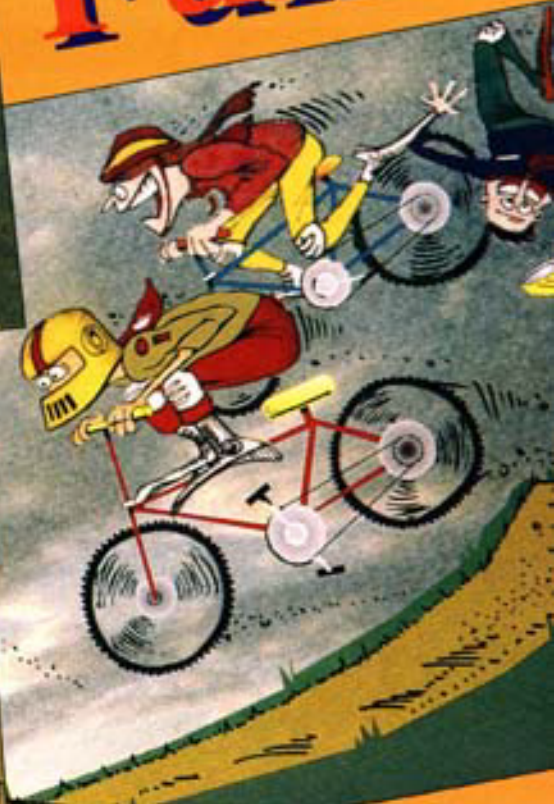


the leader

OCTOBER 1994

VOLUME 25, NO. 2

Fall Fun!



PENNY CARNIVAL • REMEMBRANCE DAY • FAMILY HIKE

From the Commissioner's Tent

by Herb Pitts

If you've read recent issues of the **Leader**, you'll have noticed a lot of print devoted to "Strategic Directions", "Mission", "Principles" and "Practices". We have given prominence to these terms in past months as we try to develop a cooperative and coherent approach to Scouting's future in Canada. **An insert in this issue summarizes our new Strategic Directions.** Now that agreement has been reached, perhaps it's time to think about *how* we might adopt the direction and spirit intended. Two key areas needing attention are the *youth/leader interface* and *youth participation in decision making*.

How can we improve these important aspects?

We must look to our "Practices" (or "Methods") — where the Movement meets our Youth! Assuming we agree and accept the Mission and Principles, it is through Practices that we engage our Youth in Scouting's programs. To paraphrase the Mission, our aim is to promote development of the whole young person so each becomes a responsible member of local and larger communities.

Scout Principles can be summarized as duty to God, others and to self. Not a whole lot has changed in the Mission and Principles as a result of our recent review. They've been expanded to include young people without reference to gender, and have become more inclusive as world concerns for peace and environment have shifted.

Do we carry out our Mission and adhere to our Principles? Do we practice what we preach?

Only you, as individual leaders, can answer that question. Chances are we could all do a little better by paying closer attention to the basic tenets of our Movement. Perhaps another way of putting it might be to make our Practices conform more closely to our Principles!

Six generally agreed Practices make Scouting different from educational or recreational programs. Let's take a quick look at each; it might sharpen our focus and vision.

a) **Promise and Law:** To belong, you must subscribe to these. Why? To really develop you must believe in something bigger than yourself. It reminds youth and leaders of their link to others in the Movement — to the team.

b) **Learning by Doing:** Perhaps this practice is the hardest to achieve. What a temptation to do it for them rather than let them discover on their own! This requires patience and discipline.

c) **Membership in Small Groups:** This is where leaders emerge. Small groups work better than large ones and leadership is more easily found and recognized. Youth involvement in determining activities and policies can be achieved and appreciated.

d) **Progressive and Stimulating Programs:** This might seem self-evident. Yet, often we hear — "The program's okay; it's the delivery that's the problem." Or — "They're just not using any imagination!" Or — "Where can

we get help with this?" Or — "We don't have enough leaders." Or — "Why can't the training be updated/shortened/standardized/simplified...?" Let's ask ourselves, "How do we fit in this picture and how can we improve our part?"

e) **Value based Movement:** We say we show commitment to self, family, community, country and world. Sounds great in theory, but can we make it more evident to all in our section? We've heard about youth wanting guidelines and involvement. Are we really providing a way?

f) **Use of Outdoors:** This is a hallmark of our Movement. Yet our young members say they're not doing enough of it. Again, and again, you've heard — "Let's put the *out* back in Scouting." You've also heard "We never go out!" Or — "It's too far to go". Or — "We spend all our time playing..." Nature holds many fascinating mysteries, but to appreciate it we have to go and meet it.

I'm startling no-one with these thoughts, but perhaps they will cause each of us to look again at how we deliver our talents and energies to Scouting youth. We can all "improve our serve". It will make a big difference — for ourselves, our Youth and our Movement.



— Herb Pitts, National Commissioner.

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Let's Remember

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BEAVER AND CUB CARNIVAL NIGHT

Perfect for the whole family

text and photos from Hazel Hallgren

Last year we planned a very popular Carnival Night. What a success!

Perfect for a family night event or to introduce school buddies to Beaver friends, a carnival night is ideal for a single evening or weekend camp.

We organized our carnival around theme stations. Multi-coloured balloons and streamers, as well as a "Snack Shack" (hot dogs, popcorn and refreshments) added to the excitement. Our jelly bean guess puzzled both parents and youth.

Try asking local Scouts to help with face painting. Dress them and leaders in clown costumes.

"Hey! Did you see Big Brown Beaver? Even he looks like a clown!"

Penny toss

Kids of all ages enjoyed this game. We filled a small wading pool with water and floated plastic saucers on the surface. The challenge involves gently tossing pennies onto a saucer without the penny skidding off.

Gather a large supply of pennies for this event, as well as towels and plastic for the floor.

Mini golf

Cut various sized holes in a large flat-sided box. Colour the box (or cover with bright paper). Children must use a putter to get their golf balls through the holes. (For Cubs, assign scores to each hole and have them play in teams.)



Bouncing ball mania

Cluster eight or ten large buckets together near a wall. Carnival-goers must stand well back and bounce a beach ball into the buckets. Cub rules: As the ball flies toward the buckets, it must bounce twice before reaching its target.

Ring toss

We built a colourfully painted board with hooks screwed into it for our children to toss rubber canning rings at. It's harder than it looks. Steady-eyed contestants get five rings each — more if they need it to score.

Apple bobbing

Does anyone know why children love getting wet? This game will help satisfy more than just their appetite. Keep several towels nearby.

Trash it!

Collect eight or ten large pails. Paint them blue if possible. Your Beavers or Cubs must throw crumpled newspapers, pop bottles, sponges and bottle caps into the buckets. Naturally Cubs will want to race their friends.

Puzzles

Gather together (or make) several easy puzzles that might take five or ten minutes to assemble. Working on a team might help some children.

Bowling

Use large apple juice cans and tennis balls for your bowling game. If you get a strike you get three more balls.

Another variation for older Cubs might be to cut different size holes in the side of a box for children to try rolling tennis balls through. The smaller the hole the higher the score.

Dart throw

Get a styrofoam dart board with



Tossing sponges at pails takes careful aim.



Mini golf mania! Sometimes the ball goes everywhere but into the hole. Parents can easily relate.

velcro tipped darts for your carnival. Real metal darts are too dangerous.

Bean bag toss

Beavers and Cubs might want to make their own bean bag toss board before the carnival. Simply get them to cut round, square and triangle holes in a board or tall, heavy cardboard box. Two side-by-side holes might be a clown's eyes, while larger holes below might be a nose and open mouth.

CUB CARNIVAL THEME IDEAS

Do your Cubs want more demanding games? Merely increase the skill level: make them stand back further or race against time. Let them race in teams. Try these ideas.

Disk toss game

Cubs love building things. Here's an easy, inexpensive game they can build from plywood.

For each Cub you will need one piece of plywood (18mm thick), wooden dowelling (pegs), paint, drill, bit (same size as dowel), heavy corrugated plywood, sharp knife, glue.

Instructions

1. Cut the plywood into squares of approximate 60cm. (This size will make eight games from a normal sheet of plywood).
2. Let Cubs drill holes carefully in their plywood game board where they intend to put a dowel. Don't drill too many holes or have too many dowels in the board.
3. Paint the game boards.
4. Cut the dowel into various lengths (4cm to 12cm).
5. Put a spot of glue on the end of each dowel, then slide the dowel into a hole. Let it dry (about 1 hour).
6. Cut out circular disks with a large hole in the middle from the cardboard to toss at the dowels.
7. Write a number (5, 10, 15, 20, etc.) below each dowel for scoring.

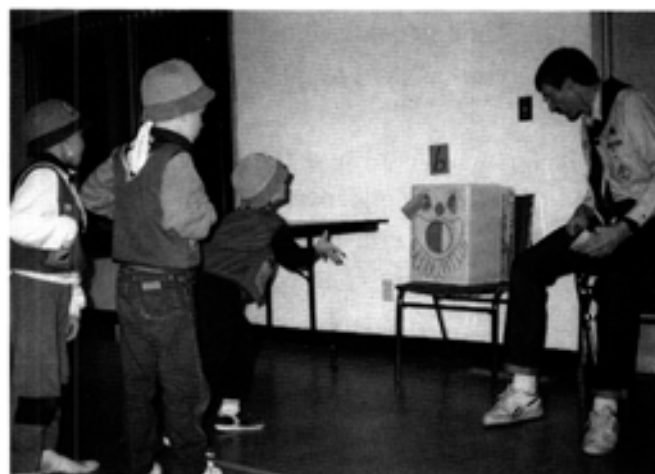


*"Let's see...
I put this clothes pin
beside my nose, then
I drop it easily into
the can. OOoppps!
Perhaps I'll try again."*



Ready, set, throw.

*Beavers and
Cubs always
enjoy a bean
bag toss.*



Mystery game

Give each Six a collection of objects: cans, rings, balloons, masking tape, string, markers, pennies, etc.. See which six can think up the most innovative game in the shortest time.

Loop-the-loop

Paper airplanes are a favourite of Cubs anytime. Get your budding pilots to make their own jet fighters from paper. Let them experiment with different designs. Which fly fastest? Furthest? Can they tell you why? A paper clip on the airplane's nose might increase its stability.

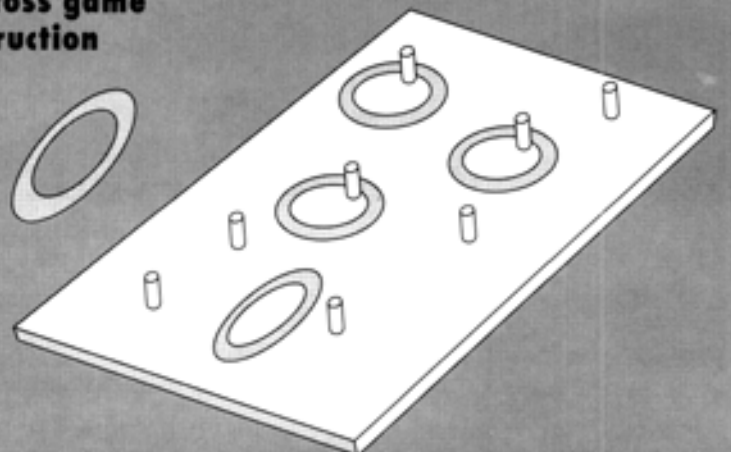
Set up a hoop and see who can fly their airplane through the hoop.

Let them fold a small tab at the back of each wing up. With adjustments they can get their planes to loop-the-loop.

What carnival games would your Cubs like to play? Ask them, then let them set up their own fair grounds. ^

— Hazel Hallgren works with the 13th Red Deer Beavers in Alberta.

Disk toss game construction



Family Matters:

How Scouting Can Help Support Families

by Michael Lee Zwiers

Canadian families are changing rapidly. These changes are causing stress, confusion and great anxiety among youth. Divorce, splintered family units, step-parents, and poverty all mix into the equation.

"What difference does it make to me?", you ask. "I'm just a Scouter."

Stop for a moment and think again. These changes may not affect your own family directly, but they will make a difference to your colony, pack, troop, company, or crew because they affect your members in a big way.

Let's consider some current Canadian facts:

- 1 out of 3 children will experience divorce before their 18th birthday.
- single parents head 1 out of 5 families.
- 2 out of 3 single parent mothers live below the poverty line.
- 2 out of 3 mothers in two-parent families work for pay.
- 3 out of 4 mothers with children under the age of 12 now work for pay.
- 1 out of 8 couples live common-law. 42% of these couples have children living with them, but not necessarily offspring born into the partnership.
- 1 out of 14 of all families are blended, uniting children from old and new marriages.

Couples today are averaging only 1.8 children — half as many as their grandparents did in 1921. (People are also living about sixteen years longer.) More young, unwed mothers are keeping their babies than ever before. At the other end of the spectrum, mothers are having babies later in life.

Today families are more mobile and lifestyles are more hectic than in past decades. Increasing economic insecurity, constant social and technological change, and expanding cultural diversity are all exacting a heavy toll. The rapid pace of change shows no sign of abating. How will it affect the family? Like it or not we are witnessing an enormous transformation in the family as we know it.

The impact of change

How does this affect our role as Scout leaders?

Marriage break-ups are causing many problems. Knowing the affects of divorce upon children can help us serve these youth better.

Divorce affects children in a variety of ways. Children from divorced families exhibit higher levels of depression, anxiety, and adjustment problems than do children from happy, intact families. Divorce is often followed by economic, social, and psychological losses (e.g. loss of a parent from the home, move to a new house and school, loss of friends, loss of traditions, and disrupted routines).

Young girls seem to adjust better to divorce than do young boys. Boys tend to act up and cause problems

for others. Girls often internalize worries and emotional concerns; this results in higher rates of depression and anxiety problems.

Leaders will not only face social and emotional issues, but also added administrative work. More than one household may have to approve camps and outings. Youth may find it difficult to keep track of clothing, equipment, and uniforms when living at more than one home. Parents may even argue over who will pay for Scouting costs, with both sides refusing and the embarrassed child caught in the middle.

Some studies suggest that children adjust better when in the custody of a same-sex parent. Many experts believe that the loss of a same-sex role model is a significant one. Some parents may turn to Scouting to fill this important role.

Scout uniform and registration fees, camping equipment, travel costs and special events might place a financial burden on the family. Lone parents (especially mothers) might decide they simply can't afford Scouting.

Since more mothers are in the workforce, and many still retain responsibility for the majority of housekeeping duties, they have less



Friendship, acceptance, fun — Scouting has much to offer youth.

time for children. This loss of support will affect some children's ability to cope with life stresses. In response, they will look to their friends and the greater community (including Scouting) to fill this need.

Increased common-law and blended families mean that the old family model might no longer fit in all situations. Children from non-traditional families might feel confused and uncomfortable when playing with children from traditional families.

Societal changes cause stress for everyone. Children used to be able to rely on their parents to help them cope with the present and to plan for the future. Today, adults are as confused by the changing world as their children. The end result is increased insecurity for the children.

As Scout leaders we must help them through this stage.

Some useful ideas

Although we don't have the power to right all wrongs, Scouting can support these children in many ways. A safe community of friends will help children through times of stress and difficult change.

Invite children to share their thoughts and feelings, then listen to, and acknowledge, what they share. If you provide a secure environment in your group, children will feel safe

enough to share their inner experiences with you and other youth in the group.

Be sensitive to differences within, and between, families. Allow these to influence your activities. (An excellent example of this is the traditional "Father-Son" banquet which became a "Parent-Son" banquet, and which we now refer to as an "Adult-Child" banquet.)

When holding investitures or other important events, invite all significant family members. Make additional copies of newsletters available to various households. Leave room on registration forms for a variety of names, both first and last. Don't assume that children have the same last name as their custodial parent, step-parent, or siblings. (We used to ask parents how many children they had; now we need to reverse that and perhaps ask children how many parents they have!)

Plan events which allow members to invite and involve their families. Picnics, special pot-luck meals, outings and ceremonies offer opportunities for many to join in. When was the last time you asked a parent to share his or her hobbies, talents, or professional skills at a meeting? What a great way to involve them in a more personal way.

Use routines, ceremonies, and traditions to provide some predictability

HELP KNIT FAMILIES TOGETHER

Seek creative opportunities to strengthen the bond within families. Try these ideas.

- Begin the Scouting year with a parent and child activity night. Encourage parent participation and ideas.
- Don't push when parents appear reluctant to take part in activities with their child. Some people will have less time, interest or skills. Others might feel less self-assured in public. Still others might be experiencing considerable personal stress. Offer them opportunity and encouragement.
- Plan several parent and child game, craft or activity nights every year. (Organize several of these for the entire family: a games night, Halloween party, fall hike, Christmas party.) These will help bonding between the child and parent, as well as build stronger adult commitment to Scouting.
- Be approachable for children who might need to talk. As a Scout leader, they might find you very approachable.
- Watch for unusual changes in individuals from your group. Changed behaviour might indicate family stresses: loss of job, family break-up, abuse.
- Children experiencing family stress might require more praise, reassurance, supervision and attention. Do what you can to help.
- Include the whole family (don't forget grandparents) in evening, day or weekend activities. Parents can help out at kite flying events, run first aid stands, teach canoeing, and cheer their Cub or Scout on.
- Can you arrange a special fee at museums, amusement parks, swimming pools or nature centres if entire families attend? Check into this possibility.



Photo: Photo Features

Scouters are powerful role models.

and security to youth members. When new members arrive, welcome them with open arms; help them to feel a part of the group.

Try to keep Scouting affordable. Be creative when planning events and outings.

- Can you walk rather than drive to an event?
- Can you set up a uniform swap or exchange?
- Can you hold outdoor events and camps in your community rather than farther afield?
- Can you rent or borrow equipment (especially things you rarely use)?
- Can you enlist donations, support, or other forms of fundraising both direct and indirect?

Discretion is important

Be sensitive to personal information. If a parent or guardian shares confidential information with you, keep it a secret.

A Scouter from another troop once told me: "See that kid? His dad once molested him."

Did I have to know that information?! The leader had *no right* to share that knowledge. Gossip is dangerous!

Plan events that involve the whole family.

If a parent tells you something that you feel is too personal, you might ask: "Are you sure you want me to know this?" or "I'm not comfortable hearing all of this information right now."

Your responsibility ends here

Are you a male leader? Don't overburden yourself with undue responsibility. Sure, you're a male influence in the child's life, but not the *only* one. Be yourself — that's the most helpful thought to remember.

Youth learn about role models from family, school, community, extended family, sports, older children, television, movies, and a myriad of other sources. Be aware of your place in the network of support.

New Canadians

Immigrant children may be coming from countries where they have experienced war, violence and persecution. Family members may have been killed, imprisoned or simply "lost" in large relocations. Naturally these can produce incredible stress on children, causing them to be less confident, less socially-adjusted and less friendly than others. As Scouters, we can help them adjust to new surroundings, a new culture and new hope.

Hope for the future

Scouters have much to offer to help ease the pain of suffering youth. First, become aware of current trends and their subsequent impact upon your members. Second, adjust the way you operate. One key is being sensitive to individual circumstances. Another key is being aware of your own limitations. Ultimately, you can have the most impact within your own family. Third, examine changes to your own family unit. Look at the supports available to help you cope with these stresses. Remember, your family matters too! ^



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Let's help
bind families
together.

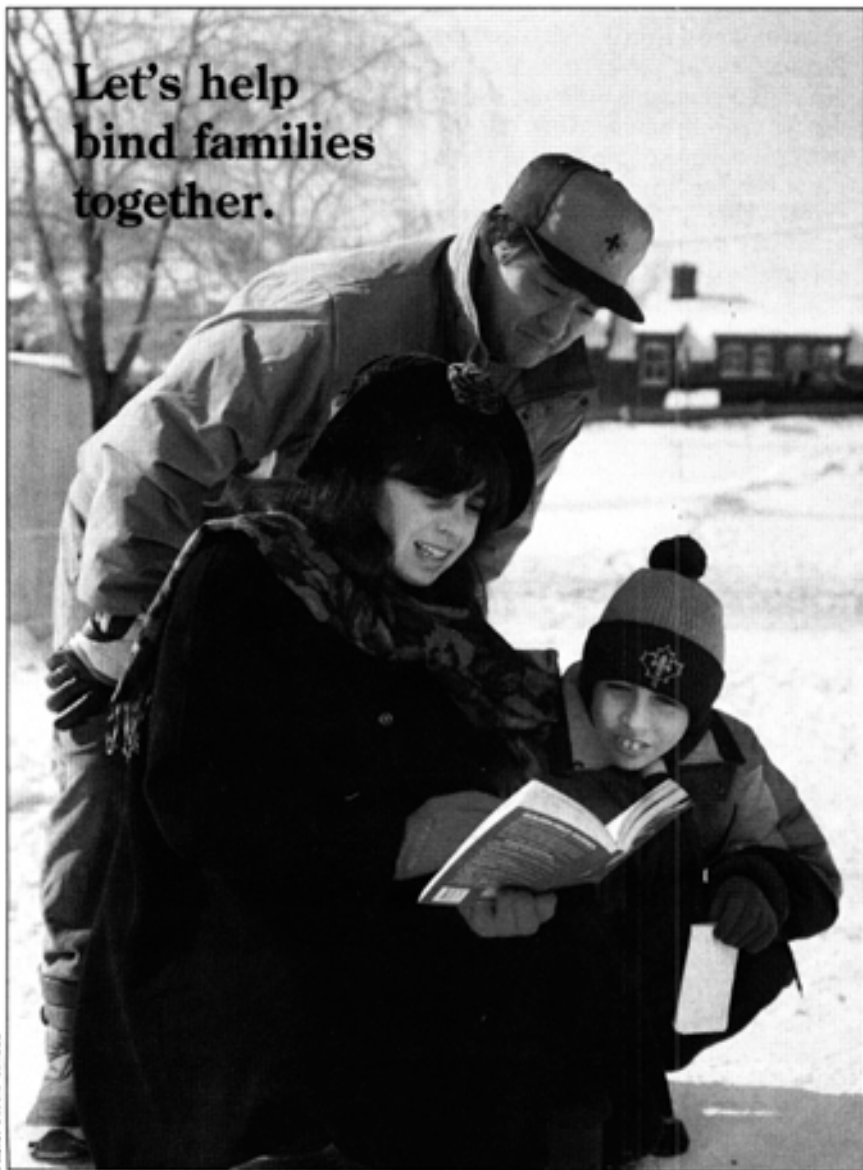


Photo: Scouts Canada



What About Posters?

by John Rietveld



If Scouting is to reach more young people, extend its presence in the community, obtain financial support, and publicize our events, we must communicate effectively with the public.

Communication moves in two directions: It enables us to send a message out, and receive feedback.

Posters are one of the most effective tools to send a message. Advantages include:

- strong visual impact on a wide audience
- easy identification of the advertiser
- flexibility of various advertising sizes to fit available space.

But how do you design an effective poster to publicize an upcoming event?

It's not difficult, just remember these simple rules.

First, decide what purpose your poster will serve. Is it to announce an event, a camporee, camp, meeting or conference? Is it to advertise a product or something in your Scout Shop? Perhaps you are seeking support for Scouting, a recruitment campaign or fundraising program.

Use this handy reference chart below to help design your poster.

Before you begin to design your poster, look at commercial posters on billboards, in shopping malls or grocery stores. How have they been designed and composed? Look at them closely: what 'works' and what doesn't?

The best posters often share several common attributes: an eye-catching, simple visual (a picture or art work), brief text, and attractive colours.

Don't try to say too much.

Who is your target audience?

Define this clearly. All effective posters focus on a clearly identified audience.

You might need two different posters with a slightly altered message to reach different groups.

Are you trying to reach an internal Scout public: leaders, youth or parents? Non-Scouting groups might include the media, potential youth and leaders, government officials, or other organizations.

When producing your poster take into account the reader's reference system (lifestyle, experience, values, culture, language attitudes). The more

you understand your target reader, the better you will be able to choose what is most likely to attract and captivate her.

Some characteristics of a good poster include:

- it attracts **attention**
- it arouses **interest**
- it creates and provokes **desire** (to buy, take part, join)
- it leads to **action** (purchase).

Consider these basic rules when designing your poster:

- define the target audience
- define the subject or theme
- define the central image (a person or thing)
- define the format (vertical, horizontal)
- consider placement (billboard, transit shelter, store window)
- choose the slogan or title (a call to action)
- consider colour and type size
- consider photographs or illustrations.

Scouts Canada provides ready-to-use posters for district and group use — contact your local council office.

Our posters are available in various sizes from 8 1/2" x 11" through to 16" x 24". Scouting posters always include a wide band of white space at the bottom to allow you to write a local message or phone number. Before printing our national posters we focus-test each image and message with both internal and external audiences.

If you have had experience designing posters for your district, send a copy to Communications Service at the National Office. We will provide an editorial and artistic critique. If your poster is really outstanding, we will share it in a future issue of **the Leader**. ^

* Special thanks to the World Scout Bureau, Management Info Sheet No. 9.

Questions to consider:	To announce an event, include:	To advertise a product, include:
What?	- title of event	- the product
For whom?	- target public	- the user
From whom?	- organizer	- the seller
Where?	- place	- sales outlet
When?	- day and time	- occasions to use
Why?	- what benefit for the local or wider community	- article sold in aid of/donation used for...

FEEDING FRENZY: Build A Bird Feeder



by Allen Macortney

Looking for a popular fall activity for your Beavers, Cubs and Scouts? Build some bird feeders and then watch the air show!

Children and birds are naturally drawn to each other. Help your children learn more about their feathered friends. Tie the activity into theme nights and badge work.

Ask your group what birds they notice in their neighbourhood. Get them to draw pictures or cut them out of catalogues. This will help them develop observation skills.

Do your Cubs see any migrating flocks? Ask them why many birds (not just geese) fly in "V" formations. (The birds behind a leader are flying in a slight vacuum left behind by the lead bird's wings, i.e. he is working harder than the other birds. The "V" formation leader switches position frequently with other birds so everyone can share the extra load.) Flocks flying south in the fall have many young birds making their first migration.



Feeders don't need to be elaborate creations. Even a saucer works well.

Photo: Allen Macortney.

FOOD FOR THOUGHT

September to November are the best months for observing the widest variety of birds at your feeder. The peak feeding months are December through April as birds wait out the winter. April to August are good months to start attracting birds to your feeder.

Sunflower seeds (available in bulk) are very popular with most birds including jays, sparrows, finches, chick-

adees, cardinals, mourning doves, and grosbeaks. Cracked corn is also popular with many species.

When birds regularly visit your feeder why not try varying their diet? Put out bread crusts, chopped nuts, whole peanuts, apple and other fruit.

Do you want to attract orioles and tanagers? These birds love oranges. Try quartering an orange and setting it out on a feeder or nailing it to a post.

CHOOSE THE RIGHT POSITION

Position the feeder in a convenient place to watch — not too high or too low to the ground. Don't set it up close to a possible hiding place for cats or other predators (e.g. dense shrubs, deck).

Keep your feeder at least one metre away from windows. Too many birds die when they crash into glass that reflects the sky. A screen placed over the window will eliminate this reflection and provide a cushion if a bird accidentally hits it.

A feeder that hangs from a wire makes it very difficult for squirrels to visit it.

WATCH AND OBSERVE

Ask your Beavers, Cubs and Scouts:

- Are birds eating seeds at the feeder or do they take the seed away?
- Are they cracking the outer shell and eating the inner seed or do they eat the shell and all?
- Do birds with thicker beaks eat seeds differently than birds with thin beaks? What could this tell you?
- Which birds are the messiest eaters? Which are neatest? Make a list.
- How does each bird species approach the feeder? Do sparrows land on top then drop down after checking for danger? Do house finches fly brazenly up without looking?
- Can you see one bird returning over and over again to your feeder? What distinctive characteristic helps you identify it (e.g. a fluffed feather)?
- Are the birds taking one seed and flying away or are they taking more than one seed?



Photo: Doug Erickson

Cubs from the 11th Central Surrey (British Columbia) Pack built bird feeders from kits.

- What birds do you like to see eating at the feeder and which ones would you describe as pests?
- Using your *Field Guide*, identify the male and female birds. Male birds usually sport brighter colours than females. Can your Beavers and Cubs guess why? (Males use their brighter colours for mating; females need duller colours to help them hide when sitting on the nest.)

BIRD SILHOUETTES

Let your Beavers, Cubs and Scouts experiment with various bird silhouettes. Help them trace a bird profile from a book, then transfer the silhouette onto black construction paper.

Do birds at your feeder react when you place predator bird silhouettes (hawk, owls, falcons) on your windows? Make sure the silhouette is soaring downwards to mimic a hunting bird. What happens if you remove the silhouette?

DID YOU KNOW...?

Scientists believe the earliest bird ancestors were swift-running animals that made flying leaps and parachute jumps from tree to tree.



Feeders become popular gathering points for many birds.

Photo: Allen Macartney.

A male onagador bird (Japan) had the longest recorded feathers. One tail feather measured 10.6m!

Andean condors are the largest flying bird with a wingspan of 3.3m.

Chickens can fly, but not very far and not well.

A peregrine falcon has been clocked at 322km/h in a dive.

Bar-headed geese sometimes fly as high as 9,000m when crossing the Himalayan peaks — a world record.

Ravens with clipped wings live in England's Tower of London. If the ravens ever leave the Tower, according to legend, the English monarchy will fall.

RESPONSIBILITIES

If you start feeding birds during winter months make sure you continue feeding them. Birds can start depending on your food. This could prove catastrophic for them if it happens during extremely cold weather.

If you must go away on vacation in the middle of winter, start cutting back on the seed in your feeder several weeks before you leave so your birds will look for other supplies of food.

Don't be afraid that birds will forget how to forage on their own. Birds are very resourceful.

**** Stay tuned next month to find out more about bird feeders: an environmentally-friendly feeder, feeder clean-ups, find out why birds might not be visiting your feeder. ^**

Program Links

Cubs: Black Star, Observer, Tawny Star, Carpenter, Handicraft, World Conservation.

Scouts: Conservation, World Conservation.

BUILD A BIRD FEEDER

Here are some easy bird feeder plans for Cubs or Scouts who might wish to build one. Beavers may want to build an easy feeder kit available from Supply Services.

Materials:

- 12mm plywood (floor, roof, sides, back and front seed plate)
- two small roof hinges and screws
- nails
- pine strip (20mm x 20mm) to hold front seed plate.
- pine strip (5mm x 25mm) — fits at front bottom of feeder to keep seed from falling onto the ground.

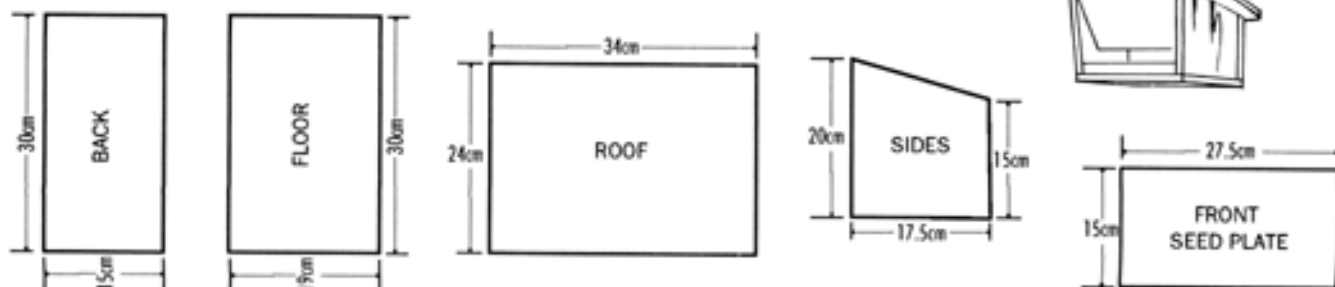
Building instructions

1. Cut one floor, two side walls, one roof, one back and one front seed plate to the approximate dimensions shown in diagram. Cut two pine strips (20mm x 20mm) about 10cm long. Cut one thin pine strip (5mm x 25mm) to a 30cm length.
2. Nail one pine strip (20mm x 20mm) on each feeder side as shown in the diagram.

3. Nail the sides flat onto the floor of the feeder.
4. Nail the back onto the sides and bottom of the feeder.
5. Nail the front seed plate onto the front of the two 20mm pine strips already nailed to the sides. Keep the bottom of this plate at least 5cm off the floor to allow seed under it.
6. Attach the roof by screwing on the hinges to the back of the feeder. The roof should over-hang the front of the feeder to protect seed from rain and snow.
7. Nail the small (5mm x 25mm) pine strip across the front bottom of the feeder to stop seed from spilling out onto the ground.
8. Paint your feeder a nature-like colour. Birds might not visit a brightly coloured feeder.

**** Construction measurements are approximate.**

**** Bird Watch (Summerhill Press, Toronto) is an excellent book for young bird watchers.**





LET'S REMEMBER REMEMBRANCE DAY

As the fiftieth anniversary of the end of the Second World War approaches, many Cubs and Scouts are hearing much about the battles that helped shape our world.

Several Scouters have shared effective Remembrance Day theme ideas. The activities have helped teach Canadian heritage, responsibility,

and respect to their Beavers, Cubs, Scouts and Venturers. It gives them a greater sense of national purpose and the role they themselves might play building our nation.

Are you looking for some Remembrance Day ideas for your youth? Here are some field-tested activities.

More than community service

Too often youth think war is glamorous, fun, exciting, full of glory. What else can they think when G.I. Joe and John Wayne bounce across the television screen happily waving flags?

Each year the 319th Willow Valley Cub Pack finds out the truth when we visit Canadian war veterans at the Sunnybrook Medical Centre in Toronto, Ontario. (This hospital is also a veterans residence.) Here we talk to elderly veterans, see their injuries and explore Canadian history through the eyes of those who made it.

We usually time our visit to coincide with Remembrance Day (November 11). Later in the year we invite the veterans to join us for either our Christmas meeting and party, or our annual dinner during Scout-Guide Week celebrations.

The visits help our Cubs in many ways:

- It gives them a genuine sense of heritage.
- It helps them discern the truth about war: its human cost and its worth (freedom).
- The Cubs learn to relate to older people as real people with interesting lives.

Of course the veterans love the attention. It brings a smile to their faces and helps them see Canada's future — our youth.

Over the years some of our Cubs have even 'adopted' a veteran they particularly enjoyed meeting. Sometimes their families visited the veteran and invited him into their home during the year for family times.

Find some veterans living near you. Perhaps they will come and share their experiences with your group.

— Rick Ross, 319th Willow Valley Pack, North York, Ont.

March for peace

Is there a Remembrance Day march in your area?

Many marches do not restrict themselves only to the veterans who fought the wars. Find out if your Beavers, Cubs, Scouts or Venturers can take part. Not only will it help your youth gain a new understanding of their country but it will raise the profile of Scouting in your community.

Silent vigil

Each year I stand with many Westmount (Quebec) Venturers and Scouts close to the Cenotaph on November 11. What an excellent opportunity for us all to remember the real cost of war, and honour those who fought.

Sometimes their smiles and giggles may seem inappropriate during such a solemn occasion, but I accept this 'misbehaviour'; it reminds me just how happy and carefree their lives are compared to the lives of many children in the world. It is important for them to gather for ceremonies like this.

Remembrance Day is a time to pray for the future. Wars may touch us again. Our youth can relate to this.

— Mark Gallop is an advisor and trainer with the Tamarack Venturer Company, Westmount, Que.

Wreath craft

Last year Sackville "A" Colony (N.B.) Beavers made a large Remembrance Day wreath. As they made this creation they asked questions and really started to grasp the importance of Remembrance Day.

Materials needed: Gather together a large straw or styrofoam ring available from craft stores; red and green construction paper; masking tape; two or three large green plastic garbage bags; a long piece of thick, white ribbon; scissors; marking pens.

Instructions:

1. Tie the ends of the green garbage bags together forming a rope.



Lest we forget.

2. Take the large straw ring and start wrapping the garbage bag 'rope' around it in the same way as you form a doughnut in first aid. Tuck any loose ends under the plastic.
3. Continue wrapping the plastic around the ring until the ring is completely covered. Tuck the end in place or use masking tape.
4. Get your Beavers to make individual poppies to attach to the wreath — one poppy for the wreath and one for themselves to wear.
5. Attach the ribbon to the wreath.

Beavers might want to make their very own wreath. Cut a round, 25cm doughnut shape from heavy cardboard and let the children decorate it with bright red poppies.

On November 11 we placed our wreath on the Sackville Cenotaph. — Nancy MacKinnon ("Malak"), Sackville "A" Colony Beavers, N.B.

Peace cranes

"I will write peace on your wings and you will fly all over the world."
— Sadako Sasaki (Japan 1956)

How can young children begin to understand Remembrance Day?

Beaver and Cubs from the 19th Red Dragoons (Prince Albert, Sask.) put new meaning into the day by making peace cranes — see Peace Crane sidebar. Younger members cut crane shapes from coloured construction paper, decorated them, and attached a string for hanging at home. Older Beavers and Cubs enjoyed carefully folding origami crane shapes. (See your library for different patterns.)



Cubs and Scouts can enjoy visiting war museums.

Photo: Paul Ritchie.

During our craft we talked about war and how it affects children and their families.

When we finished, some children decided to send their cranes to the Canadian Embassy in Japan to put in the Hiroshima Memorial Peace Park. Eventually 20 of our cranes hung in the park to spread our message of peace and remembrance.

— Scouter Kendall Kerr lives in Prince Albert, Sask.

Visit a war museum

Many Cub and Scout groups visit local war museums. Others tour local or visiting naval vessels. What opportunities exist in your neighbourhood? Legion members might give you some excellent ideas.

Invite a vet to speak


Last year we invited Jim Clark, a World War Two veteran, to speak to the 1st High Bluff Cub Pack in Manitoba.

He shared his apprehensions and fears when he first joined the army. He spoke to us about the sorrow of losing friends; he also told us some humorous war stories.

"Tell us about the guns!" one Cub asked.

With great tact and discretion Mr. Clark answered all our Cubs' questions. Later he presented poppies to everyone and encouraged us to wear them on November 11. Then we read "The Peace Crane" story. This year we hope to fold origami cranes as part of our weekly program. ^

— Tracy Maloney-Bullock is Akela with the 1st High Bluff Cubs, Manitoba.



JAPANESE PEACE CRANES

Decades ago a little Japanese girl, Sadako Sasaki, was dying from radiation sickness. She set a goal to fold 1,000 cranes, because Japanese tradition says that anyone who does will be blessed with health and long life. Though she wanted health, she hoped more for world peace. She died without completing all the cranes. Since then many children fold cranes as a way to promote peace.



Photo: W. Gooding.

1st Sherston Cubs, Port Colborne, Ont., visited a war museum and toured a naval vessel last year. It helped them remember the sacrifice others made for them.



Photo: Sharon Hughes ("The Ice").

Beavers from the 1st Croydon Colony prepare to march in the annual Remembrance Day parade through the streets of St. Hubert, Quebec.

Themed Family Hikes

A great way to start your fall program



by Jeannette Weselake

Several years ago 5th Collingwood, (Ontario) Beavers and Cubs started a day-long, annual fall family hike. There's no better way to launch your Scouting year than by including the whole family.

Family hikes are ideal. Not only do parents meet one another and participate in a Scouting activity with their children, but they get to know leaders and group committee members. This establishes a warm, cooperative atmosphere, making it much easier to get parental support for activities, camps and fundraising throughout the year.

A theme makes our hikes more interesting and unique.

Halloween theme

We held our 1992 hike on October 31; a Halloween theme was a natural choice. The hike followed a medium-sized gully through the neighbourhood. This provided many cracks to hide creepy Halloween spiders, skeletons and glow-in-the-dark creatures.



Find ways to get the whole family out on a hike.

We also hid candies and apples all along the hike route to keep Beavers and Cubs alert and watchful.

So families and groups wouldn't drift off the path, leaders marked the trail with small plastic jack-o-lanterns. Climbing over rocks and squeezing through crevices into dark underground holes, everyone had a great time searching for the next surprise awaiting them around the corner.

A warm brew of hot apple cider and treat bags ended the day.

Puzzle hike

Our 1993 family hike led along another gully near the famous Bruce Trail (running from the Niagara Escarpment north to Georgian Bay). We divided participants into groups of four or five. Before heading off down the trail separated by a short distance, each group received a pencil and paper.

Leaders had set up various clues along the trail representing objects (mostly weeds, wildflowers and birds) found in nature. The challenge: see how many of the items each group could find and identify.

For example, we had cups with the word "butter" written on the side; these represented buttercup wildflowers. "J's" cut from blue bristol board represented Blue Jays. We hung these from branches.

Family hikers encountered other fun puzzles:

- Lamb's Quarters (a toy lamb with 25¢ quarters hanging from tape all around it);
- Queen Anne's Lace (a lace doily with a small sign, "Property of Queen Anne");
- Marsh Mallow (a branch with large marshmallows stuck onto the ends);
- Cattails (several signs with cat-related stories printed on them, e.g. Puss 'n Boots);
- Lady's Slipper (a lady's bedroom slipper);
- Scissor-tailed Fly-catcher (a fly swatter with a pair of scissors tied to one end);
- White-tailed Kite (a plastic kite with white tail);
- Jack-in-the-Pulpit (a car jack behind a small handmade cardboard pulpit).

For keen-eyed Beavers and Cubs we placed objects along the trail that were clearly out of place: pine cones tied to a Maple tree; carrots and corn cobs tied to other trees and bushes.

Beavers had fun searching for all the clues, while detective Cubs and parents enjoyed piecing them together to solve the mystery.

After the hike we all gathered and compared notes. Only the Scissor-tailed Fly-catcher eluded everyone's attempts to decipher the puzzle.



Photo: Photo Features

For older children try extending your family hike overnight.

Leaders then passed out pictures showing what the wildflowers, weeds, and birds really look like.

Refreshments ended another successful family hike. (If you use this puzzle theme idea you might add Goldenrod, Thimbleweed, Milkweed, Indian Pipe, Scarlet Paintbrush, Twinflower, Tiger Lily, and Bell Flowers. How could you represent them on a trail?)

Other ideas

Family theme hikes are perfect for adapting to your own local neighbourhood. If your Beavers and Cubs live in downtown Vancouver, Halifax, Toronto or Calgary your day hike might weave its way through subways, parks, underground shopping centres and inner-city streets. It could end up at a zoo or water park.

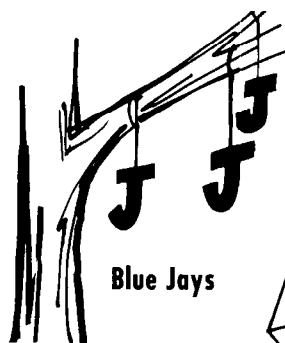
Northern groups could include a Klondike or exploration theme. Groups living in hilly country might want to plan a rock-climbing trek. Those living near an ocean or Great Lake might start and finish their hike with a short boat trip.

Don't forget Scouts and Venturers. They might agree to help set the trail up and serve refreshments.

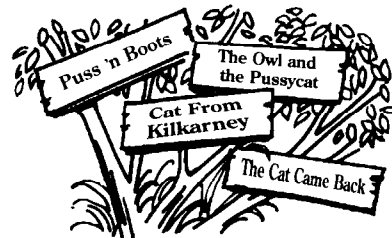
How could you build a family hike around these themes?

- Off the ground
- Teamwork
- Safari
- Insect-level
- Relay hike.

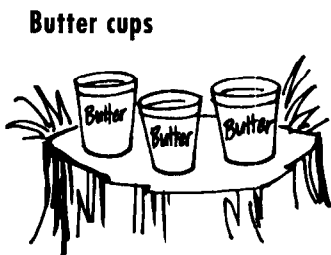
Prepare your children for the hike by tying some evening activities into



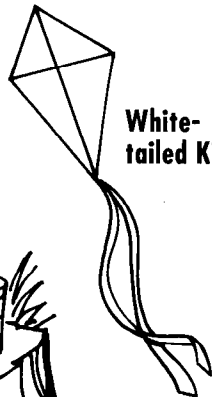
Blue Jays



Cattails



Butter cups

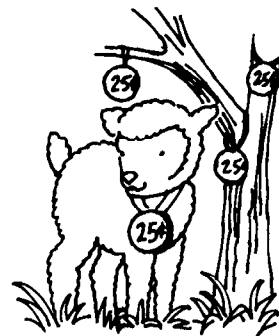


White-tailed Kite



Lady Slipper

Queen Anne's Lace



Lamb's Quarters

the event. Children will start anticipating the day hike and know better what to expect.

Remember to end the day-long trek with all the teams returning to a central gathering place for refreshments. This will knit the group together and build a sense of group experience.

These day-long hikes help draw the whole family together. They also make it easy to jump-start the fall Scouting program. Try one. It really works! ^

— Jeannette Weselake chairs the 5th Collingwood (Ont.) Group Committee.

WE'RE HERE TO HELP!

by Jack Sinclair

One of the early outputs from the strategic planning activity is the formation of a National Revenue Development Committee — previously referred to as the Fundraising Committee.

What is this new committee's mandate?

The National Revenue Development Committee is set up to develop and manage existing and new national funding sources. It will also consider exciting new ways for Scouters to develop and share funding across the country.

In addition, we would like to become a clearing house for fundraising ideas that occur coast-to-coast at all levels of our organization: provincial, regional, district, and at the all-important local level: colonies, packs, troops, companies, and crews.

Ideas to Share?

What successful fundraising activities do you use? Write and tell us. In future issues we will share your best ideas with all **Leader** readers. A successful project in Regina, Saskatchewan, might also work well in Vancouver, Whitehorse, or Halifax.

Working together let's adopt the Beaver motto, "Sharing, Sharing, Sharing". This will benefit all Scouting sections across the country!

Send your ideas to: Revenue Development Committee, Scouts Canada, P.O. Box 5151, Station "F", Ottawa, Ontario K2C 3G7.

We look forward to hearing from you!

— Jack Sinclair is Chair, Revenue Development Committee.

Fun at the Pond

by Lena Wong



By now you are well into fall Beavering activities; your new Beavers and leaders are settling into the routines and enjoyment of a busy, happy colony.

Have you encountered one of the most common frustrations of Beavering — lost notes sent home for parents' attention?

Here is a useful, problem-solving craft for one of your October evenings.

BEAVER MAILBOX

Provide each Beaver with an 8 1/2" x 11" clear plastic presentation folder (sealed on one long and one short side) and a small quantity of colourful stickers. Punch a hole in the corner of the folder and loop a short piece of string through for a handle. Tape the open long side closed with masking tape. Personalise and decorate the mailbox with stickers and a label with the Beaver's name. Explain to the Beavers that this is a part of their "Beaver kit"; they should bring it to each meeting so they can take home notes and reminders for their parents.

Send a note home in the mailbox explaining to parents how this will provide better communication. Explain how they too can send messages to colony leaders through the mailbox.

Beaver mailbox



HANDS THEME

Did you ever think hands could be fun? Your Beavers will enjoy trying these "hand activities" from the U.K.'s *Scouting* magazine (March 1994).

Hand collage

Ask each Beaver to draw outlines of his hands on a large piece of paper. Colour and cut them out. Use the cut-out hands to make a collage, or ask

each Beaver to donate a paper hand to make a long mural of Beaver hands for your meeting hall.

Hand relay

Separate the Beavers into relay teams and give each team a pair of work gloves. Place a pile of small objects at the other end of the hall (one for each team). The first runner puts on the gloves, runs to the other end of the hall and picks up an object to bring back and start a new pile. Each runner in turn puts on the gloves and brings back an object.

Helping hands

Each Beaver draws around one of his hands on a piece of construction paper. Leaders help the Beavers write a good turn on the tip of each finger — one for the Beaver to do on each day of the week Monday to Friday. Since Saturday and Sunday are special, write the good deeds for these two days on the palm of the hand. Ask the Beavers to hang their "helping hands" on the fridge or a notice board at home to remind them what they will do each day to help around home.



SHADOW SHOW THEATRE

These shadow ideas come from the Danish Scout Association's youth magazine, *Spejd* (January 1993).

Set up your theatre in a dark room; use a slide projector light to cast the shadows onto a white wall. Show the Beavers how to make these simple figures, then let them have fun practising.



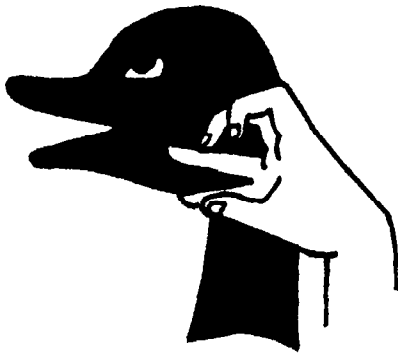
Fox

Using your left hand, stretch the little finger and ring finger sideways. Bend your middle finger and second finger, then point your thumb up to form the fox's ears.



Horse

Put your hands together as shown in the diagram. Use your thumbs to form the ears. Wiggle them for fun!



Duck

Form the lower part of the beak with your little finger and thumb on the right hand. Use the remaining three fingers to form the rest of the head and the eye.

Show your Beavers how to change their shadow pictures by turning their hands to form a slightly different angle.



THANKSGIVING

This year's Thanksgiving celebration (a natural theme for the month) falls on October 10.

Try to arrange a fall visit to a farm with your Beavers to see how the harvest is brought in and stored for winter. Walk through the fields. Ask your Beavers how the fields differ from those in spring and summer. If you are in the city and can't get to a farm, borrow some library books that describe harvesting crops.

Are you planning a Thanksgiving party? Why not serve raw vegetables, cheese and egg dishes to demonstrate examples of farm products your Bea-

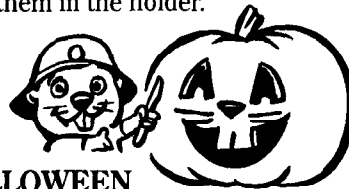
Name plates

For your Beaver's name you need a cut-out shape for each letter. Use shapes associated with Thanksgiving such as wheat sheaves and turkey outlines, or use the outlines of each Beaver's favourite animal.

Punch a small hole on each side of the cut-out shapes — the first and last should be punched on one side only. Tie them together with a small bit of wool. Write the letters of the Beaver's name in the centre of each shape.

Napkin holder

For each napkin holder you need a small milk carton covered in construction paper (let Beavers chose their own colours); two turkey heads drawn and cut from a contrasting colour construction paper; and two turkey tails cut from the same colour paper as the head (the outline of the Beavers' hands will make excellent turkey tails). Glue the heads to one end of the carton (one on each side) and the tails to the other. Show the Beavers how to fold the napkins into triangles and place them in the holder.



HALLOWEEN

Halloween (October 31) is another natural theme night for this month. If

you decide to have a Halloween party, you can make the same crafts as above, but use Halloween objects for decorations.

The following two Halloween treat recipes come from Alberta's "Big Brown Beaver". (Use them also as Thanksgiving treats.)

Witches punch

Mix punch with equal measures of apple juice and ginger ale. Decorate with apple slices, orange pieces and grapes. Serve in appropriately-decorated paper cups.

Monster Munch

Gather these ingredients: 400ml chocolate chips (melt in double boiler); 400ml crushed shredded wheat; 400ml unsweetened coconut; and 200ml peanuts.

Add the dry ingredients to your melted chocolate and mix well. Drop the Monster Munch by teaspoonfuls onto waxed paper; cool and serve.

If you are making Halloween costumes, remember to use bright, light colours which show up in the dark. Encourage your Beavers and their parents to use face paint instead of masks for safety.

Enjoy your Thanksgiving and Halloween. Next month we are planning a really special party for you and your colony. X

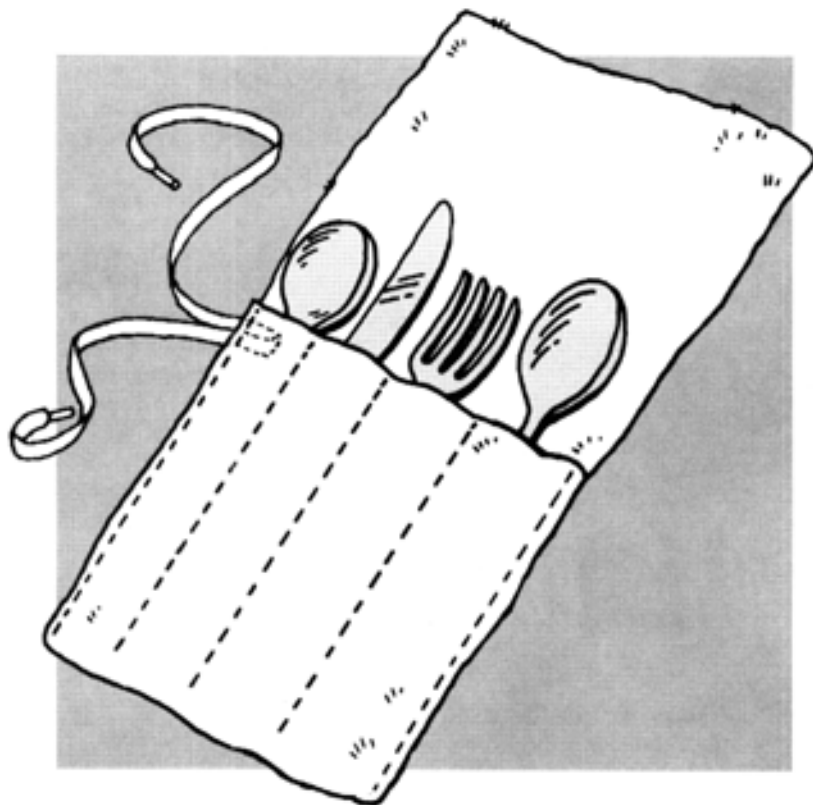


Build This Cutlery Holder

Every time our troop went camping, knives and forks would pierce our backpacks or fall out and get lost. After a day of hiking we would have to root through backpack pockets and loose clothes to find cutlery, can openers and spatulas. Here's a solution. Each Scout (or Cub) can make one for his or her pack.

Instructions

1. Take a small hand or dish towel (40cm x 75cm): readily available and inexpensive.
2. Fold up one end by 1/3 and sew up the side seams.
3. Sew a heavy-duty shoe lace on one side just below the fold (see diagram).
4. After sewing both outside seams, sew eight long pockets into the folded over cloth. If you have extra room make several pockets slightly larger for a spatula handle, metal pot holder and can opener.



Simply slip the knife, fork and spoons into their own pockets, fold over the top flap, roll the holder up into a small package and tie it shut.

Make a smaller holder for short backpacking trips or a larger one for week-long camping adventures.

When finished your creation will hold two complete sets of eating utensils. At a glance the owner knows what is missing (hummm... maybe I should check around the fire for that spoon).

— *Bill Rivers, Whitehorse, Yukon.*

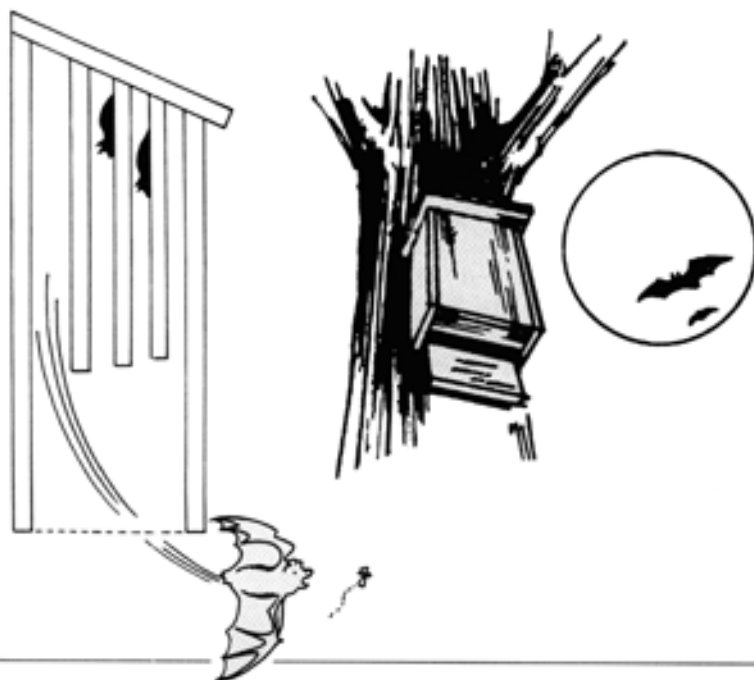
Bat House Fundraising

Last year we made the bat houses described in the January 1993 *Leader* magazine. We made them during a regular pack night and took them to the Moncton Naturalist Club where they all sold in two meetings. Our Cub pack made \$80.00 profit.

The Naturalist Club ordered more bat houses this spring. Baloo also made enough bird feeders to give as door prizes at each Naturalist meeting this year — a bit of PR.

Look through the *Leader* magazine for ideas you can use for creative fundraising in your community.

— *Linda Leeman, 1st Salisbury Pack, Salisbury, N.B.*



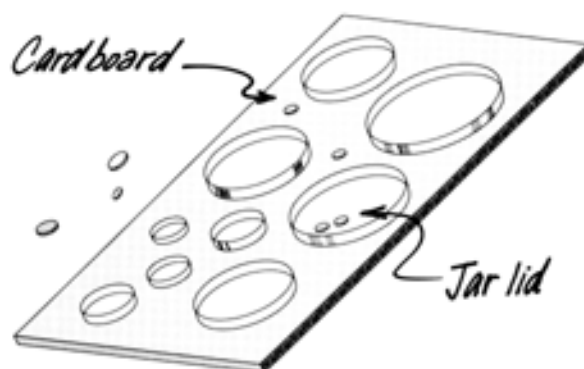
A Penny Toss Game For Beavers

Here's a simple game your Beavers can make and take home with them to play with friends.

Each Beaver will need: one piece of corrugated cardboard (22cm x 28cm), white glue, dried beans, many different size bottle caps and jar lids, coloured marker pens.

Ask your Beavers to write a number on the inside of each bottle cap or lid (for scoring). Glue each bottle cap or lid to the cardboard. Beavers might want to colour their game. (See diagram)

To play, give each Beaver ten beans. Each child 'simply' tosses the beans into the bottle caps. It takes practice!



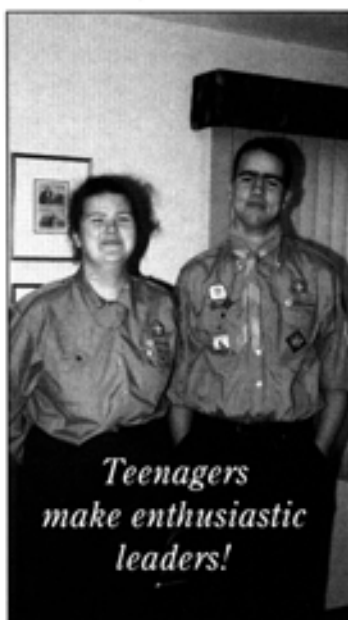
TEENAGERS MAKE GREAT RECRUITS

Is recruiting a constant problem for you? Why not tap into the huge teenage resource pool?

For several years, James and Mieka Tilley (Fire Venturers) have helped with the 3rd Rockingham "C" Cub pack in Halifax, N.S.. They organize games, tell adventure stories, plan outings and prepare craft activities. Not only is this responsibility improving their communication and leadership skills, but they make positive role models for the Cubs.

Do you know any teenagers who might want to help your group on a weekly or occasional basis? (Former Cubs and Scouts would have excellent experience and training.) Give them a chance to help out. It will benefit your program and contribute to their self-esteem.

— Jane Tilley, Halifax, N.S. ^



Teenagers make enthusiastic leaders!

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Book Talk

by Dove Jenkinson

Are you a typical Beaver or Cub leader?

If so, I bet you're constantly looking for new craft ideas suitable for the abilities and interests of children in your colony or pack. Don't overlook magazines; they often brim over with excellent crafts.

For example, *Pack-O-Fun* magazine appears six times a year and might be available through your library. Originally started over 40 years ago by an American Cub leader, this periodical is crammed full of easy-to-do crafts and other activities such as "Kid in the Kitchen" recipes, plus puzzles and skits. While reading children can make most of the low cost crafts on their own, as a safety feature the magazine highlights steps requiring adult help. Consider purchasing a sample issue at your neighbourhood newsstand. If you like the publication, share the subscription cost with other leaders in your group. Be prepared to store the back issues — you will *definitely* want

to refer to them in future years. (**Cubs & Scouts: Handicraft Badge**)

Holidays may be over but it's never too early to start thinking about next year. If your group is planning any out-of-province excursions, a copy of Joan Abeles', *Places to Go, People to See, Things to Do, All Across Canada* would help. This hefty softcover book is arranged by province from west to east; the final two chapters cover the Territories. Each chapter begins with a provincial/territorial map showing the sites of interest, indicated by a number. The text (keyed to the map's numbers) describes each attraction and provides an address and phone number for you to obtain more details.

This book will introduce you to "new" places in your own province. With provincial jamborees being held next summer in Alberta and New Brunswick, out-of-province attendees travelling by car could use Abeles' book to help them set up a more exciting trip. (**Scouts: Heritage Badge**)

Although fall is traditionally harvest time, it's not too late to plant an indoor garden. Angela Wilkes' *My First Garden Book* shows you how. Life-sized photographs and clear, step-by-step instructions explain how to build everything from an edible "salad" garden using mung beans, alfalfa and wheat grown on damp cotton, to a desert garden featuring various succulents. Parents might appreciate their children growing a herb garden or creating a hanging basket of flowering plants. Some of the projects, such as growing trees from fruit seeds or making a vegetable garden in pots, might have to wait for spring. Beavers, Cubs and Scouts living in built-up urban areas with no access to garden plots might especially like *My First Garden Book*. (**Cubs: Gardener Badge; Scouts: Horticulture Badge**)

Nighttime can mean many things to children. For some, darkness is a time of fear and dread; for others, night provides opportunities for adventure. In *Keepers of the Night*, ecologist-educator Michael Caduto and native storyteller Joseph Bruchac combine their talents to make night a time for children to experience both learning and fun. They do this within the aboriginal context of responsible stewardship

towards the earth. A native North American story introduces each of the book's five major sections. Hands-on activities designed to introduce youth to nocturnal insects, plants and animals, as well as the night sky, follow the stories.

The stories are meant to be heard, not read silently. The activities, marked as appropriate for younger children (5-8), older (9-12), or both, are directed at lodge or Six-size groupings. They use common, inexpensive materials. While a natural camp setting would be the best setting for some activities, leaders can easily organize them in urban back yards or parks. Here your Beavers and Cubs can become "dark detectives", go on night walks, use pond scopes, or calculate the outside temperature with a "cricket thermometer." This cross-cultural book would be a fine resource for Cub leaders looking ahead to the Aboriginal Awareness Purple Badge. (**Cubs: Green Star B9, 11**)

Are you tired of the same old humdrum meals at camp?

Yes? Then look for Harriet Barker's *The One Burner Gourmet*. This avid camper and home economist provides recipes for every camp meal and snack. Despite the book's title, it also contains recipes for "Bake Aheads" and "Make Aheads" (to take with you), foil cookery, and "eating-off-the-land" ideas. Turn a Six or a Patrol loose with *The One Burner Gourmet*; let them plan their next camp menu. (**Cubs: House Orderly 2, Woodsman 2b; Scouts: Campcraft & Cooking Badges**)

BOOK DETAILS

Abeles, E. Joan, *Places to Go, People to See, Things to Do, All Across Canada*, Scholastic, 1994: \$14.95.

Barker, H., *The One Burner Gourmet*, Contemporary Books, 1981: \$14.95

Caduto, M., and J. Bruchac., *Keepers of the Night: Native Stories and Nocturnal Activities for Children*, Fifth House (Distributed by University of Toronto Press), 1994: \$16.95.

Pack-O-Fun, Family Crafts & Activities (6 issues per year), P.O. Box 7522, Red Oak, IA, U.S.A., \$23.00.

Wilkes, A., *My First Garden Book*, Stoddart, 1992: \$15.95. ^

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Delivering The Revised Wolf Cub Program

by Ben Kruser

The revised Wolf Cub program offers many opportunities for Cubs to pursue and experience a wide range of interesting activities.

To meet the needs of youth members, you must provide an active program. Four basic programming steps exist (see accompanying chart).

1. Program Start

Programs stem from two main sources: the expressed interests of the children, and their developmental needs. Leaders must routinely ask Cubs about their interests before planning future activities. If a Cub is personally interested in an activity he will naturally enjoy it more.

How can you solicit this input?

Seek individual feedback or comments through Sixes and the Sixer's Council. This will give you a list of possible activities which include themes, events and badge work. By starting with the interests of the children and their developmental needs, you make a direct link to satisfying Scouting's Principles and Mission.

2. Program Development

Now that we know what interests the Cubs, we must turn this into a fun program, guided by Scouting's Practices. These Practices are already part of section programs. The concept of "learn by doing", however, ties directly to the Program Elements. Program Elements are the means by which children learn in a play environment. Therefore, activity ideas are worked through the Elements, which in turn creates a program.

We used to consider Cub stars and badges "elements". However, stars and badges are only a form of activity, hence the general name Activity Areas. We need to deliver all programs (whether camping, Cub Kar rallies, badge activities, themes or community service), through a variety of games, crafts, music, storytelling, play-acting, spiritual fellowship and outdoor-based activities.

3. Program Delivery

The first part of program delivery involves planning how and when you will do activities. Detailed plans will cover a single meeting, several months and the whole year.

Program delivery then moves to actually running a variety of fun, age-appropriate activities that satisfy child interests and developmental needs within the time available. Flexibility when delivering the program helps accommodate unforeseen concerns or new activity opportunities.

4. Program Evaluation

The final programming step involves evaluating whether the activities were successful. Does it meet the child's expressed interests and the Cub program goals? Also consider program effectiveness, cost efficiency and delivery effort when making future plans or changes.



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PROGRAMMING STEPS

1. Program Start

- child interests
- developmental needs

2. Program Development

- elements (games, crafts, etc.)

3. Program Delivery

- planning and running a variety of activities

4. Program Evaluation

- does the program meet the child's interests and program goals?

Based on the programming steps, let's explore the options for creating pack programs.

Themes

You can tie themes to a number of Activity Area requirements or they might exist just for fun. A pirate theme could include:

- finding a map
- looking for buried treasure
- related events.

By incorporating the Program Elements, a mix of activities create a fun, variety-filled program. Leaders may either refer to the Activity Area requirements as an activity guide or have Cubs earn requirements at the same time they participate in a program theme.

Activity Area work: single focus

If most Cubs love cycling, the entire pack might start working on the Cyclist Badge. Using the Program Elements, you could plan and deliver badge activities though cycling-oriented games, crafts, songs, stories, etc..

Activity Area work: multilevel focus

Many Cubs will know a lot about some activities. Sometimes this poses programming problems: leaders will not want to rush inexperienced Cubs nor hold back more experienced Cubs from further challenge. The Activity Areas take into account different child abilities. Stars are the introductory, or beginner level. Badges are an intermediate level, requiring more knowledge and experience. Awards are the advanced level, requiring the most cumulative knowledge and experience. Awards also relate directly to the Scout Achievement Badges, making the transition from Cubs to Scouts easier.

Camping is a good example of an activity where Cubs will have a range of experience in the pack. Split the Cubs into three groups for part of the meeting, each working at different levels. Inexperienced Cubs could work with a leader on the Green Star. Cubs with some camping experience could form another group working on the Camping, Hiking or Trailcraft Badge. The most experienced group (perhaps those getting ready for Scouts next year) could work on the Canadian Camper Award with a leader.

Bring together the entire pack for the remainder of the meeting to review common camping practices:

clothing, weather, packing and general information. Use the Program Elements in each group and with the

groups ensures the interests of each child are met at a level appropriate to their maturity and ability.

More tips

Concentrate on fun activities that interest the Cubs, not just activities that earn all the stars, badges and awards. Stars are just the beginning level leading to many other activities. Focusing the pack on just the stars will limit your program and frustrate Cubs who want more personally interesting activities. Discipline problems will decrease when Cubs are doing what they truly enjoy. ^

entire pack to ensure group activities do not consist solely of instructional lectures. Splitting into small skill

Concentrate on fun activities that interest Cubs.



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The Religion In Life Emblem

by Warren McMeekin

The Religion in Life program continues as an important part of the overall Scout program. Sponsors and Partners consider the program a vital way to ensure that Religion is in Life and not just a separate program that youth and adults work on once a week.

Below we list existing programs that Scouts Canada has received from religious institutions, and the date the programs were last revised.

Youth	Date revised
Anglican Church.....	1992
Apostolic Church of Pentecost.....	1992
Baha'i.....	1994
Buddhist.....	1990
Canadian Baptist Federation.....	1994
Canadian Forces (Protestant).....	1987
Christian Church (Disciples of Christ).....	1988
Christian Science.....	1987
Church of Jesus Christ of Latter-day Saints.....	1994
Church of the Nazarene.....	1989
Eastern Orthodox.....	1994
Evangelical Church of Canada.....	1987
Hindu.....	1992
Islam.....	1987
Jewish.....	1992
Lutheran Church.....	1992
Mennonite Brethren.....	1993
Moravian Church.....	1984
Pentecostal Assemblies.....	1987
Polish National Catholic Church.....	1987

Presbyterian Church.....	1987
Religious Society Friends (Quakers).....	1987
Reorganized Church of Jesus Christ of Latter-day Saints.....	1989
Roman Catholic Church.....	1992
Salvation Army.....	1994
Standard Church.....	1994
United Church.....	1994
Zoroastrian.....	1985

Adult

Anglican Church.....	1992
Baha'i.....	1994
Church of Jesus Christ of Latter-day Saints.....	1994
Jewish.....	1992
Lutheran Church.....	1992
Salvation Army.....	1994
United Church.....	1994

The Religion in Life Emblem is granted to a Cub, Scout, Venturer, Rover or adult who has completed these requirements to the satisfaction of his or her spiritual advisor.

The emblems of the five stages of the program are coded by coloured borders: Cub — yellow, Scout — green, Venturer — blue, Rover — red, Adult — purple.

Youth and adults should only wear the latest stage they have earned.

With each stage a certificate is issued signed by the member's religious authority and section Scouter (commissioner in the case of adults).

Remember, when planning your section program (whatever your group sponsorship), keep in mind the religious obligations of the members. Know your Religion in Life programs. ^



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Klondike Hike: Enter If You Dare!

by John Meed and Jack Zess

Regina is home for the annual South Saskatchewan Region Klondike Hike. First held in 1965, the hike has become a favourite Scouting activity in the Region.

In teams of four to seven youth, Scouts and Venturers compete for prizes by pulling a sleigh or toboggan around Wascana Lake (an 8km distance), stopping at nine checkpoints which test them on different winter skills.

More than meets the eye

"Easy", you say?

Klondike hike events challenge the most experienced campers.

When racing youth reach the shelter building checkpoint they must make a liveable, winter shelter that will hold all team members (and equipment) comfortably. Then they must break camp leaving little or no trace behind.

At the estimation checkpoint, teams measure an object's height using the pencil, metre or shadow method.

The gorge station tests the youths' ability to tackle a problem and work out a solution. The team must get their sleigh and all members across an imaginary gorge using only a rope strung between two trees.

The knot station tests the knot-tying ability of team members; judges pick five randomly-picked knots for each team to demonstrate.

Since the race takes place on ice, each team must perform a simulated ice rescue. After pulling the person safely from the water, (approaching no closer than 6.5 metres!), the team must provide comfort and medical aid to the victim. This is no time to start learning about hypothermia!

The snowshoe event tests each member's ability to manoeuvre on snowshoes during a relay race.

At the survival 1 and 2 checkpoints the youth must hit a target with a sling shot, explain what to do if lost in the wilderness, as well as identify animal tracks, animal hides and animal signs in the wild.

First aid is always important when hiking outdoors. Teams must react to a simulated accident situation, demonstrating hands-on first aid treatment.

1993 Amory Adventure Award Winners

This year two Venturer Companies tied for first place in the Amory Adventure Award competition!

The 34th Dunbar/Point Grey Venturer Company from Vancouver, B.C., hiked the Canol Heritage Trail in the Northwest Territories and Yukon. The 1st Hill Spring Venturer Company from Hill Spring, Alta., hiked the rugged Alexander MacKenzie Bicentennial Grease Trail in British Columbia.

The 173rd Archwood Venturer Company of Winnipeg, Manitoba, took our last prize for an incredible Yukon Territory trip.

Congratulations and well done to all Venturer companies who entered.

Watch for detailed accounts of these award-winning adventures in future issues of the **Leader**.

Deadline for 1994 Amory Adventure Award entries: January 31, 1995.

The mad trapper

Although not technically an event, the mad trapper challenges each team's observation abilities. Throughout the day an easily-identified "mad trapper" walks around the lake. Everyone must write down items of clothing and equipment that the mad trapper is wearing or carrying.

Each year organizers add a new event so returning youth don't enjoy too much of an advantage over first time participants. Judges split teams into two categories: junior (11 to 14 year olds) and senior (15 to 17 year olds). In some events senior groups must score higher totals (such as knots).

In 1994, 211 youth (40 teams) from all over southern Saskatchewan and Manitoba participated in the Klondike Hike. Several groups from Minot, North Dakota, also hope to attend our 1995 (30th anniversary) hike. Judges are planning some special celebration activities.

Perhaps your Venturers would enjoy this type of challenge too. If you invite older Scouts to participate it could help tie them into the Venturer program. ^

— John Meed and Jack Zess are coordinators for the South Saskatchewan Region Klondike Hike.

Program links:

Venturers: Exploration Activity Award.

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SNAKES ALIVE!

5th Georgetown Cubs (Ont.) took a close look at a Corn (or Red Rat) snake as they worked toward their Observer Badge. The Cubs also studied a python, turtles, rats, rabbits, birds, cray fish, snails and worms. Each child chose six different creatures to study and write about. Photo: Jean Layman.



WINTER CAMPING SCOUTS Baie d'Urfe (Que.) Scouts built and slept in quinzhees during a camp last March in the Laurentian foothills north of Montreal. "A cold draft kept some of us company all night," said Scouter James Bruce. "When we awoke, snow was falling on our faces!" The Scouts finished the weekend with an exciting "quinzhee war". It's not always easy to collapse a quinzhee!



BEAVERS CONDUCT A FUN MILITARY INSPECTION 1st Otterburn/St. Hilaire Beavers were treated to a fascinating visit at Canadian Forces Base St. Hubert, Quebec. They looked through a helicopter hangar, a military fire station (where they climbed on the trucks, of course!) and a bowling alley. "This was our most popular outing of the year," said Scouter John Lanctot ("Hawkeye"). Photo: Gregory Rozee.



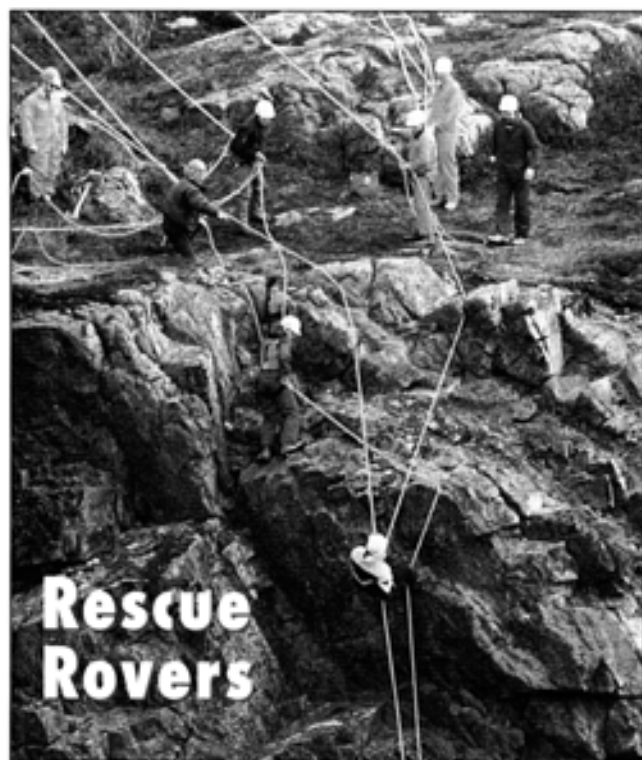
MEALS-ON-WHEELS SCOUTS Collen Stevens and Brian Patterson from the 85th Lakeview Calgary (Alta.) troop help out delivering food to elderly Albertans. Last year both Scouts received their Chief Scout Award. "Extremely rewarding for Scouts, Meals-on-Wheels has few people volunteer during the summer," says Scouter Dave Armstrong. "Clients are really happy to see young people."



ICEBERG LEAPING MADE EASY After the swim-up/leap-up ceremony last May, 2nd Napanee (Ont.) Beavers, Cubs, Scouts and Venturers enjoyed a rowdy game of "Icebergs". Here, a Beaver and a Scout bridge the gap. Inter-section play like this helps build cooperation and encourages leaders, says Scouter Beth Clancy.



ARCTIC PIRATE TRAINING CENTRE Eagle pack Cubs from the 25th Nepean, Ont., enjoyed a fantastic winter weekend camp last February near Low, Quebec. In addition to clambering up a rope ladder (part of an obstacle course), activities included snow-shoeing, star-gazing, tobogganing, games, and a mini-Olympics. Thanks to Ron Poulin.



When an emergency strikes, members of the 6th St. John's (Nfld.) Rover Crew are among the first on the scene. Trained in first aid, rappelling, rescue, fire fighting, and crisis evacuation, the Crew has helped local officials for over thirty years locate everything from crashed aircraft on mountaintops to lost children. That's Roving at its best! Thanks to Bruce Templeton. Photo: Ches Pippy. ^

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The Scouter's Promise

by Steve Sabourin and Sandy Doornik



This skit formed part of a Scouts' Own at a training course.

Scouter: "On my honour...."

Guest: "Excuse me, what are you doing?"

Scouter: "I'm reciting my promise as a Scouter."

Guest: "Well, I just moved here from Outer Slobovia and I don't understand what you mean by 'honour'."

Scouter: "Honour is the respect I show to myself and others."

Guest: "Okay, I understand. What comes next?"

Scouter: "I promise that I will do my best...."

Guest: "Your best what?"

Scouter: "My best in everything I do; especially in the things that are described in the next part of the promise which is 'To do my duty to God and the Queen'."

Guest: "What's your duty to God?"

Scouter: "My duty to God involves making sure everything I do is right in

His eyes, and that I am a good example for the youth."

Guest: "What about the Queen?"

Scouter: "My duty to the Queen means keeping the laws of my country. Now may I finish my promise?"

Guest: "Okay."

Scouter: "To help other people at all times...."

Guest: "Help people? How can you help other people all the time?"

Scouter: "It's part of doing my best. If I see someone who needs a hand, I shouldn't think about it, just offer my help."

Guest: "That sounds great. Is there more?"

Scouter: "Yes. It finishes with 'And to carry out the spirit of the Scout law'."

Guest: "I don't understand. You can't carry spirit around like a suitcase."

Scouter: "No. 'To carry out the spirit' means following the Scout Law."

Guest: "But what is the Scout Law?"

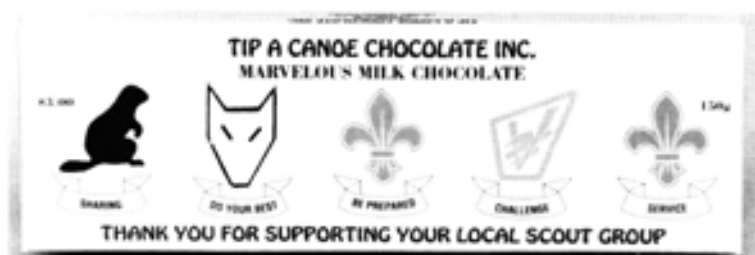
Scouter: "The Scout Law says 'A Scout is helpful and trustworthy, kind and cheerful, considerate and clean and wise in the use of his resources'."

Guest: "Wow! If everyone lived by your Scouters' Promise, the world would sure be a better place wouldn't it?"

Scouter: "That's one reason why I'm a Scouter."

— Sandy Doornik and Steve Sabourin work with the 5th Simcoe Cub Pack (Ont.). ^

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**Vaughan's Training Tip
of the Month?**
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Beavers and Families: A Vital Link

by Ben Kruser

Scouting is devoted to helping families develop their children. We actively pursue opportunities that strengthen our ability to accomplish this goal.

What functions do the family serve and how can Scouting contribute to them?

The Vanier Institute of the Family (Ontario) recently released a major report titled *Profiling Canada's Families*. The report begins by defining the basic functions families perform for society and for their members. Let's compare how Scouting assists the family in some of these areas.

Physical care for family members

In healthy families, children, adults and seniors all receive the care and support they need: food, shelter, clothing, protection, etc.. People must find substitutes when their families do not provide this care.

Scouting contributes both directly and indirectly to these needs. The leader's main task is to act as a *role model* and provide the emotional support of an adult friend to children. When children go to camps and outings, leaders take on many of the care and support functions of the family.

Indirectly, Scouting community service projects help keep needy families together. Food bank drives, clothing collections, and used furniture and appliance deliveries all

ease the stress of parents providing for basic family maintenance needs.

Focus on the family

Society renews itself through families; no other substitute exists.

While Scouting is not in the business of procreation, all parents know that having and raising children requires selfless responsibility and commitment. Successful parents are often ones who are reaching their potential and willing to share achievements with their children. Scouting's Mission strives to contribute to the development of young people so that they have the confidence to step into society when mature, and have the personal skills needed to become good parents.

Preparing children for adulthood

Families prepare their children for life. Most do a good job teaching skills, values and attitudes that equip them to learn, work, form friendships and contribute to society.

Isn't this what Scouting is all about? Children learn by doing things themselves (with supervision). By building life skills, values, and attitudes into age-appropriate programs, Scouting activities contribute to the support of children and their families.

Maintaining order

Within families, individuals learn positive values and behaviour; they also receive criticism for negative ones. Scouting supports this function through practices and activities such as:

- encouraging youth to accept and adhere to a Promise, Law and Motto,
- living up to one's faith
- developing a sense of self-discipline.

Working in small Scouting groups allow children to voice opinions, learn teamwork, and deal with both positive and negative peer pressure.

The right stuff

Families provide the glue that holds society together and keeps it functioning. Beyond providing mere social control (through love and spiritual leadership), families inspire their members to keep trying.

The Cub Motto sums up Scouting's belief in this function, "Do Your Best". Scouting's programs do not depend on having a winner and loser, but instead offer a safe environment for children to try new skills without fear of failure. True learning is often trial and error. When we provide the encouragement and incentive to continue trying, our youth members develop a healthy feeling of self-confidence and independence necessary for carrying on life as adults.

As one grandfather said in the Vanier report, "a sense of belonging is critical. If you don't have that, you don't have anything."

Scouting has a long tradition making people feel (and know) they belong, both to a local group and a world-wide Movement. Perhaps it is time to leave the concept of "brotherhood" and begin thinking of ourselves as the world-wide family of Scouting. ^

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Two Great Traditions

by Bob Bareham

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This well-organized and colourfully-illustrated book includes chapters on camp craft, food, essentials, climate and terrain, disaster strategies, health, direction finding, and other related safety and survival techniques. The chapters on camp craft and food are especially practical.

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SCOUTER'S 5

Why Celebrate Thanksgiving?

- Thanksgiving is a time we often overlook, but early settlers didn't forget at harvest time when their barns were overflowing with the best of their land. They paused, gathered with families and native friends, and gave thanks to God for his ever-present goodness.

Often we don't even take time to enjoy the bountiful 'harvest' of goodness and prosperity we enjoy. Our schedules don't allow it.

- Let's help our Beavers, Cubs and Scouts enjoy the good that surrounds them, the happiness they enjoy, and the peace in our nation.

How?

Ask your children what they are thankful or happy about. Make a list (as long as possible) in front of them. Include sunsets, family members, a new kitten, good friends, the colour red, hugs, etc..

(Be sensitive to those who might come from difficult home situations, recent losses and other pain.)

- Describe how early pioneers and native people harvested their vegetable and fruit crops after the summer, filling their cellars with food for the coming winter. (Ask Beavers and Cubs if they can think of any animals that put food away for the winter.)

- Bring in corn, apples, potatoes, pumpkins and other fruit. Let your children arrange these at the meeting. Perhaps Beavers might want to make a fall cut-out collage from catalogues.

- Thanksgiving not only involves remembering the nice things we enjoy but also expressing thanks to others. What are some ways we can show appreciation? Even a simple smile is a great gift.

Scouter's 5 Minutes, p.727

Oct.'94

GAMES

Family Balloon Burst Relay

- Here's a good relay game for a Beavers and parent party.

Line your Beavers up in several rows side by side with a parent between. Have a pile of balloons about ten metres in front of each line.

- The first Beaver must hop on one foot with hands behind her back up to the balloons, sit on a balloon until it bursts, then run back to the end of the line. Parents must do the same only walking like a crab.

- The relay continues until everyone has burst a balloon.

— Laura Melvin, Dartmouth, N.S.



-

Owl Prowl

Play this outside game when it is dark enough for Beavers to use flashlights.

- Before the game, cut out cardboard owls and paint them with fluorescent paint. Before the meeting, hide the owls in a designated area — in the grass, in the trees, on fences, etc..

- The children should bring their own flashlight to the meeting and use them to find the owls. Make sure they find all of them.

— thanks to Hazel Hallgren, Red Deer, Alta.

Games, p.309

Oct.'94



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Corner Ball

This game requires one volleyball.

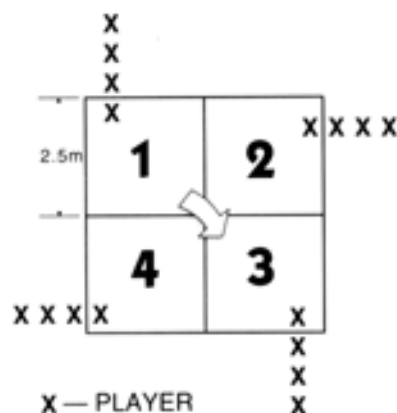
Mark the floor into 4 two and a half metre squares (see diagram). Patrols line up as shown with their player at the front on the line. The server in square 1 hits the ball, volleyball fashion, so it bounces into square 3. The player in this square must hit it on its first bounce to either square 2 or square 4.

The game continues with each player hitting the ball so that it bounces into either of the two squares from which the ball did *not* come. Players cannot return the ball to the square it came from.

After each player hits the ball, she goes to the end of the line and the next person becomes the player.

Scoring: Every time a team misses the ball, sends it into the wrong square, or lands it on a line, the team gets one point. The team with the fewest points wins.

— from *Philippine Scouting magazine*.



Games, p.310

Make a list of all the people we can thank: a teacher, a parent, a bus driver. In the coming week, ask Cubs and Scouts to make their own list of all the people they thanked. Tell them to bring the list with them to the next meeting. How BIG can they make it?

Learning to live thankful lives makes more healthy, positive children. By teaching our youth the importance of pausing to smell the roses and sniff the fresh air, we can give our youth an enduring gift.

Thanksgiving is part of Canada's rich heritage. Let's celebrate it!

"Thanks!"

"...lean back as far as possible, drawing a deep breath through the nose as you do — that is drinking God's air into your lungs and blood. Lower your arms gradually to the sides, breathing out the word 'Thanks' (to God) through the mouth."

— B.-P.

Happy Thoughts

Wouldn't it be fine and beautiful
If each handclasp, warm and true,
Carried with it this assurance
"I know something good about you."
— from *Hazel Hallgren, Red Deer, Alta.*

Scouter's 5 Minutes, p.728

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Singing the Homesick Blues

by Ben Kruser

Homesickness is not a "wimpy" feeling that youth need to "tough out". Instead, it is a powerful emotion when children long for home and miss their family.

Leaders need to deal creatively with homesickness, never down-playing or ignoring its real pain.

What is it?

All children (even adults) experience homesickness when away from parents and siblings. (Older children often feel a sense of embarrassment or shame about it.)

Homesick campers have difficulty adjusting to new surroundings. Constantly thinking of home interrupts their daily camp routines and living. The malady often creates physical and behavioral symptoms.

Physical: stomach or headache, poor appetite, sore throat, sleep disturbance, general aches and pains, chronic vague complaints about feeling bad.

Behavioral: talking about home constantly, not eating, depression, crying, sad expression, attention seeking, acting out with aggressive actions (hoping to be sent home), unwillingness to participate in activities.

Sometimes normal camping preparations and events help cause homesickness. The night before camp, the excited child doesn't sleep. At camp, the child stays up late due to excitement and peers. By the third night, the child is very tired (sleep deprived). His emotional control weakens; anxiety sets in; he longs for home.

What can we do?

Proactive ideas

1. Before camp

Tell children (and parents) exactly what they can expect at camp. Send a letter to parents suggesting the following at-home, pre-camp activities.

- Read library books about camp.
- Talk with other parents and friends. Learn from their experiences. Introduce your child to neighbourhood children who will be attending the camp.
- Visit the camp with your child so he

- Prepare the child to care for themselves. A weekend with it.

- Work with the child solving "what if" situations. Role playing heads off many problems.

- Talk about writing letters and maintaining communications with the family. Does the camp allow children to phone home?

- How do they feel going to camp. Tell them it's normal to worry a little.

- "What will the family be doing while I am at camp?", the child might ask. Not knowing may cause stress.

- Parents too should prepare themselves for separation from their child. Their feelings (though outwardly hidden) can affect the child's perception of the approaching camp.

2. When camp begins

Help campers settle into their new surroundings. Familiarize them with camp routines, then get busy with fun, group activities.

3. Plan for homesick children

Try these hints with your homesick campers.

- Acknowledge and validate the child's feelings. Children need to know that it's okay to express their feelings. Give lots of tender loving care and extra attention.

- Help the camper adapt to the camp environment and routines. Don't ignore children who have been to camp before.

- Review the activity schedule; tell the campers what is happening next. Children find security in routines.

- Let them talk about home, parents and family. At the discussion's end, bring the child back to upcoming camp events.

- Encourage the camper to socialize with others. Help him find a buddy.

- Conduct an informal group discussion about the normal feelings everyone has when coming to camp.

- Encourage the camper to write a letter home.

- Get the child involved in an enjoyable activity. Use the camper's talent for an activity only they can do.

- Encourage the camper to take it

- Don't ignore the child's physical complaints. Try to separate out illness from homesickness.

- Does the situation warrant sending the child home? If so, don't make it sound as if the camper failed. He will have plenty of future opportunities to try again when ready. Forcing a child to stay will only make him resent camping.

4. Camp follow-up

Give plenty of praise to your youth for handling their feelings, learning new skills, and taking care of themselves at camp. Send parents of returning campers some guidelines particularly about the youths' need to talk about the experience.

Homesickness can affect anyone, but a tender, supportive and wise leader can help a child overcome much. λ

Notice of Annual Meeting Boy Scouts of Canada

Saturday,

November 19, 1994

4:00 p.m.

Chateau Laurier Hotel,
Ottawa, Ontario

Purpose:

- (1) Consider the annual report
- (2) Consider the annual financial statements and auditor's report
- (3) Elect officers, members, honorary members, committee chairpersons, and others of National Council
- (4) Appoint the auditor, who shall be a chartered accountant

Chuckling with God

Colin Wallace's recent article "Chuckling With God" (May '94 issue) was very helpful. I used large parts of it for a Scouts' Own at our spring Scout camp.

Our 60 campers and 20 leaders found Wallace's lighter approach to spiritual program elements a welcome change. His article encourages us to be respectful yet in a creative, fun manner that appeals to youth.

Keep up the good work.

— *Adrian Camfield, Commissioner (Chaudiere area), National Capital Region, Ont.*

Are your leaders informed?

Sometimes leaders are not able to attend all our planning meetings. How do we keep all our leaders completely informed about Scouting plans, challenges, and events?

During these meetings I take notes of all our definite plans and decisions. Later, I compile a newsletter called "Leader Update". We make a copy for each leader. The "Update" keeps everyone completely informed; it also lists who is responsible for certain tasks — so no one forgets and is later surprised.

This "Update" helps our colony run very smoothly.

— *Sharon Fitzsimmons, Dartmouth, N.S.*

Let there be NOISE!!!!

Lynn Johnson's article, "The Delight of Things Forbidden" in the May 1994 issue was right on the mark. I enjoyed her piece.

As a Cub I felt a successful meeting should be quiet only when absolutely necessary, and bedlam the rest of the time.

My all-time best Cub meeting as a youth occurred at our pack's first Kub Kar Rally. The noise level in the gym was incredible; you couldn't carry on a shouting conversation with someone at the opposite end of the room. Everyone loved it!

Kids love making noise. For children, noise often equates to fun. If the program isn't fun, what's the point of our involvement? Scouters should plan appropriate times in their program when Cubs can be as loud as they want.

Thanks for the reminder.

— *Russ Thom, Naughton, Ont.*

Blending uniforms

Two years ago RCMP constable Glen Pitcher came to our pack (Third Nechacko Cubs, B.C.) to discuss the Law Awareness badge with our 30, reasonably law-abiding Cubs. Constable Pitcher had a natural rapport with the children. They loved him and asked a stream of questions about the "tools of the trade" hanging from his belt. They also asked many probing questions about law enforcement and the need for laws.

Later that year we visited the Prince George RCMP station. Naturally Constable Pitcher guided our tour. Again he captivated the Cubs with his personality. The next year he came to our pack again to explain the Law Awareness badge. When one of our Cubs, Adam Lloyd, received the Award for Fortitude, Constable Pitcher made the presentation in full scarlet uniform.

In one of Constable Pitcher's last duties for our Cubs before retiring as a police officer, he led the colour party at our Parent and Cub banquet. Later that evening, in what he described as a highlight of his career, our District Commissioner invested him into Scouting.

We will miss Constable Pitcher and the enthusiastic service he gave.

— *Larry Bouchard, Prince George, British Columbia.*

Ed's note:

Do you have a special "Constable Pitcher" helping you? Let them know how much you appreciate their efforts.

Wolf Cub Takes Initiative

Last December one of our Cherokee Pack Cubs (Ile Perrot, Que.) made all of us proud.

Completely on his own initiative, eight year old Gregoire Senneville went out with a friend to collect food and clothing for those less fortunate. They gathered 10 cans of food, several packages of dry goods, one large bag full of used clothes in good shape, one lady's handbag, and two toys in good condition.

Gregoire and his friend donated these to Ste. Jeanne de Chantal Presbyterian Church.

Our youth are made of the "right stuff"!

— *Valerie Stoeck, Ile Perrot District.* ⋈

Theme:

Discovery

Program:

Canoeing Archery Obstacle Course
Boat Tours Pioneering Bus Tours
Birds of Prey Demonstrations
Orienteering Meet new people
Plus lots of surprises

If any of the above activities are of interest to you... then you won't want to miss the 7th Newfoundland and Labrador Scout & Venturer Jamboree. Out-of-province participants are welcome.

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St. John's, NF A1B 1E7
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