

# the leader

MARCH 1992

VOLUME 22, NO. 7



## Giving Wildlife an Edge

**ENVIRONMENTAL OPPORTUNITIES**

■  
**OUTDOOR FUN**

■  
**CAMPING IDEAS**

■  
**FIRST AID & SAFETY**

# TAKE CITIZENSHIP TO HEART

by Garth Johnson

As Scouters, we know what it is like to belong to a family — one that shares our view of young people and their hopes for the future, accepts and welcomes us as we are, and understands our common beliefs. Scouting is a family holding an aim and certain principles that are sources of our strength.

Being Canadian also means feeling that we belong to a family. As Canadians, we have a certain common sense of the world and certain guaranteed opportunities and rights that make us unique.

To make Scouting work and ensure that our objectives and fundamental beliefs continue to meet the needs of all Canadian youngsters, we need the commitment and dedication of Scouters willing to pull together to this common end. It is the same with being Canadian. To make it work, we need to celebrate the things that make us a unique family and take an active part in family matters whenever we can.

National Citizenship Week offers an excellent opportunity to express our feelings and learn about issues that affect our community and our country. It's a perfect time to take citizenship to heart.

Canadians celebrate National Citizenship Week on April 12-18, 1992. Now is the time to think of ways to get your



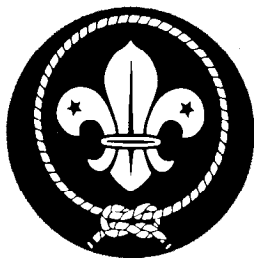
**NATIONAL CITIZENSHIP WEEK**  
**APRIL 12 TO 18, 1992**

group or section involved in citizenship activities. Here are a few suggestions to start the ideas flowing.

- Plan to work on a particular requirement for the Scout Citizen Badge.
- Participate in your community's CANADA 125 celebrations.

- Spend Citizenship Week working on ideas to celebrate Canada Day on July 1.
- Learn what you can about Canada's constitution. What elements of it apply to your everyday life?
- Offer your help to a newcomer's group or service.
- Learn about our guaranteed rights and freedoms. This year also marks the 10th anniversary of the Canadian Charter of Rights and Freedoms.
- Perhaps one of your adult members or parents is planning to become a Canadian citizen. Ask them to talk to your group one night about the significance of this event.
- Maybe you can attend a citizenship court and meet afterwards to discuss the ceremony.

However you recognize this special week, be sure to share your activities with us. Jot down a few notes and send along some photos of citizenship in action. What a great way to take citizenship to heart and show what it means to Scouting and Canada. Let's make it a family affair.  $\wedge$



Perhaps the most significant headline to appear in our newspapers over the last few months concerns the disappearance of the Union of Soviet Socialist Republics. Our readers will know that Scouting in Eastern Europe has changed dramatically in the time leading up to the collapse of the Soviet Union. We can now report that the World Scout Bureau, through its European Regional Office, is closely following the evolving events in the former Soviet Union.

World Scout representatives were in St. Petersburg on November 27, 1991 to attend the congress that created the Federation of Scouts of Russia. They were also present in Minsk on December 8 for the establishment of the na-

tional coordinating committee for Scouting in the Republic of Belarus (formerly Byelorussia). On December 12, they were in Kiev to help set up the Ukrainian Scout Association.

The Bureau is also in direct contact with the Scouts of Moldavia, Armenia, and Tadjikistan as well as with churches in various republics where Scouting does not yet exist.

This is very exciting news for the Scouting world, particularly for those readers who have written to tell us of their underground experiences with Scouting as a youth in many parts of eastern Europe and the Soviet Union.

We will keep you informed as our new Scouting friends become active and organized.

# the leader

The Canadian Leader Magazine

March 1992

Volume 22, No. 7

## FEATURES

- IRON CUBS 1991**  
*Activities, plus the QuizMaster from Moncton, N.B.* **4**
- CAER IS "BEING PREPARED"**  
*The 1st Corunna's Troop Specialty Badge* **8**
- A STITCH IN TIME**  
*Does a cut need stitches? When? Some expert advice* **9**
- THE GREAT SPRING KITE FESTIVAL** **10**
- A FEW OF MY FAVOURITE THINGS**  
*Camping stuff that really works* **11**
- GIVE WILDLIFE AN EDGE**  
*Tree planting ideas and other environmental opportunities* **12**
- LADYBUG PICNIC**  
*Ontario youngsters help control pests the natural way* **14**
- INDONESIAN SCOUTS WORK FOR CLEAN WATER** **15**
- DUTY TO GOD?** **16**
- RESEARCH — AN IMPORTANT PR TOOL** **17**
- CUBS CAN CANOE**  
*All things are possible if program delivery is age-appropriate* **18**



Page 13

## REGULARS

- FUN AT THE POND** *Spring Things & Easter Ideas* **20**
- SHARING** *Raising Self-esteem in Beavers* **22**
- PAKSAK** *Introduction to Life-saving* **23**
- VENTURER LOG** *Venturers & Smoking* **25**
- OUTDOORS** *Thin Ice Kills* **27**
- NETWORK** *Elements of a Good Section* **32**
- FOR VOLUNTEERS** *Training Thoughts* **33**

## ALSO

- Editorial Page* **2**
- Canoe Route Clean-ups* **19**
- Venturer Anniversary Contests* **24**
- CJ93 Venturer Service Program* **26**
- Cross-Country Photos* **28**
- Supply News* **30**
- Letters / Pen Friends* **34**
- Scouter's 5 & Skits* **35**
- Swap Shop* **38**

Executive Editor  
**Garth Johnson**

Editor  
**Linda Florence**

Art Director  
**Richard Petsche**

Advertising  
**Laureen Duquette**

Circulation  
**Barbara Alexander**

Cover: The Wright Image, Ottawa, ONT  
(inset) Jean Green, Winterton, NFLD

The Canadian Leader Magazine is published 10 times a year by Canyouth Publications Ltd., PO Box 5112, Stn F, Ottawa K2C 3H4; (613) 224-5131. Please address all correspondence to the editor. Publications mail registration #2405. Yearly subscription: registered members Scouts Canada \$6; non-members \$10; outside Canada \$15.

The Leader serves as a program resource for Scouters and other adults who work with young people. Editorial contributions are made on a voluntary basis. Unsolicited submissions welcome.

Advertising Policy: Advertisement of a product or service does not indicate endorsement by publishers. Publishers do not assume any responsibility by warranty or otherwise with respect to products advertised.

The Leader is printed on paper containing 50% recycled fibre.

ISSN 0711-5377







# IRON CUBS 1991

by Lynn Belliveau

Last spring, in honour of the 75th anniversary of Cubbing, the Holy Family/Acadia Park Cub Pack joined forces with four other packs in Moncton, N.B., to hold an Iron Cub competition in Centennial Park. ♦ Several weeks before the May competition, representatives from each pack's leadership team met to plan the activities. We decided to hold 10 events, making each of the five participating packs responsible for the setting up, staffing, and scoring of two. ♦ Scouter Doug Wilson designed participant and winner buttons, drew up an event location map, and prepared registration and scoring sheets. With a registration fee of 50 cents from each Cub, our lunches packed, and our first aid kit at hand, we were ready for a hot sunny day of fun. ♦ After the 40 Cubs had signed in, each chose a buddy for the day. We paired up two buddy groups to form a team and two teams to travel together from event to event, some in which they would compete as singles and others as teams. Team helpers, including two Scouts, were assigned to travel with each group. They picked up info on their starting stations and a map of the course and, after a rousing Grand Howl, were on their way.

## ACTIVITIES

**CAN PULL** tested the strategy, cunning, and strength of individual Cubs. We used four large buckets and two ropes tied together at the centre. A Cub stood on each bucket holding the end of a rope. The object was to pull other Cubs off their buckets. As one Cub toppled, another replaced him, until there was a single champion in each group of eight.

**HIGH STEPPERS** also chose individual winners. The Cubs who weren't racing at the moment had a chance to practise walking on real stilts available at the station. We used 10 tin can stilts (two spares) made from coffee cans and macramé rope. Each team of four raced a straight-line course 9 m and back. The winner of each team raced off against the winner of its partner team to declare a champion from each group of eight.

**TUG OF WAR** determined champion teams. We used a sturdy 9 m long rope and two stakes, placed about 1.5 m apart, to mark the centre zone. Two teams squared off and pulled until one managed to pull the other into the centre zone.

**THREE-LEGGED RACE** determined pair champions. We used a start and finish line and four sacks. Buddies paired up, each putting one leg in the sack and one arm over his buddy's shoulder. The four pairs of buddies raced together over a 12 m course, and one pair was declared the winner.

**JOUSTING** rewarded Cubs with low centres of gravity and lots of determination. We used two soft pillows; a 2.4 m length of 2x4 inside a cardboard carpet tube supported at each end on A-frames securely

guyed to the ground; and mattresses and pads covering the ground beneath the jousting bar. Two at a time, Cubs mounted the jousting bar, anchoring themselves by crossing their feet under the bar (feet may not touch the ground). The two battled each other with pillows until one toppled to the mattress below. We made it a best-out-of-three competition and declared a single winner from each group of eight.

**WALL CLIMB** took ingenuity and teamwork. We used a thick plywood wall



*Can Pull: strategy, cunning, strength.*



1.2 m x 2.4 m, with cross studs at back to climb down, a support base, and guy ropes; and a 3 m climbing rope behind but not attached to the wall. Each team of four had 10 minutes to plan and execute the wall climb. It required teamwork to get larger Cubs over first. Then they acted as anchors on the rope that lighter Cubs used to scale the wall. We based scoring on time and the number of Cubs over the wall per team.

**WEATHER BALLOON** also demanded teamwork. We used a large weather balloon inflated to about 1.2 m in diameter and four staves about 1.8 m long. Each four-Cub team had a certain time to plan their strategy and move the balloon around a course using only the staves (no hands). If the balloon hit the ground during the run, the team had to return to the start point. The team that completed the course in the shortest time was declared winner.

**BROAD JUMP** needed only a sandy area, a starting line, and a measuring tape. Each Cub had a 1.5 m running start before



launching into the jump from the start line. The three Cubs who recorded the greatest distance were declared winners.

**BASEBALL TOSS** rewarded the three Cubs who threw the farthest. We used a baseball, several pieces of marked wood placed 3 m apart along the throwing line, and a measuring tape. Each Cub threw the ball as far as he could and his distance was recorded on the score sheet.

### DYB TRIVIA

provided some mental challenge and led to team winners. We used the QuizMaster, designed by Holy Family Akela Milt Pratt and described later in this article, 20 trivia questions based on star and badge requirements in *The Cub Book* as well as 10 extra questions in case we had to break a tie, and team score sheets. When the stationmaster asked a question, the first Cub to hit his button had a chance to answer. In our event, a correct answer earned a point for the team. There were no penalties for incorrect answers.

After lunch, when the Cubs had completed the first round of events, the playoffs began. Winners from each group competed against each other to determine the champions. For single-winner events, we had first, second, and third places. In team events, there was only first place.

To choose Moncton's Iron Cub 1991, we gave 3 points to first place, 2 points to second, and 1 point to third. All in all, the day was a huge success that produced 40 tired but happy Cubs, many winners, and two Iron Cubs.



# HOW TO MAKE USE THE QUIZMASTER

by Milton Pratt

If your group ever holds "Jeopardy" style quiz tournaments or other question-answer contests that pit one team against another, the QuizMaster is the perfect impartial judge whenever you need to determine who knew the answer first.

Up to eight players can hit their own button corresponding to one of the four Red Team or four Green Team light emit-

ting diodes (LED2 to LED9) on the unit's front panel. As soon as a contestant pushes his or her button, there's a short buzz, the player's LED lights on the front panel, and all other contestants are locked out. There is no question about who buzzed first!

If none of the players know the answer, a "time-out" tone sounds from the speaker. You use an adjustable control on the unit's front panel to adjust the time-out duration (from about five seconds to 20 seconds).

The circuit for the QuizMaster (see diagram) includes an eight position "electronic judge"; a timer; a "time-out" beeper; and a power supply. It is best to use a printed circuit board to construct the circuit. The design and manufacture of such a board is left to your resources. As an alternative, you can solder the components onto a grid board such as Radio Shack Cat. #276-147 and interconnect components with 30 gauge wire-wrap wire soldered point to point.

### ELECTRONIC JUDGE CIRCUIT

The eight SCRs (Q4-Q11) form the heart of the electronic judge circuit. The anode of each SCR has a positive bias on it by way of a LED (LED2-LED9), relay coil K2, buzzer BZ, C5/R21 and D2. A bias voltage is also applied to one of the contacts on each push button (S4-S11) by way of contacts on relay K1 (K1 must be energized), contacts on relay K2 (K2 must be un-energized), R11 and R20.

As soon as a contestant presses a push button (S4-S11), a positive bias is applied to the respective SCR gate terminal. That bias "latches on" the SCR associated with that contestant which, in turn, lights up the appropriate LED (LED2-LED9) on the front panel. At the same time, the action of the SCR latching on sounds the buzzer BZ and locks out all other contestants. The lockout occurs because the relay K2 contacts operate to remove the availability of a bias voltage to the gates of the other SCRs.

After the contestant has answered the question, you must reset the electronic judge circuit by flicking switch S12 momentarily to the "reset" position. This turns off the latched-on SCR.

Switches S4-S11 are located externally to the QuizMaster unit so that you can place them in front of a row of contestants. For example, you can mount each switch in a standard electrical outlet box (on a suitable cover plate) and mount each outlet box on a length of 2x4. Each of two 2.1 m lengths holds four switches evenly spaced. You need a cable with at least five conductors between the QuizMaster unit and each set of four switches.

#### TIMER

The primary components of the timer circuit are Q1, RV1, K1, LED1 and push button S2. Pressing button S2 charges capacitor C1 to 12 volts. The voltage on C1 turns on Q1, which energizes relay K1 (and turns off LED1). C1 discharges via R3 and also via the emitter/base junction of Q1, R1, and RV1. You can set the time for C1 to discharge by adjusting control RV1. When C1 has discharged, Q1 turns off and K1 is unenergized (LED1 turns on).

#### TIME-OUT BEEPER

The time-out beeper circuitry consists of IC1 (tone oscillator), Q3 (speaker driver),

Ready for the question.



and Q2 (which controls how long the tone sounds) plus associated components. Pin 8 of IC1 (Vcc in) receives +12 volts via contacts on relay K1. Therefore, K1 must be un-energized in order for IC1 to work.

When K1 is energized (in the timing mode), C3 is charged to +12 volts via contacts on K1. When Q1/K1 time out, C3 discharges via RV2, R6, and the base/emitter junction of Q2. This turns on Q2, which provides a ground return for the speaker. When C3 has discharged, Q2 turns off and shuts off the speaker. Q3 is driven by a tone from pin 3 of IC1 via R9.

#### POWER SUPPLY

The QuizMaster is normally powered from 120 volts AC. If your location doesn't have such a power supply, you can use an external 12 volt source (e.g. car battery)

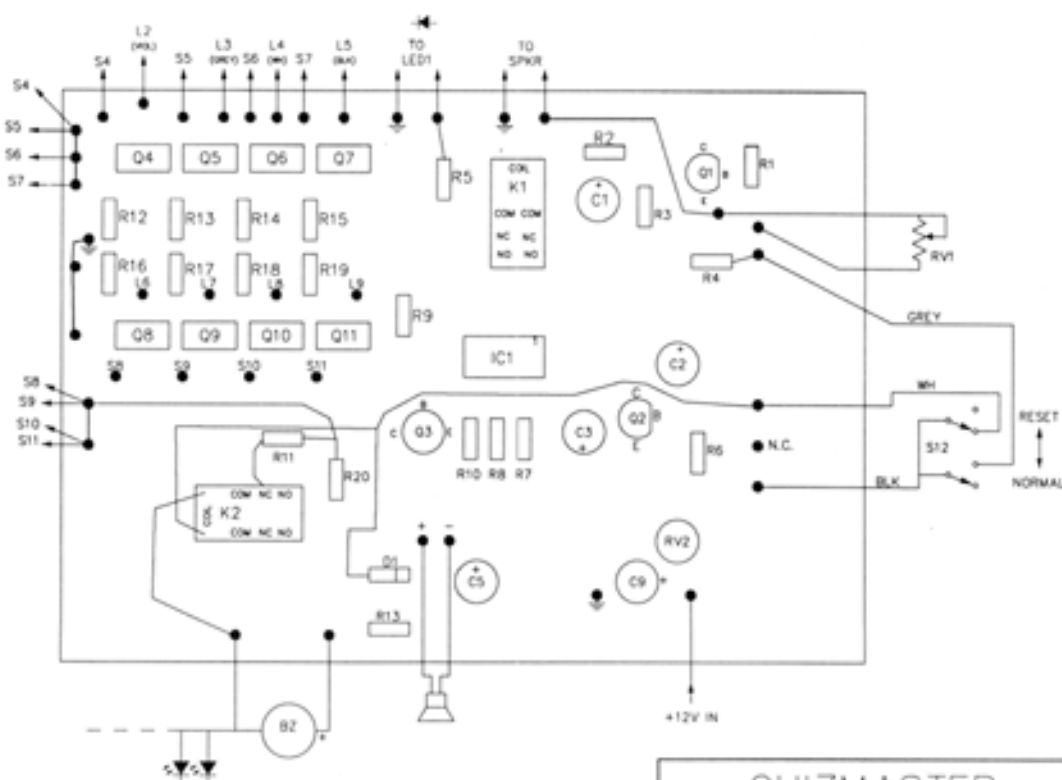
connected to J1, J2. You use switch S1 to select the AC or DC power source. Diode D1 prevents damage to the unit if the wrong polarity of voltage is connected to J1.

Power transformer T1 applies 16 volts AC from its secondary winding to the full-wave rectifier bridge BR1. The DC output of BR1 is filtered by capacitor C6. IC2 regulates the output of BR1 down to 12 volts. If a transformer with a secondary winding of 16 volts is not available, a unit such as Radio Shack Cat. #273-1505 (rated at 12.6 volts) will get by.

#### USING THE QUIZMASTER

Place the QuizMaster unit on a table, along with a list of questions and answers and a suitable score sheet. Place the two 2x4s on which the push button switches are mounted in line with contestants sitting in a row behind. Have each contestant sit cross-legged in front of one of the switches prepared to press the button when he or she knows the answer to a question.

Normally, the unit will be plugged into a 120 volt AC outlet for power. If you are using it outdoors where AC power is unavailable, you can run it on 12 volts DC from a 12 volt battery connected to jacks J1 and J2 (positive to J1). In this case, place switch S1 in the DC position. The QuizMaster's current consumption is 200 mA, maximum.



QUIZMASTER  
BOARD LAYOUT

QUIZMLAY.DWG CMP JUN 14/91

Before starting, decide how long to allow contestants to react and set the "Time-Out Adjust" control RV1 accordingly (typically 10-20 seconds). To be sure, check the time-out duration setting with a stop watch.

Before asking a question, make sure each contestant's hands are away from the push button. Just before you are finished asking each question, press the "Time Start" switch, S2. If several players know the answer, the QuizMaster unit will register the first to press a button. The appropriate LED on the panel lights up and there's a short burst from the buzzer. At this point, other contestants who press their button will be locked out.

The person who pressed first must answer the question in the time allowed. To get ready for the next question, flip switch S12 momentarily to the "Reset" position, then back to "Normal". This turns off the LED lit when the contestant hit the button.

If none of the players push a button to answer a question, the timing circuit will give a short beep when time is up. You need not reset the unit before the next question unless one of the LEDs is on.  $\wedge$

#### Program Links

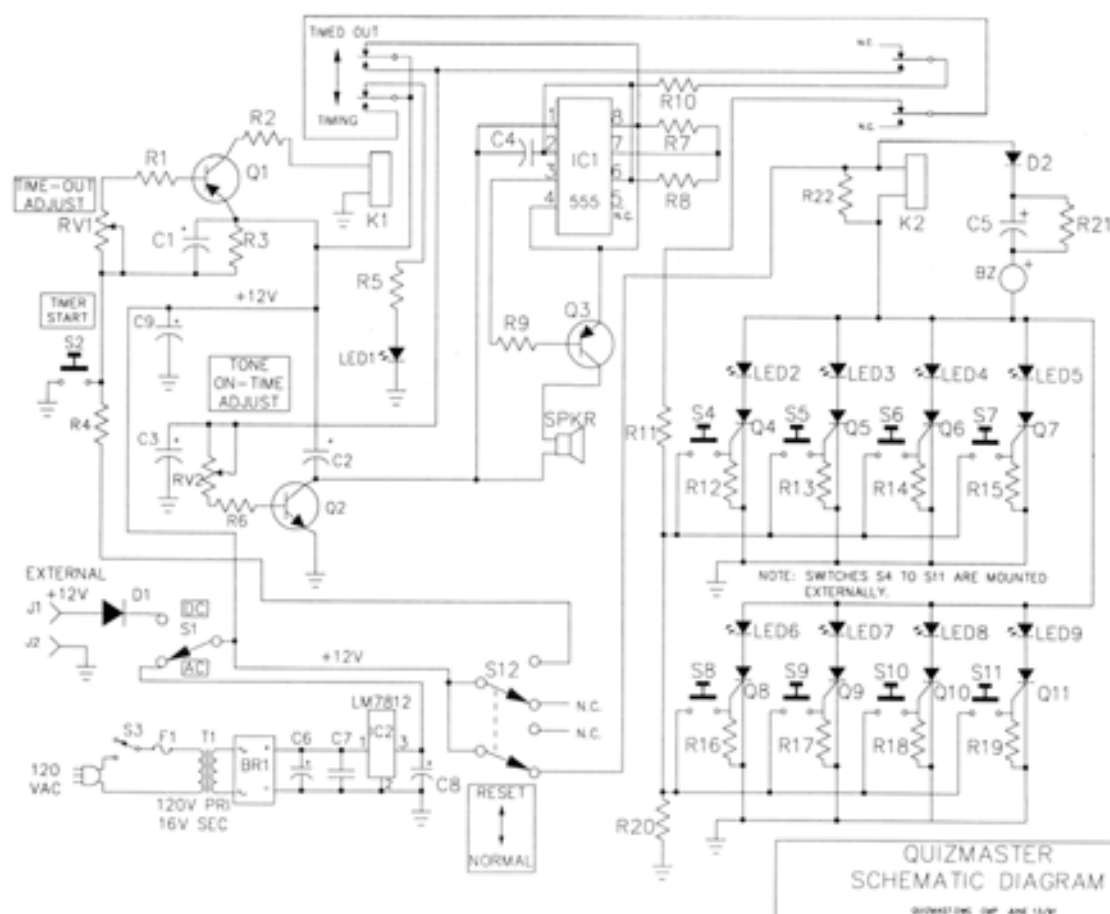
Red Star 1,2,7; Athlete Badge

Scouters Lynn Belliveau and Milton Pratt are leaders with the Holy Family Cub Pack, Moncton, N.B.

## PARTS LIST

Note: The designation RS # indicates a Radio Shack Catalogue Number.

Qty	Circuit Designator	Description	Qty	Circuit Designator	Description
2	C1, C	1000 uF Electrolytic Capacitor	1	LED1	Yellow Light Emitting Diode (LED)
1	C2	10 uF Electrolytic Capacitor	4	LED2-LED5	Red LED
1	C3	50 uF Electrolytic Capacitor	4	LED6-LED9	Green LED
1	C4	0.01 uF Disc Ceramic Capacitor	1	Q1	2N3906 PNP Transistor
1	C6	4000 uF Electrolytic Capacitor	1	Q2	2N3904 NPN Transistor
1	C7	0.33 uF Metal Film Capacitor	1	Q3	2SB714 PNP Transistor (Sub ECG 176)
1	C8	2 uF Electrolytic Capacitor	8	Q4-Q11	106 SCR, 200V
1	C9	470 uF Electrolytic Capacitor	1	S1	DPDT Mini Toggle Switch; RS #275-663
1	R1	270 ohm, 1/2 w Resistor	1	S2, S4-S11	SPST Momentary Push Button; RS #275-8077
1	R2	82 ohm, 1/2 w Resistor	1	S3	SPST Mini Toggle Switch; RS #275-662
1	R3	15K ohm, 1/2 w Resistor	1	S12	DPDT Momentary Toggle Switch; RS #275-637
9	R4, R12-R19	47 ohm, 1/2 w Resistor	1	SPKR	Small Speaker, 8 ohm
2	R5, R6	470 ohm, 1/2 w Resistor	1	BZ	12 VCD Buzzer; RS #273-051
2	R7, R9	4.7K ohm, 1/2 w Resistor	1	T1	Power Transformer, 120VAC PRI, 16 VAC SEC
1	R8	33K ohm, 1/2 w Resistor	1	F1	1A Fuse and Holder
3	R10, R11, R20	100 ohm, 1/2 w Resistor	2	J1, J2	Multipurpose Binding Post, 1 Black, 1 Red
1	R21	680 ohm, 1/2 w Resistor			
1	R22	150 ohm, 1/2 w Resistor			
1	RV1	5K ohm, Potentiometer			
1	RV2	5K ohm, Trimmer Resistor			
2	D1, D2	1N4003 1A 200V Diode			
1	BR1	1A, 50 PIV Bridge Rectifier			
1	IC1	555 Timer IC			
1	IC2	LM7812 Voltage Regulator, 12v			
2	K1, K2	DPDT, 12V DC Relay; RS #275-249			







TROOP  
SPECIALTY  
BADGE

by Scott Shaw

# CAER is "Being Prepared"

- to advise the troop and their parents of potential emergencies, natural and industrial;
- to help them understand CAER's emergency plans;
- to have them develop their own home emergency plan in cooperation with that of CAER.

## TROOP SPECIALTY BADGE REQUIREMENTS

1. Know how to identify emergency signals for a chemical release or spill in our community.
2. Identify necessary precautions to ensure the safety of your family at home during a spill or chemical release.
3. Identify five types of natural disasters that could occur in our area.
4. Pick one type of emergency or natural disaster and, with the help of your family, Scouters, and local emergency services personnel, plan:
  - a) an escape route from your home
  - b) what role the Scout Troop could play in the emergency
  - c) the type of emergency equipment you should have at home
  - d) a list of emergency telephone numbers
5. Visit or have someone speak on any two of the following and complete a report on the purpose and/or operation of these organizations:
  - a) CAER
  - b) CVECO
  - c) TransCAER
  - d) Local fire department
  - e) Marine search and rescue
  - f) Police or 911 dispatch centre

**M**ost people who live in and around "Chemical Valley" in the Sarnia-Lambton area are aware of the potential for natural as well as chemical emergencies in their communities. So, when the 1st Corunna Scouts were looking for a Troop Specialty Badge theme, CAER came naturally to mind.

CAER stands for *Community Awareness and Emergency Response*, a key component of the Responsible Care program of the Canadian Chemical Producers Association (CCPA). The program is a set of initiatives all members of the CCPA undertake to help safeguard employees, the environment, and the communities with which they come in touch. Like Scouting, CAER advocates being prepared.

CAER requires member companies to

- advise the community of potential hazards associated with its operation;
- have their own emergency plan and ensure it is integrated with the community emergency response plan.

Emergency planning is not new to Ontario's Sarnia-Lambton area. Local industries recognized the need for advance preparation for natural or industrial emergencies way back in 1951. That is when the Chemical Valley Emergency Coordinating Organization (CVECO), a forerunner to CAER, was formed. The purpose of CVECO is "to provide a coordinated service by local emergency response groups to deal with all natural and industrial emergencies which present hazards to the public".

Over the years, CVECO has installed warning sirens, coordinated industrial alarms, encouraged the formation of a burn care unit and a computerized poison treatment index, and encouraged the creation of the Lambton College Industrial Fire School.

A Community Awareness Committee started in 1985. Soon after, CVECO and the committee amalgamated to form CAER. Since CAER is all about being prepared, we felt it appropriate for the 1st Corunna Scouts to get involved with promoting CAER to members and their families. We set three simple goals:

Emergency planning isn't restricted to the Sarnia area. Natural disasters such as fires, floods, and tornados do happen elsewhere in Canada, and communities generally develop emergency plans to deal with them. Make your Scouts and your district aware of this planning and get involved. Maybe we should be offering our skills and facilities to our municipal emergency planners.

Think about it. How can Scouting help? Can your local Scout camp be used as an evacuation centre? Could Scouts, Venturers, and Rovers provide emergency food services?

Don't wait until something happens. Be Prepared.  $\wedge$

Scott Shaw is Troop Scouter with the 1st Corunna Scouts, Ont. An employee of BASF Canada Inc., Sarnia Dispersions, he is involved with CAER planning.

### Program Links

Citizen Bronze 3b, Silver 4b, Gold 2  
Safety Gold 1a, 3e,f



1st Corunna Cubs and Scouts outside the CCPA SafetyTrain, a general purpose tank car converted to a classroom on wheels where first responders and members of the public can become aware of tankcar safety features.

# A Stitch in Time

by Glenn Cockwell

You have all experienced it, the high-pitched summons bordering on panic: "Scouter, come quick! John has cut himself."

Off you go, first aid kit in hand, hurrying but trying to project a calm image. And there is the victim, blood over everything. Move quickly; calm the Scout; find the wound; apply direct pressure; elevate.

Thank goodness, the bleeding has stopped. You know the drill now. Clean him up, wash out the cut if it is minor, apply a dressing, secure it, and now...

And now, the first aid book goes on to the next chapter. But, wait a minute. The cut was kind of deep. Should you take the Scout to the emergency clinic? Will it need stitches?

There is no pat answer. Many circumstances will influence your decision, and not all of them are related to the wound. How far are you from medical attention — 15 minutes from the local hospital, a two hour drive away, or six hours into a weekend canoe trip? Are you on your own with a patrol or six? Can you take them all with you? Can you leave them unsupervised? When are parents picking them up?

It seems there are two basic things we need to know. Does the cut need stitches? If it does, how long can we wait until it is stitched? Being fortunate enough to have a doctor in the family who specializes in emergency medicine, I sat with him one evening and posed these questions.

## How deep must a cut be before it must be stitched?

Before we talk about the depth of a cut, I think we should make clear why stitches are used. There are two basic reasons for stitching.

The first is to bring the wound together and keep it together. This will let the body mend it as quickly as possible and reduce the possibility that the wound will become infected.

The second reason for stitching is to reduce scarring. The body will grow new flesh between two edges of a cut, but it will not have the same look and feel as the surrounding skin. If the edges of the wound, at rest, are more than 5 mm apart, stitches are essential. Stitches hold together the edges of the cut as tightly as possible, which means the new skin or scar tissue is less likely to be visible.

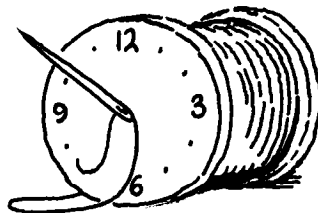
Now, let's talk about depth. Generally, any cut that goes beyond the dermis (skin) into the subcutaneous fat below should be

stitched. That means any cut more than 3 mm deep. But, that isn't the whole story. You also have to consider the location and shape of the cut.

If the cut is where the edges will be pulled apart either at rest or through normal activity, stitches are needed. A shallow cut on the forearm that can be immobilized might heal quite nicely with proper bandaging. The same cut on the calf, which will continuously be pulled open when the person walks, needs stitches.

Always consider cuts on the face candidates for stitches. A cut that might be considered too shallow to stitch if on the thigh will likely require stitches if it's on the face.

Up to this time, I have been talking about what I call "tidy cuts". These are straight cuts, usually caused by knives and other sharp edges. There is another type of cut — the one with ragged edges, bruised edges, or associated flaps of skin. These cuts need immediate attention and careful stitching to enhance healing and minimize scar formation.



## How long can stitching wait?

The primary consideration here is contamination. Contamination will occur if the wound happens in association with swamps, bogs, marshes, clays, or subsoils. Bites, both human and animal, are also associated with high infection rates.

If a person is wounded in a situation with a high possibility of contamination, get medical treatment as quickly as possible. Anything over six hours is too long.

In a situation of, say, stubbed toes on a clean sandy beach, a delay of six to eight hours will not have an adverse effect. You can delay even up to 18 hours if you are very careful cleaning and bandaging the cut.

For facial wounds, scarring can be minimized with stitches even if treatment is delayed up to 24 hours.

If the wound is deep enough that there is the possibility of damaged nerves, arteries, or tendons, it needs immediate specialized treatment. If you can get medical attention right away, do it.

## What can I do in a long-delay situation (e.g. an extended canoe trip)?

Any action here must try to duplicate what stitches would do. That is, you must try to immobilize the edges of the wound so that they are not being pulled apart, and you must ensure the wound stays clean to prevent infection.

Pay particular attention to the cleansing of the wound. Where normal first aid procedures call for rinsing with clean water, in this situation you should ideally use a .9% saline solution. Since most first aid kits do not normally contain a supply of this, your best alternative is to use water that has been boiled for a minimum of five minutes.

During the cleaning, wash the area around the wound as well, making sure to wash any dirt away from the wound, not into it. When the wound is clean, bandage it to ensure the edges are held together as closely as possible.

Sterilized tape to hold a wound closed is available in drugstores. You can use it in areas where the skin can be kept dry. Degrease the skin close to the wound with alcohol, being careful not to get alcohol in the wound, then apply the tape perpendicular to the cut.

Do not use this tape if you can get the injured person to medical help. It is only a stopgap for times when it is impossible for you to reach a doctor within 24 hours.

If the cut is in an arm or leg, immobilize that limb to the extent that the area of the cut will not be stretched or flexed. In warm weather, take care that sweat does not wash contamination into the wound. Change the dressing every 12 hours.

## Is there anything else we should know about stitching?

In general, if you have any doubt, take the Scout to medical help and let them decide whether a stitch is needed. Unless the wound continues to bleed, there's no need to rush. Once you have applied the initial first aid, you can take time to ensure the safety and security of the other Scouts. Make sure the person who takes the patient to the emergency clinic knows when the accident happened and under what circumstances. X

*Glenn Cockwell is Troop Scouter with the 606th Toronto Scouts and a member of the East Scarborough Service Team, Ont.*

# The Great Spring Kite Festival

from Ross Smithrim



For the past two years, the 1st Trenton Cubs, Ont., have invited all Cub packs in Trenton District to a spring-time Kite Festival, generally held the Saturday after the long weekend in May.

"As you know, Tawny Star 5 and Handicraft Badge 8 ask Cubs to make and fly a kite," says 1st Trenton Scouter Ross Smithrim, kiting enthusiast and the event's prime mover and shaker. "We make it fun for them by holding the festival."

The festival, this year scheduled for May 30 (June 1 rain-date), starts at 11 a.m. with registration and kite flying. Competition begins at 1:00. "We use three judges," Scouter Smithrim says. "Try local

kite flyers, public figures, the police chief or mayor, or your district commissioner."

The events include a kite parade, where kites are judged on beauty, structure, and design in four categories: homemade kites, factory-made kites, largest-built kites, and smallest-built kites. Cubs may enter as many categories as they wish. That's followed by the kite race. Cubs must hold the bridle to start and may run with their kites. The winner is the furthest kite out in three minutes.

The next competition is for Pack Kite. The Cub pack must have made the kite, and the pack leader must fly it for 10 minutes. On the ground and in the air, the kites are judged on beauty, design, structure, and performance.

Next comes specialty kite flying, where kites are judged on performance only in the same four categories judged during the kite parade. Again, Cubs may enter as many categories as they wish.

Finally, there's the judging of the overall best kite built by a Cub.

Scouter Smithrim has designed three diamond-kite-shaped wooden trophies awarded each year for Best Over-all Cub Built Kite, Best Pack Kite, and Best Kite-flying Pack. The winners' names, pack names and numbers, and the year are engraved on the side of each.

The 1st Trenton Cubs prepare for the festival with two kite-making meetings in early May each year, Scouter Smithrim tells us. Leaders get them thinking first about the pack kite by showing them a number of kite designs and having them choose one. Then, on the first kite-making meeting, they invite parents to come along and help the Cubs build their individual kites. In 1991, the leaders gave them two designs to choose from — a diamond and a sled.

At the second meeting, the Cubs and leaders work together to build their chosen pack kite, for which leaders have bought needed materials.

"I have been flying kites for about 25 years," Scouter Smithrim says. "I build my own kites, go into competitions, and go around giving talks about kites and teaching people how to make kites, including a very simple one for young children (sidebar)."

His enthusiasm knows few bounds. "I challenge all districts in Canada to put on a kite festival," he says. Meanwhile, he will work to expand the festival in the Trenton area and, in 1994, hopes it will become a regional affair.  $\Delta$

*Scouter Ross Smithrim is a leader with the 1st Trenton Cubs, Ontario.*

## Program Links

Tawny Star 5  
Handicraft Badge 8  
Green Star 6



## A Child's First Kite

Scouter Ross Smithrim's "simple kite for children" will work as well with Beavers as Cubs. "If kiting is your bag, then this bag is your kite," he says. Give it a try with your lot on a windy day in early spring.

### Materials & Supplies

Paper grocery bags  
Round rattan or thin bamboo  
Staples and stapler  
Markers and crayons for decorating  
Scissors  
Cord 7.5 to 15 m long  
15 cm length of dowelling  
(to wrap cord on)

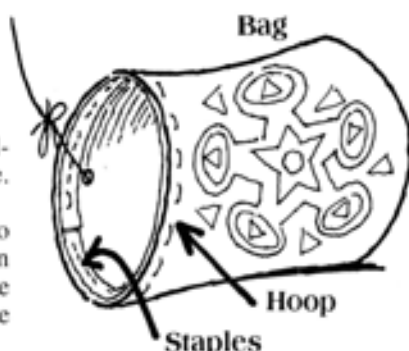
### Method

Cut the bottom out of the bag following the rectangular outside line. Decorate the kite.

Make a hoop from rattan or bamboo and tape together so that it fits snugly in the top of the bag. Fold the paper at the top of the bag over the hoop and staple in the hoop.

The kite doesn't need bridle or tail. Simply use a pencil to poke a hole just below the hoop at some point. Push in an end of the cord and tie the cord around the hoop. You're ready to fly the kite and astonish skeptical onlookers.

Most other kites take much longer to make and require bridles and balancing that will frustrate a small child, Scouter Smithrim says. "The bag kite may not look like much, but it flies — even without wind. All it really takes is kid power!"





# A Few of my Favourite Things

by Colin Wallace

Besides their love for the great outdoors, one reason so many people enjoy camping is that it gives them an excuse to collect more toys. Campers can justify accumulating gadgets and gizmos by the carload, all in the name of making life more comfortable in some remote wilderness location.

I'm like the rest of you. I love to collect camping stuff — stuff that makes my life easier when I'm away from home. Sure, I could stay home and enjoy all the creature comforts installed there, but then I wouldn't be able to brag about "roughing it" in the great outdoors.

Over the years, I've developed a preference for a couple of camping items. One of them is the tourist-pyramid outside-frame canvas tent.

The tourist tent is a tank of a tent. In Toronto, about \$50 buys a demonstrator model (i.e. a tent that's been set up in a display, not actually used at camp). With designer tents costing up to 10 times more, the tourist tent is a real bargain.

Of course, at \$50 the tent features no extras, so I add a few. For example, it doesn't come with a stuff sack, so I pack it in two or three old peat moss bags. These heavy-duty plastic bags also serve as an extra layer of insulation and protection when I lay them out on the ground under the tent floor.

To weatherproof it, I annually brush waterproofing on the tent roof, seams, and walls (only up to 25 cm above the floor). In 20 years of using this style of tent, I've never had any gear inside get wet.

I also subtract items. For example, the front canopy poles are designed to hold the canopy horizontal. Horizontal canvas provides shade from the sun, but it doesn't shed water readily. Besides, nobody ever sits under the small awning. That's why I support the end of the canopy with only the top half of the two-piece uprights (I switch the end caps to the top sections). This slopes the canopy for easy water runoff, but still allows free access to the tent.

I usually leave the front flap at this angle during the night to keep the inside well ventilated through the door screen, but still protected from rain. In winter, I add a cover over the door screen. And sometimes I extend the tent porch by adding a small tarp supported by the two porch uprights. That allows me to store packs, boots, and gear outside.



*Waterproofing*

With a little practice, one person can set up the tent in about five minutes (10 minutes if blindfolded). Since the tent is free-standing, your kids can practise setting it up in the comfort of the great indoors by anchoring it to the hall floor with some duct tape.

The tent has no guy lines (but you can storm-proof it by adding a few), which means its small footprint is all useable floor space with lots of standing room for getting dressed. The tent sleeps two with cots, three with packs, and four with the porch canopy extended.

The tent is rugged enough to survive abusive handling by Cubs and Scouts but, if one tent does become unserviceable, you can salvage spare parts for your other tourist tents. Of course, its ruggedness means weight. It is not lightweight. It's suitable for car camping, not hiking.

## BUCKET STOVE

A bucket stove is another of my favourite things for camp. I make it from a five gallon metal barrel with holes liberally punctured in its bottom half, a fire-basket installed about halfway up the barrel, and a grid across the open end to support cooking pots.

The bucket stove has several benefits. It will incinerate almost anything — twigs, cones, food scraps — reducing it all to a fine ash so that no fuel is wasted. It uses only one-tenth of the fuel you need for an open fire, which means you do much less wood gathering and sawing.

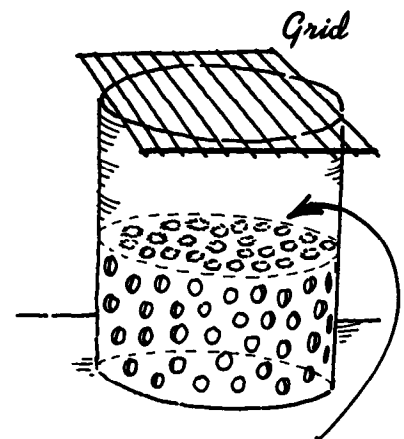
The stove burns wood efficiently but, when I'm preparing a meal, I supplement wood with smokeless charcoal briquets. And, between meals, I can ensure a supply of dry wood for fuel by filling a second metal bucket with mini-logs, closing the bucket lid, and setting it on top of a smouldering bucket stove.

The bucket's chimney effect provides concentrated, controllable heat that gives hot water from a cold start in about 15 minutes. And I can leave the stove on simmer by putting a lid over the top to reduce its intake of oxygen.

The top of the stove is about 50 cm above the ground, a convenient height to work on. Since the fire basket is about 25 cm above the ground, it doesn't damage the ground. You can even move it, very carefully, to another site if necessary. Try that with an open fire!

A bucket stove is much safer than a liquid fuel or gas stove. It's also safer than a ground fire because it's easily extinguished, but it still lets Scouts learn about building and maintaining an open fire. It combines the efficiency of a stove with the romance of a fire. In fact, it can serve as a campfire.

Another important feature is that the stove is made mostly from scrap materials. Like the tourist tent, it's not lightweight, but it can take any amount of abuse at the hands of Cubs and Scouts.



*Fire basket*

I have several other favourite things (my saw, my flatiron cooking tongs, and my plastic barrel), but I'll tell you about those another time. Surely you have your own list of favourite things? Write in and tell other **Leader** readers about them. We campers are always looking for a few more toys! X

*Scouter Colin Wallace is ARC Training in Greater Toronto Region, Ont.*

## ENVIRONMENTAL OPPORTUNITIES

# GIVE WILDLIFE AN EDGE

by Ben Kruser

**T**he Canadian Wildlife Federation's 1992 National Wildlife Week program has the theme *Keep Canada Ever Green for Wildlife*. Part of the theme's focus is to encourage young people to plant trees and shrubs in arrangements that maximize benefits for wildlife.

Since 1973, Scouts Canada has planted nearly 50 million trees through Trees for Canada. Thanks to your efforts, we are second to none in youth-coordinated conservation projects nation-wide. Given our firmly entrenched public status and increased understanding of wildlife needs, now is a good time for Scouting to look at planting options where the need is more for quality than quantity.

The traditional Trees for Canada project involves mass conifer planting, a good ap-

proach in areas suffering from soil erosion, clear-cutting, or forest fire, and other situations where many trees are required at once. Generally, we plant a single conifer species in straight-line rows. Although you can reforest quickly and neatly this way, forest ecologists now recognize that the approach often causes problems for both trees and wildlife.

A cultivated forest of a single tree species is termed "monoculture" planting. When a disease or pest native to that tree invades the forest, it can quickly cause an epidemic. A natural forest has a variety of tree species providing controls. Since a disease or pest that lands on an unsuitable tree generally dies, a mixed forest can help slow down disease or pest movement.

In nature, tree diseases and insect pests are not "bad". A natural forest is made up of uneven age growth from seedlings to old trees. Such forests provide the most variety of wildlife food, shelter, and space. Disease and insect pests are one of nature's ways of pruning out weak trees to allow for new growth. Nature balances tree pests with natural controls such as birds and cold weather, and the forest maintains itself.

In our cultivated forest where planted conifers are all the same age, there's no

competition with other tree species, and the seedlings all grow straight as arrows. A thick forest canopy shades out light needed for underbrush to survive. Conifer needles sterilize the ground to eliminate future competition, and fewer seedlings sprout.

A plantation like this has great appeal to many people. It's very orderly, neat, and comfortable to walk through. Everything is in its place. You can see from one end to the other, which provides a sense of security in case some wild animal wants to sneak up on you.

But people aren't the ones who depend on the plantation for survival. For wildlife, it's not a great place to live. It's easy to see through, which offers too much risk of being noticed by a predator. Unless an animal is especially adapted to picking seeds out of cones, there's not much to eat. No bush or grass grows here. And there's very little plant variety for homes.

Plantations support very few wildlife species. What might appear to be a very tidy forest to us is, in fact, a biological desert to wildlife.

### WHAT CAN WE DO?

How can we change or enhance our tree-planting approach to help wildlife?

## Make Some Links

**N**ational Wildlife Week, April 5-11 is only one of many special occasions you can link into this spring to involve your young members in environmental projects.

There's *Environment Week* (World Environment Day, June 4) and the CCRECUP challenge in June (p.18), and you can also check into possibilities offered by *National Soils Week*, April 13-19 and *National Forestry Week*, May 3-9.

*Earth Day* falls on April 22, an ideal time for a special environmental project or event. Some communities will turn the period into Earth Week and encourage a number of environmental initiatives.

Perhaps your community has a specific environmental problem and is looking for help to solve it (*Ladybug Picnic*, p.14). Keep yourself in touch with local issues and happenings and be prepared to offer your group's services where they might be needed.



The 2nd Kemphville Cubs, Ont., tapped into the local College of Agricultural Technology when they planted an American Elm on the grounds of St. James Anglican Church last spring. "It was part of a project of Professor Langenberg, who is introducing a disease-resistant variety of the elm into Canada," says Akela Peter Bunn. "The Cubs were rather thrilled at being a part, however small, of history."

Here are some tips for groups who participate in traditional Trees for Canada mass plantings. You may wish to talk to the forestry representative who manages your project to consider options to your current planting methods.

1. Avoid planting in straight rows. Scatter seedling plantings like a tree would scatter its seeds.

2. Plant trees in clusters. This lets shrubs and grass grow in the area between, creating an ecologically important "edge". "Edge" is the area of transition from one plant community to another; for example, the brushy area between a forest and meadow. Wildlife are attracted to an edge because it blends and offers a variety of plants for food and shelter. With food available in the low-lying bushes, songbirds nest in nearby trees. Meadow species, such as rabbits, move in because the brush provides cover. Wildlife preference for this plant transition area is called the "edge effect".

3. Groups who have maintained a planting site for 10-15 years may wish to start working with a professional forester to develop a forest management plan. It might include selective cutting, re-planting, and adding new species to create a more natural and sustainable forest for both wildlife and people.

If you do not have access to mass tree planting projects or can't handle large planting activities because of your group's size or location, here are some ideas for small but very significant wildlife planting projects, from the Canadian Wildlife Federation's *Habitat 2000* program.

1. Make a "clump" — a cluster of trees. Start by planting one or more conifer trees (not seedlings) in the centre. Next, surround the tree(s) with one or more rings of shorter shrubs. Leave a 2 m space between rings.

You can improve existing tree clumps by planting dense bushy plants and shrubs around them or adding conifer trees or shrubs where there are none. Conifers give winter cover when other seed and fruit-bearing trees lose their leaves.

2. Grow a "thicket" — an area of dense bushes. Thickets are easy to create. Start with a tall, central shrub or a small fruit-bearing tree. Surround it with closely spaced bushy shrubs for dense growth.



Concerned about the disappearing rain forest, for the past two years the Yamaska Valley Scouts, Que., have taken an Earth Day hike to "Save the Amazon". Scouter Bruce Hughes of Waterloo initiated the event in 1990. Beavers walked 5 km and older members 10 km to raise \$600 to send to the World Wildlife Foundation in support of their cause. Last year, the Granby group played host and 109 youngsters, including members of Girl Guides, joined the hike. Beavers and Brownies hiked 5 km, Cubs and Scouts 10 km, raising \$1,028. The town of Knowlton will be hike hosts this Earth Day, and District Chairman Wolf Kutschke says "we are expecting a lot more people!"

Red raspberry or other prickly plants like brambles make excellent hiding places for small mammals and songbirds.

The shape and arrangement of a clump or thicket is important too. Design your plantings in irregular patterns, triangles, or long, thin rectangles. These shapes pro-



Victoria Region Scouts, B.C., helped fill this truck during a successful project that brought together three corporate sponsors and 800 Scouting members to clean up parks and by-ways in Greater Victoria on Earth Day '91. Beavers, Cubs, Scouts, Venturers and Rovers filled 10 dumpsters, a roll-off bin, and several boxes of recyclables with everything from gum wrappers to car bodies, says Regional Commissioner Grace Seabrook. BFI Waste Systems, Thrifty Foods, and CHEK 6 Television joined as sponsors for the event, providing trash disposal, publicity, food, T-shirts, and World Scout Environment Year crests. An even bigger effort is planned for Earth Day 1992.

vide as much edge as possible to attract wildlife.

For smaller plantings like these, a local nursery may be willing to donate or provide a reduced rate for grown trees and shrubs. The Canadian Wildlife Federation, Canadian Wildlife Service, and Wildlife Habitat Canada have created a Habitat 2000 Fund to help finance youth wildlife habitat improvement projects. You can apply for \$25, \$50, or \$75 for small projects and up to \$200 for more ambitious efforts.

For information on the fund and Habitat 2000, write to:

*Habitat 2000,*  
Canadian Wildlife Federation,  
2740 Queensview Drive,  
Ottawa, ON K2B 1A2 or call  
(613) 721-2286.

Start planning your spring planting projects now. By keeping Canada ever green for wildlife, you will help give wildlife an "edge" for survival. ^

#### Program Links

Cubs: Black Star 5,6  
World Conservation 1,5  
Scouts: World Conservation 2,  
Conservation A2.5; B2; C2.5; Service



# Ladybug Picnic

by Janet Whittaker

Last June, Scouting in Nottawasaga District, Ont., helped the environment and the community by taking part in a different kind of project. On Father's Day, they "planted" ladybugs.

Until 1991, the works department in the town of Tottenham sprayed trees in the community against bugs and aphids every year. The results were very disappointing. Instead of the pests, our song bird populations were most hurt by the chemicals. Many of the birds were poisoned because they ingested the spray on their natural food supplies.

In 1991, the town decided to investigate alternate methods of pest control and approached the local chapter of the Humane Society. Director Rick Foley had been experimenting with some old methods of pest control and found some of the natural ways the best.

He recommended that the town use ladybugs to rid the trees of the pest infestation. As small as they are, ladybugs eat aphids, worms, and other tiny pests. In turn, they are a safe food for birds.

Rick knew he could buy ladybugs in quantity from the Weall and Cullen nursery in Toronto, but only during the first part of June, around Father's Day. The community gave him the go-ahead to get the ladybugs and release them into some of the trees in the local conservation area as a trial.

Scouting seemed a natural helper. District groups were notified and asked to bring out their members for a ladybug picnic. On Father's Day morning, we gathered at the Tottenham Conservation Area ready to work. Some Sparks, Brownies and Guides, as well as local politicians, newspaper reporters, and the local television station joined us.

Rick first explained why we were releasing the ladybugs and showed our young members what the aphids had already done to hinder the growth of the trees. He encouraged the kids to return in a month to see if the ladybugs would make any changes in the situation.

We learned that the ladybugs would stay in the trees as long as they had a food supply — that is, lots of aphids. Once the trees were clean, they would move on to another area with a plentiful food supply.

Rick showed us how to build a ladybug house for the bugs to live in over the



Here you go, little ladybug. Here's your new home.

Imagine. Mom said it was okay to play with ladybugs!

A local camera shop donated some film canisters and, when the planting was over, each participant received a few ladybugs to take home to put in the family garden.

It was such a big success, we plan to make it an annual event. In 1992, we will have a real ladybug picnic and serve a pancake breakfast in the park to everyone who comes out to help.

It was a fun morning for young and old, and another way to help our environment and keep our communities safe. ♪

winter. They live only a year, he explained; they hibernate for the winter, have their young in the spring, and die, leaving their offspring to carry on their work.

Then, it was time for us to get to work. Rick sent off young members among the trees to "plant" their ladybugs. There were bugs everywhere, and the kids loved it!

## Program Links

Black Star 6,11,13  
World Conservation Badge 1,2,6  
Gardener Badge, Observer Badge

Janet Whittaker is president of the Nottawasaga District Council, Ont.



Did you get them all back in?

Bugs here, bugs there, bugs, bugs everywhere.



# Indonesian Scouts Work for Clean Water

by John Neysmith

**C**ommunity development is an integral part of Scouting programs in the developing world, and helping make it possible is a commitment of Scouting in developed countries such as ours. Canadian Scouting supports many community development projects around the world through the Brotherhood Fund and, increasingly, through direct sponsorship by provincial and regional councils.

In late August, John Neysmith visited two Canadian-supported projects in the Asia-Pacific Region. Last month, he reported on the Calgary Region sponsored tree-planting project in the Philippines. This month, he talks about a Canadian-supported clean water program in two villages in Indonesia.

Lack of clean water is a major problem in the developing world. Because polluted water is a prime cause of many illnesses and a major carrier of disease, Indonesian Scouts have made clean water a priority in their community development program.

Scouts Canada sponsored a clean-water program serving the villages of Cinta-Asih (pop. 2,500) and Maniis (pop. 5,500) on the island of Java, Indonesia. Local Scouts did the work, while we paid for materials and the professional consultation required for such an undertaking.

Scouts dug three wells 2 km from the villages, the only source of water for the area. They also installed piping to transport the water and built distribution outlets with faucets in central parts of each village. The work took three weeks to complete, and

the water is potable as well as good for cooking and washing.

The project had a number of immediate benefits, among them a significant improvement in personal health and hygiene because of quick and easy access to water. Since villagers no longer need to walk 2 km to a water source and carry water 2 km back, they have more time to spend on other important matters. The project also serves as an example to other communities. When they take on projects such as these, Indonesian Scouts educate many communities about clean water and encourage government support in other areas.

The Scouts discovered a second challenge only after they'd installed the wells and distribution system; the need to educate the community about how to keep water clean. While the people appreciate clean water, they still need to learn how water becomes polluted and the dangers of such pollution.

One of the photos on this page shows some of the problems. A child is bathing over a village pool. The pool is right beside the plastic pipes (out of view) bringing water from one of the new clean wells. The bamboo pipes seen in the photo are major germ carriers siphoning water from the clean pipes and delivering a contaminated product. Meanwhile, the child is washing and, perhaps, relieving himself, over water where some village people bathe and from which some may even take water for household use.

It becomes evident that building a project is only part of community development, and Indonesian Scouts now make community education a major component in their programs as well.

When you are preparing your young members to plant Trees for Canada this spring, tell them about the work of the Indonesian Scouts. If you have been planting Trees for Canada over the years, you can be proud that your group likely helped them bring clean water to two villages. Remember, 15% of the money you collect in your Trees for Canada program goes into the Canadian Scout Brotherhood Fund so that we can support important projects like this one where they are needed. ^

*John Neysmith, former provincial commissioner, Quebec, is on assignment for the International Relations Committee to help evaluate Canadian Scouting's participation in community development programs.*



## Gerakan Pramuka Boy Scouts and Girl Guides, INDONESIA

With a rapidly growing membership of over 2 million, this is one of the largest Scout organizations in the world. Founded in 1912, it has four sections serving boys and girls in separate units that hold mixed activities only occasionally: Siaga (7-10 year olds); Penggalang (10-15); Penegak (15-20); and Pendega (20-25). The religion of most members is Islam, but children of all faiths are welcome. Programs are tailored to suit local circumstances and needs.

Younger children generally learn traditional music, dancing, puppetry, and crafts, while older members concentrate on community service and community development. Among other projects, Scouts construct irrigation dams in rural areas, promote nutrition, raise fish, run cooperatives, carry out literacy campaigns, and plant trees. ^

*Information from Scouting 'Round the World, published by the World Organization of the Scout Movement, 1990.*



Villagers collect drinkable water from one of the water distribution centres that were part of the project.



A child bathes over a pool that continues to be a source of germ-laden water. In community development, it is as important to educate as to build.

# DUTY TO GOD?

by Wray Graham

Last fall, a national news show described a court case against the Boy Scouts of America. Twin brothers had been excluded from Cubs because they did not believe in God. The boys argued that they could not truthfully say the promise if they had to include the word "god". There was no room for compromise on either side. The leaders would not remove the requirement: the boys would not say that word.

As the show unfolded, I was troubled, but not because the boys had difficulty believing in God. Many share that dilemma. I was troubled hearing them speak of truthfulness in regard to their unbelief and thinking of the many people who lack their honesty. How many members of the World Brotherhood of Scouting speak the law without considering the meaning of the words?

A child gradually grows to physical maturity, and we expect to see similar growth in understanding and emotion. This includes an understanding of our spiritual nature and God. Beavers don't understand much about God, although they may occasionally surprise us with a question far beyond their years. Scouters, on the other hand, should be able to discuss some of the less complicated questions young people ask. For the really hard ones, we turn to chaplains and religious leaders.

As the twins spoke, I thought of all our young people and adults for whom the word "God" is a void, a blank, a vague nothingness. As a Scouter, I have also met many members who have a deep personal commitment to their faith but are uncertain what to do about the spiritual part of Scouting. So, they neglect it.

How can we introduce our young people to their spiritual nature and encourage them to investigate it when we have nothing to give? We must first learn the importance of our own spiritual side. Baden-Powell understood that it is one of the qualities making people of good character and outstanding citizenship. It is what gives us the concept of something or someone bigger than ourselves and a belief that offers answers to questions such as: Why am I here? Is there any hope? What happens when I die?

A spiritual basis for the ethics of right conduct is much stronger than a

purely utilitarian practicality. The news coming out of our towns and the world shows what happens when a spiritual foundation is weak or missing.

## GOD & SCOUTING

How can we speak of God in our changing society? Scouting does not exist to debate religious topics. Our members come from many religions, some very different than others. We must be careful not to try to force youth members, Scouters, or parents to accept a particular religious view. Instead, we need to cultivate an awareness of and appreciation for the views of others.

## HOW MANY MEMBERS OF SCOUTING SPEAK THE LAW WITHOUT CON- SIDERING THE MEANING OF THE WORDS?

It's important for our young people to learn not to make fun of people whose dress and diet is different from theirs. These elements of culture and religion can become topics for sharing. Encourage older youth to talk about their customs and answer questions. Encourage all youth members to pursue the Religion in Life award for their faith.

Our goal is to help young people develop and mature spiritually. Scouting should be a secure place to talk about your religious beliefs without embarrassment. It's a place to learn how caring for nature, helping others, having fun, and earning badges fit into one's spiritual being.

Scouting brings us into contact with some very basic spiritual realities in our relationships with people and with nature. Surrounded by the colours of fall and the sounds of wildlife, we can feel God in an unique way while watching a sunrise over a misty lake on a chilly fall morning. But our young members may miss the feeling if they have not been taught to sense the unseen. How can they learn about these open windows of spiritual experience if no one shows them the way?

Remember, they learn more from our example than from many deliberate lessons. If, as Scouters, we neglect to

investigate and develop our own spiritual natures, we will train our young people in the same emptiness, with terrible consequences.

Consider trees. A tree may withstand terrible storms, ice, snow, and drought. The tree's root system is crucial to the survival of that tree in all those perils. If the roots go deeply enough, they find water without rain and fight off ferocious winds.

I was amazed one stormy day to see towering cedars blown over like dominoes, each tree taking down its neighbour as it fell. Why? The roots were too shallow to hold in the storm.

Without spiritual roots, our life is like that of those trees. Life offers many storms for young people and Scouters. A storm does not disappear just because we don't like it. We must go through it and cope or be blown over. Do we have the spiritual resources to sustain us through and make us stronger for the experience? Or will it leave us bitter, angry, empty, and broken?

The twins on TV made me wonder about our integrity if we promise to serve God while we are spiritually empty. How can we do our duty to something we know nothing about? How can we be truthful when "serving God" has no concrete meaning.

A Scouter signs an agreement that reads in part, "I subscribe to and will actively pursue the principles that I must, to the best of my ability, love and serve God; respect and act in accordance with the human dignity and rights of individuals; and recognize the obligation on myself to develop my potential."

This agreement says several important things about our spiritual commitment. It does not ask us to be saints or holy men, but simply to grow in all areas of life. Our service to God is one of those areas. When we sign up, we also agree to respect others who develop their religious ideas in a different way from ours.

If we have religious convictions, let us stop being embarrassed to admit them to our young people and fellow leaders. Let's be genuine enough to share the importance they have for us. And let's encourage others to share their beliefs and their spiritual search in an atmosphere of acceptance and brotherhood.  $\wedge$

*Wray Graham scouts in Mississauga, Ontario.*

# RESEARCH

## - AN IMPORTANT PR TOOL

by John Rietveld

**G**overnments, political parties, and product manufacturers spend millions of dollars each year on research. They do it to learn how voters or consumers feel about a particular issue or product. Political parties use research findings to develop campaign platforms that reflect voter concerns. Product manufacturers improve products or introduce new ones to entice consumers and increase their sales or market share. After the research is done, they use advertising and publicity to tell the public why they should vote for their party or buy their product.

Scouting offers a service developed through research. On completion of the research, which we call cyclical reviews, we modify program components, devise new badges, or amend existing requirements. The National Council conducts surveys through internal methods such as questionnaires, telephone polls, conferences, and meetings. Sometimes it uses external methods, such as the Angus Reid poll conducted in the fall of 1990 (J/J'91).

As in business, we also must advertise our product and service in hopes of increasing membership and market share. Research is an important first step in developing a successful promotional campaign. It can be expensive and time-consuming, but it needn't be.

How can your group or district do research to help develop promotions that will increase membership or just general awareness about Scouting in your community? Here are some methods to try.

**Membership Statistics:** Every August, Scout councils complete a census, which is then compiled at the national office to report on the health of the movement in Canada. Your council membership report can tell you about opportunities in your area. Is membership up or down? Do you need more leaders? Which sections have increased? By comparing your membership with youth population figures available from school boards, you can easily see potential growth spots. Publicity concentrated in these areas likely will pay off.

**Event Participation:** Have you compared attendance at Cuborees from one year to the next? How about participation in Trees for Canada or Remembrance Day celebrations? If membership is not declining but event participation is down, you may need

to review the event and promote it better. A new approach often generates increased interest. P.E.I. came up with an interesting new twist to promote Trees for Canada by using audio cassettes mailed to leaders (Feb. '92).

**The Windshield Survey:** How visible is Scouting in your community? An easy way to conduct research in this area is from the front seat of your car. Take a partner on a drive to the outskirts of your town, turn around, and enter by the most frequently travelled route. Have your partner keep an eye out for visible evidence of Scouting.

Service clubs post signs outside town announcing meeting places. Is Scouts Canada included? In Kamloops last December, I saw several Scout Christmas tree lots using very visible street banners. And while grabbing a hamburger at a fast



The 3rd Rutland Beavers, Kelowna, B.C.: Getting members out in public, in uniform, is free and very effective publicity. Photo: Marg Graeme.

food place, I saw some uniformed Beavers and their leaders enjoying lunch.

Getting our members out in public, in uniform, is free and very effective publicity. Cold winters make it difficult to use the uniform for outdoor advertising, so ask members to wear the beret to and from activities and have them wear the neckerchief outside the parka.

**Interviews:** Next time you stop to buy gas, ask the pump jockey if he or she knows where the Scout troop meets. Call local moving companies to see whether they give their customers information about the community. If they do, ask if they will include a flyer about Scouting. Welcome Wagon is another good resource. Does the local Chamber of Commerce list the Scout office or commissioner's phone number in their directory? Does city hall print a

Business and Service Directory? Make sure Scouts Canada is listed.

**Telephone Survey:** Everyone has a telephone. Your membership forms provide an excellent list of potential leaders and supporters. Groups and districts can design a simple questionnaire and then call parents of members to solicit participation in Apple Day or Trees for Canada. You'll be surprised at the positive response.

**Surveys and Questionnaires:** Formal research isn't always expensive. Your local community college or university can help you get quality research at little or no cost. Marketing and Public Relations students must conduct research as part of their studies.

For example, we have used Algonquin College students to test our promotional pamphlets through a mall-intercept. With mall management permission, our students stopped shoppers and asked them to look at our pamphlets and answer questions about content and design. We used the information they gathered to develop the current promotional pamphlet.

Last fall, Okanagan College students in Vernon, B.C., completed a survey to help identify characteristics and attitudes of quality section leaders. The findings will help Interior Region develop specific targeted messages for a planned adult recruitment campaign.

**On-the-Spot Interviews:** Our harshest critics and, therefore, best source of research information are our members. If you want to know if your promotional items are effective, set up an interview group (perhaps four or five members of your PR Committee) to question parents in the parking lot on Trees for Canada planting day or at a Kub Kar Rally. How did they find out about the event? Do they understand the purpose of the event? Did the promotional piece correctly identify the time, place and equipment needs? What improvements would they make to future flyers? Use the data you collect to revise the material for next time.

Research is an important PR tool. Use it before you begin a promotion for an activity or a campaign to raise funds or recruit new leaders. It will save you time and money, both valuable commodities for Scouting volunteers. A



# CUBS Can CANOE

by Ben Kruser

We've all heard variations of the statement, "Cubs can't canoe; that's for Scouts", or "Beavers can't build bird feeders; that's for Cubs". The result is confusion and frustration for both leaders and kids who want to do an activity. This article attempts to clarify some of the misunderstandings expressed in such statements by expanding on the concepts of age-appropriate programs and Scouting's learning progression.

Let's start with learning progression. All people — children and adults — learn new skills by starting at the basics and, through time and practice, progress to higher level skills and ability. Think back to when you first tried what is now a favourite recipe or hobby. It was slow going and you likely made a few mistakes back then. But, because it was fun and at a level you felt comfortable with, you stayed with it and developed your present skills and continued interest.

It works the same way with kids. A good example is age-appropriate education. In school, grade 3 students are not taught grade 6 math because they simply do not have the intellectual or emotional ability to handle this challenge. Instead, grade 3 students take grade 3 math, which progresses in skill and understanding through grades 4 and 5 until, finally, at grade 6, they have sufficient background knowledge, skill, and practice to take on more challenging math.

Notice, however, that no one says we shouldn't teach grade 3 students math because they will not want to do it when they get to grade 6. We know from our own and our children's school experience that learning must be both age appropriate and progressive to keep students interested and motivated to go on.

Scouting is an educational organization. Although we are classed as "non-formal", we operate by the same learning principles. We actively preach that our sections weave together to form a progressive learning experience that helps a 5 year old child entering Beavers grow through the program into an adult who embodies Scouting's aim and principles.

Unfortunately, at times we seem to do just the opposite. It is not unusual to see Beavers, Cubs, Scouts, Venturers, and Rovers managed strictly as separate units, the programs within each section pigeon-holed to remove any semblance of a naturally progressive learning experience.

As a result, leaders must find ways to "link" sections. Or they tell children they can't follow a specific interest because a higher section has a badge that covers the area but the lower section doesn't.



After some basic instruction, Cubs practise paddling on a quiet farm pond.

Photo: Colleen Rodgers

By recognizing these concerns as organizational barriers, we can take a fresh look at the problem. If we acknowledge that Scouting is a progressive learning experience that teaches kids basic skills when they are little and moves to more complex skills as they grow, then "linking" does not begin between the last day or month of Cubs and the first day of Scouts. It should be ongoing.

Let's take hiking — an activity common to all sections. A 5 year old Beaver first meets hiking in the form of "rambles" — simple one or two hour walks that take Beavers outdoors and point to more stimulating programs in Cubs. Cubs are ready to learn some basic safety rules and hiking skills and tackle longer day hikes or even an overnigher. This leads into the Scout Exploring Badge, on to the Venturer Outdoorsman Award and, finally, to the Rover Rambler Badge. Each section is hiking, but at an age-appropriate level that helps youngsters develop the fundamental skills they need to take on the challenges of the next section.

I've never heard anyone say, "Cubs can't go hiking because they do that in Scouts." In this particular activity, we recognize that children have limitations on how far they can walk and what they can carry. We program hiking activities in a

way that suits the age, ability, and interest level of the child.

It's sad irony that we accept this principle in some areas but still find people who throw up barriers for other activities. Can Cubs canoe? If you are asking if Cubs can work on a Scout Canoe Badge level, the answer is no. Most 8-10 year olds would find a first-time 30 km canoe trip physically difficult, emotionally draining, and so little fun that, at the end, they'd probably be happy never to see a canoe again.

If, however, you mean a canoe program that introduces Cubs to a paddle, canoe, and PFD, talks about basic safety rules and simple strokes and, in supervised conditions, lets them get into a canoe and paddle around a bit, the answer is definitely yes. This is age appropriate, satisfies an interest, and sparks a natural desire to go on to Scouts where, older and bigger, they can tackle the opportunities offered by the Scout Canoe Badge.

Beavers can also go canoeing. Taking two Beavers for a ride in a canoe paddled by two competent adults can provide a thrill of a lifetime and create a desire to swim up to Cubs to do more exciting programs.

Can Beavers build bird feeders? It is certainly within the program expectations for Beavers to work on such projects, but I wouldn't hand them a power jigsaw and say go to it. With adult help, it is age appropriate for them to make simple feeders from wood or recycled containers. Because they are bigger and stronger, Cubs can handle basic carpentry tools with adult guidance to make their own feeders, while Scouts and Venturers can take on more complex tools and feeder construction.

In all of the examples, it's not a question of the program theme, but how the program is delivered and its suitability to the age of the members. By working with Scouters from other sections, you can program activities to build on skill and ability and avoid the culture shock or the boredom some kids experience when they move up in Scouting. ^

Ben Kruser is Scouts Canada Program Director (Beavers, Cubs, Outdoors).

## Canoe Route Clean-ups Continue

Canoeists across Canada will again show their stuff as they participate in the 1992 Canadian Canoe Route Environmental Clean-Up Project (CCRECUP) as part of **Environment Week, June 1-7**. On the heels of successful projects from 1988 through 1991, this year's nation-wide program of the Canadian Recreational Canoeing Association (CRCA) has been widely accepted by paddlers and non-paddlers alike.

In the fall edition of *Kanawa*, the CRCA national magazine, a partial listing of outstanding 1991 projects included some Scouting activities. Scouter Bert Smith organized 100 Scouts to clean up the shoreline of Lake Huron at Camp Ipperwash. Scouter Brian Dubeau's 1st Ferris Venturers cleaned up a section of the Mattawa River. And over 200 Dawson Trail District Scouts from Ste. Anne, Manitoba, helped clean up the White-mouth River.

The objective of CCRECUP is to ensure active environmentalism for the preservation of Canada's freshwater resources. Joining the project is very simple.

**There are three easy steps.**

1. Designate a specific river or lake for environmental clean-up. If you belong to a club or association, as members, donate at least one canoeing excursion to clean up that area. End your canoe trip or outing with more garbage than you began with; recycle as much of the garbage you collect as you can; and reuse the garbage bag. (Pitch-In Canada provides free garbage bags for the clean-ups.)
2. On every canoe trip you take, carry along an extra garbage bag to pick up garbage or debris left by others who are less environmentally conscious than you.
3. At the end of your trip, call or write the CRCA national office and report where you did your clean-up. They will send a participation decal immediately. If possible, take a picture of the garbage you collected and send it to the CRCA to promote the project.

Any individual or group can participate. The CRCA is reaching out to involve hunters and fishermen, Scout and Girl Guide groups, cottagers — in fact, anyone who has ever thought about canoeing or kayaking.

Let's keep Canada's wilderness environmentally desirable. Be part of the Canada Canoe Route Environmental Clean-Up Project. For more information contact: *CRCA, 1029 Hyde Park Rd., Suite 5, Hyde Park, Ontario N0M 1Z0; Tel/Fax: (519) 473-2109*

While you're at it, ask for more information about the opportunities available during *U2 CAN CANOE — National Let's Go Paddling Week, May 22-May 31*. Among other things during this promotional week, "Open Houses" at canoe clubs, outdoor stores, outfitters, and manufacturers across the country will offer paddling lessons, equipment displays, and information about canoeing, kayaking, and sea kayaking. Some of the offerings and challenges might be just what you're looking for with your troop, company, or crew.  $\lambda$

## MAKE A WISH ON A STAR

With the 1993 Scout calendar, Scouting dreams come true!

The Scout calendar is a stellar seller and a wonderful way to raise money for your Scouting

programs. So, order your supply of 1993 Scout calendars today. Dreams do come true.

**Contact your local Scout Council Office for ordering details.**



93

S C O U T C A L E N D A R

# Fun at the Pond

by Lena Wong

March signals winter's end. Celebrate the arrival of spring this month by getting out as much as possible. Make some crafts and play some games using spring as a theme.



## In Search of Spring

The first day of spring is March 20. Some time during this month and early April, take your Beavers on an outing to search for signs of spring. Look for buds on trees and bushes; examine the ground for green tips of emerging plants.

What animals and birds are around; what are they doing? Can you find any bugs or earthworms? Ask the Beavers to notice people too. For example, are they wearing lighter clothes? Have their parents started spring cleaning or painting the house?

Start flower seeds growing in egg cartons, a carton per Beaver. Have Beavers fill the cups with soil and plant one or two flower seeds in each. Explain to the Beavers that they have to keep the soil moist and the egg carton in a warm, sunny place. Ask them for weekly progress reports on their seeds until they are strong enough for planting in the garden or a flower box.

For a long term environmental project, choose a section of a community park or other similar area. Visit it regularly over the next few months to clean up the garbage other people have left behind. Talk about why it is important to keep the environment free of garbage and pollution.

We've found an excellent book of activities to help young children learn about their environment. Look for Totline's *Learning & Caring about Our World*, by Gayle Bittinger with illustrations by Kathy Jones. It's published by Warren Publishing, Wash., and distributed in Canada by Monarch Books (\$12.95 paper). The three sections (land, air, water) are filled with outdoor activities, experiments, and related

crafts, recipes, and songs set to familiar tunes. We highly recommend this resource for any colony.

*A green book for budding readers*



## Children's Book Day

April 2 is *International Children's Book Day*, celebrated on the birthday of Danish storyteller Hans Christian Andersen. Consider making it part of your program.

Find some books you haven't read to your Beavers before. Look for stories with excitement, lots of activity, and well-developed characters you can use as background for themes later on.

Get to know a story well before you read it to Beavers. Memorize as much as possible so that you can look at your audience and use facial expressions and body language to help tell the story. It doesn't matter if you change the words a little bit.

What kind of activities can you develop from the story? Are the characters involved in an adventure your Beavers can act out in a game? Does the plot lend itself to a puppet show? Can you use some stories as background material for group discussions about people, school, Beavers, nature, the environment? Make books come alive for your Beavers to help them see how much fun reading can be.

The federal government's publishing agency offers a couple of books and an activity guide you can obtain free of charge from *Media Sphere, Youth Editions, Box 1310, Station B, Hull, PQ, J8X 9Z0*. Ask for *A Drawing for Tara* (p.18, Nov.'90), *Benjamin's Travels* and the *Tara and Benjamin Activity Booklet* (all available in English and French).

The storybooks are published in large format for reading to groups as well as in regular size. The activity booklet is a resource for educators and suggests various group activities to reinforce the stories. You may find some of them useful with your Beavers.

For another literary activity, write a book on Beavering with your Beavers. Let each lodge write a part of the story as a group. One lodge might cover games, another outdoors activities, a third visits or parties, and so on. Make

sure all the kids get a chance to offer input while a leader writes it down. The art work can be a mix of Beavers' drawings and photographs from past events and activities. Encourage leaders to contribute their art work and personal Beaver photos as well.

Make it a big book by pasting text and pictures to large sheets of construction paper. Cut covers from bristol board; punch and reinforce two holes on the left side of each sheet of paper and board. Hold the book together with cord drawn through the holes. Decorate the covers and write a catchy title on the front. Now you have a colony keepsake and something you can use at Beaver displays for recruiting in the fall.

### Easter Ideas

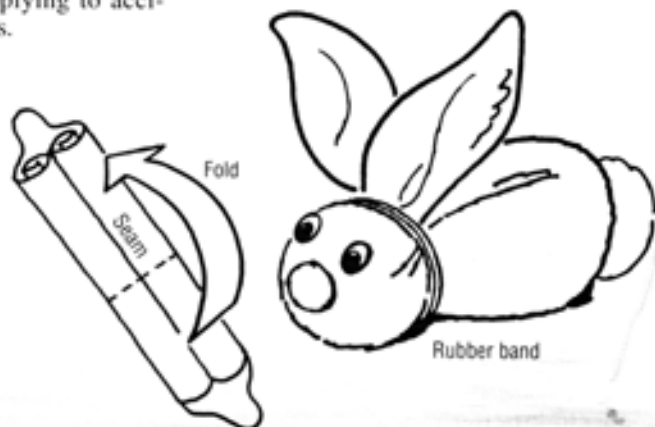
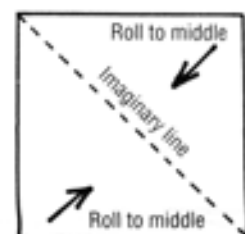
Easter Sunday falls on April 19 this year. Here are a few ideas to work on with your Beavers.

**Facecloth Easter Bunny:** Rainbow Jane Redin, 20th Faith Lutheran Beavers, Brantford, Ont., shared an idea she found in the *Country Woman* magazine. Thank you Jane.

For each bunny, you need one lightweight pastel-coloured facecloth (you can usually buy them at discount prices in packages of four or six); a 12.7 mm pom-pom for the nose; a cotton ball for the tail; a 30 cm length of narrow ribbon; a small rubber band; a pair of medium-sized wiggly eyes; and a small plastic egg. Scouter Jane estimated each bunny cost her colony about 75 cents to make.

Roll cloth from the upper right corner to an imaginary diagonal centre line; roll cloth from the lower left corner to the same centre line. With the "seam" on the inside, fold the rolled cloth in half. Bend loose ends up and back and hold with a rubber band. Pull up the ends to shape ears. Tie ribbon around the rubber band. Glue on eyes, nose, and tail. Fill the plastic egg with small Easter treats and place in the bunny. Jane also uses the bunny as a "hurt reducer" by putting an ice cube in the plastic egg and applying to accidental bruises and bumps.

### Facecloth Easter Bunny



### More Resources

Beaver leader Jim Goat, Kanata, Ont., occasionally pops by the office, usually bringing along some good ideas. His latest acquisition is a series of five books published by *Highlights for Children Inc.* in Columbus, Ohio. The books cover crafts for holidays and gifts, crafts from "throwaways", and party ideas. Check your local library for copies. In the meantime, try these samples of Easter games for indoors or out.

**Mother Hen:** Choose a player to be Mother Hen and ask the others to form a line of chicks. Mother Hen stands in front of the line with back towards it and throws a ball over "her" shoulder. The chicks try to catch it, and the successful one hides the ball behind his or her back. The others also place their hands behind their backs and cry, "Cheep, cheep, cheep!" Mother Hen turns around and tries to guess who has the ball. If she is wrong, the chick with the ball becomes Mother Hen for the next round.

**Egg Hop:** Beavers form pairs and line up at one end of the playing area. Give each team two large pieces of cardboard cut and decorated to look like Easter eggs and ask them to choose a "hopper" and a "helper". The helper places one of the eggs on the ground in front of the hopper, who hops on with both feet. The helper then places the other egg a little way ahead and the hopper hops to that. They continue in this way across the playing area. At the finish, they change roles and make their way back to the start line. It's a variation on an old theme, and you can adapt it to the season by cutting cardboard shapes to suit (e.g. a shamrock for St. Patrick's Day, a tree or bell for Christmas, a pumpkin for Hallowe'en, and so on).

Enjoy the early spring and start planning for some fun outdoors in the next few months.





# Raising Self-Esteem in Beavers

by Ben Kruser

At one time or another, you will notice Beavers who seem insecure about trying new activities, appear self-conscious, or don't think they can do things. While there are many reasons for these kinds of behaviour, one might be a child's lack of self-esteem.

You can have a great influence on how Beavers feel about themselves. Here are some suggestions to help you build Beaver self-esteem.

**1. Listen to and acknowledge Beaver thoughts and feelings.** This is perhaps the most important contribution you can make to a Beaver. It is so easy to become focused on program, the endless fray of churning out crafts, hustling to the next game, and the like. Like mini-executives, Beavers sometimes almost have to make an appointment just to sit in lodges and talk about what they did during the past week, how they are, and what has been going on in their magical lives.

Most of us first must retrain ourselves to talk with, not at, children. The latest statistic I've read on adult-child relations indicates most parents spend only 15 minutes a week in meaningful conversation with their children — that is, actively listening and acknowledging children's thoughts on a subject and how it affects them.

It takes skill and practice. As adults and parents, we naturally tend to correct or "set straight" children without exploring their reasoning. When we do listen, we gain a golden opportunity to look at the world from the Beaver perspective, which helps us better understand these youngsters' concerns, fears, interests, and needs.

Children quickly recognize that we are listening to them, and it makes them feel their opinion as people has value. Their sense of self-esteem goes up and they become increasingly willing to participate in conversations with adults.

**2. Structure situations to help Beavers experience feelings of success, not failure.** The first step is to plan programs age appropriate to 5-7 year olds. A concerned parent once called me about a colony's planned bike trip, for example. Although the parent had no trouble with the concept of Beavers going for a bike ride, the 23 km

distance from meeting hall to camp seemed a little much. A call to the group committee chair helped the colony find a more age-appropriate distance.

Had the colony gone ahead with the original plans, their Beavers would have felt frustrated and humiliated because they couldn't reach the distance. A goal-oriented leader would have felt angry and



Make time for  
your Beavers.

Photo: Wayne Barrett

embarrassed, and it's very likely the colony would not have tried similar outings again.

Children learn through play in an environment that promotes trial and error as a vital means of self-discovery. Colonies where there is little tolerance for Beavers' failure to complete projects or compete in watered-down Cub programs do little to build children's self-esteem.

It is interesting to note that most of Canada's schools no longer give grades to early primary children. Instead of "report cards", they issue "progress cards" to indicate a child's level of achievement and ability. They recognize that ranking a 6 year old late bloomer as a "D" student marks that child for expected failure and tears away at self-esteem.

**3. Give Beavers a feeling of reasonable control over their lives.** In today's hurried society, it is not unusual to have Beavers who go from the sitter to school to after-school care and then home. They are told what to do by parents, teachers, sitters, and

even the TV. It's no wonder Beavers hit the meeting with frenzy. They are finally free to be themselves. And you are expected to reel them in for program?

Making time to let Beavers talk about their lives and feelings can help children reassert control over their lives. Taking into account their ideas for building programs makes Beavering *their* activity, not just a fun thing for leaders to do with the help of a small audience.

Setting boundaries and rules is another way to help Beavers maintain control. Letting Beavers make age-appropriate choices instills self-esteem because they are doing what is generally left for adults to decide; but you have to be prepared to live with their choices, even if they are not the ones you would have made.

**4. Reinforce the idea that Beavers are lovable and capable people.** The best and most obvious way to do this is to tell Beavers you love them and care about them. It's not a sissy, wimpy or mushy thing to do, and Beavers have a real need to hear and feel your love. Just beware of tying love to competence. Rather than giving hugs or praise only when Beavers behave or perform well, let them know you love them

even when they're disorganized or messy.

When Beavers accomplish something difficult or challenging, reinforce their effort with praise. Clapping is an excellent way to cheerlead Beavers to greater heights. Liberal praise and encouragement won't spoil anything or anybody.

**5. Model a positive view of yourself for Beavers.** Show them you like yourself and your fellow leaders. Compliment fellow leaders for their efforts. When you make a boo-boo, remember that to err is human and focus on learning and correcting the problem. This shows Beavers that, often, problems are not people but situations. We all have to deal with adult problems. Just remember; your Beavers think you're Number One!  $\lambda$

## Resource

*Self-Esteem for Tots to Teens*, by Anderson, Redman and Rogers; Simon and Shuster, New York

# Introduction to Lifesaving

by Ben Kruser

**L**ifesaving and water safety are important topics for Cub age children. According to the Canadian Red Cross Society:

- Two-thirds of children who drown are non-swimmers. They are especially at risk in unsupervised areas such as ponds, creeks, wells and excavations.
- Drowning is the second leading cause of death in children under 15. (Motor vehicle accidents are number one.)
- Boys under 15 drown nearly three times as often as girls.

Indoor pool programs and outings can provide opportunities to learn and practise basic lifesaving skills. Before letting the pack loose in the pool, arrange a talk by the lifeguard about pool safety and emergency equipment. Show the Cubs different rescue aids such as life rings and reach poles and demonstrate how to use them.

It's also a good time to discuss what to check for when swimming in unknown waters: drop offs, water depth, weeds, submerged rocks and debris, currents, undertow, surf, and boat traffic.

## WATER RESCUE

Teach Cubs that a frightened panicking swimmer, child or adult, has tremendous strength. That's why it is important to avoid direct contact with the victim. The Red Cross and Royal Life Saving Society recommend the following steps to help a drowning person.

1. Call for help. Have Cubs practise yelling. This might seem a strange thing to have to do, but Cubs are too often taught not to raise their voices. You need to train them that yelling is acceptable in this situation.
2. Talk. Call out directions and encouragement to help the victim kick to safety.
3. Reach. Have Cubs secure themselves to a fixed object and practise reaching a swimmer with a towel, pole, or rope.
4. Throw. Have Cubs practise throwing standard rescue aids or other floating objects, such as a large thermos or inner tube.



Photo: Paul Ritchie

5. Row. If you can't reach the person from shore and a boat is available, use it. Reach out of the boat with a reaching aid.
6. Go/Float. Both Red Cross and Royal Lifesaving recommend swimming and pushing a float to the victim as a last resort. Because of the average Cub's size, strength, and swimming proficiency, I would just discuss this possibility with Cubs, especially in terms of the dangers of confronting a panicking swimmer.

## SURVIVAL SWIMMING

There may be an occasion when a Cub falls into water while fully clothed and alone. Those who have had this experience know how bulky wet clothing becomes and how it hampers swimming to safety. One survival trick is to turn your trousers into a buoyant aid.

In the shallow end of the pool, have Cubs enter the water wearing sneakers or socks, long pants, and long-sleeved shirt over their swimming trunks. While treading water, let them first practise removing sneakers by kicking or pulling them off. Then have them take a deep breath and submerge to remove their pants, one leg at a time. When they are successful, they tie the ends of the pant legs in a reef knot.

Now they can inflate the pants in one of two ways. Grasp them with hands on either side of the waistband and hold them behind a shoulder. With a sudden fling, lift them from the water with waist held open, throw them over the shoulder, and plunge them back into the water in front of you. The idea is to capture air to inflate the pant legs. Now, gather the waist and hang on.

Here's an easier method for small Cubs. Tie the legs, grasp the waistband with one hand, and use the other hand to beat bubbles into the waist opening while

the pants float on the water. The air bubbles trapped in the water will rise to fill the legs.

Cubs can wear their inflated pants as a ring buoy around the neck or over one shoulder. By keeping the fabric wet and making bubbles to add air, they will stay afloat for long periods of time.

The Royal Life Saving Society notes that inflation of clothing requires skill and energy. You need to make the movements as quickly as possible, but not to the point where you become too exhausted to swim. And they caution that you should attempt the procedure in an emergency only after you have practised it enough that you can do it efficiently.

## OUTINGS

Before setting off on Cub canoe trips, practise the HELP position while wearing a lifevest. Yes, Cubs can go canoeing, as long as you provide an age-appropriate experience (p.18).

Make sure Cub canoe trips reflect the strength, ability and endurance level of 8-10 year olds, and provide plenty of supervision. Give the program an adventure theme in keeping with Cubs' vivid imaginations. Such an approach will ensure you don't turn them off, but instead make them keen for canoe camping trips when they enter Scouts as more mature and physically developed individuals.

Anyone active in and around Canadian waters needs to be aware of the hazards of hypothermia and cold-water immersion. Cubs can easily take The Heat Escape Lessening Posture in a lifevest. Cubs grab the vest collar and raise their knees to their stomach to help eliminate rapid heat loss from the body. Have them try floating like this for a while.

By giving them a chance to practise such techniques, you will be giving Cubs some basic skills and confidence for outdoor water-based activities. A

**Resources:** Royal Life Saving Society Canada, *Canadian Life Saving Manual*; Canadian Red Cross Society, *A Parent's Guide to First Aid and Safety*

### Program Links

Swimmer Badge 1,2; Red Star 5

# Hey You, Have Ya Lost Your Pencil?

**T**he 25th anniversary of Venturing is quickly approaching. What a great opportunity to celebrate a program important in the lives of many teenagers and adults across the country. And what better way to celebrate than with contests like those described in the November '91 *Leader*? Contests that offer hard cold cash as prizes!

So where are you? Are we going to ignore our anniversary?

As I write, we've received only ONE entry in the design contest! Now, that's a pretty easy \$300 for the group, unless we hear from more of you. **In the interests of Venturing, we've extended the deadline for design submissions.**

Please share contest details with your Venturers and let them decide. Venturers to whom I've spoken over the last two months say they knew nothing of either contest!

## 25th ANNIVERSARY DESIGN CONTEST

You, or better still, your Venturers are invited to submit an anniversary design to recognize all registered Venturers, Venturer advisors, and Venturer service team members during the 25th anniversary of Venturing in 1993.

The winning design will be used in a form you can wear on the uniform during the anniversary year (until January 1994). Supply Services will also consider putting it on products such as mugs, coasters, placemats, and the like.

Judges will look for a design that captures the essence and challenge of Venturing as it moves towards the next century. The simpler and cleaner in detail, the better.

Submit your drawing on white mat board. Keep the number of colours to a maximum of six. Accompany each entry with an explanation of the design's meaning and symbolism.

### Send submissions to:

The Judge  
Venturer 25th Anniversary Design Contest  
c/o Scouts Canada  
Box 5151, Station F  
Ottawa, ON K2C 3G7

Deadline for Receipt:  
Midnight April 15, 1992

**PRIZE:  
\$300**

## THE GREAT CANADIAN VENTURER OFF-THE-WALL CONTEST

The rules for this one are simple.

1. As a company, dream up a wild and wacky activity in which you and, perhaps, others can participate. The sky is the limit.
2. Conduct your activity, prepare a report, and send it to our judges. Include photographs and, if you attract it, press coverage.
3. The activity must be planned and conducted by a Venturer Company, not an individual. It must follow Scouting's principles and not offend anyone. The personal safety of participants must be assured.
4. You must conduct the activity during 1993 and file your report with our judges no later than **midnight, Ottawa time, September 10, 1993.**

The contest winner will be announced at the November 1993 meeting of National Council. Every Venturer Company that enters the contest will receive a certificate of participation.

### Send your report to:

1993 Off-the-Wall Venturer Contest  
c/o Scouts Canada  
Box 5151, Station F  
Ottawa, ON K2C 3G7

**PRIZES:**

First \$300

Second \$200

Third \$100



**b & s emblem limited**

140 Engelhard Dr., Box 3  
Aurora, Ontario,  
(Toronto), Canada L4G 3G8

Telephone: 773-7733 Fax: (416) 773-7745

## The Crest People

- Embroidered event emblems
- District & Provincial Emblems
- Camp badges & Uniform crests

Highest in quality • Lowest in prices

- Best in service from coast to coast

# Venturers & Smoking

by Mark W. Gallop

For many years, the health risks and addictive qualities of tobacco have been known and made known, and yet many teenagers continue to make cigarettes part of their lives. Twenty percent of teenagers smoke at least daily.

More than 90% of adult smokers started smoking before they left high school. This puts Venturers in an important age bracket for making decisions that can affect their future health. At the same time, Cub and Scout leaders need to consider that the average age when young people first try cigarettes is 12.

Ideally, a Venturer company is self-governing under the guidance of an advisor. This format has its advantages, but it means that, sooner or later, an advisor is likely to be challenged on the issue of smoking. The challenge may come with Venturers covertly sneaking off for a cigarette at camp or from statements such as, "I smoke at home, so why can't I smoke at Venturers?"

How should we respond? In our Venturer company, we turn to the company to set the ground rules. Many companies have by-laws that govern organization and operations. These can include a by-law that defines the degree of acceptance of smoking.

Our smoking rule has become known as the "infamous By-law 13", partly because of its subject matter, but mostly because of the extended discussion it usually generates when we sit down each year to review our by-laws.

Over the years, By-law 13 has been modified many times. Here are two examples:

*No smoking of any kind.*

*Smoking will only be permitted with written permission of parents to the advisor and only in accordance with the following: there will be no smoking while in uniform; smoking will only be permitted in designated areas assigned by the advisor.*

The discussion surrounding this rule is a valuable opportunity to cover many of the issues that make tobacco such a controversial subject. "The great charm in argument is really finding one's own opinion, not other people's," author Evelyn Waugh once said. Through discussion, your Venturers can form their own

opinions about smoking, with your constructive guidance.

You can raise a number of issues to help focus the discussion.

1. What does the law say? We all make our promise to honour our country, which includes obeying its laws. Under the federal Tobacco Restraint Act, which dates back to 1908, the purchase of tobacco products and smoking is prohibited for those under age 16 (18 in Ontario and New Brunswick).

## Sooner or later, an advisor is likely to be challenged on the issue of smoking



2. Do the aims and image of Scouting suffer with smoking? Scouts Canada's *By-law, Policies & Procedures* says nothing directly about smoking, but our aims include encouraging physical development and acceptance of responsibility for one's own actions. In *Scouting for Boys*, Baden-Powell addresses the issue head on: "So just make up your mind for yourself that you don't mean to smoke till you are grown up, and stick to it. That will show you to be a man much more than any slobbering about with a half-smoked cigarette between your lips. The other fellows will, in the end, respect you much more and will probably, in many cases, secretly follow your lead." Given these things, if your company is to permit smoking, is it appropriate to smoke while in uniform or on activities involving the public?

3. How is the free choice and health of non-smokers affected? If the company permits smoking, should the company or

the advisor have the opportunity to limit locations or times?

While having the Venturers reach their own conclusions about smoking (at least in a Scouting context) through the company by-laws has been very effective for our company, there are other ways advisors can encourage Venturers to make up their own minds about tobacco.

1. Hold a round-table discussion about what causes teenagers to try tobacco and what the consequences can be. This can focus on some of the reasons young people are tempted to take up smoking:

- peer group pressure and a desire for social acceptance;
- asserting independence or rebelliousness;
- mimicking role models or "appearing" adult;
- a belief that smoking will contribute to weight control.

2. The Personal Fitness Activity Award is intended to encourage Venturers to establish a pattern of keeping fit. It includes a requirement for the Venturer to learn about the effects of drugs, including nicotine and alcohol.

3. Encourage Venturers to work as volunteers in or visit the heart or respiratory diseases ward of the local hospital. Many people suffering from long periods of tobacco addiction are eager to talk to young people who are making decisions about tobacco use.

4. As a role model and influencer, do you smoke? More important, do you smoke in a Scouting context? If so, do you show you understand the health risks that smoking presents yourself and others? Be open and honest with your Venturers about why you started and why it's hard to stop.

Smoking can be a difficult and sensitive topic with teenagers, but giving your Venturers the opportunity to make informed and intelligent choices about tobacco use can affect their long-term health and well-being. ^

*Scouter Mark Gallop is advisor with the Tamarack Venturers, Westmount District, Que., and a member of the Provincial Field Services Committee.*





## VENTURER SERVICE PROGRAM

# (Ad)Venturing at CJ'93

by Ken Bruser

**A**s the 8th Canadian Jamboree creeps closer, Venturer advisors may find themselves fielding company questions about CJ'93 participation options. Let's look at some common questions about the Venturer Service Program so that you and your company can design a jamboree experience that best meets your needs.

### **What is the Venturer Service Program (VSP)?**

The VSP is a pre-jamboree training event for Venturers who volunteer for high responsibility jamboree program jobs. It runs July 1-7, 1993. CJ'93 runs from July 10-18.

### **What do you mean by high responsibility?**

The jamboree program is organized into off-site activities and on-site activities. In many cases, we will need program staff with specific expertise to act as guides for leaders and their groups participating in an activity. This staff will be responsible for helping ensure the group's safety and learning.

### **Will VSP members be considered program staff?**

Yes. After completing the VSP camp, all VSP participants become jamboree program staff with equal responsibilities and privileges. As do other adult volunteers, VSP participants will complete a standard Offer of Service form.

### **Will Venturers in the VSP be used for other jobs?**

No. VSP participants volunteer for specific jobs and are trained specially for them. They will not be considered available for joe-jobs.

### **What types of off-site jobs are available for VSP Venturers?**

The off-site program is shaping up to be the most exciting ever offered at a jamboree. Activity centres will be located in Banff, Canmore (Olympic site), Kananaskis Country (wilderness area), and Calgary. VSP Venturers are needed as guides for overnight wilderness

hikes, rappelling, canoeing, mountain biking, and other camping activities. Urban orienteering in Calgary during the stam-pede is also in the plans.

### **What about on-site VSP jobs?**

On-site activities will be equally adventurous and stimulating. The jamboree needs interpretive guides and facilitators to help groups through nature hikes and environmental activities. It also needs VSP Venturers to be communicators, newspaper reporters, security staff members, and fire wardens.

### **What if a Venturer has no particular outdoor skill or prefers a less robust job?**

The jamboree program operation requires VSP Venturers in headquarters operations to help coordinate activities and troubleshoot.

### **What type of skills does a Venturer need to be a VSP participant?**

Some jobs require specific expertise and experience; for example, strong canoeing skills for canoeing guides or Police Venturing experience for security roles. We will provide needed training for other jobs such as interpretive nature guides or jamboree newspaper reporters. All VSP Venturers require first aid training and an ability to work well with others.

### **Why do Venturers proficient in hiking have to attend the VSP camp to be a hiking guide?**

The VSP camp is designed to do two things. First, it will show Venturers how to apply their skills and experience in the jamboree setting and Rocky Mountain environment. Second, it will train Venturers to be proficient guides who can lead Scouters and Scouts through assigned activities.

### **What types of skills will Venturers learn from the VSP training?**

VSP participants will spend time becoming acclimatized to their roles and job sites. For instance, mountain bike guides will learn the routes, trails, and safety concerns. All VSP Venturers will learn

leadership skills for dealing with groups, handling conflict, and reacting to emergency situations.

### **What are the benefits to being members of the VSP instead of regular jamboree participants?**

The VSP committee hopes Venturers will be able to use this experience as part of a first-job résumé. It is a volunteer position that shows a potential employer maturity and commitment. We also know that many Venturers are looking for more adult roles; the VSP provides the opportunity to serve with adults in jamboree operations.

### **Can Venturer advisors attend the VSP with their company?**

Yes. The VSP needs leaders to help with facilitating and training. After VSP training, the Venturers will become part of the overall staff in their respective jobs, but we hope there will be opportunities for informal gatherings of staff and friends during the jamboree. Advisors can use this time to meet with their company to see how things are going.

### **Okay, where do Venturers go for more information?**

In cooperation with local councils, the VSP committee plans to mail each Venturer company a packet of registration information. Venturer advisors should receive the package no later than the end of April 1992. If you are a Venturer advisor and do not receive the material for distribution, send us a note or fax that includes your name and mailing address and the number of Venturers in your company. We will quickly send you information for each Venturer. Contact either:

*Ben Kruser, VSP Staff Support, Scouts Canada, Box 5151, Stn F, Ottawa, ON K2C 3G7 Tel: (613) 224-5131 Fax: (613) 224-3571*

or

*Bill Bergman, VSP Director Administration, 168 Silver Hill Way NW, Calgary, AB T3B 4K8 Tel: (403) 288-2141 Fax: (403) 267-7580*

# Thin Ice Kills

by Ben Kruser

**B**ack in October 1991, Scouter Ken Yates of Pembroke, Ontario, paid me a visit. He was concerned about fatalities associated with falling through thin ice. "If we could save one child's life by teaching about the dangers of thin ice, our effort would be worth it," he said.

Scouter Ken and other leaders have involved Guides and Scouts in the Pembroke area in a great community service project — a twice yearly "Thin Ice Warning" campaign. Banners supplied by corporate sponsors such as Bell Canada are displayed when local authorities want to notify the public of thin ice in the area.

By involving Scouts with their community in an important safety program, you enable local residents to see firsthand the value of having and supporting Scout programs. Why not include a similar idea in your next community service project list?

The Pembroke Scouters also felt it important to alert Scouting across Canada to the thin-ice threat, which is why Scouter Ken dropped into the national office. And, here is the article I promised him.

## ABOUT ICE

In Canada, we often associate ice with winter sports such as figure skating and hockey. It is a common experience for many of us to go down to the lake or river for a skating party or pick-up hockey game. Unlike municipal rinks, frozen ponds, lakes, and rivers can have hidden death traps, especially in the fall and spring. It becomes very important for everyone, but especially children, to learn ice safety as part of their outdoor training.

Heavy mist over the water surface in late fall signals the formation of ice. Ice sheets start at the surface and grow downward from there. As ice grows in thickness, it can accommodate various "bearing weights" as follows:

- 2.5 cm unsafe
- 5 cm one adult with ice pole
- 7.5 cm small group walking single file; safe for activities
- 10 cm snowmobile
- 20 cm light truck
- 25 cm medium truck

Because of wind, water currents, and land temperature, ice formation can vary on a single water body. Thin ice can occur around the downwind areas of lakes, in rivers and river mouth areas, and along shorelines where most children play.

Air holes form where already thin ice melts or is eroded away. Areas around lake-bottom springs and above marshy bottoms and shallows can also develop air holes.

Since snowfall and snow pack on the ice can easily mask these dangers, even in the middle of winter we need to be prepared for ice emergencies when travelling on frozen water bodies.

## TRAINING ACTIVITIES

First, teach young members how to recognize dangerous situations and how important it is not to play around rotten or thin ice. The *Fieldbook for Canadian Scouting* includes information on this subject.

Next, have members practise "dry land" rescues on the meeting room floor. You can turn them into quite exciting six or patrol games, which furthers the learning experience.

## Self Rescue

If you fall through the ice while alone, keep calm. Carefully break back

the ice until you have a solid surface in front of you. Then, with arms fully extended over the ice, kick up your legs and try to roll out of the hole full-length sideways. Experienced winter campers keep a knife or ice pick in their pocket to help them grip the ice for pulling out.

## Team Rescue

If a friend falls through thin ice, stay calm. Look for a reaching aid, such as a branch, rope, board or ladder. If these are not available, lie on the ice and form a human chain by locking wrists and ankles, then carefully slide out to the victim. The lead person needs to be especially careful to avoid weak ice that will break under him. Remember that, by spreading out your weight over the ice, you distribute the load over a larger area for the ice to handle.

As March signals longer days and the return of spring, it is a good idea to spend some time on ice safety — whether for the first time this year or as a refresher and reminder for youngsters to be careful on and near ice. ^

## Program Links

*Cubs:* Winter Cubbing 1d  
*Scouts:* Safety Badge, Bronze 4;  
 Winter Scouting, Bronze 1,f



Twice a year, Scouts and Guides in the Pembroke area of Ontario post special banners and signs in their communities when local authorities want to warn the public of thin ice.

## Gone Fishin'



The 19th North Bay Cubs and Scouts, Ont., unanimous in their choice of fishing as a spring activity, spent a great May evening on the North Bay Government Dock. "We had our share of the ones that got away and many tangled lines, but both a Cub and a Scout caught very presentable-sized pike," says Scouter Virginia Elliott. "Even those who didn't catch a fish had enough bites and close ones to go away smiling."

## WELCOME TO THE PACK:

This new chum was one of 46 Beavers, Cubs, and Scouts of the 4th Kanata Group, Ont., who moved up at a combined advancement day that attracted a crowd of 300 last May. Before lunch, all sections opened with their own ceremonies, then gathered for a Scouts' Own led by the Venturers before dispersing again to different parts of the field for sectional activities. The moving-up ceremonies highlighted the afternoon, says Scouter Jim Goat, 4th Kanata Beavers. A food drive was part of the event, and people brought along donations for the community Food Cupboard, he reports.



GLAD TO PLANT: Beaver Ryan Moore, Cub Frederic Labreque, and Beaver Chester Hodge, 1st Lennoxville Group, Que., were very pleased to plant Trees for Canada in 1991. It was the first year the province participated in this important environmental project. "The boys were serious about their work and some of our parents were able to give a lot of help because they are in the tree business," says Dale Dijkstra, group committee chairperson. ▼



## TEN, NINE...

Scouts at the 1991 London Region Camporee, Ont., shoot off plastic pop bottle rockets with water-stream tails. Some of the Scouts built up enough air pressure with the bicycle pump that their rockets shot 30 metres or so, soaring above the trees, says Sarah Ransome, regional field executive.



**ANOTHER TREE FOR CAMP:** St. Catharines District Cubs plant pine at their local Scout Camp, where Scouts started reforestation in 1947. The 88,000 trees planted since have turned what was farm pasture into a mixed forest of softwood, hardwood, and evergreens, says Akela Earl Bateman, 5th Thorold Cubs, Ont. With Trees for Canada plantings in and outside of camp, Scouting groups have added over 100,000 trees to the area, he tells us. Because the camp has run out of space for new trees, members will plant Trees for Canada in adjacent Short Hills Provincial Park this spring.



**ARGH!** Looks like Scouter made the mistake of trying to fit through a Cub-sized tire during the 1st Last Mountain Cubs' June camp at Regina Beach, Sask. Both Cubs and leaders had a ball working through the obstacle course, which included a rope bridge as well as those pesky swinging tires, says Akela Marinus de Graauw.

**VELKOMMEN:** Scouts, Venturers, and Girl Guides from Alberni Valley, with Port Alberni's mayor and a representative of the RCMP, welcome visiting Scouts from Granoese, Denmark, in July 1991. After dinner that evening, local Scouts played hosts for an informal campfire immensely enjoyed by all, says Lois Powell, secretary Alberni District Council. The Danish group canoed and explored Vancouver Island and B.C.'s coastal areas before joining Canadian Scouts at the B.C./Yukon Jamboree, she reports.



**TEDDY BEAR PARTY:** The 1st Change Islands Beavers, Nfld., wrapped up their colony year last spring with a special party to which they invited their parents and their favourite teddies. "Everyone had a wonderful time acting out stories such as *The Three Bears*, singing songs, and playing games," says Bubbles Lorraine Hurley.



The 1st Iroquois Falls Beavers, Ont., team up against their dads for a bit of soccer during a special Father/Beaver camp last spring. The weekend outdoors was great fun for everyone, says Scouter Alana Wollan.



## MOVING?

Don't forget to advise us of your change of address. Print your new address in the space below. Please include the postal code.

In the box marked *Previous Address*, please affix the address label which now appears on the cover of your LEADER magazine.

### NEW ADDRESS

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Group & Scouting

Position \_\_\_\_\_

### PREVIOUS ADDRESS

Affix Label Here

Mail to: **the Leader**  
PO Box 5112, Station "F"  
Ottawa, Ontario K2C 3H4

# FROM ALGERIA TO ZIMBABWE

## DISCOVER THE EXCITING WORLD OF SCOUTING

Facts and figures on the World Scout Movement and member countries; pictures of Scouts in uniform, milestones in Scouting history including World Jamborees. Definitely a must for every group.

**\$26.95**

Available from Scout Shops  
and Dealers coast to coast.

## SUPPLY NEWS

# Survival Kit

by Bob Bareham

This amazing little Canadian-made Survival Kit (#50-106, \$12.99) comes in a lightweight, watertight aluminum "sardine" can. Empty it and use it to bail, cook in, or drink from. The floatable kit contains 28 essential items, among them compass, signal whistle, medical supplies, fish hooks, sewing needle, 12 m fish line and sewing thread, safety pins, tea bag, sugar, and bouillion — in fact, nearly everything you need to survive for a short time outdoors. Recommended for every active Scout and Scouter.

**NEW CRESTS:** Collectors and Scouters everywhere are always eager to hear about new crest issues. Be sure to visit your local Scout Shop or dealer throughout the year to check out the latest designs, and watch for news in this column. With a national jamboree scheduled for 1993, you will want to start building up your collection now.

**BEAVER SLIPPER SOCKS:** Got a Beaver in your family? Looking for a unique gift for that youngster? Check out these popular heavy-duty slipper socks (#40-252, \$4.95). They feature the Beavers Canada logo and little brown beaver paw prints on a blue background. Designed to reduce slipping and falls, the slippers are great not only at home, but for running around the meeting hall without marking or damaging the floor.

**THOUGHTS FOR SHARING:** This 71 page book was developed to meet Scouters' requests for short talks to use around a campfire or at the close of a meeting. Author Peter Longmore chose 60 inspiring subjects and field-tested them before putting them in the book. You can adapt them to the needs of any section and use the topics when you are asked to speak to church groups, parents' gatherings, or service clubs. A very valuable resource at a reasonable price, it is available at your Scout Shop or dealer (#20-509, \$3.70).

**NEW PRODUCT IDEAS:** We are always happy to receive suggestions on possible new product lines or items to add to our catalogue. Currently, our merchandise manager is following up on a number of ideas from the field, and we hope to introduce several new quality products as a result. If you have seen or know of an appropriate product, please take the time to write us about it. Your help will be appreciated and everyone in Scouting will benefit. Send your suggestions to the attention of *Merchandise Manager, Supply Services, Scouts Canada, Box 5151, Stn. F, Ottawa, Ontario, K2C 3G7.*

**HALL OF BADGES:** Over the years, one of the major points of interest for visitors to the national office in Ottawa has been Supply Services' Hall of Badges. The 30 metre hallway connecting Supply Services offices to the rest of the building is lined with more than 50 plexiglass-covered boards displaying thousands of crests and badges from all over Canada and the world. Supply Services plans to add to the display and would appreciate any contribution you are able to make. Mail your badge or crest to *Hall of Badges, Supply Services, Scouts Canada, Box 5151, Stn. F, Ottawa, Ontario, K2C 3G7.* A

# ELEMENTS OF A GOOD SECTION

from Warren McMeekin

March may be a bit early for group committees to begin reviewing how their sections are doing, but here is a check list to keep handy when you do start the review.

- Does the section have one leader for every six to eight members (one to four in Beavers)?
- Are the leaders constantly doing new and different things?
- Are the leaders aware of the developmental values of the activities they run?
- Are leaders making good use of the Sixers' Council (Cubs) or the Court of Honour (Scouts)?
- Are the youth leaders aware of their duties and responsibilities?
- Are the sixes (Cubs) or patrols (Scouts) doing things relevant to members?
- Are the sixes or patrols doing different activities related to their development?
- Does the program provide for physical, mental, emotional, spiritual, and social development?
- Are the talents of individual leaders known and used in the programs?
- Does the section have short- and long-range program plans on paper?
- Do the leaders plan activities together and involve their youth members in the planning?
- Do the leaders meet with leaders of other sections to plan going-up and other inter-section ceremonies and activities?
- Do the leaders meet regularly to evaluate the program?
- Does the section have a spirit of excitement about it?
- Is attendance by youth members and leaders regular and consistent?
- Do most eligible youth re-register each year?
- Are ceremonies a regular part of the activities; do members respect them?
- Do all members wear the complete uniform neatly and appropriately?
- Are outdoor activities a big part of the program?
- Do Beavers have regular outdoor activities?
- Do Cubs have the opportunity to attend an annual camp?
- Do Scouts have weekend camps and outdoor program opportunities?
- Do Venturers have outdoor program opportunities and camping trips?
- Do Rovers regularly participate in community service activities?
- Does the section participate in district youth events?
- Does the section use the badge program effectively and adapt badge requirements to meet the needs of the members when necessary?
- Are leaders aware of any special physical, medical or dietary needs of members?
- Does the section have active parental support; do parents know what the section is doing, when, and where?
- Does the section consider community service and good turns important?
- Is the section adequately financed or do members need to spend too much time raising funds?
- Does the section welcome new adult and youth members?
- Are administrative matters (budgets, inventory, registrations) accurate and up-to-date?
- Are all youth members and leaders registered?
- Do section leaders regularly attend group committee meetings?
- Is the section constantly looking for new members?
- Do they have specific plans to attract new members and leaders?
- Have all leaders had an "Intro to Scouting" course?
- Have all leaders completed Part 1 Wood Badge training?
- Are leaders looking forward to Part 2 Wood Badge training?
- Does every member have a current copy of the Scouts Canada Supply Services catalogue?
- Do all members have a copy of the appropriate handbook?
- Do all leaders have a copy of *By-Law, Policies & Procedures* and the appropriate leader's handbook?
- Do leaders present badges in ceremonies designed to make members feel proud of their achievement?
- Do you thank leaders and parents for their help and support on some appropriate occasion (e.g. annual banquet, year-end barbecue)?


You're doing great if you can answer "Yes" in every case! ^

## Long-time Sponsors

Congratulations to three Scouting sponsors who, during the National Council meeting in November, received plaques for their continued partnership.

Presbyterian Church	75 years
Optimist Club International	65 years
Kinsmen & Kinette Clubs of Canada	65 years

Thanks for your support!



**EPILEPSY**  
EPILEPSY CANADA  
EPILEPSIE CANADA

**You can be part of our success.**

Contact your local association

# Training Thoughts

by Rob Stewart

I recently attended the annual conference of the Ontario Society for Training and Development and came across some ideas new to me. I hope you'll find a place for them in your training resources file.

The first is not so much a training idea as an observation. Gary Miller, president of Gary Miller and Associates, which specializes in staff training and organizational development, uses the acronym ROPE to explain the relationship between trainers and trainees. He's not suggesting that you tie candidates to their chairs with rope to ensure they stay in the session; he is pointing out that the pressure of training and making sure people learn is not the sole responsibility of the trainer.

**R**esponsibility  
Adults are responsible for their own learning. They must be committed to getting the skills and knowledge the course delivers.

**O**penness  
The opportunity to go beyond your comfort level in a safe learning environment.

**P**articipation  
All learners need to get involved. Instead of just sitting at the back observing, volunteer to be group spokesperson.

**E**xperimentation  
Our training courses are safe places to take risks. Try something different; say what's on your mind; ask questions without being afraid you may ask a "stupid" question.

Obviously, trainers need to prepare sessions that grab and hold participants' attention so that people can learn, but let's not forget the role learners have in helping to achieve session objectives.

Gary also offered an icebreaker idea you may wish to try. After participants have gathered, hand each a sheet called "Find Someone Who". Underneath is a series of statements which can be answered yes or no.

For example, they may have to find someone who had less than five hours sleep last night; sings in the shower; has three children; owns a car that broke down in the last month; drinks more than six cups of coffee a day; likes to make presentations; plays tennis; and the like. When someone answers "yes" to a statement, they write the person's name beside it. After a short time, gather everyone together to share the findings.

## STORYBOARDING

During a session on facilitating, Christie Steens (*Training Makes Cents*) and Nancy Stewart (N.S. Performance Design) came up with another good idea. Storyboarding is something like brainstorming — a great way to share ideas and get participants moving around the room.

Hang flip chart paper at various points around the room and write a heading related to your session on each one. Organize participants into an even number of sub-groups and give each person a package of post-it notes. Assign each group to one of the flip charts; ask them to note on the post-its as many ideas as possible under the heading and stick them on the chart.

Brainstorming principles apply: no debate on ideas; no repetition of ideas. After a specified time, ask groups to rotate to the next chart to add only new comments. It's a tremendous way to generate lots of ideas under headings such as attributes of a good trainer; inexpensive craft ideas; fundraising ideas; key elements of servicing; elements of a healthy section; and so on. Tailor the headings to your session, workshop or course. The final task is to find a volunteer to gather the information and distribute the results to all participants.

## SELECTING A GROUP REPORTER

Try this one. Ask everyone on the sub-group to raise one hand and, on the count of three, bring it down and point at someone in the group. The person most people point to is the reporter.

We are always on the lookout for new ideas. Please call or write us with yours, whether they take several pages or only one sentence. I'll share them with **Leader** readers in future issues. Watch for more ideas next month.  $\wedge$

## CUSTOM EMBROIDERED CRESTS

Serving the Scout world



Custom-made  
ENAMELED PINS



## CHAMPION CREST COMPANY

REASONABLE PRICE  
FINE QUALITY!

P.O. BOX 39056, POINT GREY, VANCOUVER, B.C. V6R 4P1  
TEL: (604) 874-0632 FAX: (604) 874-0522

ON-TIME DELIVERY  
BEST SERVICES!



YOUR PROBLEM:

# Fund raising

THE SOLUTION:

# PEN PAK

MESSAGE OF YOUR CHOICE

YOU ONLY PAY FOR PAKS YOU SELL



If you are planning a fund-raising campaign, the "Carrier Pen Pak" is your answer.

The pak consists of three BIC medium point pens (2 blue, 1 red) inserted in an imprinted vinyl case. You pay only 69¢ per pak and this price includes imprinting a message of your choice on the vinyl case, GST and shipping charges.

Your suggested sale price is \$1.50 per pak for more than 100% profit.

There is no risk involved since you only pay for paks sold, six weeks after date of invoice and you return the left-overs.

This offer applied to a minimum order of 600 paks. Also available 4 BIC pak, you pay 92¢, you sell \$2.00. Simply fill-in and mail this coupon or fax your order.

Please ship us ..... Carrier Pen Paks (600 minimum)

3 BIC pack     4 BIC pack

Six weeks after date of invoice, the buyer agrees to pay for the paks sold and to return the left-overs to: Carrier Pen Co. Ltd. 70 Assumption Blvd. West, P.O. Box 214, Joliette, Que. J6E 3Z6. Fax (514) 759-0055.

ORGANIZATION .....

ADDRESS .....

CITY .....

PROV. ....

P. CODE .....

HOME ..... BUS .....

FAX .....

NAME .....

TITLE .....

SIGNATURE .....

COPY TO BE IMPRINTED .....

.....

.....

.....

## LETTERS

### How about a File Guard?

I was more than slightly surprised to see that the text and illustration for axe sharpening (*Axe Care Tips*, Dec. '91) did not discuss using a guard around the file handle so that, if the file slips off the axe blade, your fingers won't land on it.

I am now a Venturer and have been through Cubs and Scouts. I've sat through the compulsory B.P. Woodsman Badge axe-handling course at every district event. One thing they almost always told us was, "Well, we don't have a guard on the handle of this file, but when you sharpen an axe, you ought to have a guard on the file handle so you don't cut your fingers." It was another "do as I say, not as I do" situation, but surely **the Leader** is the place to start correcting it by discussing proper safety precautions.

— Matthew Skala, secretary, 1st Sooke Computer Venturers, B.C.

### CALLING ALL BEAVER LEADERS

We need you. We know you are out there running terrific programs with your colonies, but you are keeping them secret.

**The Leader** has a very big need for Beaver theme and event ideas to use as feature articles; games, crafts, songs, and prayers for *Fun at the Pond* and *Swap Shop*; and photos of Beavers in action for *Cross-Country Photos*.

Please take some time to share with Beaver leaders across the country by sharing with **the Leader**. X

— The Editor

## PEN FRIENDS WANTED

### Africa



Scout leader wishes to exchange badges and Scouting ideas with Canadian Scouters. Please write: Mohammed Umar, Liyaliya, Daurawa United Pharmacy, No. 5 Old Market, c/o PO Box 312, Maiduguri, Borno State, Nigeria.

Scout, 17, seeks a Scouting pen friend about the same age. Please write: Stanley Zakazaka, 7368 94 Cress, PO Glen View (8), Harare, Zimbabwe.

### Chile



Scout leader, 19, wishes to correspond with Canadian Scouters. Please write: Alejandro Sepulveda S., 21 Enero 7940, Jardin Alto, Comuna La Florida, Santiago, Chile.

### Czechoslovakia



Scout, 11, who enjoys football, skating, skiing, and swimming, would like a Canadian pen friend. Please write: Brelislav Ruby, Nerudova 311, Pribram IV, Czechoslovakia.

### England



Cub Scout, 9, who plays hockey and enjoys swimming, farming, and computers, seeks a Canadian pen friend. Please write: Ben Burrows, Baldwins Green, Hillesley Road, Kingswood, W-U-E, Glos GL12 8RU.



## SCOUTER'S 5

### The True Peace

The first peace, which is the most important, is that which comes within the souls of people when they realize their relationship, their oneness, with the universe and all its powers, and when they realize that, at the centre of the universe dwells God, and that this centre is really everywhere; it is within each of us. This is the real peace, and the others are but reflections of this.

The second peace is that which is made between two individuals, and the third is that which is made between two nations. (But) there can never be peace between nations until there is first known that true peace ... within the souls of people.

— Black Elk

### Like a Spider's Web

Peace is like a spider's web,  
Vulnerable yet indestructible:  
Tear it and it will be rewoven;  
Peace does not despair.

Begin to weave a web of peace:

Start in the centre

And make peace with yourself

And your God;

Take the thread outwards

And build peace within your family,

Your community,

And in the circle of those you find hard to like;

Then stretch your concern into all the world.

Weave a web of peace and do not despair.

— from *Scouting* (UK) magazine

### Friendship

I don't want to change you;

You know better than I what is best for you;

I don't want you to change me;

I only want you to accept me and respect my way;

Then our friendship will be rich,

Based on reality, not a dream.

— 13th century Chinese thought

Scouter's 5 Minutes, p.681

Mar.'92

## SKITS

### The Wall

Ideal for a six or patrol, this skit calls for three or four members standing close together, backs to audience, as the wall; one to play an employee leaning against the wall; and one to play the boss.

The scene opens with the employee leaning against the wall. The boss walks in, looking at some papers, sees the idle employee, stops.

**Boss:** You there! What's your name?

**Employee:** Billy Bob, sir.

**Boss:** Well, what do you think you're doing, leaning against that wall like you're holding it up.

**Employee:** But, I am holding it up, sir. (Boss splutters angrily, tells the employee what a useless, good-for-nothing he is. Employee protests, but in vain.)

**Boss:** You're fired! Get out! (The employee edges out along the wall, still trying to protest. The boss turns to audience: the wall creaks.)

**Boss:** Imagine! That lazy son-of-a-gun trying to tell me he was holding up.... (The wall noisily falls on the boss, who collapses under it with a scream.)

— Thanks to Akela Michael Nellis, General Wolfe Cubs, Sillery, Que.

### The Fire

You need two players and a behind-scenes person to move the fire (an artificial campfire with invisible strings attached).

The players sit by the fire, reading, doing a puzzle, etc. The fire moves slightly. They don't notice. It moves again; they don't notice. This continues until, finally, the fire is pulled off stage.

At that point, one of the players looks at the other and says, "Looks like the fire's gone out again!"

— Thanks to *Scouting* (UK) magazine

Skits, p.153

Mar.'92

**LEADER  
READERS  
HAVE THE EDGE ON**

**IDEAS  
ACTION  
EXCITEMENT**

**10 TIMES A YEAR!**

Mail your subscription to : P.O. Box 5112, Stn. F, Ottawa, Ontario, K2C 3H4

the **leader**

Subscription rates:

Registered Adult Members BSC

\$6.42 / year

(Includes GST)

Others in Canada

\$10.70 / year

(Includes GST)

Outside Canada

\$15 / year

Please send me the Leader. I enclose my cheque  
( money order ) for:

1 year

2 years

new subscription

advanced renewal

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Prov. \_\_\_\_\_ Postal Code \_\_\_\_\_

## The Waiter

Three Scouts are seated in a restaurant. A waiter approaches them.

**Waiter:** What'll you have?

**Scout 1:** I'll have a tuna on rye.

**Waiter:** Why tuna? Salmon's much better. And have it on whole wheat. It's healthier.

**Scout 1:** Okay, okay. Make it salmon on whole wheat.

**Waiter:** And you?

**Scout 2:** I'll have bacon and tomato on toast. And coffee.

**Waiter:** Bacon's not good for you. And coffee strains your heart. Have a nice roast beef sandwich and a cup of tea.

**Scout 2:** Okay, make it a roast beef sandwich and tea.

**Waiter:** How about you?

**Scout 3:** What do you suggest?

**Waiter:** Who has time to make suggestions?  
— Thanks to Colin Wallace, ARC (Training), Greater Toronto Region, Ont.

**Fall Quickie:** Player walks across the area scattering handfuls of leaves he takes from a big bag. Another player approaches and asks, "What are you doing?"

**1st Player:** I'm leaving!

— Thanks to Brenda Beckett, Owen Sound, Ont.

Skits, p.154

## People of God

Dear God,

You made all the people of the world,  
And you love them all;

Help me to see the real person

When I meet someone

And not just see the colour of skin

Or difference in eyes:

I look different to others,

Just like they look different to me,

But really, we are all the same —

People of God

— Thanks to *Australian Scout* magazine

## God Is

over all things

under all things

outside all things

within, but not enclosed

without, but not excluded

above, but not raised up

below, but not depressed

wholly above, presiding

wholly without, embracing

wholly within, filling.

— Hildevert of Lavardi, 11th century

Thanks to the *Presbyterian Record*

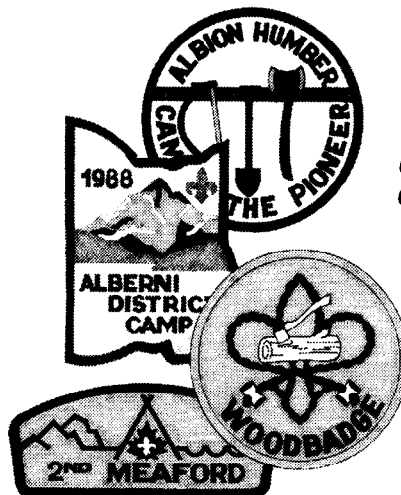
Scouter's 5 Minutes, p.682



**dress crest  
embroidery  
company**  
LIMITED

Phone 225-4087 FAX 223-1313

1031 LILLIAN STREET  
WILLOWDALE, ONTARIO  
M2M 3G1



*Low prices  
guaranteed*

- FIRST QUALITY WORKMANSHIP.
- CAMPOREE, DISTRICT, PROVINCIAL AND NATIONAL EMBLEMS.
- FREE DESIGN SERVICES.
- SMALL AND LARGE QUANTITIES.
- SPORTSWEAR AND BASEBALL CAPS ALSO AVAILABLE.

**“YOUR ONE STOP EMBROIDERY SHOP”**

## KUB KAR SUPER TIMER

- PC computer based  
- no manual paperwork!
- Wired and tested  
- no problems!
- Easy Installation  
- won't block the view!
- Up to 7 lanes  
- handles any track!
- Times to .0001 seconds  
- few ties, no disputes!
- Race Manager option  
- the fairest rally!
- The most complete, most accurate system available!
- Proven by over 100 users  
"...It's the fairest way."  
"...used the Timer for two years, great product!"



Call or write:  
DBC Associates  
90 Fleet Street  
Portsmouth, NH 03801  
1-800-654-2088

## SWAP SHOP

# A JUNGLE HIKE SWIM-UP

In 1990, in conjunction with our "Near Cub" program, which introduces White Tails to the pack and its programs, the leaders in the General Wolfe group decided to introduce the whole colony to Cubbing. We developed a two-meeting event.

**Meeting 1:** The Cub leaders hid a hand-drawn and coloured map, "dated" 1864 and "signed" by Rudyard Kipling, in the yard outside the meeting place. The map, rolled into a small wooden box, showed the "route to the Council Rock".

We sent out the Beavers to find the map, telling them to be observant, like Scouts. When they found the box, Rusty called them together, we opened it, unrolled the map, and talked about it a bit. Then we asked them if they would like to go on a jungle hike to the Seconee Hills at the next meeting. Their answer was definitely, "Yes!"

Before we closed, we talked a little about how to prepare for the hike and about the hazards of jungle travel; the animals they might meet, how to use the Master Words, and the like.

**Meeting 2:** The following week, we darkened the hall and set up a jungle of tables and chairs simulating bushes and trees. The Beavers had a chasm to jump, the Waingunga to cross, the bandarlog to get past, and the like. The youngsters

agreed that the hike was fun, but they wanted more obstacles! We held the swim-up ceremony after the hike.

For the 1991 jungle hike, we managed to borrow a large camouflage net from Base Valcartier and slung it across the backs of chairs to simulate a swamp. Some chemical light sticks provided atmosphere, and Cubs and Scouts again played jungle characters — Jacala, Sigum, Kaa, and the bandarlog, who pestered Beavers and leaders from the trees. Again, White Tails swam up after the hike.

This year, we will hold our jungle hike outdoors. If we can get two or three nets, we can make a swamp we have to cross without falling in. We can make a bushy tunnel and sling a rope bridge over the Waingunga. Somewhere, we will run into our plastic replica of Kaa, motorized by a Scout, and then...

Well, we will just have to exercise our imaginations, but we intend to continue using the jungle hike to put excitement into our swim-ups.

### Program Links

Beaver Themes: Jungle, Cubs

Cubs: Tawny Star 10

Scouter Michael Nellis is Akela with the General Wolfe Cubs, Sillery, Que.

## FREE Fund-Raising FACTS!

FILL OUT BELOW AND  
MAIL THIS AD NOW:

See How Easily You Can  
Earn \$500 to \$5,000

or more for your group, with Canada's Best-selling chocolates, gift wraps, planning calendars and other popular products. No obligation; no experience needed! No investment, either.

OR CALL COLLECT:  
519/326-3216

CANADA'S BEST DEPT. 5411  
P.O. BOX 188 - LEAMINGTON, ONT. N8M 3W2

Group

Name

Your

Name

Your

Address

City

Province

Postal

Code

ACT  
NOW



Passing through the Bandarlog Bushes. Bagheera encourages a Beaver to ignore harassment from Scout bandarlog.

## SINGING WITH BEAVERS

from Denise Mohan



Singing is fun, so gather together those 5-7 year olds and start. You can always find songs to fit your theme: animal songs on pet night; songs about trains, planes and automobiles if you're talking about transportation; hiking and camping songs or songs about trees and rivers when the focus is on the outdoors.

A sing-song with Beavers will be successful if:

- You know the song;
- You enjoy singing the song and sing it with a smile;
- All members of the leadership team join in the singing (on special occasions, invite your guests to sing too);

## COMPASS AWARENESS

from Norman S. Doucette

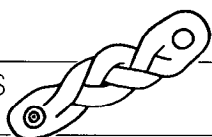
Now that we've completed our second successful compass training session, we'd like to share a new way to have fun and learn at the same time. In teaching Cubs to use a compass, you never know if they are getting the idea or just guessing, and it takes lots of time and people to test a large pack. We've devised a way to do both.

We plan well in advance because we need four large cardboard boxes (the kind furnaces or hot water heaters come in, which we get from a local plumbing contractor), four flat magnetic compasses (Scout Shop), and four flashlights. On the evening, we organize the pack into their four sixes.

Give one Cub in each six a compass and flashlight and put a box over each of these Cubs. The others in the six tell the boxed Cub what direction to travel

## NO-SLIP WOGGLES

by Barry Stuart



As a relatively new leader, I am finding Cubbing a most interesting challenge. One of the greatest challenges seems to be keeping the woggles on the Cubs' neckerchiefs.

Recently, my wife came up with a rather simple solution to this problem. She discovered that if you braid the woggles, making them look similar to the old brown leader woggles, they not only become smaller in diameter, but the edges of the braids grip the neckerchief. Now, our whole pack has braided woggles, and our problem is reduced (although not eliminated).

- You include action songs — finger-plays or body-action (Beavers love them);
- You choose repetitive songs easy for them to learn and explain the meaning of new or unfamiliar words in songs;
- You stay with simple, easy-to-learn melodies;
- You try simple rounds or part-songs.

You can draw from numerous resources for ideas and songs: your handbook and resource book; **the Leader**; songbooks available at the Scout Shop; sharing sessions; the public library; television shows such as Mr. Dress-up or the Elephant Show; and your own Beavers.

Singing with your Beavers brings a smile all the way to your heart.

*Scouter Denise Mohan is Bubbles with the 31st Guelph Beavers, Ont.*

through a maze or simply around the meeting area. The Cubs on the outside learn the directions, and the Cub in the box learns the compass and how to rely on it. A leader checks the progress of each six as everyone gets caught up in the activity and makes sure the Cub in a box doesn't become confused or frightened.

With leaders as guides, put other leaders and Cubs in boxes and hold a race around obstacles. If you try the idea with Cubs or Scouts who have more advanced compass skills, you can use degrees to indicate direction.

In our experience, it's an activity that provides an evening of fun and practical skills application.

### Program Links

Green Star 12, Woodsman

*Scouter Norman Doucette is Akela with the Fort Qu'Appelle Cubs, Sask.*

It takes a bit of practice to master the braiding technique. It helps if you have Cubs first try it on scrap pieces of vinyl or leather shaped like large woggles.

Mark start and finish points about 3 mm from the domes, then make two cuts in the woggle to create three equal sized strips. Braid the strips, keeping them flat so that you can pull the material through where you need to.

I hope this simple solution to our problem will prove helpful to other Scouters.

### Program Links

Tawny Star 2, Handicraft 5

*Scouter Barry Stuart works with the 14th Bendale Cubs, Scarborough, Ont.*

## Skits FOR CUBS

Scouts Canada is thinking of publishing a book of skits for Cubs. Your pack can help.

Send us your favourite skits or get together with your Cubs and create new ones. If we receive enough good material, we can go ahead. If we don't receive enough to make a book, we will try to print your skit in **the Leader** cut-out pages. Either way, you can't lose!

*Send your skits to:*  
Ben Kruser, Program Services  
Scouts Canada  
PO Box 5151, Station F  
Ottawa, Ontario  
K2C 3G7

Deadline for submissions:  
**May 1, 1992**

*Thanks for your help.  
Good hunting!*

the **leader**

## BACK ISSUES

### Get Yours Now!

Single copy issues of **the Leader** are available back to the October 1977 issue for \$1 each prepaid. There are limited quantities of some issues.

To order, list issues by publication date and send a cheque or money order with your request to:

CANADIAN LEADER MAGAZINE  
PO BOX 5112, STN F  
OTTAWA, ONTARIO  
K2C 3H4

**Note:** The following single copy issues are no longer available: Apr '78, Aug/Sept '78, Jan '79, Apr '79, Oct '79, Dec '79, Feb '80, Mar '80, Aug/Sept '80, Oct '80, May '81, Aug/Sept '81, Mar '82, Nov '83, Dec '83, Jan '84, Feb '84, Dec '84, Aug/Sept '85, Mar '86, Jul '86, Apr '87, Dec '87, Mar '88, Apr '88, Aug/Sept '88, Oct '88, Nov '89, Dec '89, Nov '90