


# the leader

MARCH 1993

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## CAMP TIME



Program Ideas • Camp Planning • Co-ed Camping • Reflector Cooking

# Some Innovations

by Garth Johnson

In the November 1992 *Leader*, we shared an innovative idea from the 6th Erin Mills B Colony in Mississauga, Ontario, who decided to meet one evening via teleconference. At the time, we invited readers to tell us about innovative ideas of their own; a new way of doing something, a little twist to an old idea, or a particular challenge they've met. This month, we share two responses to our request.

## A Meeting Place Challenge

A group of parents of children attending Lindale School in Moose Jaw, Saskatchewan, wanted to start Beavers and Cubs. They had the school as a meeting place, prospective leaders, and the local Wildlife Federation as a sponsor. The problem? Their children are bussed to school from rural communities and farms, and the busses head for home at 3:30 every day. Having kids travel to evening meetings from their scattered homes would be just too difficult.

ARC Jim Reid attended a meeting of parents and sponsor representatives to discuss the situation and decide when and how they could offer the program. A short overview of group committee, sponsor, and leader roles and responsibilities netted a leadership team for Beavers and Cubs, as well as members for a group committee. The group then put their heads together to come up with a solution.

They decided to hold section meetings on school day Mondays, immediately after classes at 3:40 until 5:00 p.m.

Leaders would drive some of the kids home and, by arranging car pools, parents would take turns transporting the rest.

Jim says that both sections operate in the gym with the help of a floor-to-ceiling divider. And leaders have adjusted the programs somewhat to ac-

## Challenging the norm and reaching out to discover different ways to offer Scouting to kids

commodate energetic youngsters who haven't had a break from a day in the classroom.

It sounds like a simple, innovative way to meet the challenge of offering Scouting programs to kids who don't have convenient evening access to a meeting place.

## Venturer Environmental Conservation Award

The Venturer Environmental Conservation Award (VECA) grew out of some keen interest in Quebec's 1990 Tri-District Camporee theme, "Envi-

ronmental Conservation". Lakeside Heights Voyageur Venturer advisor Gord Reid wanted to catch hold of his company's enthusiasm for the camporee program and turn it into a year-round challenge that all companies in Ontario and Quebec could take on.

To apply for the award, companies must plan, organize, and conduct an environmental activity (Trees for Canada excluded) between camporees and submit the concept, with supporting photographs and newspaper clippings, to the evaluation committee at the Tri-District Camporee. The award program also encourages all participants to bring an environmental activity to camp with them. Every Venturer in the winning company receives an award crest at the camporee, and the company name is engraved on the VECA trophy displayed at the Scout Centre in Montreal.

Scouter Reid reports strong competition for the award and a steady increase of interest and participation. It is an interesting way to maintain enthusiasm for the camporee and to keep environmental activities on the company agenda year round.

Can you think of themes or program activities you use in your section that might be worth enlarging to a district, regional, or camporee level? Why not have groups bring an environmental activity or any other favourite activity to your next big camp?

We thank these innovators for challenging the norm and reaching out to discover different ways to offer Scouting to kids.

Keep innovating and keep sharing.

Executive Editor  
Garth Johnson

Editor  
Linda Florence

Art Director  
Richard Petsche

Advertising  
Laureen Duquette

Circulation  
Barbara Alexander

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John Rietveld,  
Executive Director,  
Communications Services,  
Scouts Canada

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**CAMP 100+25**

# CAMP 100 +25

by Jeff Conquest

Last November, shortly after attending E-Vent, a joint Rover-Venturer challenge camp, some enthusiastic Edmonton Region Rovers decided they wanted to organize a challenge camp for Scouts. When looking for a name for the event, we decided to revive the name born after a camp held in Canada's centennial year. Camp 100 proved so popular in 1967 that a similar event was held every year until 1986. This series of camps were known as the 100+ camps and, in honour of Canada's 125th birthday, we conceived Camp 100+25.

When planning the camp, one of the first things we decided was that Rovers, Rover alumni, and Rover advisors would do most of the work. This approach has two major benefits. First, it creates awareness that Rovers are around and willing to serve. Second, it allows Scout-

ers to concentrate on their Scouts rather than on running a program. This was especially important because we were holding the camp on the third weekend in October, which meant it would be a first camp for many new Scouts.

Next — activities. Since the camp would be held on the weekend of Jamboree-on-the-Air, amateur radio was a natural. When approaching people to run other activities, I made sure they understood that, if they couldn't do it with a budget of next to nothing, they would have to come up with another idea. They were all able to oblige.

We decided to place a strong emphasis on having the Scouts do all the necessary preparation for the camp. We called a patrol leaders' meeting, where the PLs registered their patrols and received instructions from camp planners

so that they could prepare their Scouts for the event.

Most groups arrived Friday night and proceeded to set up camp in the dark in dense growths of rose bushes. We'd told the PLs about the bushes and warned them to bring pruning shears. Those who'd forgotten to relay this information to their patrols soon heard about it.

Between 9:00 and 11:00 on Saturday morning, first year Scouts attended a B.P. Woodsman clinic. Although they weren't tested for the badge, in four half-hour sessions, the clinic gave them detailed instruction on various requirements. We held opening ceremonies at 11:00, which made it possible for troops who didn't want a two-night camp so early in the year to come out on Saturday morning.



*Yeah — I'm calling from Edmonton, Alberta, Canada. JOTA was a little less strenuous but just as popular as the rest of the weekend.*



*Hey, quit rocking the boat: obstacle course.*



*Camp Chief Jeff Conquest learns why the Scouts were so eager to work on the rope-making machine!*



Competition began at 1:00, when patrols began rotating through four hour-long activities.

1. Projectiles: archery, sling shots, caber toss
2. First aid
3. Canadarm: Scouts left the ground to capture a lost satellite.
4. HAM radio station

Saturday evening, the Scouts ran through an obstacle course set up by the 6th Paladin and 22nd Challenger crews. Later, they learned how to use the rope-making machine. Miserable weather forced us to move the campfire indoors where, in the warmth, even loud action songs, hearty cheers, and yells couldn't keep a few Scouts from nodding off during the festivities.

After Scouts' Own Sunday morning, some Scouts returned to the JOTA station, others played on the obstacle course, and most packed up and prepared to go home. At closing ceremonies, we awarded plaques made by Rover advisor Peter Kirchmier to event

winners. When it came time to award plaques for the top three patrols overall, I pointed out I had only two in hand. After the Scouts pondered this for a minute, I showed them where they would find the top prize — at the top of the flagpole. Whispers of "Cool!" and "Excellent!" approved our choice.



### Retrieving a satellite.

The winning patrol was announced last and came forward to lower the flag. On my announcement, "Camp dismissed", all 122 Scouts began yelling and running straight for me. Before I could escape, I was surrounded by 24

patrols of Scouts intent on tying their fearless Camp Chief to the flagpole, using the ropes they'd made on the rope-making machine the night before. Fortunately, the Scouts' knot-tying wasn't up to scratch, and I was soon able to free myself.

All of the groups I heard from after the camp rated it a huge success, despite the very cold weather. Some had already begun planning and training to do better at the competitions the following year.

Edmonton Rovers also counted the camp a success. It gave us a chance to get together for the weekend to become better acquainted with each other and to show our stuff to the Scouts. We hope the result will be a swelling of our ranks when these Scouts are old enough to become Rovers. ^

*Rover Jeff Conquest, 22nd Challenger Crew, Edmonton, Alta., was Camp Chief for Camp 100+25.*

#### Program Links

Rovers: Rambler Badge 3  
Scouts: B.P. Woodsman



*Do you think he'll live? First aid.*

### Up and over!

*The obstacle course took teamwork.*

# KLONDIKE II, The Sequel

by Alison Bentley

**I**t is July 1898. *The stampedeers who made it over the Chilkoot during the winter and were lucky enough to stake a claim are camped along the many creeks around Dawson City (Woodsman 1b). Superintendent Sam Steele has just arrived to take over Dawson from Inspector Constantine, who retired in June. It's a challenge to enforce law and order in a town that parties 24 hours a day, but it's even more difficult along the creeks. There police are thin on the ground and Jeff "Soapy" Smith and his gang are at work cheating and robbing the miners. Although her brother "Slim Jim" is now in jail, Shotgun Allie Foster, along with Smith's young protégé "Con" John Arthorne, continues her career of swindling and robbing. The two outlaws are on the top of Steele's wanted list.*

After the success of our winter camp on the gold rush theme (Dec.'92), we decided that our Cavagnal summer Cub camp in 1990 would continue in the same vein (pun intended). We held the camp at Murphy's Point Provincial Park in eastern Ontario. With its acres of woodlands, lakes, creeks, and swamps, it proved an ideal setting. And there was a real bonus — abandoned mica mines located close to the group campsite. They added definite realism.

As before, we gave leaders historical background, action information, and character sketches of the particular Klondike personalities they would play. With props and costumes selected, we were ready to begin the fun.

As the Cubs arrived early Friday afternoon, Steele and his men made an unofficial visit to the creeks and helped stampedeers set up their tents (*Woodsman 2e*). They also gave the youngsters some safety tips and checked out their emergency kits (*Green Star 3*). Later, they instructed the stampedeers on how to use a compass (*Woodsman 2c*) and tested them for swimming proficiency. The miners returned to the creeks for supper.

No sooner had they wiped the last dish when "Mad" Mike Schooley and some fellow old-timers entered camp with bad news. Foster and Arthorne had cheated Belinda Mulronee out of one of her new claims and stolen the map of its location. Because Steele was short of men, the stampedeers offered to join forces to help apprehend the criminals.

Leaders organized the Cubs into patrols who quickly headed out to find gang members. Although they did locate a hastily constructed outlaw camp, there was no sign of Foster and Arthorne. Suddenly, a shot rang out from across the lake, and the miners saw the outlaws silhouetted against the sky.

The Cubs gave chase and, before long, captured the outlaws, returned them to their camp, and searched them thoroughly. Although they discovered

a lot of evidence, weapons, and the false claim to the mine, they did not find the map. Steele questioned the prisoners with no results until the arrival of an evil bounty hunter. When he threatened to intervene, Allie hastily told them where to find part of the map. She also told them that the rest had been cut up, and different members of the gang held pieces they'd been instructed to hide.

Steele was suspicious. He didn't believe that the outlaws, who would as happily cheat members of their own gang as they did the miners, didn't know where all those map pieces were. He questioned them further, until they revealed clues to their location.

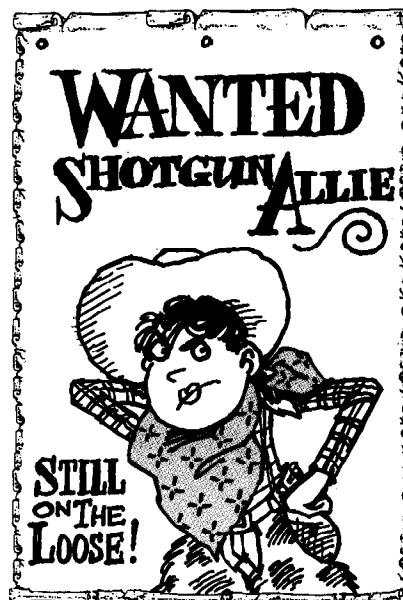
There was one clue per patrol, each in code. The Cubs organized in their sixes to decipher them (*Green Star 5*), but it was too late in the day to follow up. Before they turned in, Steele instructed them what to do if they were to become separated from the group and lost in the woods while on the next day's hunt (*Woodsman 2f*).

**O**n Saturday, the camp awoke to find that "Con" John had repented his crimes and was helping on breakfast detail. Inspector Belcher had left to return Shotgun Allie to jail in Dawson City. After breakfast and tent inspection, each patrol set out to locate its part of the map (*Green Star 12; Woodsman 2g*). On the way, they met Inspector Belcher and learned that Allie had escaped. He suggested they move with all speed to find the mine.

The trail included compass directions, tree identification, and even a short canoe trip to an island mica mine. During all the excitement, Con John, who had been faking his conversion, escaped and met up with Allie.

Meanwhile, the miners gathered at a lake to cook lunch over a fire (*Woodsman 2a; Green Star 7*) and piece together the map. They recognized several of the landmarks, and Steele planned to hike them over to the claim after a rest and a swim.

Suddenly, the lookout shouted. He'd spotted the outlaws in a canoe off shore. With a flurry of derisive gestures and



shouted warnings, they paddled off before the miners were organized enough to pursue them.

Instead, following the map, the miners made their way to the claim and began looking for gold. There was colour in the area (salted earlier by Allie), and they found several nuggets in the mine tailings. After all the miners had a chance to do some prospecting, they collected up the gold and headed back to camp.

Steele, the bounty hunter, and several old-timer miners decided to hang back in case Allie showed up. (Unfortunately, we had to abandon plans to raid the Cub party, because Allie's car keys fell into the lake. Luckily, Con John's abilities included diving, and he retrieved them.)

We also retrieved the game. The two outlaws covertly alerted Steele to the mishap, then snuck back to the creek camp. Steele brought them in, announcing that he'd discovered them hanging around looking for the gold, and placed them in custody. At a hasty trial after supper, the Cubs condemned the outlaws to being dumped in the lake (quite a refreshing punishment considering the temperature that day!).



And so, another camp wide game ended. Because we held it over such a large area, it gave us some coordination problems. In some cases, we had to drive between the various action spots, and the episode with the keys highlights what can go wrong with the best laid plans. Fortunately, the Cubs were so much involved in the game and its plots that they didn't notice. At subsequent camps, we alleviated the communication problem by surreptitiously using walkie-talkies.

Aside from this, the territory was ideal for the game, and the Cubs were thrilled to search for gold at a "real" mine. They were able to keep some pyrite nuggets as a memento of the Cavagnal Gold Rush. All of the Cubs completed their Woodsman Badge, earning the missing requirements on Sunday after the game had ended. Most were

## WORLD CONSERVATION BADGE DAY

from Alan Box

Cubs in South Peace District, Alta., enjoyed a different kind of springtime activity and earned their World Conservation Badge during a May day at Musk-oseepi Park in Grande Prairie. The Alberta Parks and Recreation Park, located in a busy urban area, offers an excellent balance of natural and manufactured beauty, and the district service team, which organized the day, designed a dynamic and demanding schedule of events.

After opening ceremonies, Cubs were put into three large groups to circulate through three programs: learning about Woodland Caribou, a local endangered species; a creek clean-up; and hands-on experience with exotic animals brought in by a local animal reserve. The jaguar was a big hit, but few Cubs wanted to get close enough to pet her.

After a bagged lunch, the Cubs plunged into six nature-related activities. They gathered information on frogs, butterflies, birds, and trees;

experimented with science models illustrating the water cycle; and constructed a birdhouse.

The Alberta Department of Forestry, Lands and Wildlife provided each Cub and leader with copies of handbooks on fishing skills, conservation, and hunter education. The Cubs also took away a wildlife workbook. Pack Scouters could link the day's activities and resources to a number of Black Star requirements, as well as to badges such as Law Awareness, Observer, Pet Keeper, and Gardener.

The event wound up with supper provided by the local Army Cadet detachment, and Alberta's Lieutenant Governor took time out from his busy schedule to present the Cubs their World Conservation Badges. All in all, it was a memorable day of learning and lots of fun. And it's an excellent example of wise use of local resources.

Alan Box is field executive in Northern Alberta Region.



Learning about trees.

surprised to learn they had earned requirements as they played the game.

More important, all of the Cubs were keen for another camp. In fact, they were so keen that, when we started up again in September, we decided to hold an indoor fall camp the next month to satisfy their demands and introduce the new chums to camping as a lead-up to our winter camp. ^

Alison Bentley was Chil with Cavagnal Blue Pack for four years and now works as a patrol counsellor with the Cavagnal Scouts, Lake of Two Mountains District, Quebec.

**Program Links**  
Woodsman Badge  
Green Star



# Theme Ideas for Beavers

**P**rograms built on themes are fun for Beavers and leaders. You can let imaginations run wild in the planning. Ask the children what they want to do. Expand on old ideas. Invent new ones. Use these suggestions from Manitoba's *Beaver Tales* to get started.

## Voyage of the Spaceship (Name)

Let the Beavers help you name your ship. Dress up as you imagine people will dress in the future, on another planet, or while travelling in outer space. (*Gathering*) Make a space ship (big boxes, paper and cloth sacks?) and take an imaginary trip (*story*). (*Craft*) Make rockets from lightweight paper and balloons. (*Games*) Remember, people are weightless in space. Play games with balloons or feathers; try games in slow motion. (*Snack*) Space food is small. How about marshmallow treats?



## Dinosaurs at Large

(*Craft*) Make dinosaur puppets or skiing dinosaurs (Jan. '93). (*Games*) Go hunting for dinosaur bones or dinosaur eggs. Go on a Dinosaur Trek, following big dinosaur foot prints to a treasure. (*Snack*) Brontosaurus Burgers, Dino-Dogs, Pterodactyl Chips (potato chips), Swamp Swill (root beer), Dinosaur Bones (carrot and celery sticks), etc.

## Bonanza or Wild West Days

Dress in checked shirts, vests, cowboy hats (no guns, please). Make horses from cardboard rolls and paper bags, newspaper, construction paper, glue,

masking tape, markers, and crayons. Use horses in games. Make targets and rope lassos and try to lasso the targets. Outdoors, you can have a water fight using squeeze bottles or wet sponges (Shoot-out at the OK Corral). Serve hot dogs, beans, bread, chips, and sarsaparilla juice.

## Winter Olympics

Take Beavers to a field with an outdoor rink to cycle through lots of fun activities on a mild winter day.

*Jam Pail Curling:* Make "rocks" by freezing water in ice-cream pails and play in lodge teams. Beavers try to slide their "rocks" into a circle marked on the ice. Make your own rules.

*Boot Speed Skate:* Set up obstacles along the rink for Beavers to boot skate around three times. Time each performance and encourage the kids to better their time each go-around.

*Lug Race:* Organize Beavers in pairs with crazy carpet and rope. One team member pulls the other to one end of the course, where they switch places for the return trip.

*Snow Shotgun:* Make snowballs. Beavers join up like a train behind a leader to trace a large circle in the snow. From the centre of the circle, Beavers fire their snowballs. Measure to see how far they go.

*Disc Slide:* Beavers slide ice-cream pail lids towards a target area on the rink.

*Mountain Building:* The colony works together to build a mountain of snow. Place a flag and a torch on top of the finished mountain and, on this ceremonial site, present gold medallions to all participants at day's end.

*Follow the Torch:* To finish the day, have a leader (Scout, Venturer, Rover) abscond with your torch and, wearing cross-country skis or snowshoes, make a meandering trail back to the meeting place. The Beavers follow the tracks to find the torch and warm up over hot chocolate and goodies. ^

## PUNK ROCK STONEAGERS??!

from Cindy Ponich

**T**he 1st Vegreville Beavers, Alta., enjoy theme nights, especially two they held last year. On "Punk Rocker Night", the highlight was a father with a drum set (and the chance for Beavers and leaders to wear their wildest T-shirts, hairstyles, and "shades"). As their craft, each Beaver made a drum from a coffee can (with top and bottom removed), two pieces of vinyl "skins" to stretch over top and bottom, and workboot laces to hold together the skins.

"The Beavers played their drums along with

the father, and we all sang," says Bubbles Cindy Ponich. "It was great fun."

"Stoneage Night" proved another winner. The Beavers dressed as cavemen and made rock families using a small piece of wood and rocks they'd collected, Scouter Ponich reports. For each member of their family, they chose a rock they thought looked right. They glued their rocks to a piece of scrap wood and painted on faces and hair. "They all looked very creative and goofy," she says. "The kids loved it."



*The 1st  
Vegreville  
Colony leader-  
ship team  
creates an  
atmosphere for  
the Beavers'  
"Stoneage  
Night".*

# ENJOY JOINT CAMP

from Penny Mellish & Nicholas Laine

**G**irls and boys can have a good time at camp together. That's what the 9-13 year old 8th Westwood Scouts and 4th Thompson Guides discovered last May during the 3rd annual Scout/Guide camp at Liz Lake in northern Manitoba.

A Friday night ice-breaker gave the 18 young people and seven leaders a chance to meet each other, get acquainted, and learn the ground rules. On Saturday morning, they began the routine of taking turns at meal-making — a good way to learn the difficulties of cooking for large numbers. The Guides, struggling to prepare breakfast for 25, endured many complaints about over-cooked bacon.

The day's events focused on camping skills. The Scouts and Guides practised knots using string licorice and, after tying three correctly, were allowed to eat the "rope". They learned the proper way to raise and lower colours, how to put up and take down different styles of tents, and what to take along on different kinds of outings.

After preparing lunch, the Scouts better understood the Guides' difficulties at breakfast. Complaints about meals dropped drastically for the rest of the weekend.

During the afternoon, patrols were asked to come up with lists of kit items and survival items to take along on a hike, then to present their findings. The presentations and resulting group discussions soon dissolved any remaining barriers between Scouts and Girl Guides. Still, during free time, they went their own ways — most of the girls off hiking and most of the boys off fishing.

Leaders prepared a Monks' Dinner evening meal which,

as usual, led to hilarious situations where campers tried to eat their soup with forks and their pudding with carrot sticks. As the Scouts and Guides cleaned up after supper, the leaders put the finishing touches on a scavenger hunt.

Guides and Scouts were paired up for the hunt. The 32 item list gave them a wide range of tasks from identifying trees to recording compass bearings. But the first item on the list was the key; it instructed them to read the whole list before starting the hunt. Since item 32 told them to omit four items, those who didn't heed item #1 became clearly identifiable. They were the Scouts and Guides who ran up and down the road shouting, "I love ice cream! I love ice cream!"; who asked the district president his collar size and the district commissioner of the Guides her underwear colour (each received a different answer to both questions); and who donned jackets and hats inside out and backwards.

The evening's highlight was a wonderful campfire at which each group contributed a funny song, action song, skit, quiet song, and a round of applause. Leaders added their own hilarious skit to round things out.

Scouts' Own after lunch on Sunday gave campers a chance to reflect on their weekend's experience. Their comments indicated they'd learned more about co-existence and some of the different ways Scouts and Guides do things. They'd learned how to express themselves better in a mixed group. And they'd learned they could have a great time at camp, even with the opposite sex around.

After this well-rounded fun weekend for Scouts, Guides, and leaders, everyone eagerly looks forward to co-ed camp 1993. ^

*Now I know  
I'd rather go hiking  
than fishing!*



*Penny Mellish is publicist and Nicholas Laine district commissioner in Thompson District, Manitoba.*

# Planning Tools

## CAMP CARDS

by Colin Wallace

**D**o you like to go camping but find it difficult to come up with a new program for every weekend camp?

Do you get lost in the details of planning your weekend camp schedule because you don't have a reliable method of structuring your camp program?

Do you occasionally lose sight of some great ideas because you have too many of them at the same time?

*Here's a way to solve your problem.*

Buy about 200 5x3 index cards and a set of suitable card tabs (20 ought to be enough). If you're flush with funds, you can splurge and buy a plastic box to keep all your cards and tabs together.

On each of about 10 of the index tabs, write down a key element you and your kids need to consider for every camp program. For example:

**People:** Who's going to camp?

**Campsites:** Where will you camp?

**Program Theme:** What will your activities focus on?

On the remaining index tabs, write a key skill or challenge you want to incorporate into every camp program. For example:

**Firelighting:** A new technique to learn

**Cooking:** A different method to try

**Camp Gadget:** A useful apparatus to build

When you've completed your set of index tabs, brainstorm with your Scouts on each of the topics and write their best ideas on the cards — one idea per card. Aim to generate enough useable ideas to see you through a three-year cycle without repeating any of them.

File the idea cards with their corresponding index tabs and, presto, you have a set of cards that will provide a dynamic skeleton program for every weekend camp you plan. Not only that, but your program will be based on input from your Scouts, just like they recommended at Gilwell.

Of course, you can achieve the same program aid by drawing up a matrix of the categories and related activities, but cards are easier to shuffle around, change, and make notes on for future reference.

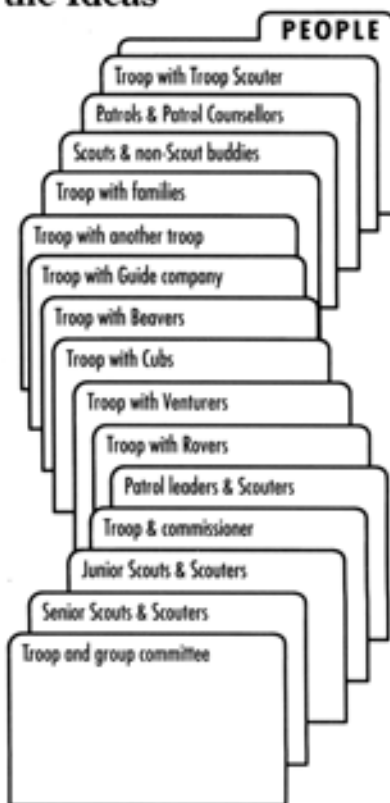
In preparation for a weekend camp, your Court of Honour selects one card from each category, establishing the framework for your camp's program. When you use an idea, write the date you use it on the card to let you see if you're favouring and, perhaps, overusing one particular item.

### A Starter Set

Here's a starter set of categories for you. Brainstorm for others and record the best of them.

Brainstorm for ideas in each category and record the best, one per card. Your first category — PEOPLE — might yield a list like this.

### Recording the Ideas

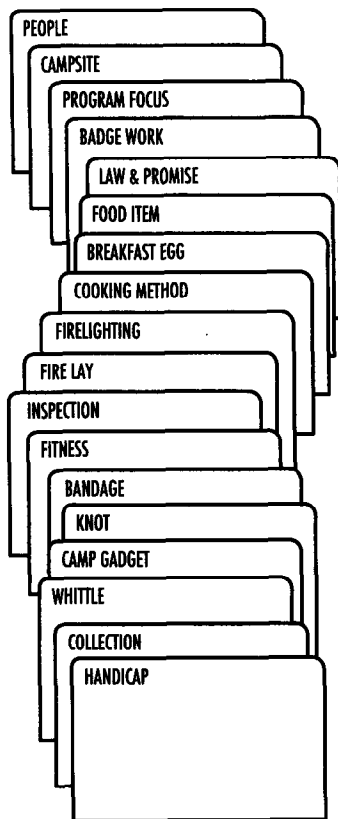


*Planning means they'll never say, "There's nothing to do."*



Continue to brainstorm for ideas in every category. Here are a few ideas to get the ball rolling.

## Key Categories



**Campsite:** Try your local Scout camp; a provincial park; a conservation area; your municipal park (I know nobody camps there because they think it's not allowed, but maybe you can wangle special permission); someone's farm; a Scout's back yard; a church hall; a parking lot; a local cave; or a store roof (preferably a flat one).

**Program Focus:** Link all your camp activities to mental, spiritual, physical, or emotional development. Be multicultural. Sharpen one of your seven senses; taste, sight, hearing, smell, touch, common sense, sense of humour.

**Badge Work:** Take your pick of any of the Achievement or Challenge badges. And remember your Troop Specialty Badge.

**Law & Promise:** Select a single aspect — for example, a Scout is trustworthy — and ensure that the program includes frequent opportunities for your Scouts to demonstrate their trustworthiness. Reinforce it in your Scouts' Own, your daily prayers, and your Scouter's Five.

**Menu Item:** Try roast lamb; canned goods only; supermarket frozen (or dried) foods; entirely sugarless foods; rice; chowder or stew from scratch; food you'll eat using only chopsticks; ground beef, but *not* hamburgers; wieners without beans or buns; pasta; or strictly vegetarian fare.

**Breakfast Eggs:** How about an omelet, French toast, Eggs Benedict, scrambled eggs, poached eggs, boiled eggs, fried eggs, an egg volcano (egg fried in a hole in the middle of a slice of bread)? Try egg salad on toast. Remind Rocky Balboa fans that raw eggs can be infected with salmonella bacteria. The pioneers among you can roast their eggs on a spit. And don't forget about Scotch eggs and devilled eggs.

**Cooking Method:** Experiment with one-pot meals; use a wok or fondue; skewer some shish-kebabs. Bake one course in a reflector or dutch oven; roast a chicken on a spit or dingle fan. Learn more about solar ovens and haybox cooking or use only homemade tin-can pots and pans. Try cooking directly on the coals of your fire or in a hot pit below ground. How about a meal cooked in aluminum foil or one prepared entirely without using any metal at all?

**Firelighting:** Learn how to start a fire with dry-cell batteries and steel wool, a magnifying glass, only one match, or flint and steel. Give every Scout an opportunity to start a fire by friction (begin early in the day if you want to eat later that same day).

**Fire Lay:** You can't always rely on your gas stove for heat. Use alternatives such as a charcoal barbecue or Scout-made buddy burners and sawdust stoves. Learn how to build an altar fire, a reflector fire, a star fire, a trench fire, a bean-hole fire, or a Dakota fire.

**Inspection:** Make a point of checking out your patrols' communications skills, emergency preparedness, or initiative. Look at the state of their patrol gear, kitchen, site layout. Do they practise good hygiene without prompting? Do they do good turns without being reminded? Do they work as a team? Do they demonstrate Scouting spirit and sportsmanship? Are they punctual? Creative? Organized? As a last resort, you can even inspect their uniforms — but only as a last resort.

**Fitness:** Work out with skipping ropes, improvised weights, or Scout staves.

Check out the benefits of isometric exercise compared to calisthenics. Do push-ups, chin-ups, and sit-ups. Set up a circuit training course. Practise interval training. Go for a morning jog or an evening swim.

**Bandage:** Issue every Scout a triangular bandage to apply over a wound on the head, the jaw, the wrist, the arm, the knee, or the ankle. Apply a narrow bandage, a broad bandage, a constrictive bandage, a ring pad, or a sling.

**Knot:** Give every Scout a knotting cord. Discover the practicality of knots like the sheepshank, fisherman's knot, clove hitch, figure-eight, bowline, or sheet bend. Examine the differences between the reef knot, the thief knot, and the granny knot.

**Camp Gadget:** Build a plate rack, mug tree, boot scraper, clothes hanger, sun dial, chopsticks, firewood rack, pot hook, fire tongs, or an above-ground wet pit. You'll need some twine or wire twist ties for these projects.

**Whittle:** With a sharp knife, carve a woggle, letter opener, fork, spoon, lanyard toggle, fish hook, snow goggles, or bowl. Take along some sandpaper to finish the items.

**Collection:** Without damaging the environment, find and collect feathers, fungi, bones, rocks, leaves, evidence of wildlife, a twig alphabet, insects, different woods, soil samples, or litter. You can even try gathering up some new friends from neighbouring sites.

**Handicap:** To keep things interesting, you might also tackle a different challenge at every camp. For example: allow no plastics; keep everything off the ground; use no thumbs; maintain complete silence; do everything in reverse; conduct a winter camp in summer; spend the whole weekend on the move; use only homemade gear; set a \$4.50 per person budgetary limit.

Periodically, examine your categories and the ideas in each. Add to your camp card file whenever you have a chance. Keep it dynamic so that it will be immediately available to use whenever you're under the usual pressures involved in preparing for camp. ^

*Scouter Colin Wallace is a trainer in Greater Toronto Region, Ontario.*

# The Amoeba Effect

by Colin Stafford

**W**hen we left the story (Apr'92), our June Beaver camp had ended. The colony leadership team was contemplating a mass suicide at best, individual nervous breakdowns at worst. Something had to be done about this unexpected surge in our group's Beaver membership. We had grown from 40 to 68 Beavers in a single year, going from the comfortable operation of two colonies to the challenges of "the year of the triple". Although we knew we could do it again, there had to be options that would let us return to normal size and more personal programming for our Beavers.

Our plan of action involved two key strategies, developed in cooperation with the regional service team.

1. Work with other groups in our community to explore ways to expand or rejuvenate their colony membership. For example, we asked two former Beaver leaders, still active in servicing roles, to return to basics and rebuild a colony in a group located close to our own.

2. Re-activate a group that had collapsed years ago and, during its formative stage, keep it closely associated with our own group.

What follows are our experiences with implementing the second strategy. If your colony's membership is nearing or has exceeded the official limit of 25 Beavers or you're now operating two colonies, you too can successfully meet the trials of growth through dividing internally — the amoeba effect.

## Preparation

Once we'd decided to start a new colony and pack using the name of a group that existed some time ago, we began to prepare for registration in September, some six months away.

1. We formed an interim group committee, headed by our own group's past chairperson and assisted by our treasurer, who would permanently move to the new group.

2. We contacted a few known long-time Scouters in the area for historical infor-

mation on the old group. One had been a Cub leader there and gave us a neckerchief, some pack record books from the early 60s, and other snippets of valuable information.

3. We located a willing and enthusiastic sponsor. As fate would have it, they had sponsored the same group before it collapsed 25-30 years ago.

4. A search for meeting space found a single evening at an elementary school gym very close to where the old group held its meetings. Because of time constraints, the colony would meet from 5:45-7:00 p.m. and the pack directly after, from 7:00-8:00 p.m. Although certainly not ideal, the overlap between meetings made parents familiar with one another and served to consolidate the group.

5. We recognized the importance of giving the new group an immediate, visible identity in the form of shoulder flashes and neckerchiefs. But we also knew that funding would be extremely tight during the first one or two months. Fortunately, two members of the regional service team involved in the start-up offered interest-free loans, enough to buy some neckerchief material and embroidered flashes. (Our regional office recently instituted a policy of offering similar loans to new groups.)

Our final colony (and pack) newsletter of the year advised parents that:

1. A new group, consisting of Beaver colony and Wolf Cub pack, was being established at a different elementary school to serve that community better.

2. Some of our Beaver leaders, Cub leaders, and group committee members would move to the new group.

3. We needed the help of Beaver and Cub parents who lived in the area served by the new group.

The newsletter included September registration dates, places, and times for both groups.

As in previous years, we held a colony planning session in late August to organize our meetings between September and early December. We developed a joint colony program for the two groups. We thought this would be a good way to start because it would provide a sense of familiarity and continuity during the new colony's first few months of operation. We could share craft materials and expenses and, with minimal changes, use the weekly colony newsletter in both groups.

A common program also would ensure that everyone knew what the others were doing should either group need help with their meetings. Finally, it would keep open the possibility of joint participation in special activities and fundraising events. For example, we traditionally build and fill hampers for a local food bank during the holiday season and go carolling in mid-December. Leaders in both colonies wanted to continue these activities.

We gave the new colony a start-up assortment of craft supplies and transferred \$50 in dues to their new operating account.

## Getting Started

In early September, our regional office arranged a clever piece of advertising in all community newspapers. It contained brief descriptions, locations, contact names, and registration dates for every Scouting group in the region.

Registration night for the new group was first off the mark — a particularly special event. There were the smiling faces of returning Beavers and Cubs and their parents, who seemed relieved to see familiar faces taking application forms. Just as important were the faces of the brand new Beavers and Cubs who would build the new group rather than swell the existing group's membership and strain the capabilities of its leadership team.

Although their sponsor generously donated \$500 to help meet a variety of start-up costs, the new group would need at least that much again to establish colony and pack firmly and pay its debts. First came the region's September Apple Day, somewhat of a scramble for the newcomer because all the prime

locations had already been taken. After scouring the community, they found a lucrative spot in a mini-mall that had been overlooked. Apple Day also brought together many of the parents for a valuable cooperative learning experience.

In November, we organized a bottle drive that helped the group's financial condition enormously. Group enthusiasm, shown by heavy support from leaders and parents, impressed the sponsor enough that the sponsor rep asked for an estimate of what camping equipment for the pack would cost. The sponsor not only granted the funds, but also arranged secure indoor space for storing the equipment.

### Camp Meltdown

For the past four years, our Hallowe'en theme weekend camp has taxed the capacity of the lodges at our regional camp. We try to keep the number of sleeping occupants close to the "official" capacity of 60 by asking our parents to bring along their tents, campers and trailers, especially if more than one parent and siblings attend. In fact, our triple colony camp the previous year had 85 participants.

Others frequently question the sanity of our leadership team, but careful planning, great parent cooperation, and quartermastering experience has taken us successfully through many similar camps. Knowing that we'd be starting a new group in September, we booked a single weekend for a joint Hallowe'en camp. We expected the numbers to be about the same as for the previous year.

By the end of September, we had three near-capacity colonies in operation, two at the existing group and one at the new group. At our first camp planning session, leaders from both groups seemed pleased to be working together. The co-camp chiefs, one from each group, set about assigning duties, arranging cooks, and ensuring the agenda was up to usual standards. We scheduled another meeting for a week before camp to review the numbers, finalize the menu, assign lodges, and deal with any last minute issues that continue to prove the infallibility of Murphy's Law.

The colonies sent home application forms with the Beavers and, in the tradition of family camping, invited parents and siblings to attend. As usual, the registrations trickled in until about two weeks before camp, when the phoning committee gave parents a gentle reminder. The final surge of applications from both groups wasn't tallied until the leaders met again on the weekend preceding camp.

It may have been the synergy of the two groups or perhaps a test contrived by the spirit of Baden-Powell. In any case, we faced the prospect of a record 118 people coming to camp: 58 Beavers, 17 siblings, 33 parents, and 12 leaders!

One of our leaders borrowed tables and chairs from a nearby community hall to supplement what camp offered. Then we discussed the logistics of shoe-horning almost 120 people into a seating area that we knew comfortably handled 80 kids and adults.

## We discussed the logistics of shoe-horning almost 120 people into a seating area that we knew comfortably handled 80 kids and adults.

We also addressed some of the other issues. We had to recalculate food quantities and costs. The final tally came to more than \$1,000, including 80 pumpkins (one for each child). Through the newsletter, we told people about the camp's limited facilities and stressed the importance of bringing their own accommodation. We reassigned leaders, Beavers, parents, and siblings into additional lodges and refined the weekend's agenda to ensure that all players knew what they were doing, when they were doing it, and who was helping them. This included appointing parents to head camp duty roster teams.

Although it turned into one of our most successful camps, leaders from both groups definitely looked forward to holding their own, smaller camps in spring. The pressure of dealing with a camp this size, a vestige of the "year of the triple", was something nobody really wanted to repeat in the near future.

### Turnover

By November, the new group's colony and pack were operating very effectively on their own. The new lead-

ers were feeling more comfortable in their roles, particularly with Wood Badge Part I training either completed or scheduled for early in the new year. They were also conducting negotiations with nearby Scouting groups to redefine the boundaries of fundraising areas.

Group committee meetings were well attended throughout the fall; even the sponsor rep participated enthusiastically, offering moral and financial support. Parents, however, were reluctant to take over key positions as long as the interim incumbents occupied them.

This situation was remedied at the January meeting of group committee, when the chairperson and treasurer officially tendered their resignations. After the meeting, everyone retired to a lounge where some social discourse, gentle arm twisting, and warm reassurances led to the formation of a new committee. We left them with confidence, knowing that the new group was in very capable hands and that, whatever happened, none of us would let it falter.

After a year in operation, the new group looked for more time in the school gym. During the first year, the pack met for only an hour, right on the heels of the colony. An aerobics group that sauntered into the gym at 8:00 p.m. was frequently treated to the earth-shattering roar of a Grand Howl. Fortunately, some valuable breathing space between meetings became available for its second year: it now has the gym for the entire evening.

Although there are currently no girls in the Cub pack, the new group is actively seeking one or more female Pack Scouters in preparation for the future. Establishing a troop is not a high priority at the moment for a couple of reasons: there are no evening time slots available at the school; another group's co-ed troop meets at the same school on a different night.

And what happened to the other half of the amoeba — our existing group? Registration returned to a manageable 45 Beavers and the more sedate state of a double colony, at least for the time being. Meanwhile, the potential for further growth has spurred the regional service team to reactivate yet another group that collapsed some years ago.

Still recuperating from the "year of the triple", the colony leadership teams from both groups are much obliged. X

*Scouter Colin Stafford is a member of the Beaver Service Team in Greater Victoria Region, B.C.*





I sighed in exasperation. We had five minutes of meeting time left and the last of my Scouts had just joined the horseshoe. I scanned the motley crew. "Why is it they never look like the pictures in the Scout catalogue?" I thought as I called them to attention.

"We have two badges to present tonight and a few announcements along with closing ceremonies, so listen carefully," I said. "The first presentation is to Darren for earning his Pet Care Badge."

"He took care of his sister," a squeaky voice piped up as Darren stepped forward to collect the badge. The room erupted in laughter while I tried to restore order.

"All right, all right. Very funny, Cory. Actually, he took care of his pet rabbit."

"Bugs Bunny?" another Scout asked, eyes open wide in mock astonishment. Again, the troop fell apart while I eyed the clock anxiously.

"All right, that's enough!" I called firmly. "I have one more presentation to make. James has earned his Collector's Badge."

"Yeah, he collected farts in jars," called a familiar squeaky voice. The horseshoe collapsed in howls of absolute joy.

"That's it!" I shouted furiously. "I've had enough. You can all go home. Forget about the closing ceremony and notices. Go!"

The Scouts' faces registered shock, then hurt and anger, as they slid quietly away. Angry and frustrated, I stomped into the storage room that served as an office and sat at the desk. "That Cory needs straightening out," I muttered to myself.

"Skip?" called a tentative voice.

"I told you to go..." I stopped. James was standing in the doorway.

"Sorry," he said meekly. "I was wondering if I could get my badge tonight or if I'd have to wait until next week."

"I'm sorry, James," I answered as I handed him the crest. "I got frustrated with Cory's interruptions and forgot all about your badge."

"That's okay," he said solemnly. "I told him that, if he made fun of my collection again, I'd turn it loose in his bedroom." He paused. "Of course," he added with a grin, "I was talking about lizards, not farts."

My seething emotions delivered a chuckle; the next moment, I exploded in laughter. "Thanks, James," I said when I'd pulled myself together. "Have a safe trip home."

The same joke that had derailed me and my troop meeting a few minutes earlier had rescued me from my self-imposed state of frustration. Humour — so disruptive, so potent, so important.

### The Bad & The Ugly

It has been suggested that laughter can help sick people heal. When you laugh, the muscles in the upper body and chest get a workout along with the diaphragm. The result is an increase in heart rate and respiration, followed by a feeling of relaxation and contentment.

Good teachers, public speakers, actors, and salespeople use humour skillfully. It draws people towards them and, in the moment of relaxation after the laughter stops, they can make a serious pitch to an attentive audience.

So why in the world would we want to stop laughter? Well, when used to grab attention from others, it can become disruptive and threatening. At times, it can pull apart a group instead of bringing it together. Some humour is harmful rather than helpful and needs

to be stopped whenever we hear it. In this category I put jokes that hurt people's feelings or slander people on the basis of their ethnic or religious background, and jokes that are simply crude.

Here's a story I like because it so clearly unmasks ethnic humour and reveals the thinly disguised prejudice underneath. The scene is a plane, where a Chinese gentleman and an American Jew are seated beside each other. They politely introduce themselves, one as Chen, the other as Goldberg.

For the first 20 minutes of the flight, the two quietly read their newspapers. Suddenly, the Jewish fellow stands up and smacks his Chinese seatmate across the face.

"What was that for?" the shocked Chen asks.

"That," says Goldberg, "is for Pearl Harbour."

"Pearl Harbour!" the stunned Chen sputters. "That was the Japanese. I'm Chinese!"

"Ahhh, Chinese, Japanese, it's all the same to me," replies Goldberg.

The two sit down in silence and continue their reading. Abruptly, Chen jumps up and smacks Goldberg hard across the face. "What was that for?" yells the indignant American.

"That," says the Chinese man with conviction, "is for the Titanic."

"The Titanic?!" yells the Jew. "What in the world does the Titanic have to do with me?"

"Ahhh..." replies Chen with a smug smile. "Iceberg, Goldberg, it's all the same to me."

Ethnic jokes are irrational smacks across the face that have no place in Scouting or anywhere else. Never tolerate them. Never tolerate humour made

at the expense of members of the group or accept disguised put-downs. If you hear them, demand an apology and an immediate halt.

Crudeness disguised as humour is also unacceptable. Jokes loaded with four-letter words or explicit sexual language have no place in the troop. Yes, young people need to be educated about sex and sexuality, but this kind of humour is rarely informative and usually depreciating or sexist. A good rule: if you wouldn't tell the joke to your 8 year old, don't let it be told in the troop.

## The Good

Good humour makes us laugh openly without discomfort. We laugh at our own foibles or faults magnified to impossible levels. If we're nervous about going to the dentist, for example, we will laugh when we see a comedian-dentist haul huge power drills and sanders out of a tool box in preparation for working on a hapless patient's mouth. We also laugh at the unexpected or incongruous — the sight of a tiny and frail elderly lady climbing into leathers, jumping onto her Harley Davidson, and roaring down the street, for example.

Puns or thoughts that turn our mental images on their head make us laugh. A Scouter asks his Scouts to name five stars or constellations, for example. "The Big Dipper," answers one. "Orion, the Hunter," adds another. "The North Star," offers a third. "Bart Simpson," pipes up a familiar squeaky voice....

Irony offers fertile ground for laughter, too. Beaming proudly, a Tenderfoot Scout with black hands, a smudged face, and stained T-shirt announces, "I finished cleaning the supper pots." A chuckling leader might ask, "What did you do, pour soap on yourself and roll around inside them?" The Scout recognizes the humour in the situation with a laugh before heading off to clean up now that the dishes are done.

Imitations work well, too. "Have you seen David anywhere?" a patrol leader asks his Scouts.

"Where is dat wascally wabbit?" one of them replies in a remarkable imitation of Elmer Fudd. Everyone in hearing range enjoys a laugh.

Canadian humour includes a lot of leg-pulling. A Scouter making closing announcements at the end of a meeting reminds the troop to bring their toboggans, crazy carpets, skates, and swimsuits to the winter outing the following week. Swimsuits? The Scouts' eyebrows shoot up as they try to imagine what they'll need them for. They search Scouter's face for signs he is putting them on,

and he rewards their scrutiny with the hint of a smile tugging at the corners of his mouth and a glint in his eye.

## Making the Most of It

Okay. You know whether you're dealing with "good" humour or "bad" humour. Now, how do you manage it so that it doesn't lead to pandemonium?

1. Allow time for humour. Leave space in meetings to let humour surface and time for everyone to enjoy it. Laughter can smooth long periods of discussion and heal many wounds.

**S**ome humour is harmful rather than helpful. Good humour makes us laugh openly without discomfort.

2. Make jokes yourself. Show the Scouts your light side. That doesn't mean you have to be a stand-up comic, just relaxed enough to let your natural good humour show through. It's a good model for your young members.

3. Laugh with the jokes. That way, you remain part of the limelight and nothing is stolen from you.

4. Thank your troop comedians. Humour can be a powerful gift. Thank them for sharing it.

5. Try not to sweat the small stuff. Join in, end it quickly, and move on. If the joke comes at an inappropriate time in a serious ceremony, take time to explain to the Scouts why it's a problem. Talk to the jokester one-on-one after the ceremony to reinforce the lesson.

So, let's assume a more positive attitude and look at that Scout meeting again.

With five minutes left in the troop meeting, I surveyed the motley crew before me. "I thought you guys had been working hard this meeting," I smiled,

"but a lot of you look like you've been sleeping in those uniforms. Anyway, I'd like to ask for your cooperation during our badge presentations and closing ceremony tonight. We're a bit short on time." I called the Scouts to attention.

"The first presentation is for Darren, who earned his Pet Care Badge," I announced.

"He gave his goldfish bubble baths and washed his snake's armpits every week," a squeaky voice piped up as Darren stepped forward to collect his badge. The room erupted in laughter, and I laughed along with them.

As the roars died down into occasional giggles, I set the record straight: "Darren did a fine job of taking care of his pet rabbit," I said.

"Bugs Bunny?" another Scout asked in mock amazement, and we all joined a round of hearty laughter. As it subsided, Darren accepted his badge with a smile.

"Roger Rabbit, actually," he said, in a rather good imitation of the movie character's voice. Another laugh all around.

"The second presentation," I continued, "is to James, who earned his Collector's Badge."

"He collected snowflakes, but they melted on the way to the meeting tonight," squeaked a familiar voice. The horseshoe exploded in glee. I waited for the laughter to ebb before crediting James' collection and giving him his badge.

"The final presentation is to Cory," I said as James returned to his place in the horseshoe. Silence. Cory stood in stunned confusion.

"Me? What badge?" he stuttered.

"Cory has earned his Entertainer Badge for keeping us all smiling at meetings this year," I announced. Cory stepped forward to accept his badge. His grin threatened to split his face in two.

"Now," I wrapped up as he returned to his place, "we don't have time for announcements, so I'll have to ask the patrol leaders to phone their members this week. Good night and good Scouting."

Yes. I certainly like that version better. Of course, the characters and situations I've described are an amalgamation of fact and fiction from my own experiences with Scouts. Thank goodness for all of the Corys who bring welcome relief in the form of laughter to our troops and our lives. X

*Scouter Mike Zwiens, a trainer and former leader with the 130th Duggan Scouts, now works with the 6th Edmonton Scouts, Alberta.*

# Riding the Recession

by Lynn Johnson

**A**lthough never a Cub or a Scout, my dad had a Scouting story. His parents were Irish immigrants who arrived in Canada just in time for the great depression. Things were pretty grim, and my father and his sisters went without many things we take for granted. In his neighbourhood, several Scout groups were trying to attract members by offering a place at their father and son banquets to any boy who would come out to hear them tell how great Scouting was. In this way, dad "joined" Cubs three times without ever attending a meeting.

"Nobody is denied a Scouting experience because of money," I told him. "Didn't you know that you could have been subsidized?"

Dad explained that it made no difference; he'd never talked to his parents about joining. They would have made sure he became a Cub, properly outfit-

ted, but they would never have accepted financial help for fees or uniforms.

With all the arrogance of youth, I thought this was pretty silly — a case of false pride. Years later as a single parent, however, I went through torture trying to make kub kars without the proper tools rather than asking for help. Anyone who offered me a subsidy would probably have received an ungrateful reply. I was determined to cope on my own.

During the current recession, almost every group will need to deal with financially-strapped families without damaging their personal pride. We need both creativity and communication skills.

First, we need to learn about the subsidization procedure in our district or area. Does our group have funds to help? Will it have to go to the region? What is required and how do we do it? The district/area commissioner should be able to outline the route.

Next, we have to make sure we give everyone the message that subsidization is available. These days, that expensively dressed executive may have been looking for work for some time. We need to do this in a matter-of-fact business-like way that presents the concept as a simple part of Scouting policy. None of us want pity; none of us like the idea that we might look as if we need help. Does the group have an arrangement for the parent to pay fees over a period of time? Or to contribute time and skills to Scouting instead of money?

Recently, I had a phone call that shows how easy it is for our communication lines to become snarled. Two years ago, a single parent on Mother's Allowance approached a Cub section to enroll her son. When she learned the fee, she did not follow up because she was short on money until she received her next cheque. She did not tell the Scouter this or ask whether her son could join later.

The next year, she called the school to learn when Scouting started, using the word "Scouts" rather than "Cubs". Since the group's troop had folded, the school secretary cheerfully replied, "Oh, they aren't running any more."

This year, the boy's godmother decided to try. She called headquarters for the area commissioner's number so that she could learn just how to get him in. It worked.

Nobody was really to blame for this sad little story. The problem was created by lack of information and shyness; it was solved by the kindness and determination of a friend.

## Other Hurdles

If you have a long-term cash-flow problem, getting your child into Scouting is just the first hurdle. You then face uniform costs, weekly dues, fees for special events and trips, requests for party food, and camp fees. If there is a complete answer to this difficulty, I wish I knew it.

Our group has always been rather affluent, able to comfortably plan fairly costly crafts and outings. Now we need to plan ahead more, use fundraising instead of direct application to parents, and choose the less expensive of two possible crafts.

This year, following the sensible model of our local Brownie pack, we rotate requests for party food through the sixes so that we only need to ask a family to contribute once or twice. We will check automatically to see if anyone needs help on camp fees. Our February banquet was potluck rather than paid for; our June picnic has always been a dollar a family. When a child gets a new uniform, we will ask whether the family will sell or donate the old one. We need to watch for subtle signs of problems.

When I became a Scouter and my little brother became a Cub, my father was pleased. Although he really knew and cared very little about Scouting, he was pleased that his son had a "privilege" denied to him, and his daughter had a chance to help others instead of needing help herself. If I were given three wishes, one of them would be that his kind of Scouting story will never be told again. X

*Lynn Johnson is area commissioner, Agincourt, in Greater Toronto Region, Ontario.*

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# ABOUT Cross-Promotions

by John Riehveld

Over the past few years, increasing numbers of commercial advertisers have approached Scouts Canada to take part in cross-promotions. Petro Canada, Pine-Sol, and 3M are some recent examples. Reaction by members and the public is usually (but not always) positive.

What are cross-promotions? Why does Scouts Canada take part in these advertising efforts? Who is involved in the decision to take part?

## What are They?

Cross-promotions are a form of advertising designed to encourage consumers to buy a product or service. Unlike many ads on TV or radio, a cross-promotion combines the purchase of a product or service with a contribution, made by the advertiser on behalf of the consumer, to a worthy cause. Advertisers believe cross-promotions lead consumers to choose one product over another because they see added benefit in buying it.

A cross-promotion with *Canadian Consumer* magazine and Scouts Canada is currently underway. The magazine promises subscribers it will make a contribution to Trees for Canada for each subscription renewal. Last year they did a successful cross-promotion pledging a tree planted in Africa for each renewal. Their subscribers suggested they do something similar in support of a Canadian tree-planting program.

For the past three years, Pine-Sol has run a cross-promotion where a message on the product label tells consumers that Pine-Sol gives one dollar to Trees for Canada for every bottle sold during the campaign period. Pine-Sol also offers councils free planting-site identification signs and a leader recognition program.

This fall, 3M Canada offered a UPC code redemption scheme that enabled Scouting groups to earn camping equipment and program supplies like telescopes or science kits. By taking part, Scouts were eligible to enter a science contest whose winners will travel to the NASA Space Camp in Florida. This cross-promotion included ads in *TV-Times* magazine and in-store posters encouraging consumers to help Scouts

collect the codes. Scout groups ordered more than 18,000 collection kits; 3M helped with expenses related to our recent publicity that featured astronaut Steve MacLean.



Pine-Sol cross-promotion

## Why Scouting Gets Involved

Cross-promotions have benefits on both sides. Advertisers hope for a measurable increase in product sales and wider acceptance of their product as a result of the association with Scouts Canada. And Scouting benefits from the advertising of our name.

Many cross-promotions use a variety of media, including paid television ads that are usually out of reach for Scouting because of their high cost. Through them, Scouting images reach millions of Canadians. Newspaper ads and in-store posters (point-of-purchase advertising) reach many others.

The advertisers also make financial contributions that Scouting uses to help support special projects like Trees for Canada. The money is paid as a fee. In other words, it is the cost to advertisers for permission to use our logo for their direct benefit, not a donation for income tax purposes.

Contributions from the cross-promotions we've mentioned help offset the cost of providing Trees for Canada materials to groups and sections. They also enabled us to establish the Environmental Fund, through which groups and councils receive cash awards that can help them carry out local environmental projects.

## Who Approves Them?

When a proposal for a cross-promotion arrives at the national office, the

Communications Service staff and volunteers review it. It must be compatible with Scouting's aim, principles, and operating procedures and support our efforts to increase the profile of Scouting in the community. If we determine it does all of these things, we advise Scouts Canada's chief executive, who may choose to consult further with the National Administrative Board or National Council.

Approval of a proposal is followed by serious negotiations to ensure that the advertising properly portrays Scouts Canada and the financial contribution is appropriate. Finally, Communications Services informs provincial councils and all executive staff members so that they can respond to inquiries from members or the public once the cross-promotion begins.

Cross-promotions take many forms. Some are ads that simply include Scouts Canada members in the images used to promote a particular product or service. You may recall last summer's "Shop Canadian" TV ads showing two Beavers and a leader buying Canadian-made camping equipment.

Other forms include an incentive for the consumer and Scouting. In fall 1991, Petro Canada ran a cross-promotion in which consumers who bought 25 litres of gas could buy Canada Post stamps at a discount. Petro Canada made a contribution to the Scouting Environmental Fund for each package of stamps it sold.

During the past 12 months, more than 150 advertisers contacted Scouts Canada about possible cross-promotions. Fifty submitted detailed proposals to include Scouting in their ads. Only five were approved.

It's very important that advertising showing Scouting not harm in any way the long-standing good reputation of the movement in Canada. When we learn of advertisements using our name, logo, or other insignia without our approval, we immediately call in Scouts Canada's honorary legal counsel. If you should see an ad that appears inappropriate, please contact Communications Service at the national office. ^



## OSPREY NESTS *for* PROJECT SCOUTING

*from Irwin Hobden*

The osprey population in the South Okanagan area has been reduced to two nesting pairs. About a year ago, the B.C. Ministry of Environment asked Scouting in Penticton to help them build osprey nests to tempt more birds back to the area.

The request fit well with our Project Scouting program, which gives young

*Steady! Ministry personnel use a helicopter to help place osprey nests constructed by the 1st Penticton Scouts, B.C.*

people hands-on experience in environmental work. During regular meetings, the First Penticton Scout Troop constructed 10 nests from fruit tree prunings donated by owners of a local orchard. They made the nests to a predetermined size to look somewhat like what an osprey would build itself.

Ministry people constructed platforms around lakes that had enough fish to support ospreys and mounted the platforms on old snags or unused power poles. When all nests and platforms were ready, they called in a helicopter to lift and place the nests on the platforms.

The Scouts will be keen to see what happens during spring migration. Will some ospreys stop when they see the nests, remodel them to their own satisfaction, and stay to raise young? If they entice even two more nesting pairs to stay, they will have doubled the osprey population in the South Okanagan. Now, that is a worthwhile project!

*Scouter Irwin Hobden is APC (Troop), B.C./Yukon.*

### Program Links

Conservation Achievement Badge:  
Wildlife Bronze/Silver 5b; Gold 5a

## Candlelight Swim-Up

*by Al Hoard*

With a little preparation and help from parents, you can hold a truly impressive candlelight swim-up ceremony for your Beavers. The Second Armour/St. Luke's group in Peterborough, Ont., has used the idea very successfully.

You need one dripless candle per Beaver. Equip candles with this easy-to-make drip guard, just in case. Put a slit in the bottom of a foil meat-pie dish then pull the candle through to the height you want.

The Beavers, with their candles, form riverbanks. For safety, ask parents of those who are not swimming up to stand behind their Beaver. Dim or turn off lights. Leaders light the first candles,

and the Beavers pass the flame from candle to candle until all are lit. It's a good idea to run through this manoeuvre with the Beavers the meeting before your ceremony.

Now, Keo takes the Beavers who are swimming up to the colony leadership team, where Hawkeye says:

"We are gathered together tonight in the Beaver Pond as (Beavers' names) swim up from Beavers to our Wolf Cub Pack.

"We ask God to guide them in their journey into Cubs. May he keep you safe and help you remember your Beaver lessons.

"We pray that the sharing, fairness, and fellowship you have practised in

Beavers will stay with you throughout your journey in life.

"We light these candles in the name of (your colony name) so that you can take with you the light of God and the spirit of Scouting.

"Swim up to Cubs, (Beavers' names) with our blessings, our best wishes, and our love."

When Akela has welcomed the new chums into the pack, all the Beavers blow out their candles.

*Scouter Al Hoard is a Beaver trainer and Scout counsellor with the 2nd Armour/St. Luke's Scout Troop in Peterborough, Ontario.*

# Sixer/ Second Day

by Bob McCuen

In spring 1991, Bagheera and Baloo held the 2nd Guelph Cub Pack's first Sixer/Second Day. After meeting at our regular hall, we moved to Rockwood Conservation area. We spent the morning in the adjacent school yard, making puppets, practising a puppet show, and choosing songs the Cubs would lead at the campfire planned for the evening.

After lunch, which the Cubs brought with them, we made our way into the park to explore trees, shrubs, insects, birds, and animals. Our young leaders talked about how butterflies and frogs develop and how a tree grows. They demonstrated the presence of oxygen

with a candle in a glass jar and the capillary action of water by dipping a cloth in the water of a creek. Conversations ranged from the water cycle to the use of different types of garden tools.

We travelled back to the city for supper at a miniature golf range and enjoyed a game before heading to the meeting place, where the rest of the Cubs had gathered. At the meeting, the sixers and seconds demonstrated some of the things they'd learned during the day. Then, we all moved on to a nearby farm for our end-of-the-year campfire. The sixers and seconds led the first part with their songs, narration and puppet show, and the event concluded with presentations of earned badges and stars, as well as a thank you presentation to the farm owners.

We considered the day such a success that we planned a similar one for

September with the new sixers and seconds. It followed much the same pattern, except that we went to Blue Springs Scout Reserve and roamed the property. One of the tasks for this batch of sixers and seconds was to plan a pack ramble to be held later in the fall. We also discussed their duties and responsibilities before taking the youngsters out for supper and a game of miniature golf.

We've found these special days with our junior leaders very successful both in spring and fall. You might want to consider similar outings with your pack's sixers and seconds.

Scouter Bob McCuen is Baloo with the 2nd Guelph Cubs, Ont.

## Program Links

World Conservation, Handicraft, Troubadour badges; Black Star

## For the Campfire

by Keith Laing

We used these ideas at the Transcona/Springfield District (Man.) spring camp in 1992. Perhaps others will find them useful for an event with a "Days of Old" theme.

### Opening

Gather round, ye men of old,  
Men of valour, men of honour;  
Lay down your arms and let us sing,  
Round this circle of light tonight.

### Closing

As the fire fades,  
Let there be peace,  
And let us cherish these moments always,  
As we grow with the years ahead.

Keith Laing is Troop Scouter with the 10th Transcona Scouts, Winnipeg, Man.



## Another Candlelight Ceremony

**23rd** Nepean (Ont.) Cub Andrew Charlebois lights a candle as he goes up to the troop. The lighting of the candle during the ceremony is symbolic of a Scout's first campfire, says Troop Scouter Tom Fawdry, and the other candles represent Scouts who have come before. ^

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# Fun at the Pond

by Lena Wong



**C**an you feel it? It's almost spring! This month's catalogue of ideas is a real grab bag. We hope you will find some things that will appeal to your colony.

## ST. PATRICK'S DAY, MARCH 17

As you know, St. Patrick is the patron saint who brought Christianity to Ireland and threw out all the snakes while he was at it. Today, we celebrate St. Patrick's Day with shamrocks and other green things. Always a winner in March, the day offers an opportunity to put Ireland, fairies, leprechauns, and limericks into your program.

### A SHAMROCK BOOKMARKER

Each Beaver needs a strip of white bristol board or construction paper about 15 cm long and 3.5 cm wide; three shamrocks cut from green board or paper; white glue; and glitter.

Glue shamrocks to the strip. Spread glue on the shamrocks and dust them with glitter (fairy dust). Let dry.



Expand your St. Patrick's Day theme to include interesting tales from Ireland. Irish folklore is rich in stories about fairies and leprechauns, those clever little people with their pots of gold. Borrow a book from the library and read one or two to your Beavers.



### A LEPRECHAUN

*I'd like to catch a leprechaun,  
And find his pot of gold;  
No one has ever caught one yet,  
Or so I have been told!*

You may not be able to catch a leprechaun, but your Beavers can make one. Use bristol board or construction paper for this craft. You need a head shape; a beard to fit the head; a green hat; a black band; a yellow buckle; glue; crayons or markers. Glue the hat on the head and the band and buckle on the hat. Draw in facial features with crayons or markers.

For a textured leprechaun, make the head from bristol board and the other things from pieces of felt or other fabric. Glue on wiggly eyes and cut the eyebrows, beard, and mouth from coloured yarn. If you like, glue a piece of magnet strip on the back to make a fridge magnet to take home to mom.

### LIMERICKS

These Irish poems are a lot of fun and easy to make up. Limericks are always five lines long. The first two lines rhyme with the last line, and the third and fourth lines rhyme with each other. You can stretch or contract words to make them fit the poem. Here are a couple of examples.

Thin little Billy Muldoon  
Was carried away by a b'loon.  
"Good-bye, Billy dear,"  
Said his mom with a tear,  
"Please write when you  
get to the moon."

Or how about this tongue twister:

A Tutor who tooted the flute  
Tried to tutor two tooters to toot.  
Said the two to the Tutor,  
"Is it harder to toot or  
To tutor two tooters to toot?"

Borrow a book of children's limericks from the library and read some more to the Beavers. See if they can work together to make up a limerick or two of their own.

## IRISH GAMES

Try a couple of games from the Irish Scout Association. You can play them indoors or out.

**Noah's Ark** is a real energy burner. If you play indoors, use the four corners of the room as the four stations. Outdoors, use four leaders to show the location of the stations.

The centre of the play area is the ark. Name the corners "People", "Fish", "Birds", and "Animals".

The Beavers gather in the ark (centre). When a leader calls out the name of one of the corners, they all move to that corner pretending they are the creatures who live there. People run, birds flap their arms as if flying, animals move on all fours, and fish make swimming motions with their arms.

When the leader calls, "Flood!", all the Beavers rush back to the ark for safety. Play the game for as long as you feel the Beavers are enjoying themselves.

To play **Colours and Letters**, Beavers line up about 10 paces away from a leader and face her. The leader calls out letters or colours. Beavers who have the corresponding letters in their names or colours in their clothes take a step forward. The leader tells the players to take giant steps, tiny steps, sideways steps, or other variations to keep things interesting. The first player to reach the caller becomes the new caller for another round.

## CELEBRATE SPRING

March 20 is the first day of spring — truly a day worth celebrating. Start your colony on a spring mural during this or the following week.

Hang up a long piece of brown wrapping paper and mark off eight equal sections to represent eight weeks during which your colony will observe and record the changes in nature. Spend a part of each week's meeting talking about the changes the Beavers have noticed around them.



*Isn't it amazing how the smallest of Beavers can make it to the front of the line when there's dessert? The 2nd Sardis Group, Chilliwack District, B.C., turned their Trees for Canada dig day into a Canada 125 celebration. "After the kids planted trees and sang O Canada and Happy Birthday, we let them eat cake," says Suzie Cameron, group committee chairperson.*

Is it getting warmer? Has the snow started to melt? In some parts of the country, they may even have seen a snowdrop or crocus. Draw these observations on the mural with crayons or markers. Cut out and glue on pictures of flowers and birds they see reappearing. Add pictures of other spring happenings in your local environment during the eight week period, too. Write down the average high and low temperatures each week. Record the number of snowy days, rainy days, sunny days, and overcast days.

## SAFETY

March is a good time to talk about safety outdoors. Ask someone from your local police department to visit the colony to talk about road safety. Spend a few minutes each week discussing unsafe play areas in your neighbourhood; the street, building sites, and the like. Make sure your Beavers know the location of local parks and play grounds where they can play safely. And talk a little about the wisdom of having an adult along when you are 5-7 years old and away from a safe back yard.

As a leadership team, start thinking about suitable ramble routes for April

and May, when the outdoors really starts to become a major part of your program.

## A SPRING SCRAP BOOK

If you can't keep a mural hanging on your meeting room wall for eight weeks, make a scrap book using a large piece of construction paper for each week. Cut cardboard covers to bind it. Punch holes in the left side of cover sheets and inside pages and tie together the book with a ribbon. Have the Beavers decorate the covers with nature pictures.

Larger colonies may decide to make two scrap books or to have each lodge make its own scrap book. When eight weeks are up, compare the books to see if different groups recorded the same observations.

## CHILDRENS' BOOK DAY, APRIL 2

Use your meeting this week to explore the children's section in your public library. Or ask your Beavers to bring their favourite books to the meeting. Organize in lodges and ask every child to show and tell the others about his or her book and why it's a favourite.

Or make lodge books by having each Beaver tell a short story or poem. Write down the stories in a scrap book and have the Beavers cut out pictures from catalogues to illustrate them.

## PETRIFIED

Go out as much as possible in early spring for energetic games like this tag variation. Choose two players to be "It". The others run around the play area to escape these chasers. If "It" tags a player, that person is "petrified" and must squat down on the spot. An active player can release any petrified player by touching a shoulder and shouting out, "Free." After playing a short time, call a halt and choose another couple of players to be "It" for a second round.

## WEATHER COLLAGE

Here's another idea. Instead of a mural or scrap book, use part of each week's meeting to cut out pictures and make a collage of the weather in April and May in different parts of Canada or even different parts of the world. You will need to do some research for this, but it is a good way to show Beavers different climates. ^



# Thoughts on Pack Discipline

by Alan Vladicka

**W**ithout a good sense of discipline, Cub packs waste a lot of time getting ready to do things, waiting for Cubs to quieten down, dealing with fights and other problems. An undisciplined pack is seldom a happy pack. Leaders need to shout to be heard, and Cubs get tired of being yelled at all the time. Members accomplish less; they feel less respect for each other and less pride in belonging.

Packs with good discipline are efficient. They spend more time on enjoyable activities and less on housekeeping. Their morale is high; they feel good about belonging to the pack and get along well.

Now, we're not talking about some military style of discipline in Scouting. What we want to instil in young people and model ourselves is self-discipline, the ability to behave appropriately to the situation. The more we develop and practise self-discipline, the more enjoyment leaders and Cubs will get from Cubbing.

Although there is no magic formula for achieving good discipline, you can accomplish it by applying a few well-established principles.

**1. Set high standards.** People tend to live up (or down) to the standards of behaviour set for them. If you make it clear that you expect your Cubs to pay attention when you're speaking, respond quickly to your directions, and behave considerately toward each other, they are likely to give you this behaviour. At the same time, keep in mind the maturity level of 8-10 year olds and don't expect miracles.

**2. Establish clear choices and be consistent.** Cubs need to know what will happen if they don't act appropriately. If, with agreement from the Cubs or their Sixers' Council, you establish and explain clear and logical consequences for misbehaviour, Cubs have choices to make about their behaviour. If they misbehave, they choose to accept the consequences they know will follow. It is crucial to apply consequences consistently, or you will hear: "But you didn't give Jason a time-out when he did the same thing. It isn't fair!" Inconsistency is con-

fusing; nobody knows whether you mean what you say or are just making empty threats.

**3. Provide incentives to improve.** Rewarding good behaviour is much more effective than punishing misbehaviour. It is easy to criticize, but how often do we compliment Cubs for being attentive, quick to respond, or polite? When Cubs misbehave, they need to know you disapprove of their behaviour, not of them as people. They need to feel that they are still worthy and can regain lost privileges by making different choices.

Incentive systems such as awarding "bones" or points are common in Cubs and can work well if they promote peer discipline by rewarding groups rather than individuals. When your Cubs encourage each other to "listen to Akela" or "get ready for inspection", your discipline problems will fade quickly. Offering occasional small rewards to the six with the best behaviour can also encourage others to follow their example.

**4. If discipline breaks down, make it clear who's losing.** When Cubs act up, whose time are they wasting? Theirs — not yours! Since the Cub program is for them and the activities fit their interests, they suffer from actions that waste time or spoil things. When they're not listening, why shout over them? Wait for them to be quiet and let them know you'll continue when they're ready. As they come to realize that they're wasting their activity time, they will police themselves and each other. In other words, they will take responsibility for their actions.

**5. Model the behaviours you expect from your Cubs.** It's an obvious principle, but how often we slip up! You want Cubs to listen to you, but do you respect them by listening to them when they have the floor, or do you just say "hm-hm" while clearly thinking about something else. You demand punctuality, but do you practise it; do you start and finish on time, come back from camp on time? When Cubs truly respect the Old Wolf, discipline is easy. Passing along the message "Do as I say, not as I do" is a quick way to lose respect.

**6. Try to understand the causes of misbehaviour.** All too often, we treat the symptoms rather than the disease. When Cubs act up, ask yourself if it is because they're bored or the activity is wrong for their energy level or attention span. If one Cub is always in trouble, might he be looking for attention in the only way he knows?

By trying to get at the causes of discipline problems, we can sometimes eliminate the problems. Problems stemming from boredom will disappear if you run a varied, interesting program that provides alternatives for Cubs with different interests. By giving your Cubs some personal attention and recognizing their appropriate behaviour, you can deal with many individual problems. Obviously, all discipline problems are not the fault of leaders or program, but it is worthwhile to ask ourselves the questions.

You won't achieve discipline in a Cub pack by magic or luck; you can achieve it if you:

- let Cubs know what you expect from them and show your faith that they can reach your expectations;
- let Cubs make choices based on their knowledge of the consequences;
- put responsibility for Cubs' behaviour where it belongs — with them (it isn't your program at stake, but their fun);
- look for reasons behind discipline problems and make sure that your program and your behaviour as leader and role model are part of the solution, not part of the problem.

"Discipline is not gained by punishing a child for a bad habit," Baden-Powell wrote in *Aids to Scoutmastership*, "but by substituting a better occupation and gradually leading him to forget and abandon the old one..." The founder also counselled leaders to "Let the boys run riot only when you give leave for it — which is a good thing to do every now and then."

Happy Scouting. ^

*Scouter Alan Vladicka is Akela with the 129th Edmonton Wolf Cub Pack and a Service Scouter and trainer in Edmonton Region, Alta.*

# Lost & Found Beeveree

from Terry Randall

The Dartmouth South District Beeveree combined serious learning and a whole lot of fun for 87 Beavers and 52 leaders and helpers who gathered at the district's Camp Harris in June 1992. Planners chose a safety theme and based all the activities on "Lost! and Found". It's an outdoor survival program for children co-sponsored by the Nova Scotia Sport and Recreation Commission and the Nova Scotia Safety Council.

In the morning, Beavers rotated through four activity stations where they learned and played games to reinforce the four steps to follow if they should ever be lost in the woods.

1. Hug a tree.
2. Zip up.
3. Find a home.
4. Mess up your yard and get found.

At station one, Beavers learned to consider a tree a friend they could hug and talk to if they were lost and scared. The action is designed to encourage lost children to stay where they are and relax. The Beavers enjoyed a tag game where IT froze them with a tag unless they were lucky enough to reach the safe area.

At station two, they learned the importance of zipping up and tucking in all



*Let's see. Well, I'd.... The Beavers talk about some of the things they've learned.*

clothing to stay as warm and dry as possible. As a game, they rolled giant dice and went to a numbered location in the play area according to the number they rolled. There, they put together puzzles and talked about the forest.

Station three helped them understand the importance of finding a dry sheltered "home" near their tree and talked about how to keep warm in that home. They played a version of "follow the leader" where, blindfolded, they followed a waist-high rope to a safe area.

At the final station, they talked about the kinds of things they could do to help searchers notice their home (mess up your yard), played a bean bag game, and reviewed the whole "Lost! and Found" package.

Each colony provided a parent or two to grill up hamburgers for lunch, and

each colony brought an after-lunch craft to give the Beavers a little quiet time before they hit the trail for a 25 minute walk.

Along the trail, they came to locations posted with cards that asked them questions based on what they'd learned about how to stay safe and be found if lost in the woods. On the final leg of the trail, they turned into a "search party" looking for a lost leader. Fortunately, they were able to follow the signs to find him and bring back the whole party safely to camp for the closing.

The successful event sent all Beavers and helpers home with a crest, a piece of fresh fruit, and the "Lost! and Found" book. The cost was kept down to \$2 per person thanks to donations from Macdonalds (drinks), Woodside A&W, and Sobies food store. The district gave the donors thank you certificates which now hang proudly in the stores, says Scouter Terry Randall.

A lot of positives came out of the day, Scouter Terry reports. Leaders from different colonies pulled together for the planning, everyone had fun, and every Beaver who attended learned some important things about how to keep safe.

*Scouter Terry Randall works with the 1st Imperoyal Beavers, Dartmouth, N.S.*

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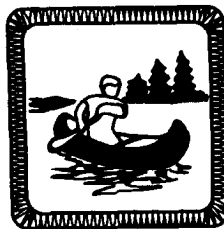
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# New! Paddling Achievement Badge



**T**hese badge requirements have been designed to cover canoes, kayaks, and similar craft. **Note:** You must always wear a personal flotation device (PFD) or life jacket while in a boat and for the tests in all three levels of this badge.

## BRONZE LEVEL

1. Have at least the Canadian Red Cross Society Blue or Small Craft Safety Survival Level or the YMCA Star IV Award, or demonstrate:

- a) safety knowledge in, on, and around water;
- b) a reaching assist, a throwing assist (no line), and a throwing assist (with line) from shore, from a dock, and from a boat to someone in difficulty at least two metres away. Bring the casualty to safety, showing that you know how to calm the person by talking throughout;
- c) that, while fully clothed and wearing a PFD, you can jump into deep water, tread water for two minutes without signs of stress, and then swim 25 metres using any stroke;
- d) HELP/huddle positions as used both in and out of the water; and
- e) knowledge of how to contact emergency services.

2.  a) Describe the stages and treatment of hypothermia, heat exhaustion, and heat stroke and ways to avoid these conditions (e.g. clothing, food, drink, easier routes, training).
- b) Explain the importance of staying with an overturned craft.
- c) Explain why it is important to apply sunscreen and wear a hat and sunglasses to protect

against harmful ultraviolet rays caused by the deterioration of earth's ozone layer.

3.  a) Know the various types of approved life jackets and PFDs and the purpose of each.
- b) Know at least five things to consider when choosing a PFD or life jacket.
- c) Select and properly put on an appropriate PFD or life jacket.

4.  a) Know the safety equipment required for small craft by Transport Canada.
- b) Explain the appropriate use for each item.

5.  a) Name and point out five parts of your craft and five paddle parts.
- b) Be able to select a suitable paddle and give three reasons for your choice.
- c) Demonstrate care and respect for your PFD, craft, and equipment at all times.

6.  a) Demonstrate the proper methods of launching and landing your craft from a dock and from a shoreline.
- b) Show an ability to keep the craft from tipping.

7.  a) Understand the basic concepts that affect boat stability.

- b) Demonstrate the stability of the craft by vigorously rocking it for 30 seconds.

8.  From the normal paddling position, upset the craft without losing contact with it. Swim the craft to shore for 20 metres.

9. With another Scout in the craft if required, demonstrate the ability to:

- a) paddle forward in a straight line a distance of 100 metres;

- b) stop from speed in one boat length;
- c) reverse in a straight line a distance of 10 metres;
- d) pivot the craft for 360 degrees both clockwise and counter-clockwise; and
- e) side slip 3 metres both to the left and to the right.

10. With another Scout and adult participation, undertake an all-day trip that includes a minimum of two hours moderate paddling. You must demonstrate:

- a) knowledge of Scouts Canada watercraft regulations (as described in *B.P. & P.*);
- b) creation and use of a float plan as outlined in the Canadian Coast Guard "Safe Boating Guide";
- c) proper planning for safety equipment and procedures;
- d) thorough knowledge of appropriate clothing for the trip;
- e) how safety planning is affected by personal limitations;
- f) choice of an appropriate route for a one-day trip;
- g) knowledge of the potential danger of waters in your area; and
- h) ability to paddle equally well in bow and stern.

## SILVER LEVEL

*To achieve the Silver Stage, you must have met all of the Bronze Stage requirements of this badge. Note: Candidates who hold the Canadian Recreational Canoeing Association Level 2 are deemed to meet requirements 1-9a of the Silver Level. The CRCA Basic Lakewater Level 1 is deemed to meet requirements 1,2, 4-9 of the Silver Level. Red Cross Canoeing equivalents: Canoe 1 Course.*

1.  a) Know where to obtain local marine weather and water information.

- b) Explain how to recognize and deal with weather changes when on the water.
2.  Be able to select a suitable craft and give five reasons for your choice. Take into account the length and shape of the craft, its stability and capacity, its safety features, the material from which it is made, and the type of trip or activity for which it will be used.
  3. With a partner:
    - a) empty a submerged craft at a dock and place it back in the water; and
    - b) empty a submerged craft while standing waist deep in the water.
  4.  With a partner steadying the craft in deep water, exit it and climb back in. During this procedure, you must not lose contact with the craft and must not cause the gunwale to dip below the surface.
  5.  With your partner, paddle toward an upset craft with conscious victim(s) and perform, in 90 seconds, a craft-over-craft rescue; then tell the victim(s) how to climb into their craft. Repeat as a victim.
  6.  Demonstrate familiarity with self-rescue techniques.
  7.  Be familiar with several different ways of signalling distress using various items around the craft.
  8.  a) Know the advantages and disadvantages of hemp, cotton, nylon, Dacron, and polypropylene ropes.
    - b) Demonstrate five knots commonly used by boaters and tie the craft to the dock or a secure fixture on shore using appropriate knots.
    - c) Portage the empty craft for 50 metres along a trail, raising, carrying, and lowering it with ease and care.
  9. With another Scout in the craft if required, demonstrate the ability to:
    - a) paddle forward in a straight line a distance of 200 metres;
    - b) make a 180 degree turn, both to the left and the right, with craft still moving forward;

- c) paddle a 50 metre-sided triangle course in a moderate wind;
- d) low brace after rapidly tilting the craft to paddle side; and
- e) load and unload a craft, setting correct trim, centre-of-gravity and placement.

If the craft normally carries two paddlers, demonstrate the following "solo" manoeuvres:

- f) paddle forward in a straight line a distance of 100 metres;
- g) pivot the craft for 360 degrees both clockwise and counter-clockwise;
- h) side slip the craft 3 metres both to the left and right;
- i) complete a solo dock landing.



10. On completion of requirements 1 through 5, undertake with another Scout and an adult an overnight trip with a minimum of six hours paddling. This trip is to include preparing a cooked meal and an overnight camp. You must also:

- a) prepare the craft with basic safety equipment;
- b) correctly load the cooking and camping gear; and
- c) carry emergency equipment and clothing to handle unexpected events. Explain your choices.

## GOLD LEVEL

*To achieve the Gold Stage, you must meet all of the Bronze and Silver Stage badge requirements. You must also hold your Silver Stage Swimming Achievement Badge before starting on requirement #6.*

1.  a) Know your Scouts Canada regional or provincial Water Safety Committee Regulations and explain how they apply to your group.

- b) If Scouting Charge Certificates are used in your area, know how to obtain one.

2.  a) Understand the International Collision Regulations to prevent collisions at sea (Colregs) as outlined in the Canadian Coast Guard's "Safe Boating Guide", including right of way, avoiding collisions, distress signals, and use and interpretation of sound signals.
  - b) Devise a system of control signals and rules for a group cruise.
  - c) Describe the laws with respect to the consumption of alcohol on pleasure craft in Canada.
3.  a) Demonstrate how to use a map or chart and compass.
  - b) Demonstrate finding your position by relating to objects within sight.
  - c) Describe in detail your local buoyage system.
  - d) Explain the purposes of the various navigation and special buoys as described in the Canadian Coast Guard's "Safe Boating Guide".
4.  a) Point out, name, and explain 10 different topographic or hydrographic features of tides, rapids, estuaries or shorelines, and the effects they could have on a craft.
  - b) Be able to point out dangerous areas in rapids, estuaries or shorelines and know what to do in each case.
5.  Demonstrate routine craft maintenance and basic emergency repair.
6. With another Scout and adult guidance, plan and make a two-night trip. You must travel a minimum of 12 hours and camp out two nights.
  - a) Demonstrate the safety aspects of transporting the craft to and from the trip by automobile, trailer or other appropriate means.
  - b) Explain the correct loading and transporting procedures for car top or trailer.
  - c) Demonstrate the appropriate transporting procedure for your craft. ^





# Jamboree PR Tells Scouting's Story

If you attended CJ'89 in P.E.I., you no doubt recall seeing newspaper photographers and TV cameras at the ceremonies. Each day, several radio stations broadcast from the area near the office of the jamboree newspaper.

Much as your unit is involved in a lot of planning to attend the jamboree, a team of people is planning the public relations aspects of this jamboree. About 35 volunteers will staff the CJ'93 PR centre. They will be working with 15 Venturers who are part of the Venturer Service Program and want to learn about public relations, newspaper publishing, photography, and media relations.

The PR team developed a public relations plan for CJ'93 some three years ago. The plan had two goals: to encourage members of Scouts Canada to attend the jamboree and to increase public awareness and support for the jamboree and for Scouts Canada in general.

The public relations plan has three components.

1. *Pre-jamboree:* The pre-jamboree publicity activities of the past two years have helped us reach our target of close to 12,000 participants now registered for the event. Since summer 1991, the PR team has distributed materials to generate enthusiasm for the jamboree. Posters, bookmarks, articles in **the Leader** magazine, advertisements in the Scout handbook, and a travelling display are some of the pre-jamboree publicity items you might have seen.

2. *On-site Activities:* On-site, CJ'93 PR people will work to attract external media interest in the jamboree, publish a jamboree newspaper for participants and staff, and send pictures and stories from the jamboree site to targeted community newspapers across Canada. These activities will help tell the people back home about this great event.

3. *Telling Scouting's Story:* The third component of CJ'93 PR needs your involvement. The jamboree is an excellent vehicle to tell Scouting's story in your community. Before you travel to Kananaskis Country, during the jam-

boree, and when you return, CJ'93 offers plenty of interesting angles and photo opportunities.

## What You Can Do

So where do you start? If you are part of a district, contact the district PR chairperson to see what jamboree pub-



*Right here!* Public relations team members stand at the location of the CJ'93 media centre just outside where the main gate will be. In July, take time to drop by to say hello to Tom Ayers, John Rietveld, Ken Tilley, Tim Halford, Garth Johnson, Adam Whyte, and Mary Anne Rowlands.

licity is planned. If there is a district plan, you might make your unit available for interviews or photographs. If there is no plan, get permission to approach the local media yourself.

Remember, the jamboree unit leader isn't the only one who can generate media interest. That person is already plenty busy with fundraising and pre-camp preparation. You also need to involve a group committee publicity person or the district PR committee.

Before you talk to the media, gather whatever material you have about the jamboree. **The Leader** has carried articles almost every month since fall 1991. These, along with your Jamboree Program Catalogue, provide plenty of facts about CJ'93.

Next, make contact with all the media outlets in your community to set up appointments. Visit the newspaper editor, the television news editor, and a radio station news director. On the day of the appointment, wear your uniform and, if possible, bring along a jamboree participant. Scouts and Venturers offer a different perspective on the jamboree than adults.

Suggest that the media cover your pre-jamboree activities. All jamboree units must take part in a pre-camp. Invite media to visit the campsite to interview and photograph participants.

At the jamboree, the PR team can help you make contact with your media back home. When you visit your media outlets before the jamboree, ask editors if they would like to contact your unit while you are on site. We can set up a radio interview, either pre-recorded or live, or take a photograph of your unit at a program event to send by overnight courier to your home-town paper. Be sure to get the correct address or telephone number and the name of the media person to contact.

You can increase the chance of your jamboree stories making it into the paper by asking your newspaper editor to contact Canadian Press (CP) and have them assign a photographer/reporter to do a story about your unit. Television and radio stations work with Broadcast News (BN), and a similar suggestion to your local station might lead to some TV or radio stories back home while you're away.

After the jamboree, make the same visits to media that you did before you left. Bring along a Scout or Venturer and let the enthusiasm of this young person tell the story.

It can be hard work to get this kind of coverage, and the CJ'93 PR team wants to recognize your efforts. We invite all units to bring your press clippings, tapes of radio shows, or VHS tapes of TV appearances to the jamboree. Just drop them off at the jamboree media centre. We will display all entries and give you a special award.

All too often, we hear about the bad things today's young people get themselves into. The jamboree is a great opportunity to tell some good news. CJ'93 PR will begin to issue national news releases in April, and we need your help to make the local contacts that ensure our efforts pay off.

When you get to the jamboree, drop into the media centre to say hello. We will be located just outside the main gate. See you in July. A

# REFLECTOR COOKING

by Susan Albrecht

At times when it's possible to have a fire outdoors, it's a shame not to use it to make fresh biscuits or cookies. If you've never tried reflector oven cooking, here are plans for three ovens your group may want to try. Use aluminum or heat duct material to make the necessary pieces.

## 1. Rodgers Reflector Oven:

This neat reflector oven folds flat and is light-weight. Prop up the back so that the rack lies flat and set the oven close to the fire's heat.

## 2. Cookie Pan Reflector Oven:

Ever wonder what to do with those old cookie sheets? Turn them into this reflector oven.

## 3. Aluminum Reflector Oven:

For under \$3, you can have a simple reflector oven that requires no assembly.

Go to your local grocery store and buy a package of disposable aluminum cookie sheets (they generally come two to a package). Stack them tepee style over a fire and place your baking on a rack under them.

You can place the rack on bricks, logs, stones, or pop cans filled with dirt for weight at the proper distance away from the fire to ensure even baking.

How do you know what the proper distance from the fire is? Place your hand inside the oven close to where you plan to position your rack. Start to count — one thousand and one, one thousand and two, one thousand and three — as if you were timing seconds. The higher you can count, the cooler your oven is.

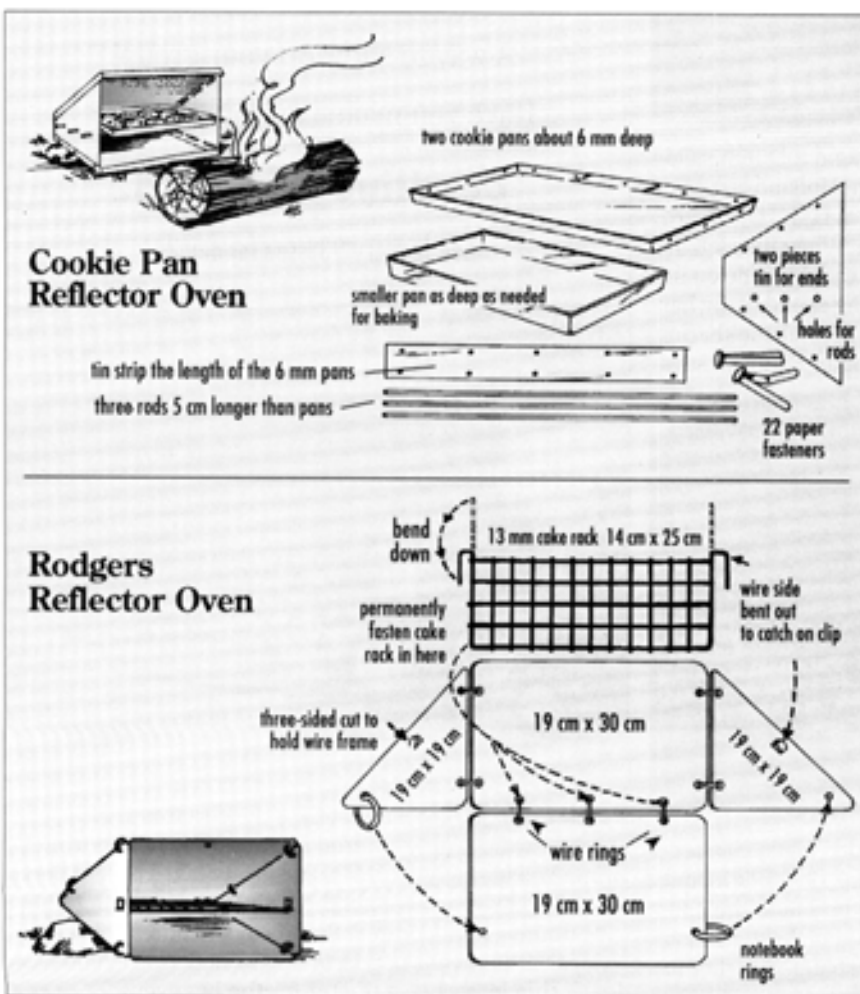
For a 350 degree F oven, you should be able to count to one thousand and four before you have to snatch your hand away. If your fire is too hot, and you can't wait for it to cool down, simply

raise the rack to a cooler level. Rotate your goodies occasionally to ensure even baking.

We like the aluminum cookie sheets for a number of reasons. They are light-weight and bendable to adjust to any style fire pit. You can fasten them together simply with just about anything — clothespins, safety pins, butterfly pins, and so on. You don't even need a rack if you're making cookies because you can suspend your cookie sheet over the supports.

Of course, we usually use our cast iron frying pan for our baking. We've made cakes, cookies, biscuits, and lasagna in the frying pan. Be inventive. Most everything tastes better cooked over a fire! ^

*Susan Albrecht is a Pathfinder leader with Girl Guides of Canada and works with Program Services, Scouts Canada.*



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## NOTHING TO IT!

**T**he 1st Seaforth Scouts, Ont., slept, cooked, and ate outdoors at their great February camp. The Scouts kept snug and warm through a considerable snowfall after spreading straw under the tents for insulation, says Scouter Valerie Poisson.



## A REAL SUBMARINE

**T**he 1st Dartmouth Beavers, N.S., befriend a Dutch sailor while touring a visiting submarine from Holland last May. The Beavers spent a sunny May morning at HMC Dockyard, CFB Halifax, reports Scouter Jim Simpson. When they left the sub, they toured the dockyard fire hall and caught a ride on the firebug *CFAV Firebird* as it made its morning round of the harbour. "We are grateful to the base and the fire hall for sharing their time in support of our program," Scouter Simpson says.



**SHEIK CUBS:** The 1st Vegreville Cubs, Alta., came fully prepared for the Arabian Nights theme at the 1992 Elk Island District Cuboree, thanks to the moms who made the costumes, says Akela Larry Ponich. Cubs and leaders also brought along camp chairs each had constructed earlier in the year (see Apr'92 for basic plans).

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See January '93 issue for details.

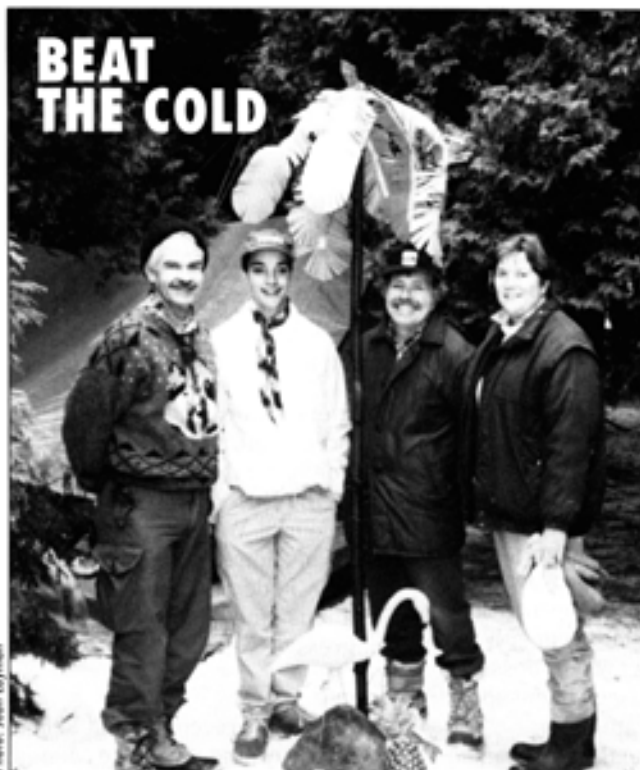
**PRIZES, PRIZES, PRIZES!**



**READY TO ROLL:** The 1st CrossRoads Group, P.E.I., climb aboard the float they entered in the parade held during Old Home Week in August 1992. The group takes part in the festivities every year. "We get the Scouts and Cubs together in the summer to decorate a float," says Scouter John Power. "A local farmer lends us a farm wagon, and a local John Deere dealership let us use a tractor for the big event."

## BEAT THE COLD

Photo: Jean Longman



Venturers from the 2nd Georgetown, Brampton, Burlington, and Oakville districts, Ont., did it by turning winter camp into a Hawaiian Luau. Venturer Dale Hoshoooley and advisors Terry Finn and Rick and Karen Parkhill "cool down" in the shade of a pineapple palm after a hectic day of volleyball, sled surfing, bug racing, pineapple bowling, and capture the coconut.



**THE THINGS WE DO!** Last fall, the 7th Wesley Rovers, Fort William District, Ont., promised to build a new outhouse at a remote Scout property north of Thunder Bay. Two days later, the snow came. Undaunted, even though they had to transport in bundles of pre-cut lumber by canoe, the Rovers completed the structure in an afternoon, says Margaret Carruthers.



## MUD BROTHERS!

Did the 1st Morris A Cubs, Mt. Pearl, Nfld., enjoy the mud-hole obstacle course at the June '92 St. John's Cuboree? You be the judge. About 900 Cubs and hundreds of leaders and staff made the medieval theme camp a roaring success despite low temperatures, rain, drizzle, and fog. The Cubs loved every minute of it, even the washing up in frigid river water after the mud hole, says S. Leonard.

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# Spiritual Advisers

by Warren McMeekin

**D**o you have a group chaplain or spiritual adviser? Have you ever even heard of such a person? Does your group make use of the Religion in Life program?

If these questions sound strange to you, perhaps it's time to back up and think about Scouting's principles, particularly the one that says "to love and serve God". Scouting is not a religious organization, but it is an organization that uses religion in its programming.

All Scouting members must believe in a supreme being. How they express their belief is an individual matter, but a chaplain or spiritual adviser can be an extremely important resource for you and your youth members.

Your partner/sponsor appoints a chaplain or spiritual adviser to:

- offer leaders and youth members spiritual guidance;
- provide spiritual ministrations to individual youth and adult members as the need arises;

- be a spiritual resource to the group or section;
- apply the principles contained in the Scouts Canada publication, *Let's Celebrate*, a grab-bag of spiritual ideas for Scouting;
- help facilitate the Religion in Life programs;
- in a religious-sponsored group, act as a link to the religious education committee;
- encourage leaders to feel free to show their religious affiliation by word and example, especially in open groups;
- visit section meetings regularly and take an active part where possible;
- contact parents to gain their support in spiritual programming;
- conduct services and church parades as needed;
- in a religious-sponsored group, help the congregation and leaders to see

Scouting as an important part of the religious education program.

If your group doesn't have a chaplain or spiritual adviser, maybe it's time to think about recruiting one.

### Partners Honoured

Three Scouting partners received recognition for their continued support during the November meetings of National Council. We add our thanks to the Canadian Home and School/Parent Teacher Federation, the Knights of Columbus, and the Canadian Jewish Congress.

### Update

We recently received adult Religion in Life requirements for the Mennonite Brethren Church and the Hindu religion. Watch your next issue of **the Leader**. ▲



*Maybelle Durkin, executive director Canadian Home and School/Parent Teacher Federation, receives Scouts Canada's thanks for the organization's 65 years of support from Warren McMeekin, director, AVSR. ▲*



*On behalf of the Knights of Columbus, Frank Simpson receives thanks from Scouting for 70 years of sponsor support. With him are Bower Carty and Jack McCracken of Scouts Canada. All three were members of the 23rd Ottawa Cub Pack as youngsters. ▲*



*Eric Vernon, executive director, Canadian Jewish Congress (Ottawa) and Ottawa Rabbi Bulka, accept thanks for 65 years of partnership between the CJC and Scouting. With them are Robert Engel, chairman, Jewish Advisory Committee, and Con DiNino, Scouts Canada vice president, relationships. ▶*

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# FLIP OVER SCOUT TECH

by Bob Bareham

**Y**ou'll flip over this sleeping bag ... literally. The new *Scout Tech* is a flip-concept sleeping bag made in Canada for Scouts Canada under the Scout Country label. It contains more 3M Thinsulate Lite Loft on the top side than on the bottom. Top side up, the temperature rating is -15° C. Bottom side up, the rating is -8° C.

An independent hood, designed especially for Scouts Canada, makes flipping out easy. When it's cold, simply place the insulated hood over your head and draw the collar of the sleeping bag comfortably around your neck. Weather permitting, leave the hood at home. The *Scout Tech* gives you flexibility and a broad seasonal range so that you can have the right bag at the right time. Doesn't that sound like something to flip over?

Other features include a drawstring collar with cord lock fastener; top velcro closure; full length draft tube; YKK Delrin zipper; large pocket; an attractive polyester/cotton lining; and a handy name label sewn inside the bag.

*Scout Tech* is just one of seven new sleeping bags designed exclusively for Scouts Canada, all of them constructed with top quality 3M or Dupont insulation. You can see the complete line at your Scout Shop. Distinctive features include a large durable black nylon stuff sack with handle, drawstring closure, cover flap, 3M reflective strip, and name label.

Attractive graphics and a very generous warranty backed by Scouts Canada round out the unique features of these bags. Next month, we'll highlight the features of some of the other new models.

**COMING UP:** In the near future, Supply Services will stock many of the most popular *World Scout Bureau* products. We are finalizing arrangements and expect inventory to arrive shortly. We will be proud to offer products such as the World Scout Tie, Ladies Logo Scarf, World Emblem Sticker Sheets, Sports Travel Bag, World Scout Emblem Poster and other top quality merchandise at the lowest price possible.

**FOR SWAPPING:** If you are going to CJ'93, now is the time to start stocking up on crests, local badges, pins, and other items for swapping with Scouts and Scouters from across the country. And visit your Scout Shop to check out the colourful new "full-steam-ahead" T-shirt designed by Jim McCormick of Supply Services.

## BITS & PIECES

- The popular *Pocket First Aid Kit* (#53-108) has been dramatically reduced in price from \$9.25 to \$3.95 — a result of case-lot large-volume purchases direct from the manufacturer. The pocket kit contains enough items to deal effectively with minor injuries and makes an ideal first kit for Cubs.
- Cub leaders note: *Six Patches* (#01-201 to #01-209) will now be packaged in lots of 25 instead of 10.
- The Scouts Canada line of *Sterling Silver Rings* now includes size 12 and 13 (#65-212, #65-213; \$84.95). X



## It's not a waste below the waist

Leaders are leaders from top to bottom, inside and out. You are a role model for the young people in your group and they learn through the examples you set. What you say and do is important. And the image you present is important too.

Our traditions and our new uniforms are as distinctive as our organization. So, don't waste a great opportunity to exemplify the importance of appearance and presentation - wear your complete uniform. Show our Scouting pride, from the top of your head to the tips of your toes.



**Wear the Complete Uniform**

# A Plain Language Checklist

by Rob Stewart

Last month, I took an overall look at the literacy issue and the impact it has on Scouting, especially on our training courses. Since then, I have been reading articles and resource materials to find helpful suggestions for our trainers.

Much of the information focuses on writing articles and training materials. I found it frustrating, because I was looking for clear suggestions to pass along to trainers. Then I realized that, even though many of the resources are directed to book and document writers, they offer hints and ideas we can apply.

I am conscious of some of the suggestions as I write this, and I am learning that you have to work at writing "user friendly" material.

## Clear & Simple

Two parts of our training style include written material: handouts and overheads. The following checklist for plain writing can help us in both of these areas. I found the checklist in the handbook *Plain Language, Clear and Simple*, produced by Multiculturalism and Citizenship Canada.

Here is the process they suggest:

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## 1. Reading Audience

- Who will read this material?
- What is the best format and layout for this message to this audience?

## 2. Purpose

- Why are you writing it?
- What do you want to say?
- Have you included the most important information?

## 3. Organization

- Have you based the order of the material on the reader's needs?
- Does the most important information come first?
- Have you said what you have to say, and no more?

## 4. Tone

- Have you considered the reader's needs and written to the reader directly?
- Does your text read like informal conversation?

## 5. Style

- Have you limited the length of your paragraphs?
- Are your sentences short and clear?
- Have you used familiar words, consistent terms, and concrete examples?

## 6. Design

- Is your design attractive and easy to read, with lots of white space and breaks in the text?
- Can the reader understand your graphics and illustrations?
- Have you helped people find the information they need?

## 7. Checking with your reading audience

- Have you asked a sample group of readers to check your draft document?

There is one very important reason to consider using plain language. As trainers, we need to be aware that some of our course participants may be semi-literate or illiterate. And, there are other benefits to using plain language: clear, concise messages are more pleasing to highly educated audiences, too.

You can tap into a number of free resources on literacy. The United Way has produced an excellent package of ideas and information. The John Howard Society offers two books (*Taking Down the Wall of Words*). And every province has a Literacy Coalition that supplies resources. If you wish to obtain a resource list, please contact me through **the Leader**. ^



# Collecting Scout/Guide Seals

by Murray Fried



Looking for an intriguing hobby? You should consider collecting Scout or Guide seals. Most people who collect them are also collectors of Scout/Guide stamps or memorabilia.

What is a seal? It really is any item with a paste or pressure-sensitive surface that makes it possible to attach it to another surface. Seals include stickers, labels, decals, transfers, and non-postage stamps. Some seal collectors consider photo stamps, book plates, and crests or patches with adhesive backing in the same category.

In England, seals go back almost to the origins of Scouting in 1907. They have been issued by national, international, and local Scout organizations as well as Scout groups, individuals, Scout camps, and other charity and commercial groups and organizations. Over the years, ethnic Scouts in exile have issued many Scout seals.

The purpose of issuing seals is to publicize jamborees (e.g. the CJ'93 decal sheet), international conferences and organizations, special events, and camps. Groups may issue decals for fundraising. Seals are also issued for advertising and decorating. You see them on Scout articles sold through Scout Shops. In fact, there is no end to the number of Scout/Guide seals you can collect.

What might you expect to see on seals? They picture Scouting and Guid-

ing activities, Scout logos, camping scenes, slogans, and advertising messages. Many show Baden-Powell, Scouting's founder. St. George is also a popular figure on seals, particularly in Denmark and Sweden.

One of the oldest seals was issued in 1908 in Hungary. England had seals for the first three Scout jamborees in 1920, 1924, and 1929. France issued a set in 1913; France's 1920 seal sets (Tobler Chocolate) are probably the most colourful ever issued. There are German seals from 1913, 1914, and 1915 and there is a very nice 1914 seal from Norway.

Among other old seals are those from Denmark (1916 and 1924), Switzerland (1925), the Netherlands (1912 and 1916), and Sweden (1911 and 1914). Czechoslovakia issued Scout seals in 1920 and 1927, and some of the earliest Scout seals from the United States of America date from 1925.

Because it would be an almost impossible task, there is no catalogue of Scout and Guide seals. In 1955, Harry Thorsen Jr. and W. McKinney published a book titled *Boy Scout Fund Seals and Camp Post Stamps* and, in 1961, Thorsen published a specialized catalogue that combined Scout Stamps and Scout seals. Several seal supplements to this catalogue appeared later.

The lack of documentation makes it highly challenging and rewarding to

track down old and new Scout seals from around the world. You can build quite a collection of these often-forgotten but very attractive items from Scouting's past and present. Values are established among collectors based on age, demand, condition, appearance, the number known to exist, and the like. Older Scout seals, like older Scout stamps, often fetch a very high price.

The next time you come across a Scout or Guide seal, look at it as a worthwhile collectible. Consider it a separate part of your stamp collection, and you may just find that the challenge of locating seals is more exciting than your original hobby. ^

*Murray Fried, former Scout and Scout-er who now serves on two North Waterloo District Scout camp committees, says he has the largest Scout seal collection in the world — more than 6,000 Scout/Guide seals, labels, and decals. He operates a club called World Scout Sealers, which publishes a biannual seal news bulletin. For further information on this fascinating hobby, contact: Murray Fried, 509-11 Margaret Ave., Kitchener, ON N2H 6M4.*

#### Program Links

Cubs: Collector's Badge

Scouts: Collector Challenge Badge



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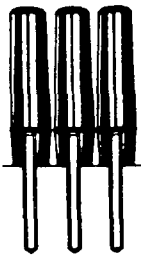
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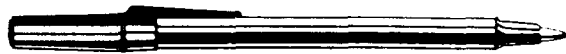
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# The Man in the Moon

by Mike Procter

*Nanibush is the hero of many Ojibway legends, but this story is the original creation of Scouter Mike Procter, 1st North Frontenac, Sharbot Lake, Ont. He was inspired to write it by the Beaver promise and motto.*

Long ago, the moon was clear and bright. There were no markings on it at all. It was brilliant gold and silver and, at night, it shone almost as bright as the sun.

Nanibush, the powerful and wise, often longed to visit the moon. One evening, Nanibush was sitting around the campfire with his friend Running Bear. The two began talking about the moon and wishing they could go there. Now it happened that the Great Spirit heard their conversation and decided to grant Nanibush and Running Bear their wish.

That night, the Great Spirit woke them from their sleep. "My sons," he said, "You have served me well and have taken good care of the world. To reward your good works, I will grant the wish you wished earlier this evening. Tonight, you will visit the moon!"

And at once, instead of arms they had wings. Nanibush and Running Bear were bursting with excitement, but the Great Spirit had a warning. "My sons," he said, "These wings will take you swiftly to the moon so that you may see its beauty. But beware; the wings will disappear with the first rays of the morning sun."

The two men thanked the Great Spirit and flew off towards the moon. In no time at all, they could see the earth like a round blue ball behind them. Ahead, the brilliantly clear moon grew larger and larger.

Soon, they landed on the moon. What a beautiful place! Everywhere they saw diamonds, silver and gold, emeralds and rubies. Nanibush sat on a golden stone and, filled with wonder, looked out over the land. "How lucky I am to be here seeing all of this beauty," he thought.

But Running Bear's heart filled up with greed. "All the riches on the moon are going to waste," he thought. "Why, I might as well have some of these valuable things." And he began to pick up diamonds and gold and silver and put them in his shirt. Soon his shirt bulged with treasure.

Just then, Nanibush noticed the sun beginning to rise. "Running Bear," he shouted. "The sun is coming up. We must go now or we shall be stranded here."

Nanibush flew up and headed quickly back to earth. Running Bear tried to fly, but the heaviness of the gold and silver and jewels weighed him down. He flapped his wings harder and harder, but he could not fly.

"Drop the riches," Nanibush called back to his friend. "Follow me quickly before the sun comes up!"

Nanibush landed back on earth. He had scarcely touched down when the sun rose and his wings disappeared. He looked for Running Bear but could not find him. He called, but did not hear him reply.

That night when the moon rose, it no longer glowed clear and shiny. There was a face on it — Running Bear's face. And, to this day, that twisted face of a greedy man reminds us how important it is for all of us to take care of the world. It is ours to enjoy, but not to own. X

# SCOUTER'S 5

## A Humble Citizen

I am not a very important person, as importance is commonly rated. I do not have great wealth, control a big business, or occupy a position of great honour or authority. Yet I may some day mold destiny. For it is within my power to become the most important person in the world in the life of a child. And every child is a potential atom bomb in human history.

A humble citizen like myself might have been the Scoutmaster of a troop in which an undersized, unhappy Austrian lad named Adolph might have found a joyous boyhood, full of the ideas of brotherhood, good will, and kindness. And the world would have been different.

A humble citizen like myself might have been the organizer of a Scout troop in which a Russian boy called Joe might have learned the lessons of democratic cooperation.

These humble citizens would never have known that they had averted world tragedy, yet they would have been among the most important people who ever lived.

All about me are children. They are the makers of history, the builders of tomorrow. If I can have some part in guiding them up the trail of Scouting to the high road of noble character and constructive citizenship, I may prove to be the most important person in their lives, the most important person in my community.

A hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a child.

— adapted from thoughts by Forest Witcraft. Thanks to Murray Fried, Kitchener, Ontario

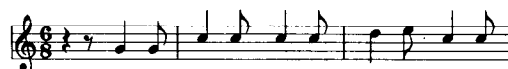
Scouter's 5 Minutes, p.699

Mar.'93

# SONGS

## It's So Nice to be in Scouting

by Dave Christmas



It's so nice to be in Scouting 'cause you



make so many friends, it's so nice to be in



Scouting all the time: Be as - sured that you can



do it if you put your heart in - to it, It's so



nice to be in Scouting all the time.

It's so nice to be in Scouting, where our differences don't count;

It's so nice to be in Scouting all the time;

Every race and creed and colour, you can count each one as brother,

It's so nice to be in Scouting all the time.

It's so nice to be in Scouting when you're with your Gilwell friends,

It's so nice to be in Scouting all the time;

With your beads, your woggle, necker, and your diamond knot together,

It's so nice to be in Scouting all the time.

Written by Scouter Dave Christmas, 10th Juan de Fuca Troop, for a troop Wood Badge II, Nov.'92, Greater Victoria Region, B.C.

Songs, p.95

Mar.'93

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the **leader**

## Eager Beavers Having Fun

(Tune: This Old Man)

We're eager beavers, we have fun,  
Helping, sharing all as one,  
With a loud crack, tail slap  
Swimming in the pond,  
We eager beavers have fun, fun, fun.

Our sharp teeth chop the trees  
In western Canada's mountain streams,  
With a loud crack, tail slap  
Building us a pond,  
We eager beavers have fun, fun, fun.

In our lodge, we are warm,  
Waiting out the winter storm,  
With a loud crack, tail slap  
Sleeping in the pond,  
We eager beavers have fun, fun, fun.

Spring is here, the sun is out,  
Little beavers all about,  
With a loud crack, tail slap,  
Playing in the pond,  
We eager beavers have fun, fun, fun.

*Written by the 1991 Beaver section Wood Badge II course, Greater Victoria Region, B.C. Thanks to Kay Simpson, trainer and ARC Beavers.*

Songs, p.96

## B.-P. on Peace

Peace cannot be secured entirely by commercial interests, military alliances, general disarmament or mutual treaties, unless the spirit for peace is there in the minds and will of the peoples. (1912)

One thing is essential to general and permanent peace of whatever form, and that is a total change of spirit among the peoples, the change to closer mutual understanding, to subjugation of national prejudices, and the ability to see with the other fellow's eye in friendly sympathy. (1933)

## If I Were...

"If I were God for a day, I would like everybody's wounds to heal. I would also try to make people understand that everybody is part of the human race and it doesn't matter what colour you are, or where in the world you live, or what religion you are."

— a Cub's response when *Scouting* (UK) magazine asked Cubs to complete the sentence, "If I were God for a day..."

## A Hindu Prayer

May all be happy;  
May all be free from disease;  
May all realize what is good;  
May nobody be subject to sorrow.  
May the wicked become virtuous;  
May the virtuous attain peace;  
May the peaceful be free;  
May the free make others free.

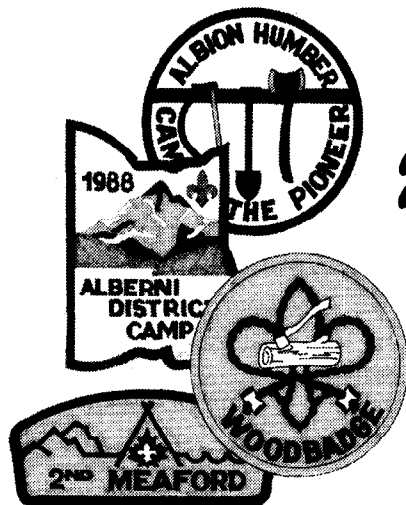
Scouter's 5 Minutes, p.700



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## SCOUTING MANAGEMENT TASK GROUP

# What's Next?

by Bob Hallett

The February **Leader** brought you up to date on responses the task group received when it asked people what major concerns they felt Scouting needs to address now in order to meet our aims and goals. Collecting and organizing these responses into draft statements that summarize the problems was the first step. We will need to take many more before we can develop and present National Council a strategic plan that addresses the issues in November 1993.

The strategic plan will be designed to help Scouts Canada change, develop, or adapt so that we can expand as a successful agency that serves youth and achieves Scouting's aim; to help young people and adults become resourceful, responsible members of the community by providing opportunities and guidance for their mental, physical, social and spiritual development.

So what's next? To plot it out, the task group met with National Council's Strategic Long Range Planning Group right after the Nov. '92 meeting. Together, we reviewed the data we'd collected and outlined steps we'd need to take to have a draft strategic plan ready on schedule. This is what we came up with.

1. Ask for more input from youth members. Although we'd collected massive data on the issues concerning Scouting, we lacked input from young people. To address this weakness, we asked the provincial commissioners to seek input from Venturers and Rovers still in their sections or active until recently and now leaders.

*(January, February, March 1993)*

2. Expand the task group to reflect the organization better by including provincial representation, youth members, etc. *(January 1993)*

3. Hire an external consultant who specializes in strategic planning to advise and facilitate the process as required.

4. With help from the external consultant, develop problem statements based on all input to date. *(February 1993)*

5. Circulate problem statements to provincial councils for review and feedback. *(February-May 1993).*

6. Restructure the May 1993 National Council meetings to allow up to two days for a planning conference that will

deal with the problem statements in a workshop setting. The goal is to come up with possible solutions.

7. Based on the solutions coming out of the workshop, develop a draft strategic plan and share it with the field. *(May-September 1993).*

8. Meet with the Strategic Long Range Planning Group to refine the draft strategic plan. *(September 1993).*

9. Present the draft strategic plan to National Council in November 1993.

As you can see, the task group has a lot to accomplish between now and November 1993. We will need your support and cooperation.

Stay tuned for further updates. And please remember — if you would like to comment, we would like to hear from you. Write: *Scouting Management Task Group, Scouts Canada, Box 5151, Station F, Ottawa, ON K2C 3G7.* ✉

*Bob Hallett is a member of the Scouting Management Task Group.*



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# Sloppy Uniforms

I attended a Dog Show at the Sky Dome in Toronto in December. I had heard that cadets and Scouts were helping out. I noticed smartly dressed cadets going about their tasks and couldn't wait to see the Scouts in action. I might not have bothered.

I was appalled at the sight of both youth and leaders. What a mess! Jeans appeared to be the standard bottoms for the tan shirts. Scarves were lopsided, shirts untucked, and shoes unshone. No hats in view. If our members cannot afford a uniform, at least they can be clean and neat.

It is terrific that groups help out at public events, but please, please remember that we should uphold the standards set by our founder and present that image. We should be proud to appear in public in our Scouting uniform. There are enough lost traditions in this mixed-up world already.

— Cheryl Fitcyk, ADC Cubs, St. Catharines District, Ont.

## SEE YOU THERE!

We will have 22 Scouts of the 85th Calgary Lakeview Troop at CJ'93 on our home turf in Kananaskis Country. They have raised the money selling honey, pens, coffee, popcorn, and hot-dogs, collecting bottles, and delivering phone books.

Our main tent — Buffalo Lodge — will be a 8.4 m diameter teepee. We shall have painted it with buffalos and will look forward to telling other Scouts about some of the legends and symbolism of the original peoples of the Great Plains.

Look for Buffalo Lodge and be sure to drop by.

— Scouter Dave, Calgary, Alta.

## WANTED: ICE CREAM IDEA

Somewhere, I encountered a recipe for making ice cream in a coffee can. It was ideal for Beavers. First, they put all

the ingredients into a small coffee can with a tight lid and place that can into a larger one with ice and, I think, maybe salt. Then they roll the cans back and forth across the floor for 10-20 minutes. Finally, leaders scoop out the ice cream from the inner can, and everyone eats.

That's what I remember about this project but, for the life of me, I cannot find it anywhere. Does anyone out there know the recipe for this great-sounding activity for Beavers?

— Sherrie Schreiber, Calgary, Alberta

## CAN YOU HELP?

Our troop is looking for two sets of plans: one telling us how to construct a teepee; one giving directions for building a patrol locker. If you can help, please contact: *Gord Loomis, PO Box 476, Dartmouth NS B2Y 3Y8; tel (902) 434-4646; fax (902) 462-0508.* ✕

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