



INTRODUCTION

Dear Cub Scout Leaders,

As you all know, the Cub Scout Leaders' Handbook has the aim of helping scouters deliver a fun and balanced programme.

The previous Handbook was published in 2003. Since then the Cub Book's second version was published and now the Leader's Handbook is revamped and updated.

Each specific document has information on the topic at hand so as to help increase the leaders' knowledge on the topic and thus facilitate the delivery of the meetings. In addition, an Activity Fact Sheet was added to each topic to portray a tangible example of a session. This Activity Fact Sheet includes amongst other things the SPICES and how they can be met in a particular session.

The different topics in a particular arrow are now divided in separate documents so as to make it easier for the leaders to download and/or print the topic desired. Apart from that, each topic was given a code in order to help link similar topics in different arrows.

The Handbook is now uploaded on Scout Keeper and can be downloaded from the Downloads Section, Cubs Section. There is also a section for resources where leaders share the tools they use. If you would like to contribute to this handbook by adding more ideas or you have any comments, please do not hesitate to email us on cubs@scout.org.mt

I would like to take this opportunity to thank the dedicated team that worked with me on this project. Without their help it would not have been possible to produce such a product.

Loraine Borg
Assistant Commissioner
for Training and Programme (Cubs)





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Loraine Borg
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November, 2015





THE AIM OF SCOUTING

The Aim of Scouting is to encourage the physical, intellectual, emotional, and spiritual development of the young person while building strong characters so that the members can play a constructive role in society.

This is achieved through a fun-filled and enjoyable programme that is based on:

- The Use of the out of doors
- Working in small groups
- Learning by doing
- A commitment to a set of values
- Decision Making
- Discipline and Self-Control

The use of the out of doors

In scouting we believe that the out of doors is the best “class room”. Here simplicity and creativity come together to provide limitless scope and challenge. In the great outdoors young people are faced with real situations to which they have to respond using their own solutions. The informal atmosphere of outdoor education allows young people to be themselves and to be creative so that their personal and social skills can develop without any inhibitions.

Working in small groups

Cubs operate in small groups of about six cubs. In these “sixes” every member has a say and can be involved. Together with the scouting

method implemented by the leader, the six helps to provide the young person with an identity and a secure environment. In this environment, they can learn and develop without being too conspicuous. The six encourages teamwork, co-operation and care for others.

Learning by Doing

In scouting we encourage people to learn things for themselves and to try things out in a practical setting. The ancient Chinese proverb says:

Tell me and I will forget,
Show me and I will remember,
Involve me and I will understand.

Thus, being a Cub Leader is not so much being a teacher: it is being a facilitator to young people to help them find things out for themselves. We can teach our cubs through games, handcrafts, the outdoors, stories, drama, songs and even worship.

A set of values

Scouting believes in a young person’s ability to live up to a set of values:

- To do their best
- To keep their word
- To think of others

These values are outlined in the Cub Scout



Promise and Law

Decision Making

Cub Scouting encourages youngsters to take part in decision making and to develop the ability to control what happens to them. In the progressive training scheme they are introduced to a choice of activities guided by adult leadership. Sessions within the programme also tackle the ever increasing awareness of various drugs, abuses and the capability to choose right from wrong.

Discipline and self-control

Part of the programme scheme? Certainly!! We are aiming to develop a code of values which will equip our cub scouts with a personality that will help them achieve a meaningful place in society, and teach them to be responsible and recognize their responsibility towards others. This basic aim of scouting empowers young people to make a positive contribution to society. Finally, the cubs also learn how to be responsible and active citizens from a young age.





THE ROLE OF THE LEADER

What is the role of a leader?

Well it is a question which we sometimes take for granted... we are there to lead our cubs in what we believe is good for them. But our role as leaders goes beyond this. As leaders are made, not born, it is our responsibility to learn how to manage this role.

As Cub Scout Leaders, we have the responsibility of the cub programme, which contributes to the development of the young person. This depends on the approach used by the Leader. In this regard encouraging young people to 'learn by doing' often means giving them responsibility and even letting them make mistakes. Learning by doing requires the Leader to scout wisely for the different capabilities of the Cubs and discover their individual potential. By analyzing their potentials, then the leader will be able to set up a vision and to create suitable activities so as not to overwhelm them or let them become bored.

The role of a leader is not only with the cubs at the meetings and activities but also to co-operate with other leaders. This role is needed as to provide a well-balanced programme. As we all know well, the children are all the time absorbing and imitating the adult example.

Part of being a leader is being able to play many roles. Being excellent at time management and as a result essentially being organized is one of them. Being organized helps to make proper planning and have a correct record keeping system. Apart from providing a safe and healthy environment for the cubs, we have to keep in mind the legal issues that keep both the cubs and us the leaders safe as well.



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A Cub Scout Leader:

- Is a person who, week after week, month after month, provides fun, adventure, challenges and learning for our active children.
- Hurries home, eats a quick meal, puts on a uniform while answering the phone five times, and arrives smiling to meet the youngsters, all in 30 minutes.
- Gives up weekends and home comforts to teach children about crafts, nature and God.
- Is somebody who can put up a tent in the rain and dark, find lost boots, dry wet bedding, handle asthma, blisters, homesickness and children's excitement on four hours sleep and go home talking of the next camp.
- Is a person who waits in the cold with the last kid, whose parent forgot the time.
- Attends meetings to learn and plan, has an expandable spare room and a head full of ideas.
- Can lead a song, teach a skill, play a game, perform a ceremony, listen to a child and say a prayer.
- Willingly fills the gap so that a child will not be let down.
- Is committed, caring, hardworking, sturdy, strong, reliable, with a wealth of knowledge, a store of skills and a heart of gold.
- Gets little spoken thanks, but knows the spirit is passed on.

Originally by:

Jean Buydens – Scouts Canada





KNOW THE CUB SCOUT

Cub Scouts' age is between 7 and 11 years. During this period children are in their second stage of development. At 8 years of age they come out of infancy and by the time they are 11 they start to venture into adolescence.

Children experience a lot of changes during this stage of development and even though there are common characteristics, maturity varies not only between male and female but also between children of the same sex. Therefore, we as leaders have to be aware of the changes that the common Cub Scout may go through, as well as be sensitive to the needs of each individual.

The Cub Scout age is an age where the child is bursting with energy. The fact that children are always bombarding us with questions shows that they are constantly in search of answers, since they would be just starting to discover the world around them – a world which is not their home. In fact, they do not know what danger is and this makes it all the more attractive because it brings mystery and adventure, and unfortunately, the consequences are not their problem!



Cub scouting is there to satisfy these young people's curiosity and so the leader has to provide them with different activities where they can develop and feel free to let out their energy; where they can give vent to their imagination. As leaders, we need to observe and scout for the individual potential of every cub.

By this, we can think creatively and identify ways how to help the cub explore their world in a safe environment.

Furthermore, as educators we have to create an environment where they can learn through enjoyment. We need to move away from the rigid setting that they face every time they go to school. The fact that their attention span is very short, intensifies the need for variety in activities. Even though they need constant monitoring, the value of freedom should not be underestimated.

They need to do things which are meaningful to them and should not be forced to perform a task just to please grown ups but because they are interested in it. If we as leaders do not realize this we will not be helping the child to develop but suffocating his/her enthusiasm. As leaders working with children, by talking and engaging with the child we do not only get to know their interests but also are helping them to express themselves clearly by finding worlds and talking to an adult.

Furthermore, by effective communication, the cub will feel safer in the scouting environment. This communication can range from a conversation about their dog to something as simple as asking how was their day.



Cub Scout's age is synonymous with laughter and ridicule which reaches its epitome during adolescence. Once children start giggling it is difficult to stop them. A joke can carry on for ages. This aspect is fostered even more within the 'gang'. Gangs start to feature during this age and this reflects the need to belong to a group. This is why cub scouts are put into sixes. The leader has to keep a watchful eye on gangs since peer pressure can sometimes lead to bullying, not only physical but also psychological. Therefore it is advisable that sixes should be reshuffled from time to time in order to avoid such situations from happening.

Children enjoy projects which involve group work. Their sense of competition is boosted and this helps them to do their best. Furthermore, if done effectively it will give rise to child engaging not only in a particular scouting technique/ability but also in interacting with friends while building self-confidence. However failure is sometimes taken too seriously. This is where the leader steps in to show them that they have to accept defeat in a constructive way and not let it develop into revenge.



Girls and Boys

The children under our care are not just a number. They are individuals with different needs. Even though they share the same age the differences between them call for different approaches. At Cub Scouts' age most of the children look the same but there are aspects of their growth which vary.

This depends on a lot of factors like family environment and the female and male models they come to identify themselves with. Leaders have to be aware that there are differences in the behaviour, interests and attitudes of girls and boys. Furthermore, in our globalized society, some young children who may join the pack may not only have language barriers; as leaders we should be aware also of different cultural backgrounds.

However we should not be conditioned by the stereotypes that society has led us to accept. Therefore within our packs we have to try to do away with these stereotypes. For example, we should not restrict girls from doing jobs which are considered as 'masculine' or to exclude them from games which are considered too 'rough' for them. On the other hand, we cannot totally disregard the potential of being a man or a woman. The differences should be regarded as complementary to each other. This is what education is about.

The boy and the girl have to learn to accept that they are different and to respect each other's identity as male and female. If this is made clear from the start it will help to pave the way for when they reach the scout age, when differences both physical and psychological start to come to the fore.





Grown Ups in The Pack

The transition from being a cub scout to becoming a young scout is a very delicate period. The old members of the pack start to feel that they no longer belong to the rest of the pack and at the same time they are afraid of the change ahead. Hence it is the job of the leader to help make this transition as natural as possible. At this age, cubs tend to take things more seriously and start to become less dependent on adults. On the other hand, they start to show interest in engaging in a conversation with adults. Their skills become sharper and their experience in the pack makes them act as young leaders. However this sense of authority has to be monitored since in some cases it can degenerate into bullying. They also develop a sense of individualism which is a sign

of maturity. In fact it would be a good idea to involve them in minor sessions. Besides giving a helping hand to leaders they learn to carry some degree of responsibility.

Going up with the troop section is seen as a big step by the cub scouts. The majority are strong enough to cope with it, others find it difficult to integrate once they leave the pack section. Hence it is important that leaders should give much more weight to the link badge period, which takes three months to complete and which aids this transition. During this time cub scouts should be encouraged to attend both the pack meeting and the troop meeting and leaders of the respective sections have to be very supportive to make the Cub Scout eager and not fearful of joining the troop section.





THE SIX AREAS OF PERSONAL DEVELOPMENT

Cubs do not join the pack to be personally developed!! Or to be educated!! They join to have fun and to do things with their friends. The Cub Programme therefore includes activities such as camping, hikes, trekking, nature hikes and cultural visits as well as weekly meetings. The weekly meeting is used for team and confidence building games and to plan and prepare some of the skills needed for the outdoor activities: first aid, mapping, fire lighting and survival.

Through these activities, we as Cub Scout Leaders, need to look into the cub's personal development. The stages we need to look into are:

- Social
- Physical
- Intellectual
- Creative
- Emotional
- Spiritual

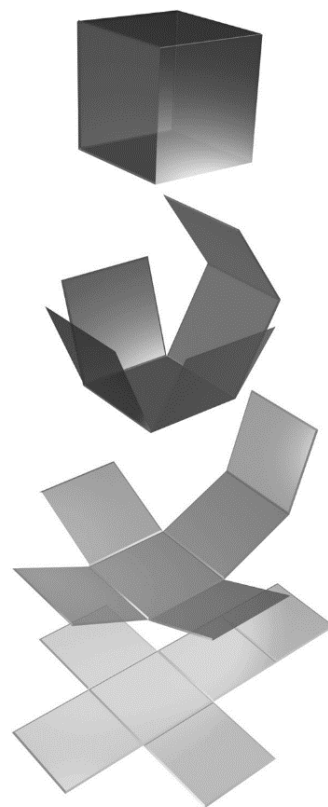
These are otherwise known with the acronym SPICES to easily remember.

Each young person is encouraged to take responsibility for his or her own development.

Let's use the cube diagram and say that the cube is our cub. When the cub joins the pack, he/she will be a closed cube. Scouting helps the child to develop the six areas of his personality. Note that when the cube is fully open, the six faces are identical and are on the same level, just like the six areas of growth described here.

In the same way, when the human personality is developing, the six areas of growth interact with each other, but they can only be described correctly from different perspectives.

It is rather complex to explain these six areas in detail since they emerge in different ways according to the activity at hand. For this reason, below you can find an example of the cubs' can develop in these six areas during a weekend camp.





The Six Areas of Personal Development

Analysed during a Weekend Camp

Social: A camp is a team effort event. Experiences are shared and problems discussed. Living with others in a different way, helps the cub to understand that there are different opinions around him/her and that these should be respected and ultimately learn to be more tolerant.

Physically: During the camp, various physical challenges are confronted. This can contribute to the cub's well being. He/she gets exercise through games out in the fresh air, does chores which build up the body power and much more.

Intellectual: The cubs may have helped in the planning of their weekend camp: menu, games, sessions, etc. During the camp there would be plenty of learning opportunities, decisions to be taken even between the sixes themselves. Looking after each other, and even cope when confronted with different opinions.

Creative: The cubs will have the time and space to safely discover and express their creativity. It can be through a craft, food, games, songs, skits, activities or even by thinking out of the box to solve an issue that cropped up.

Emotional: Being aware of one's emotions is a means of discovering oneself. Controlling aggression towards others, responding in a responsible manner to feelings directed towards oneself and expressing one's feeling using various creative means are all dealt with during a camp.

Spiritual: The challenges faced during a camp often help one learn about one's strengths and weaknesses. Also, contact with nature makes the cub think about a higher power. Prayers and thoughts during the camp help the cub to always think about God in his/her actions and speech.

Together, these six areas help the cub build a strong character. In the case of a camp, the cub learns how to be independent by making things for him/her such as making the bed, washing the plates and other stuff done during a camp. This builds confidence and self-esteem since he/she managed to stay away from home and do things on their own.

We as Scouters must be aware of what we say and how we act in front of our cubs even amongst the leaders themselves. Our attitude and way of talking will be looked upon as being good by our cubs and we have the responsibility to teach and show these kids what the values of a good adult are.

An example like the one above, can be found in every document for every topic. This is to help you as a leader, to make sure that these six areas of development are tackled whenever possible.





THE PERSONAL PROGRESSIVE SCHEME AND THE PROFICIENCY BADGES

The Personal Progressive Scheme and Proficiency Badges are weaved together so that the cub can achieve both at the same time. The scheme has been designed to meet the various needs of youngsters today. Not only can the programme be adapted to suit every individual but each Pack meets in different environments and under different circumstances and, therefore, the scheme has to be molded to suit the pack.

THE PERSONAL PROGRESSIVE SCHEME

This scheme is split into five stages. Namely:

Tenderpaw: Done by all cubs on entering the pack. The recommended time to complete it is 3 months. This part is split into two sections, the Membership Badge and the Tenderpaw Badge.

Bronze Arrow: Designed to be covered by cubs of age 7½ - 8½ years. Recommended maximum time to complete it is 15 months. Two proficiency badges must also be gained during this period.

Silver Arrow: Designed to be covered by cubs of age 8½ - 9½ years. Recommended maximum time to complete it is 13 months. Two proficiency badges must also be gained during this period.

Gold Arrow: Designed to be covered by cubs of age 9½ - 10½ years. Recommended maximum time to complete it is 11 months. Two proficiency badges must also be gained during this period.

Link Badge: Designed to be covered by cubs of age 10½ - 11 years. Recommended maximum time to complete it is 6 months

THE PROFICIENCY AND INTEREST BADGES

The cub can complete these badges at any time but note that some of them are requirements in the Personal Progressive Scheme. Badges cater for the individual cub with varied interests and talents, which when awarded, acknowledge the cub's involvement inside and outside scouting. In awarding the badges the Leaders' understanding of the personal standard of the Cub is of utmost importance. It is important that, when a Cub Scout completes all the requirements for a particular badge, the award be presented as soon as possible afterwards.

Badges cover a vast range of subjects, both from within Scouting and elsewhere, in the hope that there will be something for everyone. Proficiency Badges focus on skills. While Interest Badges focus on the cub's interest in a particular area. The badges are designed in such a way that they can be achieved outside the Cub Scout Programme if necessary.



While many badges are awarded on the basis that the Cubs "Did their Best" to achieve the badge there are two badges whose requirements cannot be altered. These are the Swimmers and the First Aider Badges. If the requirements to the said two badges could not be obtained, these badges cannot be awarded on the "did their best" approach. The badges play an important role in the safety of the cubs themselves.

We have grouped these badges in 3 sections; badges which can be done within the progressive scheme, those which can be done on a group basis and those which are to be done on an individual basis. As a Cub Scout Leader you can have the right to categorize the badges as you feel fit for your Pack. The categorization of the badges was done to help the leaders in their planning.

The detailed requirements and explanations for each individual badge are found in the respective section.

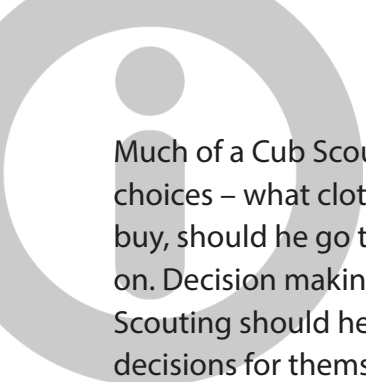
HOW TO IMPLEMENT THE PROGRESSIVE TRAINING SCHEME

The Progressive Training Scheme is to be planned by the cub scouts themselves. We as leaders will then be able to plan our programme according to the cubs' decisions. Once the new method is applied, it will become easy to work with and also, the programme planning will be more fruitful to the cubs.

Why let Cub Scouts choose?

The whole concept of the programme is that it should be a genuine partnership between the cub and the leader. We need to recognize that each and every cub is an individual and has different needs in life. They may be the academic or the sport type or both, but no two people are the same. Therefore, Scouting needs to fit the cub instead of trying to make him or her fit the "Scouting mold".

Bronze Arrow	Silver Arrow	Gold Arrow
Altar Server Artist Hobbies Home Help Swimmer 1	Craftsman Handyman Computer Pet Care Photographer Swimmer 2	Camper Cook Explorer First Aider Local Historian Map Reader Swimmer 3
Own Initiative		Group Badges
Astronomer Book Reader Collector Cyclist Entertainer Fisherman Health & Fitness Weather Lore	Naturalist Scientist Sportsman Our Earth Our Environment Musician Bird Lover Botanist	Artist Athlete Entertainer World Scout Environment Programme People & Places



Much of a Cub Scout's life involves making choices – what clothes to wear, what sweets to buy, should he go to his friend's house and so on. Decision making is part of life for all of us so Scouting should help its young people to make decisions for themselves. After all, very soon they will have to make some big decisions which will affect the rest of their lives. This responsibility could appear a little frightening to us leaders, but we need to accept this concept in order to make the programme work effectively.

We are aiming to give youngsters a fair degree of choice in what they will do for their awards. This does not mean that the cub has a complete free hand in the programme. We as leaders must be aware of the cub's needs and guide him/her to the fulfillment of that need.

How does the Progressive Scheme operate?

The Tenderpaw section is the first section in which the Cub Scout Leader needs to plan with the involvement of the cubs. As the cubs are new members and they do not know what to expect, we as leaders must discuss the programme together with these new cubs. As the Tenderpaw is split into two sections namely, the Membership Badge and the Tenderpaw Badge, cubs who finalise the membership part can be invested even if the Tenderpaw Badge is still not fully gained. On gaining the Tenderpaw badge, the cub will move to the next arrow.

Let us take the 'Bronze Arrow Cycle' as an example.

(This example can be related to the Silver and Gold Arrows).

In the Bronze Arrow, there are 16 sessions which must be completed. The Arrow can be split into four cycles, which consist of four sessions each.

After every cycle, with every four completed sessions, a badge is given to the Cub. After the fourth cycle, if the Cub also achieves two proficiency/interest badges along the time, the Cub achieves the Bronze Arrow badge.

What is our job? Before starting the Bronze Arrow, the Cub Scout Leader must present the cubs with 6 different sessions. The Cubs are to choose have to choose the 4 sessions which they want to do in the next 3 months. When the cycle is completed, an assessment is done by the leader to see where the cubs stand and if any session must be repeated. Assessments can vary from treasure hunts to quizzes or discussions etc.

The second cycle is similar to the first one described above, with the exception that the sessions forwarded are another set that previously weren't picked up. And so are the third and fourth cycle.

The Silver Arrow and the Gold Arrow work similar to the Bronze Arrow.

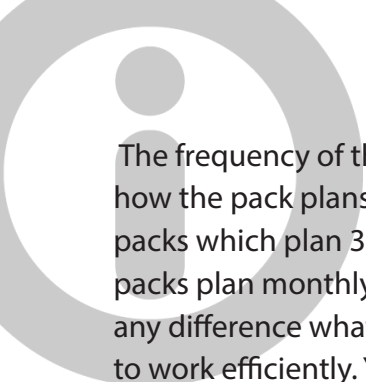
How do I start to work on the scheme?

Before you do anything you will need to discuss your plans with the rest of the Leaders. Once you have a broad idea of what is involved you will need to establish an effective yet simple recording system that all the leaders will understand. Forms and examples of how you can record information in a simple manner are to be found in the handbook itself.

How do I go about asking Cub Scouts what they want to do?

You must allow adequate time to listen to the cubs and help them choose. It is suggested that a pack meeting should be dedicated to this Choice Session.





The frequency of this meeting depends on how the pack plans its programme. There are packs which plan 3 months ahead and other packs plan monthly. This really doesn't make any difference whatsoever for the programme to work efficiently. You can also talk to the cubs on a one-to-one basis before, during or after a meeting. The most important factor must be to deal with the pack in small groups or as individuals.

You might like to try giving each leader a small group to monitor and support. Remember, though, the smaller the group, the more effective the Leader can be with the cubs. If you can, delegate this task of choice to other Leaders so that you can remain free to "trouble shoot" and give overall support where needed.

How do I guide the choice?

Each group together with the Leader must form a discussion based on the sessions forwarded to the cubs. During the discussion the Leader must observe the cubs and listen to their arguments. If the discussion is leading to a blank spot, the leader must redirect the choice with tact and care. Be sensitive to the feelings of the group: maybe suggest that the one activity will be better for this time of year than the other one.

Do not, however, present the cubs with too much choice at one time. Always forward two more choices than the minimum required. This will help the cubs to see that they are making regular progress and this in turn adds a sense of achievement and well-being.

How do I Assess?

The whole scheme is about encouraging the Cub Scout to do his/her best. There are, of course, activities and badges, such as knotting,

swimming and first aid, where there is a recognized standard of achievement – a knot or bandage is either right or wrong! There is also the swimmer badge which deals with the safety of the individual. These kind of activities and badges requirements are to be followed strictly. But on the other hand, things such as miming, drawing, singing, growing a plant and so on cannot have a set of standards as they rely totally on the capabilities of the cub. As long as he/she has done his/her best, then the cub will have completed that part of the award or badge. But if you feel that he/she has not done his/her best do not be afraid to suggest that he/she should have another try and putting more effort into it this time. You are what might be regarded as "quality control" but it should not be to your adult interpretation of a high standard but to those that can reasonably be expected from individuals of differing capabilities – capabilities which you will come to know.

How do I know if I am doing it right?

You will soon find out if you are doing it right – badges and awards will be gained, cubs will be eager to do more activities and the general atmosphere of the pack will tell you so! Evaluation is a very important part of this scheme. You must meet your leaders frequently and evaluate the work you are doing within your pack, evaluate the recording system, whether the cubs are achieving at a reasonable rate, whether the monthly programme compliments the scheme and if it is attractive enough for the cubs and whether your choice system is effective.

Make time at a Leaders' meeting to discuss these matters and review progress but do not be afraid to modify your methods if what you are currently doing seems to be less than effective.





What happens if a cub is older than 7 years when he joins the pack?

The Tenderpaw section must be completed by all new comers irrespective of their age. After both badges within the Tenderpaw section are gained, the new cub must be reviewed by the Cub Scout leader and inserted in the right arrow stage. BUT, the scouting skills of the previous arrows must be completed as well.

For example, if a cub joins the pack at 9 years old, he/she will be inserted into the silver arrow scheme. Therefore, after completing the Tenderpaw section, the cub must do the scouting skills lectures of the Bronze Arrow and then start working on the Silver Arrow.



THE PERSONAL PROGRESSIVE SCHEME BADGE DESIGN

What is the meaning of this badge?

When designing the badge, the cubs were kept as the central focus. This badge depicts the walk Mowgli had in the jungle, and the friends which helped him in learning the skills and abilities needed to live in this jungle. Many may say, but why is Shere Khan on this badge... he is the evil animal in the jungle book. Well... you are right, but in life there is good and there is bad and we have to show this to our cubs. Shere Khan was the last character to be put to show that Mowgli finally defeated the enemy as we should do with the bad things which happen in our lives.

What do the colours mean?

- The Yellow badges will be given during the Bronze Arrow Stage;
- The Blue badges will be given during the Silver Arrow Stage;
- The Orange badges will be given during the Gold Arrow Stage.

If a cub does not finish the number of sessions pertaining to the badge, he/she cannot be awarded. Also, if a cub skips any part of the arrow scheme because he/she is inserted directly into another arrow, no badges are awarded.

This badge is to be worn on the right hand sleeve of the uniform.



1. Mowgli
2. Baloo
3. Bagheera
4. Kaa
5. Raksha
6. Chil
7. Hathi
8. Rama
9. Shere Khan





SPIRITUALITY

What is Spirituality?

Spirituality may be a difficult term to define, maybe due to the fact that spirituality is a very personal experience, and everyone has a different understanding of what it is. However, a definition of spirituality may contain words and phrases such as “holistic development,” “values,” “beliefs and/or attitudes.”

Spiritual development helps answer questions such as:

- What is the meaning of and purpose of my life?
- Who am I? Why am I here?
- What is my future?
- What defines the differences between right and wrong?
- Why should I act rightly?
- Why is there so much wrong in the world?

Learning Objectives of Spirituality

- A scout is able to get along with and WELCOME others.
- A Scout understands and can WONDER at the natural world.
- A Scout WORKS to create a more tolerant and caring society.
- A Scout has WISDOM: self-confidence and self-discipline.
- A Scout recognizes the need for spiritual reflection.
(In order to remember this, the word WORSHIP can be used, but it is important to emphasize that this does not mean the Scout needs to be religious. Spiritual reflection can also be achieved through meditation, or by looking at the spiritual heritage of the community.)

Sessions in the Cub Book with a focus on Spirituality

- **Tenderpaw: Law & Promise (WISDOM)**
 - o The Law and Promise are about how the Cub should behave, based on positive statements (DOs rather than DON'Ts).
- **Diary of Good Deeds (WORKS)**
 - o The diary of Good Deeds encourages the Cub to think of others, and how s/he can help those around him/her
- **Bronze: Letter from God – being thankful (WORSHIP)**
 - o This letter gets the Cub to think about his/her life, and how many things in their life exist thanks to the effort of others
 - o This session can be used to encourage the Cub to live a life which others can be thankful for, which ties in with the Cub Law
- **Silver: My Talents (WORKS)**
 - o In this session the Cub thinks about his/her talents and capabilities, and how these can be used in the community (be it the Pack, Group, school, town, etc)
 - o Encourage the Cub to become better at what s/he does, as even that helps create a better world
- **Silver: Community Service (WORKS)**
 - o By doing community service the Cub leads by example in helping the society around him/her.
 - o Community Service is a very practical way how the Cub can demonstrate the values s/he believes in.





- **Gold: My Emotions (WELCOME, WISDOM)**
 - o This session helps the Cub to understand him/herself and those around him/her better.
 - o The session also aims to help the Cub interact with those around him/her.
- **Our Country Sessions (WORSHIP)**
 - o The Our Country sessions aim to help the Cub understand where s/he is coming from; what our forefathers have gone through to shape Malta into what it is today.
 - o It should be noted that several historical events have some roots in the Roman Catholic religion, however today the Maltese Constitution protects all faiths that are practiced. At the end of the day, the Maltese fought for freedom.
- **Our Environment Sessions (WONDER)**
 - o The sessions related to the environment evoke values of responsibility, and recognition that there are things bigger than the Cub.

Spirituality using The Scout Method

Promise and Law: The promise and law are highly tied in with spirituality, as they are a framework of values which Scouts should do their best to live by.

Learning by Doing: Spiritual development can only be achieved by doing things first-hand (such as meditation, experiences in nature, etc)

Symbolic Framework: The symbolic framework should support the rest of the elements to offer spiritual development to the young person.

Team System: Having a peer group sets the member in an environment where they learn to listen and respect others, and enables different experiences. An extension to this requires the member to go beyond any racial, ethnic, religious, sexual and national difference in a spirit of true siblinghood.

Personal Progression: In order to have effective spiritual development, the member needs to be actively involved in his/her own development. This means the young person moves through his/her spiritual development at his/her own pace.

Nature: Activities out in nature give a chance to the young member to experience the beauty around him/her and also recognize that there are some things which are out of his/her control or understanding. On the other hand, the member should be helped to understand that we have a responsibility towards the world around us.

Adult Support: Adults should support the member in this journey by sharing with him/her their own experience and not by imposing their own beliefs. Adults can also indicate possible avenues of exploration of the spiritual aspect.





PROGRAMME PLANNING

What is the secret of a good programme?

The answer must be the positive attitude of the Leaders and their ability to communicate with a group of 7-11 year olds with imagination. There is no “right” way of doing things and instructions cannot always be written down as the dynamic interaction between Cubs and Leaders is unique every time. With this dynamic interaction and familiarization, together with the leaders’ decision making skills, a unique programme is created. This programme will be driven by analyzing and identifying what cubs need to gain from their scouting experience. This will create solutions that will be reflected in the well-designed programme.

It is not what you do, but the way you do it. How true this is in the running of a cub programme. The leaders’ attitude transmits to the whole section. If you are enthusiastic, the cubs will be looking forward to take part in your activities. This does not mean that programme contents are not important, merely that the way they are

delivering is equally important. All successful programmes are FUN and challenging for both the Cub and the Leader.

Once you have your programme ready, be it for a Pack Meeting or a weekend away, it is not necessary to stick rigidly to it. The programme should be flexible and it is there as an aid. It is always better to have too much to do rather than too little. If something is not working change it, but do not try to implement all programme at once. Something that works in an activity does not necessarily work out during another. Do not be surprised if a craft project works on an evening after a hike but does not work when the Cubs are full of stored up energy after a day indoors. Cubs have moods. Use these moods to your advantage when programming but always be sensitive to them. Usually simple ideas with a little added imagination work best.

Everyone experience disasters from time to time. Try to learn from them and do not despair.

WHY PLAN PROGRAMMES?

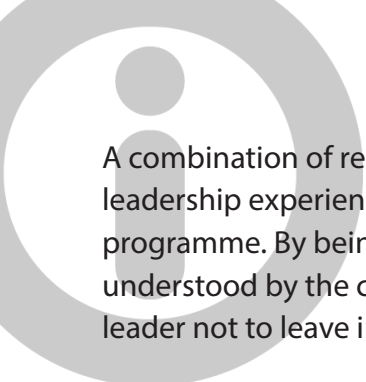
Planning programmes should be a team effort. If everyone is involved in deciding what is to be done, how and when, the people involved feel a certain degree of ‘ownership’ and this brings sense of responsibility to carry it through.

Let us forget about planning for the moment. What happens if you do not plan? Besides the confusion, you would quickly find that your meetings would be very uninspiring and lacking in appeal and in time the cubs will get bored. Things will not happen without planning; they cannot be created on the spur of the moment.

Plan your Work and Work your Plan

The programme we design must be encompassed with what we are doing in the progressive scheme. Therefore, the cubs should have a say in the monthly programme directly. Now that we know the sessions chosen by the cubs, we can start to plan. With all sessions in mind maybe we can plan a weekend camp to assess what the cubs have learned.





A combination of research together with the leadership experience will lead to a sequential programme. By being sequential, it will be easily understood by the cubs while also helping the leader not to leave important thing out.

We would like to point out that programme planning works out better when it is done as a team rather than individually. Try spending 10 minutes during which everyone mentions any ideas and activities that they think might work. Writing these ideas down will help the team to see what the plan should be like. This will lead to a better communication between the cubs and the leaders and as a result the leader will benefit and come up with a programme that is focused on the cubs' needs. For example it will help us to come up with a creative symbolic framework for a camping activity.

After the programme has been carried out, an evaluation should always be done. In this evaluation, that usually takes around 10 minutes, the cubs will give feedback about what they liked and did not liked about the activity. These issues can be written down by the leader or by the cubs themselves. Eventually these ideas are filed with the leader's programme. Furthermore, they will help the leader to create a more cub oriented programme when preparing for the next activity.

Trying to draw up plans for a whole year's activities is difficult, but when tackled three to four months at a time, it becomes easier to manage. Having a three month programme will help you and your leaders to plan the meetings for the sessions chosen.

There are various types of programme planning:

- Yearly
- Quarterly
- Monthly
- Weekly

When planning your programme, always keep in mind the Annual National Activities. Normally these dates are issued by National Island Headquarters by the end of the previous year. The pack programme is then planned according to the needs of the pack. National Activities are important. By attending you will not only give the opportunity to your pack to integrate with other cubs, but also you as a leader will get to know other leaders. This will evolve into discussions and you together with the cubs will benefit and go back to the groups with ideas that you would have heard from others.

Minimum Activities

In fact a minimum number of outdoor activities per year are expected because Scouting believes that, no matter how good the indoor meetings are, the 'out of doors' offers better and more practical learning opportunities which give a far greater contribution to the development of the individual.

Your Cub Programme is expected to include:

- An Annual Camp
- At least 6 outdoor activities during the year
- Indoor meetings as needed to achieve the progressive scheme





PACK MANAGEMENT AND RECORDS

What size, what number?

The size of your pack is, basically, the point of success towards the aim of the programme.... that of having an individual personal progressive effort. The pack should not be less than 18 cubs as this does not provide as many opportunities for learning from each other and organizing attractive activities for the pack. Experience has shown that a Pack of around 24 is the ideal size, but the maximum number of cub scouts permitted in one Pack is 30. It is not good practice to take more children into the pack than can be looked after by the number of trained leaders.

It is not important to create "giant" packs in which it becomes impossible to carry out the job at a personal level. If there are enough leaders, and the scout group allows it, it is recommended to form two medium sized packs.

It is not enough to know every Cub by name or even by the strength of his voice, but it is necessary to acquire knowledge of each cub's background and personal situations which can only be achieved by making time to talk individually to each child.

An indication of how well the Pack is managed is shown when Akela is absent for a period of a few

weeks. If, apart from the obvious 'personality' absence, there is little change, then that is a fair pointer to the fact that the Pack is well run. If, however, no one knows what should be happening, meetings start and/or finish late, the subs are not collected and no one has a clue about what time everyone should meet for next week's outing, you can be fairly sure that 'management', as such, is lacking!

Pack Records

There are numerous records that need to be kept in the Pack. The range of these will differ from Pack to Pack but there are some important ones that are necessary for all.

Cub Scout Progressive Scheme Records

A personal file of each cub's progress through the progressive scheme is essential. The leader who is assessing the cub is responsible for keeping it up to date, while informing Akela of the progress. Some packs also keep a progress chart, which the cubs themselves create as a project. This is usually hung on a wall. This chart is normally marked by the cubs themselves. There is also the MyGroup Module on ScoutKeeper, which can help keep track of the Cubs' progress.





Cub Scout Personal Information

An up to date list of addresses, telephone numbers, medical information (which should be kept confidential) and other data is a must. The Group Scout Leader, who is responsible for all group members, must also be informed of the new cubs within the pack, where in a 'New Members Ledger' a record of all members is kept.

Finance

Each and every pack has its own system of fund raising and management of finances. This must always be in agreement with the GSL and Group Treasurer (from the Group Scout Council). An Income and Expenditure record book, with all invoices/receipts must be kept in good order for verification. At the end of the year, a detailed accounts report must be forwarded to the Group Treasurer and the Group Council.

Pack Meeting Records

Pack meeting records are a very good library for all leaders to follow. The purpose of these records is to summarize what is being done during the section meetings. It is suggested that minutes of every meeting/activity should be kept as a reference for anyone. A sample form is also enclosed in the Forms Section in this chapter.

Sectional Scouters' Meeting Records

During each and every sectional scouters' meeting, a detailed minutes ledger is kept. This should be read at the next meeting and endorsed by the Cub Scout Leader and the person who is acting as secretary to the meeting. It is important that this meeting should be held once a month. Also the Group Scout Leader has the duty to call for a Scouters' Meeting where all scouters meet and discuss the group's programme, situation, activities and strategy.



Programme Planner Form

Use this programme planner to help you outline your weekly programmes and as a handy resource in years to come.

Leaders Present:		Date:		
Time	Activity	Leader	Equipment	Outdoor

Notes on Meeting / Activity:

Cub Scout Section Meeting Record

Date of pack meeting:	Number of Cubs:
Scouters Present:	
Guests Present:	
Lectures Covered:	Badges Covered:
Tender Paw:	
Bronze Arrow:	
Silver Arrow:	
Gold Arrow:	
Link Badge:	
Summary Of Meeting:	

Asst. Cub Scout Leader

Cub Scout Leader/GSL

Cub Scout Record Form

PROGRESS REPORT

Name: _____

Joined on: ____/____/____

Tender Paw:

Session Name	Date Obtained	Sign	Session Name	Date Obtained	Sign
The Promise			The Law		
The Motto			The Scout Sign		
The Cub Salute			The Handshake		
The Jungle Book Story			The Grand Howl		
Diary of Good Deeds			Alert/ Stand at Ease		
National Anthem			National Flag		

Awarded and Invested on: ____/____/____

Bronze Arrow

Session Name	Date Obtained	Sign	Session Name	Date Obtained	Sign
Scouting Skills					
Knotting			Tracking Signs		
Pack A Backpack			Safety in Open Fire Cook		
Scouting History					
Environment					
Country Code			Recycle – Reuse – Reduce		
Our Country			Our National Identity		
Community Service					
Safety at Sea			Safety at Home		
Highway Code			Spirituality		
Creative Challenge					
Handcrafts			Communication		
Animation					

Silver Arrow

Session Name	Date Obtained	Sign	Session Name	Date Obtained	Sign
Scouting Skills					
Fire Lighting & Cooking			Knotting		
Campsite Safety & Hygiene			Scouting History		
Environment					
Our Country			Air Pollution		
Nature Hikes			Compass Rose		
Community Service					
First Aid			Safety at Sea		
Community Service			Spirituality		
Dealing with Emergencies					
Creative Challenge					
Handcrafts			Animation		
Communication					

Gold Arrow

Session Name	Date Obtained	Sign	Session Name	Date Obtained	Sign
Scouting Skills					
Knotting			Pack a Rucksack		
Compass & Mapping			Pitching & Striking Tents		
Campsite safety & Hygiene			Cooking a Meal		
Scouting History					
Environment					
Our Country			Star Constellations		
Clouds Formation			Local animals & plants		
Natural Disasters					
Community Service					
First Aid			Making Choices		
Spirituality					
Creative Challenge					
Handcrafts			Animation		
Communication					

Link Badge

Project Name	Sign	Notes
Cub over 10 ½ yrs		
Discuss Scout Promise and Law with SL		
Discuss Patrol System with SL		
Discuss differences (pack VS troop) with CSL		
Hike with troop		
Alternate meetings (at least 6)		

Proficiency Badges

Badge Name	Awarded	Badge Name	Awarded	Badge Name	Awarded
Altar Server		Fisherman		Photographer	
Artist		Handyman		Scientist	
Athlete		Hobbies		Sportsman	
Cyclist		Musician		Swimmer	
First Aider		Pet Care			

Interest Badges

Badge Name	Awarded	Badge Name	Awarded	Badge Name	Awarded
Astronomer		Craftsman		Local Historian	
Book Reader		Computer		Naturalist	
Bird Lover		Entertainer		Our Earth	
Botanist		Explorer		Our Environment	
Camper		Health and Fitness		People and Places	
Collector		Map Reader		Weather Lore	
Cook		Home Help			

Projects

[illegible]

Skills Badge Form

[illegible]



SIXERS AND CHILD LEADERSHIP

In order to organize the children and make everything run more smoothly, the pack is divided into sixes. As the name suggests, sixes are made up of 6 cubs. The sixes are groups which facilitate organization. From the educational point of view, they do not develop into “life communities” like the patrols in the scout section or the teams in the senior section. For our cubs most activities will be carried out at pack level.

Each six has a sixer who is elected by the rest of the group with no intervention whatsoever from the leaders. Since the six is a small operational unit, the sixer may have whatever duties the leaders consider appropriate, depending on the needs of the pack and the ability of the sixer to carry out the responsibility.

Sixes encourage team activities while putting in action their developing decision-making and problem-solving skills. Combined with the leaders’ positive attitude, the cubs are encouraged to practice how to act in different circumstances, and to try their best in what they do. By practicing this themselves, the cubs are learning how to do their best and not worry about comparing themselves to others. Furthermore, as leaders, we should not be held back from letting the cubs experience risk and failure themselves, as long as safety is not an issue.

There are two ways on how this sixer role may be obtained:

Proposal A

The sixers will hold the position for the duration of a programme cycle. This means that in a normal year – which should contain 2 – 4

programme cycles – there will be several sixers in each six; and since this will happen every year, each girl and boy should have the opportunity during their time in the pack to be a sixer at least twice.

Proposal B

During every part of the meeting the six choose a leader (sixer) which they think is capable of leading them during the current event. They change the leader for each and every event, eg. if during the meeting 2 games and a project are carried out, they would have 3 different leaders, one for every event.

Like this all cubs would have the opportunity to lead and we would know each and every cub’s “forte”.

Applies for both proposals

This is why the candidates for election within a six should be limited to those girls and boys who have not been sixers already, or if they have all been sixers, to those who have held the post only once.

This system is an example of democracy and equal leadership opportunities within the pack. It also requires the leaders to prepare the children to live up to this responsibility, especially those who have not yet developed these kind of skills, those who are shy, the newest members and others who for some reason or another might feel pressurized into it. This should help avoid any undesirable consequences, such as anxiety, fear, low self-esteem, frustration, isolation or even quitting the pack.





CEREMONIES

Grand Howl

The Grand Howl is a way of reminding everyone about the Cub Scout Promise. Its origin 'dates' from the meetings of the Seeonee Wolf Pack at the Council Rock of the Jungle Book.

The Grand Howl is led by Akela (but any leader may lead) who starts off by shouting "Pack, Pack, Pack" while holding the arms out straight. The cubs respond by forming a circle with Akela in the middle (other leaders and cubs who have not yet been invested stay outside the circle and watch) with the duty sixer facing Akela.

The Grand Howl starts when Akela's hands are lowered.

As Akela's arms go down Cubs squat and start the Howl immediately. The fingers should just touch the ground between the knees forming the scout sign.

The phrasing of the Howl is as follows:

Pack: "Akela, aħna ser nagħmlu ħilitna"
"Akela! We will do our best."
Cubs leap to their feet and stand at alert

Duty Cub: "Cubs, intom ser tagħmlu ħilitkom!"
"Cubs, do your best"

Pack: "Iva, aħna ser nagħmlu ħilitna"
"We will do our best"

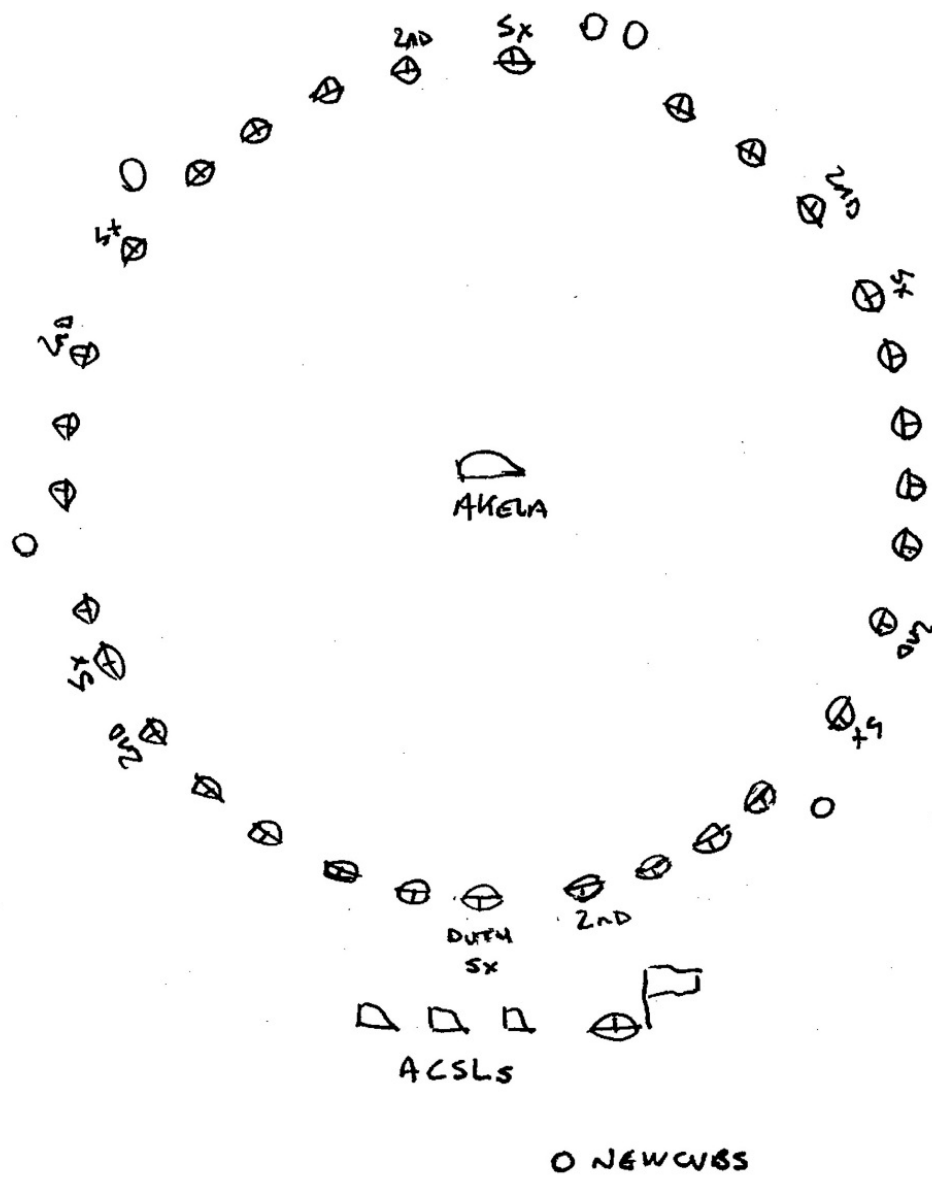
Important to note:

Within the pack, the Grand Howl can be said either in Maltese or in English. For National Activities, the Grand Howl is to be said in Maltese. Therefore, the Maltese Grand Howl must be known by all Cubs.





Grand Howl Diagram





Cub Scout Investiture

This is the most important ceremony for any new member in all sections where he/she will have to recite the Promise and Law of the Scout Movement, in relation to their section.

After the new cub has gained the requirements for the Membership Badge in the Tender Paw, then on the cub's request and with agreement with the Pack Leaders, an investiture ceremony is organized. The ceremony should not be excessively serious or complex. It should be simple as well as solemn. The family and friends are given notice when this ceremony is to take place and should be invited for the occasion. The Promise is a voluntary offer and not a vow. When they make their promise, the cubs freely undertake a commitment, they don't renounce anything nor do they make any kind of military or religious-type choice.

The Pack forms a horseshoe; the leaders will form a straight line in between the ends of the horseshoe. The Section Flag will stay at the left hand side of Akela. The Group Scout Leader is also present for this ceremony, where s/he stands on the right hand side of Akela.

Alert is called by one of the leaders, and the sixer whose new cub/s is making the Promise will bring forward the new cub/s in front of Akela. The sixer introduces the new cub/s to Akela and the Pack, and makes one step backwards. (The new cub is without a membership badge sewn on, a scarf and cap).

Akela asks the new cub: "Would you like to become a Cub Scout"

Cub: "Yes I Do"

Akela: "Do you know the Cub Scout Law and Promise"

Cub: "Yes I Do"

Akela: "Please recite the Law" and the cub recites the Law.

Akela: "Are you ready to make your Promise?"

Cub: "Yes"

The Section Flag is lowered horizontally without the flag touching the ground. Both Akela and the new cub, hold the Flag with their left hand, and with the right hand they make the Scout Sign. The new cub on his/her own will then recite the promise. The Flag is raised. Stand at Ease is called for all the other cubs.

Akela will then give the Membership Badge to the new cub. Akela may say:

Akela: "I trust you to do your best to keep this promise. You are now a Cub Scout and one of the World Wide Brotherhood of Scouts"

The GSL will then put the group scarf around the cub. The G.S.L. may say:

"This is your Group Scarf, wear it with pride and never do anything to disgrace it"

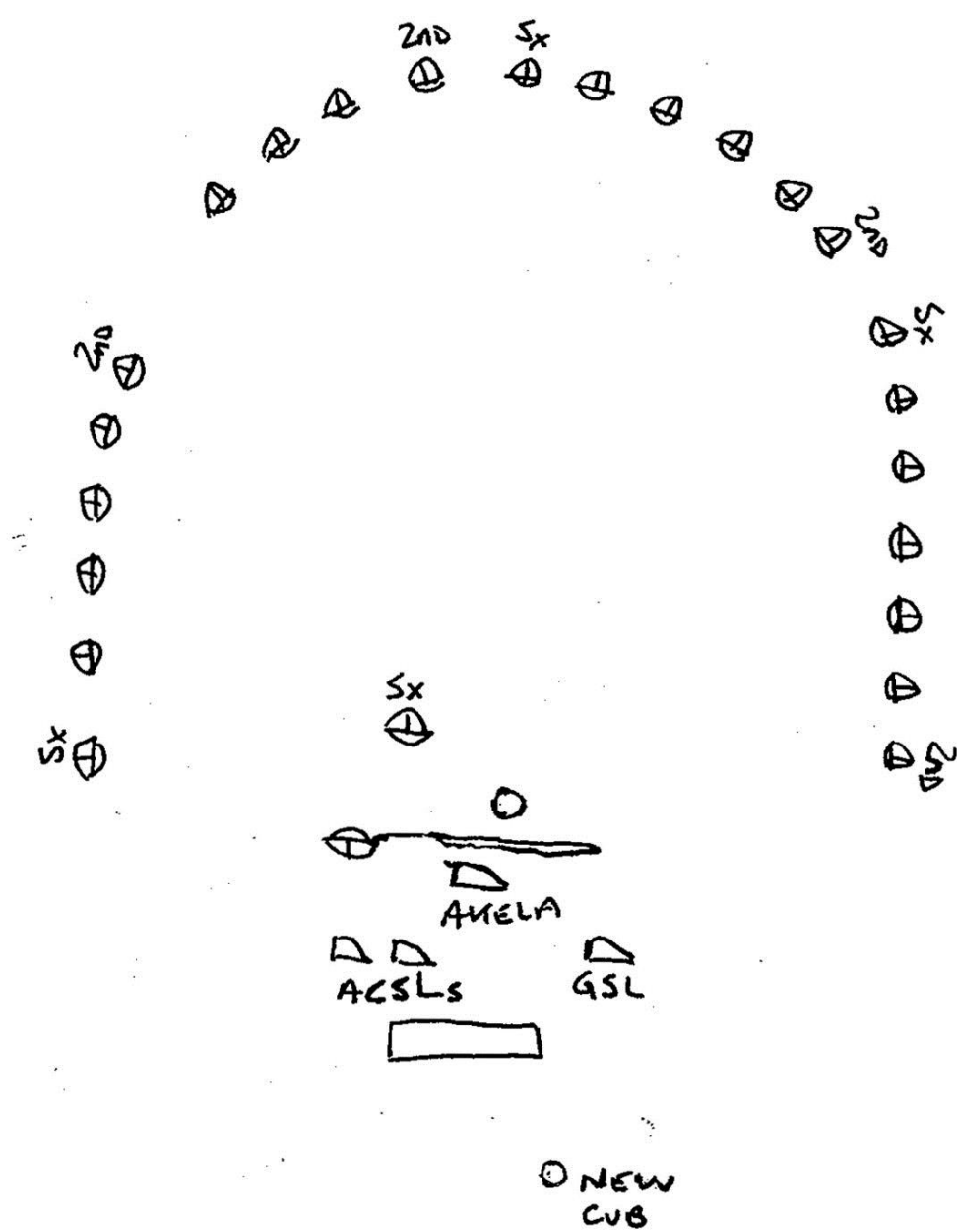
During an investiture ceremony, only one cub at a time makes the Promise and Law (if you cannot do otherwise no more than two (2) cubs should recite their Promise and Law simultaneously). Avoid mass promises.

Akela and the cub then salute each other and the cub rejoins the others. Leaders should always take into consideration the cub's nervousness at speaking aloud. Their memory of this special occasion should be a happy one.





Investiture Diagram



The Going-Up Ceremony (Link Badge)

This is an important ceremony for the older cubs who have done their cubbing years within their pack. It is important that each cub should gain his/her link badge and has done all the requirements to gain it. This is the time when these 'older' cubs bid farewell to all the leaders who have helped them throughout their cubbing years and their fellow cubs.

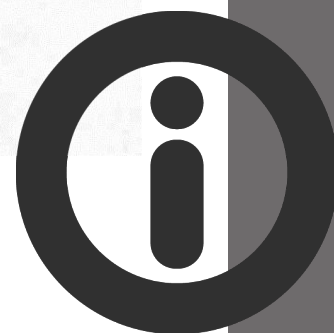
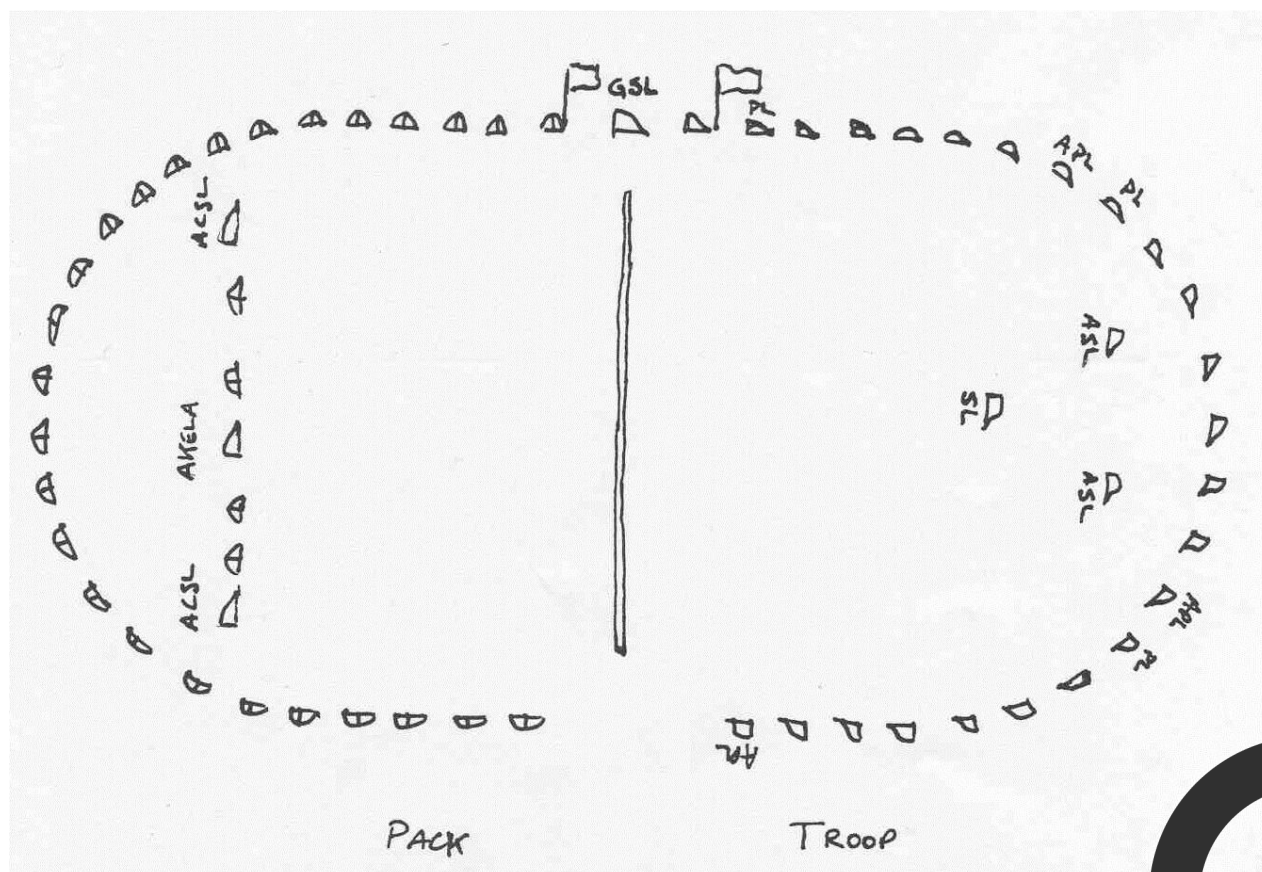
Both Pack and Troop sections form a double horseshoe facing each other from one end to another. The sections flags stand next to each other at one end, with the G.S.L in between. A log (or rope) is to be laid between both ends of the horseshoe.

Inside both horseshoes the Section Leaders stand facing each other at the ends of each semicircle, accompanied by the Assistant

Section Leaders. The G.S.L calls the group to the "Alert" and briefly explains the purpose of the ceremony.

Akela calls the cub/s who are going to cross over, shake the ACSL's hands. Then they walk up to the log (or rope), where they find the SL waiting for them. The Akela asks the cubs concerned to turn around and wave the final goodbye to their fellow cubs. Akela shakes hands with the cubs, says the last few words and bids farewell. Then all the leaders will help the cubs to 'jump' over the log (or rope).

The SL greets the new comers in the Troop and then calls the Patrol Leaders with whom the cubs are already acquainted. (having met them during their link badge period). After the new cubs are introduced to their respective PLs they will walk to their patrols.





CUB MEETINGS

Pack Meetings

Most Packs have a regular weekly meeting. These weekly meetings can also be held outside, weather permitting. Cub Scouts may also go on day trips, outings, District events etc. Below is an outline of a simple pack meeting which can be used as guidelines. Every pack adopts its own way of doing a meeting.

A 2 hr meeting is taken into account for the purpose of this manual.

Grandhowl Promise & Prayers Flag Break Instructions	15 mins
Games	15 mins
Arrows	30 mins
Games/Songs	15 mins
Badge work/Sixes corner Individual Evaluation	30 mins
Flag Down Prayers Instructions	15 mins

Meetings can be different from the above structure. In fact it is suggested that your meetings should be dynamically programmed. "Dynamically" means that not every meeting is the same as the previous one and the cubs are fully involved during the pack meeting. Singing, lectures or badges can be delivered by cubs themselves.

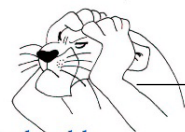
There is also the idea of "Fixed" meetings and "Variable" meetings. "Fixed" meetings are those meeting which have a fixed structure: such as Arrow Work meetings. "Variable" meetings are meetings which spice up your programme, such as bring in external speaks about a topic, hikes and other outing etc. It is suggested to have a mix of "fixed" and "variable" meetings, as this creates an interesting programme, and increases the opportunities, tools, and methods available for learning.



First Aid

Now you can start building your own First Aid Box. It should contain:

- Rubber Gloves (for your protection as Baloo has mentioned)
- Antiseptic wipes (to clean scratches)
- A support bandage
- Two triangular bandages (instead of using your scarf)
- Safety pins
- Waterproof Sticks
- Blunt nosed scissors.



Icon showing
things to remember
or important things

Important: You should check your First Aid Kit and replace used items. It should be packed in a waterproof container. No pills or glass bottles should be in the box.

How to treat Burns and Scalds

What is the difference between a burn and a scald? A burn is caused by dry heat and scalds are caused by wet heat. Ask your leader, the differences between dry heat and wet heat.

To treat burns and scalds, remove any clothes or jewellery from the burn unless they are stuck to it. Always seek adult help. If the skin is broken the adult should cover it with something clean that will not stick to it.

NEVER PUT CREAM ON A BURN.



Icon describing danger or things
that should not be done.

Sunburn

Sunburn is another way of damaging your skin. It can cause skin problems. You should prevent sunburn by using high factor sun protection cream. If a person is sunburnt, you may apply after sun lotion by applying it on skin. It is important not to rub in the lotion, as this will cause itching. Cool showers are comforting and ease the pain for a while.

Heat Exhaustion

An excess of heat causes heat exhaustion . Staying long hours in the sun, especially between 11.00am and 04.00pm in summer, may cause heat exhaustion. Another word for Heat Exhaustion is Heat Shock. Treatment for the patient is simple - move the patient to a cool spot, lay the patient on his back and raise his feet. Loosen tight clothing and give him plenty of water to drink.

Hypothermia

What is hypothermia? Hypothermia occurs when the body loses more heat than it generates. It can occur in summer as well as in winter.

How to recognize hypothermia symptoms - When a person starts shivering uncontrollably and his lips turn blue, that person is in danger. If this happens in summer, get the person out of the water immediately and try to heat him up. Put him out of the sun and put some clothes on . If hypothermia occurs in winter, and the person is wet, take him to a shelter and try to warm him. If possible change into dry clothes and keep him well protected from wind and rain.



Icon depicting
the topic.

Icon
representing
the topic.

SAFETY IN OPEN FIRE COOKING

With a little care and attention, open fire cooking is fun and enjoyable. Lighting a fire out of doors and cooking something on it is one of the things Cub Scouts enjoy doing most.

The following safety rules must be observed before cooking on an open fire.

Safety Tips

- o Choose a safe spot which should be at least three (3) meters away from trees and bushes and at least four (4) meters away from the tent – to avoid accidents.
- o Build your fire downwind of your tent in an appropriate fire pit area – to avoid burning ashes from the fire from damaging the tents. The fire pit is to keep the fire from spreading out (and is easier to clean up, too).
- o Keep your fire small and low.
- o Only three persons at a time must be near the fire.
- o Remove scarves, so they don't catch fire. Remove rain jackets with flammable material.
- o DO NOT use rocks which are wet or damp as they may crack or explode when heated.
- o If by accident someone catches fire, always remember STOP DROP AND ROLL.
(see Silver's Dealing with emergencies)
- o NEVER use methylated spirit, paraffin or petrol to start a fire
(These were not listed in the Cub Book for safety reasons.) Mention the topic of paraffin and petrol and how dangerous they are.

Suggestion:

- o The below activity can be used to see if the Cubs can really identify risky behaviour around an open fire.

Suggestion
for Activity

BRONZE ARROW

Arrow

804:1

Icon representing
the topic.

ACTIVITY FACT SHEET



Activity: Cookout



Objective: Test if Cubs can identify risky behaviour near a fire.



Time: 90 minutes



Outline: Safety inspectors: The Pack is divided into groups (eg Sixes), with each Six having at least one Bronze Arrow Cub. Each Six will build a fire of its own. The Bronze Cubs of each Six is assigned another Six to inspect. The Cub should correct other Cubs in case of any unsafe behaviour. If a Cub is corrected three times, s/he is sent to a penalty area away from the fires for a short time. At the end of the cookout, the Six with the least amount of corrections is the winner. The Leaders need to make sure that the Inspectors are not correcting safe behaviour, and they don't overlook unsafe behaviour.



Equipment: Wood, Matches, Water, Safety vests, Clipboards, Pens/Pencils, First Aid Kit. If you are going to cook something you would also need: Grid, Food and Utensils.



Place: Outdoors



Group Size: Pack



3rd Parties: N/A

BRONZE ARROW

Arrow

B04.2



Icon depicting Activity idea.

SPICES
explanation
according to each
Activity.

ACTIVITY FACT SHEET



During the Activity:



– Discuss the safety tips as a group, and encourage Cubs to speak in front of their peers. Cubs will need to remind and maybe even correct older Cubs.



– The Cubs who are not inspecting need to actually gather the need equipment example wood, rocks, etc and build the fire. Get the cubs to act out the safety tips. For example have them point out areas which would be safe for a fire or otherwise.



– The Cubs must know the safety rules to be able to identify risky behaviour.



– Following the activity explore the feelings that were prompted. For example: Was there a lot of risky behaviour the inspectors noted? How did the inspectors feel when they were correcting the other cubs? How did the cubs that were being corrected feel? What can be improved for next time?



– Think about how the fire, even if dangerous, can be very helpful – like any other tool.

BRONZE ARROW

Missing
element

Arrow

After the Activity:

Put the rocks where they were and stop any burning fire. Whenever the Pack or the Group has an open fire cooking, ask the cubs to abide by the safety tips and to remind others.



Icon representing
the topic.

Icon depicting
Activity idea.

B04.3

Suggestions
for after the
activity