

the leader

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VOLUME 27, NO. 2



Fall Blast-Off!

FINAL YEAR CUBS • SPIRITUAL DEVELOPMENT

Making Progress

by Bill Forbes

Over the past twelve months, we have made significant progress on a number of national projects. Let me comment on four of these, though there are certainly more.

Membership

I have been tremendously impressed with the response of the provinces, National Office and National Council to the membership crisis. While the word "membership" does not appear in our seven National Strategic Directions, naturally we can't fulfil our Mission without active youth and adult members. We often hear that Scouting's strength lies at the section, or local, level. With coordinated effort by the provinces to effectively stem the membership decline, section staff have done a truly tremendous job. All provinces slowed the decline, and at least eight provinces have realized membership increases! Even so, we are just starting to overcome the problem; provinces are now planning how they can increase youth membership by 2-5% per year over the next 4-5 years. To do this we must:

- determine who are our potential and existing members
- find out their Scouting needs at the section level
- decide how we can deliver quality, exciting programs to them effectively.

National Council Structure

Three or four excellent options exist which could bring about change in National Council structure to increase its effectiveness. Scouting's culture encourages its members to understand where we're headed. Our members welcome the opportunity to talk about it. Yet I observe the Movement wishes to proceed cautiously, evaluating each step towards the final goal, being certain that everyone's needs are met.

We must take, however, the first step at a national level that will prepare the way for overcoming issues that were identified across Canada several years ago (e.g. meeting frequency, National Council structure, decision time lines). These issues still exist and reflect practices that block us from becoming a more effective national Movement.

More Resources

What a difference it makes having a well crafted three-year business plan which has been developed through direct consultation with the provinces and territories through a series of regional meetings. The intent of the plan is clearly to make better and more resources available at the youth-leader interface, while at the same time virtually guaranteeing the fiscal deficit, which occurred in 1994-95, will not occur again.

Already last year's debt has been virtually eliminated, while the membership fees covering operating expenses at national level have remained unchanged. The only increase has been limited to the escalation in costs

assigned to us for World Scouting and insurance fees. Following the plan we have already improved program support materials in local Scout Shops — something that you probably noted in our most recent catalogue.

International Scouting

A final comment relates to three days I spent in the presence of Jacques Moreillon, the Secretary-General of the World Scout Bureau. We were attending the first portion of the National Staff Conference. Through Jacques I gained an excellent appreciation of international Scouting and the role that the World Organization has come to expect Canada to play. Equally as important was Jacques' comment that among all Scouting Movements around the world, Canada's was one of the few whose Mission Statement and Strategic Directions meshed most closely with those of the World Organization.

Recognizing our place in international Scouting, the strength of our three-year plan, the commitment to evaluate our national structure, and the energy you are giving to increase youth and leader membership, I am wholly confident that we are heading into a great year for Scouting! ^

Bill Forbes

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October 1996

Volume 27, No.2

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Toxic waste cleanup

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BLAST OFF FOR ROCKET CAMP!

by Doug Cody

"Who wants to look at Saturn's rings?"

Lines formed quickly behind four telescopes brought to our camp by local astronomers. During the next several hours our star-gazing Cubs admired Saturn, found one of Jupiter's moons, located a nebula and peered into the clear night sky. While waiting their turn at the telescopes, Cubs learned to find the North Star, Orion and several other constellations.

With 142 young voices bubbling excitedly, we knew Parkdale Area's weekend spring camp (National Capital Region) was off to a great start.

Planning for this camp started months earlier. Help came from all over. Don Fougere, an experienced rocketeer and member of the Royal Astronomical Society of Canada, agreed to partially build each rocket, as well as lead the final assembly, safety lecture and launching.

Because rocket building and flying would take only half a day, we decided to split the camp into two groups and run a space-related program concurrently with the rocket building/flying. While half our adventure-loving Cubs built their own flying models, the other half toured through five space stations learning about "the final frontier." We planned extra stations, including rocket safety (using a library video) and space suit design, in case rain cancelled our outdoor building project. Leaders from visiting packs ran each station.

Only a campground with an open area large enough for launching and recovering rockets is suitable for this type of camp. It might take time to locate, but persistence will pay big dividends.

5-4-3-2-1 Let's Go!

Star-gazing under a clear sky ablaze with stars launched the camp on an exciting path. After mug-up, everyone headed for sleeping bags anticipating the next day's activities. A boisterous

Saturday morning Grand Howl sent spirits soaring as the various packs split into two groups and headed off.

As expected, the rocket building session proved a great crowd-pleaser. Don began by reviewing safety rules,



then carefully explained all parts of a rocket, and how they helped the model fly. After answering several questions, each child assembled his own flying model. This involved stapling a rubber

band to the nose cone at one end and the rocket body on the other. Cubs fastened a streamer to the middle of the rubber band. (Upon reaching the top of its trajectory, the rocket engine blows a puff of smoke upward, expelling the nose cone and pulling out the streamer.)

At the launch site Cubs would push a small fireproof wadding down the rocket's tubing to separate the engine from the streamer, before a leader installed the rocket. Unfortunately we weren't able to launch any rockets. Our campsite lay beside a riding stable and the sight and sound of rockets might have spooked the horses and their riders. Instead, each pack scheduled a launch over the next weeks in an open rural field.

Space Station Academy

The space stations put Cubs through their paces physically and mentally. Each station required approximately 20 minutes to complete and sought to either expand youthful understanding of space or provide astronaut training.

1. *Space Objects.* Cubs had to stick the planets in their correct order onto a

Ready for launch! Cubs help make a final check to ensure all systems are safe.

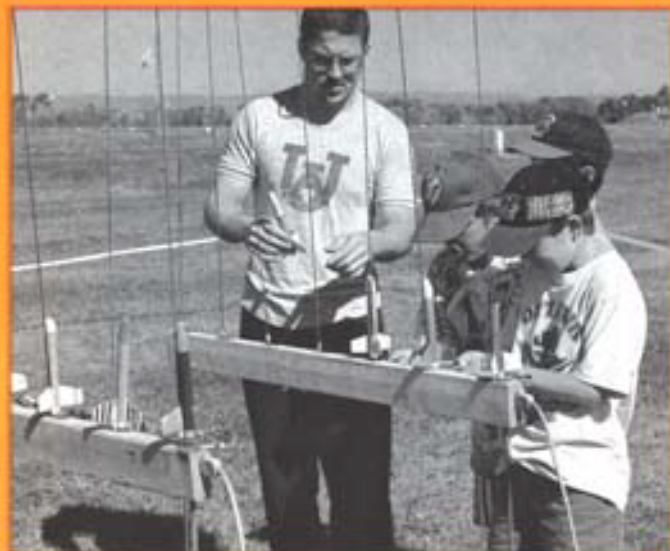


Photo: John Tordoff

large picture of the Solar System. Then, racing against time in relay teams, they recreated the order again by placing large pie plates on the ground. In another activity, Cubs took turns placing velcro-backed name tags onto a board below 20 photos or illustrations of astronomical objects (e.g. comet, Earth, satellite, meteors).

2. Planet Mechanics. This station was divided into two segments. The first illustrated the length of time it requires planets or satellites to circle the sun; here Cubs ('planets') followed circular chalk dust orbits marked out on the grass. Then we lined the planets up in a straight line and asked them to walk at the same speed in their orbital paths. The comparison made a vivid illustration.

Part two of the station involved taking a shuttle to an orbiting space platform. The first group to reach it, accomplish a mission and return, won.

3. Gravity. Two experiments were performed here. In the first, Cubs simulated a weightless environment by sitting on a swivel chair and trying to turn without using an anchored object to push against. Very difficult! The second experiment involved a wet lesson using water balloons. It showed how high columns of fluid have much greater pressure at the bottom than short columns with the same fluid volume. Demonstrate this by dropping horizontally- and vertically-positioned, balloons on the ground. Which ones burst most easily?

4. Space Station. Using a styrofoam box as the space ship hull and working in a group, Cubs had to choose from a long list of important items (e.g. photon torpedoes, shields, oxygen, food, rocket fuel) to take into deep space. Of course, too many were provided to fit in the space ship. Soon the Cubs were debating among themselves over the necessity of an extra warp drive or computer star navigation system.

Leaders guided a short discussion on survival priorities and let the Cubs repeat the exercise. This time everyone shared a common understanding of real needs, though it was hard for some to leave behind the phasers!

5. Astronaut Fitness. Astronauts must be physically fit for space travel. At this station Cubs practised fitness exercises that focused on developing balance, coordination, reaction, distance judging and agility. Your relay races could involve jumping on one foot around a marked track or picking up toothpicks with other toothpicks. Try having a balloon volleyball game. The balloon will simulate a ball floating in space.

Togetherness

When groups completed the afternoon program, Cubs spent an hour exploring nature trails or just chatting with new friends.

Instead of enjoying a campfire of our own, 4th Kanata Rovers asked to join us. By the end of the night Scouts, Guides and other youth in the campground had joined in our fun-filled (and noisy) Scouting celebration.

Sunday started slower than planned — probably due to our late night. After a delicious breakfast, a Scout's Own and a graduation ceremony for our AstroCubs, a Grand Howl closed the space camp.

Our camp ignited the imaginations of our adventure-loving Cubs and raised their expectations for future Scouting programs. They remembered our rocket camp all summer, told their friends about great Cubbing times and were bouncing with anticipation for fall registration. ^

Program Links:

Cubs: Astronomy Badge, Space Exploration Badge, Black Star, Purple Star, Red Star

— Akela Doug Cody is a starship commander in the 3rd Ottawa Pack.

MODEL ROCKETRY PRIMER

by Don Fougere

Safety.

That's the first consideration when planning a rocket camp. Consult an expert and get a copy of the safety rules published by the Canadian Association of Rocketry — available at local hobby stores.

Those packs wanting to build their own rockets can choose one of many available kits. Find an experienced rocketeer to help. If you plan to construct your models from scratch, first read Harry G. Stine's book entitled, *The Handbook of Model Rocketry*.

Rocket engines use a solid fuel propellant, and can cause third degree burns to exposed flesh if mishandled. Treat them with great respect. For all flights, always use a launch rail with blast deflectors. This will ensure that when your engine ignites, the flame will be directed away from viewers and the model will soar skyward. Allow no one to stand closer than five metres from your launch rail.

— Don Fougere is an experienced rocketeer and National Capital Region Resource Scouter.

*Delicate work.
Cubs had to
assemble their
rockets by
attaching nose
cones, motors
and streamers.*

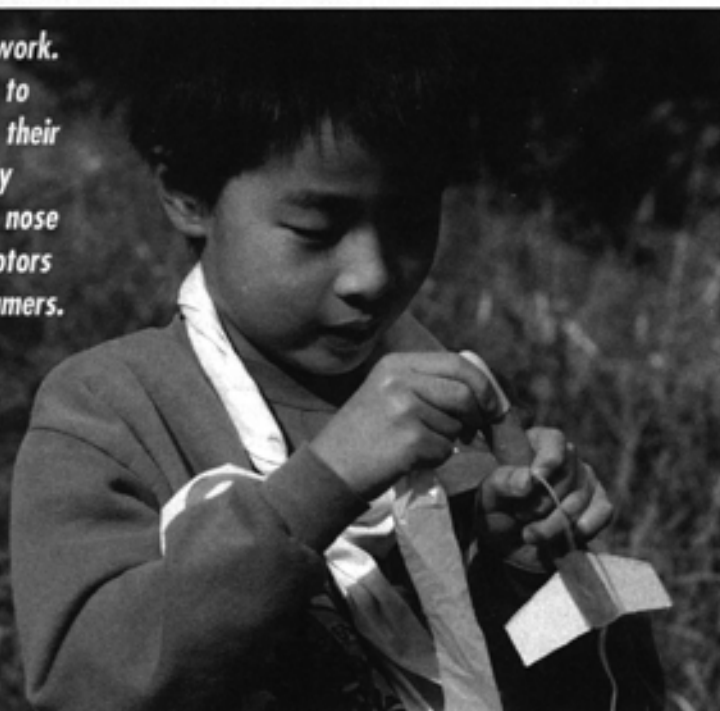


Photo: Alan Macfarlane

Final Year Cubs

Can You Keep Them Interested?

by G.T. (Tom) Gunn

Youth retention.

It's a frustrating puzzle. Some packs keep on shrinking despite their leaders' best efforts; others have Cubs lined up at the door.

What's the greatest challenge? It *doesn't* involve attracting new members. The problem is *keeping* the ones we have already.

I confess. I dropped out of Cubs in my last year. Like many in the pack, I simply got bored with the program and drifted away. I didn't leave formally, but just stopped going to meetings. No one called or dropped by to ask why.

Beavers get bored easily. That's no secret. Cubs — half of whom were Beavers — are no different. A recognizable and repetitious pattern in the program from previous years will soon deaden interest. Other attractions will capture their imaginations and draw them away, as I experienced years ago.



"Give me more outdoor fun!!"

Critical Decision Points

A Cub reaches several important decision points during a typical three year program. At each of these turning points leaders have an opportunity to either reinforce Scouting's outstanding program elements, or equally, identify activities that turn Cubs off.

When Cubs join a pack for the first time, either as a former Beaver or a brand new member, it's supposed to be very exciting. But the early days also bring the first decision point. The question in every Cub's mind concerns "adventure." He wants to know: is there *adventure* in the program, or not?

The next critical turning point involves outdoor programming. Kids want to experience nature. If your pack

stays indoors during most of the fall, expect less than enthusiastic members (old and new). They're missing outdoor adventure.

Party time! That's the third turning point issue. Why do so few programs celebrate Christmas, Hanukkah, the New Year, St. Valentine's Day, St. Patrick's Day, or others? Whether or not your group wants to have a religious or spiritual emphasis, or simply have some form of secular celebration, plan something for these events. Your Cubs belong to other groups (e.g. baseball or hockey) that look for opportunities to party. Make sure your Cub pack scores high on the party rating scale.

More decision points arrive during school break week and when the

weather turns warm in the spring. Remember, Cubs are comparing the program's adventure, style and excitement with every other activity available to them. If other groups reaching out to your Cubs promise to satisfy their yearning for fun and adventure, the magnetic attraction might prove overwhelming. What's worse, it may even become fashionable among youths in your pack to leave.

The second year (not the third) will be the breaking point for many Cubs. If the program essentially repeats activities from the first, Cubs will lose interest quickly. If your community has many strong programs, look out! They'll drop out during late winter or early spring.

By the end of the second year some Cubs may be coming each week from habit, not really because it's fun. If they think the third year will just mimic the first and second years, they'll have all summer to find something else to do in the fall. After all, if you were ten, would you really want to repeat most of the activities you first did when you were eight? Of course not.

Beaver leaders will notice a similar trend in third year kids as they start to get bored. Our solution was easy — we invited them to join the pack. We couldn't do this with our Cubs because our group didn't have a troop section.

Adolescent pressures start to build in older Cubs. At this age, young people question almost everything, especially adult values. Peer group impressions become extremely important. If Cubs view their Scouting program as rather staid, naturally its appeal level will be low. The challenge will be even greater if their friends label the program "for little kids" — a decidedly uncool activity.

Step-by-Step

All of these concerns filled our thoughts as we (leaders from the 81st Toronto Pack) began planning the fall program several years ago. It was obvious that no short and easy (canned) answers existed that would keep all our final year Cubs active and interested. The solution involved many

steps. In part, it meant demonstrating through a whole series of actions that the third year program contained real adventure.

- "We like to hike."
- "We like to go camping."
- "We *don't* like being indoors."



High adventure is in the wind.

Photo: Paul Ritchie

We started at the very beginning of the fall program. The first steps were very simple. Sitting in a circle, we asked the older Cubs what parts of the program they liked best. Though we live in the city, the answers surprised no one. Here's what they said:

show younger members how their cars improved through time. As well, we sought to involve parents — especially those of third year Cubs. This inspired all Cubs to take pride in their pack activities.

We didn't forget the leaders, but started a tradition of hosting an end-

Our appeal to them was simplicity itself. We said "Would you like to go camping and hiking more often?"

"Yes!" They responded enthusiastically.

The program progressed well and involved at least one outdoor meeting every month. We enjoyed both a fall and winter hike and outdoor campfires. We even tried getting all the Cubs to light one-match fires in my snowy back yard. It was a spectacularly successful experience for the youth.

Because we had a large leadership group, we developed some special age-oriented programming. Splitting some activities by year, we specifically organized activities for first, second and third year Cubs.

Example? We encouraged all Cubs to bring in their old Kub Kars as part of a buildup to the rally. Older Cubs were invited to

*Cubs love parties.
Let your party
animals indulge.*



Photo: Susan Pelly

of-year "thank you" dinner. All Scouters and their spouses were invited.

We're Special!

Leaders sought to give all the older Cubs (particularly) the feeling that they were special. How? We asked them to help with the Cub program. One older Cub would choose and design crafts,

Our work came to a climax at the end of the season. On our last day at spring camp we had a "passing out" ceremony. Each graduating Cub was given a special award for his or her time in the pack, then they said their Law and Promise again. This time we asked, "Did you do your best?"

What do Cubs want? *Adventure, outdoor activities* *and parties!*

another would help run games, while another would offer tips how she had done some of the badge work.

We continued the one-night-a-month outing throughout the winter and started planning for a wind-up camp at the end of the year. All the older Cubs were having a lot of fun and participating fully.

Program Enrichment

At this point we decided to enrich the program by starting those Cubs who had completed all star and badge work on Scout badges. Suddenly new challenges faced them — ones involving real panache. Now they had new meaning, and launched into the activities with vigour!

The formal ceremony made all graduating Cubs feel great. They felt special. It helped them see that they had achieved some significant accomplishments in the pack.

Scouters then drew the pack up in two columns and the graduates passed between, walking to the pack flags.

We didn't lose a single third year Cub that year. Nor did we lose one in the following year. In fact, we generated enough excitement to start a troop!

The Nuts and Bolts

What makes this program plan (now six years old) successful?

It's a series of little parts, all of which are designed to help youths feel

that (1) they're wanted, (2) they're important, (3) there's high adventure ahead and (4) Cubs is fun.

Does it work?

Yes, because it's focused on the kids themselves and offered on their own terms. We continually add new components to our plans. Perhaps that's why it's the exception when our pack loses a final year Cub. Δ

— G.T. (Tom) Gunn has been a Beaver leader and is presently Akela of the 81st Pack in Toronto, ON. He is vice-president and treasurer of Greater Toronto Region Council.



STATE SECRETS?

WE WANT THEM!

Psst! Gotta secret? Tell us about it.

Is your pack, colony or troop thriving? Are your final year kids as excited now as when they first started? How do you maintain interest? Do you have special program activities that particularly motivate those kids in their final year?

State your secrets to us. Tell it all through one of our many discreet hot lines. Fax, mail, phone, e-mail or sneak them into our office. We'll share them with other leaders as publicly as possible — on the pages of **the Leader**.

Come in from the cold! Our cub reporter is willing to listen.



Looking for outdoor adventure? Try a fall bike hike.



CJ'97 Offers of Service by Brian Glenn

CJ'97, the 9th Canadian Jamboree at Boulevard Lake in Thunder Bay, Ontario, will be Superior by Nature.

We need you to make CJ'97 successful! Join with 1,500 others as an Offer of Service. Volunteers will include adults from *all sections* of the Scouting and Guiding community, Venturer Service Program registrants, First Nation members, and other friends of Scouting (e.g. member spouses).

Get an application from your local Scout office or see a copy in this issue of **the Leader**, pp. 20-21.

Offer of Service volunteers will work from July 11-21 (some people may start a week earlier), pay \$25, and provide travel expenses to and from Thunder Bay.

Staff Fee

The \$25 staff fee will cover the cost of a Jamboree T-shirt and neckerchief (the official Jamboree uniform), an identification tag, on-site camping facilities, and insurance for the Jamboree.

Feeding and Accommodations

A meal plan is available for \$230; an application (including an accommodation reservation) will be enclosed in a coming staff bulletin. Send two passport size photos (1" x 1 1/2") with your meal plan fee to be affixed to your CJ identification card.

Offer of Service volunteers wishing to live on-site may stay in a two-person Jamboree tent free. (Limited trailer space will be available on- and off-site.) Lakehead University will offer dormitory facilities for \$25/night/single room and \$20/night/per person for a double room.

Keeping with CJ'97's Famous Rivers of Canada theme, the Offers of Service sub-camp will be called Nahanni. (This is the first Jamboree volunteer sub-camp ever.) A variety of sub-camp programs and optional evening activities will help develop cohesiveness so volunteers can participate and experi-

ence real, exciting Jamboree life. You'll be able to relax, swap badges, or just sit around and talk with friends (old and new) over a cup of coffee or tea in a 24 hour Hospitality Tent.

Jambassadors

The Jambassador program will use Scouting's most senior (older) members, helping them share their experiences with youth. Jambassador teams will be scattered around the Jamboree site, as well as each sub-camp. If you're interested in this program, write "Jambassador" as your preferred job choice on the application.

Special Care Volunteers

Adults needed to provide special care to disabled youth in a unit may register as an Offer of Service. They may choose to camp with the unit in their sub-camp, in the adult sub-camp, or take advantage of other Offer of Service accommodation options. Please indicate "special care OOS" on the Offer of Service form and indicate the unit's name or Jamboree number if known.

Offer of Service Applications

A district or regional council must authorize your application before you submit it to the National Jamboree Office with the \$25 fee. Your application

won't be processed until you send the registration fee. The department choosing you will send further information.

Staff Communications

Over the next year Staff Bulletins will be published to inform volunteers about the latest Jamboree developments. You'll receive the first Staff Bulletin upon our receipt of your registration. Subsequent Bulletins will include questionnaires for accommodation, travel plans and meal plan requirements.

Staff Jobs

List your first, second and third job choices on the Offer of Service application. If the position you requested has been filled, you may be placed in another job. Remember, all jobs are important. See the job list insert.

CJ'97 promises to be an incredible event. Be there as an Offer of Service.

Do you have further questions? Contact us at: Scouts Canada, 1345 Baseline Road, P.O. Box 5151 LCD-Merivale, Ottawa ON K2C 3G7. Phone (613)224-5131; fax (613)224-3571; e-mail: cj97@scouts.ca.

— Brian Glenn is the deputy director of the Nahanni staff sub-camp.

You'll have plenty of time to enjoy CJ's many outdoor activities.

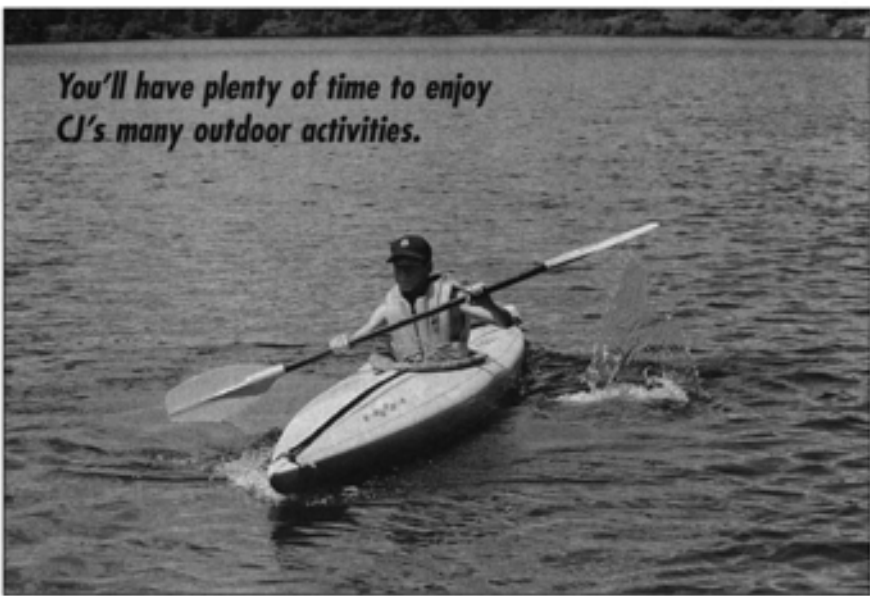


Photo: Allen Macarthy

Spiritual Development? *It's Fun!*

by Colin Wallace

Dull and boring.

Does this describe your attempts at spiritually developing kids under your care? The trick is to take the job seriously, but *not too solemnly*.

During my first attempt at planting spiritual seeds in the hearts of Scouting youth, I tried to emulate a famous preacher. I got carried away and went way past my allotted five minutes. Warming to the theme, I said, "What more can I say, Scouts?" A loud whisper from the youth said, "How about, Amen?"

I took the hint. At the next Scouts' Own we tried an interactive philosophical discussion. However, I knew I faced an impossible uphill battle after asking, "What is the chief end of man?"

Young Kevin responded hesitantly, "The end with the head on it?"

So I tried another tack and asked, "If I saw a man beating a donkey and stopped him from doing so, what virtue would I be demonstrating?"

With no hint of malice in his voice, Gary said, "Brotherly love?" (I'm still not sure if I should feel insulted.)

Was the vital message getting through?

Hardly. Failure came (not unexpectedly) because I took a dry, overly traditional approach to teaching spiritual development — an effective method two hundred years ago. As well, I didn't use an example familiar to our culture. (Today we use jumbo jets travelling at 900 kph, not plodding donkeys.) If you want to communicate spiritual ideas effectively, thou must use language thine audience understands. Dictionaries label some words "archaic"; let's not earn that title, too.

Slow Starters

When I first started out as a leader, I was a bit nervous and easily flustered in unfamiliar spiritual territory. One time when trying to describe the biblical miracle of the loaves and fish, I said, "And they fed five people with five thousand loaves of bread and two thousand fish."

"That's not much of a miracle," said Brian, our quick-witted quartermaster. "I could do that."



How could a spiritual message fit into a rope course?

Photo: Paul Ritchie

So, the next week, I described the miracle again, but correctly: "And they fed five thousand people with five loaves of bread and two fish." I smugly turned to young Brian and asked, "Could you do that?"

"No problem," he said. "I'd do it with all the food left over from last week."

How do you teach spiritual truth? Watch for unexpected opportunities, then think *hard* for a good life application.

Ever Watchful

Once at camp I saw a group of Scouts circled around a \$10 bill like chuck wagons on the prairie. I asked what they were doing. Arif replied, "We found \$10 so we're telling lies. Whoever tells the biggest lie gets to keep the money."

Seizing on what seemed a teachable moment ripe with opportunity for spiritual development, I said, "That's disgraceful! When I was your age I would never have dreamed of telling a lie."

The group looked at each other as if voting, then one Scout reached down disappointedly and gave me the ten dollar bill!

My recovery was less than graceful. I asked the Scouts, "What would you do if you found a bag with a million dollars on the sidewalk?" They struggled with that dilemma for several seconds, then Jack said, "Well, if it belonged to a poor family, I'd return it."

Honest Angels

During another camp when we were discussing prayer, I asked one youth if he said his prayers every night. "No," came the reply. "Some nights I don't need anything."

Stark honesty! I could have started into a sermon but instead we spent some excellent time talking about the meaning of prayer — an important way to maintain and build a relationship with God. (How can you get to know someone without spending time talking? That's prayer.)

I tried hard, but sometimes good intentions were just not enough. Around a campfire two young Scouts offered up these prayers.

- "Lord, all I ask is that you treat me no differently than you would Mother Teresa."
- "Please improve my listening skills, Lord. Skip says I never listen to him. At least, I think that's what he said."

What do you do when faced with joking, even irreverent, comments like these? You could get angry, start ranting and correct the behaviour, or you could gently lead them in the right direction. There's a time for everything, even laughing.

Youth aren't the only ones making these mistakes. Not long ago I attended a meeting where the chairman opened with a prayer which begins, "Now I lay me down to sleep...." That's not a good way to start a meeting!

No Magic Formula

Spiritual development that touches the hearts of youth and kindles a fire for more, takes creativity. It requires real thought and preparation. Spend time at each planning session brainstorming for imaginative ways to connect your kids to healthy spiritual values.

How can you change a favourite Cub game to make an interesting and thought-provoking point? Develop a skit or make up a rap song. Beavers or Cubs might want to build a spiritual theme into a puppet show performance.

Don't talk about God when you're all dressed up during a formal ceremony and not allowed to smile. Chat about Him when out on a lake during a weekend canoe camp. Ask your Scouts: "Do you think God wants His people to en-

down a road filled with highs, lows and stresses, affected by puberty, divorce, acne, peer pressure and loneliness.

Celebrate their honesty, discuss big problems, but accept their well-intentioned blunders.

Watch for unexpected opportunities, then think *hard* for an application.

joy water fights?" Peace, brotherhood and reconciliation are other excellent themes — especially in the fall around Yom Kippur and Remembrance Day.

Young people — just like adults — have many failings. They're learning how to live with others. The route is seldom arrow-straight, but winds

Do you see a spark of integrity, gentleness or kindness? Nourish it! Our job doesn't involve making saints. We're here to help youth take one or more significant steps along their journey. Do it with an easy sense of humour.

— Colin Wallace is a trainer from Toronto with many virtues.



Photo: Wayne Bonnett

Games make easy entry points for discussions on fair play and honesty.



SCOUTING'S MISSION STATEMENT



To contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities through the application of our Principles and Practices.

Volunteer Screening

Not Everyone Is Suitable to Lead

by Bryon Milliere

Our Scouting Promises refer to honour, duty, and doing our best. As adults we have a *duty* to provide safe programs for youth members.

In recent months, the media has related stories of terrible offenses perpetrated on children by adults in positions of trust. Sadly, these individuals seek out opportunities to get close to children for the purpose of harming them. We must protect those children in our care. This article continues a series **the Leader** began last spring dealing with the subject of child abuse and what you can do about it.

Scouting is committed to ensuring the safety of youth in our programs. Thanks to research by the Canadian Association of Volunteer Bureaux, Scouts Canada has reviewed its programs and recruitment strategies to improve our competence at volunteer screening.

Last year, Program and Volunteer Services published a booklet entitled *Volunteer Recruitment and Development* that outlined our strategy for (1) selecting the right person for a role, (2) supporting that person's development through service and training, (3) evaluating performance and (4) recognizing contributions. This booklet was helpful for understanding the life cycle of volunteering and the roles of people who support volunteers throughout their development.

Over 60,000 adult volunteers serve Canadian Scouting youth in various roles. The vast majority of these adults are worthy of the trust parents give them for the care and safety of their children.

The Screening Process

Child sexual abuse is the crime most people think of when discussing the need to screen volunteers. But it's also important to screen out other individuals. Perhaps they pose another risk to children, or their abilities simply don't match their Scouting role.

Values have changed significantly regarding acceptable means of disciplining children. While corporal punishment may have been considered reasonable 30 years ago, adults today

must learn non-contact approaches to disciplining and communicating with young people. As an organization concerned with the welfare of children, we must teach those adults wanting

Conduct a
face-to-face
interview *before*
involving new
recruits in the
program.

to learn creative new approaches. Some volunteers may prove unacceptable to us because they either,

- don't agree with Scouting's Mission and Principles, and/or
- aren't prepared to meet the expectations of the role.

The Right Stuff

At a time when volunteers seem scarce, why would Scouting create yet more barriers to adult membership, as it will through screening?

The answer is simple. We want to do a better job protecting youth. It also

takes much more effort and resources to deal with problems that arise from poor recruiting, than to ensure the right people take on the responsibilities that suit them best. You are not obliged to accept everyone who wants to volunteer, however, *you are obliged* to do everything reasonable to protect the children in your care. Screening is a form of discrimination that is supported (in fact required) by law.

Volunteer screening focuses primarily on the *recruitment phase* of the process. But it also affects volunteers at every other stage of their involvement with youth. A volunteer may prove unacceptable at any time in his or her Scouting career if we continue applying the criteria used for screening new recruits.

Given these broader screening objectives, it is clear that effective volunteer screening involves much more than just a police record check. When the Solicitor General announced that the RCMP's criminal data base would be available to volunteer organizations for identifying dangerous individuals, he emphasized the need for a comprehensive screening approach. Police record checks may be a reasonable step, depending on an individual volunteer's role, but proper screening involves much more.

Scouting already incorporates many of the eleven elements identified by the Volunteer Bureaux as important to an effective screening strategy (see sidebar, p. 14). You are affected by each of these elements.

Job Design

Our programs are designed to minimize risks to children partly through adequate leadership ratios, so children are properly supervised. This reduces (or eliminates) the amount of time a single adult is alone with a child out of view from others. The ratios also help protect leaders from unwarranted suspicion. Scouting's requirements to provide separate sleeping accommodations are aimed at protecting our youth. Each program is under review to identify risks, and actions which minimize these risks.

Job Description

Clear expectations help people to screen themselves. Well written job descriptions should outline,

- the Scouting role
- expectations regarding time commitments
- requirements for becoming competent in a reasonable period, and
- limits of the role.

Recruitment Procedures

In your enthusiasm to sign up new adult leaders, you can frustrate your screening objectives by taking anyone who will say "yes." When recruiting, make sure that Scouting's Mission and our duty to provide safe programs form important components of your message.

The adult volunteer application states Scouting's Mission and outlines our Principles. Point these out to the candidate. The application also asks personal information and gives permission to question references.

A Face-to-Face Interview

Meeting an individual face-to-face to discuss Scouting roles is critical. Do this *before* involving them in the program. Interviewers should follow a specific format to make sure they cover all questions adequately. Remember: the interview should be two-way and allow an opportunity for both seasoned leaders and the recruit to give and receive information. This process should weed out those persons who are obviously unsuitable. It should also identify those who have a specific agenda or rigid notions about how children should be treated. National Council is developing resources to help novice interviewers through this process.

Reference Checks

Be sure to follow up on references provided by volunteers. Insist on at least three. Don't forget to contact other organizations the person has worked for (including Scouting groups). Not all references will give glowing accounts of the would-be volunteer — especially when they understand the person's future role working with children.

Police Record Checks

Scouting wants to screen out individuals with dangerous behaviour patterns. These might include,

- violent and child-related offenses
- drug trafficking
- other serious crimes that would suggest a risky pattern of behaviour.

Don't rely solely on the police record check. Only people with a criminal record are on file. Use it as only one part of your overall screening strategy.



We have a duty to provide safe programs for Scouting youth.

Photo: Jeff Volani

Police record checks may help identify these people.

If the potential for harm is great (e.g. an adult is often alone with one youth unsupervised, or a volunteer is an unknown adult in the community), police record checks are particularly important. Each police department determines the process for obtaining a record check.

Orientation and Probation

Following the initial interview, direct volunteers towards orientation activities such as an introduction to Scouting evening or other familiarization events.

Orientation sessions are an integral part of recruitment. They not only provide opportunities for new volunteers to learn more about their roles, but also let other adult members get to know them on a social level. A refusal or unwillingness to participate in these activities should raise concern.

Once you're satisfied that all reasonable steps have been taken to confirm the acceptability and match of the new Scouter with a specific task, confirm the appointment. But don't think the screening process ends here.

Supervision

One of the most effective methods for assessing an individual involves watching him or her "in action." Those filling volunteer management positions (e.g. group committee member, troop Scouter, commissioner, president) have a responsibility to assess and coach others under their direction. If an individual demonstrates that he or she is clearly unacceptable for a role, volunteer managers should



A high adult-to-child ratio protects leaders from unwarranted suspicion.

Photo: Jim Goot

*Excellent leaders
help young
members grow
into happy,
responsible
adults.*



Photo: Louise Carron

act decisively to remove the person from the position. Follow the same criteria used to recruit the volunteer for the role.

Youth Education

Many schools are training youth to recognize acceptable conduct. Children who know the difference between good and bad touching and who can recognize inappropriate behaviour from adults are better able to protect themselves. Program and Volunteer Services is reviewing professional child protection programs that may be used by Scouting to educate our young members.

Training

Effective training will help volunteers communicate better with youth. Training is part of the screening process. It will provide yet another opportunity to interact with the leader.

Personal attitudes are difficult to change. Trainers must be able to recognize attitudes that are inconsistent with Scouting's Mission and Principles or attitudes that put children at risk.

Evaluation

All of us like to know how we are doing. Be sure to provide constructive feedback to new volunteers. It should relate to the job description and the expectations you established during recruitment. Use this as an opportunity for some objective assessment, feedback, consideration of training needs and team-building.

Every adult member plays an important role ensuring our youth receive safe programming from trustworthy Scouters. It is our *duty* to apply proper screening methods for all positions of trust. Commit yourself to learning how to become part of Scouts Canada's safe programming. Together we can improve our ability to select and retain the right person for the right job. Δ

11 STEPS TO PROPER SCREENING

These steps set out the path you should take when designing your volunteer screening procedure.

1. Design the job with safety in mind.
2. Define the task clearly in the job description.
3. Recruit selectively.
4. Interview candidates.
5. Check their references.
6. Consider police record checks.
7. Begin an orientation and probation period.
8. Provide supervision.
9. Educate your children to protect themselves.
10. Provide safe programming training.
11. Evaluate volunteer progress.

*Train your
leaders to
become even
better at
their tasks.*



Photo: Alan Wu



19WJ: What Are You Doing for Christmas 1998?

by Jack Sinclair

For a truly unique and once-in-a-lifetime experience, join us at the 19th World Jamboree in Chile! Christmas 1998 will come faster than you expect!

Pull together a patrol of young people between the ages of 14 and 17 (as of the end of December 1998) and together we'll discover what the Brotherhood of Scouting really means. With the theme "Building Peace Together" uniting us, young people from around the world will gather for fun and learning in the shadows of the towering Andes Mountains.

At the last World Jamboree in Holland, nearly 30,000 people attended from 166 countries and territories. Our 19WJ hosts are expecting a similar enthusiastic response. Never before has a World Jamboree been held in South America; the Chileans are determined to make it a *huge* success. We've already scouted out the facilities and started making arrangements. Here's what's in store for us all.

Amazing Site!

Spectacular. That's the only word to describe the site. Situated in the foothills of the majestic Andes (61 kilometres south of the capital city of Santiago), it covers about 3,400 hectares (7,400 acres). Approximately 200 hectares (500 acres) are on level ground, 500 hectares (1,200 acres) on gentle slopes and 2,400 hectares (5,700 acres) consist of hills covered in native forest typical of the foothills in central Chile. Here, trees grow from 4 to 12 metres high.

Many beautiful locations (with stunning mountain views) are perfect for outdoor excursions, including hiking, water sports and more.

What about rain? Chileans claim it never rains at that time of year! Expect temperatures of 30°C in the daytime and 12° at night.

The Plan

We plan to leave Canada on December 22 and join up for a pre-jamboree camp in Santiago. We've already ar-

ranged accommodation at a large school with easy access to Santiago's very modern subway system. The school itself has a Scout population of 500. The youth are awaiting our arrival eagerly. We're expecting to celebrate Christmas Day Chilean-style, lolling on wonderful Pacific Ocean beaches, while Canadians shiver at home!

Though the Jamboree runs from December 27 to January 6, home hospitality will be available in Santiago after the Jamboree. So plan to be away from December 22 to January 9.

Contingents will be organized in troops of 36 youth and 4 adult leaders (four patrols of 9 youth and one leader), as in previous World Jamborees.

Watch for Details

After National Council has approved our budget and fees in November, we'll tell you further details. Chile is a long way from home; getting good air transportation will be a real challenge, and not cheap. We anticipate an approximate Jamboree fee of \$3,500, though this is but a very general estimate at this point. The major elements include air transportation and camp fees.

You can help us firm up our contingent plans by simply telling us how many of your Scouts and Venturers *might* go. We're *not asking for a commitment*, but we must anticipate Canadian attendance to set the fees. This is critically important. Send us a fax, letter or e-mail message with your ball-park figure. (Fax: 613-224-5982; e-mail: 19wj@scouts.ca)

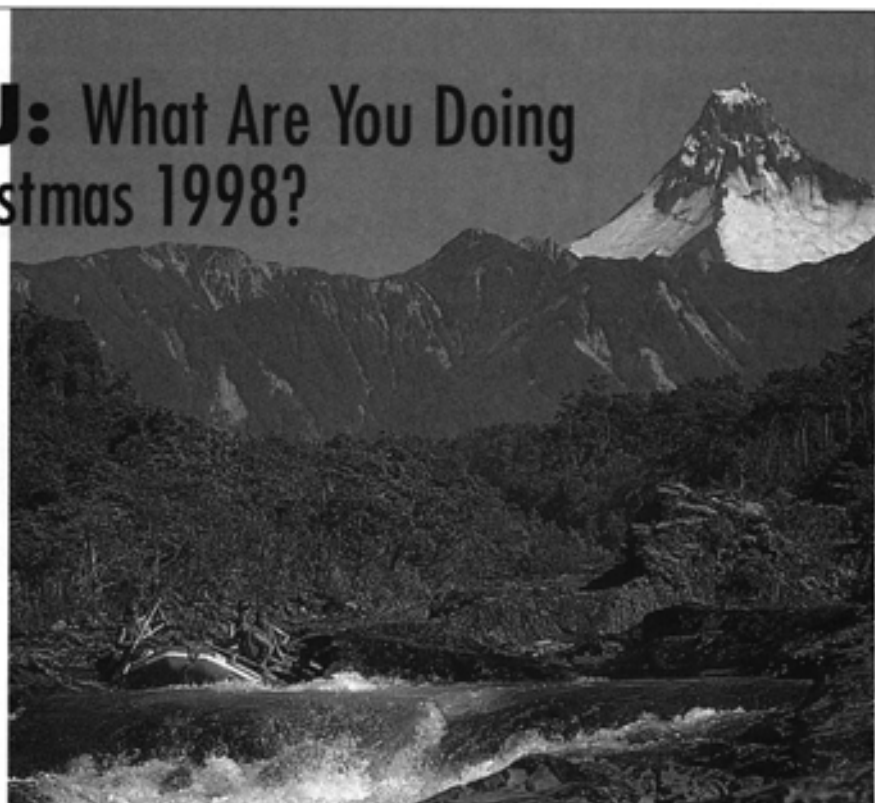



Photo: National Tourism Board of Chile

Discuss the Jamboree with your youth. If you have any immediate questions, contact Bob Butcher or Lena Wong at the National Office. They'd be pleased to help.

Then pack your bags. 19WJ is closer than you think! 

— Jack Sinclair is the contingent leader for 19WJ.

Notice of Annual Meeting Boy Scouts of Canada

**Saturday,
November 16, 1996
4:45 p.m.
Citadel Inn,
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



Hazardous Waste Busters!



by Scott and Susan Shaw

"Wow!"

I had no idea we'd get all this stuff!"

These words were *not* uttered by an excited child on Christmas morning. Scout Brian Braekevelt said them with astonishment as he and other friends wheeled yet another cart brimming over with rusting and dented containers from a crowded storeroom.

Brian's "stuff" included near-empty paint cans, plastic varnish jugs and bottles of paint thinner brought to a Laidlaw Environmental Services hazardous waste facility near his home in Corunna, ON.

For several years 1st Corunna Scouts have helped gather and sort household hazardous wastes during local Collection Days. When our community first launched the program and asked for help, the Scouts didn't hesitate.

"Let's do it!" they said enthusiastically. Not only would it help clean up the environment, but the service would represent a "good deed" done for their neighbourhood friends.

DID YOU KNOW...?

- One litre of oil can contaminate up to two million litres of water!
- Over 500 wells in New Brunswick have been contaminated by leaking fuel tanks since 1979.
- Organic herbicides sprayed along power line transmission corridors have contaminated many wells in Quebec.
- Buried hazardous wastes can filter through the soil and pollute both the soil and groundwater. It's often impossible to restore this groundwater to its original quality.



Photo: Scott and Susan Shaw

1st Corunna Scouts help unload hazardous waste from a van.

The youth already knew a lot about hazardous waste disposal. A school battery collection contest taught them the environmental risks of tossing batteries into a landfill site. They learned that the chemicals found in batteries eventually seep out, contaminate local wells and harm wildlife.

What Is It?

"Hazardous waste" is a term applied to wastes that are corrosive, flammable, reactive (i.e. explosive or capable of producing deadly vapours), or toxic (poisonous). This might include any product that, because of its chemical nature, might endanger human health or contaminate the environment if not properly managed. Examples include pesticides, paint thinner, lighter fluid, bleach, battery acid, even prescription drugs. The average Canadian home disposes of 35 litres of toxic waste each year. Until recently, much of it went down the drain, directly into nearby rivers and lakes.

Our county has eight Collection Days each year where residents can dispose of household hazardous waste at a permanent depot. This centre is entirely different from a sewage treat-

ment facility, which is designed to break down biological waste, not man-made toxic chemicals. A hazardous waste facility consists of a pretreatment system, a secure landfill site, and high temperature incinerator. Fascinating!

After Laidlaw officials agreed to let our troop help out they drew up a short training program to prepare us for the task. What followed was a mini-chemistry lesson. We had to be able to unload, sort, recognize and differentiate between acids, alkalis, solvents, oils, paints, pesticides, batteries, pharmaceuticals, gas cylinders — even spray bombs!

Our task involved organizing each type of hazardous household waste into its own category so community officials could manage and dispose of them properly. We learned how to handle all the material safely, and what to do if an accident somehow occurred.

Dressed for Deep Space

Excitement mounted as we donned white coveralls, safety glasses, hard hats and thick neoprene gloves. Little did we suspect that the warm fall weather would result in a record turnout.

"Look at that!" said Scout Adam Coe. A long line of cars had already formed. We walked to our posts undaunted.

Vehicle after vehicle pulled up to our stations, stopping only briefly to unload their household toxic wastes. Cars and trucks were loaded with every hazardous product imaginable. People usually erred on the safe side, even bringing us articles they weren't sure were hazardous.

Jeremy McKellar commented on the mode of transport of some hazardous products. "One pickup truck arrived with oil sloshing around in deep open pans in the back," he said. "But I guess it doesn't matter how it arrives, as long as it gets here safely."

As the day wore on we encountered some containers that were completely unidentifiable — labels had long since fallen or rusted off. These we placed on a special shelf labelled "unidentified", and left for municipal professionals.

"Chill Out"

As the day wore on the need for patience surfaced as arriving cars had to wait up to 40 minutes for unloading. Cheerfully (but quickly) we explained to our 'customers' the need to separate



Photo: Scott and Susan Shaw

Products were separated by type.

each type of hazardous product to ensure it was eventually dealt with properly. When people saw how hard we were working, most expressed their appreciation.

Lunch — a pizza — arrived, but the growing line of cars encouraged us to

keep on working. No one complained about snatching quick bites of cold pizza (when possible). Hey, we were doing the community a great service. Lunch could wait.

By two o'clock, the depot's scheduled closing time, a line of twenty

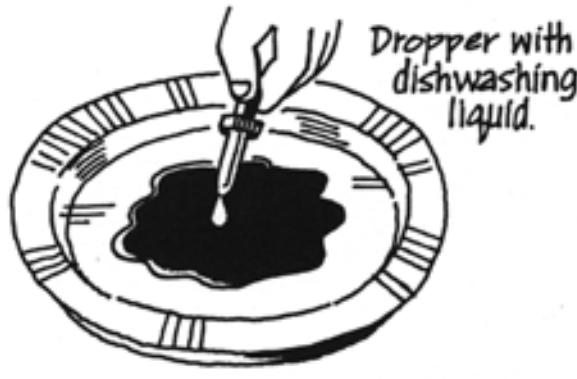
OIL SPILL CHEMISTRY

Oil pollutes water and soil and is very difficult to clean up. Find out for yourself by creating a mini spill. Gather together two aluminum foil pie tins, water, used motor oil, a dropper, cotton balls, nylon, string, paper towels, dishwashing liquid, and a feather.

1. Half fill a pie tin with water.
2. Make an 'oil spill' by putting 5-10 drops of oil in the water.
3. Create waves on the 'lake' by blowing or moving the tin. What happens to the oil? Why is it important to clean up oil (or oil-based hazardous liquids) quickly?
4. Dip a feather into the 'oil spill.' How does the oil affect the feather?

5. Find out which material (cotton ball, nylon, string or paper towel) cleans up the spill best. Make new spills when needed. How much oil is picked up by each material? How quickly do they pick the oil up? What problems do you experience? How would a terrible storm on your lake or river affect the cleanup operation?
6. Make another oil spill in a second half-filled pan. Add five drops of dishwashing liquid. What happens to the oil. Where would it go in a real lake or river? How clean is the water now with the dishwashing liquid in it? What's worse: oil or cleaner?

(From: S. Bosak, *Science Is...* This is an outstanding program resource with hundreds of activities.)



vehicles remained. If we turned these away, they might not bring their waste to another Collection Day. Some people might just dump the contents of their containers down a drain. How many fish would die as a result, we wondered? Our group continued working another hour before savouring the sweet taste of accomplishment.

Our day's service set a county record! Our little band of Scouting members had handled:

- 2,360 litres of waste oil
- 29 drums of flammable materials
- 3 drums of caustic substances
- 51 - 20 lb propane tanks
- 43 - 1 lb propane tanks
- 28 car batteries
- 12 skid-mounted boxes of paints
- Pharmaceuticals, and much more!

Clean It Up!

Get your Cubs, Scouts and Venturers in the mood for cleaning up the environment around their house with this rhyme.

Sewers aren't for gasoline!
The landfill's not for paint!
Think before you toss these things.
For Earth's sake, show restraint!

No oil down the drain pipe!
No varnish down the sink!
Save it 'til Collection Day.
Keep our water safe to drink.

*Take a close
look at
nature. It's
worth
protecting!*



Photo: Paul Ritchie

Don't dump your varnish by the curb!
Old antifreeze... you hoard it,
And keep it for that special day.
The Scouts at Laidlaw sort it.

Is your community planning a fall cleanup? Perhaps your Scouts or Venturers would find a similar hazardous waste program interesting. Since our first experience three years ago, we've offered our services several times.

But Before Starting...

Speak to an expert before you start any program involving household hazardous waste. Make sure *everyone* in your group understands the dangers and correct safety procedures, then monitor them closely! Use proper equipment and always handle the various chemicals in a responsible and safe

manner. *Take nothing for granted!* Tie the activity into your regular weekly programming.

Prepare by honing first aid skills (especially problems dealing with burns, poisoning and noxious fumes), and studying emergency preparedness material. Conduct environmental studies when out on hikes. Invite a wildlife biologist or a local field naturalist expert to speak to your group about the affects of toxic waste in your community. Discuss how to combat it.

Other Ideas

Offer to paint yellow fish symbols at storm sewer drains for your municipality — a great job for younger kids. These will remind people to use storm sewers responsibly. Challenge a nearby Scouting group to an environmental poster contest. Ask for permission to display them at a local mall. Artistic or musical Cubs or Scouts could write songs or poems, or paint pictures.

Think of ways to make your Scouting youth aware of the dangers posed by household hazardous waste around their homes. Several hours training might not only save a life, but will lead to more responsible citizens. ^

WATCH OUT!



Reproduce these four hazardous waste symbols, then let your Scouting youth identify the correct pictograph for corrosive, flammable, reactive and toxic.

Ask these questions while looking at the symbols: What hazardous wastes can you think of around your home? Are any stored dangerously? (This might involve a dangerous liquid in a leaky container, or with the cap off, or stored near the furnace.)

Identify the toxic products from this list: mothballs, pool chemicals, flea collars, insect repellent, lawn chemicals, aerosol cans, contact cement. (All are hazardous waste products.)

Get the group to do a survey around their home during the week, looking for hazardous wastes. Write down the various types and list how each is stored (e.g. safely locked away and labelled, or piled up in the corner of the basement near a play area.)

Program Links

Scouts: Citizen Badge, Conservation Badge, Safety Badge, Public Health Badge

Venturers: Service Activity Award, Vocational Activity Award

Resources

- *Environment Canada offers an informative brochure (entitled: Household Hazardous Wastes) that will spark some program ideas. Receive your copy by phoning their Enquiry Centre at 1-800-668-6767.*

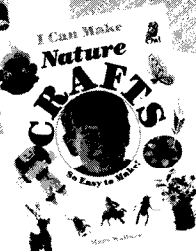
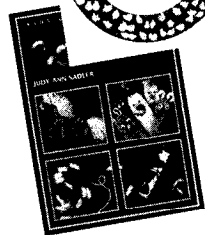
— Scott and Susan Shaw work with the 1st Corunna Group, ON.

Fitzhenry & Whiteside
fall & winter 1996-1997

BOOKS
FOR
CHILDREN

Book Talk

by Dave Jenkinson



When I was of Cub age, all the kids (boys and girls alike) hammered four nails into empty wooden thread spools and then “knitted” long colourful “snakes”; these they planned to turn into potholders and rugs for their parents. I’m not the only person who recalls this craft for Judy Ann Sadler has produced a book called *Corking* in which she endeavors to bring the handicraft to a new generation of children, while updating it by using today’s materials for her “corkers.” In addition to providing step-by-step, illustrated instructions on how to create various-sized corks from toilet-tissue tubes and tin cans, Sadler explains clearly how to carry out the corking process.

She also includes nearly a dozen practical ideas telling what you can do with the finished lengths of corking. These range from head bands and soft animal toys, to finger and hand puppets. (Cubs: Tawny Star A2, Handicraft & Recycling Badges)

The Kids Canadian Bug Book and *The Kids Canadian Plant Book* are two new titles in the Kids Canadian Nature series. Beyond giving good factual information about insects and how to observe them all year round (including at night), *The Kids Canadian Bug Book* supplies instructions for making waterscopes from large empty juice cans and insect feeders from discarded 2 L plastic pop bottles. In agreement with Scouts Canada’s stance on conservation, the book advocates a “catch and release” approach to examining all insects.

The Kids Canadian Plant Book limits itself to flowering plants, both domestic and wild. As is common with other titles in the Kids Canadian Nature series, the book goes beyond just offering “the facts” and invites its readers to become actively involved in learning about the

subject. Consequently, Beavers and Cubs can emulate bees and pollinate flowers, grow winter vegetable gardens inside their homes, or add flavour to their sandwiches by including sprouts they’ve grown at home. (Cubs: Black Star A2 & Gardener, Naturalist, Observer, Recycling & World Conservation Badges)

Also on the subject of nature is Mary Wallace’s *I Can Make Nature Crafts*. It contains a baker’s dozen of simple projects, many of which would be suitable for Cubs or Beavers. (Wallace encourages her readers to respect nature and includes a list of do’s & don’ts.) By following her illustrated directions, the husks and silks from your group’s corn roast can become the raw materials for “Cornhusk Dolls”; small stones collected during a colony or pack ramble (plus some burrs accidentally picked up during that same outing), can be made into “Stone Statues” and “Burr Butterflies.” If everyone’s careful while shelling, the next peanut scramble can provide the raw materials for “Nutty Buddies”. (Cubs: Handicraft & Recycling Badges)

Owl and *Chickadee* magazines have provided a veritable potpourri of ideas in *Kitchen Fun* and *Outdoor Fun*. Naturally, the kitchen-based title contains kid-friendly recipes for goodies such as Rainbow Glass Cookies, Sourdough Chocolate Cake and Alphabet Pretzels, plus a deliciously wonderful, edible gift box constructed from chocolate chip cookie rectangles glued together with more chocolate. Various items of kitchen garbage (such as tin cans) get transformed into stilts and an indoor golf course, while the bones from a roasted chicken dinner become the basis of a dinosaur skeleton. *Outdoor Fun* tells you how to build scarecrows, twister kites, flying saucers and wind chimes. (Cubs: Handicraft & Recycling Badges)

Faith in My Neighbour: World Religions in Canada is a good title for training teams and group libraries. Serving as brief introductions to 16 religions which have followers in Canada, the book’s chapters are organized alphabetically from Baha’i to Zoroastrianism. Each short chapter has been authored by someone affiliated with the faith being described — a valuable feature. For example, Art Solomon, a First Nations elder, wrote the “Native Spirituality” section while William B. Smart, a former director of public affairs for the Church of Jesus Christ of Latter Day Saints in eastern Canada, penned the “Mormonism” pages. An appendix, “Festivals of Faith”, lists and succinctly describes the significant days for each of the faiths. Because the dates of many of these festivals are moveable, the book doesn’t provide a calendar. This book’s 156 pages will be worthwhile reading for leadership teams in open membership groups. (Cubs: World Religions Badge) ^

BOOK DETAILS

Faith in My Neighbour: World Religions in Canada: An Introduction, United Church Publishing House, 1994: \$12.95.

P. Hickman, *The Kids Canadian Bug Book*, Illus. by Heather Collins, Kids Can Press, 1996: \$14.95.

P. Hickman, *The Kids Canadian Plant Book*, Illus. by Heather Collins, Kids Can Press, 1996: \$14.95.

Kitchen Fun and *Outdoor Fun*, Owl Books/Greey de Pencier, 1988/89: \$7.95 each.

J. A. Sadler, *Corking*, Illus. by Linda Hendry, Kids Can Press, 1995: \$5.95.

M. Wallace, *I Can Make Nature Crafts*, Owl Books/Greey de Pencier Books, 1996: \$6.95.

Fun at the Pond

by Lena Wong



October is Party Time! Two natural party themes this month, Thanksgiving and Halloween, offer great opportunities to strengthen new relationships forming in your colony between Beavers.

THANKSGIVING

October 14 is Thanksgiving. We usually associate this holiday with lots of good things to eat, and indeed there are plenty of opportunities for that at this time of year. Celebrate your Beaver party on your meeting night during that week or, if possible, take the opportunity offered by the long weekend to spend a day outdoors cooking your feast on a barbecue or campfire.

Hamburgers and hot dogs are always popular with Beavers, or you could provide a variety of sandwiches, cocktail sausages on sticks, chunks of cheese and perhaps pizza. Make sure you have lots of mouth-watering fresh vegetables available at this time of the year. Wash and chop all varieties and serve raw with or without a dip.

Eat your meal with delicious fresh bread or buns. Get a few varieties for extra zest! Finish your feast with a fruit salad.

For a different dessert option, provide each Beaver with an undecorated cup cake, or two or three plain cookies. Make icing and other cake decoration items (smarties, raisins, sprinkles, chocolate chips etc) for Beavers to dress up their own dessert.

Decorations and Music

Decorate your Thanksgiving party area with a garland made by all the Beavers in your colony. Provide craft paper in as many colours as possible and cut out shapes of fruit, vegetables and turkeys. Glue or staple the cutouts onto crepe streamers and drape the garland across the ceiling or along the walls.

Make place mats and place cards from craft paper decorated with smaller cutouts of the shapes used for the garland.

End your Thanksgiving party with this song (from a book compiled by Trenton District Beaver leaders).



I'm a Beaver

(Tune: Darling Clementine)

I'm a Beaver, I'm a Beaver,
I'm so very glad I am.
First we all go into River Banks,
And then we build our dam.

Feed the beaver, feed the beaver,
Say our Promise, say our Law,
Say our Motto, go to lodges,
Where we cut or glue or draw.

We play our games all together,
And we have a lot of fun,
We do our River Banks, build our dam,
Say goodnight to everyone.

Happy Beavers, heading homeward,
Very carefully and then,
Have a good time until next week,
'Til we meet here once again.



HALLOWEEN

Why not plan a Halloween theme party? The traditional costumes associated with Halloween are ghosts, ghouls and other things that go bump in the night. Over the years, this has changed; costumes now include everything — from funny to strange. Make costumes (or parts of them) during your October meetings so all Beavers are ready for a great bash at the end of the month.

For a ready-made theme, turn to your collection of Beaver JUMPSTART packages, and pick "Pirates." This package has craft instructions for an eye patch, sword, spy glass and pirate hat — all the things you need for a pirate costume. The unit also provides games, a song and recommended stories suitable for your Beavers. It's a great package and should give your Beavers (and leaders) lots of fun for the whole month.

If you're feeling creative, dream up a theme of your own. How about either animals or insects? Suggest to your Beavers that they choose an insect or animal they want to be and start making costume items during your early meetings this month. Here are some ideas.



Butterfly Costume:

Cut a broad headband for each Beaver from pieces of colourful poster board. Glue together to fit the appropriate heads. Help your Beavers cut out butterfly shapes, then let them colour their own so each youngster has a customized design. Glue the butterflies onto the headbands.

To complete the butterfly costumes, cut a cape for each Beaver from bright crepe paper. Glue round patches of construction paper onto the capes for added colour. Discuss the life of a butterfly as you work.

Bumblebee Costume

For bumblebee costumes make hats as above, but use bee shapes striped in yellow and black, glued onto the hat bands. Fashion the capes from yellow crepe papers striped with black.

Use the same basic concept to create all sorts of animal costumes: bears, wolves, deer, rabbits, even beavers. Use appropriately-coloured capes to complete the effect.

Play a game based on the animals or insects represented by your theme. If you are all bumblebees, pick an older Beaver to be the game leader, leading the players around, under, over and through a series of obstacles. Explain how bumblebees tend to fly in an unpredictable pattern; encourage the Beavers to simulate the pattern in their game.

Have you chosen animals as your theme? Get your Beavers to act out the behaviours of their animals but pick some safe spots around the room so game animals can seek refuge from predators.

Find some animal and insect songs to sing while your Beavers are playing, or sing them as a group during the evening. (See *The Beaver Song Book* for ideas.) One sure winner is, "I'm Taking Home my Baby Bumblebee." If you don't know it, ask some of your older Beavers.

For a change from the usual Halloween treats, try making up some goody bags or trays with pieces of dried fruit, raisins and nuts (omit the nuts if

any of your Beavers are allergic to them). Serve milkshakes, or try Lassi, for a drink at your Halloween party.

How do you make Lassi? I'm glad you asked!

Lassi (a drink from India)

Gather the following ingredients: 500 mL yogurt, 500 mL water, 20 mL fruit (peaches or berries are especially good), sugar or 10 mL salt, and a dash of ground cumin/nutmeg.

Whip the yogurt, fruit, sugar and water to form a thick frothy mixture. Decorate the sweet lassi (fruit and sugar) with a dash of nutmeg and the salt lassi with a dash of cumin. Drink with a straw like a milkshake.

Set your own scenes and themes, then change this story idea to meet local interests or conditions.

October offers many great program opportunities. Enjoy the month!

AN INTERACTIVE GHOST STORY

You can't celebrate Halloween without recognizing the ghostly side of it. How about telling an interactive ghost story? This requires some planning, but it'll be lots of fun. Leaders need to meet prior to the meeting to create/choose a story and practice telling it — don't make it too scary. Here's an example.

Seat the Beavers in a circle around the story leader; the other leaders disperse around the room — one goes outside the door and puts on a dark cape-like garment (a blanket will do). Turn off the main lights; provide lighting with flashlights distributed around the room. The story leader sets the scene — in this case a little lonely cottage on the side of a mountain.

A group of hikers have found shelter in the cottage which appears to be empty and abandoned. Outside a strong wind is blowing, making the trees sway and whisper. (Other leaders make the sound of the wind blowing through the trees).

The hikers light a fire and make a meal from the food in their backpacks, then they go to sleep on the floor in their sleeping bags. (Other leaders make loud snoring sounds.) Suddenly the hikers wake up — the door is opening. (Sound effects of a creaky door — a leader waiting outside enters in a creepy way.) A sinister looking figure enters the room, throwing a huge shadow in the light from the fire, and says in a deep voice: "Who has entered my cottage in the night?" (One of the other leaders speaks the lines for this character.)

The hikers sit up in their sleeping bags and grab each others hands. The figure speaks again (from another part of the room), this time in a high-pitched voice: "You really surprised me, but it's nice and warm in here." (Turn the lights on.)





Monster Bash Party Ideas



Beavers from North Hatley, PQ, enjoyed a fun Halloween party last year. Before they arrived, leaders had decorated the meeting area by dimming the lights, hanging orange and black streamers, and spider webs (fine fishing net). Try filling balloons with helium so they support themselves, then draw ghostly (but pleasant) faces on them. Put a very light white cloth over several with eyes, nose and mouth painted on the cloth. Tie them from a long string. They'll look like real baby ghosts.

A friendly little witch greeted Beavers at the door, welcomed them into the cave and showed them how to make some Halloween moans. As a gathering activity we read the Berenstain Bear's, *Ghost of the Forest*. You might prefer playing a game like Wizard, Wizard, Witch (Duck, Duck, Goose).

Breaking into small groups led by an adult, the Beavers went into our pumpkin room. The floor was covered with 3-person 'tables' — green garbage bags taped down at the corners. Each had three little pumpkins, three dark markers, three strong spoons, one pumpkin carver (made for children, these are available from Canadian Tire) and a large bag to hold garbage destined for composting. Beavers cut a round hole at the top, scooped out the insides, drew a face, then carved a spooky face.

After washing hands we went on a Witch Hunt. (For details see *Colony Resource Book*, p.5-11.) A haunted house (in a closet) stood waiting for brave Beavers to navigate alone or in pairs. Those

waiting their turn played games with a Halloween twist. Children not wanting to enter the haunted house learned magic tricks (from *Dr. Zed's Science Surprises*, de Pencier Books) and played running games. For a quieter activity, seat Beavers in a tight circle and pass Halloween objects behind their backs. They must try to identify the objects.

In a large group Beavers squashed paper into "ghost balls", then, with eyes closed, threw them at a phantom-leader as he crept by. Beavers wanting to go on a Halloween scavenger hunt went in pairs with a picture list. Soon they all found the hidden Halloween objects.

All this activity built up young appetites. While we settled into a ghoulish dinner of bat's blood (red fruit punch) and Halloween-shaped cookies, we sang songs from the *Beaver Song Book*. Twilight shadows and a double-decker, 6-faced pumpkin with a glowing light inside set a proper mood.

"That was a *great* party," one child said excitedly to her parent as they left. The leaders enjoyed it almost as much as the Beavers.

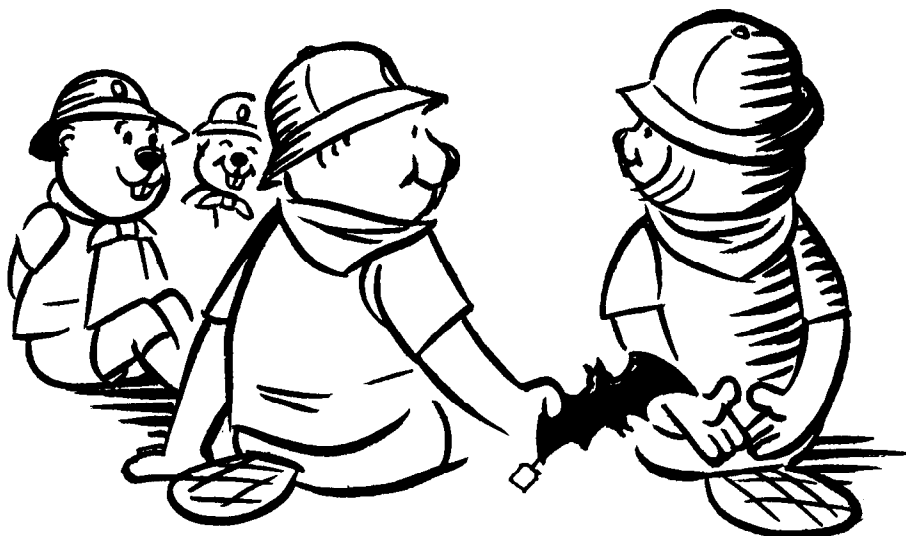
— *Queenie Monk plays with North Hatley Beavers, PQ.*

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Make A Joyful Sound!



Looking for a great song to end your meetings? After your Beavers or Cubs have learned the words, make it into a round. Then try miming the story line. Cubs might want to practise it as a rap song.

Use the words to discuss helping others and the meaning of our Scouting Law, Promise and Motto. If everyone lived their lives this way how would it affect the world? Stress that we all make mistakes and that if we say sorry and ask forgiveness, most will be glad to do it. How can you tie this idea of saying "sorry" to heal hurts and build friendships? (See *Sharing* on p. 33 for more ideas to apply this song.)

Ten Great Guidelines

(Tune: Sweet Betsy from Pike)

God gave us commandments on Sinai,
it's true
God gave them to Moses for me
and for you
Ten guidelines for lives that are peaceful
and good
Ten rules for living our lives as
we should.

The first co-mand-ment says our God
is the best
Two says that idols will not pass the test
Three says we must use God's name
care-fully
And four says to keep the Sab-bath
day ho-ly.

Now five says to honour your father
and mom
Six says it's not right to kill anyone
Se-ven says you must be true to
your mate
Eight says that stealing is a big mi-stake.

Nine says against friends or neighbours
don't lie
Ten says don't look with an en-vi-ous eye
Now these are the ways our God hopes
we will live
When we slip, if we ask Him, our God
will forgive.

Program Links

Cubs: Entertainer Badge

— Words arranged by Evelyn Powell,
Nepean, Ontario.



PUMPKIN CARVE-OFF

Are your Scouts and Venturers in an artistically competitive mood? Here's just the project for them. At a meeting near Halloween, give each youth a pumpkin, a carving knife and half an hour. The one with the most creative and neat design wins.

Looking for ideas? Carve a camping/hiking scene, a memory from WJ '95,

the Scouting logo, or a face of a favourite cartoon character. A

Program Links

Scouts: Arrowhead Badge (Gold 2B), Artist Badge 4.

— Edwin C. Roos, 2nd Hanover Scouts, Ontario.

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The Well-Packed Backpack

by Tim Leitch

Most new Scouts don't really know how to select and pack clothing for an outing. During Beaver and Cub days, their parents did this task for them. By the end of a camp many Beavers and Cubs can't put their clothes back into their pack and inevitably seek leader assistance.

Teaching Scouts how to select clothing and pack it requires effort — both on the part of youth and parents. However, using our method, by the start of their second year most Scouts have acquired a good set of skills for selecting and packing their clothing. One year's exposure to camping in the four seasons is enough to make them competent.

Start Here

We begin by asking parents of new Scouts to our second meetings in fall and winter. Here we describe our program and familiarize them with the equipment requirements for the year. A leader brings a fully loaded pack and explains in detail what items were selected, why, and how they are packed.

Many parents have only experienced summer camping, so we give new Scouts lists of equipment and clothing appropriate for our four season outings. Then we discuss each item touching on each of the following messages.

1. Scouts are old enough to select their own gear and pack it. Parents who feel they need to check items should only do so for one or two outings, and then *after* the child has set it out on the floor before packing. (Our equipment list makes a good guide for youth and parents.)
2. Place all clothing in extra large zip-lock bags to keep them dry. Squeeze out excess air. Sort items into changes of clothing (i.e. put together socks, underwear, and a T-shirt) rather than clothing type, and place in zip-lock bags. Pack together bags that collectively make complete changes of clothing for convenience.
3. Make sleeping bags as compact and waterproof as possible by wrapping them in a ground sheet.
4. If planning a three day trip (or less) in moderate temperatures and your pack weighs more than 16 kg (or 25% of your body weight), re-evaluate your needs. *Never eliminate the essentials.*
5. Packing order is very important! Place items required first on the top. Put clothing that you might need at anytime (e.g. dry mitts/gloves, rain suits, dry socks) in outside pockets.
6. Locate your heaviest items as close to the back and top as possible. This will position the load over your vertical centre of gravity. Failure to do so will force you to bend forward to compensate, causing lower back

discomfort and early fatigue. *But*, a top-heavy pack will create balance problems.

7. Loose loads can shift easily and make hiking uncomfortable. Tighten the pack's tie-downs to eliminate this problem.

Ease Into It

Each fall we start the season by camping near home. Leaders monitor all members to make sure they have the necessary clothing. If some Scouts ignore our packing lists and bring inadequate clothing (going without a jacket is a teenage favourite), they can always borrow or, at worst, call home and parents can bring the missing item. (This last option is the one most dreaded by youth. It happens only once!)

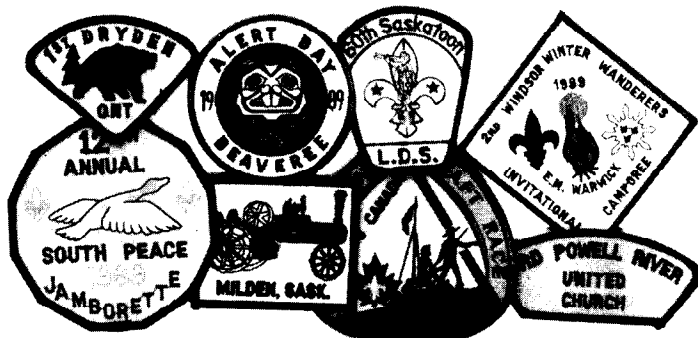
Our parent and youth discussions provide mostly theoretical information. The best educator is always real life experience. A long hike with full gear is a great way to drive home the need to pack correctly, but let your Scouts practice packing before your first trip. Spread some gear out on a meeting floor, discuss the clothing needs, then *let them pack it*. Nothing works better than hands-on experience.

In no time, your Scouts will be knowledgeable hikers, able to pack and carry their gear into the best camping sites. Happy trails! ^

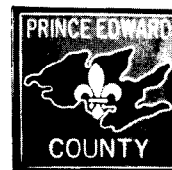
— Scouter Tim Leitch helps pack 10th Whitby Scout packs, ON.

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Report Card Time

by Dave Jenkinson

| Report Card for 1st Anywhere Pack | | |
|-----------------------------------|-------|---|
| Subject | Grade | Comment |
| Outdoors | B+ | Had one outdoor meeting per month, needs to work on camping. |
| Cub involvement | C- | Sixer's Council and Cubs rarely asked what they wanted to do. Assigned to groups for star/badge work. |
| Parent involvement | D | Rarely communicated with parents. |
| Games | A- | Good variety and appropriately placed. Needs more cooperative games. |
| Going-up | A+ | 100% of eligible Cubs went up to Scouts. |
| Retention | B+ | 80% of last year's Cubs returned. |
| Program elements | C+ | Of 7 program elements, consistently ignored Playacting and Spiritual Fellowship. |
| Planning | B- | Very good in short and medium-range planning, but weak in creating long-range plan. |

What?! Report cards in Cubs?

If you were like I was, you dreaded the day when report cards were handed out at school. Well, rest easy; Scouts Canada is *not* planning to issue section report cards. However, in a way, leaders are on the receiving end of various informal report cards all the time.

For example, when you had pack registration this fall, what percentage of the Cubs who were eligible to return actually did rejoin your pack? That answer (your retention rate) serves, in part, as your final grade for last year's program. Unfortunately, those children who gave Cubs a "failing" grade by not returning are probably permanently lost to Scouting's programs.

What can we do to create and maintain a high retention rate?

The answer's easy — offer a good program. But how do we know if we're offering one?

Chapter 3 ("Program Planning and Delivery") of *The Wolf Cub Leader's Handbook* is a good starting point. Following the handbook's four programming steps should help to point us in the right direction in terms of creating the program. But we still need to assess what we're doing.

Test the Waters Constantly

Use a mixture of informal and formal evaluating approaches which examine

both individual parts of your program, as well as the whole. Informal evaluations are somewhat unplanned. They call for you to be sensitive to what is happening, and/or being said, around you.

If you're leading a game, informal evaluation can occur as you watch the game unfold. Do the Cubs appear to be enjoying the game? Are they all actively participating, or are a number of Cubs starting to play another game within the planned game? Sometimes informal evaluation occurs at some point much later in time, long after an event is concluded. If Cubs walk into a meeting and spontaneously ask when they can play game X again (a game they played several weeks or even months ago), they're really giving you evaluative feedback. Listen for it.

The regularity of Cubs' attendance can also be a type of informal evaluation, but one which you can make more formal. There are many legitimate reasons why Cubs may have to miss occasional meetings, but persistent absenteeism certainly indicates dissatisfaction with the program you're delivering. Call or meet with the Cubs or their parents to find out why they're missing so many meetings. Otherwise, you're left with just a best guess.

Formal evaluation: that's when the leadership team carefully thinks through both *what* it wants to evaluate and also *how* it will assess the results.

Check out the meeting templates accompanying JUMPSTART packages; they provide time for a post-meeting get together of the leadership team. Use this time for a formal assessment of the strong and weak points of your meeting. Ask yourself what you can do to improve performance next time. The Sixers' Council could also provide invaluable feedback.

Ask a 'Pro'

If you feel inadequate conducting formal assessments, you could ask a Service Scouter or an experienced leader from another pack to join a planning or section meeting. This person can observe, then provide your leadership team with evaluative feedback. Probably this person's thoughts will be more meaningful and productive if you agree beforehand on a few specific areas about which you particularly want some evaluative comments. However, consider giving that individual permission to add one or two other areas if he or she wishes.

"Fork Over!"

Because it's the parents and guardians who normally have to 'fork over' the annual membership fees and weekly dues, don't ignore them in your program evaluation. When parents come to pick up their children following meetings (or other activities), take the chance to chat with them informally about their sons' and daughters' satisfaction with Cubbing.

At some mid-way point during the year (and certainly at the year's end), the leadership team should formally contact parents. Ask them for a candid assessment of their children's response to Cubs. Your interest will show parents that you *really* care about the program and their children.

"Do Your Best" is more than a motto for youth members. It's our goal as leaders, too. Evaluation, instead of being perceived as a report card-like threat, can become a valuable tool helping us to improve so Cubbing becomes the very positive experience for children that we want it to be. ^

— Dave Jenkinson is an active Scouter with the 163rd Winnipeg Pack, and a former Manitoba provincial commissioner.

Who is This?

by Bryon Milliere

Have you ever sorted through a box of old photos and tried to remember the names of former close friends? Scouting brings people together and creates many memorable experiences. Photos (and now video) capture these memories for future generations.

In 1997, Scouting celebrates 90 years as a Movement. Many groups have families with two and three generations of members. Scouting fun forms a significant part of childhood memories for several million Canadians and their parents; it's an integral part of Canadian society.

Each year at banquets and barbecues, we display current photos and newspaper clippings to celebrate our group activities. Why not start a group archive that members can draw on for special occasions such as award presentations, anniversary celebrations and the passing of dedicated members?

Do you have a group member who enjoys telling old Scouting stories from years long past? Perhaps he or she would be interested in being your group archivist. Most memorabilia is scattered through personal collections which disappear when people cease their involvement. A group archivist could preserve a sampling of these valuable items.

Label Photos

Use adhesive labels to mark photos with relevant information. The date, name of the activity, event leader and location will help participants recall their involvement.

Photo albums are a good way to protect and keep photos in order. Store negatives separately and remember to date them to help sorting. Avoid excessive handling of photos; oil from hands will affect them over time. Clear sleeves for use in binders will let you tack photos to displays without putting holes through the pictures.

A photo log will help when searching by subject or event. Create a simple table with a place to check off the type of photo (e.g. Beaver, Cub, camp, banquet, partner, community service, Scout-Guide Week).

Scouting in the news (e.g. newspaper clippings, photos and magazine articles published in **the Leader** or other publications) are also great collectibles.

Memorabilia

Uniforms, badge charts, group neckerchiefs, leader's record books and personal Scouting items make for great display pieces. Store uniform items clean so that dirt or oil doesn't speed their deterioration. Wrap items carefully in clean plastic such as that provided by dry cleaners. This will help to prevent mould or mildew present in one item to spread to others. Brass or metal items also last longer when they are sealed off from oxygen.

Pack items to prevent them from being crushed or compressed. Fold or hang up uniforms. Boxes used for packing apples are sturdy, stack well and have handles for easy shuffling. Plastic containers are also good. Be sure to label your collection to save time when searching for a specific item or when adding new ones.

Advertise your Collection

An ad in the local paper that includes your group's name and the locations it has met will help promote your collection to former members. Members of your partner's organization may wish to contribute Scouting items to the collection. People will be more willing to share their memorabilia if they are confident the collection is well managed and will be maintained after the current archivist leaves.


Send a "thank you" note to those who contribute, and identify their contribution in the display. This will encourage others to contribute.

Display Often

Seek out opportunities to show the collection to the public. Libraries, schools and community centres may have suitable display cases. When promoting Scouting's potential to new members (e.g. in schools), only exhibit the most current items, including some of the equipment the group is now using. This might spark interest in activities.

Focus the display items to suit the audience's interest and your message. Scout-Guide Week or anniversaries could be great times to highlight the historical side of your collection. A few well-chosen and labelled items are better than many items crammed into a small space.

Ask principals if Scouting youth may create their own displays in their schools. This might support recruitment efforts early in the year.

Scouting is part of your community. Let's be proud of its role by displaying our Movement's involvement in it! 

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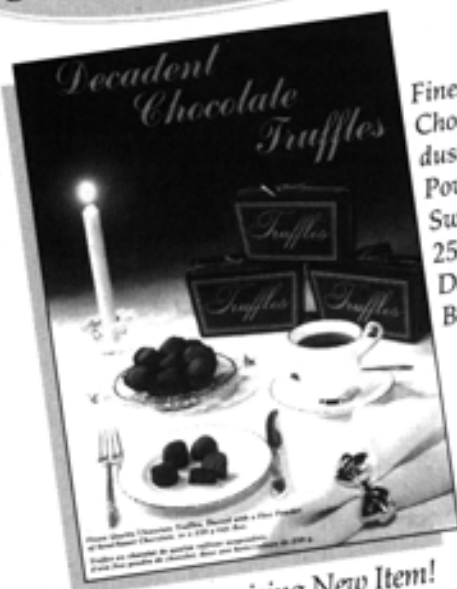
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YOUR REVIEW: MORE THAN HALF FINISHED

by John Witham

Thanks for your help!

Since the Scout-Venturer program review began in September 1994 our committee has received tremendous support from Scouts, Venturers, leaders and advisors. Now as the review moves into a new and exciting phase, it's time to provide a complete update.

Where Are We?

We've spent the last year and a half gathering information through evaluating relevant reports prepared by councils across the country, conducting several focus groups organized in November and December 1994, and November 1995, and of course analyzing the questionnaire which was completed in February 1995. These helped us understand the issues more completely and develop responses.

What came from all your feedback?

A paper was prepared for the National Program Committee recommending the adoption of some form of activity dress. This was discussed during the November 1995 and May 1996 National Council meetings, resulting in the National Program Committee being asked to develop guidelines to identify the type of activity wear and its appropriate usage.

In addition, the Review Committee made recommendations for changes to the Scout and Venturer Promises and the Scout Law; it also recommended

changes to program goals for both sections. In May 1996, the National Program Committee was asked to give further consideration to the Promise and Law, while the revised program goals were approved. In February 1996 the Review Committee looked at all details and developed a framework for revisions in both programs.

The approval of the new Scout and Venturer program goals is an important step forward. They represent how Scouts and Venturers will fulfil the Mission within the two sections. The changes include increased emphasis on environmental responsibility, a stronger focus on demonstrating and displaying acceptance of spiritual obligations, and the inclusion of a new goal relating to citizenship.

Scout Program Goals

To meet the Mission and Principles of Scouts Canada, the goals of the Scout program are to have Scouts:

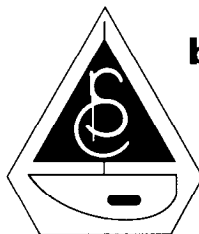
- behave in ways that show adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom;
- understand and demonstrate the requirements and responsibilities of good citizenship;
- develop the skills of working in cooperative relationships;
- show respect, tolerance for and be of service to others;

- practice leadership skills;
- camp, explore and respect the outdoors, and develop good environmental practices;
- develop and display self-discipline and self-reliance;
- pursue hobbies and personal interests; through a system of progressive self-educating practices and activities.

Venturer Program Goals

To meet the Mission and Principles of Scouts Canada, the goals of the Venturer program are to have Venturers:

- show adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom;
- fulfil the requirements and responsibilities of good citizenship;
- become aware of, and respond to needs of the local, national and international community and the natural and cultural environment;
- provide leadership and work cooperatively in adult-like situations;
- participate in a variety of social and cultural activities;
- display respect for the integrity of the natural world while participating in challenging physical and outdoor activities;
- explore vocational opportunities and develop personal interests;
- develop and use the skills of communicating, solving problems and



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making decisions; through a system of progressive self-educating practices and activities.

Where We're Going

The program frameworks for the Scout and Venturer programs were presented during the National Council meetings in May 1996. While they were not formally approved, the frameworks were well received. Delegates agreed that they formed a suitable basis for the next stage of the review — the development of content for the revised programs.

Program Frameworks

The revised Scout program will feature a core program which includes the four areas of development: intellectual, physical, social and spiritual. It will have progressive levels of achievement that can be entered at any point according to a Scout's ability and previous experience. None of the program levels will overlap and appropriate recognition will be given at each stage. Progress will be measured by the attitude, skills and knowledge that a Scout achieves at each level based on the principle of "best effort."

The core program will be complemented by a "single level" personal interest program that allows Scouts to

work individually within their patrol or troop to develop their own areas of interest.

No longer will there be three stage badges with their inherent overlaps. The Chief Scout's Award will continue to be the pinnacle achievement for Scouts, but the route to earning it will change.

Venturers already have a core program which includes the four areas of development. This is supplemented by opportunities to cultivate individual and company interests. It has a single level of achievement based on ability. The content of the program will be updated. The program will continue emphasizing the elements of leadership, company organization, lifestyle/spiritual and six activities including exploration, personal fitness, personal interest, service, social and cultural, and vocational. Progress will be measured based on each Venturer's achieved attitudes, skills and knowledge.

The recognition system will be broadened to include both individual and company achievements. External recognition (e.g. the Red Cross) will be included in the program. The committee is considering including other similar awards. The Queen's Venturer Award will continue being the highest award for Venturers.

Getting from Here to There

The Review Committee has involved as many people as possible, believing that this would result in a better finished product. Last spring it asked each provincial/territorial council to help develop the revised programs using the program framework as a guide. All councils agreed to participate. Topics being reviewed include: content of the Scout and Venturer core and personal interest programs; revisions to the Venturer core program; suggestions for new mechanisms for effective youth input to the Scout program; means for enhancing the profile of the Queen's Venturer Award; mechanisms for improving linkages between sections; regional recognition systems; identification of aspects of the program that might be barriers to joining Scouts for some cultural communities; and the purpose and form of ceremonies.

Work is continuing with these tasks. After analysis, draft programs will be ready for presentation at the National Council meetings in November. If formally approved in May 1997, the programs will be implemented, with all supporting materials, in September 1998.

We'll keep you posted! ^

— John Witham is co-chair of the Scout/Venturer Review Committee.

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First Impressions Count

by Bob Kane

If first impressions are lasting impressions, then what first impression does a new adult volunteer get of the Scouting Movement? What sort of impression do we *want* to convey?

I've been asking Scouters from various parts of the country about their first impressions of our Movement. Responses have been split almost 50/50 between positive and negative. This should concern us. A split of 95% positive/5% negative would be more acceptable in a people Movement like ours, though we'd all prefer a 100% positive response.

Those 'voting' on the positive side mentioned friendliness, sincerity, and openness of the Scouters who recruited them and the trainers from whom they received their first training.

Negative respondents spoke of abruptness, lack of respect, aloofness, and "a sense of being looked down on." These people also sensed an attitude of superiority from the trainers they first encountered.

We're Team Players

All adult Scouting volunteers play on the same team doing different roles. Impressions created by one team member reflect on everyone. Sometimes we get so focused on the task at hand that we lose sight of *why* we're helping youth. At other times, frustrating tasks eat up valuable minutes, or we're under personal stress and our behaviour towards those around us becomes unintentionally short, impolite or aggressive.

If a new, or potential, volunteer bears the brunt of our bad day, it creates a negative 'first' impression. This impression might be strong enough to take away his or her Scouting vision. It might cause the person to decide not to join, or even to leave Scouting. Another person might stay, believing that this conduct represents the norm, imitating it and passing on its negative effects.

Recruiters and trainers are usually the first members who newcomers meet. Potential recruits will make significant decisions based on the impressions they receive from these 'ambassadors'. The decisions will affect their membership, as well as attitudes and behaviours toward Scouting. If an adult decides not to volunteer then Scouting's clients — the youth members — lose out. If they decide to join, but adopt a negative outlook, the youth members lose again!

It's Our Choice

What impression does Scouting *want* new or potential volunteers to experience? Make a list. At the top of my page are words like caring, honest, modest, helpful, dedicated, willing, courteous, competent, good-humoured, pleasant, positive and principled. But does our attitude and behaviour convey this impression?

If we can't answer a quick, "Yes", right now, then let's start working so the impression we give is very positive.

— Bob Kane is a pleasant Scouter living in Saint John, NB. He makes great first impressions.

From the Awards File

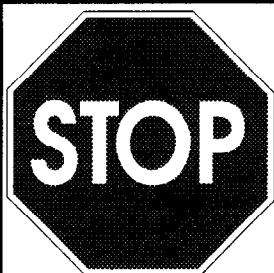
by Rob Stewart

Brenda Higgins, Joseph Nassichuk and Carl Trowsdale were each awarded a Certificate for Gallantry for averting a potentially dangerous situation during a Cub meeting last January in Powell River, BC.

Shortly after the pack met, Carl sensed something was wrong with the air quality. Immediately he spoke with Brenda and Joe. Joe promptly took the Cubs outside for a 'practise' fire drill. Upon investigation, Brenda and Carl noticed a potentially dangerous situation developing with the oil furnace. They immediately called the fire department, took all coats outside and asked Joe and a parent to take the Cubs on a ramble, safely removing them from the area.

When the fire department arrived, the hall was filled with carbon monoxide fumes. Officials confirmed that Brenda's and Carl's actions had averted a possible explosion and fire. Both leaders subsequently received medical treatment for carbon monoxide poisoning, and missed several days of work.

Quick thinking and precision teamwork avoided a potential disaster. Swift, but calm, reaction and proper evacuation procedures by these outstanding Scouters provided an excellent role model to their Cubs.



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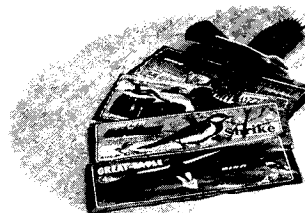
BIRD PROGRAM THEMES MADE EASY

by Ben Kruser

Looking for a fun program that teaches about nature and is energetic enough for active kids?

Our new styrofoam gliders (based on a wild bird theme) are a great hit with lively Beavers and Cubs. They complement any program theme based on birds or wildlife.

Made from waterproof styrofoam, each glider snaps together quickly. The gliders were field-tested by groups of youth, and can take a real beating — unlike traditional balsa wood gliders.



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Glidens depict 12 different kinds of birds: gray jay, eagle, nightingale, hawk, pigeon, shrike, vulture, swallow, magpie, falcon, great bird and gull. (Because some of these birds represent European species, they can add more discussion and interest to your program.)

Now for the Program

Set up six stations, one for each of the common birds found in your area. A lodge or six should spend part of the time at each station learning about the bird and its habits. Using the glider that depicts the species, try highlighting interesting features of the bird, such as a bird of prey's hooked beak or a vulture's bald head. Most leaders know enough about common bird species to share their knowledge with the kids. Don't forget to let your Beavers and Cubs share their experiences about the highlighted species, e.g. where they may have seen it or what they know about the bird. Liven your program up by playing a tape recording of each bird's call. These are available at your local library.

The second part of the station activity might consist of using the gliders to perform some stunts. These could include,

- flying the "bird" through a hoola-hoop
- longest flight
- landing on a specific target area
- general flying.

Fly several gliders at each station. At the end of the meeting, give each child her own glider to take home.

Bird gliders are not only great for programs, but also super gifts for birthday party loot bags, stocking-stuffers and other holiday treats. Find these action-packed bird gliders at your local Scout Shop. Bird gliders (product code 71-223) sell for *less than a dollar* each, so they won't hurt your section's budget. λ

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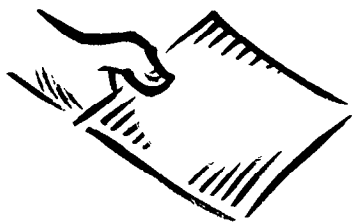
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YOUR MISSION:

Choose to Accept It

by Susan Albrecht

During the first meetings new Beavers will be learning the Beaver Promise, Law and Motto. It's often difficult for young children to understand what it means to keep a promise, follow a law or honour a motto. Let's help make these topics more tangible by relating them to the child's everyday life.

Making a promise means that when you say you're going to do something, you intend to carry it out. If you don't, no matter how small the promise, people will stop believing what you say. Beavers will understand this idea if you relate several examples. For instance, if their babysitter says they can watch a TV program, and then doesn't let them, the babysitter broke the promise. If a friend says she will play with them after school, and then runs off, the child will find it harder to believe that friend next time. That's why it's important for Beavers to do their very best when they give a promise.

Beavers promise to "love God and help take care of the world." Start the discussion by providing examples that show they love God and help take care of the world. Looking after their surroundings is a way to honour both parts of their Promise. They can do this by making sure they do not hurt or damage any living thing, whether its a plant or an animal or a person. They can help by not littering, or breaking branches off trees. Beavers don't disturb bird nests or animal burrows. They're nice to their pets by making sure they have enough food and water. Being helpful and polite to other Beavers and members of their families counts, too.

Once you've gotten them started, encourage the children to provide suggestions of their own. Ask each Beaver to give an idea.

The Law says, "A Beaver has fun, works hard, and helps his family and friends." Beavers easily relate to having fun. Ask your children how they have fun at school, home and outdoors. Keep these ideas in mind when planning your year's program.

How can a Beaver work hard?

Too many times they hear adults talk about working hard with negative tones. But working hard can be satisfying. If they have worked hard and accomplished a difficult task, they can be proud of what they've done. Helping to rake the lawn, shovel snow, or carry in the groceries requires physical effort. However, keeping their uniform neat and tidy, cleaning up their garbage after doing a craft, or finishing their homework can be considered working hard, as well.

Talk about ways they can help their family and friends. Do they keep their room tidy? Pick up their toys? Play with their little brother or sister while their parents make dinner? What kinds of things do they do for their friends at school or at Beavers?

Our Motto, "Sharing, Sharing, Sharing", is the easiest for Beavers to understand. But explain to the group that it can involve more than just giving an object to someone. Sharing might involve telling a story, teaching a skill, taking turns, passing on helpful information, or singing a song to someone else. Watch for these aspects of sharing during a Beaver meeting and point them out whenever possible.

Build a Brick Wall

This simple idea will reinforce the Promise, Law and Motto, giving them a visual reminder of all their successes. You'll need a variety of coloured construction paper precut into rectangular shapes (bricks); 1/2 a piece of poster board per child; glue; markers or crayons.

Ask your Beavers to draw pictures on the bricks of them doing some part of the Promise, Law or Motto. As they finish their bricks, let them glue each onto the poster board, creating a wall. This can be carried over for several weeks with the Beavers building their walls each meeting by recording how they kept their Promise, Law and Motto during the week. (See Swap Shop for yet another idea.)

Explaining the Promise, Law and Motto doesn't have to be challenging for leaders. Listen to your Beavers; perhaps they have their own creative ideas. *A*

— Susan Albrecht works in Program Services at the National Office.

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CROSS-COUNTRY PHOTOS



Parliamentary Planters

"It's a rare tribute when any group is allowed to plant a tree on Parliament Hill," said the Honourable Gilbert Parent, Speaker of the House of Commons, on the afternoon of June 18. Youth members from the National Capital Region's Western Area had just helped him plant a beautiful maple on the north side of the Parliament Buildings, immediately behind the Parliamentary Library. (A group Chair arranged for the planting, as well as press and television coverage.)

"This tree shows our high regard for Scouting as it seeks to build responsible Canadian youth," the Hon. Member added. "Well done!"



"Welcome to our Troop!"

Scouts Justin Beny and Kevin Mills from Janetville, ON, give Cub Brett McGill a welcoming spray of water as they paddle him towards their troop gathered on the shore. Minutes later, after a short ceremony, Brett became a Scout. Photo: Mary Margaret Boone



Smoke-Eating Cubs

When Cubs from the 1st Armstrong Pack, BC, wanted to learn all about fire safety they knew who to ask. Two volunteers from the Armstrong Spallumcheen Fire Department showed them how to wear the "self contained breathing apparatus" (air packs). Afterwards, everyone watched a fire safety video, toured the station, and learned about different uses of trucks and equipment. Thanks to Lois Huband, BC.

Smooth As Glass

Gliding across the surface of this lake was easy for youth from the 9th Fredericton Group, NB. The wind was calm, letting them see interesting lake-bottom features in shallow sections of the water. There's nothing like a fall canoe trip to launch your Scouting program. Photo: Heather Edney-Parker



SCOUTER'S 5

The following two readings were adapted from Scouter's Fives used during last year's World Jamboree. Use them as meeting closings or to spark thoughtful discussion.

The Person I Aim to Become

As a young person who shares the experience of the Scout Movement, I aim to do my best.

To Be a person with freedom and integrity, clean of thought and true of heart, strong of will, responsible and self-reliant, ready to make a personal commitment for my life, constant and true to my word.

To Be ready to serve others, involved with my community, a defender of other people's rights, pledged to democracy and committed to real development, a lover of justice and a promoter of peace, someone who values human labour, actively building love into my family, aware of my own dignity and that of others, ready to share with everybody joyfully and affectionately.

To Be thoughtful and creative, intent on leaving the world better than I find it, striving for the integrity of the natural world, learning continually and searching for paths still unexplored, seeking to do my work well, free from an overpowering hunger to possess things, and independent of material objects.

Scouter's 5 Minutes, p.767

Oct. '96

SONGS

A Wolf Cub's Friends

(Tune: My Bonnie Lies Over the Ocean)

There once was a man-cub named Mowgli
As a boy with the wolves he did run,
He had to learn laws of the jungle
Him and his friends did have great fun.

Chorus

Wolf Cubs, Wolf Cubs, we like to run, play and have fun, have fun,
Wolf Cubs, Wolf Cubs, we like to run, play and have fun.

On Council Rock sits our Akela,
The leader, head guy in our pack,
To greet him we give a grand howl,
And Cub nights we always come back.

Chorus

Baloo is the brown bear who teaches,
To young Wolf Cubs the jungle Law,
Our values she helps us develop,
The greatest bear you ever saw.

Chorus

Bagheera the strong, swift, black panther,
He teaches the Cubs to track,
And with him we like to go hiking,
And hope that we find our way back.

Chorus

— Words by Sue Jourdain, Deux Montagnes, PQ.

Songs, p.109

Oct. '96

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the **leader***

Use this poetic verse as a rap song or set it to music of your own choosing. Your Cubs and Scouts will love its enthusiasm.

Beavers are from five to seven,
Floppy hats and vests from heaven,
Caring for the world they do,
They want you to join them too.

Scouts are bigger eleven to fourteen,
Independent, honest and clean,
Hiking, camping badge work too,
This is the outdoors life for you.

Venturers are fourteen to eighteen,
Challenge is the ideal theme,
Climbing, surfing, camping and more,
Preparing you for life for sure.

Rovers are young leaders and so,
They assist our young members to grow,
Helping them in what they do,
Then they become new Rovers too.

Scouting's great and Scouting's cool,
Exciting things for you to do,
Learning skills and having fun,
Making friends with everyone.

— *Terry Dyche, Nepean, ON.*

Songs, p.110

To Be open to the spiritual,
developing a well-balanced sense of life
and the long journey,
reaching out to God continually,
living my faith joyfully and making it
part of my daily life,
open to dialogue and understanding,
respectful of others' religious beliefs.

People of the world (substitute your colony, pack or troop name) come together! Blend all your hopes and dreams so that you can share the riches contained in the light that embraces all colours.

Come together so that creation can become what it was meant to be, not a world guided by the work of human hands, but one in which humans recognize their place and become a part of it again.

Come together for a world in which humans don't have to pretend to be better than they are.

Come together so real peace can rule — peace from within and peace between ourselves and our God. Let brotherhood radiate across the entire earth now!

As this light shines, be a light for others. Do not extinguish it, but share it with others everywhere. Take your place in a new beginning where the impossible will become possible.

The future is yours. The future is now!

Scouter's 5 Minutes, p.768



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My family disagreed; they knew it would work, but they've always been completely immersed in Scouting's culture. I never did understand how my husband and sons could look forward to winter camping, tenting and backpacking. No thanks.

Then my daughter decided to join. Oh no! The troop needed female leaders. Reluctantly I joined — for her. Soon they needed female leaders for weekend camps. I went — for her. Now, three years later, I have my Woodbadge. I enjoy canoeing, hiking and even camping in freezing weather.

Can you believe it? My friends can't. Co-ed has made us a Scouting family.

We love it. But there's more.

I have watched my daughter grow from a nervous girl to a capable youth preparing for her Chief Scout Award. I have seen almost every Scouter in this district help her along the way at some point. I've been overwhelmed by the caring, helpful attitudes from those who were once complete strangers.

I made a commitment to my daughter to stay as long as she did. She's moving on. Will I? Not likely. I'm going to be singing around campfires in twenty years time. Co-ed Scouting means a lot to our family.

— Jenie Chalmers, 1st Kirkton/Fullarton Scouts, ON.

Don't Take A Scouting Sabbatical

All of us should remember that Scouting is an international Movement. If posted to a foreign country, we should stay involved. Even if our jobs take us away from home, we can still participate in Scouting; we also have plenty to share from our Canadian Scouting experiences, which are less elitist and draw on a broader spectrum of youth than in many countries.

With international assignments becoming an increasing reality for many families, leaving the country doesn't have to mean a sabbatical from Scouting. Volunteer where you live, whether in France, the U.S. or even Japan. The rewards are amazing.

— David B. Iwaasa, Tokyo, Japan.

Let's Remember

A Scouter I've known for many years just passed away. He made a tremendous contribution to both the Movement and the country. Scouting needs to better publicize the work and contribution our leaders are making to Canadian society. We also need to promote these people as role models. No one should be so modest that he or she shuns well-deserved accolades.

There's a tremendous need for Scouting across Canada today. If we're going to meet that need, we must become more vocal and tell others about the excellent youth programs. We also should willingly accept thanks from those who benefit. ▽

— Robert Saggars, past Quebec provincial president

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The Sleeping Giant as viewed from Hillcrest Park at twilight. Photos: Lorie Kivrluk

In the wake of the Giant

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Many will come, and with good reason. The 9th Scouts Canada Jamboree will be held in the land of the Sleeping Giant. Your host is Thunder Bay, a city born of the fur trade, forged in silver, and carved of rich stands of timber.

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You are in a special place, where life is different. Some say it is our clean air and pristine lakes and rivers that make us different. Native folklore says it is the power of "Nanabijou," the Sleeping Giant, which guards our city.

Our area overflows with natural and man-made wonders. You must visit "Old Fort William," an exact replica of the original

fort, complete with all the flavourful characters who made up our early history in the fur trade. Here you can experience life as it was back then.

The museum, the marina, and monuments to fallen heroes are all a part of the heritage of this ancient area.

But perhaps most inspiring is the natural beauty yielded by the land itself. You will want to see Ouimet Canyon, Kakabeka Falls and visit the Sleeping Giant Provincial Park. Here in this densely wooded area, wildlife abounds. Rugged coastlines, breathtaking cliffs and pure inland lakes make this a land of adventure.

You will never forget your visit here. Our advice...drink it in slowly. Savour the experience. When CJ '97 is over, you will have memories that will last a lifetime. Your spirit will be renewed, for you have walked "in the wake of the giant."



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