedom from excessive bail.

**Cub Scout 7:** The right to trial by jury. A person is innocent until proved guilty.

**Cub Scout 8:** The right to move about freely at home and to travel abroad.

**Cub Scout 9:** The right to own property.

**Cub Scout 10:** The right to a free election and a personal secret ballot.

**Narrator:** Maintaining our freedoms is the responsibility of every American. Keep your freedom. Vote as you think, but vote.

### **Game: Stars and Stripes**

**Materials:** None. Play is similar to Duck, Duck, Goose

Boys sit in a circle with one boy standing. The standing boy walks around the outside of the circle and taps each sitting Scout on the floor and calls each one of them either a star or a stripe. If the boy is a stripe, he must get up run around the circle being chased by the first boy and sit back in his spot in the floor without being tagged by the first boy. If he gets tagged, he now walks around the circle naming everyone and play begins again.

### **Game: 50 States**

**Materials:** Fifty paper plates, each with a different state name printed on it.

**Action:** Mark the names of the states on paper plates. Spread out the paper plates on the floor. At the signal, everyone scrambles to stand on a different plate. A state is called and that plate is removed. If someone is standing on that plate they are out of the game. Last person left on the last plate is the winner. For a shorter version use fewer states, but keep track of the ones used.

### **Game: Uncle Sam**

**Materials:** Four to five different colored flags (each boy needs a flag or strip of material).

One player is "Uncle Sam." He stands in the middle.

All the players are at one end of the playing area. They chant, "Uncle Sam, Uncle Sam, may we cross to your great land?"

Uncle Sam answers, "Yes, if you're wearing (name a color, e.g., blue)."

Players wearing that color flag get to freely pass to the other side without getting their flags pulled.

On the signal "Go" from Uncle Sam, the rest of the players try to run to the other side without their flags being pulled. Tagged players become Uncle Sam's helpers. Begin again, and this time Uncle Sam calls out another color. Keep going until all players are caught but one. This player is the new "Uncle Sam" for the next round.

### **Skit: Fireworks**

**Materials:** Five (or more) Cub Scouts.

**Cub Scout 1:** Oooh, ahhhh!

**Cub Scout 2:** (Walks up to CS 1, follows his lead and looks up.) What are you looking at?

**Cub Scout 1:** Fireworks! Want to watch with me?

**Cub Scout 2:** Yeah!

**Cub Scout 1 & 2:** Ooooooh, ahhhh!

**Cub Scout 3:** (Walks up to CS 1 and 2, looks up.) What are you looking at?

**Cub Scout 2:** Fireworks! Want to watch with me?

**Cub Scout 3:** Yeah!

**Cub Scout 1, 2, 3:** Ooooooh, ahhhh!

**Cub Scout 4:** (Walks up to CS 1, 2, and 3, and looks up.) What are you looking at?

**Cub Scout 3:** Fireworks! Want to watch with me?

**Cub Scout 4:** Yeah!

(Repeat till only one Cub Scout remains.)

**Last Cub:** (Walks up to group.) What are you all looking at?

**All:** Fireworks!

**Last Cub:** Those aren't fireworks—they're fireflies!

**Cub Scout 1:** Oh—I just thought the fireworks were really far away! (Walks off.)

### **Project: Flag Retirement**

**Materials:** Old flags, fire, receptacle.

Ask the OA (or other Scout group) to come to roundtable and perform a flag retirement ceremony. Advertise to collect flags that are dirty or tattered, and invite everyone to attend an official retirement ceremony.

### **Project: Service to Country**

Divide audience into five parts. Assign each part a word and a response. Instruct them they are to say the response whenever they hear the word. Practice as you make assignments. Then read the story. After each of the words is read, pause for the group to make the appropriate response.

**Army:** Be all you can be!

**Air Force:** No one comes close!

**Navy:** Can do!

**Marines:** Semper fi!

**Coast Guard:** Always ready!

**Cub Scouts (Everyone):** Do Your Best!

In the United States of America, we have several different branches of the military, all prepared to defend our freedom. There is the **Army**, the **Navy**, the **Air Force**, the **Marines**, and the **Coast Guard**.

All these different groups have mottos and slogans, just like **Cub Scouts**. Part of the **Cub Scouts** Promise includes duty to God and country, and certainly, all the men and women who serve in the **Army**, the **Navy**, the **Air Force**, the **Marines**, and the **Coast Guard** demonstrate their duty to God and country in a big way.

As **Cub Scouts**, we take pride in being good citizens, in honoring our flag, and in helping others. One day, some of you may choose to join the **Army**, the **Navy**, the **Air Force**, the **Marines**, or the **Coast Guard**. But, for now, we give thanks and appreciation for those who help protect and defend our country, while we learn to be the best we can be as **Cub Scouts**.

### **Skit: Our Flag**

**Materials:** Three (or more) Cub Scouts; red poster board 2 by 4 feet; three white stripes 3 feet long; three white stripes 4 feet long (all stripes should be 6 inches wide); a piece of blue paper, 1 foot by 1 foot with 50 stars on it; a poster stand or chair; two red stripes, 1 foot in length; two white stripes 1 foot long; book or folder; tote bag. (These flags are pictured in the Citizen section of the *Webelos Handbook*, page 143.)



**Action:** Skit opens with the Ensign flag on a poster stand or chair. A Cub Scout is standing next to it, admiring it.

**Cub Scout 2:** What's this? (Points to the flag.)

**Cub Scout 1:** The Ensign flag, the merchant flag of England.

**Cub Scout 2:** Don't you think it would look better if we added something to it? (Both look at it.)

**Cub Scout 1:** Yes.

**Cub Scout 2:** (Pulls out six white stripes from the bag. Both put the white stripes on the flag.)

**Cub Scout 3:** (Walks in carrying a large book or folder.) What's this? (Points to the flag.)

**Cub Scout 2:** The Grand Union flag. It was raised over George Washington's headquarters.

**Cub Scout 3:** I think it would look better if we added stars instead of so many stripes.

**Cub Scouts 1 and 2:** That's a good idea!

**Cub Scout 3:** (Takes out the blue piece of paper with the stars on it and places it over the other blue area to form the U.S. flag of today.) This is our flag that stands for more than I can say.

**All:** (Cub Scouts nod in agreement and leave the stage.)

### **Skit: The Important Meeting**

**Materials:** Six to eight players sit around a table scattered with papers, a couple of water glasses, etc. They mime a discussion, some jotting down notes, etc. Enter the narrator, outfitted as a news reporter.

**Action:** In confidential tones, the reporter says, "This is an important meeting—top congressional leaders are here to make some very important decisions."

As the reporter says something like, "Let's see if we can get a bit closer to hear how things are going," the group at the table adds some mumbling and unintelligible arguing to their mime. Occasionally, they punctuate the din with outbursts such as, "No, no!"; "I disagree!"; "That's better"; "No way!"; "That might work," and the like. Finally, the hubbub dies, and the group settles back.

One member stands and announces: "Then it's decided: a 12-slice pizza with olives, mushrooms, lots of cheese, but hold the pepperoni."

**All:** Agreed!

"The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight."  
Theodore Roosevelt



# NOVEMBER ROUNDTABLE

## DECEMBER 2013 PACK RESOURCE SHEET CORE VALUE: RESPECT THEME: PASSPORT TO OTHER LANDS



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### RESPECT

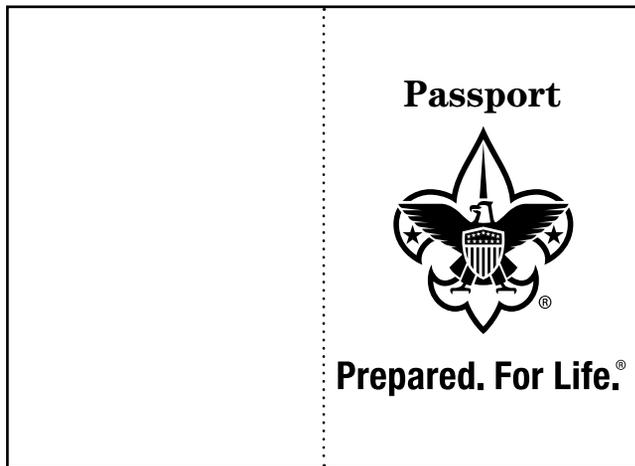
Respect is showing regard for the worth of someone or something. It is something we should all practice every day. We should strive to be respectful of others, of our surroundings, in what we say and do, and most of all, we should have respect for ourselves. Cub Scouts will learn that if they are respectful of others, others will respect them.

How does this month's theme, *Passport to Other Lands*, represent the Core Value of Respect?

Today we recognize that people of many different nationalities live in our communities. Learning about the ways of others helps lead to understanding, which in turn leads to respect. Respect means showing regard for the worth of something or someone. This month we focus on having respect for others by learning about the customs, religions, foods, and traditions of our friends from other countries.

#### Preopening Activity: Passport to Adventure

**Material:** A passport for every leader at Roundtable



Visa		Visa	

Give each leader a passport similar to the one shown above. Instruct them to have people sign (initial) with a country in their heritage. A person can only sign once with one country.

During the ice breaker, have a token prize and a cheer for the leader that has the most countries listed on the passport.

#### Opening Ceremony: Hello!

**Props:** Cue cards with the Scouts' lines printed on the back. It can also be useful to display a world map showing which countries have Scouting organizations. On the front of the cue cards you could have the foreign word to be said by the Cub Scout, a picture from the country, or a map of the country showing where the country is located.

Go to [www.scout.org/en/around\\_the\\_world/countries](http://www.scout.org/en/around_the_world/countries) to see the list of all 161 countries participating in the World Brotherhood of Scouting. Go to [www.ipl.org/div/hello](http://www.ipl.org/div/hello) for a more complete list of how to say and pronounce "Hello" in various languages.

**Note:** If you look up the words for "Good Bye," you could do this as a closing.

**Announcer:** Welcome to our meeting. There are 161 countries in the World Brotherhood of Scouting, as shown on our map. There are many languages spoken in those countries but you can always hear a Scout greeting you.

**Spanish:** Hola (OH-lah)

**French:** Bonjour (bohn-ZHOOR)

**German:** Guten Tag (GOOT-en Tahg)

**Mandarin:** Ni hao (nee-HOW)

**Russian:** Zdravstvuite (ZzDrast-vet- yah)

**Mohawk:** Sekoh (SEH-goh)

**Swahili:** Jambo (JAM-bo)

**Arabic:** Al salaam a'alaykum (AHL sah-LAHM-ah ah-LAY-koom)

**Hindi:** Nahmaste (nah-mah-STAY)

**Hebrew:** Shalom (Sha-LOHM)

**Hawaiian:** Aloha (ah-LOW-ha)

**Announcer:** No matter where you go or how you say it, you can count on being greeted by a Scout who says "Hello."

#### Prayer: Wolf Cub Prayer From Bolivia

Kind and good Lord,  
Teach me to be humble and generous,  
to imitate your example,  
to love you with all my heart,  
and to follow your path.

#### Song: "My Aunt Came Back"

**Action:** Leader chants and adds motions. Group repeats each line and does motions. Once an action is started it is continued throughout the song.

My aunt came back, from old Japan,

She brought to me, an old silk fan (fan with one hand).

My aunt came back, from old Algiers,

She brought to me, a pair of shears (cut with fingers of other hand).

My aunt came back, from Holland too,  
 She brought to me, a wooden shoe (stamp one foot repeatedly).  
 My aunt came back, from old Hong Kong,  
 She brought to me, the game Ping Pong (move head from side to side).  
 My aunt came back, from the New York Fair,  
 She brought to me, a rocking chair (rock back and forth).  
 My aunt came back, from Kalamazoo,  
 She brought to me, some gum to chew (chew).  
 My aunt came back, from Scouting too,  
 She brought to me (leader points to group)  
 Some boys like you!

**Song: “Scouting Around the World”**

**Tune:** “Battle Hymn of the Republic”

Around the world as far away  
 As England or Peru,  
 Wherever there are kids who  
 Like to play a game or two,  
 You’ll find some Scouts who do their best  
 In everything they do,  
 The best in all the world!

**(Chorus:)**

Scouts are having fun all over!  
 Scouts are having fun all over!  
 Scouts are having fun all over!  
 The best in all the world!  
 These Scouts all hike and fish and camp  
 Wherever they may be.  
 They ride their bikes and sing fun songs  
 The same as you and me.  
 We’re each a tiny parcel  
 Of the Scouting family  
 The best in all the world.

**(Chorus)**

**Song: “He’s Got the Whole World in His Hands”**

also works well with this theme.

**Cheer or Applause: World Brotherhood**

Split audience into two parts. Assign one “world” and the other “brotherhood” Have them yell it as you point to them. Go faster and faster. At a signal, they all yell, “That’s Scouting spirit.”

**Advancement Ceremony: Cub Scout Spirit Around the World**

**Materials:** A world globe on the head table, candles placed around the globe (one for each rank to be presented). Room darkened except for one candle held by the ac. Cubmaster can do all the speaking or break it into parts:

As we look around the world, we see the Cub Scout uniform varies from country to country around the world. Each is suitable and practical for its country’s 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, Silver, and Gold Boomerang. South Africa has the Tenderpad badge.

Every day we hear about wars, nation against nation in all the parts of our world. We see pictures of bombings, buildings destroyed, people killed—a dark and not very pleasant picture, and 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 is Scouting in almost every country in the world (161 total). 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 \_\_\_#\_\_\_ 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 the parents who give them to the sons. A cheer is led. A candle on the table is lit. This is repeated for each rank to be presented.)

Notice that 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 achievements 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:** You can have many variations, such as attaching rank patches on different continents with post-it glue and turn the globe as presentations are made, highlighting Scouting around the world.

**Cubmaster’s Minute: Passports to Other Lands**

**Optional materials:** Cubmaster could hold and show a passport while talking.

When people travel to foreign countries, they have to ask their governments to issue them what’s called a passport. A passport is a little booklet with your name and picture in it, along with several blank pages on which foreign border officials stamp the seals of their countries when you enter. You can’t go into another country without your passport.

Did you know that every Scout already has a passport? It’s not a little booklet, but a small purple patch that we wear on our uniforms, called the World Crest. The World Crest is a symbol of brotherhood and good will the world over. When you wear the World Crest on your Cub Scout uniform, you remind yourself that you are a part of an organization that includes, but also goes far beyond, your own home nation.

The World Crest also reminds us that human beings should be respected and valued regardless of their race, color, creed, or place of origin. You’ll still need a paper passport to visit foreign lands, but the World Crest allows Cub Scouts to think of every person as their neighbor and friend.

**Closing Ceremony: The Light of Scouting**

**Materials:** Eight Cub Scouts, eight small candles and one large candle, all in holders.

**Setup:** Lights are dimmed with Scouting spirit (large) candle lit. Speakers come forward one at a time, light their candles from the Scouting spirit candle, and read. After all small candles are lit, turn off all house lights.

Scouting is part of family life in more than 160 countries around the world. In all of these countries, on evenings such as this, families are watching their children, doing cheers and yells, sharing the spirit of Scouting.

Let us look at the candles’ flames and silently thank God for the Cub Scout friendships we are privileged to enjoy.

To thank everyone for your assistance tonight, we have a poem would like to share with you.

Boys in uniforms shiny and bright;  
 With smiling faces to the left and right,  
 We say thanks for Cub Scouting tonight.  
 A Cubmaster who is loyal and true,  
 Who works with parents and the boys in blue;  
 In hopes that these boys will grow up to be,  
 Super citizens for the world to see!  
 Den leaders, too, in uniforms blue,  
 Teaching Cub Scouts the need to be true,  
 And working, singing, and playing with them.  
 Though at times it is total mayhem!  
 So all of you Cub Scouters, in gold and in blue,  
 The door to Scouting has been opened to you! (Lights on.)

**Game: Modern World Wonders**

**Materials:** Pictures of the landmarks listed below, placed around the room. (Feel free to substitute your favorite places).

Landmarks	Places
1. The Channel Tunnel	A. St. Louis, Mo.
2. The Clock Tower (Big Ben)	B. Arizona/Nevada
3. The CN Tower	C. Toronto, Canada
4. Eiffel Tower	D. English Channel
5. The Empire State Building	E. Panama
6. The Gateway Arch	F. Rio de Janeiro, Brazil
7. The Golden Gate Bridge	G. London, England
8. The High Dam	H. New York City, N.Y.
9. Hoover Dam	I. Aswan, Egypt
10. Itaipu Dam	J. Kuala Lumpur, Malaysia
11. Mount Rushmore National Monument	K. Brazil/Paraguay
12. The Panama Canal	L. San Francisco, Calif.
13. The Petronas Towers	M. Egypt
14. The Statue of Cristo Redentor	N. New York City, NY
15. The Statue of Liberty	O. Australia
16. The Suez Canal	P. Paris, France
17. The Sydney Opera House	Q. South Dakota

**Games From Around the World**

**Bivoce Ebuma (Clap ball)—Cameroon, Africa**

Divide den into two teams. Teams line up parallel and facing each other, six feet on either side of a centerline. The two teams toss a small rubber ball back and forth. No player may step across the centerline. 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.

**Chef Manda (The Chief Orders)—Brazil**

One Cub Scout is the chief and stands in front. When he says, “The chief orders you to laugh,” all other players must laugh. If he says, “He orders you to laugh,” no one should laugh because all valid commands are prefaced by “the chief.” A player who does not obey proper orders is eliminated.

**Cherry Chop—France**

This is usually played with cherry pits at harvest time. You can use pebbles or marbles. Place a shallow bowl about two feet in front of a line of Cub Scouts. Put one pebble or marble in it, and give each player five or 10 others. In turn, each uses his pebbles to try to knock the pebble out of the bowl. If he succeeds, he keeps it and the leader places another pebble into the bowl. If a player misses, he must put one of his pebbles in the bowl. Winner is the one with the most pebbles at the end of the game.

**Palito Verde (Green Stick)—Colombia**

“It” carries a green stick (a neckerchief may be substituted). The other players form a large circle, facing inward, with their hands behind their backs. “It” travels around the circle, and at some point he places the stick or neckerchief in the hands of a player. That player immediately races around the circle after “It”. If “It” is tagged before “It” can get to the chaser’s old place in the circle, he remains “It”. If “It” reaches the space safely, the chaser becomes the new “It.”

**Catch the Dragon’s Tail—Taiwan**

Two single lines are formed with each person’s hands on the shoulders of the person in front of him. 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!” The “fiery head” of each line then runs toward the “lashing tail” and tries to catch the last man. The whole dragon body must remain unbroken. If anyone lets go, the dragon’s body is broken and the dragon dies. A new dragon must be formed with the head becoming the tail and the next in line having a turn at being the head. If, however, the head player touches the tail, he may continue to be the head.

**Exchange Race—England**

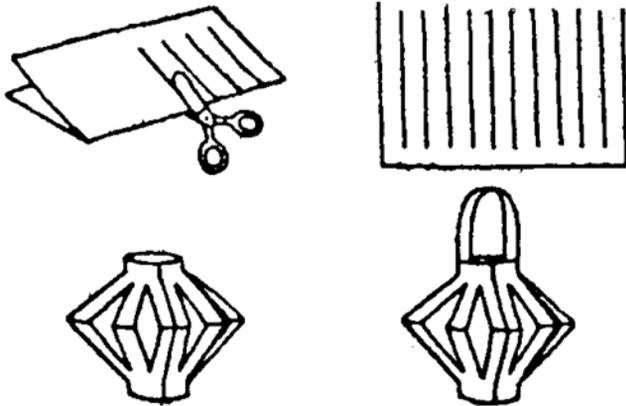
Divide the players into two, four, or six groups (for teams). Form straight lines and count off. Paired players face each other. Lines are ten, twenty, or more feet apart facing each other. On a starting signal the No. 1s of each line run forward, meet near the center, exchange objects, run around each other, return to their lines, and give their object to No. 2. Then they go to the end of their own line. The No. 2s repeat, give same object to No. 3, etc. Objects must work back down to the head of the line. The team wins whose No. 1 man is first to receive the object and hold it up.

### Activity: Easy Paper Lantern

**Materials:** One piece of 9-inch by 12-inch construction paper (You can also use bond or cardstock. But stay close to the 9-inch by 12-inch size); pencil, ruler, scissors.

**Instructions:** Use the ruler and make a straight line about three-quarters of an inch away from one of the 6.5-inch long edges. Cut this strip off and set it aside to be the lantern handle. Fold the piece of paper in half, lengthwise. Make sure you line up all the edges.

(If your paper has a good and bad side, make sure the bad side—the side that will be the inside of your lantern—is facing out at this point.) Draw a line along the open, long edge, of the paper, about one-half inch from the edge. Take your scissors and, starting at the folded edge, cut a strip from the folded edge up to the line you drew. Make the first strip about three-quarters of an inch away from a short edge, and continue to cut several strips along the piece of paper as shown in the picture.



Once all your strips are cut, you should unfold your piece of paper and refold it lengthwise so the pencil mark will be hidden on the inside.

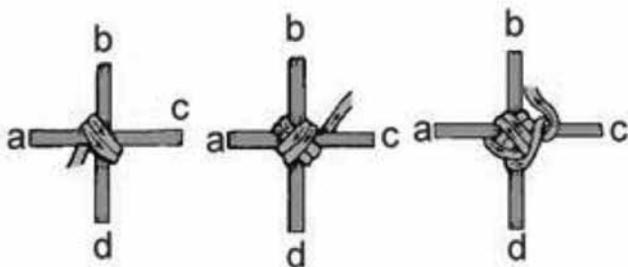
**Assembly:** Roll the paper into a tube shape as shown above. Staple or tape the edges together. Attach the handle by taping or stapling the ends of the strip of the paper you cut off the large sheet of paper, just inside the top of the lantern. Completed lanterns can be hung up or set on a table for decoration. These lanterns are only for decorative purposes and should not be used near open flames such as candles.

**Project:** God's Eyes From Mexico

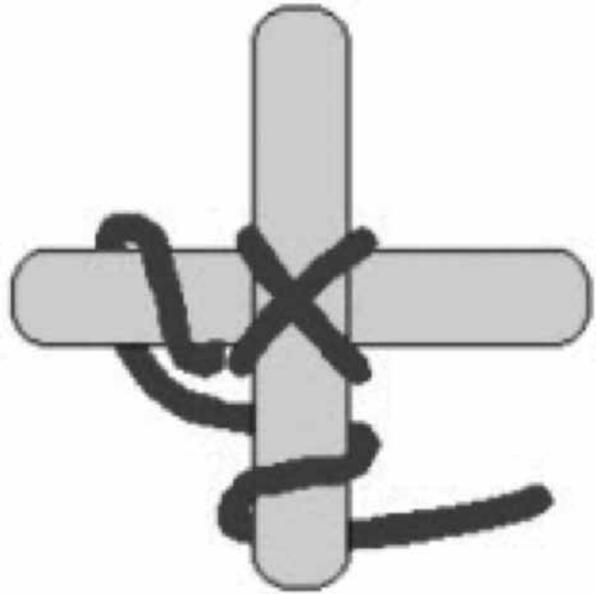
These make great neckerchief slides.

**Materials:** Multicolored yarn, craft sticks, tacky glue or glue gun with low-temperature glue sticks, half-inch PVC schedule 40 pipe, cut into half-inch rings.

**Assembly:** Glue two craft sticks together forming an "X" with all four legs equal. Glue the end of the yarn to the middle where your sticks cross.



Begin by wrapping the yarn over and around one leg of one craft stick, then over and around the next leg. Pull the yarn tight each time and push it toward the center.



Continue until the craft sticks are covered. Glue and trim. Use the glue gun to glue the completed god's eye onto the PVC ring.

**Audience Participation: How the Chinese Zodiac Started**

**Setup:** Instead of dividing the audience into different groups, have the audience make the sound for each animal. For the word **animal(s)** the audience says any animal sound they want.

**Narrator:** The New Year was drawing near and 12 **animals** were arguing because each wanted the year to be named after him. You can just imagine the commotion as **Tiger, Dragon, Snake, Horse, Ram, Monkey, Ox, Rooster, Rabbit, Dog, Pig,** and **Rat** argued and argued.

**Dragon** and **Tiger** argued over which one of them was the fiercest. "This should be called the year of the **dragon** because I can create storms," roared **Dragon**. **Horse** came galloping in. "No, it should be called the year of the **horse**, because I can run fastest." Proud **Rooster** was preening himself. "No, you are both wrong. It should be called the year of the **rooster** because I am the most handsome."

All the **animals** disagreed with **Rooster**. There was such a noise of roaring, hissing, neighing, bleating, chattering, barking, grunting and squeaking that the gods were disturbed.

The gods appeared in the sky and demanded to know what all the noise was about. "What are you arguing about?" asked one of the gods. All the **animals** tried to answer at once. The noise was deafening. "Be quiet at once!" ordered the gods. "You all have very bad manners." The **animals** were ashamed of themselves. They politely explained one by one what they had been arguing about. Each **animal** explained why he was the most important and why the New Year should be named after him.

The gods thought hard about the problem and decided to involve all the **animals** in a race. "Can you see the big river?" asked the gods. "You can all race across the river and the first **animal** to get to the other side will have the New Year named after him."

All the **animals** agreed to the race; secretly each one thought he would be the winner. They lined up along the bank. "Ready, steady, go!" shouted the gods. There was an enormous splash as all the **animals** leapt into the water.

The race was very close to start with as **Horse, Dragon, Tiger,** and **Ox** swam neck and neck. However, **Ox** was the strongest swimmer and he began to take the lead. **Rat** was not a very strong swimmer but he was very clever. As soon as he saw **Ox** take the lead, **Rat** thought “He’s not going to beat me. I have a plan.” **Rat** swam as fast as he could and just managed to grab hold of **Ox’s** tail. He carefully climbed onto **Ox’s** back without **Ox** noticing him. **Ox** looked around but did not see **rat** on his back. “I’m going to be the winner,” thought **Ox**, “I am well ahead of the other animals. No one will catch me.” **Ox** slowly and confidently waded the last few meters to the bank but clever **Rat** leapt over his head and onto the bank first. “I’m the winner, I’m the winner,” squeaked **Rat**. **Ox** was so surprised. “Where did you come from?” he asked **Rat**.

The gods declared clever **Rat** the winner and named the New Year after him. “Next year will be the year of the **ox** because **Ox** was second.”

One by one, the other **animals** reached the bank. **Tiger** was third, **Rabbit** was fourth, **Dragon** was fifth, **Horse** was sixth, **Snake** was seventh, **Ram** was eighth, **Monkey** was ninth, **Rooster** was tenth, **Dog** was eleventh, and **Pig** was twelfth and last. “You have all done well,” said the gods. “We will name a year after each one of you, in the same order that you finished the race.”

All the **animals** were exhausted but quite happy with this decision because they didn’t need to argue any more.

**Skit: This Is My Land**

**Arrangement:** Four Cub Scouts dressed in costumes of South America, Japan, Africa, and the Netherlands. Each holds a picture or map of his land with narration written on the back. A fifth boy, dressed as Uncle Sam (or in complete Cub Scout uniform), carries the U.S. flag. In turn, boys come on stage and read their parts.

**South America:** I am South America, a big continent known for its exotic foods, rain forests, and minerals. Most of my people speak Spanish or Portuguese. Some of them wear sombreros and serapes. South America! This is my land.

**Japan:** I am Japan. People come from all over the world to see my cherry blossoms and to try to use chopsticks. I am noted for making cars, cameras, and video games. Japan! This is my land.

**Netherlands:** I am the Netherlands, but some people call me Holland. I am known for my windmills, my beautiful tulips, and delicious cheese. Netherlands! This is my land.

**Africa:** I am Africa, the second largest of the six continents. I am many things—gold, diamonds, oil, exotic animals, deserts, and jungles. Africa! This is my land.

(If you have members who came from other countries, or who have heritages from other countries, feel free to add them.)

**America:** I am the United States of America. People come to me from all over the world to find freedom. My customs are those of every land. I aim to offer equal opportunity to everyone. I am the home of the brave and the land of the free. America! This is our land.

## THE GOLDEN RULE IN WORLD RELIGIONS

**Christianity:** All things whatsoever ye would that men should do to you, do ye do to them; for this is the law and the prophets.—Matthew 7:1

**Confucianism:** Do not do to others what you would not like yourself. Then there will be no resentment against you, either in the family or in the state.—Analects 12:2

**Buddhism:** Hurt not others in ways that you yourself would find hurtful.—Udana-Varga 5,1

**Hinduism:** This is the sum of duty; do naught onto others what you would not have them do unto you.—Mahabharata 5,1517

**Islam:** No one of you is a believer until he desires for his brother that which he desires for himself.—Sunnah

**Judaism:** What is hateful to you, do not do to your fellow man. This is the entire Law, all the rest is commentary.—Talmud, Shabbat 31d

**Taoism:** Regard your neighbor’s gain as your gain, and your neighbor’s loss as your own loss.—T’ai-Shang Kan-Ying P’ien

**Zoroasterism:** That nature alone is good which refrains from doing unto another whatsoever is not good for itself.—Dadisten-I-dinik, 94,5



# DECEMBER ROUNDTABLE

## JANUARY 2014 PACK RESOURCE SHEET

CORE VALUE POSITIVE ATTITUDE THEME: LIGHTS! CAMERA! ACTION!



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### POSITIVE ATTITUDE

Having a positive attitude means being cheerful and setting our minds to look for and find the best in all situations. Through participating in various activities at the pack meeting and pack talent show, boys will gain a better understanding of the importance of having a positive attitude whether they are part of the audience or as the center of attention on stage.

**How does this month's theme, Lights! Camera! Action!, represent the Core Value of Positive Attitude?**

Let the spotlight shine on our Cub Scouts. Our Cub Scouts spend many hours in front of the television set. Let's put that to good use this month and use it to promote positive values and a positive attitude. Create a very special red carpet event at this pack meeting, and every Cub Scout will feel like a star.

#### Preopening Activity: Cub Scout Interviews

**Materials:** List of questions to answer.

In true red carpet fashion, have several people with microphones and video cameras interviewing Cub Scouts as they arrive. The interviewers should ask such questions as:

"What exciting things did you do with your den this month?"

"What is involved in earning your current rank?"

"What's the most fun thing you've done with the pack so far?"

"Tell me about some of the belt loops you're wearing."

This can be done at previous meetings during the month or at the previous month's pack meeting so that the interview clips can be played during the pack meeting.

#### Preopening Activity: Actors' Names

How many actors can each boy name? Give out blank sheets of paper and have the boys try to list every actor they can remember. Let them compare notes, if they want—just get their memories working.

#### Preopening Activity: It's Picture Time!

Take a digital picture of each Cub Scout and his family that can be printed at the meeting. Let them decorate a picture frame to put their new family portrait in. Bring things for them to dress up in and make the pictures silly and fun. Den leaders can step in and be "family" for the Cub Scout.

#### Opening Ceremony: Jump Into a New Life

**Materials:** Seven Cub Scouts and an announcer.

**Announcer:** Cub Scouts, you're our stars tonight! Whether you're as famous as someone who appears in the movies, or you're just the guy next door, you're a star. You always do your best, and your positive attitude shines for all to see. For our opening tonight, we're going to share the "Jump Into a New Life" skit.

**Cub Scout 1:** If you can't be a pine on the top of the hill,

Be a scrub in the valley, but be

The best little scrub by the side of the hill

Be a bush if you can't be a tree.

**Cub Scout 2:** If you can't be a bush, be a bit of the grass,  
And some highway happier make;

**Cub Scout 3:** If you can't be a Muskie, then just be a bass—but the liveliest bass in the lake.

**Cub Scout 4:** We can't all be captains; we've got to be crew.  
Here's something for all of us here.

**Cub Scout 5:** There's big work to do and there's lesser to do, and the task we must do is the near.

**Cub Scout 6:** If you can't be a highway, then just be a trail, if you can't be the sun, be a star!

**Cub Scout 7:** It isn't by size that you win or you fail—be the best of whatever you are!

**Announcer:** Please join us for the presentation of the colors.

(The Cubmaster turns over the microphone to the preassigned den for the presentation of the colors.)

#### Opening Ceremony: Cub Scouting—Best Picture Nomination

**Setup:** Have a special podium set up at the front of the room and have envelopes with the lines written on the outsides of them. Have the boys read off each category and then open the envelope to announce the winner.

Leader and four boys:

**Leader:** Tonight we gather to recognize film's greatest achievements and to honor those who have set the stage for even greater shows to come. We will begin our celebration by honoring the production that has earned Best Picture for the past 72 years: Cub Scouting! Here to present the awards are the Cub Scouts from Den \_\_\_\_.

**Cub Scout 1:** Best Director: This award is for those individuals who have provided the right direction to ensure the success of the production. It has taken tireless men and women throughout the history of Cub Scouting to make sure that the show has always earned Best Picture. This award goes to (open the envelope) all of the den leaders, assistant den leaders, committee members, and pack leaders.

**Cub Scout 2:** Best Supporting Role: This award is for the parents, grandparents, and other supporting adults and their families who have stood behind and supported us as we have worked to make the best picture come to life on and off stage. This award goes to (open the envelope) all the families in Pack \_\_\_\_.

**Cub Scout 3:** Best Lead Actor. This award recognizes all of the Cub Scouts who have done their best in being Cub Scouts, without whom there would be no reason for the Cub Scouting program. And this award goes to (open the envelope) the Tiger Cubs, Cub Scouts and Webelos of Pack \_\_\_\_.

**Cub Scout 4:** Finally, the award for best picture theme. Every year we look at all the nominees to determine the best theme that anyone anywhere could hope for. And this year, the award goes to (open the envelope) freedom and justice for all—a theme that everyone around the world wants and a theme that each of us needs to work to achieve, a theme that we, as Americans hold so dear. Please rise and join us in reciting the Pledge of Allegiance.

### **Game: *Jungle Book* Movie Trivia**

**Materials:** As people arrive, hand each one a strip of paper with a *Jungle Book* character listed: Mowgli, Kaa, Baloo, Bagheera, Akela. Estimate the size of your audience, and choose the number of names to have from six to eight people in each group. Everyone can play. Tell participants to tuck the paper away until instructed to pull it out.

**Cubmaster:** Now everyone, pull out the piece of paper you were given at the door. You are to circulate and find everyone who has the same character as you. Form a group and stay together.

(Allow adequate time for the groups to form.)

**Cubmaster:** Next, each group will be given a list of questions to answer as a group. Don't look at the questions until you get the signal.

(Hand out one sheet per group of the following movie trivia questions, all pertaining to **Jungle Book**.)

1. Which character is Mowgli?
2. Which character is Baloo?
3. Which animal raised Mowgli as his own?
4. Who was Shere Khan, and what did he want to do with Mowgli?

**Cubmaster:** Let's give a round of applause to the group that got the greatest number of correct answers the fastest. Everyone form a circle close enough to touch the hand of the person next to you. Start the applause around the circle by clapping the hand next to you, like the "wave" at a football game. Once it goes around, add a high-five all around, and then add a knuckle bump.

#### **Prayer:**

May we act in a manner that shows we remember that the winner is not just the one who crosses the finish line first, but everyone who crosses the finish line.

#### **Song: "Cub Scouts Shine"**

**Tune:** "Three Blind Mice"

Cub Scouts shine,  
Cub Scouts shine,  
We do our best,  
We do our best,  
We honor our country and God every day,  
We work very hard to learn the right way,  
We show everybody the Cub Scout way,  
Our Cub Scouts shine.

(To make the song easier to follow, put the words on a PowerPoint slide. Sing through once as a group, then as a round.)

#### **Song: "Commercial Mix Up"**

**Tune:** "Farmer in the Dell"

Last night I watched TV  
I saw my favorite show,  
I heard this strange commercial,  
I can't believe it's so.  
Feed your dog Chiffon,  
Comet cures a cold,  
Use S.O.S. pads on your face,  
To keep from looking old.  
Mop your floor with Crest,  
Use Crisco on your tile,  
Clean your teeth with Borateem,

It leaves a shining smile.

For headaches take some Certs,

Use Tide to clean your face,

And do shampoo with Elmer's glue

It holds your hair in place.

Perhaps I am confused,

I might not have it right,

To make sure that I understand,

I'll watch TV tonight.

#### **Cheer or Applause: Astronaut Cheer**

**1, 2, 3:** You're outta sight!

#### **Barbecue Applause**

On three, answer, "How do you like your steak?" by saying, "Well done!"

#### **Tony the Tiger Cheer**

They're great!

#### **Advancement Ceremony: Academy Awards Ceremony**

**Preparation:** Cubmaster, as the master of ceremonies, can wear a tuxedo, and ac, as "envelope woman," can wear a formal gown. Set the mood with "fanfare"-type music to be played as the recipients come up to the stage. Awards can be attached to small "Oscar" statuettes cut from card stock.

**Cubmaster:** Tonight we have several nominees for Bobcat. As your name is called, will those boys and their parents come forward to receive this award.

(Assistant Cubmaster, dressed in formal gown, enters and hands envelopes to the Cubmaster.)

**Cubmaster:** And the winners are . . . (Cubmaster reads names of boys receiving awards and, as each comes forward, he hands each an "Oscar" and gives the Cub Scout handshake. Continue for all other ranks.)

#### **Cubmaster's Minute:**

To be a star, you must shine your own light, and follow your own path. Don't worry about the darkness, for that is when the stars shine brightest. Good night, Cub Scouts!

#### **Closing Ceremony: CNN Report**

**Materials:** None.

A news bulletin has just come in, and I have been asked to read it to everyone. CNN reports a new virus has been recently discovered! One person can pass it on to millions, as it is very contagious. The Centers for Disease Control has reported this week that the virus spreads very rapidly from one person to the next. They've put a very interesting name on this virus. It's called a SMILE. Oh! Too late!! I see it on your face already! You've got the virus!

#### **Closing Ceremony: The Stars Will Shine Tonight**

**Materials:** Flashlights.

We have seen all our stars shine tonight. The entertainment tonight brought our Cub Scouts and pack together for an evening of fun. And we all shared in the joy of our stars experiencing new and exciting adventures on their road to stardom (dim lights and stage lights, wave flashlights on ceiling). May our Cub Scouts continue to brighten our lives on their trails of Scouting.

#### **Game: M&M Game**

**Materials:** M&Ms or Skittles.

**Directions:** Pass the bag of M&Ms around the room and have everyone take some in their hand. Each person can take as many as

he wants as long as there is enough for everyone playing the game. No one is to eat the M&Ms until instructed to do so.

Each color of the M&Ms represents a different subject. As a color is chosen, each participant must say something about himself, using the subject matter, for each M&M in that color that he holds. When he is finished talking, he may then eat his M&Ms.

#### Subjects:

Red—Family

Green—Hobbies

Yellow—Pets

Blue—Favorite music

Brown—Favorite books/Stories

Orange—Special about self

#### Game: Cut!

**Materials:** None.

One boy is the director and the other boys are actors. The director gives them something to act out (like grocery shopping or building a house). The director calls out “Action!” and the actors begin to act. When the director calls “Cut!” everyone must stop. If the director sees anyone move, then the actor who moved becomes the director.

#### Project: Footsies (Foot Puppets)

**Materials:** Socks, yarn, wiggle eyes, markers, yarn.

Make puppets using the sole of a clean sock. Glue on yarn hair and wiggle eyes, and use markers to paint faces. The boys sit on the floor behind a curtain and put the socks on. When they move their feet, the puppets move too. Have them do a skit with the Footsies as the actors!

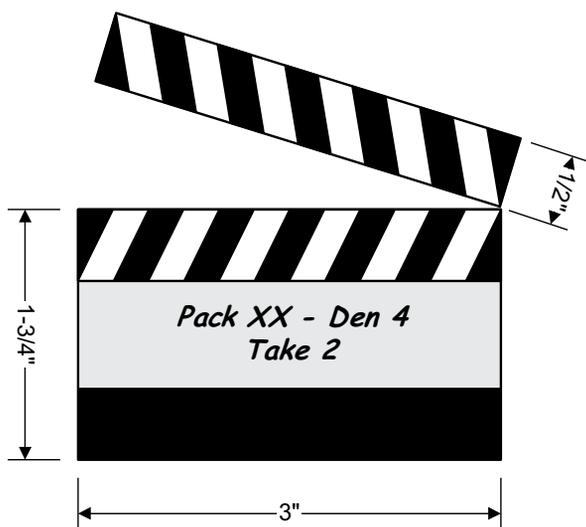
#### Project: Slap-Down Thingamajig

**Materials:** Use a piece of half-inch thick scrap wood cut into two pieces (½ inch by ½ inch by 3 inches) and (½ inch by 1-¾ inches by 3 inches).

**Assembly:** Connect the two pieces with a piece of vinyl or other material to form the hinge. Paint, as appropriate.

#### Focus: Cut! Cut!

Have you ever not wanted to yell this at the top of your lungs as the boys were getting really wound up? Well, now you can, and they’ll love you for doing it. Here’s a theme that gets the film rolling and the creative juices flowing. To start off your pack or den meeting, or in the words of Cecil B “Roll Cameras” Reisel, try using this prop.



#### Audience Participation: Fortunately, Unfortunately

**Materials:** A huge poster with a single letter on it; a can of nuts/bolts to make noise for plane exploding; a towel or handkerchief for a parachute; signs to hang around the necks of the Cub Scouts playing “hero,” “alligators,” and “lions,” and direction signs to indicate “haystack,” “lake,” and “cave.” A pitchfork for a Scout to hold while standing next to a sign announcing “haystack.” The reward—a statuette to indicate the Oscar-winner.

**Cubmaster:** When you hear the following, react like this:

**Fortunately**—Wipe your brow and say in relief, “Whew!”

**Unfortunately**—Put both hands on either side of your face (the *Home Alone* look), with your mouth open in surprise, and say, “Oh!”

**Hero**—Hold up your hands and flex your muscles.

**Narrator:** Our **hero** got a letter (hold up poster). The letter invited him to come to (name your city) to receive an award. **Fortunately**, there was a plane leaving the next day. So our **hero** got on a plane and headed for (your city). **Unfortunately**, the plane blew up. (Hero drops can of bolts for noise and jumps off chair.)

**Fortunately**, our **hero** parachuted to safety (tosses handkerchief). **Fortunately**, there was a haystack on the ground. **Unfortunately**, there was a pitchfork in the haystack. **Fortunately**, our **hero** missed the pitchfork. **Unfortunately**, he also missed the haystack. **Fortunately**, he landed in a nearby lake. **Unfortunately**, the lake was filled with alligators. (Gators chase **hero**.)

**Fortunately**, our **hero** was a good swimmer and made it to land safely. **Unfortunately**, there were lions on the land. (Lions chase **hero**.)

**Fortunately**, our **hero** was a swift runner and was able to outrun the lions by running into a dark cave. **Unfortunately**, the cave was filled with toxic fumes. (Hero staggers to indicate he is dizzy.)

**Fortunately**, our **hero** was able to hold his breath for a really long time while he crawled through the cave to the other side. **Fortunately**, on the other side of the cave, we were all waiting at the pack meeting to welcome our **hero** and give him his just reward. (Present award.)

#### Skit: The Cowardly Lion

**Materials:** Six Scouts.

**Scene:** A group of Scouts are walking along and out jumps a lion.

**Lion:** ROAR!

(Scouts look a little scared)

**Lion (pointing to the smallest one):** ROAR! ROAR! I think I’ll have you for dinner.

**Cub Scout 1:** LEAVE HIM ALONE!

**Lion (now acting scared himself):** You don’t need to make that kind of fuss over it.

**Cub Scout 2:** Why not? You were going to eat our friend.

**Lion:** Because you scared me.

**Cub Scout 3:** Well, that’s what you were trying to do to us.

**Lion:** I know, but now look at me, I’m so scared I’m about to faint.

**Cub Scout 4:** I’ve never seen such a cowardly lion before.

**Lion:** That’s me! I’m really more of a big chicken than a lion. In fact I think I’m even starting to grow feathers (pulls a feather out of his pocket).

**Cub Scout 5:** You know, maybe you should think about joining Cub Scouting.

**Lion:** Why is that?

**Cub Scout 1:** Because when you’re a Cub, you learn about 12 different character traits, and one of them is about being brave.

**Lion:** Really? You mean I can learn about courage if I join Cub Scouting?

**Cub Scout 2:** And a lot of other things too!

**Lion:** Do you think they'll let me join?

**Cub Scout 3:** Anyone can join Cub Scouting.

**Lion:** Do you think I will become brave like you guys?

**Cub Scout 4:** I don't see why not, and besides we were a little scared too, but we had to stick up for our friend.

**Lion:** Isn't that what courage is all about, standing up for what you know is right, even if others tease, scare, or threaten you?

**Cub Scout 5:** I think you've learned something already.

**Cub Scout 1:** So no more jumping out and scaring people, agreed?

**Lion:** Agreed! From now on, I'll be known as a good Cub Scout instead of the cowardly lion.



# JANUARY ROUNDTABLE

## FEBRUARY 2014 PACK RESOURCE SHEET CORE VALUE RESOURCEFULNESS THEME: INVENTION CONVENTION



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### RESOURCEFULNESS

Being resourceful means using human resources and other resources to their fullest. Through participating in the pack recycling projects, boys will gain an understanding of the ways to utilize available resources to accomplish tasks. They will learn that one of the ways to be resourceful is to use their imaginations.

#### How does this month's theme, Invention Convention, represent the Core Value of Resourcefulness?

This month's theme promotes creativity, imagination, and resourcefulness. Close your eyes and dream. Cub Scouts will learn that the sky's the limit when it comes to a great idea. The boys will also learn that anyone with an idea and desire can be an inventor.

#### Preopening Activity: Genius Kits or Tower Building

**Materials:** Have several sets of the following: a large assortment of "blocks" made from scrap lumber, all sizes and shapes; or lots of plastic cups.

Have materials positioned around the roundtable area. Assign leaders to teams as they arrive for roundtable. Have each group try to make something from the set. They can try to build the tallest structure they can from the blocks, or give each team the same number of plastic cups to build a tower. The object is to avoid being the one who causes the stack to fall. Participants can also compete to see who is the most creative, or who can build the tallest tower.

#### Preopening Activity: Who Invented It?

**Materials:** A collection of pictures of famous inventions. A list with the names of the inventors. Assign dens (with parents), families, or teams to match up the invention with the inventor. Some ideas:

- |                      |                              |
|----------------------|------------------------------|
| 1. Telephone         | A. Edmund Cartwright         |
| 2. Phonograph        | B. Cyrus McCormick           |
| 3. Telegraph         | C. Samuel F. B. Morse        |
| 4. Dynamite          | D. The DuPont Company        |
| 5. Power loom        | E. Thomas Alva Edison        |
| 6. Steamboat         | F. Galileo                   |
| 7. Reaper            | G. Charles Goodyear          |
| 8. Vulcanized rubber | H. Alexander Graham Bell     |
| 9. Nylon             | I. Sir Alexander Fleming     |
| 10. Thermometer      | J. Robert Fulton             |
| 11. Penicillin       | K. Wilbur and Orville Wright |
| 12. Airplane         | L. Alfred Nobel              |

**Answers:** 1-H, 2-E, 3-C, 4-L, 5-A, 6-J, 7-B, 8-G, 9-D, 10-F, 11-I, 12-K

#### Opening Ceremony: Invention Convention

**Materials:** Cubmaster and six Cub Scouts holding cards with their assigned letter and a picture of the invention on front and script on back.

**Cubmaster:** This month's theme is "Invention Convention." And we've something to tell you about some genius inventors.

**Scout:** "G" is for Gutenberg. He invented moveable type for printing, so that we can have books, papers, and magazines to read. He was resourceful in applying what he learned from others.

**Scout:** "E" is for Edison. He gave us many electrical ideas, but perhaps his greatest was the light bulb to help light up our world. He was resourceful in using over 1,000 different materials before finding the one that worked.

**Scout:** "N" is for Newton. He discovered gravity and worked with electricity. He was resourceful, using that apple for inspiration.

**Scout:** "I" is for Irving. He was a genius with his pen. He wrote many stories, which young and old have enjoyed for ages. He was resourceful in learning about where he lived.

**Scout:** "U" is for Urey. He made his discoveries in chemistry and nuclear power, which will be used for many generations. He was awarded the Nobel Prize in 1934 for his discoveries.

**Scout:** "S" is for "Scouting," which helps every boy develop genius in his very own way. Cub Scouts are always resourceful when they do their best.

**Cubmaster:** Now let us salute the genius that is in every boy by standing and saying our pledge to the flag of our country.

**Prayer:** Be Resourceful

Help us to be resourceful as we strive 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 be reminded of the wonder and beauty of the creation around them as they do their best to invent new things. Amen

#### Prayer: Thanks for Our Families

We give thanks for our families, our blessings, our Cub Scouts, and their creative minds. Help us to encourage their resourcefulness, creativity and individuality. Amen.

#### Song: "Our Invention"

**Tune:** "Frere Jacques"

First we build it, then we test it.

Does it work? Does it work?

Shouldn't it be moving?

Shouldn't it be stirring?

Doesn't work, doesn't work.

What to do now? How to fix it?

Will it work? Will it work?

Tinker with the wires,

Checking the connections,

Doesn't work, doesn't work.

Stop and think now. What is missing?

This might work! This might work!

Looking for the button,

Switching on the power,

Now it works, now it works!

### Cheer or Applause: Invention Cheer

I've made it, I've made it.

Don't know what it is, but I've made it!

#### “Cub”struction Cheer:

Hammer, saw, nail;

Put to the test.

You'll never fail

When you Do Your Best!

### Advancement Ceremony: Invention Convention

**Equipment:** Box made up to look like a computer, large cards with Bobcat, Wolf, etc., on them; awards.

**Cubmaster:** In keeping with this month's theme, invention convention, I would like to unveil my latest invention. (Uncover or bring in computer.) This amazing device is able to collect all the information that comes in from our pack committee members, den leaders, Webelos den leaders and parents. It can then determine which Cub Scouts and Webelos Scouts are eligible for which awards. Allow me to demonstrate. (Hold up Bobcat card. Insert into slot in machine. Pick up pre-positioned Bobcat awards from rear of box.)

**Cubmaster:** Will (name) and his parents please come forward? (Present awards).

(Follow similar procedures for awards of Wolf, Bear, Arrow Points and Webelos badge and activity awards.)

(Hold up Arrow of Light card. Insert into machine. Call for Arrow of Light recipient.)

**Cubmaster:** These young men may or may not be inventors, but they have shown the truth of Thomas Edison's saying that 90 percent of success is perspiration. They have worked long and hard, some as long as three years, to achieve their goals. What they built was not a better mousetrap, but something far more valuable to the world today: better young men. In recognition of this achievement, we present them with an award that is so highly thought of that it is the only Cub Scout badge that can be worn on all other Scout uniforms. (Present awards) I want to congratulate all of you and your parents. The whole pack is proud of your accomplishments and we're sure you will continue to Do Your Best.

### Advancement Ceremony: Inventor's Resourcefulness

**Props:** Cubmaster in a work smock with a carpenter's tool belt. Awards and mothers' pins are taped to wood scraps and other things hidden in tool belt. Be sure to emphasize the “puns” throughout the ceremony.

**Cubmaster:** Tonight, we have some boys who “saw” the opportunity to “nail down” some advancement using their resourcefulness and inventing new approaches to finish the achievements. At times these boys had to keep “hammering” on some of the tougher requirements, but they kept on “drilling,” “carving,” and “sanding” and finally “cut” through. We “wood” like to honor them tonight. Will Cub Scout \_\_\_\_ please come forward with his parents?

**Cubmaster:** \_\_\_\_ has “chiseled” through the requirements for the Wolf badge. (Cubmaster takes the Wolf award from his tool belt and holds it up.) We “wood” like to have his parents present him this award. (Cubmaster hands the award to the parents who present the boy the award.) “Wood” you please pin the mother's pin on your mother.

(Create similar presentation lines for other awards to be given that night. Other “puns” which could be used when presenting awards include: “filed,” “planed,” “sharpened,” “glued,” “cut,” “painted,” or any other tool-related name or adjective.)

### Cubmaster's Minute: Your Toolkit

Tonight's theme, invention convention, is about inventing, creating, and building things. Anything worth inventing takes some thoughtful planning. We need to know what materials we need, what rules we have to follow, and when we need to get it done. While you're inventing something useful, you are also increasing your skills. Even if you had a tough time doing it this time, it won't be so hard the next time. You're not only inventing cool stuff, but you're inventing your own personal toolbox of skills that you will carry with you for the rest of your life.

### Closing Ceremony: Boy Genius

**Setting:** Five uniformed Cub Scouts line up in front of the room and speak the following lines. (They may hold posters with representative pictures on the front and the script on the back).

**Cub Scout 1:** Everyone cannot be brilliant, everyone cannot be smart. I may not be a genius, but I can build a neat go-cart.

**Cub Scout 2:** I can dam a stream with boulders. I can climb trees to the top. I can run for blocks and never even stop.

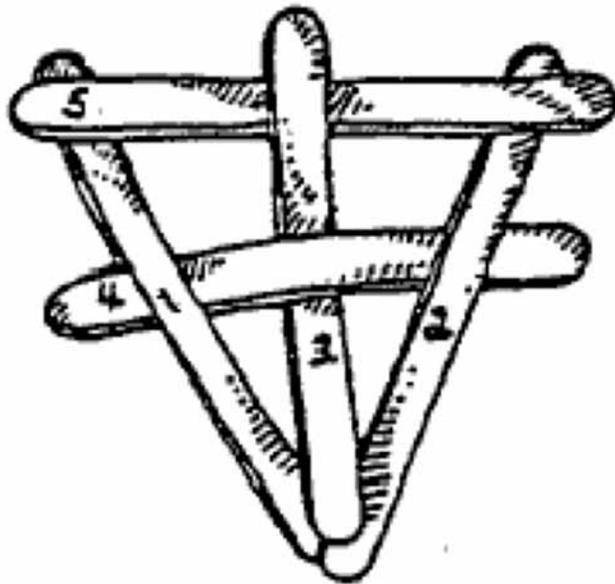
**Cub Scout 3:** I can't solve a chemical equation or explain Newton's rule, but I can make a peanut butter sandwich that will really make you drool.

**Cub Scout 4:** I don't know much about flowers, but smelling them is a joy.

**Cub Scout 5:** I don't think I'm a failure. I'm a genius at being a boy! Good night!

### Game: Amazing Flying Machine

**Materials:** Five craft sticks (tongue depressors work best).



1. Weave the five sticks together as shown.
2. Fly it like a Frisbee. The plane “explodes” on contact with the ground or other surfaces.
3. Assemble it again, and have more fun.

### Game: Paper Airplane Contest

**Materials:** Paper.

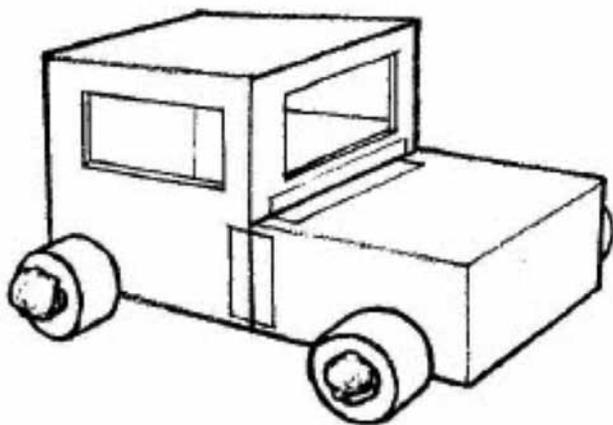
Give each boy one sheet of paper. Have each one design and make airplanes by folding the paper. No other materials may be used. Have a contest judging the planes in one or several categories. Winners can be based on distance, loops, tricks, or landings. It is best to allow the boys to do the judging. Everyone will be a winner!

### Game: Genius Balloon Race

Divide your group evenly into teams. Set up a goal at the other side of the room. Line your teams up opposite the goal. Give a balloon to the first person in each line. Tell them that they must go down to the goal and back carrying the balloon, give it to the next person in line who does the same thing, and repeat the process to the last player. The first team to finish with all the players is the winner. What makes this a genius race? Simple—no one is allowed to touch the balloon with their hands! It takes a genius to figure out how to transport that balloon! One little concession: Let the receiving person touch the balloon or they may never pass it from one to another.

### Activity: Motor Car

**Materials:** Two juice or small milk boxes, pipe cleaners, four bottle caps, modeling clay, scissors, markers, tape, and paint



Draw the front opening and the windows of your car on one of the empty boxes. Cut out the windows and front. Cut out the side of the second box, and attach it to the first box to form the hood of the car. Then fold it and attach it to the front opening with tape. Paint the boxes. Make two small holes on each side of the box, and slide the pipe cleaner through. Poke a hole in the center of the bottle caps. Attach the bottle caps to the pipe cleaner, and secure with a small piece of clay.

### Project: Genius Kits

Those who haven't at least seen a description of the genius kit or who have never done one are really missing out on one of the most incredible, eye-opening activities imaginable! Because the results are never the same, and because everyone enjoys it so much, this activity can be done at least every couple of years. A description follows:

#### From New Birth of Freedom Council:

##### What Is a Genius Kit?

It's a group of 20 or more odds and ends thrown together into a container and given to a boy so he can turn the pieces into a creation of his own. (Variations include letting the boys pick their own items from a large open container of odds and ends.)

The object of the genius kit activity is to let the kids use their imaginations to come up with the most unbelievable creation using only the items in the kit. You will be amazed at the results!

How do you run a genius kit activity? It can be run in two different ways: One is to give the kids a chance to pick their own items from a general junk bin, and then let them work on making their creations. The other way is to give each boy an identical genius kit and have each one come up with his own creation. You can also customize rules depending on how you want to conduct the event.

For example, when all the boys have the same items, you might want to instruct the boys that only the materials supplied and clear glue can be used. This keeps them from adding to their creations so you can maintain a level playing field.

Finally, this activity doesn't lend itself to a large group setting. The hot glue and white glue can end up everywhere and might hurt someone. You might choose to have the boys work on the projects at home and bring them in for display and judging.

To judge the projects, create several categories and be generous with ribbons.

#### From Baltimore Area Council:

The genius night pack meeting is designed to challenge the creative imaginations of parents and sons. In preparation for the pack meeting, a committee collects the building materials ahead of time (enough for every Scout to have an identical set of parts). Each parent-son team is given a bag of identical scrap objects. The object is to see which team can dream up and build the most unusual invention, making the best use of the parts. Creating and building can be done at the meeting, or the teams can bring their creations to the next meeting.

**Suggested items:** One piece of cloth (12 inches by 18 inches); one golf tee; four craft sticks; a 12-inch piece of quarter-inch dowel; four corks; 12 tacks; one board, 1x6x10 inches; eight nails, each 1-inch long; one small tube of glue; a 4-foot length of string; one No. 2 can; one wire coat hanger; six pipe cleaners; two empty thread spools.

**Rules:** Use only the materials found in the kit bag. You do not have to use everything, but you cannot add anything. You may cut the parts into pieces using hand-tools (drill, knife, saw, hammer, sandpaper, or any other tool). Bring genius construction to the next pack meeting. Use lots of imagination and have fun!

#### Genius Night With a Shut-In Friend

Plan a special night with a shut-in or perhaps a resident of a care center. Have the boys collect things for a gigantic genius kit. You will not need multiples of each item, just a large variety of items. Try to include yarn, buttons, material scraps, seeds, scrap wood, straws, old wheels from broken toys, macaroni, paper bags, lids, twigs, paper clips, etc. The wider the variety, the more fun you'll have. Don't forget to take along hammers, nails, glue, scissors, needles, thread, and large pieces of cardboard. Now take your genius kit and Cub Scouts for a visit to the care center.

Divide the boys into groups of two to work with each group of adults. Each group then creates something from all the items you have brought. After all the groups are done with their projects, take a picture of the project and the genius makers. If possible, have a Polaroid; if not, be sure to make a return visit to the center with the prints. Print enough pictures so that all participants, young and old, can have their own.

#### From a pack in Los Alamos, NM:

**Your task:** Create a never-before-seen genius kit invention, following these rules: Your parents or other adults may help with hints and suggestions, but it should be your project. Bring your genius kit project and your adult helpers to the pack meeting. Be prepared to explain to the judges what it is and how you made it. Each den will have a display table. Use only those materials in your genius kit and optional extras. You don't have to use everything, but you cannot add anything else. Cut the items or shape them any way you like. Use any tools you want. (Please do not use power tools without a parent's permission). Use your imagination and have fun.

**Contents of your genius kit:** Two plastic cups; one clothes pin; two balloons; one slime-colored, brick-shaped block; two flexible straws; one spark doodad (without a spark); one green sphere; one piece of flat, rectangular mesh; four shiny pipe cleaners; two wooden craft sticks; two paperclips. Optional extras: glue, tape, string, or wire, provided that the final invention does not have more of these extras than the number of items in the original kit.

The project may be mounted on a piece of cardboard or board no larger than an 8½-inch by 11-inch piece of paper.

**Audience Participation: Norman the Genius**

Divide audience into four or five parts (Norman may be one person if there is a big group, or the entire group may play Norman if there is a small group). Assign each group a part to perform when the designated word is read in the story. Practice as you assign parts.

**Norman:** raise both hands and say, “Oh, my!”)

**Genius:** All clap and cheer.

**Right and This:** Raise right hand.

**Left and That:** Raise left hand.

This is the story of **Norman**, a boy who wanted very much to be a **genius**. But no matter how hard he tried, it just didn't work out. You see, **Norman** had a problem -- he could not tell **right** from **left**.

At school, the teacher would say, “When you know the answer, raise your **right** hand”. By the time **Norman** figured which hand was which, it was too late. At home, it was the same. It was “**Norman**, you have your **left** shoe on your **right** foot.”

Things weren't any better outside. In football, they'd send him in at **left** end and he'd be **right**. In baseball, they'd yell, “**Norman**, move to your **left**.” He'd move to the **right**. Poor **Norman**. No matter what he did, it wasn't **right**. Or **left**, but **Norman** was determined. Finally, he figured out what to do. He'd call it **this** and **that**. **This** for **right** and **that** for **left**. Somehow, it all seemed easier. And in no time, he had it down pat.

One day, while **Norman** was home alone, a burglar forced his way in. **Norman** was frightened. The burglar asked where his mother's jewels and furs were. **Norman** said, “In the closet.” But when the burglar said, “Which was it **that**?” **Norman**, of course answered, **left**. The burglar followed these instructions and found himself in the kitchen. Being smart burglar, he said, “**This** isn't **right**.” And **Norman** said “Oh yes it is—but you asked for **that**.” The burglar became angry and said, “Now listen, I asked where the closet is! Do you understand **that**?” **Norman** answered, “Oh yes, that is **left**.” The burglar said, “**This** is enough!” And **Norman** said, “No, **this** is **right**.” Exasperated, the burglar said, “Oh, forget it. Just tell me where the closet is.” And **Norman** said, “Turn **this**.” But, naturally, the burglar misunderstood and turned the knob on the door in front of him and plunged headlong down the basement stairs. Just then, **Norman's** parents came home, and when he told them what had happened, his father said the words he'd been waiting so very, very long to hear: “**Norman**, you're a **genius!**”

**Skit: Who's a Genius?**

**Materials:** Graduation hats, numbers, signs.

**Personnel:** Five Cub Scouts with graduation hats on and numbers 1–5 on their shirts, two (minimum) judges and Cubmaster.

**Cubmaster:** We are here to determine the greatest invention of all time. Our judge will make the decision. Inventor No. 1, what is your invention?

**Cub Scout 1 (holds up a picture of a light bulb):** The light bulb! It brightens up everyone's life.

**Cubmaster:** Thank you. Inventor No. 2, what is your invention?

**Cub Scout 2 (holds up a picture of a telephone):** The telephone. It helps people talk to one another.

**Cubmaster:** Thank you. Inventor No. 3, what is your invention?

**Cub Scout 3 (holds up a picture of a car):** The car. It helps you get from one place to another.

**Cubmaster:** Thank you. Inventor No. 4, what is your invention?

**Cub Scout 4 (holds up a picture of a television):** The television. It entertains you.

**Cubmaster:** Thank you. Now will the judges please decide on the greatest genius.

**Judges (ponder for a minute, and then make a decision):** None of them.

**Cubmaster:** Then what is?

**Judges:** The Cub Scout is the greatest invention of all time! Cub Scouts are bright like the light bulb. They communicate like telephones, they get from one place to another like cars. And they are much more entertaining than television. Cub Scouts are the greatest invention in the world!

**Skit: Too Perfect**

**Cast:** Cub Scout, two parents or adult family members.

**Props:** A chair. Optional props are “widget” pieces (interlocking building blocks or other toy pieces), table, and phone

**Scene:** Cub Scout is sitting in a chair, facing the audience and working on building a project. The parent walks in.

**Parent:** I'm going to start dinner now. What are you doing?

**Cub Scout (excited):** I'm building a widget for my Cub Scout project! This next piece is going right here, see!

**Parent (frowning):** Hmm... what if you put it there instead?

**Cub Scout (not thrilled):** Oh. Well, okay, if you think so.

**Parent (getting into it):** And if you put the next piece there, see how it makes the whole thing more symmetrical?

**Cub Scout (puzzled):** More what?

**Parent:** Symmetrical. Here, I'll show you. (The parent nudges the boy off the chair, sits and starts adding pieces to the widget.)

**Cub Scout:** But...

**Parent (not paying attention):** There. Where's the next piece? (The boy hands the parent the next piece, leans in, and points to the widget.)

**Cub Scout:** Look, I was gonna—

**Parent:** No, no, no. I've got a better idea. Just watch.

**Cub Scout:** But, but. . .

**Parent:** Look, you want this to be perfect, don't you?

**Cub Scout (dejected):** I guess so...(Phone rings.)

**Parent:** Can you get that? I need to concentrate on this little piece here. (The boy answers phone. His posture and voice show his discouragement.)

**Cub Scout:** Hello? Hi, (name). (Mom/Dad) is kinda busy right now. Me? (Gets an idea.) I'm going to make dinner tonight for my Cub Scout project! (The parent and boy freeze. The parent stands and they face the audience together.)

**Parent:** Parents, please remember!

**Cub Scout:** Help me understand my task.

**Parent:** Answer any questions he may ask.

**Cub Scout:** Give me scissors, paints, and glue . . .

**Parent:** Paper towels, and encouragement, too.

**Cub Scout:** Help me work safely. But let me do the rest.

**Parent:** It doesn't have to be perfect . . .

**Cub Scout:** If I Do My Best!



# FEBRUARY ROUNDTABLE

## MARCH 2014 PACK RESOURCE SHEET

### CORE VALUE COMPASSION THEME: PET PALS



#### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

##### COMPASSION:

Being compassionate means being kind and considerate and showing concern for the well-being of others. Cub Scouts will develop care and concern for the well-being of others by participating in the effort to collect items for charities.

#### How does this month's theme, Pet Pals, represent the Core Value of Compassion?

Compassion is having care and concern for the well-being of others. Those others do not have to be people. This month we focus on having compassion for animals, especially our pets.

#### Preopening Activity: Animal Scramble

**Materials:** One index card per player, pencil or pictures of animals, tape or pins

Write the names of common animals on index cards or put a picture of the animal on each card. (Pictures will allow younger children to give more accurate answers.) Pin or tape the card on the back of each player's shirt. Players ask questions of other players to get clues to their own identities. They should ask only one question of each person and have that person ask one question of them so they can mingle with the other players. Answers are limited to "yes," "no," maybe," and "I don't know." Players continue to ask questions to discover characteristics about their animal until they are able to guess who they are. A player might ask questions such as: "Am I a predator?" "Do I have a tail?" "Do I have four legs?" "Am I active at night?" "Do I live in the forest?"

#### Opening Ceremony: Always Do Your Best

**Materials:** Four boys

**Cub Scout 1:** A good Cub Scout remembers to feed a pet and take care of it always. (Holds up card that says "Always.")

**Cub Scout 2:** Pets need company and someone to play with. Left alone, a pet becomes lonely. Playing and spending time with your pet is the right thing to do. (Holds up card that says "Do.")

**Cub Scout 3:** Always remember that your pet needs your care and it is your responsibility. (Holds up card that says "Your.")

**Cub Scout 4:** Pets often learn to greet you when you get home from school. Knowing that a pet likes to be with you is the best. (Holds up card that says "Best.")

**ALL:** With your pets, always Do Your Best!

#### Opening Ceremony: All I Really Need to Know I Learned From My Dog

This also could be an opening, closing, or a series of run-ons.

**Personnel:** Narrator and any number of Cub Scouts

**Setting:** Have lines on back of cards with pictures of dogs on the front. Follow readings with the Pledge of Allegiance. Combine lines to accommodate the number Cub Scouts.

**Narrator:** All I really need to know I learned from my dog. Here are some examples: (Select the lines you wish to use. Use as many Cub Scouts as you wish.)

- There's nothing like the pure ecstasy of fresh air and the wind in your face.
- When loved ones come home, always run to greet them.
- Take naps, and stretch upon rising.
- Run, romp, and play daily.
- Be loyal.
- Never pretend to be something you're not.
- Eat with gusto and enthusiasm.
- If what you want lies buried, dig until you find it.
- When you leave your yard, make it an adventure.
- Bond with your pack.
- On cold nights, curl up in front of a crackling fire.
- When you're excited, speak up.
- When you're happy, dance around and wag your entire body.
- Delight in the simple joy of a long walk.
- On hot days, drink lots of water and lie under a shady tree.
- Playtime is important.
- Every day can be an adventure.
- Sometimes a bark is worse than a bite.
- Too much of anything will make you sick.
- It's hard to stay mad at something cute.
- Looking adorable or pitiful can work in your favor.
- It's nice to be taken care of.
- Accidents happen.
- Play nicely with others and they'll play nicely with you.
- Stop and smell the roses, the dirt, and the grass.

#### Prayer:

May each person here always remember how very important it is to show care and concern for all animals. May we always do our best to care for our pets. May each of us become a truly compassionate person.

#### Song: "Welcome Song"

**Tune:** "London Bridge."

Our Cub Scout pack welcomes you, welcomes you, welcomes you,  
Our Cub Scout pack welcomes you to our meeting.

We hope that you enjoy this night, enjoy this night, enjoy this night,

We hope that you enjoy this night at our meeting.

**Song: “Bingo”**

There was a farmer, had a dog,

And Bingo was his name-o

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,

And Bingo was his name-o.

There was a farmer, had a dog,

And Bingo was his name-o.

(Clap)-I-N-G-O, (Clap)-I-N-G-O, (Clap)-I-N-G-O.

And Bingo was his name-O.

(Repeat. Each time replace one more letter of Bingo’s name with a clap.)

**Cheer or Applause**

**Cat’s Meow Cheer:** “You’re the cat’s MeeeeOOOOW!”

**Alligator Applause:** Alligator opens his mouth very slowly, then snaps shut very fast. Both hands together start opening from fingers and palm, keeping wrists together, then snap hands together very fast. Repeat 3 times.

**Beehive Cheer:** Leader instructs everyone to start humming. When he raises his hands, the humming gets louder. When he lowers his hands, the humming gets quieter.

**Coo-Coo Bird Cheer:** Coo-coo, coo-coo, coo-coo.

**Elephant Cheer:** Hold arms down in front of you like a trunk, putting hands flat together. Lean over slightly and swing arms slowly back and forth while bringing fingers of both hands up and down saying “peanuts, peanuts.”

**Mosquito Applause:** With hand, slap yourself on the neck, arms, legs, etc.

**Advancement Ceremony: Rescue Dog**

**Materials:** Have a stuffed dog with a red vest or saddle bags marked “rescue.” Awards can be placed in a pocket on the sides of the vest or in a barrel tied under the dog’s neck that can be made out of a large cardboard tube.

**Cubmaster:** Gentlemen, when a rescue dog comes to someone’s aid, he shows compassion—he is helping to care for the person. It is so important that we show special compassion not only for rescue dogs, but for all animals. Guys, tonight we need a rescue—we need someone to bring our awards. (The assistant Cubmaster runs in carrying Rudy the Rescue Dog.)

**Assistant Cubmaster:** Look who I found by the front door.

**Cubmaster:** Wow! We are so lucky. Rudy the Rescue Dog has arrived just in time with the awards for our Cub Scouts. Let’s show him how much we appreciate him by giving him a big hand. Now let’s celebrate by presenting the awards earned this evening. Will (call the name of the Cub Scout to receive the award) and his parents please come forward? (Cub Scout’s name) has earned (name of the award). (You may call up Scouts in groups by awards being presented. For example, all boys who have earned the Bobcat award can be called forward at the same time.)

**Advancement Ceremony: Best Friends Advancement**

**Cubmaster:** You know, I think that old saying about a dog being man’s best friend is true. My best friend is my dog.

**Assistant Cubmaster:** Goldfish are nice!

**Wolf leader:** Not me. My best friends have been Bobcats. But now they all want to be Wolves.

**Cubmaster:** Wolves!

**Assistant Cubmaster:** I said, goldfish are nice.

**Wolf leader:** I have a list of my friends here now. They worked so hard that now their wish can come true and they will be Wolves.

**Cubmaster:** Let me see that list. Will the following Cub Scouts and their parents please step forward? (Calls out list of names.)

**Cubmaster:** Having completed all the requirements and doing your best, I hereby present to you this patch and card to show that you have now become Wolves. (Presents awards and shakes hands.)

**Cubmaster:** Now Wolves, please present these pins to your parents as a token of your appreciation for their support in helping you fulfill your wish. (Hands pins to the boys, who present pins to their parents.)

**Bear leader:** My best friends all want to become Bears.

**Cubmaster:** Bears!

**Assistant Cubmaster:** Goldfish are nice.

**Cubmaster:** (Repeats process for Bear Scouts.)

**Webelos den leader:** My best friends all want to become Webelos Scouts.

**Cubmaster:** Webelos? What kind of pet animal is a Webelos?

**Webelos den leader:** A wild one.

**Assistant Cubmaster:** I still think goldfish are nice.

**Cubmaster:** (Takes list of Webelos Scouts from den leader and repeats process.)

**Cubmaster:** In conclusion, our assistant Cubmaster hereby receives the Friends of the Goldfish award! (Hands him a bag of Goldfish crackers.)

**Assistant Cubmaster:** My favorite!

**Cubmaster’s Minute:** Lord Baden-Powell, the founder of Scouting, said, “An animal has been made by God, just as you have been. He is therefore a fellow creature.” Gentlemen, tonight we have focused on the Core Value of compassion. We have been reminded that compassion is showing care and concern for others. Tonight we have focused on showing care and concern for animals, especially our pets. Remember what Lord Baden-Powell said—animals are fellow creatures and we should treat these creatures with compassion, just as we treat each other with compassion. As we grow in Scouting and in our lives, may we strive every day to show compassion to all creatures.

**Closing Ceremony: If a Dog Can**

**Materials:** None

With all the wonderful skills dogs can learn, there is one thing they cannot do. Dogs cannot see colors. As a matter of fact, monkeys and apes are the only animals that can see colors. Do you ever feel like you cannot do something because you are too small, too clumsy or too young? Well next time you do, remember the dog and how he can retrieve objects, guide the blind, track lost people, and more, all without being able to distinguish colors.

**Game: Cat’s Tail**

**Materials:** Even number of players; pieces of cloth of yarn, different colors for each team

**Activity level:** Moderate.

Divide the group into two teams. Hide several pieces of cloth or yarn—a different color for each team. One boy on each team is “cat without a tail.” On a signal, all players search for “tails” of their color. As each is found, it is tied to the belt of their cat. The winner is the team whose cat has the longest tail at the end of five minutes.

### Game: Pet Mix-Up

This game is played with all the players blindfolded. Divide players into different teams of pet animals with about three on each team. No one is to tell what his animal is. Players are then scattered around the room at random. On signal, the players begin to make their animal calls trying to find their teammates. Players may not make any other noise except the noise that the animal makes. When they find all their team members, they link elbows. The first team to find all their members is the winner.

### Activity: Virtual Pet Show

**Materials:** None

Instead of having a real pet show, boys bring drawings or photos of their pet (see Bear Elective No. 11). Set up an area in the room where the boys can display their “pets.” People can go around the area looking at the virtual pets. Each boy stands next to his pet’s photo and talks about his pet. They can also bring one or two of their pet’s favorite toys, food, or maybe a tape recording of their pet’s voice. Those boys who do not have pets may create imaginary ones (pet dinosaur? pet gorilla?) and have a showing with drawings and other paraphernalia.

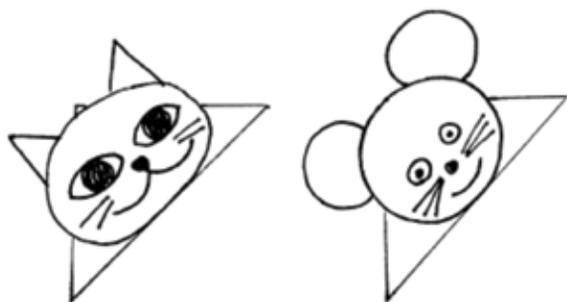
### Project: Easy Turtle Racers

**Materials:** Egg carton, permanent markers, marbles, scissors

Cut the cups from the egg carton and use markers to color them so they resemble turtles. Place a marble under each cup. Start your race at the top of a paved incline or wooden ramp and race them down the hill. Try to predict which turtle will win the race.

### Project: Page Pets

**Materials:** Used envelope; colored paper; markers; scissors; glue



Clip a bottom corner from an envelope. Draw the head of your favorite pet on colored paper and cut it out. Glue the head onto the envelope corner. Add eyes, nose, mouth, ears and other features with a marker, or cut it from colored paper and glue it on the envelope corner. Place page pet on the corner of the page as a bookmark.

### Audience Participation: Little Rabbit

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

Little Rabbit: “Hoppity hop.”  
Mother Rabbit: “Oh dear.”  
Feather: “Flutter, flutter.”  
Forest: “Rustle, rustle.”

There was once a **Little Rabbit** who didn’t mind **Mother Rabbit** very well; and never, never told her where he was going when he went out to play. One particular day, **Little Rabbit** was playing just outside his house when a pretty **feather** came floating by.

**Little Rabbit** found that when he threw the **feather** in to the air, the wind would carry it tumbling along. Poor **Little Rabbit** completely forgot **Mother Rabbit’s** orders about not straying and kept throwing and following the **feather** until he was deep, deep into the **forest**.

All of a sudden, **Little Rabbit** discovered that he was lost. This part of the **forest** was strange to him. **Little Rabbit** forgot all about his **feather** and started running and running, trying to find his way home. Everywhere **Little Rabbit** ran, the **forest** grew stranger and stranger. He missed **Mother Rabbit** very much. **Little Rabbit** knew **Mother Rabbit** would be worried about him and he felt so foolish for following the **feather** without watching how far he was going. Then **Little Rabbit** saw a deer and asked the deer if he could tell him how to get back to his home at the edge of the **forest**. The deer could not tell him, and this made **Little Rabbit** even sadder. He wished so much that he had minded **Mother Rabbit** and not wandered into the **forest** chasing the **feather**.

About now, though, **Mother Rabbit** was starting to search for **Little Rabbit**. The animals along the way told **Mother Rabbit** about **Little Rabbit** chasing a **feather** into the **forest**. All the animals thought he was so foolish. **Little Rabbit** was thinking about how the sun came rising over the **forest** each morning, and disappeared over the meadow at night. So **Little Rabbit** decided that if he followed the sun as it crossed the sky, it would lead him through the **forest** and all the way home. As **Little Rabbit** was running and following the sun, he thought of how foolish it was not to listen to **Mother Rabbit**. Ahead of him, **Little Rabbit** saw **Mother Rabbit**, and his heart leaped with joy. He vowed to never disobey her again.

**Skit or Run-On:** I’m a Rabbit

**Materials:** None.

**Cub Scout 1:** Ask me if I’m a rabbit.

**Cub Scout 2:** Okay. Are you a rabbit?

**Cub Scout 1:** Yes. Now ask me if I’m a porcupine.

**Cub Scout 2:** Are you a porcupine?

**Cub Scout 1:** No, remember? I told you I was a rabbit!

**Skit: Invisible Pet**

**Materials:** Three Cub Scouts

**Cub Scout 1 (dragging a leash behind him):** Come on boy, let’s go.

**Cub Scout 2:** What are you doing?

**Cub Scout 1:** I’m taking my dog for a walk.

**Cub Scout 3:** I don’t see any dog. You’re just dragging a leash along.

**Cub Scout 1:** That’s because it is an invisible dog.

**Cub Scout 2:** Invisible dog?!

**Cub Scout 1:** My mom says I can have a real dog if I learn to be responsible and take care of it. I have to feed him, and walk him and just be his friend. If I do that, then my folks will take him to the vet and get all his shots.

**Cub Scout3:** So you are just practicing on a pretend dog at first?

**Cub Scout 1:** I am now. The pretend elephant was just WAY too much work!



# MARCH ROUNDTABLE

## APRIL 2014 PACK RESOURCE SHEET

### CORE VALUE FAITH THEME: MY FAMILY TREE



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### FAITH

Having faith means having inner strength or confidence based on our trust in a higher power. Cub Scouts learn that it is important to look for the good in all situations. With their family guiding them, Cub Scouts will grow stronger in their faith.

#### How does this month's theme, My Family Tree, represent the Core Value of Faith?

Faith means having inner strength and confidence based on trust in a higher power. Understanding one's family tree, ancestors, and heritage brings stories to life of the strength and confidence of our family members. It also tells of their belief and trust in a higher power that helped bring them safely to the United States. In years past, many immigrants traveled by boat. The faith they had in that boat and their journey would change their lives!

#### Preopening Activity: Where Are You From?

**Materials:** Large U.S. map and smaller world maps on letter-size paper

Direct participants to the U.S. map mounted on a wall or easel. Ask them to put a pushpin in the U.S. map indicating where they grew up. On their world map, ask them to color in the countries from whence their ancestors came. Then they are to go talk with others and have them color in their countries of origin. Have a prize for the person who gets the most countries.

#### Preopening Activity: My Family Tree



**Materials:** A picture of a tree trunk with the proper number of branches/positions for a three-generation family tree; paper cutouts of leaves on which people's names can be written

Have participants paste together a three-generation family tree on the tree trunk.

#### Opening Ceremony: Family Tree

**Personnel:** Six Cub Scouts and Cubmaster

**Materials:** Large cutouts of leaves each with a letter from the word "family" written on them. A large "tree trunk" (carpet roll, papier mâché). After the opening, the tree trunk will be positioned on stage so the word "family" remains visible for throughout the pack meeting

**Cub Scout 1:** F is for FAMILIES we belong to.

**Cub Scout 2:** A is for ANCESTORS and all who have come before us.

**Cub Scout 3:** M is for the MANY things that we can learn from them and about them.

**Cub Scout 4:** I is for the INDIVIDUALS who make up each family.

**Cub Scout 5:** L is for the LEGACY we can leave through service and good works.

**Cub Scout 6:** Wait a minute! Isn't there something missing?

**Cubmaster:** Yes! Y is for YOU! (Cubmaster gives Cub Scout 6 the leaf with "Y" on it. Cubmaster positions the trunk of the tree. The Cub Scouts place their leaves on the tree.)

**Cubmaster:** We need YOU to make our pack family complete!

**ALL:** Let's honor our ancestors and legacy by reciting the Pledge of Allegiance to our flag.

(Everyone stands and recites.)

#### Prayer: Thanks for My Family

We each give thanks for being a member of our family. We are grateful to our ancestors who came before us and for the legacies they left to us. May we also appreciate our extended family in Scouting and the lessons we can learn from one another. Amen.

#### Song: "Family Trees"

**Tune:** "Head, Shoulders, Knees, and Toes"

Leaves, branches, trunk, and roots, trunk and roots,

Leaves, branches, trunk, and roots, trunk and roots,

We're studying our family groups.

Leaves, branches, trunk, and roots.

(After each has mastered the words, sing it faster. Then add action):

**Leaves:** point to head

**Branches:** point to shoulders

**Trunk:** point to waist

**Roots:** point to legs

**Studying:** put hands together as if reading a book

Family groups: arms spread out wide

#### Song: "Grandfather's Clock"

My grandfather's clock was too large for the shelf,

So it stood ninety years on the floor.

It was taller by half than the old man himself,

Though it weighed not a pennyweight more.

It was bought on the morn of the day he was born

And was always his treasure and pride;

But it stopped short, never to go again

When the old man died.

**(Chorus:)**

Ninety years without slumbering,  
Tick, tock, tick, tock,  
His life's seconds numbering,  
Tick, tock, tick, tock.  
And it stopped, short, never to go again,  
When the old man died.  
In watching its pendulum swing to and fro,  
Many hours had he spent as a boy;  
And in childhood and manhood the clock seemed to know,  
And to share both his grief and his joy.  
For it struck twenty-four when he entered at the door  
With a blooming and beautiful bride.  
But it stopped short, never to go again  
When the old man died.

**(Chorus)**

My grandfather said that of those he could hire,  
Not a servant so faithful he found;  
For it wasted no time, and had but one desire:  
At the close of each week to be wound.  
And it kept in its place, not a frown upon its face,  
And its hands never hung by its side.  
But it stopped short, never to go again  
When the old man died.

**(Chorus)**

It rang in alarm in the dead of the night,  
An alarm that for years had been dumb.  
And we knew that his spirit was plumbing its flight,  
That his hour of departure had come.  
Still the clock kept the time, with a soft and muffled chime,  
As we silently stood by his side,  
But it stopped short, never to go again  
When the old man died.

**(Chorus)**

**Cheer or Applause: Family Cheer**

(All sing while swaying back and forth)

"We are family. We are family."

**Advancement Ceremony: New Family Induction**

**Materials:** Song sheets for "Welcome to Pack."

Invite new Cub Scouts and their families to the front.

**Cubmaster:** Congratulations on your decision to join our pack. Scouting aims to help boys develop citizenship, character, and fitness in an age-appropriate progression. Families are an important part of this process. Will you agree—to the best of your ability—to help your Cub Scout and his leaders develop his potential and have fun at the same time? If so, answer, "Yes, we will." (Pause.) Our pack has a song to welcome you to our pack family circle.

"Welcome to Pack \_\_"

**Tune:** "My Bonnie Lies Over the Ocean"

We welcome you Scouts to our Cub pack,  
There'll be many fun things to do,  
Remember we're in this together  
So families we welcome you, too.

**(Chorus:)**

Welcome! Welcome!  
We're glad you're here, we invite you, you.  
Welcome! Welcome!  
Pack meetings are for families, too.  
Scouting is fun for the Cub Scout,  
Yet no one gets through it alone,  
Akela means leaders and family  
Help Cub Scouts meet their goals all along.

**(Chorus)**

**Cubmaster's Minute: Do More**

This month we have learned about being part of a family and family history. I challenge you all to Do Your Best to be special to someone else.

Do more than belong—participate.

Do more than believe—practice.

Do more than be fair—be kind.

Do more than forgive—forget.

Do more than dream—work.

Do more than teach—inspire.

Do more than live—grow.

Do more than be friendly—be a friend.

Do more than give—serve.

**Cubmaster's Minute: Family Closing**

As I look out upon this audience, I can see many different families. Each family is unique in its interests and activities. But all of you have come together in this pack to share a very important activity: participating in a program designed to give your son positive growth experiences in his life.

**Closing Ceremony: Pack Family Orchard**

**Materials:** Pictures of a large tree, long-time Scouter, small tree, and new Scouter; pizza box, stuffed toy cat or dog, fake bugs, leaves of changing colors, pack of flower seeds, someone in a cap and gown.

**Cub Scouts in the audience will bring up the props and face the audience as the Cubmaster reads:** Let us take a moment to view the families in our pack as trees in an orchard. Some have deep roots and a long history in our orchard. (Bring up pictures of a large tree and long-time Scouter.)

Some are recent transplants that will create diversity in our orchard. (Bring up picture of a small tree and new Scouter.) They all have likes (bring up stuffed animals and pizza box), dislikes (fake bugs), traditions (bring up changing leaves, seeds), and goals (graduate in a cap and gown).

Each tree is an individual, but we are one orchard. Let us strive to nurture each one and graft each family tree into our pack.

**Game: Tag Around the World**

Encourage each den to learn a game from a country from which the families of several of its members came. They should plan to teach the game to the rest of the pack at the pack meeting. Here are some examples of games of tag as played in different countries:

**Dakpanay—the Philippines:** Make three small circles on the ground (hula hoops can be used), each with room for one or two players to stand in. Also make one large "rest circle." One player is the chaser, the rest are circle players. The chaser must stay outside all circles; the others run from one circle to another. As soon as the chaser tags a circle player (while outside a circle), that circle player becomes the new chaser.

**Calling the Chickens—China:** One player is blindfolded and plays the part of the owner of a flock of chickens. The blindfolded player calls to the others, “Come home, my little chickens, come home.” Then all the other players must run forward, and each one must touch the blindfolded player without being tagged. The first chicken to be tagged becomes the next owner.

**Multiples—Taiwan:** This is a game for older children. Players sit in a circle and agree on a figure between 1 and 10. They then start counting aloud around the circle, starting with 1. If the agreed figure is 7, each time the number being called includes seven or a multiple of 7, the player keeps quiet and clasps his hands together. Every time anyone makes a mistake, a point is counted against him. When the boys become good at this game, add one or two other numbers, so they will have to stay alert to not get caught with numbers four, six and eight going at once. For one number, the player clasps hands. For the second number, he will put both hands above his head. For the third number, he can nod his head. Most players will find thinking of two numbers at once difficult enough.

**The Little Holes—Mexico:** This game is similar to horseshoes. Two small holes (hoyitos), about the side of a dollar and one or two inches deep, are dug 15 to 20 feet apart on a level stretch of ground. Stones are used as counters. Two players, or two pairs of players, take part. Standing by one of the holes, each of the two players, alternately, pitches four counters at the opposite hole, one stone at a time. Every counter entering the hold counts five points; those lying closer to the hole than the opponent’s count one point each. The players then reverse the throwing of the pieces, from the second hole to the first. The game is played for a total of 21 points. When partners play, each pair of opposing players remains by the same hole, instead of going from one to the other, but they change places at the beginning of a new game. (Note: make sure the players can tell their counters apart.)

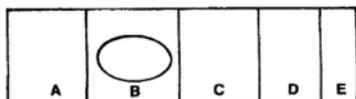
**Game: Count Your Blessings**

Boys sit in a circle. The first boy starts out by saying “I am grateful for apples” or some-thing beginning with the letter A. The next boy is grateful for something starting with a B. Continue around the circle and through the alphabet. If a boy fails to think of a word beginning with the proper letter he drops out. The one remaining in the circle the longest is the winner.

**Project: Family Mobile**

Instead of building a standard family tree, have your Cub Scouts make mobiles. Illustrate a picture of each member of the family. Include the pet if the child has one. Cut out each picture, and glue each one on strong paper or cardboard. Hang your pictures on a hanger with yarn or string to make a mobile. Print the last name on a piece of paper and fasten it to the hanger. Hang your mobile in the classroom.

**Project: Tissue Box Picture Frame**



Cut off two opposite sides of a square boutique tissue box at Xs (see illustration).

Open up the box to form a strip; strip may be left as is, covered with fabric or gift wrap, or covered with paper and decorated. Re-fold along all the lines. Glue or tape section “E” to the back of “A” (see illustration). Tape a photo or drawing behind the opening.

**Project: Family Coat of Arms**

**Materials:** Lid of a shoebox, construction paper, craft foam, double-sided tape, scissors, list of Webelos den (or patrol) emblems (see the BSA catalog).

Pick an emblem that describes an aspect of your family heritage. Cover the inside lid of the shoebox with colored construction paper. Design a coat of arms using the emblem, family surname, activities your family does, and anything else having to do with your heritage. Don't forget to include your family pet!

**Project: Family Tree**

**Materials:** Craft foam or colored paper, double-sided tape, markers, scissors, world map for reference, family photos, poster board (optional).

Each boy cuts an outline of the country of his family’s origin and the outline of a tree. Tape the tree to the country cutout or map. Cut out a leaf for each family member and tape them to the tree. Write the family surname on the tree trunk. Then tape a photo of each family member to the leaves and label with his or her first name. The entire piece may be mounted on poster board for support.

**Audience Participation: Heritage Lost**

Our American heritage is filled with heroes. Everyone here has heard of Paul Revere and the story of his heroic ride to warn the people of Lexington and Concord, Massachusetts, about the approach of the British army. His famous ride took place during the Revolutionary War, on April 18, 1775. Paul was able to take his ride because he was signaled by a sentry, who watched for soldiers from the tower of the Old North Church in Boston. Paul and the sentry worked out a simple set of signals: The sentry would light lanterns—one lantern if the soldiers were approaching by land, and two lanterns if they were arriving by sea. Paul, mounted on his horse, would be watching for the signal, ready to ride and warn the people of Lexington and Concord to be ready for the soldiers when they arrived.

Have you ever thought what a hard time Paul and his sentry would have had today? Just think of all the ways those British soldiers could come! Let’s rewrite a little American history and you can help me and you’ll see just how confusing it would be today. I want you to stomp the floor with your feet when I say the following words:

Stomp once for **land**

Stomp twice for **sea**

Stomp three times for **airplane**

Stomp four times for **train**

Stomp five times for **submarine**

Stomp six times for **rocket**

Now we are ready to take another look at history!

In a steeple of the old North Church in Boston, a sentry looked out over the **sea**. His eyes strained as he looked across the **land**. All was very still. It was late at night. Next to him was a lantern. He took a sheet of paper that a Boston citizen had given him from his pocket. It read, “Signal with your lantern when you see the British army approaching. The signals are: one if by **land**, two if by **sea**, three if by **airplane**, four if by **train**, five if by **submarine**, and six if by **rocket**.”

After reading it, the sentry began to put it in his pocket, just as a gust of wind blew the paper out of his hand. Out across the **land** and into the **sea** it went. The sentry thought, "I'm sure I can remember it" Just then he saw a **submarine** surface a short distance from the **land**. He grabbed his lantern to wave it four times. "Oh, no!" he thought, "Four times for **rocket**, or is it for **land**? No it's one for **land**, so it must be two for **submarine**, no, two is for **airplane**. It must be three." As he started to raise his lantern, he remembered that two was for **sea**, not **airplane**. "Oh dear, what is **submarine**? Let's see, **submarine** comes after **train** but what's **rocket**? Oh, now I remember, **rocket** is six and **train** is four so **submarine** must be five."

While the sentry was trying to remember his signals, the British **submarine** had loaded its passengers into launches and hundreds of British soldiers were now on **land**. "Oh my," thought the sentry. "They are not in a **submarine** anymore they are on **land**. I'll have to signal that." But he couldn't remember what the signal was for **land**. He desperately tried to remember. I remember **rocket** and **train**. That leaves **sea**, **airplane**, and **land**. Oh now which is it? He sat there hopelessly confessed. He just couldn't remember any signals. He couldn't unscramble **rocket**, **airplane**, **land**, **submarine**, **sea**, and **train**. The British marched onto Lexington and Concord and since all the people were sound asleep, the soldiers had no trouble in capturing them. The only person they met was a man sitting on a horse. Who he was and why he was there, no one seemed to know.

#### **Skit: How Did You Get Here?**

**Narrator introduces the skit by saying:** Transportation played a very important part in the settling of America. How did you get here? Any number of Cub Scouts can participate by dividing the lines accordingly.

**Cub Scout:** If the Pilgrims came over on the Mayflower, how did the Scouts get here?

**Cub Scout:** I don't know. How?

**Cub Scout:** On Handy Crafts. (As he says this, a Cub Scout comes on stage with a sample of a handicraft project and sign identifying it.)

**Cub Scout:** If the Pilgrims came on the Mayflower and Scouts came on Handy Crafts, how did the doctors get here?

**Cub Scout:** On Blood Vessels. (Cub Scout dressed as a doctor enters.)

**Cub Scout:** How did the students get here?

**Cub Scout:** On Scholar Ships. (Cub Scout enters, carrying a load of books.)

**Cub Scout:** How did all of the ordinary people get here?

**Cub Scout:** On Citizen Ships. (Cub Scout enters, carrying a "Don't Forget to Vote" sign.)

**Cub Scout:** I know how the barbers got here.

**Cub Scout:** How?

**Cub Scout:** On Clipper Ships. (Cub Scout enters, dressed as a barber, with towel and razor.)

**Cub Scout:** How did all the movie stars get here?

**Cub Scout:** On a Show Boat. (Cub Scout enters, well dressed, wearing sunglasses.)

**Cub Scout:** I'll bet you can guess how all the hot heads got here. (Cub Scout runs on stage, shaking his fist and pretending to quarrel with everyone.)

**ALL:** On Steam Ships, of course! (They bow as the curtain closes.)



# APRIL ROUNDTABLE

## MAY 2014 PACK RESOURCE SHEET

CORE VALUE HEALTH AND FITNESS THEME: DESTINATION: PARKS



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### HEALTH AND FITNESS

Committing to health and fitness means keeping our minds and bodies clean and fit. By participating in the Cub Scout Academics and Sports program, Cub Scouts and their families develop an understanding of the benefits of being fit and healthy.

**How does this month's theme, Destinations: Parks, represent the Core Value of Health and Fitness?**

**Destination:** Parks is a natural theme partner for health and fitness because May is a great time to get outdoors and explore nature while improving our health by walking, hiking, bicycling, and playing games and sports. Scouts keep fit by doing outdoor activities that keep them physically active as they earn Scouting awards. Local parks provide that opportunity close to home.

#### Preopening Activity: Kim's Game

**Materials:** This game uses items you should always take on a hike such as a whistle, flashlight, trail mix, candy, plastic water bottle, trash bag, pocket knife, adhesive bandage, moleskin, antibiotic ointment, safety pins, sunscreen, and matches. These are also the "outdoor essentials" for hiking. Cover the items with a sheet or large towel when Scouts arrive.

For the game, have Scouts gather around the table. Lift the cover and give Scouts 30 seconds to study the items. Replace the cover over the objects and have the Scouts return to their seats. Then have them raise their hands and identify one object they saw, taking turns until all of the items have been identified.

#### Preopening Activity: Nature Ramble

Send the dens on a treasure hunt with the list you prepared earlier. When they find an item, they are to check it off their list and note where they found it, leaving the item there for others to find.

#### Opening Ceremony: The Outdoor Code Opening

**Materials:** Four Cub Scouts, Cubmaster, assistant Cubmaster, the American flag posted on the stage, several potted plants or an artificial tree, a garbage bag filled with trash (rinsed out cans, bottles, crumpled paper, etc.).

Cubmaster enters carrying the garbage bag, and stands between the flag and the plants.

**Cubmaster:** We are blessed to live in this great land of freedom and beauty. America truly is the home of amber waves of grain and purple mountains' majesty. Unfortunately, there are people in this country who abuse their freedom and pollute the land. (He dumps the bag of trash on the ground.) As Cub Scouts, we can learn to be better Americans by living the Outdoor Code.

Cub Scout 1 (enters and stands by Cubmaster) As an American, I will do my best to be clean in my outdoor manners. (He takes empty bag from Cubmaster and begins to pick up trash while Cubmaster speaks.)

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

Cub Scout 2 (enters and takes bag from Cub Scout 1. Cub Scout 1 exits.): I will be careful with fire. (Picks up more trash as Cubmaster speaks.)

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

Cub Scout 3 (Enters and takes bag from Cub Scout 2. Cub Scout 2 exits.): I will be considerate in the outdoors. (Picks up trash as Cubmaster speaks.)

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

Cub Scout 4 (Enters and takes bag from Cub Scout 3. Cub Scout 3 exits.): I will be conservation-minded. (Picks up remaining trash as Cubmaster speaks.)

**Cubmaster:** I will learn how to practice good conservation of soil, waters, forest, minerals, grasslands, wildlife, and energy. I will urge others to do the same. (Cub Scout 4 gives bag back to Cubmaster and exits.) These Cub Scouts have shown they are willing to protect our country's natural beauty and conserve her natural resources.

**Assistant Cubmaster:** Please stand, salute the flag, and join me in singing "America the Beautiful." (Or say the Pledge of Allegiance.)

#### Opening Ceremony: Four Directions

**Materials:** Four Cub Scouts, each with a poster with a large letter for his direction on it. On the back, the following is written for each boy to read.

**Cubmaster:** Finding our way to our destination in the park is aided by the use of a compass, which shows the four directions—north, south, east, and west.

(Each Cub Scout enters from his side of the room or outdoor area, holding one of four posters. with a large letter for his direction on it. On the back, the following is written for each boy to read):

**Cub Scout 1 ("E"):** I represent the East. From me comes the sun each day, giving light to all living things to help them to be strong and healthy.

**Cub Scout 2 ("S"):** I represent the South. From me comes heat and rain, so all living things have warmth and water to drink.

**Cub Scout 3 ("N"):** I represent the North. From me comes cold and snow, so all living things can experience coolness and the beauty of winter.

**Cub Scout 4 ("W"):** I represent the West. To me, the sun comes at the end of each day, giving the world darkness so all living things can rest.

**Cubmaster:** We gather from all directions, joined together in the Law of the Pack. Will everyone please stand, give the Cub Scout sign, and join me in reciting the Law of the Pack.

#### Prayer:

Thank you for the wonders of our world, its changing seasons, and daily joys. Help us to keep ourselves healthy and strong while we enjoy these wonders.

**Song: “Our Park”**

**Tune:** “She’ll Be Comin’ Round the Mountain”

There are lots of places in our park for fun.  
There are lots of places in our park for fun.  
There are bike paths, playgrounds, trail ways.  
There are bike paths, playgrounds, trail ways.  
There are lots of places in our park for fun.

**Song (great for hiking): “The Ants Go Marching”**

**Tune:** “Johnny Comes Marching Home”

The ants go marching one by one, Hurrah, hooray.  
The ants go marching one by one, Hurrah, hooray.  
The ants go marching one by one,  
The little one stopped to shoot his gun  
And they all go marching  
Down into the ground, to get out of the rain,  
BOOM! BOOM! BOOM!

(On succeeding verses change “one by one” to “two by two,” “three by three,” etc., and use the following lines in place of the phrase underlined above.)

**Verses:**

Two—to tie his shoe  
Three—to climb a tree  
Four—to shut the door  
Five—to take a dive  
Six—to pick up sticks  
Seven—to look at Heaven  
Eight—to shut the gate  
Nine—to check the time  
Ten—to say the end!

**Cheer or Applause**

**Clap and Stamp Feet:** Have the group stand and clap hands three times, then stamp feet three times, then repeat, faster and faster.

**Jump for Nature:** Perform a jumping jack, clapping hands three times and calling out, “It’s naturally great!”

**Big Bear Hug:** Put your arms around your shoulders and give yourself a big bear hug.

**Advancement Ceremony: Advancement Tree Ceremony**

**Materials:** A 3-foot high tree limb with several branches placed upright in a flowerpot or plaster of Paris holder. Paper leaves with the name of each Scout earning an award, along with his badge, are attached to each leaf.

**Cub Scout:** This little tree would be very comfortable in our local park, where it would receive the nutrients, water, and sun to thrive and grow healthy and strong. Tonight, it symbolizes those Scouts who have grown strong and healthy in Scouting. Just as it takes time and nurturing for this tree to grow, it takes time and nurturing for our Cub Scouts to earn their ranks by showing their fitness in Cub Scouting. (The Cubmaster calls up Cub Scouts and families for recognition.)

**Advancement Ceremony: The Picnic**

**Materials:** Picnic basket, table, tablecloth, paper plates, napkins, paper cups, plastic forks and spoons, awards to be presented, attached to appropriate items.

**Setting:** Cubmaster enters with a picnic basket. He opens the basket and places the tablecloth on the table.

**Cubmaster:** We have several Cub Scouts to honor today for the hard work they have done since our last meeting. With these paper plates, we have our Bobcats. (Call boys and parents forward, pull paper plates with Bobcat badges attached to them from the basket, present awards and give congratulations.)

**Present other awards in same way:**

Tigers—cup  
Wolf—napkins  
Bear—knives  
Webelos—spoons  
Activity badges—forks

**Cubmaster:** You have seen all of the things that help make a picnic fun, except for the food. These young men and their parents represent the things that make the pack grow and thrive. They are as important to the pack as food is to a picnic. Let’s wish them well as they continue their Scouting trail.

**Cubmaster’s Minute:**

As you walk through the park, have you thought about the information the trees have to tell us? Each ring in a tree trunk tells us about each year it has lived—how much water and food it received, what stressful situations it has survived, how much sunlight was available. Trees tell us how they managed through each stage in their lives. People are a lot like trees. Each experience we have in our lives affects us in much the same way. We stay fit and healthy by making sure we take good care of ourselves. We grow straight and tall like the trees we see in our parks, with all the food, water, and sunlight we require. Let’s take care to stay fit and healthy so we, like the trees, grow strong and tall!

**Closing Ceremony: My Backyard**

**Materials:** Six Scouts

**Cub Scout 1:** My backyard is a wondrous place,  
I can stake a claim for a thinking space.

**Cub Scout 2:** I can pitch a tent and sleep in the rain,  
Or listen to the whistle of a faraway train.

**Cub Scout 3:** I can throw a ball to mother or dad  
Or just be alone when I get mad.

**Cub Scout 4:** I can plant a garden or climb a tree,  
Or get my dog, Ralph, to chase after me.

**Cub Scout 5:** Sometimes we even have den meetings there.  
I’ve finished my Wolf and started my Bear!

**Cub Scout 6:** Yeah, the backyard’s the place where I run  
When I really want to have some fun.

**Closing Ceremony**

**Materials:** Five Scouts

**Cub Scout 1:** I go to the skateboard park a lot with my friends. It keeps me fit and healthy, with fun that never ends.

**Cub Scout 2:** I love the bike trail in my park; I exercise my muscles. As I get peddling stronger, my pace really hustles.

**Cub Scout 3:** My favorite thing is walking; I do it every day, to and from the park I go, with my best friend, Jay.

**Cub Scout 4:** A swimming pool is in my park, I love to take a swim. I often race my friends across, and very often win.

**Cub Scout 5:** We all enjoy our local parks and know for us it’s good, to get outside and meet our friends, not just because we should.

(The preassigned den retires the flags.)

### Game: Nature Bingo

**Materials:** Nature bingo cards, pencils

Take the Scouts on a hike. Give them each a “nature bingo” sheet, similar to the one shown here but a different for each Scout, and a pencil. Have them mark the squares as they find each item. The first Scout to find five in a row wins. (Before the hike, be sure to place along the trail the items that are not normally found in nature; e.g., umbrella.)

Poison Ivy	Shoe	Maple Leaf	Cedar	Deer
Trash	Squirrel	Mud	Rough Rock	Pine Cone
Smooth Rock	Grass	FREE	Animal Track	Table Fork
Pine Tree	Snake	Bird Nest	Oak Tree	Acorn
Spider Web	Moss	Umbrella	Wildflower	Rabbit

### Game: Forest Floor Mystery Bag Game

**Materials:** Cloth bags with objects from forest floor: wood, moss, leaves, bark, stick, bone, pinecone, rock

Put several different objects commonly found on the forest floor into separate bags, and pass them, one at a time, halfway around a circle of Scouts. Each Scout feels the object and gives an adjective describing it. The other half of the circle tries to guess the bag's contents. The last Scout gets to reveal the object. Reverse the order so that everyone gets the chance to guess and to feel. Have the other Scouts arrange the objects in the order of decomposition rates.

### Activity: Nature Scavenger Hunt

**Materials:** List

Divide boys into two teams; give each team the following list. Allow 15 minutes to see how many items they can collect for their team:

- Something green
- Something blue
- Something that looks old
- Something new
- Something old
- Something gold color
- Something alive
- Something dead
- Something red
- A tree leaf

Upon returning, see what they can make out of their collection.

### Project: Sand Sculptures

**Materials:** 1 cup play sand, ½ cup cornstarch, ¾ cup hot water, 1 teaspoon powdered alum (available at the hardware store.), a saucepan.

**Directions:** Mix the sand, cornstarch, and alum in a saucepan. Add hot tap water. Stir quickly until mixed. Have an adult cook the mixture over medium heat. Keep stirring until the mixture becomes thick. Let it cool. Mold the mixture into the desired shape. When finished, place the sculpture on a windowsill or somewhere it will get plenty of sunshine. Let it dry for several days. The sand sculpture will get so hard it won't have to be sprayed with anything to protect it. It will last forever!

### Project: Leaf People

**Materials:** Leaves, glue, wiggle eyes, yarn, fabric scraps

**Instructions:** Lay the leaf in front of you with the stem edge down (stem pointing towards you). Cut pieces of yarn and glue it along the top edge of the leaf to be the hair. Glue on the wiggle eyes just below the hair line. Use the scrap pieces of fabric and cut out the appropriate shapes for clothes. Glue the clothes on and set your leaf people aside and let them dry. Hang them up!

### Audience Participation: Goin' on a Scout Hike

Have the audience repeat each line and action after the leader:

We're goin' on a Scout hike. (Feet marching.)

We're getting to the tall grass. (Rub palms of hands back and forth.)

Up ahead there's a bridge. Here we go across the bridge. (Hit chest with alternating fists.)

We're across the bridge. (Resume marching.)

We're going up a big hill. (Slow march, heavy breathing.)

We're on the top now, here we go down the other side. (Speed up march.)

Now we're on level ground. (Regular marching.)

More tall grass. (Rub palms together.)

Shh! Looks like wolf country! (Stop.)

I hear a howl. (Hand to ear.)

Let's go!

(At a fast tempo, repeat all actions and gestures in reverse order (hand to ear, stop, rub palms together, regular marching, speed marching, slow marching and heavy breathing, resume marching, hit chest, rub palms back and forth, marching) until everyone is back home.)

It sure is a good thing we are all healthy and fit—sometimes a good walk can become a quick run!

### Audience Participation: Family Day in the Woods

Divide the audience into six groups. Assign each group their sound/words for the story.

Each time their word is mentioned, the assigned group should make the designated sound. Practice as you make assignments before starting the story.

**Sparrow:** CHIRP, CHIRP

**Cub Scouts:** BOYS AND MORE BOYS

**Snake:** S-S-S-S-S-S

**Rabbit:** HOPPITY, 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 the **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." "Oh, no!" a huge sigh came from all the **trees**. "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 had positively frozen 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 acorns before they come and crush them all." Robby **Rabbit** hopped off 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!"

### **Skit or Run-Ons: Jump Higher**

**Materials:** None

**Cub Scout 1:** I bet I can jump higher than a house!

**Cub Scout 2:** I bet you can't.

**Cub Scout 1:** Yes, I can. Did you ever see a house jump?

### **The Botanist**

**Cub Scout 1:** What did the botanist get when he crossed poison ivy with a four-leaf clover?

**Cub Scout 2:** I don't know. What did the botanist get?

**Cub Scout 1:** A rash of good luck!

### **The Geologist**

**Cub Scout 1:** What's another name for a geologist?

**Cub Scout 2:** I don't know. What's another name for a geologist?

**Cub Scout 1:** A fault finder.

### **A Visit to the Camp Health Officer**

**Cub Scout 1:** Hi, doctor. (Holding up a bandaged finger) Do you think I will be able to play the piano when my finger heals?

**Doctor (looking at finger):** Of course you will.

**Cub Scout 2:** Good! I've never been able to play before!



# MAY ROUNDTABLE

## JUNE 2014 PACK RESOURCE SHEET CORE VALUE: PERSEVERANCE THEME: OVER THE HORIZON



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### PERSEVERANCE

Perseverance means sticking with something and not giving up, even if it is difficult. Through participating in activities such as a bicycle rodeo, Cub Scouts learn the importance of practice and perseverance to improve new skills.

#### How does this month's theme, *Over the Horizon*, represent the Core Value of Perseverance?

It is easy for a Cub Scout to become tired and want to quit while out on a hike, but looking forward to seeing what is over the horizon is a goal that may keep him from giving up. Perseverance is sticking with something and not giving up, even if it is difficult. Through participation in activities such as hiking, Cub Scouts learn the importance of perseverance. This month we encourage every Cub Scout to look "Over the Horizon" to his goal as he hikes along the Cub Scout trail.

#### Preopening Activity: Unnatural Trail

**Materials:** Objects to be placed on trail (or around room)

This is a "find it" scavenger hunt in which participants locate items but don't actually collect them. Create a list of items to be found—10 to 15 manmade hiking/camping objects (flashlight, boot, balloon, plate) and 10 to 15 natural items found in the woods by you (pictures of animals or stuffed or ceramic/plastic lifelike animals (maybe a Scoutmaster has a collection of animals that have been preserved by a taxidermist), poison ivy and other plants, tree limbs). If possible, go outdoors and lay out a 40- to 50-foot section of trail; otherwise, gather items on a list and hide them around the room. Some of them should stand out brightly, like balloons. Others should blend with their surroundings and therefore demonstrate natural camouflage and be more difficult to pick out. Keep the number of objects you've planted a secret.

As they arrive, group leaders into pairs or triples and have them walk over the course one at a time, with intervals between them, trying to spot (but not pick up) as many of the objects as they can. When they reach the end, they whisper to the roundtable staff member how many objects they saw. If no one saw all of them, tell everyone how many were seen but that there are still others. Review what they have found in the Cub Scout breakout. Have token prizes for those with the most, or other categories (the only one who found...). Give a cheer.

#### Opening Ceremony: Going on a Hike

**Materials:** Seven Cub Scouts, each with a picture on a poster that represents his line on one side, and his part in large font on the other side

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

**Cub Scout 2:** We will help to maintain nature's balance.

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

**Cub Scout 4:** We will help maintain nature's resources.

**Cub Scout 5:** We will protect them from harm.

**Cub Scout 6:** We will follow the Laws of Nature.

**Cub Scout 7:** We are going on a hike.

#### Opening Ceremony: Let's Hit the Trail

**Props:** Eight preprinted signs shaped like boots. The first four have H-I-K-E printed on the front; on the back print the words for the first four Cub Scouts. The other four each have one word from "LET'S HIT THE TRAIL" on both sides. This may be done with four or eight Cub Scouts. If eight, keep five of eight off stage and then have them run out and yell out their word after Cub Scout 4 yells, "Now." If four, each Cub Scout gets two boots hinged together on top with tape. Place the single letter on top, the word on bottom. After Cub Scout 4 yells, "Now," Cub Scouts flip the boots over and yell their word, one at a time. Or just have all four yell out together, "Let's Hit the Trail" after Cub Scout 4 yells, "Now."

H-is for highway. We need to avoid.

I-is for interest of safety for all.

K-is for keep in a straight, single-file line on the trail.

E-is for exhaustion. We need to stop and rest and drink some water. (Pause, then yell:)

NOW!

LET'S

HIT

THE

TRAIL!

#### Prayer: Trail Prayer

We give thanks for all that we have. Help us to lead our Cub Scouts down the trail of life as well as the trails in the woods. May we be blessed with good health and continue to walk safely along our life's trail. Amen.

#### Prayer: For the Beauty

For the beauty of nature, for the beauty of the outdoors, for the beauty of our leaders here tonight, we give thee thanks. Amen.

**Song:** "The Cub Scouts Go Hiking Along"

**Tune:** "Caisson Song"

Over hill, over dale

We will hit the greenwood trail

As the Cub Scouts go hiking along.

In and out, all around

You will never see us frown,

As the Cub Scouts go hiking along.

And it's hi, hi, hee,

The Cub Scouts are for me.

Shout our name and shout it strong.

(Den No. or Pack No.)

Where e'er we go, we will always know

That the Cub Scouts go hiking along.

**Song: “Take Me Out to the Forest”**

**Tune:** “Take Me Out to the Ball Game”

Take me out to the forest.

Let me hike in the wild.

Show me a skunk and a few bear tracks.

I won't care if I never come back.

But it's look, look, look at your compass.

If it rains, then it pours.

And it's ouch, slap, sting and you're bit

In the great outdoors!

**Cheer or Applause**

**Clean Air Applause:** Take in as much air as you can through your nose, hold it, then exhale and say, “Ahhhhhhh!!”

**Hiking Applause:** Have the group stand and stomp their feet and swing their arms as if hiking, saying “Stomp, stomp, stomp! Keep on going!”

**Advancement Ceremony: Along the Trail**

**Materials:** Scatter awards throughout the location of the meeting. Have all the awards of one type (e.g., Wolf Badges, Hiking belt loops, etc.) together. This is very effective if you are having an outdoor meeting

**Cubmaster (Starts in one spot and picks up groups of awards as they circle the area. Walks to the first spot.):** Oh, look: something that I don't think belongs here! It's the Bobcat awards. (He or she calls the new Bobcats and their parents or guardians forward and presents the awards to the parents to present to their sons. Lead a cheer.)

**Cubmaster (Continues his walk.):** Oh, I hope there aren't any more unnatural things here. Hey, look, it's some Tiger Cub badges! (He or she calls boys and adults forward. Continue with other awards, giving a brief overview of the trail each boy took to earn his award.)

**Advancement Ceremony: Old Shoes**

**Materials:** Six different sizes of shoes, one for each rank. Awards are inside the shoes. Use imagination in selecting shoes that are possibly good for hiking and that fit the level of the award

**Cubmaster (For Bobcat, holds up shoe.):** Understanding Cub Scouting allows for more growth and movement toward higher goals. (Call boys and parents forward and present awards. Lead cheer.)

**Cubmaster (For Tiger Cub, holds up shoe.):** These boys are taking their first steps in Cub Scouting—enjoying new friends and new experiences. (Call boys and parents forward and present awards. Lead cheer.)

**Cubmaster (For Wolf, holds up shoe.):** These boys are taking steps to understand family, self, respect of others, and duty to God. (Call boys and parents forward and present awards. Lead cheer.)

**Cubmaster (For Bear, hold up shoe):** These boys are a little older and are taking bigger steps to understand family, self, respect of others, and duty to God. (Call boys and parents forward and present awards. Lead cheer.)

**Cubmaster (For Webelos, holds up shoe.):** Now, the boys are learning to do things on their own, expanding their knowledge, and taking steps to become Boy Scouts. (Call boys and parents forward and present awards. Lead cheer.)

**Cubmaster (For Arrow of Light, holds up shoe.):** Soon we will have boys take the biggest, longest steps available in Cub Scouting. They will have achieved the highest award of Cub Scouting, the Arrow of Light. They will need to demonstrate continued growth and understanding as they prepare to move forward to Boy Scouting.

**Cubmaster's Minute: Set Your Course**

When you hike, always stay on the trail so you don't get lost. But there is another trail that Cub Scouts should be sure to stay on: the character trail. Your character is being formed right now, by what you do and by what you don't do. Others will try to influence your actions, sometimes in ways that may steer you off course. Set your own course. Make up your mind that you will always live by the Cub Scout Promise and the Law of the Pack. Then follow through with it, forever climbing the character trail.

**Cubmaster's Minute: Cub Scout Trail**

As we go back to our homes, I would like to ask that the parents keep these thoughts in mind. Counsel your sons that they may have eyes to behold the red and purple sunsets; that they may have sharp ears to hear the voice of their God. Guide them to have hands that respect the things God has made. Help them be wise and see the lessons hidden in every leaf and rock. Help them seek strength, not to be superior to others, but to be helpful to others. Help them along the Cub Scout trail to do their best.

**Closing Ceremony: The Good Hiker**

**Materials:** Committee chair, Cubmaster, five Cub Scouts, and a poster for each one with his part on back in large font and an appropriate picture on front, a copy of the Outdoor Code large enough for all to read or a copy for each participant

**Committee chair:** Our activity tonight brought us all together to think about hiking. We can enjoy the great outdoors, but we must think of others who will follow us. Wherever you go in the great wide world of nature, be a “good” visitor who leaves the plants and all creatures for others to enjoy after you leave.

**Cub Scout 1:** The only shots I took were snapshots.

**Cub Scout 2:** I always walked on pathways and didn't walk on plants.

**Cub Scout 3:** When I see animals and birds, I remember that I am a guest in their living place, so I only look and I don't disturb them.

**Cub Scout 4:** The one big thing I always do when I am ready to go home is to make sure that all fires are out in nature's backyard.

**Cub Scout 5:** Most important, I never leave anything behind, keeping the hiking trail cleaner than I found it.

**Cubmaster:** With Tiger Cubs, Cub Scouts, and Webelos Scouts like you to help keep our friends on the right path, I'm sure that the beauties of nature will be around for years to come. Let us repeat the Outdoor Code together. Good night.

**The Outdoor Code**

As an American

I will do my best to:

Be clean in my outdoor manners,

Be careful with fire,

Be considerate in the outdoors,

And be conservation-minded.

**Game: Stay on the Trail**

**Materials:** Penny (or other coin); two chairs, and a yardstick for each team (chairs should be placed with seats toward each other to allow easy access to end of yardstick); straw for each player; judges

This is a team relay game. Each team has a yardstick laid across the tops of two chair backs, with a penny on each yardstick. Cub Scouts line up facing the yardstick, each with a straw in his mouth. Using only the straw, the first boy in line pushes the penny to the other end of the yardstick without touching the yardstick or the penny with his hands. If the penny falls off, the player goes to the end of the line to try again.

### Game—Forest Tag

Designate a fairly small area for the game. Choose one person to be “it.” That person tries to tag the others who can only save themselves by crouching before being tagged and naming a plant or animal that lives in the forest. As long as the same person is “it” there can be no naming repeats. If a person can’t think of a plant or animal and is tagged, that person becomes “it” and all plants and animals can be used again.

### Game: Changing Winds

**Materials:** Compass

Use compass to establish the four main directions in a room. Have all boys stand facing one player who is the “wind.” The wind tells the direction he is blowing by saying, “The wind blows...south.” All players must face south. If a player is already facing that direction and moves, he is out. The wind may confuse the game by facing any direction he chooses. Players turning the wrong direction are out. The winner is the last player still in the game.

### Activity: Hike Ideas

**Materials:** Depends on hike chosen

**Knot hike**—Along a path, tie ropes around trees using knots. Instruct boys in advance of direction to go when they identify a particular knot. (Great for Webelos)

**Rain hikes**—Go dressed in raincoats for observation of nature in the rain.

**Breakfast hike**—Reach the destination in time to see the sunrise, then cook breakfast.

**Shadow hike**—Walk only in the shadows.

**Smell hike**—Sniff your way around the block or trail and write down the odors you recognize.

**Sound hike**—Listen your way around the block or trail, and write down the sounds you recognize.

**Color hike**—Look for objects of a preselected color.

**City hike**—Look for scraps of nature between cracks in the sidewalk. Look at buildings, carvings, and cornices. A vacant lot can provide a lot of interesting things.

**Night hike**—See how different things look, smell, and sound at night.

**String along**—Take a piece of string about a yard long on your hike. Every now and then, place the string in a circle on the ground. See how many different things you can find enclosed within the circle. Stretch the string in a line. See how many different things touch it.

**Baby hike**—List all the babies seen (bird, fern, leaf, etc.).

### Project and Game: Happy Hikers

**Materials:** Two sections of 15 to 30 feet each of twisted cord, Cub Scout-shaped figures (3 to 4 inches tall) cut from thin (1/4 or 3/8 inch) plywood. See “Turtle Race,” *Cub Scout Leader How-To Book*, page 3-41, for how to run the race and how to size the racer.



**Preparation:** Paint plywood figures as hikers (or as desired). Drill a hole in the top slightly larger than the cord. Attach one end of each cord to a peg driven in the ground (or a table indoors). The cords should be the same height from the floor as the hole in the cutout. If the race is to be run indoors, it will help to add rubber “bumpers” to the feet to give traction on smooth floors and to lessen the sound.

Start the Cub Scout figures leaning or flat on the ground with the heads toward the players. They “hike” toward the players when players gently pull on the cord, lifting the head and body, which drags the feet forward. Relaxing the line lets the cord slip through the hole. By alternately tightening and relaxing the cord, the players make the hikers move toward the finish line. Jerking the cord or excited play will make the hiker flip in the wrong direction, slowing its progress.

This race can be conducted as a den relay. When the hiker’s head crosses the finish line, the first player runs the hiker back along the string to the starting line, and then hands the string to the next player, who begins racing.

### Audience Participation: Surviving a Day Hike

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

**Day:** “Dig those rays!” (Shade eyes with one hand.)

**Hike:** “Tramp tramp.” (Stomp feet.)

**Clarence:** “Do Your Best.” (Make Cub Scout sign.)

**Sidney:** “My way is better” (Hand on chest.)

**Pack:** “Light as air.” (Pretend to tuck thumbs under pack straps.)

**Duffle bag:** “Heave-ho!” (Make motion of throwing over shoulder.)

**Clarence** Cubby and **Sidney** Scout went on a **day hike** in the mountains behind their Utah home. **Clarence** packed his comfortable **day pack** with high-energy foods and lots of water. He also put in a map and compass for good measure. **Sidney** Scout decided to use his Dad’s old Army **duffle bag** since it could hold more canned root beer and chocolate pudding than a **day pack** could. The weather was nice that **day**, though the hiking was slow because of **Sidney** Scout’s heavy **duffle bag**. Finally they **hiked** to

a small lake and stopped for lunch. **Clarence** Cub ate his lunch and rested awhile on his **pack**. **Sidney** was too tired to eat after carrying the **duffle bag** that far. **Sidney** told **Clarence** to start hiking home and he would catch up later that **day**. **Clarence** took a compass reading and **hiked** for home. **Sidney** took a nap on his **duffle bag**. When **Sidney** woke up, the **day** had turned cloudy and he didn't know which way to begin to **hike** home.

He picked up his **duffle bag** and decided to **hike** along a stream back to town. When the **duffle bag** got too heavy, **Sidney** tried to float it down the stream, but the **duffle bag** sank, and now it was twice as heavy for **Sidney** to carry. **Clarence** **hiked** home and enjoyed his **day hike**. Three years later, **Sidney** was finally picked up on a sunny **day** along the lower Colorado River, heading toward the Gulf of California, still carrying his **duffle bag**. When asked about the unusual length of his **day hike**, **Sidney** said that the next time he went, he would change only one thing: He would **pack** his **duffle bag** with more flavors of pudding.

**Skit: Hiking the Scout Way**

**Materials:** Den chief (or adult) and a den of Cub Scouts

**Den chief:** Okay, guys. Is everybody ready to go hiking?

(Cub Scouts start hiking up their socks.)

**Den chief:** What are you doing? I said HIKING! Are you ready to go HIKING?

**Cub Scout:** Yes, we're hiking up our socks, our shorts, you know...

**Den chief:** NO, NO, NO! Hiking, hiking, don't you know HIKING!

**Cub Scout:** Oh, yes.

**Cub Scout 1 (Takes football from behind his back; boys line up to begin to play.):** Hike one... hike two... hike three.

**Den chief:** NO, NO, NO, HI-KING, HI-KING. Come on, guys. Get with it!

**Cub Scout 2:** (Walks with crown on head.)

**Cub Scout:** Hi, King!

**Den chief:** NO, NO, NO! Hiking, walking, Scout stuff—You know—hiking!

**Cub Scout 3:** Oh! Why didn't you say so? (All Cub Scouts hike off stage in proper hiking formation following den chief.)

**The 10 Outdoor Essentials:**

Any time a Scout goes on a camping trip or hike, he should always be prepared by carrying the 10 essential items. These essentials will allow a Scout to survive in the outdoors in most emergency situations.

For Cub Scout outdoor activities, the parent should carry some of the items (e.g. pocketknife, fire starter).

Pocketknife	Flashlight or headlamp
First aid kit	Trail food
Extra clothing	Matches/firestarter
Rain gear	Sun protection
Filled water bottle (1 liter)	Map and compass



# JUNE ROUNDTABLE

## JULY 2014 PACK RESOURCE SHEET

### CORE VALUE COURAGE THEME: SPACE—THE NEW FRONTIER



#### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

##### COURAGE

Courage means being brave and doing what is right regardless of our fears, the difficulties, or the consequences. Cub Scouts will learn that courage means making the right choice and doing what is right no matter what friends are doing.

#### How does this month's theme, Space—The New Frontier, represent the Core Value of Courage?

It takes courage to explore a new frontier, to cast aside the comfort of the life we know, and to go forth and explore our universe. Our Cub Scouts show similar courage in exploring the options and challenges of their advancement in Scouting, which we know will help them grow up strong and courageous as they lead our complicated world and learn more about our universe.

#### Preopening Activity: Planet Quiz

**Materials:** As families enter, have a preassigned den hand out a copy of the planet quiz to each family. Set out pencils on tables. Explain that each family should work together to find the answers to the quiz

Work together as a family to find the answers to the following questions.

- I am extremely hot and very dry. I am closest to our sun.  
I am a small planet. My diameter is half of Earth's.  
I am named after the speedy messenger of the ancient Roman gods.  
What planet am I? \_\_\_\_\_
- I am the eighth planet from our sun.  
I am the fourth-largest planet in diameter.  
I was named for the ancient Roman god of the sea.  
What planet am I? \_\_\_\_\_
- I am the sixth planet from our sun.  
I orbit the sun in 11 of Earth's orbits.  
I have thousands of rings made of tiny particles of floating ice circling me.  
What planet am I? \_\_\_\_\_
- I have been called the "evening star" or "morning star," even though I am a planet.  
I am surrounded by thick clouds filled with droplets of sulfur.  
I am Earth's sister planet—almost the same size as Earth and the second planet from our sun.  
What planet am I? \_\_\_\_\_
- I have 50 official moons—maybe more.  
I am the fifth planet from our sun.  
I am named after the king of the ancient Roman gods.  
What planet am I? \_\_\_\_\_
- I have a tilted rotation around the sun—my north and south poles are where the equator is on Earth.

I have 27 known moons.

I am the seventh planet from the sun.

What planet am I? \_\_\_\_\_

- I am the biggest of all the terrestrial planets. A terrestrial planet is a dense planet found in the inner solar system.

About 30 percent of my surface is covered with land, while about 70 percent is covered by water.

I am the third planet from our sun.

What planet am I? \_\_\_\_\_

- Recently, evidence of ice water was found on me.

I used to be called the "red planet" because I appear red when viewed through a telescope.

I am the fourth planet from the sun.

What planet am I? \_\_\_\_\_

Answer key: 1) Mercury, 2) Neptune, 3) Saturn, 4) Venus, 5) Jupiter, 6) Uranus, 7) Earth, 8) Mars.

#### Preopening Activity: Astronaut Eggs

**Materials:** Eggs; resealable bags; tape; Styrofoam sandwich box; packing materials such as cotton, newspaper, peanuts, grass, leaves, etc.

Scientists spend a lot of time making an astronaut's journey safe. For the preopening activity, have the Cub Scouts pack an egg so that it can survive a 10-foot drop onto a hard surface. Put the egg inside the resealable plastic bag, then pack it any way you want inside the box. Tape the box well, and write Scout's name on it. Drop the boxes from a balcony, or high place, then check to see whose egg survived.

#### Opening Ceremony: Planet Skit

**Materials:** Six Cub Scouts

(Cub Scouts enter, each representing a planet.)

**Cub Scout 1:** Mercury (enters jumping around)! You'd really get a hot foot if you lived on me. The temperature is 950 degrees on Mercury.

**Cub Scout 2:** Venus (enters moving hands as if parting fog)! You might think that Venus is lovely as can be, but the 200-mile-thick clouds make it hard to see.

**Cub Scout 3:** Mars (enters wearing red cape over his uniform)! From its canals to polar caps, Mars is hard to understand. I'm frozen ice and barren rocks, but I do the best I can.

**Cub Scout 4:** Jupiter (enters strolling with hands behind back)! If you like to walk in moonlight, you'd love to live on me. I have not just one moon, but 50 for you to see.

**Cub Scout 5:** Saturn (enters wearing a scientist's white coat over his uniform)! I'm not just surrounded by three rings, as people thought me to be. Saturn has many, many rings that you can see for free.

**Cub Scout 6:** Uranus (enters leaning to one side, tilted)! Some think I orbit sideways, looking just like this, but that's because my poles are where your equator is.

**Cub Scout 7:** Neptune (enter wearing an overcoat over his uniform, shivering)! I'm named for King Neptune, who lived under the sea. Old King Neptune would be frozen if he lived on me.

## Opening Ceremony: Out in Space

**Materials:** Five Cub Scouts

**Setting:** Four Cub Scouts are standing on stage looking up to the sky.

**Cub Scout 1:** What's out in space?

**Cub Scout 2:** Mostly lots and lots of space, but also billions and jillions of stars, galaxies and solar systems, planets and moons, blazing comets, and deadly rays.

**Cub Scout 3:** Yeah, and sometimes even people!

**Cub Scout 5 (Walks out dressed in a space helmet and says those famous words of Neil Armstrong):** One small step for man. One giant step for mankind.

**Cub Scout 4:** That's what's out in space!

Let's all stand and remember the American flag flying on the moon. Please join with us in the Pledge of Allegiance.

### Prayer:

We are grateful to the courageous scientists and astronauts who have expanded our knowledge of the universe. We pray that we, too, will be courageous to explore and expand our knowledge of this new frontier.

**Song: "The Astronaut's Plea"**

**Tune:** "My Bonnie Lies Over the Ocean"

I went for a ride in a spaceship.

The moon and the planets to see.

I went for a ride in a spaceship,

And listen what happened to me!

**(Chorus:)**

Bring back, bring back,

Oh, bring back my spaceship to me, to me.

Bring back, bring back,

Oh, bring back my spaceship to me.

I went for a ride in a spaceship.

The capsule was crowded and I,

Developed a cramp in my muscles,

So I took a long walk in the sky.

**(Chorus)**

I went for a walk in my spacesuit.

The ship was controlled from the ground.

But someone in charge down at NASA,

Forgot I was walking around!

**(Chorus)**

### Cheer or Applause

**Space Explorer Applause:** Point toward the sky and say, "You're out of this world!"

**Satellite Cheer:** Move your hand and arm around your head in a circle, opening and closing the hand while saying, "GLEEP, GLEEP, GLEEP!"

**Saturn Cheer:** "Ring! Ring! Ring! That rings true!"

**Venus Cheer:** "Morning star, evening star, you're a star to us!"

### Advancement Ceremony: Flight Through Space

**Materials:** Prepare a ceremony poster board resembling a chart of the sun and planets with the Boy Scout symbol on the sun and Cub Scout ranks on the planets. For other recognitions, such as Cub Scout Sports and Academics belt loops and pins, use shooting stars. Use a small silver cardboard rocket for each Scout receiving

a rank advancement. Hang each badge or pin below the rocket with tape.

**Cubmaster (Calls each Cub Scout to the front with his parents to receive his recognition.):** We are proud of the courage you have shown in taking another flight forward in the Cub Scout galaxy. (Presents the award to his parents to give to the Scout and moves his rocket to the appropriate rank or award.) Your parents present this recognition to you because they have acted as launch control for your flight of achievement.

**Cubmaster (After all awards have been presented):** Let's give these Scouts and families the rocket cheer!

**ALL:** ZZZZZZZOooooooooooooMMMMMM!

### Advancement Ceremony: Flying Saucer Ceremony

**Personnel:** Cubmaster, Webelos den leaders, and an adult who can sail a Frisbee well.

**Materials:** Several Frisbees. Tape badges of rank, Arrow Points, Webelos activity pins, and Webelos badges to the Frisbees.

Station the Frisbee thrower some distance away, perhaps behind the audience. After a leader has called forward the award winners and their parents, he calls for the appropriate awards from "outer space" and suddenly a "flying saucer" arrives with the awards.

### Cubmaster's Minute

History changed on October 4, 1957, when the Soviet Union successfully launched Sputnik I. The world's first artificial satellite was about the size of a beachball. That launch opened the door to new political, military, technological, and scientific developments. For thousands of years, humans had dreamed and imagined what the universe might be like beyond our planet Earth. Today, we know more than ever before, through the courage of those who dreamed about space. With courage and support from your family, you boys can make your dreams come true as well in this new frontier. Good night and dream well, Scouts!

### Cubmaster's Minute

In the movie *Toy Story*, an action figure named Buzz Lightyear became a hero. But at the beginning of the movie, Buzz did not act much like a hero. He acted more like a show-off, always thinking he was better than all the other toys because he could fly. It took a few hard bumps for Buzz to realize that he could not fly and that he was just another toy. That was a sad discovery, but it led to a much happier one: Buzz learned that when a person makes an extra effort to help a friend, then that person is a hero. Buzz rose out of his own disappointment and fear to help save his friend Woody from disaster. That's the way it is with us, too. We might never be able to fly off into space and save a galaxy, but if we learn how to be trustworthy and loyal to the people who depend on us, then we are heroes in the deepest sense of the word.—Contributed by Scott Thayer, Sequoia Council, California

### Closing Ceremony: Space Derby

This might be a great time to hold a space derby for the pack. Be sure to provide space derby kits a month ahead so Scouts can make their spaceships.

### Closing Ceremony: Space Shuttle Closing

**Materials:** The word CUBS is spelled out on a poster board replica of a space shuttle. "Fanfare for the Common Man" by Aaron Copland or similar music is played in the background. A flashlight or other light lights each letter as it is shown. Parts may be read by Cub Scouts or adults.

**Cub Scout 1:** "C" stands for catch. Catch the spirit of Scouting and you're starting the countdown.

**Cub Scout 2:** “U” stands for unite. When we unite, we see how much we can do and how important teamwork really is.

**Cub Scout 3:** “B” stands for balance. In Scouting, the hard work that we do can be fun. As a Scout, work and fun are balanced.

**Cub Scout 4:** “S” stands for straight. The Cub Scout Promise and the Law of the Pack remind us that if our arrow is true, we may cross the bridge and become Boy Scouts.

**Cub Scout 5:** Together these letters form the vehicle that will transport us to the outer limits of Scouting in the hopes that one day, each of us will be able to say those well-earned words, “The Eagle has landed.”

#### **Game: Moon Rock Toss**

**Materials:** Each Cub will need five small stones, each with the same color marked on them. Use several colors of markers. It’s all right to have duplications in the colors

Distribute the moon rocks to Cub Scouts as they arrive. Cub Scouts challenge each other only if they have different colors on their stones. To play, they throw stones toward an empty can (moon craters).

The Cub Scout who has the most stones landing in the crater now can challenge someone else.

#### **Game: Rings of Saturn Relay**

**Materials:** Toothpicks and Lifesavers

This is an old relay race that takes on a new meaning in light of the theme. Divide the den into two teams and give each boy a toothpick. Then place a “ring of Saturn” (Lifesaver) on the toothpick of the first boy in each team. He must pass the ring to the next boy to the next and so on. Once he has passed the first ring successfully, place the second ring on the toothpick. And then the third, and fourth, and as many as will fit on a single toothpick! The first team to pass the rings to the last player wins. (If a ring falls to earth, replace it with a fresh one!)

#### **Game: Round the Moon**

**Materials:** Chair

All the dens line up at the end of the room. Each Cub places his hands on the waist of the Cub in front so the dens form a “rocket.” A chair is placed at the far end of the room opposite each den; these are the moons. On “Go,” the dens run the length of the room, around their moon, and back into orbit. As they pass base, the “rockets” drop a section each time and the Cub Scouts sit down there one by one, until finally the “nose cone”—the first in line—returns home. The first team to be sitting down is the winner.

#### **Activity: Moon Walk**

**Materials:** Cover floor with pillows. Cover the pillows and floor with a sheet. Attach extra-large-sized, thick sponges to the Cub Scout’s feet with rubber bands for space shoes. Let Cub Scouts walk over the area. Play spacewalk music for a real dramatic effect

#### **Project: Rocket Ship Bank**

**Materials:** Potato chip can, colored or contact paper, glue, craft sticks or tongue depressors

**Directions:** Remove the corrugated paper on the inside of the can. Cover the outside with colored paper. Invert the can so the plastic lid is on the bottom of the rocket for easy removal of the money. For the nose cone, cut a 2½-inch diameter circle of colored paper; remove a pie-shaped wedge. Overlap and glue the ends to form a cone. Glue the cone to the top of the rocket. Cut a coin slot just below the nose cone. For fins, cut three vertical slits near the bottom of the rocket, insert and glue a popsicle stick into each. Cover each fin with colored paper that is cut a little wider than the popsicle stick and glue in place.

#### **Project: Toothpick Construction**

**Materials:** Miniature marshmallows in white and colors, gumdrops, round cocktail toothpicks

Use toothpicks to spear the marshmallows and use gumdrops as connectors. Make weird animals, spaceships, planets, and buildings. For sturdier buildings, construct triangles first, then connect them together.

#### **Audience Participation: Astronaut Story**

Divide audience into five sections. Assign each section one of the parts below. Every time a section hears the narrator say its assigned word, that section stands and shouts its part.

**Astronaut:** Hello from Earth!

**Spaceship:** Vroom!

**Saturn:** See my rings!

**Jupiter:** See my moons!

**Martian:** Eeek! Eeek!

Once there was a courageous **astronaut** who was sent out in his **spaceship** to explore the galaxy. The first planet the **astronaut** landed on was Mars. When the **astronaut** landed his **spaceship**, he saw a **Martian**. The **astronaut** held up two fingers as a sign of peace and said, “Greetings from Earth!” but all the **Martian** said was, “Eeek! Eeek!” After thinking about what the **Martian** words could mean, the **astronaut** decided to return to his **spaceship** and try another planet. He looked on his solar system map and found **Jupiter** and **Saturn**. He said, “**Jupiter** looks about right, and it’s a little bigger.” The **astronaut** started his **spaceship** and headed for **Jupiter**. Every so often he wondered what the **Martian** had said to him.

Soon the **astronaut** arrived on **Jupiter** and started searching for signs of life. He searched all over **Jupiter**, but found nothing. He marveled at the beautiful moons of **Jupiter**, but climbed aboard his **spaceship** and headed toward **Saturn**. Arriving on **Saturn**, the **astronaut** said, “This sure is different from Mars and **Jupiter**!” He again searched for signs of life, but found no evidence of life on **Saturn**. However, floating in the rings of **Saturn**, he found an odd-looking device labeled “**Martian** translator.” The **astronaut** jumped into his **spaceship** and headed back to Mars to find the **Martian**. He landed his **spaceship** and found the **Martian**. Holding his **Martian** translator from **Saturn**, the **astronaut** held up two fingers as a sign of peace, and once again said, “Greetings from Earth!” Again the **Martian** said, “Eeek! Eeek!” Out of the translator was heard, “Do Your Best!”

#### **Skit: When I Grow Up**

**Materials:** Eight Cub Scouts. A large box the Cub Scouts can step into and out of; decorate front with knobs and dials. Props for each occupation (e.g., paper chef’s hat for chef). Note: Occupations (except Cubmaster) may be changed. Maybe let boys choose what they want to be

**Cub Scout 1:** Ladies and gentlemen, this is the fantastic, terrific, magic, future machine. It takes a lot of courage to enter this machine because by entering you will know your future career. Pretty scary, huh?

**Cub Scout 2:** Let me try it first.

**Cub Scout 1:** OK, enter the chamber. (Turns dials on the front.) Come out and reveal your future. (Repeat this with each Cub.)

**Cub Scout 2:** Wow, I’m going to be a truck driver. 10-4, good buddy.

**Cub Scout 3 (Enters then exits.):** Hey, I’m going to be a chef—dinner anyone?

**Cub Scout 4 (Enters then exits.):** I’m going to be a doctor—want a shot?

**Cub Scout 5 (Enters then exits.):** A lawyer, I'm going to be a lawyer. I think I'll run for district attorney.

**Cub Scout 6 (Enters then exits.):** Yea, yea, yea! I'm going to be a rock star—where's my guitar?

**Cub Scout 7 (Enters then exits.):** An astronaut! Look at Mars!

**Cub Scout 8:** I'm not so sure about this, but here it goes.

**Cub Scout 1:** This way. (Turns dials.)

**Cub Scout 8 (Enters then screams.):** No! No!

**Cub Scout 1:** What's the matter? What will you be?

**Cub Scout 8:** Nooo!! I'll be a (pause for silence) Cubmaster! (Runs off the stage screaming.)

Fun little treats that can be given to members of your den or pack:

Milky Way and Mars candy bars, Starbursts, etc.



# JULY ROUNDTABLE

## AUGUST 2014 PACK RESOURCE SHEET CORE VALUE HONESTY THEME: HEROES OF HISTORY



### THE CORE VALUE HIGHLIGHTED THIS MONTH IS

#### HONESTY

Honesty means both telling the truth and being worthy of trust. Cub Scouts will gain a better understanding of the importance of following the rules, playing fair, and being trustworthy in games and in daily life.

#### How does this month's theme, Heroes in History, represent the Core Value of Honesty?

Honesty is paired with heroes because throughout history heroes have distinguished themselves as honest people. They gained the respect and admiration of others through their vision of how the future could be changed without using dishonest means to achieve their goals.

#### Preopening Activity: Who Am I?

**Materials:** Slips of paper (Post-its or labels will work) with names of various historical (and/or tall-tale) heroes such as Davy Crockett, Paul Bunyan, Paul Revere, Neil Armstrong, Jackie Robinson, etc.

As participants arrive, attach a slip of paper to their backs. Each player can see what name other players have, but not his or her own. Players discover who they are by asking other players questions that can be answered "yes" or "no." Have the players keep track of how many questions they ask before discovering who they are. Encourage them to move around (perhaps put a three question limit one each person).

#### Opening Ceremony: Heroic Opening

**Materials:** Eight Cub Scouts, each holding up a sign with an appropriate picture on it. On the back of sign No. 1 is "Our." The next six have one letter each, all together spelling HEROES, the last one has an exclamation point

**Cub Scout 1:** Rip Van Winkle took a nap that lasted 20 years;

**Cub Scout 2:** Cub Scouts learn to respect their peers.

**Cub Scout 3:** Johnny Appleseed just loved to plant apple seeds;

**Cub Scout 4:** Cub Scouts learn to do many good deeds.

**Cub Scout 5:** Davy Crockett was said to have killed a 'bar;

**Cub Scout 6:** Cub Scouts help out, they'll go far.

**Cub Scout 7:** Barbara Frietchie put back our American flag;

**Cub Scout 8:** Cub Scouts would put it back, we can brag.

**Cub Scout 1:** Daniel Boone led settlers over the mountains into Kentucky;

**Cub Scout 2:** Cub Scouts learn to help you and me, aren't we lucky?

**Cub Scout 3:** John Henry drove steel into solid rock;

**Cub Scout 4:** Cub Scouts are courteous, 'round the clock.

**Cub Scout 5:** Jim Bowie became famous for his hunting knife;

**Cub Scout 6:** Cub Scouting improves everyone's life.

**Cub Scout 7:** Pecos Bill lassoed the Little Dipper to cause a downpour;

**Cub Scout 8:** Now we've learned all about Cub Scouting and... (All turn signs over to spell HEROES)

**ALL:** American folklore!

#### Opening Ceremony: Tales From Our Past

**Materials:** Five Cub Scouts and a narrator; a U.S. flag set up on stage; costumes for each character (or a hat or a poster with a picture of the hero on front and the words on back). Shine a spotlight on each character as he speaks

**Cub Scout 1:** I am Paul Bunyan. I have faith—faith that anything is possible.

**Cub Scout 2:** I am Pecos Bill. I have courage—courage to battle rattlesnakes and tame tornadoes.

**Cub Scout 3:** I am John Henry. I have strength—the strength to overcome obstacles and never give up.

**Cub Scout 4:** I am Davy Crockett. I am an explorer who is always learning new things and blazing new trails for others.

**Cub Scout 5:** I am Johnny Appleseed. I am a planter, always willing to share and make the world a better place.

**Narrator:** As Cub Scouts, I hope we can learn the traits of these tall-tale heroes and share our knowledge with those around us. Please stand, salute, and join me in the Pledge of Allegiance.

#### Prayer: Johnny Appleseed Prayer

(This prayer is sung)

Oh, the Lord is good to me,

And so I thank the Lord,

For giving me the things I need,

The sun and the rain and the apple seed,

The Lord is good to me.

And every seed I sow,

Will grow into a tree,

And someday there'll be apples there.

For everyone in the world to share,

The Lord is good to me. Amen.

(For a midi file of the tune, go to

[www.users.ms11.net/~gsong/Graces/tune/apple.html](http://www.users.ms11.net/~gsong/Graces/tune/apple.html))

**Note on songs:** There are many songs about heroes, including John Henry, Casey Jones, Pecos Bill, and more, that you could use at your roundtable. However, many are still under copyright, and therefore, we cannot present them here without paying a fee. Many sites that offer kids' songs state that you can print and use the material for a class or for teaching but you cannot publish it in a book or online. Therefore, your best choice may be to choose a song about a hero you like, and print copies for your roundtable, and sing it with gusto!

#### Song: "American Legends"

**Tune:** "Davy Crockett"

Born on a mountaintop in Tennessee,

Greenest state in the land of the free.

Raised in the woods where he knew every tree

Killed him a bear, when he was only three!

Davy, Davy Crockett,  
 King of the wild frontier.  
 Walked across the country with a sack on his back,  
 Saved Ohio settlers from Indian attack.  
 Shared all he had with anyone who lacked,  
 Apple trees now mark the path where he walked.  
 Johnny, Johnny Appleseed,  
 King of the farming man.  
 Made his living laying railroad rails,  
 The strongest man who could hammer those nails,  
 Then he was challenged to the race of his life,  
 Outworked a steam drill, but didn't live through the night.  
 Big John, Big John Henry,  
 King of the railroad man.  
 Raised by coyotes and schooled by a bear,  
 His horse was a Widowmaker to those who dared,  
 Roped every varmint that flew through the sky,  
 Even a cyclone 'cross the prairie he'd ride.  
 Pecos, Pecos Bill  
 King of the wild, wild west.

**Song: "The Ballad of Davy Crockett"**

Born on a mountain top in Tennessee,  
 Greenest state in the land of the free  
 Raised in the woods, so's he know'd ev'ry tree  
 Kilt him a b'ar when he was only three  
 Davy, Davy Crockett, King of the Wild Frontier  
 Fought single-handed through the Injun war  
 Till the Creeks was whipped and the peace was in store  
 While he was handling this risky chore  
 Made himself a legend forevermore  
 Davy, Davy Crockett, King of the Wild Frontier  
 Went off to Congress and served a spell  
 Fixing up the government and laws as well  
 Took over Washington, so I hear tell  
 And patched up the crack in the Liberty Bell  
 Davy, Davy Crockett, King of the Wild Frontier  
 He give his word and he give his hand  
 His Injun friends could keep their land  
 The rest of his like he took the stand  
 That justice was due every redskinned man  
 Davy, Davy Crockett, King of the Wild Frontier  
 When he came home, his politickin' done  
 The western march had just begun  
 So he packed up his gear and his trusty gun  
 And lit out grinnin' to follow the sun  
 Davy, Davy Crockett, King of the Wild Frontier  
 He heard of Houston and Austin and so  
 To the Texas plain he just had to go  
 Their freedom was a fightin' another foe  
 And they needed him at the Alamo  
 Davy, Davy Crockett, King of the Wild Frontier

**Cheer or Applause: Paul Bunyan Cheer**

When you point to one half of the group, they yell, CHIP!  
 When you point to the other half, they yell, CHOP!  
 Then alternate CHIP! CHOP! CHIP! CHOP!  
 Go faster and faster, ending with a loud "TIMBER!"

**Cheer or Applause**

**Pecos Bill:** Pretend to twirl a 10 foot lasso and say "whoopie ki a ki oh."

**Davy Crockett:** "Remember the Alamo!"

**Abraham Lincoln:** "That was great, honest!"

**Johnny Appleseed:** Get out your apple, pretend to shine it on your shirt, look it over, open your mouth, breathe on it, pretend to shine it again, then take a big bite out of it. Say, "Yum, yum," loudly.

**Advancement Ceremony: Heroes Advancement**

**Materials:** None.

This month we have learned about many heroes in our history. People do lots of different things to become known as heroes. One may save someone's life. Another might make an important discovery. Still others may make a great sacrifice for his country or people. What makes one person a hero is not necessarily more important than what caused someone else to receive that same title. The thing that makes a person a hero is that he or she did their best when it really mattered. We have a lot of Cub Scout heroes here with us tonight. I would like to recognize them, as the heroes they are, for doing their best in Cub Scouting. (Call boys forward to receive awards. Say something about each award (e.g., to earn the Tiger rank, these Cub Scouts had to complete five achievements involving \_\_\_\_\_. To earn the Hiking belt loop, they completed the following requirements: \_\_\_\_\_. Be sure to recognize each group with a cheer or special applause.)

**Advancement Ceremony: Daniel Boone**

**Materials:** Assistant Cubmaster, dressed as Daniel Boone (or Davy Crockett or Cubmaster and assistant Cubmaster as Lewis and Clark. For Daniel or Davy, a coonskin cap would probably do it!).

**Daniel:** Howdy, folks! My name is Daniel Boone. I understand this is a good place to get me a mess of Bobcats!

**Cubmaster:** You must be a stranger around here. This is a Cub Scout pack meeting, and the only Bobcats around here are the Cub Scouts who have earned the Bobcat badge. Would the following Cub Scouts and their parents please come forward? (Cubmaster tells story of the Bobcat badge, presents badges and pins to families, and they return to their seats.)

**Daniel:** Well, that was an interesting story about them Bobcats, but I was told to avoid a streak (*proper collective noun for tigers per Wikipedia*) of Tigers in these here parts. Have you seen them?

**Cubmaster:** Oh, Mr. Boone, I'm sorry. The Tigers you heard about are our Cub Scouts who, working with their adult partners, have completed the five achievements needed to earn their Tiger rank. (Call boys and parents forward.)

**Daniel:** I also heard about a pack of Wolves. What do you know about them?

**Cubmaster:** Oh, Mr. Boone, the Wolves you heard about are our Cub Scouts who have climbed the trail of Scouting to the next advancement rank, the Wolf badge. (Call boys and parents forward.)

**Daniel:** Very impressive! But I also heard there are some mighty big Bears in these parts. Don't see nary a one out there!

**Cubmaster:** The Bears in these parts are Cub Scouts who are a year older and wiser than our Wolves. They have learned to take care of

knives and tools, learned how to tie knots, and even learned about you, Mr. Boone. (Call boys and parents forward.) Would you like to see our Webelos Scouts get their awards, Mr. Boone?

**Daniel:** What in tarnation is a Webelos? I ain't ever heard of that critter!

**Webelos:** We'll Be Loyal Scouts!

**Daniel:** Now that, I understand. I'm a loyal "trail" Scout myself.

**Cubmaster:** Webelos Scouts have learned about our government, know the rules of outdoor fire safety, and have slept under the stars. (Present Webelos badges and activity pins.)

**Daniel:** Well now Cub Scouting sounds like a mighty fine way to raise a young'un. Wish we'd had Cub Scouts when I was a lad. So long, now!

#### **Cubmaster's Minute: Real Strength**

America's history is dotted with famous people—men and women and even children. We gain inspiration from their stories. America's strength has always been in her people. It took character to survive that first winter in Plymouth, and another bad winter at Valley Forge. It took character to put belongings into a rickety old wagon and push off into a land of vague promise. It took character to tell a nation that slavery was wrong. Because character is needed today more than ever before, the Boy Scouts of America is concerned about building strong character in boys. Our heroes in history show us examples of great character.

The BSA wants to help guarantee that America is as strong in the space age as it was at its birth. Please join in singing "God Bless America."

#### **Cubmaster's Minute: Heroes in History**

Some real heroes' lives have become folklore stories over the years. (Give examples if you wish—Davy Crockett, Daniel Boone, Pecos Bill.) The tales of these exploits may have grown larger than life, but the examples they provide give us all a dream for the future of our world.

#### **Cubmaster's Minute: Johnny Appleseed**

Instead of a Cubmaster's Minute, the first paragraphs may be broken up and read by several boys. Cubmaster says the ending.

**Materials:** An apple for each family or each Cub Scout or everybody. Your choice!

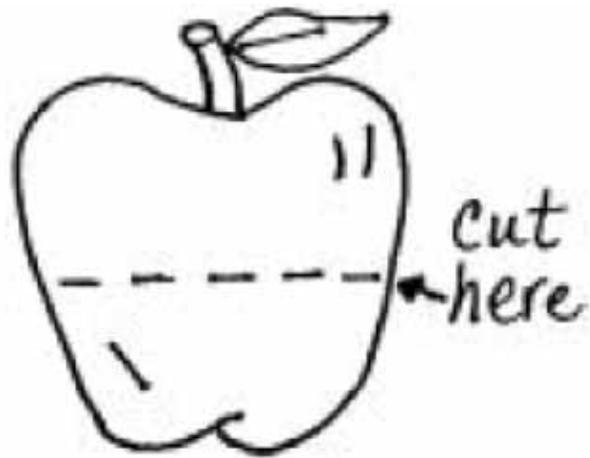
Johnny Appleseed was a pioneer hero, one of the very best. He didn't look much like one.

He was small and not very strong. He wore a tin pot for a hat and a coffee sack for a coat. Under his arm he carried a Bible and over his shoulder, a bag of apple seeds.

He had no knife. He had no gun. But he walked through sunshine and walked through rain—over the mountains, over the plains, and through forest trails knee-deep in mire looking for places to plant apple seeds.

While he was working, he thanked the Lord for giving him "the sun, the rain, and the apple seed." As legend goes, God was so pleased with Johnny Appleseed's selfless service that He put in the middle of every apple a star.

As we close our pack meeting, I will give each person an apple and ask that when you get home you slice the apple in half (demonstrate this) as I just did. You will see the star given to Johnny and to you for being part of our pack.



#### **Closing Ceremony: Heroic Closing**

**Personnel:** Five Cub Scouts and two female leaders

**Materials:** Costumes for Paul Bunyan, Johnny Appleseed, Pecos Bill, Daniel Boone, Davy Crockett, Charlie Parkhurst, and Molly Brown. (Hats may be enough.)

**Cub Scout 1:** I'm Paul Bunyan, the lumberman who leveled a forest in one swing of my ax. My constant companion was Babe the Blue Ox.

**Cub Scout 2:** I'm Johnny Appleseed, a missionary who planted orchards in the wilderness. My friends were settlers and Indians alike.

**Cub Scout 3:** I'm Pecos Bill. I was raised by the coyotes. I fought a ten-foot rattlesnake, tamed it and used it for a whip.

**Cub Scout 4:** I'm Daniel Boone, hunter and trail maker who led settlers over the Allegheny Mountains in Kentucky.

**Cub Scout 5:** I'm Davy Crockett, backwoods hero, member of Congress, and one of the defenders of the Alamo.

**Female Leader 1:** I'm Charlie Parkhurst, a stagecoach driver before there were railroads. I'm unusual because I'm a lady.

**Female Leader 2:** I'm Molly Brown. I lived in Leadville, Colorado. Denver society never accepted me, but I was on the Titanic when it went down in 1912, and I helped save the survivors.

**All:** We are folklore characters. But you can see, we all had adventure and as much fun as can be. Goodnight!

#### **Closing Ceremony: American Heroes**

**Materials:** Cubmaster and seven Cub Scouts. A poster for each Cub Scout with a picture related to their line on one side and the line on the other side in large font.

**Cubmaster:** I have traveled across America and met many heroes from our history. I rode the Pony Express from Missouri to California. I saw Daniel Boone in Kentucky. Met Davy Crockett at the Alamo. Rode with Pecos Bill in New Mexico. Looked for the Lost Dutchman in Nevada. Walked with Bigfoot in the Northwest. And rode Babe the Blue Ox across the Dakotas.

**Cubmaster:** But tonight, I met the heroes of tomorrow. The Cub Scouts in Pack \_\_\_\_\_.

### Game: Historical Mix Up

**Materials:** Choose two to four (or more) well-known events in U.S. history, each with at least two historical heroes (examples: the Alamo—Davy Crockett and Jim Bowie; first moon landing: Neil Armstrong and Buzz Aldrin; Civil War: Ulysses S. Grant and Robert E. Lee, exploring the west: Meriweather Lewis and William Clark)

Give each boy the name of one hero from one event. You need at least two heroes for each event. Number of events needed depends on the size of your den/pack.

Have the boys sit in a circle with the denner in the middle. Make everyone knows a little about the events and in which one his hero was involved. The denner calls out the name of an event (he cannot call the one in which his hero is involved). Everyone who has a hero involved in that event and the boy in the center (the denner for the first round) must move to a new place in the circle. The boy who does not find a space is the next boy in the middle and calls the name of the next event.

### Game: Who?

**Materials needed for each team:** hammer, rope, 2-by-4 wood scraps, frying pan, nail, beanbag, broom, seven cards, chair, toy rocket, picture of moon, coonskin cap, picture of the Alamo, beard, stovepipe hat. Print each name below on two cards. Feel free to substitute or add other heroes and props.

Form teams of about seven Cub Scouts (and siblings, if you choose). On “Go,” the first member of each team runs to a table where the equipment is and picks a card. He reads the name and does something associated with that name. When the team guesses who he is, the next boy goes.

John Henry—hammer nail into board

Neil Armstrong—pick up rocket, fly it to the moon

Pecos Bill—use rope to lasso a chair

Paul Bunyan—flip and catch a beanbag “pancake” with a frying pan

Davy Crockett—coonskin cap, picture of the Alamo

Paul Revere—ride a broomstick horse around the table

Abraham Lincoln—stovepipe hat, beard

### Game: Paul Bunyan Log-Rolling Contest

**Materials:** Use real logs, about 4 inches in diameter and cut to about 1 foot long, or make 1-foot-long logs from 4-inch cardboard cylinders painted to look like logs, if desired.

Set up teams for a relay race. Each boy rolls a log with a dowel or stick to a given point and back to the next person in line. First team done is the winner.

### Activity: Heroic Hero Puppets

**Materials:** Cardboard rolls, paints, markers, colored construction paper, scissors, glue, 8-inch-long thin wooden dowel, glue gun



Use markers to draw faces onto the tubes. For the clothes, trace patterns onto construction paper and cut out. Glue clothes in place. If desired, paint details on clothes with paint or markers. Use a glue gun to glue a dowel to the back of each puppet.

### Project: Den Meeting Stick



**Materials:** Paint stick, seven clothespins, 3-inch by 5-inch index cards.

Paint the stick blue, gold, or orange. Write each part of a den meeting on a separate clothespin. Glue the clothespins to the stick, in order. Attach magnet pieces to the back of the stick, or drill a hole at the top of the planning stick. Display the planning stick where others can see it.

Prepare a 3 inch x 5 inch index card explaining each section of your den meeting plan. (Also write the equipment needed for that section on the same card.) After the meeting, jot down on the back how that portion worked for future reference. File the cards to build a den activity file box. Share your den activity box with other den leaders.

### Audience Participation: Pecos Bill

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

**Pecos Bill:** Yippy yi-i-ay!

**Coyotes or Varmints:** Howl

**Horse or Widowmaker:** Whinny

**Pecos Bill** fell out of a wagon while traveling westward with his family. He was found by a bunch of **coyotes** and it wasn't long before **Pecos Bill** became one of them **varmints**.

One day a cowboy came by and told **Pecos Bill** that since he didn't have a tail like a **coyote**, he figured that he was a human and that he should have a **horse** to ride. Now **Pecos Bill** had no idea how to get a **horse**.

A few days later, a strange little **horse** wandered into the valley and **Pecos Bill** was able to save the life of the little **horse**. From that day on, **Pecos Bill** and **Widowmaker** stuck together like warts on a toad. After a few years, **Pecos Bill** and **Widowmaker** became known as the toughest **varmints** west of the Alamo.

Now once a tribe of Indians surprised **Pecos Bill** and **Widowmaker**. **Pecos Bill** took a large rattler and used it to chase the Indians and mess up their game. **Pecos Bill** gave those Indians such a scare that they rode away so fast their paint came off. That's how the Painted Desert got its name.

#### **Skit: The Unknown Hero**

**Setting:** The den is on stage, and they're murmuring to one another.

**Cub Scout 1 (Loudly enough for the pack to hear):** I hear the unknown hero is coming. Have you seen him?

**Cub Scout 2:** No.

**Cub Scout 3:** Couldn't be as strong as Paul Bunyan.

**Cub Scout 4:** Couldn't be as brave as Casey Jones.

**Cub Scout 5:** Couldn't be as good a shot as Davey Crockett.

**Cub Scout 6:** Couldn't be as wild as Pecos Bill.

**Cub Scout 1:** Oh yeah! He's more than all those folks put together!

**ALL:** Here he comes!

Out comes another Cub Scout (or Cubmaster) flexing his muscles and grinning!

#### **Skit: Trailblazers**

**Characters:** Eight Scouts wearing signs to identify their characters.

**Narrator (wearing an Uncle Sam hat and opening a history book to read):** Come join me now for just a minute while we look for heroes in history in my book. There are many heroes on these pages with tales of deeds through the ages.

**Thomas Jefferson (wearing a three-cornered hat made from paper):** The Declaration of Independence I did write, helping our country in its freedom fight.

**Squanto (wearing an Indian headdress):** I helped the Pilgrims to stay alive that first winter in their struggle to survive.

**Neil Armstrong (wearing an astronaut helmet):** I helped to blaze the trail into space for our land, and I was the first person on the moon to stand.

**Abe Lincoln (wearing a stovepipe hat):** As president, my best to the country I gave, and helped to end the War Between the States.

**Thomas Edison (wearing a newspaper hat):** I did my best to help my land without wait; the electric light I did create.

**Paul Revere (wearing a tri-cornered hat and holding a lantern):** I made a famous ride to every farm to warn of the British and spread the alarm.

**Cub Scout (in uniform):** All these men who blazed a trail did their best and did it well. We are the future trailblazers of this land. You can bet we'll do our best to do our job grand!

#### **Skit: Heroes in History**

**Personnel:** Six Cub Scouts

**Equipment:** Chair, book, costumes or signs for Robin Hood, John Paul Jones, Astronaut, St. George (the patron saint of Scouts), Sitting Bull

**Scene:** Billy is in his room trying to think of a legend or lore costume for the coming pack meeting. He lounges in a chair and is looking through a book when he begins to get sleepy.

**Billy:** Gee, if only I could think of a good costume for the pack meeting. It has to be something for heroes in history. I don't see anything like that in this book. (Falls asleep.)

**Robin Hood:** (enter) Billy, Billy what about me? No grander hero there could be! I robbed the rich, gave the poor a hand; I'm Robin Hood from the merry band. (He stands to one side.)

**John Paul Jones (enters):** Lift the anchor, hoist the sail; this hero's here to tell a tale. I'm the hero for you, Billy. Anyone else would just be silly. (Billy is still sleeping. John Paul Jones moves to side.)

**St. George:** Nonsense, lad, they're not your style; they'll both end up on the rubbish pile. What you need is a costume with zing! Why not go as Rex, the King? (He stands to side.)

**Astronaut (entering):** If you need a hero and must borrow, don't go to the past, come to tomorrow. Why not go as an astronaut? A part of the future, one of the stars. (He stands to side.)

**Sitting Bull (entering):** How, Bill Cub Scout, heap big plan, need Indian costume, soon as you can. Famous Indian, Sitting Bull, sure to win you trophy full. (Takes his place on side.)

(Dream characters begin to talk among themselves. As they do, Billy wakes up.)

**Billy:** Boy what a funny dream, all about those legendary people. Each wanting me to be them. Oh well, I might as well, hey, I got an idea! I'm going to the pack meeting as Smokey Bear! Boy that's a great idea! (Exits stage.)

**All other characters:** Smokey Bear!?! (Shaking heads as they leave.)

