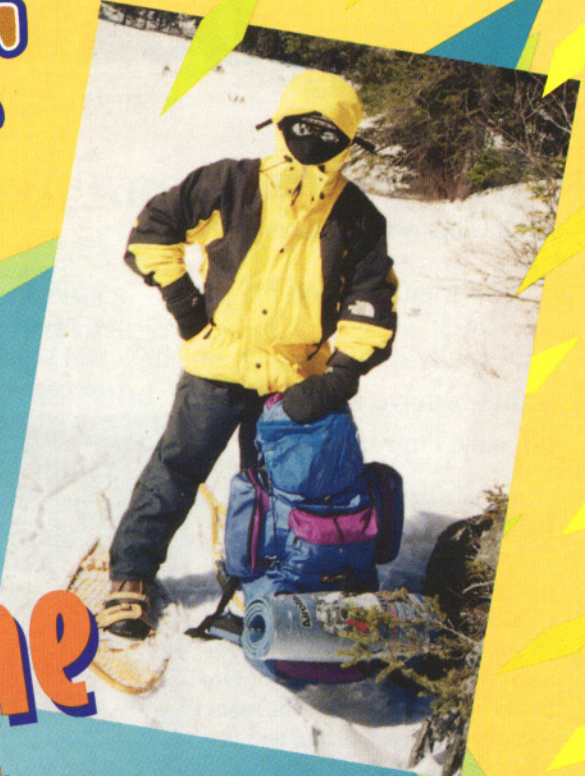


# the leader



MARCH 1998

VOLUME 28, NO. 7



## Capture the Scouting Spirit!



**KNIGHT'S NIGHT • UNDERGROUND RAILROAD • STRESSED OUT**



# Don't Be Naive!

by Andy McLaughlin

**"I was so drunk,** I don't remember what happened."

"My friend offered me pot."

"I really like this guy, but he wants to have sex, and I'm not sure I'm ready."

These words were spoken by Scouts and Venturers.

"No way," you say. "Not my members!"

Yes, *your* members too.

According to an Addiction Research Foundation study of Ontario High School students, many teenagers smoke, drink, and use other drugs.

- 10% of kids 13 and under say they smoke (27% of youth 14-15 light up).
- 31% of children 13 and under, and 57% aged 14-15 have used alcohol.
- 22% of Ontario high school students have used marijuana.
- 9% have used LSD!

Studies in other provinces tell a similar story of teenage drug and alcohol use.

Are teenagers sexually active?

According to recent federal government studies, the average age of a teenager's first sexual intercourse encounter is 15. Fifty percent (50%!) of all 16-year-olds have had sex. Often, young people combine sexual activity with drugs and/or alcohol. Sometimes

it has tragic or serious consequences (e.g. pregnancy or sexually transmitted diseases).

These numbers are scary. What do they add up to in your group?

You can help guide your Scouts and Venturers through the dangerous teenage minefield experience of grow-

opinions and concerns. You can help them make intelligent and informed decisions — decisions that may even save their lives!

## All Aboard

Racism is another issue that confronts today's young people. Lynn Johnson has a terrific Cub program built around a railway theme. (See her piece on pages 4-7.) This program teaches Cubs about the "Underground Railroad," the Canadian-assisted escape system that helped thousands of African-Americans flee the ravages of slavery.

This great train program will also help your Cubs appreciate the sacrifices made by Chinese-Canadians and Natives during the construction of the Canadian railway system.

Lynn's program is an excellent starting point to talk (and listen) to your Cubs about the affects of racism today.



**Y**outh members are dealing with some really difficult life issues. Let's help them make good choices.

ing up. This month's *Venturer Log* provides some excellent ideas on how to discuss sensitive issues with your youth. This piece is a "must read" for all leaders. (For more ideas, see "Scouter Can We Talk" in November's **Leader**.)

Sex, drug and alcohol abuse are volatile issues that confront Scouts and Venturers every day. You can't simply scare young people away from drugs, alcohol or sexual activity. Scare tactics don't work. Here's a different, more effective approach. Try listening to your Scouts' and Venturers' thoughts,

## Stress-Busters

Juggling with a 50-hour work week, an active family life, and a Scout program can stress out any leader. Want to lower your stress-metre? Colin Wallace examines stress, how to beat it, and how to make it work *for* you. Don't be surprised if he makes you chuckle.

Stumped for program ideas this month? Don't get stressed. Just turn the page and start reading. Let **the Leader** be your stress-buster! X

Photo: Wayne Barrett

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# the leader

The Canadian Leader Magazine

March 1998

Volume 28, No.7

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*“An amazing experience!”*

page 28

# “All Aboard the Under

**W**hen is a railroad *not* a railroad?

At least several answers can solve this riddle. Here's the

response our Cubs learned all about at a weekend camp.

Question: “When is a railroad not a railroad?” Answer:

“When it is a famous code name for an escape system.”

Does that sound like yet another riddle?

Well, sometimes it's best to hide the truth slightly — just to keep everyone safe.

Our leaders decided to plan a camp that drew attention to the secret Underground Railroad which brought thousands of runaway slaves from the southern United States to Canada in the mid-19th century. We planned the camp over a long weekend so the Cubs could gain many experiences, earn badges, and learn about racial harmony.

But where can you plan such a camp? Almost any camp would be suitable for an Underground Railroad program, but we're extra lucky in our area to have an incredible theme park called “Oba Junction” at Camp Oba-sa-teeka. The park is built around three cabooses. It has all the charm of a railroad (including flashing lights and rattling chains) as well as hectares of trees and ravines surrounding it.

## “Got Your Ticket?”

We arrived Friday morning and gave the Cubs a chance to settle in and orient themselves. Our kids had lots of space to run and blow off steam, and weren't likely to annoy anyone with wide games and nose explorations.

In the early afternoon we gathered the Cubs together and told them about the Underground Railroad. Earlier in the year, on a real train, they had learned how the United Empire Loyalists sought refuge in Canada. Now they found out about another group of people desperately seeking a home.

For black slaves, Canada had meant freedom, but only after a long and dangerous journey. They were escaping a nightmarish situation where they were often not only badly treated, but separated from their families on a whim.

On their long, frightening trek toward Canada they received help from people — many of them Quakers, opposed to slavery. The Cubs learned about secret signs and passwords, many derived from the real railroad; two of these passwords included “passengers” and “conductors.” A lantern in the window, a cotton bush planted in an unusual place, tolling bells at odd times of the day or night, and other clues showed the way. Always the runaways went north, taking their direction from “The Drinking Gourd” (Big Dipper), and crossing water where possible to throw bloodhounds off their trail. Sometimes the slaves were hidden in the bottom of wagons or small river boats. They lived in constant fear of professional slave hunters who tracked them down for the reward.

Illustration: Richard Pasche

# Underground Railroad!"

by Lynn Johnson

## Night Stalkers

As dusk approached, we set off on a wide game. In our scenario, the Cubs were escaped slaves and our two Scouts played slave hunters. Each "runaway" had three "lives" represented by ribbons, which the slave hunters had to bring back to headquarters. The slaves had a head start; their first "conductor" (Akela) guided them down a back path they were not familiar with. The conductor gave them verbal directions where they would find the first clue. Our Cubs had to creep through the woods, looking for the signs. (When the Underground Railroad was operating, clues were never written down, both to avoid alerting the slave hunters and because slaves didn't know how to read. It was against the law to teach them!)

Our Cubs did well until their first clue sent them down a ravine to a bridge. Here, they decided that the conductor couldn't possibly mean for them

to go down there; instead they took a sharp left into a parking lot. (Escaping slaves long ago also took wrong turns. Some were caught, while others were beaten and sometimes killed — an example to other slaves.)

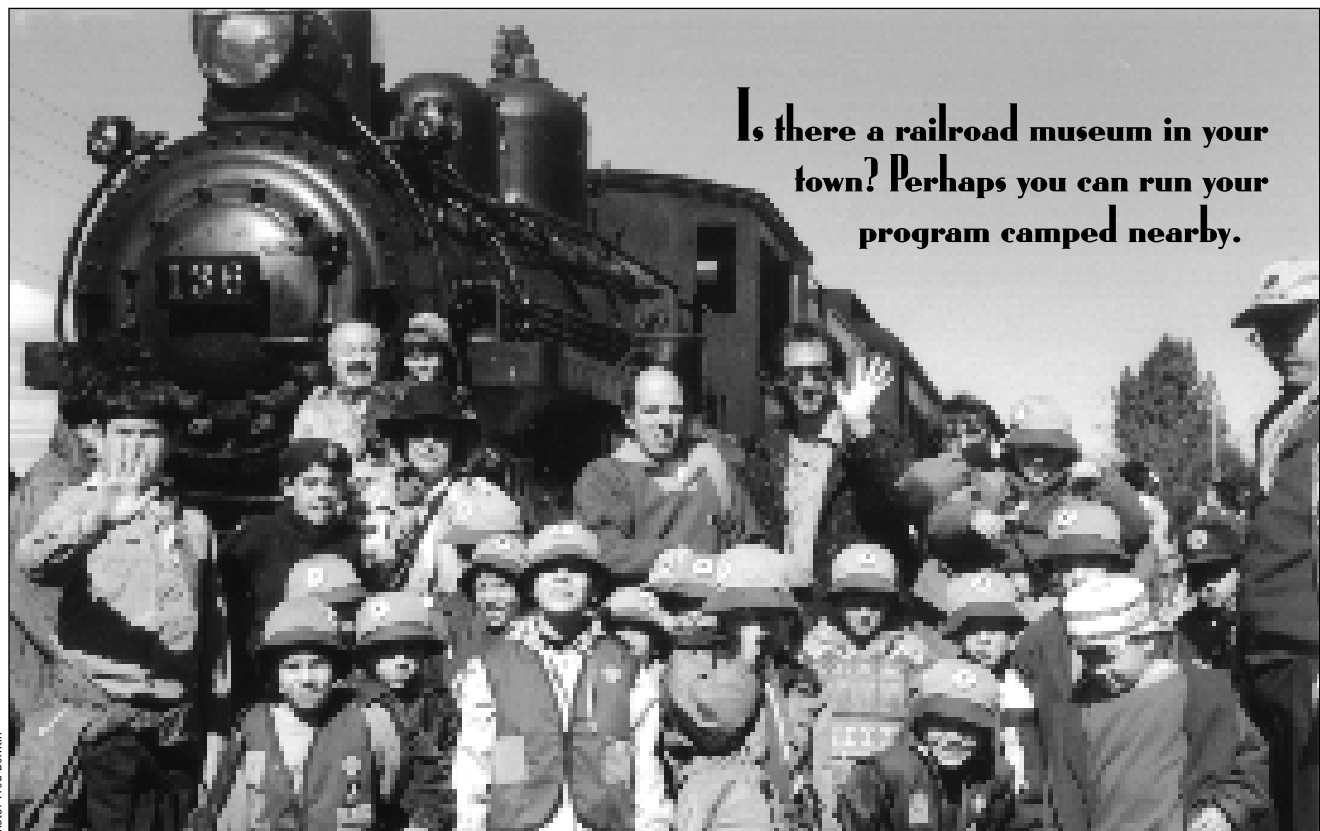
lights until they reached the north road and back gate of the camp. A van waiting there with a lantern in the window showed the somewhat frightened Cubs (it was dark out) that it was safe to approach.

**Their minds were alert;  
adrenaline pumped hard in  
their veins. Was it a trap?**

## On Track Again

After waiting some time at the bridge with her lantern, Kaa went looking for the runaways, and got them back on track, down the hill, over the bridge and up the hill to the unoccupied north side of camp. Here, they encountered the first of several "cotton bushes" created by Akela. The Cubs followed cotton bushes and flickering

Slowly they crept up, knocked on the side of the van and whispered out the password: "A Friend with friends." Their minds were alert; adrenaline pumped in their veins. Was it a trap? Would a slave hunter jump from the van and grab them? They waited tensely as the conductor slowly opened the door, looked around cautiously, and hurried them inside.



**Is there a railroad museum in your town? Perhaps you can run your program camped nearby.**

Photo: Fred Berkin

After making sure the runaways had their seatbelts fastened, Akela covered them with blankets — just in case a slave hunter suspected their wagon and stopped it. After a short drive back to the main gate and the ranger's office, another conductor appeared out of the shadows. He showed them the final path to freedom. They reached the "Canadian border" and successfully answered questions from the border guards (Akela and Raksha) about what they had learned. They were welcomed with hot chocolate, snacks and praise.

After a good night's sleep in the cabooses, we drove to a nearby location that has real antique steam trains. (A group of volunteers has restored some historic steam engines and rail cars. They're real beauties!) The train enthusiasts have also refurbished a number of kilometres of track; they run their train four times a day through attractive countryside during the tourist season.

Our railroad conductor was a local Scouter who gave the Cubs a special welcome. We all settled into comfortable, high-backed seats, told the excited youth repeatedly not to hang out the windows, then relaxed and enjoyed the ride. The commentary was witty and informative and, added to the sheer joy of movement and whistle blasts, kept the Cubs blissful and well behaved. We heard imaginative tales of ghost trains and goats tied to the tracks. At one point the Cubs were asked to help lighten the train on a supposedly frail bridge. What did they have to do? They had to lift their feet off the floor and flap their arms like chickens!

Runaway slaves never experienced such luxurious travel. If they were desperate enough to jump on a passing train, it was usually because they were being pursued by vicious tracking dogs. The slave would jump on the train (sometimes fall through to the track below and be crushed), and hang on to a sooty roof. When he jumped to the ground as the train neared a station, he would sometimes break his foot or leg.



**Peace, brotherhood and fun: these are some fundamental Scouting elements.**

night, we lit candles in them and circled them around our campfire. What a beautiful sight.

Your Cubs could make their own candles, though slaves couldn't afford real candles. (Scouters should supervise this task very closely. Hot wax can ignite and/or burn skin very severely!) Simply melt paraffin wax in a pot, and dip in a candle wick (available from craft stores). Make the candle by holding the wick in the middle and dipping each end in the wax. (See diagram) Take the forming candle out and let the wax dry, then dip both ends in again. Repeat the dipping and drying process until the wax build-up is thick. Hang the candle to dry in a cool place.

### **Singing to Raise Your Spirits**

During the weekend we sang railroad songs like "I've Been Working on the Railroad," "Canadian Railroad Trilogy" (Gordon Lightfoot), and old spiritual songs. The

spiritual songs were comforting for slaves who felt as if they had little hope in life, while the railroad songs often had hidden codes and meanings so those thinking of running away would know how to set out.

Your Cubs might want to think up a skit or build a code into a well-known campfire song. Those watching and listening must figure out the message and act upon it. Great fun!

### **Quiet Heroes**

The slaves met generous people all along the route — mostly whites who knew slavery was wrong and wanted

### **Lantern Makers**

After the train ride, we enjoyed a picnic lunch and games under the trees beside a river. Then we returned to Oba Junction. Relay races would fit the theme well.

Because real railroads as well as the Underground Railroad used lanterns in important ways, our Cubs made their own. Large apple juice cans were filled with water and frozen. Patterns were drawn on the outside, then we punched holes through the metal with a nail and hammer. You could use various Scouting patterns, but most of our Cubs fashioned variations on the Big Dipper. At

## **ANTI-RACISM DAY: MARCH 21**

Does your group have any cultural activities planned for the third week of March? March 21 is Anti-Racism Day in Canada. Turn your Beavers, Cubs and Scouts into community goodwill engineers. Get them involved in active programs that emphasize the common links between people of different nationalities and colours. See last year's March '97 *Leader* for more program ideas, or call 1-888-MARCH 21.

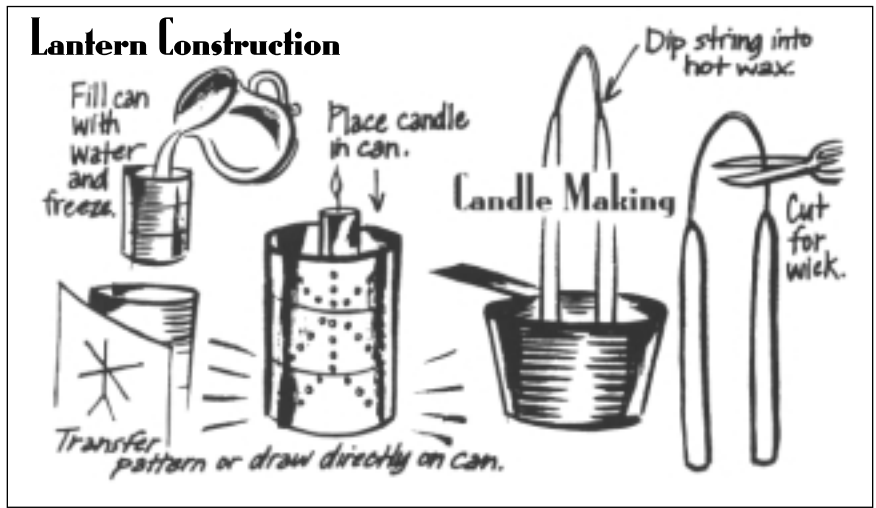


Photo: Paul Ritch



to help, despite the dire legal consequences. Many even risked their lives to help slaves on the Underground Railroad.

One man who lost everything he owned after being discovered helping runaways said, "I haven't a dollar in the world, but if you know a runaway who needs breakfast, send him to me." Another hero, a Canadian, travelled throughout the south studying birds and bugs. On his travels he secretly told slaves how to reach freedom. Perhaps the most famous person on the Underground Railroad, Harriet Tubman (a former slave), risked her life over and over to save others. She too lived in Canada for a time, in St. Catharines, Ontario.

### Laying Down Track

After an inspiring campfire program, our Cubs went off to bed, for yet another night's sleep in a real caboose. Their dreams were filled with visions of chugging trains, narrow escapes, and helping strangers in need.

This Underground Railroad program is perfect for Canadians. Trains formed an important part of Canada's beginnings, and were a major factor uniting the country. Trains brought swift movement to a pioneer people used to plodding travel. (Trains were considered so fast, that many rich people in the southern United States attributed the sudden disappearance of slaves to a mysterious and imaginary railroad.) During the 1930s, men desperate for work "rode the rails." Stories abound of train robbers, brave engineers, Chinese immigrants laying down tracks far from their homes, and Native people who watched their way of life disappear with the coming of the Iron Horse.

For three days, we shared accounts of hardship and romance of that era, and how our ancestors helped others.

An Underground Railroad camp could include a wide range of activities: star-gazing, model railroading, first aid, map reading, tracking, compass work and more. Not only would this program help your members learn about living in the outdoors, but it may give them vision for their own world, encouraging them to become local heroes. X

#### Program Links

Cubs: Canadian Heritage Badge, Purple Star  
Scouts: Canadian Heritage Trails Badge, Handicraft Badge

— Lynn Johnson is an active Scouter living in Scarborough, ON.

## DID YOU KNOW...?

For generations, Canadian have benefited from our rich mix of cultures and traditions. Here are a few highlights.

- The first black man came to Canada in 1605, and lived in Nova Scotia. To put this in perspective, the city of Quebec was established in 1608!
- Nova Scotia has a large population of black people. Through the years they have worked at all trades, including farming, fishing, and running their own stores.
- William Hubbard was the first black man elected as an alderman on Toronto City Council.

## SPLIT PUZZLE

Escaping slaves had to decypher codes and figure out the meaning of messages to avoid capture. Try this quick brain teaser on your pack. Organize it so sixes are competing against each other.

Here are ten words that have been split into groups of three letters. Can you put them back together again to find the words? Once you have, make up a skit or story using all of the words. Here's a hint: Some slaves hid out in chapels where the white congregation — at great risk to themselves — gave them food and money so they could continue their journey northward.

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## INTERESTING WEB SITES

These Web sites might prove helpful when you're planning your theme evening. They'll put you on the right track to valuable information.



**The North Star — Tracing the Underground Railroad**  
[www.ugrr.org](http://www.ugrr.org)

This site recounts the journey involving many hundreds of kilometres slaves took to reach Canada and freedom. You can link to key figures in the struggle from here, too.



**The Black Cultural Centre for Nova Scotia**  
[www.nstn.ca/bccns](http://www.nstn.ca/bccns)

This site traces the history of black people coming to Nova Scotia's shores. It also lets you study the profiles of almost 50 communities in Nova Scotia with strong black cultural roots.



**March 21 Campaign**  
[www.march21.com](http://www.march21.com)

The United Nations declared March 21 as the International Day for the Elimination of Racial Discrimination. This Department of Canadian Heritage site is full of information you can use when planning your March 21 program.

# READY FOR AN EGGCELLENT EASTER?

**E**ASTER IS THE most important festival in the Christian Church. It commemorates the death and resurrection (coming back to life) of Jesus Christ after he was crucified on a cross by the Romans about 2,000 years ago.

Easter (April 12) offers many outstanding opportunities to introduce a spiritual element into your program. It also provides numerous occasions to discuss religious tolerance and understanding.

## **Easter Woggles**

Beavers and Cubs love making woggles. We make ours from small diameter plastic pipe cut into sections 2 cm long. (Paper towel rolls also work well.) Each year we make woggles with a cross on them, but your group might decide to make Easter egg woggles, rabbit woggles or pick a different theme. You could even make a scene showing a cave with a figure emerging from the opening.

We pre-cut strands of white yarn for each child about two metres long. The Beavers wrap the yarn around the pipe until it has "bulked up." Leaders then tie or hot-glue the yarn so it won't unravel.

*by Hazel Hallgren and Rick Smith*

Then, using pre-cut small yellow crosses, our Beavers glue the final piece in place. If the pipe seems too big, you can glue a piece of felt around the inside before the wrapping begins. (See diagram) Be careful to position the crosses so they appear *upright* when a Beaver scarf is put on properly. (Cubs don't have to worry about this problem.) While the glue is drying, we draw pictures of some good deeds we've done to "help the world."

## **Stained Glass Windows**

Why not make stained 'glass' windows from construction paper and tissue paper? This is a very popular Beaver and Cub craft.

Starting with construction paper or bristol board, cut out a pattern or scene that depicts the spiritual side of Easter. Glue on various colours of tissue paper to the back of the stained glass window, then turn it around and hang it by a ribbon in a window. Beavers may even want to decorate their windows with Easter stickers.

## **Guest Speaker**

Each year we invite a member of the local clergy to talk about the meaning of Easter. You might even ask a Rabbi to come and talk about Passover — Easter and Passover are closely related. The Rabbi could describe Passover and its importance to Jewish people.

Traditionally, Easter is viewed as a time for reconciliation. Discuss ways your colony or pack members can renew friendships or brighten their world. Make a list of practical ideas, at least one of which will inspire each Beaver or Cub. Ideas could be as simple as giving smile gifts to five people a day for one week, to a more complex colony project involving preparation.

## **Swedish Peace Tree**

Peace is a re-occurring Easter theme because Jesus came to bring peace to the world: peace between God and man, and between people. In Sweden, Cubs sometimes make peace trees.

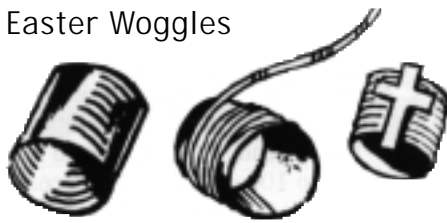
You'll need thin wood strips, glue, a flower pot, eight small red apples (or red apples cut from construction paper), red yarn, ornaments or cut-out cookies.

You could even let your group bake their own cookies.

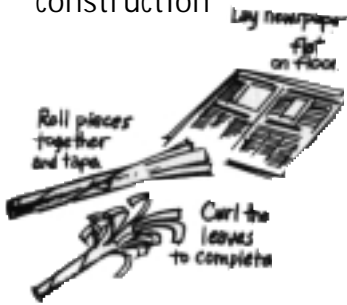
**THAT  
JOKE WAS  
VERY BUNNY!**  
Q: How to you catch a unique rabbit?  
A: Unique up on it!  
Q: How do you catch a tame rabbit?  
A: The tame way!



### Easter Woggles



### Palm Branch construction



Cut the thin wood strips so you have one central stem and four vertical branches — each one slightly shorter than the one below. Glue the branches in position, then tie them with decorative red ribbon or yarn. Fill the pot with soil, and pour a little bit of water in to make it damp and firm. (See diagram)

Now stick an apple into each branch end (symbolizing life and creation). Hang cookies or ornaments from the branches. Make these from different colours of pasty and dough to symbolize different races and nationalities. Finally, place a bright yellow star on top to represent the star of Bethlehem and the link between Christmas and Easter. The cross pieces symbolize the cross Jesus died on.

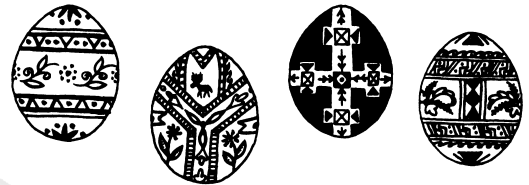
### Ukrainian Easter Eggs

Do you have any Ukrainians living in your area? They make elaborately decorated Easter eggs for family and friends at Easter. (Early Christians saw eggs as a symbol of Jesus' birth, and adopted them as Easter gifts. In North America, tradition says that Easter eggs are delivered by rabbits — hence the Easter bunny.)

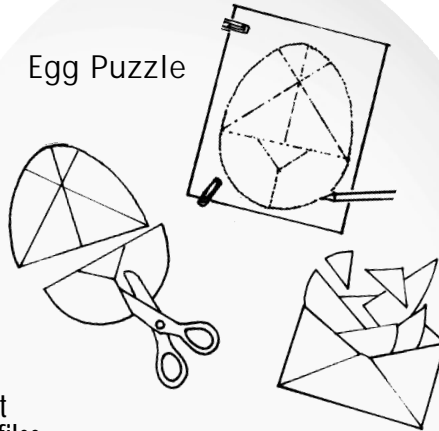
The colours are very symbolic. Yellow represents light and purity (Jesus). A star signifies God's centuries-old love for his people. The only words ever written on a Ukrainian Easter egg are, "Khrystos voskres" (Christ is risen).

Let Beavers and Cubs paint elaborate, colourful designs of their own choosing on their eggs. You'll need a number of hard-boiled eggs, pencils, watercolour paints (or markers), and

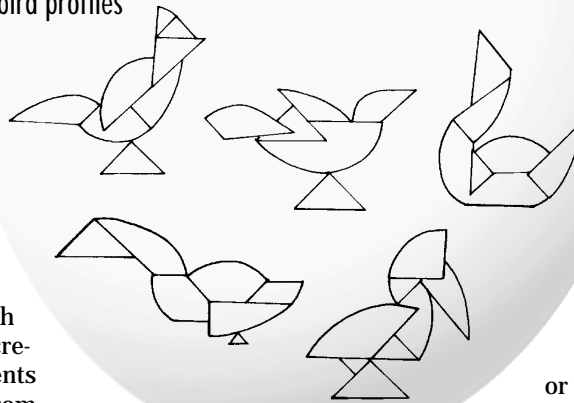
### Ukrainian Easter Eggs



### Egg Puzzle



### Different bird profiles

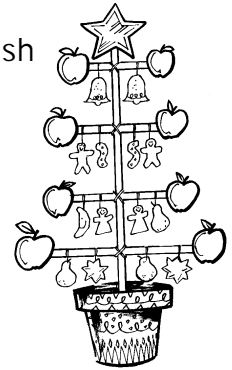


egg cups to hold the creations. Some children might want to sketch and paint an Easter scene. Try dipping the eggs into a bowl of food colouring before starting to paint. This will give a good background colour to base the rest of your design on.

Use this simple program outline to plan your own Easter theme night.

Beaver Meeting Schedule			Theme: Easter Date: _____
Time	Activity	Program Details	Leader Responsible
10 min.	Gathering Activity	Little Lamb Easter Card	Rainbow
5 min.	Opening Ceremony	See <i>Beaver Leader's Handbook</i>	Tic Tac
10 min.	Game	Easter Basket Quiz	Malak
20 min.	Theme Activity	Ukrainian Easter Eggs	Hawkeye
10 min.	Story	Find in library	Rusty
10 min.	Lodge meeting	Sharing treats	Rusty
5 min.	Spiritual fellowship	Recite Law/Promise/Prayer	Rusty
5 min.	Closing Ceremony	See <i>Beaver Leader's Handbook</i>	Rainbow
15 min.	Leader discussion time	Review meeting and discuss next week's plans	

### Swedish Peace Tree



### Wave Your Welcome!

A week before Easter, Jesus entered Jerusalem riding upon a donkey. Throngs of people lined his route into the city, welcoming him by waving palm branches. Why not re-enact this dramatic scene as part of an Easter party and play? Here's how to make the palm branches.

Each child will need three or four newspaper sheets (full size). Lie them on the floor as shown in the diagram. Then roll the newspapers tightly, and tape together. Make four cuts at one end. With one finger in the cut end holding a piece of paper, and another at the uncut end, gently slide (telescope) the paper out so the cut marks appear like palm leaves (see diagram). Curl the leaves to complete. There's your palm branch.

### Easter Basket Quiz

This game is like Kim's Game, but with a spiritual twist. Fill a basket with various objects related to Easter. These might include a lily, an angel (Christmas decoration), a crucifix, a little lamb, and more. Briefly show the group all the items in the basket, then take it away. How many objects can your Beavers or Cubs remember? As you take the objects out of the basket, discuss the significance of each.

### Little Lamb Easter Card

Lambs appear often in Easter decorations because Jesus represents the Passover lamb of God, the one sent to take away the world's sins.

Draw around your hand on a piece of black or white construction paper. Cut the shape out. The thumb represents the lamb's head and the four fingers are its legs. Cover the rest of the body with bits of cotton. Use a small circle of coloured paper for an eye; tie a bit of yarn around its neck and make a bow.

Now cut a small card out of coloured paper to form a card. Write an Easter message on it, signing your name. Punch a hole through a top corner of



## DID YOU KNOW...?

- Ostriches lay the largest bird eggs; they weigh 1.7 kg. The smallest are laid by hummingbirds and weigh 4 g (0.004 kg).
- The largest chicken egg ever laid had five yolks and weighed 0.34 kg (almost a pound)!
- The largest egg hunt involved 20,160 hard boiled eggs and 3,000 children.

the card and another one through one end of the lamb where its tail might be. Slip a piece of yarn through both holes and tie the ends.

### Egg Puzzle

How can a simple Easter egg become a puzzle?

Simply draw and cut out a large egg shape from cardboard using the pattern shown in the illustration. Then arrange the shapes to make up to 100 different bird profiles. Great for competitions between sixes. (See the illustrations for ideas.)

Usually, we close our meeting with a rousing rendition of "This Little Light of Mine." Encourage your Beavers or Cubs to really make it a rowdy, foot-stompin' tune full of action! It will put the finishing touches on a really fun and spiritually-focused evening. ^

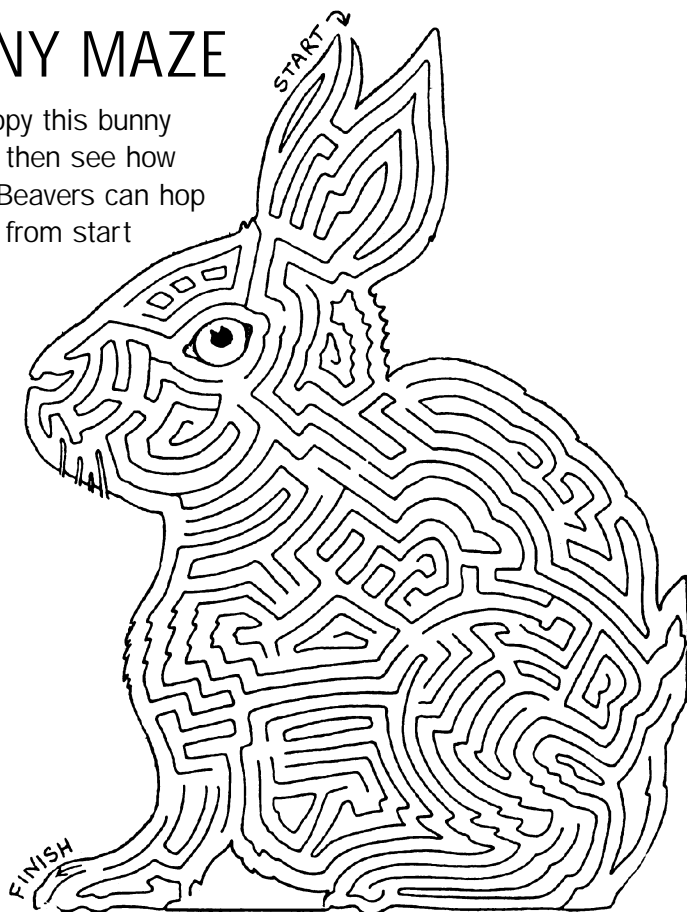
### Program Links

Cubs: Cooking Badge, Religion in Life Badge, Recycling Badge

— Rick Smith is a leader with the 1st New Maryland Beaver Colony in New Maryland, NB. Hazel Hallgren is a very active Scouter in Red Deer, AB.

## BUNNY MAZE

Photocopy this bunny maze, then see how fast your Beavers can hop through it from start to finish.



# JUMP START YOUR PROGRAM!

If you're looking for more spring program ideas, check out Beaver, Cub and Scout JUMPSTART packages. They simplify program planning and give you an entire month of great field-tested ideas.

Some of the activities from this article came from the Easter theme found in the Spring Beaver JUMPSTART package.



Photo: Paul Ritchie

# STRESS IT UP!

by Colin Wallace

**W**hat did your commissioner tell you during your introductory interview?

If you heard that the joy and bliss of helping young people would send you to nirvana on Earth, you only heard part of the story. A Section Scouter's job is very stressful.

Stress: sometimes it seems to lurk everywhere. You know what I mean. It's that jittery feeling you develop when you're about to try a new program idea for the first time. It's that adrenalin-fuelled nervousness you experience when you make a mistake in the middle of your speech at your group's parents' banquet. It's that limp-as-a-soggy-woggle sensation you experience at the end of every meeting or camp. All of these are the result of stress.

## Life Is Stressful

Let's face it; almost every activity — before, during and after — can be stressful.

Some authorities claim that people and circumstances don't cause stress, only our reaction to them. Of course, that's ridiculous! These know-it-alls have never met my commissioner. (I wouldn't say that he causes me stress, but whenever we meet, even my feet make a fist!)

Your moments of stress will differ from mine, but some situations are predictable. Stress occurs when you send out 17 Scouts on a wide game, and only 16 come back. Conversely, stress occurs when you send out 16 Scouts on a wide game and 17 come back.

You'll be stressed when your group committee makes a major decision that contradicts your advice. And after they've made that decision and it turns out *you* were right all along, you'll be stressed when you bite your tongue and refrain from saying, "I told you so!"

So much for recognizing stressful moments.

## Good and Bad News

You're interested in getting rid of stress, right?

Bad news first: you can't get rid of stress completely. (Some of you prob-

ably found that newsflash a bit stressful. Sorry about that.) The good news: there are many ways to help you cope with stress. Here are three.

1. *Training is bound to reduce your stress.* Learn how to do your job well. Become an expert — not an insufferable, pompous 'expert', but a highly competent practitioner.

2. *Ask others for help.* Who can you ask? Start here: the kids themselves, or their parents, the other leaders in your section, your group committee, your Service Scouter, your service team, your commissioner, or your field executive. If you've exhausted all these sources, call me. Let's face it, if your situation is that desperate, I couldn't make it any worse!

3. *Develop a sense of humour.* Laugh at your problems while you're still rational enough to know what you're laughing at. And don't take the stress of your work to your section meeting.

Shout your stress-related frustrations out your car window at the guy next to you on the highway, like everyone else does.

## Stress Pushes in Good Directions

You know... stress isn't so bad. If you have no stress, you're not taking any risks. You're not pushing. You're not learning anything. You're comfortable and complacent and dull.

If you're not taking chances — calculated risks — then neither are your kids. I'm not suggesting that you subscribe to the idea that whatever doesn't kill you makes you stronger, BUT

if you're not challenging your kids, your program isn't working at its optimal level. And if your program isn't working at its optimal level, you need to stress it up — just a little.

Go on. Don't be afraid of hitting the stress button. It's right beside the panic button. \

— Colin Wallace (*Greater Toronto Region*) is stressed so badly that his weekly program is outstanding.

You know...  
stress isn't  
so bad. If  
you have  
no stress,  
you're not  
pushing.



If your Scouts can't hear you bellow, get a megaphone!



**T**HERE'S SOMETHING INCREDIBLY FASCINATING ABOUT THE MIDDLE AGES and King Arthur's knights. Beavers, Cubs and even Scouts are drawn to the romantic era. Here is a grab bag collection of activities that are easily adapted for a spring camp or several evening programs.

Would you like to dance to the music of the Middle Ages? How about trying on armour and helmets, or getting your hands on some chain mail? What about wielding a sword or wearing a colourful shield made from leather and wood strapped to your arm?

Beavers from the 1st Petawawa Village Lightning Colony had a great time experiencing all this and more when they invited members of the *Society for Creative Anachronism* (SCA) to a weekly meeting.

The SCA is a group of adults dedicated to researching and recreating the Middle Ages. They study dance, calligraphy, martial arts, cooking, metal work, heraldry, stained glass techniques, and costumes in their passion for this romantic era of chivalry.

Our evening began with formal introductions by our guests. They explained their costumes, talked about their own areas of particular interest, and spoke about the "persona" they had chosen. (SCA members choose a name to use in the society. Sometimes it's simple and familiar, like "John of Wardcliff"; other times it's elaborate and exotic, like "Mistress Siobhan O'Roarke.")

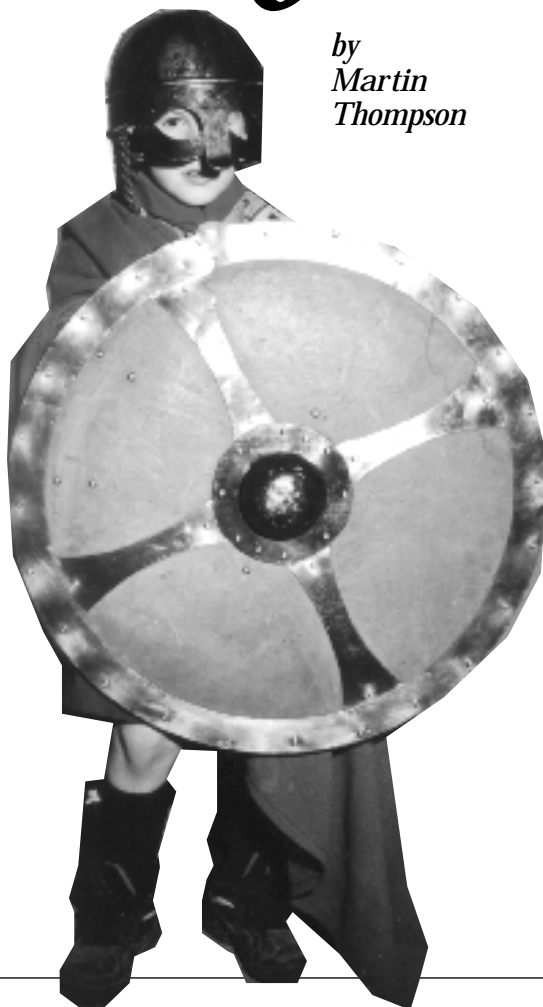
#### **"Draw your sword!"**

After the introductions, our colony split into groups and moved through various stations. At one, our Beavers saw many types of calligraphy and artistic techniques for producing books. Here, they had the opportunity to try their own hand at forming elaborate lettering.

Another station featured spinning wool by hand. First we watched a demonstration, then everyone attempted the challenge. The task is not as easy as it looks, but it's well within the ability of a determined five-year-old.

# King Arthur's Knights

by  
*Martin  
Thompson*



The station dealing with armour, chain mail, swords, shields and other medieval weaponry was popular. SCA members lay their examples on the carpeted floor. After a brief explanation, Beavers handled all the items. Leaders helped dress several children in the armour. Enthusiasm was running very high!

#### **Heavy Duty Service**

The chain mail weighed almost 12 kg, yet it wasn't even large enough to protect the chest of a large man! Leather covered and held together the metal armour. (Metal was such a precious possession in those days that knights used leather to cover it when possible.)

After our Beavers had experienced all stations, we formed a large circle and danced to authentic medieval music. It was very entertaining and consisted of hand clapping, forward and lateral stepping, 180 degree turns, and foot kicking. Its tempo increased slowly until it reached an almost frenzied pace.

You could invite local Cubs who know how to play a recorder to participate in the evening. It would make a good linking opportunity. (Recorders were very popular during the Middle Ages.)

#### **"We want more!"**

The evening ended with an animated question and answer period. Beavers asked everything from, "What's the plague?" to "Have you ever gone jousting on a horse?" The quantity and quality of the questions showed that everyone enjoyed the program tremendously.

—*Martin Thompson is "Rusty" with 1st Petawawa Village Lightning Colony, ON.*

Photo: Paul Ritchi

# Ye Olde Cuboree



by Linda Hengen

Last May, a number of Alberta Cub packs got together for a Medieval Days Cuboree. In all, 184 Cubs (male and female), Scout assistants, leaders and parents joined together for a beautiful, sunny and warm weekend. Two packs co-ordinated activities and traced out the camp's program.

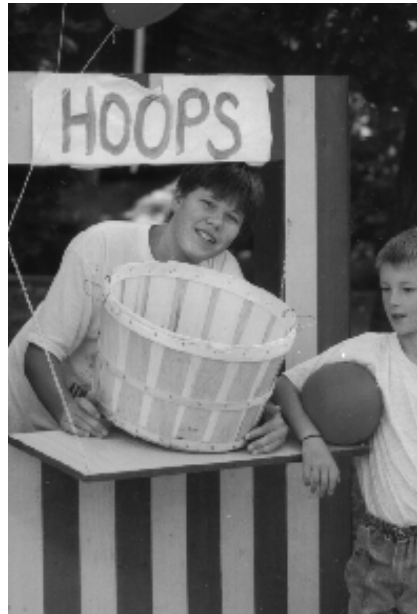
In keeping with the medieval theme, each pack brought a large cardboard box from a refrigerator to cut into a castle front — the first activity after arriving and setting up camp. Castle-building helped establish the mood. After cutting out and painting these castle fronts, each pack set them up in front of their tents.

A delicious breakfast greeted all knights and squires on Saturday morning. After clean-up it was off to the games and activities. Everyone took part in a number of stations that included archery, canoe racing, a challenging obstacle course, catapult building (using pioneering skills), and orienteering. It was a very full day.

## Town Jugglers and Jesters

Late in the afternoon, the Cubs visited our town fair (made from refrigerator boxes) where they carved wolf head woggles, sang old songs, and made simple games. The Sheriff of Nottingham kept things in order, while talented jesters and jugglers worked the crowd.

Photo: Allen Macartney



**Why not set up your medieval village with ball tosses, hoops and other skill-testing challenges?**

A spectacular dragon show entertained everyone after supper with a life-sized dragon breathing smoke, and prancing knights in armour. Fantasy Productions of Calgary put on a magnificent performance — a highlight of the weekend. A magical campfire topped off the day. We headed home on Sunday.

The camp ended up being a huge success. Though it proved a lot of work for adults, the Cubs went home tired and happy.

— Linda Hengen is an Alberta Scouter in the 1st Sunde Jackson Group Committee.

# THE AGE OF CHIVALRY

This fun game requires several teams paired off in groups of two Cubs; each pair represents a "lady" and a knight. Teams have one large handkerchief, one folding chair and 24 balloons.

Line up the teams at one end of a playing area, where the handkerchiefs and chairs are located. Give each pair an uninflated balloon.

On "Go!", the first couple in each team races down to the other end of the playing area dragging a folding chair and holding the handkerchief. There, the "lady" drops the handkerchief, and the gentleman-knight picks it up. While the knight sets up the chair, the lady blows up the balloon. When fully inflated, she gives it to him, while he holds the balloon on the seat of the chair. The lady sits on the balloon until it bursts.

Then, the couple picks up the chair and races back to the start position so their other team members can race forward. The relay continues until all balloons are broken.

Use this game to talk about chivalry in the late 20th century. There's nothing "wimpy" about good manners and respect for friends.

# Knights of Olde



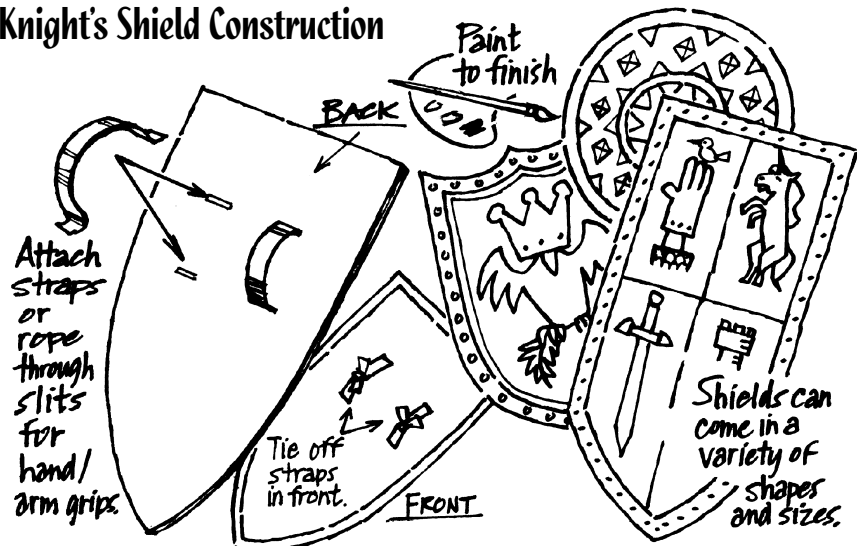
by Linda Thomas and John Peters

Cubs from the Spring Park Pack (Charlottetown, PEI) planned their knightly camp program around sword, helmet and shield making, and other related activities.

## Fighting Shields

A leader prepared the shields before camp by cutting them out of aspenite. Each shield had four narrow slits (separated by about 15 cm) cut for leather

## Knight's Shield Construction



hand grips. (See diagram) We passed a piece of leather through the upper slit, then through the lower slit, before tying it off in the front. We repeated this for the remaining two slits.

A simpler method that Cubs could do on their own would involve cutting shields out of heavy cardboard. A leader could help them make round holes to pass thin rope through for the hand and arm grips.

With bright paints, each child decorated his or her shield with a heroic image. (Before painting began, we discussed heraldry and coats of arms.) These shields then were hung outside tents — a real eye-catcher!

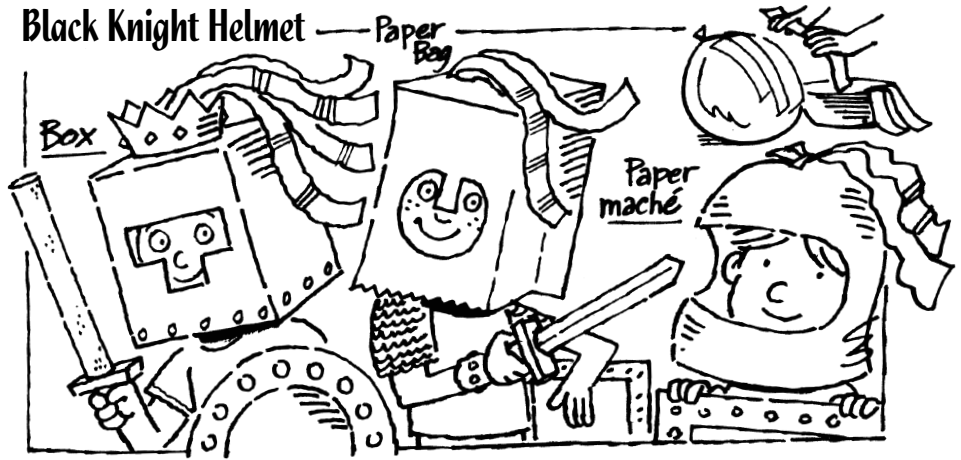
Swords were fashioned from thick styrofoam pipe insulators with a 10 cm long stick for a handle.

### Black Knight Helmets

Your Cubs can make helmets using a variety of methods. You might want to start with head-sized boxes. Paint them with bright colours, using streamers and tin foil to add drama. Cut away a square for eyes and face. Some children might want to cut out a cage-like pattern to represent a face shield (for protection against swords).

More artistic Cubs might want to blow up balloons slightly larger than their heads and cover them with paper maché (strips of newspaper covered in sloppy glue). After building up a num-

### Black Knight Helmet



ber of layers and letting them dry, burst the balloon, cut out an opening for a head and face, and paint the helmet.

### “On Guard!”

Any successful knight must be well-versed in the art of fencing. Our Cubs were treated to a demonstration by coaches in the University of Prince Edward Island's Fencing Club. Dressed in medieval costumes, they showed our attentive youths both the medieval fencing style, as well as the Olympic competition style.

Of course our Cubs wanted to try their hand at it, so they learned several basic fencing moves, then our instructors organized a mini-competition using our homemade swords. It was more than anyone had expected, and a real pleaser! The kids wore safety glasses throughout their combative thrusts and parries.

### Safety Issues

Though we originally planned for a jousting match with lances, and also fighting with staves, our leaders decid-

ed these activities would be courting disaster. Instead, we settled for a water balloon bombardment. Our Cubs broke into teams with about 400 small water balloons each. Teams had to defend a target, though as the game progressed, most Cubs just aimed at other youths or leaders!

Your medieval theme camp can be as simple or complex as you wish. One thing is definite: Beavers or Cubs will love it! ^

### Resources

- *Knights*, Eyewitness Books, Stoddart Publishing. This beautiful book will spark many program ideas.
- Check out the *Knights of Olde* JUMP-START package in your local Scout Shop. It has a full program that will fascinate any aspiring knight.

— Linda Thomas and John Peters joust about with Cubs from the Spring Park Pack in Charlottetown, PEI.

## A KING'S QUEST

In days of olde, knights often ventured forth on dangerous missions called “quests.” To prove their honour, self-reliance and loyalty, their king would set out a test that required both muscle power and intelligence.

Each page or squire in your pack must return with...

1. Something round from the ground.
2. A plume (or plume-like length of grass) to place upon your helmet.
3. Something fallen from a tree.
4. A pencil-drawn copy of tree bark.
5. Something soft to help me sleep.
6. A sharp object from Nature's garden.
7. A part of a plant that is green.
8. A wildflower sporting any colour.

Your quest could involve a nature theme, or involve tying knots, playing team sports, or lighting fires with a flint. Tie as many activities into badge work as possible.



Knights spent a lot of time outside. They had to know how to build fires with wet wood and kindling.

Photo: Steve Beyea



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# WE'RE RAISING UP YOUTHFUL LEADERS!

## *Training tips to test out in your group*

by Michael Lee Zwiers

**A** CROSS THE COUNTRY, young people are joining committees at the local, provincial and national levels. Scouting is letting them "take the controls" more and more. It's helping to invigorate the entire Movement, making it more relevant and dynamic.

Have you been wondering how you can put your Cubs, Scouts and Venturers in the driver's seat more often? Here are some practical answers.

### **It Doesn't Mean...**

Involving Scouting youth in decision-making doesn't mean simply pulling up another chair to the boardroom table, or adding juice and animal crackers to the post-meeting snack menu. Involving youth does not mean turning them into little politicians or corporate executives. It doesn't mean forcing them to sit through long and boring meetings, or teaching them Robert's Rules of Order. It doesn't mean simply giving young people a vote and allowing them to "second" motions.

### **Let's Plant Future Leaders!**

If we want to involve youth effectively and appropriately, it requires both thought and foresight. We don't want to waste their time and turn them off. So, let's get creative. When we do, we'll accomplish at least two crucial deeds:

- it will help them feel valued, and
- it will train them to become leaders in their own right.



Photo: Al Eason

*"What a great place to hold a planning meeting. A brainstorming session in a cave. I like it!"*

Here are some brainstorming ideas that should stoke the fires of your imagination. Discuss them with other Scouters and build up your own list.

### **11 Step to Success**

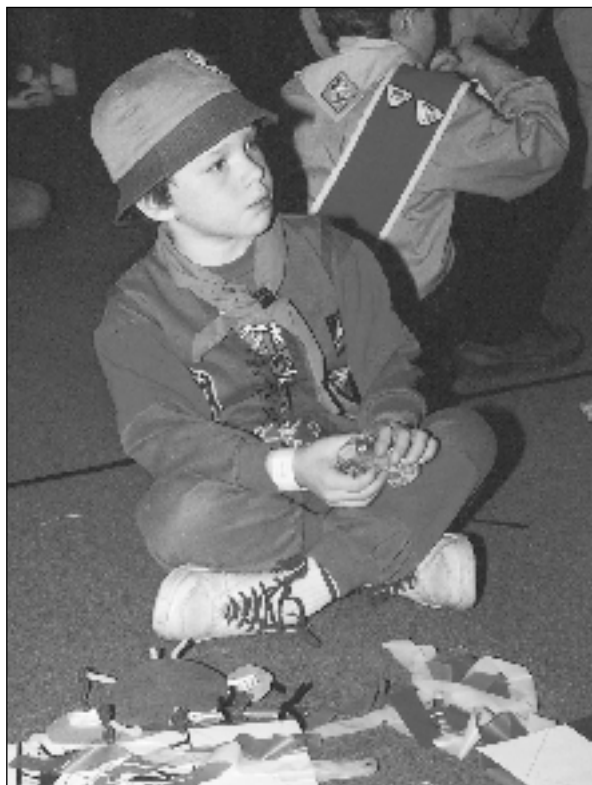
1. *Involve youth actively within your own section.* Scouts should contribute to the organization and operation of their own groups. Ask them frequently for their ideas, and then set out a plan to accomplish their wishes within the Scouting program.
2. *Consult all the youth!* A single individual can't do much more than offer his or her own ideas about what Scouting should be. We can't expect a single child or teen to represent the perspective of all youth in the section or group.
3. *Go where young people are.* When I was a young Scout, I didn't know anything about the group commit-

tee, yet all youth members should know how this team of committed adults works behind the scenes for them. Perhaps you can organize a committee meeting during one of the youth section meetings. The committee could explain several ideas they have for fundraising, then ask the Cubs or Scouts which ones they prefer to be involved in. A group committee member could talk with sixes or patrols, and find out how satisfied they are with the program and their leadership team. The committee member could also ask them for ideas to improve the program and section. The committee member could consult the youth about how interested they are in an all-section family camp or annual banquet.

Here's an example: "Hi! I'm Daniel's mother. I'm the chair for the group committee, and we wanted to find out how many of you might be interested in a special

summer camp in the eastern part of the province. We have to begin fundraising and organizing early if you want to attend.”

4. *Keep your discussions short.* Beavers might prefer to be consulted in their lodges, but don't speak for more than five minutes. Cubs will probably do better if discussions take place in their sixes for not more than 10 minutes. You can probably speak to Scouts and Venturers in larger groups, but you might want to ask them to first collect ideas within their patrols, then present them in a larger group. This will ensure everyone's thoughts are heard. Although these teens are older, it's still important not to take away too much time from their Scouting fun!
5. *Make your district service team visible.* At the district level, section-specific service team members should visit groups to find out what kinds of district events they want to experience. Here are some examples of questions.
  - “Would you like to have a district camp? If we held one, would you like it to be a competition camp or a social camp?”
  - “What do you think about a district swimming course?”
  - “If we organized a district Cuboree, would you (Scouts or Venturers) like to help plan and run events?”
  - “Now that you've had a chance to take the district first aid course, what do you think about the idea of holding a first aid competition?”
  - “One of the Scouts from another troop mentioned the idea of having a district “Jeopardy” quiz night based on Scouting trivia. What do the rest of you think?”
6. *Involve regional representatives.* Why not help organize youth



*No matter how young they are, kids have great ideas to share — ideas that can only improve the program.*

forums? What a great way to collect ideas. Remember to allow time for fun and socializing. Rather than involving all Scouts directly, selected members of sections (e.g. patrol leaders or sixers) could attend and bring ideas from their groups. Youth could provide input about what to do with regional resources, such as camps and facilities. They could respond to ideas for regional events, such as parades, youth training events, and others. Young members should also be involved in training leaders.

Section leaders should ask the question: “How can we involve adult executives in the group?” Invite them to attend meetings; have them run a game or tell a story. Invite them to attend one of your outdoor events. My organizational model of Scouting depicts youth members at the top, with section leaders under that, followed by group committee, district, region, provincial and national members at the bottom. The farther *down* this Scouting hierarchy, the more important it becomes to have adult members involved directly with youth so they don't lose touch.

7. *Find ways to make consultations active and meaningful.* For example, just before the end of a regional camp (or other event) find out what the kids think, and what they would change the next time around.
8. *Don't “burn the kids out” with consultations.* Don't overwhelm your Cubs, Scouts or Venturers with adults traipsing through their meetings asking their opinions. They need time to play games and enjoy active Scouting. At the regional, provincial and national levels, consult with *selected* youth representatives. In addition, pick groups or sections to confer with in greater depth about specific issues. For example, before designing a resource package on “Inner-City Scouting,” a committee should visit active groups to talk with young people about their concerns, interests, and needs. Here are two questions you could ask: “What keeps you from doing what you want to do as Scouts? How can we adults help you achieve those dreams?”
9. *Make consultations age-appropriate.* With younger children, offer several ideas and ask them to choose one. For older members, invite them to suggest ideas, then ask them to select from those ideas presented. Older members can be fully involved in planning and carrying out all decisions.
10. *Adult opinions can influence young people in their decision; watch for this, and guard against it.* Some adults can even manipulate youth decisions, sometimes without even being aware of it. Children want to please adults; they look to elders for leadership and direction. To guarantee that you're hearing their honest opinions, make sure they know you want *their* ideas and will value them. Make sure everyone realizes that there will be no penalty or punishment for ‘wrong’ answers when they voice their thoughts.

11. *Think always of the youth perspective.* I've attended group banquets where committee members offered lengthy reports and speeches, where awards are handed out to leaders and other adults. Where were the kids? They sat fidgeting and playing at their tables (sometimes being told, "Can't you sit still!"); others sneaked off to play in the background.

I've also attended group banquets that began with food, then moved on to a series of presentations — skits from the Cubs, violin and piano solos from a couple of Scouts, and even a 3-piece band of Venturers. The entertainment was followed by a series of advancement ceremonies (Beavers to Cubs, Cubs to Scouts). The evening ended with a family campfire. If you were an eight-year-old, which banquet would you prefer to attend?

Be well organized and sensitive to *their* needs when you invite youth to a meeting. For example, a group committee could invite members from each section to arrive just before the mid-meeting refreshment break. That way, everyone will meet informally. Following the break, have the youth present brief reports on what they've been doing in their sections. They can then talk about what's coming up, and may respond to specific questions from the group committee. You can use a similar model at district and regional meetings.

### Get Creative!

Start thinking how you can involve young Scouting members. Whatever you do, remember that the PURPOSE of involving youth is to:

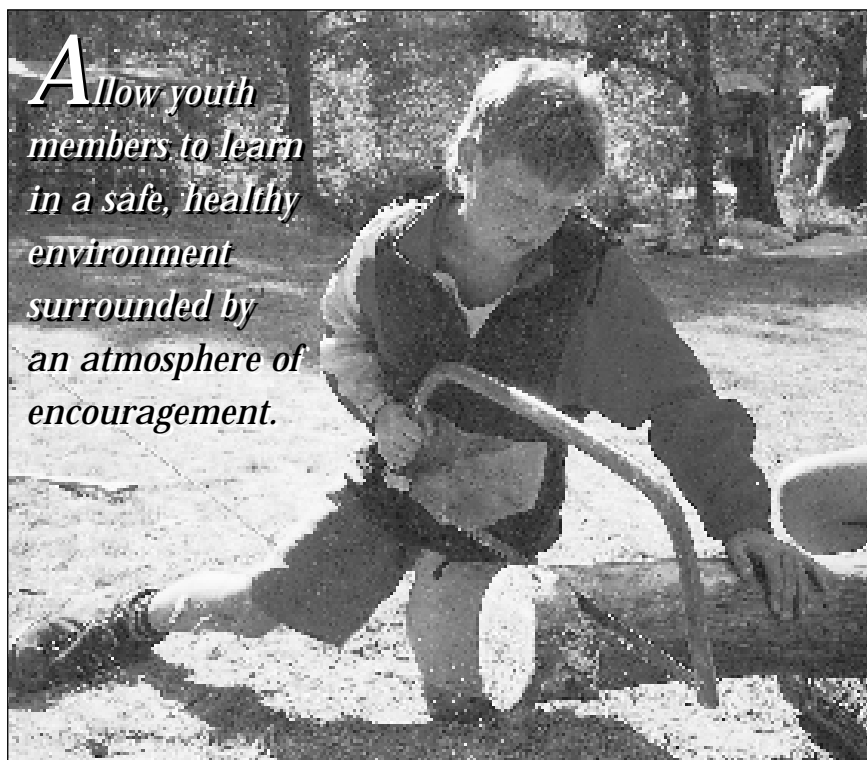
- *improve* their experience in the program;
- make sure the program reflects *their* needs and desires;
- make the program responsive to their direction and leadership;
- ensure that the organization doesn't impede their progress or block their way; and
- facilitate their growth as individuals and members of society.

### Expect Change

If we involve young members, we *will* change the way we do Scouting business. I look forward to a future when our organizational structures and decision-making mechanics reflect direct involvement with youth, rather than decision-making by specialists "far from the maddening crowd."

There are many ways to involve youth, traps to avoid, and *great potential* for benefit if we do it right. Hop aboard the bandwagon. Invite as many young minds as possible to share their vision!

— *Michael Lee Zwiers has Scouted in British Columbia, Ontario and Alberta.*



*Allow youth members to learn in a safe, healthy environment surrounded by an atmosphere of encouragement.*

Photo: Ali Eason



## Scouting's Mission

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

## Énoncé de Mission du scoutisme

Collaborer au développement des jeunes afin de leur permettre d'atteindre leur plein potentiel physique, intellectuel, social et spirituel en tant qu'individus, citoyens et citoyennes responsables et membres de la communauté sur les plans local, national et international par l'application de nos Principes et Pratiques.





# Highlights from the National Council

**A**t its meeting last November, National Council approved a number of motions. We list some of them below.

After completing their five-year terms, Herb Pitts retired from his position as National Commissioner, and Jack Sinclair retired from his role as International Commissioner. The Chief Scout approved Sam Elsworth as the new National Commissioner, while John Gemmill was elected as the new International Commissioner.

### Program Changes

The Scout, Venturer and Rover Promises will now be the same as the adult Promise, which is:

*On my honour  
I promise that I will do my best  
To do my duty to God, and the Queen  
To help other people at all times,  
And to carry out the spirit  
of the Scout Law.*

To reflect our co-ed program, National Council changed the last line of the Scout Law to read, "Wise in the use of all resources."

Following considerable debate across the country, National Council approved changing the Rover motto back to "Service."



Scouting is about training future leaders.

### Volunteer Screening

National Council approved a motion to exempt honorary officers or members of Scouts Canada from the screening process as long as they aren't:

- working directly with young members, or
- managing the organization's resources.

### Finances

Although insurance costs have increased by \$80,000 this year, these costs are not being passed on to members. If insurance rates rise in the future, these will have to be paid by members; the current insurance fee is \$2.00 per member.

National fees will increase \$1.00 per member effective September 1, 1998. The National Council is facing a projected deficit of \$219,000 for the year ending August 31, 1998. (After this increase, the National Council membership fee will be \$5.50, excluding insurance.)

### Other Business

National Council confirmed its support for, and encourages its members to actively participate in, "Jam des Neiges 2,000" (Sno-Jam) — a winter

jamboree planned by L'Association des Scouts du Canada planned for December 1999-January 2000 in Quebec City. Contact the Quebec Provincial Council (514-683-3004) for more information.

**NetLife Magazine** acknowledged Scouts Canada's web page ([www.scouts.ca](http://www.scouts.ca)) as one of the top web pages in Canada.

A Communications Forum will be held in Toronto on March 27, 28, 29th.

The following National Council Officers were elected at the annual meeting:

#### President:

David Rattray (Nepean, ON)

#### National Commissioner:

Sam Elsworth (Bridgewater, NS)

#### Chief Executive:

John Pettifer (Nepean, ON)

#### Past President:

Bill Forbes (Stoney Plain, AB)

#### First Vice-President:

David Huestis (St. John, NB)

#### Vice-President:

Allen Ball (Victoria, BC)

#### Vice-President:

Larry Fox (Scarborough, ON)

#### Vice-President (East):

Bruce Grant (St. John's, NF)

#### Vice-President (Ontario):

David Hamilton (Nepean, ON)

#### Vice-President (West):

Bernie Lutes (Surrey, BC)

Treasurer: Robin Hamilton Harding (Montreal, QC)

#### International Commissioner:

John Gemmill (Vancouver, BC)

#### Honorary President:

Walter Tilden (Toronto, ON)

#### Honorary Legal Council:

Robert J. Laughton QC (Ottawa, ON)

## Did You Know...?

- The National Council meets twice a year — in May and in November.
- Each provincial president and provincial commissioner is a voting member of the National Council.
- The National Council was incorporated by an act of parliament in 1914.

Photo: Wayne Barrett

# Is Everyone's Responsibility

# PR

by John Rietveld

**W**Henever a politician or business leader ends up in the news for suspected improprieties or mismanagement, media often report that public relations specialists will be working overtime to “paper over the problem.” When a company has been accused of polluting, we often hear: “Their PR people will be trying to straighten this one out.”

Even when PR presents a positive message about a product or service, some people just shrug and write it off, saying, “Oh, that’s just PR.”

Why does PR often get such a bum rap? Does it deserve it? Perhaps the sometimes-negative attitude toward PR is because it’s a key management task — part of the decision-making side of an organization. Some people view it, therefore, as a manipulative tool of management.

## Let’s Understand It Better

But what *is* PR?

PR assesses the attitude of the public toward a product or service, and sets out a plan of action to:

- generate support,
- invite action,
- provoke reaction, or
- encourage people to participate in a joint activity.

This often makes PR appear one-sided. Good PR helps raise an organization’s visibility with those both inside

and outside. It also receives and analyzes feedback and information that managers must consider in future planning. Every image or communications item developed by an organization reflects its Mission and Objectives.

## We’re All Scouting Representatives

In Scouting, as with all organizations, everything and everyone within the

- Your letterhead, newsletter, web site or annual report all give an impression; make them simple, yet attractive, so the public gets a very positive feeling.
- How do you greet people when they enquire about Scouting programs? Let’s make sure it’s warm, helpful, friendly and cheery.



*Everything we do gives us an opportunity to say, “Hey! Scouting is important.”*

Photo: Paul Ritchi

Movement communicates. We’re all responsible for PR. Here are a few simple ways all of us can improve Scouting.

- The location, arrangement and interior design of offices communicates our effectiveness. Good, visible signs so people can find us, and uncluttered offices with modern images of Scouting in action also present excellent images.
- Our organization’s name is “Scouts Canada.” The community sees us as fresh, vibrant and relevant; that’s why we don’t use the term “Boy Scouts” any longer. We’re co-ed, multicultural, outdoors-oriented, and much more.

- The special events, campouts, jamborees and awards ceremonies give very important messages to our members, their parents and the community at large. If people see Scouting youth having fun in a very healthy way, our membership will soar.

These are all factors influencing Scouting’s public image — our PR image.

Because everything we do communicates some sort of message, we need to give attention to every detail. For example, if you’re dressed in a Scout uniform, an outmoded hat or a large

knife attached to your belt won’t convey an image of brotherhood and peace — a vital Scouting message. (If this smacks of an approach a PR spin doctor might take, it is.)

Effective PR can help us earn public understanding and support. It will help us achieve our Mission and Objectives. Politicians and senior executives can afford to hire PR expertise and advice; Scouting uses a more thrifty approach. Whether you are a section leader, or participate on a group committee or council, PR is your responsibility. Let’s look for creative ways to tell the public our message. ^

# Fun at the Pond

by Lena Wong

## Has spring sprung in your area?

March is a great month to talk about outdoor safety. Teach some water wisdom and safe use of roads and sidewalks to Beavers in your colony. Here are some basics.

### WATER WISDOM

This time of year can be particularly treacherous when it comes to ice and water. As a child, I fell into the sea because I was trying to jump from one ice floe to another. My sister was smart enough to get me out of the water quickly, and make me run all the way home so my body would stay warm. Do your Beavers understand that the spring ice on ponds, rivers and other water sources isn't safe? They shouldn't walk or play on it. Open water too, is especially dangerous at this time of year because it's so bitterly cold.

### ROAD SAFETY

Spring brings out more than just flowers. Children race outside as the days warm up; often they use roads or sidewalks to visit friends to play. Beavers are just at that age when parents may start allowing them to walk or bike short distances on their own on quiet streets. Take your Beavers out on a walk in the streets around the meeting location. Teach them to use the sidewalk — not the road — to walk on. Cross the streets several times with them, showing each child how to do so safely. Stress that it's important to use

cross-walks and traffic lights, where they're available. It's better to walk a little further than to cross the street dangerously.

Get a copy of *Fun at the Pond — the First Twelve Years* (available in Scout Shops). It has a three-page section dealing specifically with safety that shares many excellent ideas how to creatively teach your Beavers about the outdoors.



### NATURE STUDIES

Prepare for spring outdoor activities by studying the habits of some wild animals found in your area. Start by looking at the book *Friends of the Forest*. It will give the opportunity to look at beavers, wolves, squirrels, owls, foxes and lots of other woodland and pond creatures. Visit the library and look up the particular animals you wish to study. Make sure you use books with lots of bright pictures; try to find books that show animal paw prints.

Part of this project might involve cutting up pictures in old magazines like *National Geographic* or *Canadian Geographic*. Give your Beavers free rein to cut out nature pictures and glue them to large sheets of construction paper. Let them draw and colour their own backdrops for the animals they cut out. As group projects, each lodge can make a mural with as many different animals as they can find.



## ST. PATRICK'S DAY

March 17 is the celebration day for that old Irish bishop who, according to legend, got rid of the wicked snakes of Ireland. This theme would offer great fun if you performed a little play for both the colony's and parents' pleasure. You'll need a narrator (an adult), someone to play St. Patrick, a group of Irish citizens, and a group of snakes.

Pick a really outgoing Beaver with the ability to "ham it up" to play St. Patrick. Dress him in a cape (a small blanket or a large towel makes an excellent cape). He'll also need a long stick to represent a bishop's staff, a false beard, and a bishop's mitre. (See instructions below.)

A number of other Beavers can represent snakes. They need snake hats (see diagram) for their costumes. Teach this group to move in a slithering manner for their part.

The rest of the colony will play Irish citizens terrorized by the snakes. They don't really need costumes, but to make things fair, they could each be equipped with leprechaun hats.

### False Beard

Cut a piece of yarn long enough to fit loosely across the face of St. Patrick with enough left at each end to make a loose loop to fit around his ears. Glue a piece of white writing paper to the yarn between the loops. Fold the top of the paper over the yarn and glue the end down. Cut very thin strips up the length of the paper almost to the yarn. Loop the beard around Patrick's ears and he's ready to go!

### Snake Hats

Cut strips of bristol board long enough to fit around the heads of your Beaver-snakes. Glue them closed at the back. Cut out a snake's head for each hat and glue it to the front of the band. Cut a little forked tongue, and glue it to the back of the snake head; then, draw on eyes. Use different colours to represent different kinds of snakes.

### Leprechaun Hat

Use the same basic method used for the snake hats, but with a leprechaun's hat shape. Make the hats in different

colours with black, gold and silver coloured buckles at the front.

### Bishop's Mitre

Follow the same method as the others, but with the appropriate shapes



glued on, one on the front and one on the back — to give a proper mitre effect.

### The St. Patrick Story

When you stage this play, encourage your Beavers to really bounce around having fun. It will add to their enjoyment, as well as the audience's.

*Narrator:* "Once upon a time in the wonderful green kingdom of Ireland there lived a holy bishop by the name of Patrick." (Patrick enters and walks across the stage, exiting at the opposite side.)

*Narrator:* "The citizens of this happy place lived a good life." (The citizens come on stage and start dancing a lively jig; find some Irish music to play. Patrick walks among them touching them gently with his bishop's staff.)

*Narrator:* (As the music fades away, the citizens form small groups, deep in conversation. Patrick walks off stage.) "There was only one thing wrong in this paradise on earth. Ireland was infested with snakes!" (The snakes "slither" onto stage, and the citizens scatter in panic.)

*Narrator:* "Patrick tried many ways to convince the people that they could live with the snakes." (Patrick stands in front of the citizens and mimics preaching at them. The citizens walk off stage. Patrick stands and shakes his head. The snakes slither around him, and he himself runs off pursued by the serpents.)

*Narrator:* "Patrick soon realized that it would take more than talk to rid the people of their fear of snakes. He studied long and hard in his many books to find out how to get rid of either the snakes or the people's fear." (Patrick stands at a desk leafing through a large heavy book, scratching his hair and beard. A snake slithers in and stands behind Patrick.)

*Narrator:* "One day Patrick came across a curious snake who would not take its eyes off his staff." (Patrick holds his staff and the snake slithers around and looks at it curiously. Patrick touches the snake with the staff, and it slithers off the stage looking very confused and anxious.)

*Narrator:* "Patrick called all the people to the square to see the miracle. He knew that where the people were, the snakes would also appear." (Patrick beckons to the wings, the citizens walk on to the stage, followed closely by the slithering snakes. The citizens try to run away, but Patrick stops them. As the snakes get closer, Patrick starts touching each of them with his staff and they run off the stage looking totally confused.)

*Narrator:* "And that is how St. Patrick got rid of the snakes of Ireland." (The citizens dance a merry dance around Patrick.)

## GRAND FINALE

This little chant would make an excellent grand finale to your play. It's from Trenton District's Beaver Song Book.

I'm being swallowed by a  
boa constrictor!  
I'm being swallowed by a boa  
constrictor and I don't like it at all!  
Oh no, there goes my toe!  
Oh gee, there goes my knee!  
Oh my, there goes my thigh!  
Oh darn, there goes my arm!  
Oh heck, there goes my neck!  
Oh no, he's done, I'm gone!  
(All run off stage).

Interesting programs and rollicking fun can blow those mid-winter blues away for another year. Spring is springing out all over! \



# Sex, Drugs, and Peer Pressure

by Ian Mitchell

## Drugs, sex, social attitudes, peer pressure.

These issues (and many more) are influencing the decisions your Venturers are making.

"We can't deal with these subjects," some may say. "They aren't part of the Venturer program. It's best if we just leave them to parents and counsellors."

I don't agree.

Leaders who work closely with teenagers, running programs like ours, had better have their eyes and ears *wide* open. Social issues are critical to our Venturers and have a profound affect on them, influencing their choice of friends, clothes, speech, thoughts and attitudes.

In fact, it's simply wrong for us to ignore them.

### Let's Talk!

So how can you, a Venturer advisor, deal with these issues?

Start with good, open discussions involving all your Venturers. But fruitful talks require more than simply asking questions and listening to the responses before going to the

next question. Instead, it requires a leader who has the ability to guide the discussion thoughtfully, without subtly controlling or manipulating the feedback. It takes a leader who can clarify comments, interpreting the thoughts back to the person, and perhaps ending the summary with, "Does that describe what you mean?"

A discussion leader must be a good listener. The task is to encourage other people to speak, not to dominate the conversation and push his or her own views on the others.

### Discussion Guide

Keep these steps in mind when you lead a discussion. (They're from H.R. Steel, of St. Francis Xavier University.)

1. *Begin the discussion with a thought-provoking question.* It might even be a controversial one. It should be sufficiently interesting to make your Venturers want to respond and share their views.
2. *Encourage everyone to take part.* Acknowledge each member's contribution to the talk; this will keep the conversation flowing well, in a positive direction. You don't have to agree with a person to say, "There's an interesting idea. What do you think, Jennifer?"

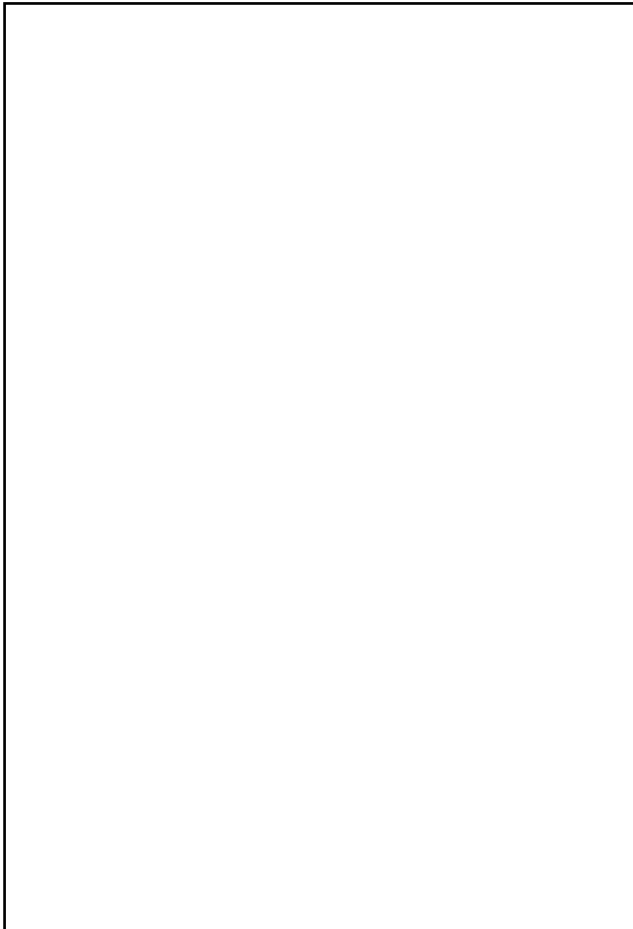


Photo: Wayne Barrett

*"Peer p ressure can be tough. Venturers need to*

3. *Consider all aspects.* Take the “devil’s advocate” approach. This brainstorming strategy will encourage your Venturers to be creative and open-minded. They will be forced to consider points that they may have “written off” without a great deal of prior thought.

4. *Keep on track.* It’s very easy to get sidetracked onto other issues that will lead the discussion down a dead end. This might happen if you allow one member (even yourself!) to monopolize the discussion. Give everyone an opportunity to share his or her views.

5. *Keep the atmosphere constructive.* Expect tension, especially when your Venturers are discussing topics that affect their lives. Disagreements provide a meaningful way to explore issues, but direct the conversation in a way that makes everyone feel safe to share opinions. Stay neutral, acknowledge both sides and remind your Venturers of the purpose for the discussion: to explore various points of view, not change minds.

6. *Consider each opinion.* Paraphrase opinions for clarity when necessary. Ignore no one. Reinroduce comments made earlier which may have been lost in the discussion.

7. *Don’t allow put-downs.* A free discussion means everyone has the right to share views. Make sure your Venturers understand the value of this. Don’t permit anyone to judge others with cutting comments like: “What a dumb idea! Come on. You can do better than that!”

8. *Summarize.* At the end of the discussion, take time to emphasize the main points. Draw obvious conclusions to keep the discussion moving. (E.g. “So far John and Mary have said..., while the rest of you feel...” or “Can we say that the group feels that...?”)

9. *Record conclusions.* You won’t always want to write the group’s thoughts down (especially if the discussion is very informal and will have no lasting affect on the company), but in some cases it may be useful for summary or review.



**Pick a non-threatening environment to talk. Try to avoid formal settings.**

*Photo: Allen Macartney*

### **Climate Control**

A key factor in any good discussion involves establishing and maintaining a sense of trust and openness among group members. This will provide the security necessary for Venturers to contribute, and discuss their views. Try to foster a spirit of acceptance so all Venturers feel satisfied that their views were considered by their peers. This doesn’t mean people have to say, “Yes. That makes good sense to me.” Honesty involves give-and-take conversation, but in a courteous and healthy manner that affirms each participant.

How can you help your Venturers to understand each opinion in relation to the subject? Think of several practical answers. Each teen will need to start with a strong sense of co-operation, but if you establish this climate, the discussion will strengthened the company and help members mature as adults.

## Participation

Full participation by all members may be difficult to achieve at first. Some Venturers will fear criticism, be shy, or lack the confidence to speak up. Others may simply not be interested in the topic. Find ways to involve these Venturers in the discussion. How can you do this? You could:

- ask for their opinions, ideas, or experiences,
- reflect questions or comments from other group members to them. (E.g. "What do you think about Randy's idea, Kristen?"),
- welcome everyone's contribution, and
- ask a direct question of someone who still hasn't contributed.

A helpful leader will treat Venturers as individuals, and allow them to enter the discussion at their own speed. Acknowledge participation, no matter how small; it will only encourage more sharing.

**A discussion leader is a good listener who wants others to express their views openly.**

## In the End

Good group discussion will never fully replace advice from parents and counselors. However, it will give teens, who on a day-to-day basis must make decisions about these significant issues, an opportunity to explore them safely in greater depth.

You're a leader. You can influence your Venturers in very positive ways. By simply allowing them to discuss complex issues, you'll help them arrive at healthier decisions. You'll also be fulfilling Scouting's program objectives.

In the end, your Venturers will be better equipped to face the challenges life holds.  $\lambda$

## Talking Around a Campfire

Campfires have always been a great place to sit and talk, exchange ideas, relay personal opinions and views, and even brag a little. Prepared leaders can change a casual fireside chat into a valuable learning experience. Here are some ideas how you can start a helpful discussion.

- *Identify a popular person.* Ask your Venturers to identify someone who they would consider "popular." Then lead into a discussion on what makes that person popular. What is personality? How do popular people act? How do others react to them? Why does popularity and crowd appeal change some people?
- *Exchange experiences.* If you get Venturers to exchange views on a teen-related issue, the discussion may

quickly broaden until your members are sharing ideas how they've dealt with a difficult experience.

- *Learning from news events.* Ask your Venturer's for their opinion of some recent event reported in the newspaper. Make it relevant to them, and find learning points in the story that will teach an important life lesson.

Venturers love to talk. Wise leaders will turn some of it into useful times of learning.

# Hot Tips About Stoves and Lanterns

by Ross Francis

After a long active day at camp or on the trail, it's great to "fire up" the stove and prepare a nice hot meal. If forest shadows have retreated into twilight, then darkness, you may have to use a lantern. But is your stove and lantern ideally suited for your purposes?

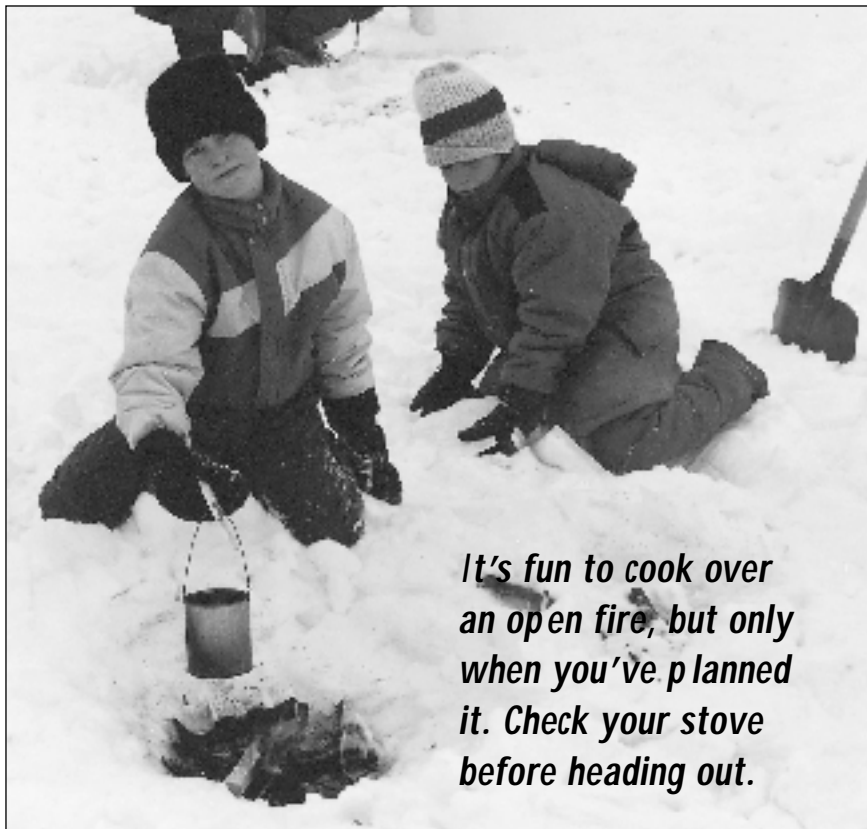
An excellent stove and lantern will make life a bit easier, and your camp much more enjoyable. Cooking over a stove is not only faster and more convenient than cooking over a fire, but it's also more environmentally benign. Here are some tips to consider when choosing a new stove or lantern.

### Type of Use

Will you use your stove primarily in warmer weather at standing camps, or do you plan to use it all year round? Propane doesn't work as well as naphtha in colder weather. If you're thinking of buying a stove for backpacking, a number of lightweight models that burn a variety of fuels are available. (Stoves using many different types of fuel tend to be more expensive than regular models.)

### Two- and Three-Burner Stoves

Stoves with two or three burners are fairly bulky and heavy, but are ideal for car camping and standing camps. The extra burner (or burners) makes it more convenient to prepare elaborate meals that demand more than one pot for cooking at one time.



*It's fun to cook over an open fire, but only when you've planned it. Check your stove before heading out.*

Photo: Richard West

### Single Burner Stoves

An ideal, lightweight, single burner stove will have these characteristics:

- high heat efficiency,
- sturdy lightweight (preferably collapsible) construction,
- simple assembly and operation,
- windscreen, and
- high stability (not tippy).

The stove should have legs that extend beyond the body for support, and the cooking surface should be large enough to safely hold a pot twice the diameter of the stove's top. The heat

adjustment must be safe and easy to operate. (Some are positioned so close to the burner that it's very easy to burn a finger.) The heat adjustment must allow a user to set it for everything from a slow simmer to a full boil.

Your stove should hold at least 1/3 litre of fuel. If it doesn't, you'll be continually filling it. The stove should be capable of burning for at least one hour at a high setting on a single tank of fuel. Does your single burner stove attach to a fuel hose? If it does, you can get many fuel tanks, canisters and cartridges in various sizes to meet your needs.

## Stove Types

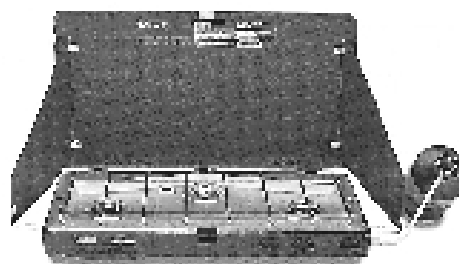
Single Burner Stove



Two Burner Stove



Three Burner Stove





The stove should be designed simply enough so you can do routine maintenance in the field. Buy a repair kit when you get your stove; then you'll be fully prepared. Before leaving home, learn how to maintain your stove. It's no fun getting stuck out in the wilderness with an inoperable stove.

If a stove is truly four-seasonal it must be capable of working well in cold weather. Most four-season stoves burn naphtha gas. A pump helps to pressurize the tank to keep the fuel burning at a high output. Because naphtha gas burns in a vapour state, you might have to prime it before it will light in very cold weather. Some stoves require priming all the time. They release a small amount of fuel into a little bowl below the burner for pre-heating the fuel lines and vaporizing the fuel.

A windscreen that fits around the burner is another great feature for windy days. It makes using the stove easier to light and operate, and more efficient in adverse weather conditions.

A carrying case or bag is a nice feature to help protect the stove while you're travelling. You can fit some of the smaller, collapsible models inside a pot for travelling — really convenient!

Pump-generating stoves are often a bit heavier than pressurized canister types, but they'll maintain pressure and heat output well. (Pressurized canister stoves tend to lose pressure and heat output as the fuel is consumed.)

### Serviceability and Construction

Every stove will eventually require servicing. Look for a stove you can easily maintain in the field with a minimum of tools. Don't buy a stove unless spare parts are also sold by the store. Look



Photo: 31st St. Cyprian Ventures

carefully at the stove's general construction. It should have a well made outer case, with no sharp edges. Is there a secure means for keeping the lid closed during transportation? Will it be easy to clean? (Some stoves have parts that are difficult or impossible to remove for cleaning, or have recesses where food and dirt may gather and be difficult to remove.)

### Fuel Types

*Propane* and naphtha (white gas) are the two best fuels for larger camp stoves with two or three burners. Both are readily available at camping or hardware stores, and many gas stations. Propane is perhaps easier to use as you don't need to pressurize the tank; simply fasten the hose or tank to the stove, turn it on and light it. Propane comes in a sealed and pressurized fuel tank;

larger tanks (2 kg and higher) are refillable, but smaller disposable ones are not. These larger tanks are great for long-standing camps but are fairly heavy — not good for backpacking where you must pack out disposable tanks. You must take special precautions when transporting them by car. If you want younger campers to use the stove primarily at standing camps, propane may be more convenient because it's so easy.

*Naphtha* is also very easy to use, although you'll have to refill and pressurize the tank more often than propane. Naphtha comes in liquid form but must be vaporized for burning, which is why the fuel has to be pressurized. Once you light the burner, the heat warms the fuel line causing the naphtha in the line to expand into a vapour state. The tank is pressurized by the built-in pump

which forces air into the tank under pressure. When preparing meals that require lots of cooking, this pressure will decrease, making it necessary to pump the tank again to increase the pressure. (It is most convenient to fill and pressurize the tank before cooking, rather than running out part way through.)

Take care when filling the tank; it's sometimes easy to spill fuel. Always use a proper funnel, especially in winter when the fuel is super cool — gas does not freeze at the same temperature as water — and can damage your skin if spilled. Naphtha burns hotter and will boil liquids faster than propane in any weather. That's why it's generally the fuel choice for year-round campers and backpackers.

Some manufacturers now make lightweight, one- and two-burner collapsible stoves that burn a *propane/butane* mix. The fuel comes in pressurized, disposable canisters or cartridges which may be difficult to find in rural areas. Propane/butane is a fast fuel that's easy to use. It's great for short one-canister trips in warm weather, but for extended trips, you'll have to carry more canisters. The propane/butane mix burns well in warm temperatures, but not so well in cold. There's another disadvantage to

these canisters: as the fuel burns, the tank pressure decreases, and so does the burner's heat output.



*When you've got the right stove and know how to use it, you just can't beat the outdoor life.*

*Pure butane* in canisters is easy to operate and has good flame control, but it does not burn as hot as other fuels.

#### **Multi-Fuel Stoves**

Some manufacturers produce stoves that will burn a range of fuels including auto gas and kerosene. These are designed for people travelling in remote areas where white gas may not be readily available.

#### **Lanterns**

Just like stoves, there are many lantern models on the market. Be sure to choose one that uses the same fuel as your stove; it'll save having to carry two different types of fuels.

Where will you use your lantern? If you need it to provide light for a long time without adjustment, perhaps a kerosene lantern will suit your needs. Though most lanterns are large and heavy, making them most suitable for standing camps, some manufacturers produce smaller versions that are excellent for backpacking.

Propane lanterns can be hooked up in tandem with a propane stove so they feed off a single large tank. Naphtha lanterns operate with pressurized tanks which require occasional pumping.

Candle lanterns provide a suitable alternative to the larger liquid fuel models described above. But they have one major drawback: they only provide light over a relatively small area. Buy one of these for lightweight backpacking trips.

Having the right stove or lantern for your camping adventure will add to any outdoor experience. Before you leave home, train your Cubs, Scouts or Venturers so they too know how to use them safely. <sup>^</sup>

## SAFETY TIPS FOR STOVES AND LANTERNS

**B**efore operating any stove or lantern *read the directions carefully*. Find out if the salesperson will demonstrate how to use it.

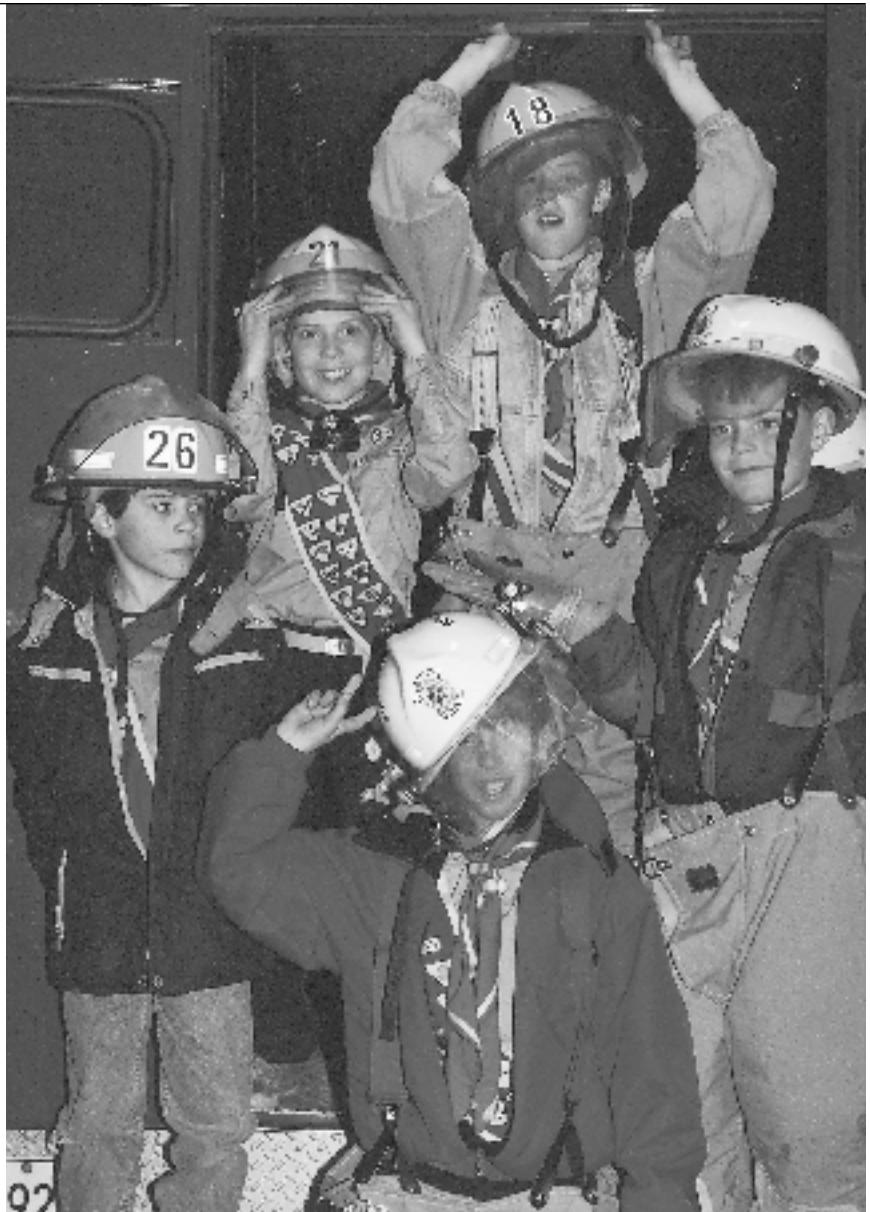
Before lighting a stove/lantern, check that all attachments are secure, that the cap on the tank is tightly fastened and that everything is turned off.

- ✓ Select a flat, level surface away from high traffic areas for setting up your stove or lantern. This will keep your stove safe from accidental tipping.
- ✓ Don't refuel or use your stove or lantern inside your tent. Not only is it a fire hazard, but it will also fill your tent with dangerous fumes.
- ✓ Refuel a safe distance from other burning stoves, lanterns and open flames. If fuel gets on your fingers, wash it off before lighting a match.
- ✓ Before travelling, release pressure in fuel tanks. This may prevent an explosion or fuel leak.
- ✓ Keep your stove and lantern clean and well maintained at all times.
- ✓ When lighting a stove (or lantern) keep your face and body well back from the burner (globe) to prevent burns in the event of a "flare up".
- ✓ Select fuel bottles designed specifically for carrying liquid fuels. These will be made from aluminum and have a tight, leak-proof seal to prevent accidental leaks. Look for fuel bottles that have the ability to add a pour spout; these make refueling much more safe and easier.

## *Firefightin' Hoser Cubs*

**"T**his gear is heavy!" That's what one Cub from the 1st Lindsay Pack, ON, said as he put on a firefighter's helmet and trousers. The group was visiting a local fire hall as part of their winter program. Somehow just dressing the part breathed new life into the evening and made teaching fire safety easier.

Photo: Marie Picard



## You're Welcome Here

**A**fter hearing about a refugee family from Bosnia-Herzegovina that wanted to come to Canada, Scouts from the 1st Onslow Troop in Truro, NS, decided to help out. They saved up and donated money. (Here they're shown donating a cheque to the Chair of the Sponsorship Committee.) As soon as the family arrived in Canada, one of the girls, Vedrana, joined the troop. Now that's the Scouting spirit! Thanks to Scouter D.N. Brodie



### Northern Wonderland

A patrol leader from the 3rd Widdefield Troop (North Bay, ON) guided his friends through an intricate compass course at winter camp. "It was like a northern winter wonderland," said one Scout. Freshly fallen snow hung from trees, just waiting to slide down the backs of youth not watching where they were going. "An amazing experience!" Photo: Marty Schlosser. Thanks to David Giles.



"We've got that pioneering spirit!" When Scouts from the 27th Niagara Group, ON, go to winter camp they just have to start lashing poles together with rope. It helps them improve their knot-tying skills; it also provides something useful, like this entrance to their camping area. Thanks to the 27th Niagara Group.



Three Scouting youth from the 67th London Ontario Group spent an afternoon digging through rocks at a jade mine during CJ'97. Did they have a ball? Nope. They had a 'rock'! Jamborees are full of excitement. Are you making plans to attend 19WJ in Chile? Photo: Jennifer Cade.

If your weekly program needs an unexpected boost, why not call on the local ambulance service, fire department, and power company? That's what we did. We're the 1st Valleyview Pack from Valleyview, AB. Each week for one month, one of these services came to our meetings to talk about the skills, equipment and dangers of their professions. Their action-packed demonstrations were always popular. Our Cubs also learned a lot about safety. Photo: Brenda Giesbrecht



### Emergency Preparedness Volunteers: Don't Forget Them



# Save 'em And Build 'em

by Rob Stewart

**R**emember last month's column about giving glory to Scouters who save groups in trouble?

I mentioned a colony with a dull and boring, repetitive program — not the type of program Scouting promises. This type of problem is typically solved when a service team member or someone from the group committee gets involved, and discusses it with the leadership team. In some cases, they will quickly point out the problems they are having. If everyone agrees on the action, the problem will be quickly solved.

JUMPSTART program packages may also prove very helpful. They're great for leaders who are having trouble planning programs or those who haven't had training. Though JUMPSTART may become the "coach" in some circumstances, the service team should also coach. Leaders shouldn't hesitate to call their commissioner or service representative to seek help, guidance, and coaching. Most Service Scouters will jump at the chance to visit a group or section, and help make sure that we deliver on the promise we make through the Mission.

## More Resources

Another resource that can provide invaluable short-term help to a group

is B.-P. Guild members. They are experienced Scouters who have a wealth of experience and skills. Over the years, these committed Scouters have seen almost every difficulty that exists. Tap into their expertise.

Don't forget to involve young people in discussions about the program, too. Their ideas can guide leaders in designing exciting, fun-filled meetings.

## Build 'em

Saving groups is vital, but it's also important to build up the ones we have. Here are several important concerns:

- waiting lists, and
- rejecting new members because of insufficient leaders, lack of space, or reluctance to take on more work.

"I can barely manage the group we have now." We hear this refrain constantly, especially around registration time. Unfortunately the speaker is usually one harried person trying to do the work of ten.

What's the solution?

The service team must get involved to ensure that all young people in the area have an opportunity to experience our programs. It's time to try recruiting more adult members to join as leaders.

Too often we hear that parents use Scouting as a baby-sitting service. Did

you ever think of briefing parents on what Scouting tries to accomplish? Perhaps more of them would volunteer. A Service Scouter can play a key role during this briefing, helping to plant seeds of vision and purpose.

Space too is a difficulty, but many options exist. You can schedule a new section to meet on a different night. Perhaps you can find more space in a community hall, at someone's place of business, or even in a basement.

Did you ever think of starting a section that only meets outside? How's that for an unconventional option!

Sponsors and partners might have other ideas. Your town or city probably has many empty parks and ball fields, particularly during colder weather. Is there a nearby park that has a picnic shelter or overhead covering where you can make hot chocolate and get out of the rain, if necessary? That's all you need!

## "We Really Don't Care."

Young people don't care so much *where* they meet for Scouting fun, just as long as they meet *somewhere*.

Sure it's a challenge, but let's cross these barriers together. It won't be long until Scouting's membership skyrockets upward! ^

# How Does Your Garden Grow? GREEN THUMB STARTER KITS

by Ross Francis

**W**HEN JACK SOLD THE family cow for a handful of beans, he had no idea what he was getting himself into. Gardening generally works that way — although sky-scraping beanstalks, giants and golden goose eggs don't enter the picture very often.

In your pack, you'll probably find several "budding" gardeners. In fact, the idea will grow on most people, given an opportunity!

Cubs enjoy seeing results. Planting seeds and caring for them will bring a feeling of accomplishment and satisfaction to many youth. While some Cubs will prefer to plant flowers, others will choose fruit or vegetables. Explain to your Cubs that seeing the fruits of their labour may take a little while: growing from seeds takes time. To reap a faster harvest, have each Cub plant peas, beans or corn seeds (see page 60 of the *Cub Handbook*) in addition to the other seeds or bulbs they choose.

## Garden Variety Advice

Invite a gardener, or a parent with a "green thumb," to share tricks of the trade. Perhaps you can visit someone who runs a greenhouse operation and



has already started planting. This will help your Cubs decide what they would like to grow, how long it will take, and how to care for it as it grows. They may choose to plant seeds from fruits and vegetables they find at home, or they might visit a local garden supply store and purchase seeds or bulbs for flowers.

## Getting Down to the Nitty Gritty

Once your Cubs have decided what to plant, it's time to hit the dirt! For your planting night you'll need:

- newspaper,
- spades and trowels,
- plastic pop bottles (500 mL, 1 or 2 litre sizes),
- film canisters,
- potting soil,
- 0.5 cm nail,
- small hammer,
- tape measure,
- small stones or gravel
- sharp knife,
- scissors,
- cotton string or cotton fabric strips,
- adhesive+ labels,
- pens,
- seeds.

## Plough the Fields and Scatter

Organize the Cubs by sixes, one six per table. Cover each table with newspaper. (This makes for a quick clean-up!) Provide each table with the items listed above. Cubs can plant an assortment of seeds and bulbs in different containers, ranging in size from a film

## Pen Friends



### New Zealand

Allie Blakemore helps run a Scout troop in New Zealand. The troop consists of 12 boys. They are writing letters to other Scouting youth around the world to make interesting contacts and friends. Would you like to write to them? Here's their address: Allie Blakemore, 79 b Studhome Street, Somerfield, Christchurch, 8002, New Zealand.

### Britain

Scouters Roy and Joan Walker will find British pen pals for all individuals or groups seeking an overseas friend. Contact them at "Waybrook", Ewing Close,

Reepham, Norfolk, NR10 4JQ. Phone: 0603-870352.

G. Copeland is a Beaver leader with 30 boys aged 6-7. The colony would love to link up with a Canadian pack. If you're interested, write to the colony at 68 Has-sop Road, Beeches Estate, Great Barr, Birmingham, B42 2SE, England.

### Canada

Cubs in Lacombe Alberta would like to contact other Scouting youth in another part of Canada to talk about the World Cubbing Badge. Contact: Judy Bignald, R.R. #3, Lacombe, AB, T0C 1S0.

I'm a 10-year-old Cub who would love a female pen pal or e-mail buddy. Here's how you can contact me: Melody Oviatt, 4526 Valleyview Rd., R.R.#2, S-5, C-26, Penticton, BC, V2A 6J7. E-mail: debbie\_Oviatt@bc.sympatico.ca.

### Ireland

Patrick Barry is an Irish Cub leader. His Cubs want to write to Canadian Cubs to exchange ideas, badges, and friendship. They also want to learn about our games, songs, and other activities we enjoy in Canada. Write to these Cubs at: Patrick Barry, Ballinroe, Glanworth, County of Cork, Erie, Ireland.

## Please Note

The Leader provides the Pen Friends column as a forum to exchange addresses between pen pals. The Leader does not conduct any investigation prior to listing these names and assumes no responsibilities with respect to contacts made.

canister to a two-litre pop bottle. Select a container that is the *appropriate size* for the seed or bulb. Cubs can also start seeds in film canisters, and later move them into larger bottles or even into their own garden at home.

### Small Beginnings

Let's begin by making the film canister starter-pot. Follow these steps for each one:

1. Label each film canister with the Cub's name, the planting date, and type of seed planted.
2. Use a nail and hammer or a drill to make a small hole (0.5 cm) in the bottom of the canister.
3. Cut a 4 cm length of string and poke the centre of the string through the hole, leaving the two loose ends as wicks.
4. Fill the canister with soil, then add seeds and water until the cotton strings begin to drip.

Once your Cubs finish their starter pots, they'll need something to place them in. You can simply use the base from a two-litre pop bottle or cut the bottom from a two-litre bottle to about 10 cm. Place the canisters inside with the wicks on the bottom and put small stones or gravel around the starter pots to keep them from tipping over. Add water (when needed) to the base to keep wicks wet.

### Terrific Terraria

For larger plants, try making a terrarium as follows:

1. If possible, choose a two-litre bottle with a black, plastic base. If this isn't available, cut the bottom from one bottle (about 6 - 8 cm deep) to use as a base.
2. Place a label on the base indicating who it belongs to, the date, and what has been planted.
3. Cut the bottom from another two-litre pop bottle anywhere between 15 and

20 cm deep. (Cubs will turn this upside down to serve as a top for the terrarium — see diagram.) A top like this, turned upside down, fits nicely into a black, plastic base. If, however,



you're using the bottom of a bottle for a base, it gets a little more tricky. You may have to cut slits about 3 or 4 cm up the sides of the newly-made "top" for your terrarium, to fit into the cut-out bottom.

4. Use a nail and hammer to place small air holes in the "top" of the terrarium. Start with just a few holes and make more if the terrarium is too damp inside. Cubs can even form patterns, or spell their names, with the holes.
5. When the top and bottom are ready, place a layer of stones or gravel in the base. Fill the hollow areas.
6. Fill the base almost to the top with potting soil. Plant some seeds. Add water until the soil is moist. Cover with the top.
7. Check your terrarium daily to make sure there is always moisture on the inside of the cover. If the cover is dry, add more water.

### The Waiting Game

Have your Cubs take their starter pots and/or terraria home with them.

They'll need to check on their plants daily. By recording different plant activities on a calendar, they could:

- note when plants break through the soil,
- measure the height of their plants after intervals of time,
- note when the first leaves begin to unfold, and so on.

As their plants grow larger, your Cubs should transfer them to larger containers or to an outside garden. If Cubs don't have an area in which to plant a garden outside, they may be able to plant a smaller, indoor garden in a plastic window box.

### Spilling the Beans

As your Cubs report back to the pack on "growing developments," incorporate a little plant lore into your program. Classic tall tales (such as Jack and the Beanstalk, or Johnny Appleseed) have modern mutations. Ask a librarian for some ideas.

Gardening mania: encourage your Cubs to "grow for it!" ^

### Program Links

Cubs: Gardener Badge,  
Black Star A #3

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Terrarium Construction

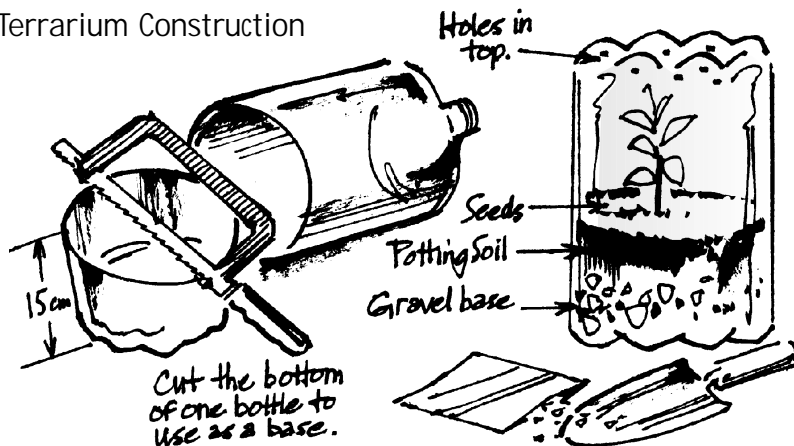


Photo: Paul Ritchie

# Let's Nurture Our Scouting Youth

by Ben Kruser

**S**couting is in a good news/bad news situation.

What's the good news? Most Canadians have heard of Scouting and have a pretty good idea what we offer children. Now the bad news. We have become part of the scenery; we're not taking the lead in terms of child development.

For over 90 years, Scouting has been quietly dedicated to improving the well-being of youth through age-appropriate activities. However, we've started thinking of this as "nice to do" activities, rather than as a vital part of our existence.

Yet, recent ground-breaking studies now prove what Scouting has believed for decades. Research shows that "nurturing" plays a bigger role than formerly thought. Children who receive greater attention, develop important qualities they'll need to become successful adults. Those children who don't receive vital nurturing and care in their early years won't develop the neural pathways needed for expanded learning. While this nurturing is critical for children 0-5 years old, it's also important for Beaver and Cub-aged children.

## Canada Needs Scouting

The *Invest in Kids Foundation* has released startling statistics. These show that the rapid social and economic changes are now causing long-term damage to Canadian children:

- The number of school children with identifiable psychiatric disorders has risen from 7% to 18%.
- 40% of Canadian children are in an unfit state to learn because of psychosocial problems.
- 23% of young children show signs of serious aggression.
- 71% of seriously aggressive 6-year-olds grow to become seriously aggressive adults.

Studies also show that for every dollar invested in early prevention programs, seven dollars are saved over the next 20 years in social costs. Programs (such as Scouting) further reduce costs to society — both in human and financial terms.

## JUMPSTART the Future

Let's remain diligent and provide the highest quality programs and care to our youth members and their families. To meet this need, Scouts Canada provides a number of key program resources.

We developed JUMPSTART to give busy or new leaders quality programs that could inspire their Beavers, Cubs or Scouts. These are also excellent starting points for those adults just learning how to put together interesting programs. Service teams and trainers can also use JUMPSTART packages as a template for developing local programs, which can then be distributed to Scouters. These will keep fresh ideas and program opportunities flowing.

Is Scouting relevant?

You bet it is!

Scouting will continue to be so as long as we provide the best nurturing experiences possible for Canadian youth. <sup>^</sup>

## SCOUTER'S 5

### Living By Your Promise and Law

Are you sure your members are living by their section Promise and Law? How would you know if they weren't?

Twelve-year-old Scout Marc Larabie, of the 2nd Gatineau Scout Troop in Quebec, wrote the following words as part of his Citizen Gold requirements. Read his message over to your Scouts and discuss the example Marc is setting for others in his neighbourhood and school. How can members in your group copy Marc's actions?

*On my honour  
I promise to do my best  
To love and serve God  
My Queen, my country and my fellowman  
and to live by the Scout Law.*

I always try to do well in school to the best of my ability. I attend mass on Sundays (except when there is a weekend camp) and live by my religious beliefs. I serve God by doing good things for people, my community and my fellowman (friends and neighbours).

To the best of my ability, I live by the Scout Law.

### Helpful and Trustworthy

Every day I try to do a good deed. At school I often help my friends with some of their tasks, school work and assignments. My friend Jason's arm is in a cast, due to a broken wrist. When his sling fell off several days ago, I put it back in place and tied it the way I was taught in Scouts.

My friends often confide in me, and I make sure our discussions remain just between us.

Scouter's Five Minutes

March '98

## GAMES

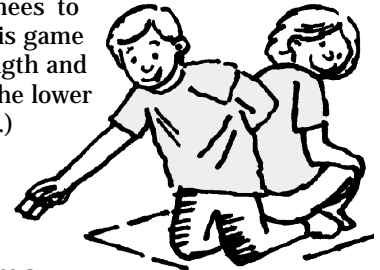
If you're planning an Inuit Games program, try out these activities from Ruth Dubeau (1st Ferris Group, North Bay, ON).

Inuit people need great strength and endurance to survive in their harsh environment. These games are some of their favourites.

### Kneel Reach

Get your Scouts or Venturers to kneel on the floor with a friend sitting on their feet. Keeping one hand behind their backs, they must place a block on the floor in front of them, as far forward as they can reach.

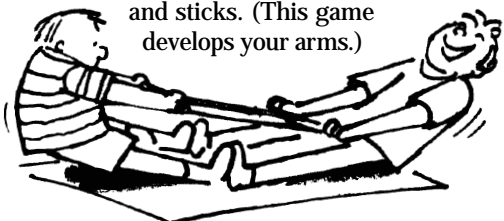
Now, return to an upright position without touching the floor. Measure the distance from the Scout's knees to the block. (This game develops strength and endurance in the lower body and torso.)



### Thong Game

You'll need a strong leather belt, and two short sticks. Sit with your legs straight and your feet against you opponent's. (See diagram)

The challenge: pull your opponent up and off the ground using the belt and sticks. (This game develops your arms.)



Games

March '98

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## Jumping and Leaping

Get your Scouts to lie down on their backs with feet flat against a wall. Get them to stick a piece of masking tape at their head to mark their body length. Now, get your Scouts to crouch down with backs against the wall. The challenge: they must try leaping out to the masking tape stuck on the floor. (*Jumping and Leaping* develops lower body strength.)



## Hold and Kick

Suspend a stick from a thin cord so the stick hangs about half a metre above the ground. Each youth must hold onto his *left* foot with his *left* hand, while kicking up at the stick with his *right* foot. (See diagram) Raise the stick higher when your members can kick the stick. (This game develops balance and leg muscles.)



*Note: Don't do these exercises if you have back or neck problems. As well, never over-do exercises.*

Games

## Kind and Cheerful

I try hard to be courteous and kind to my teachers — especially the ones I don't really care for. This is true even with the teacher who constantly assigns too much homework every night.

I try not to let things get me down or depressed. Even when my friends are upset, I look for ways to cheer them up.

## Considerate and Clean

I don't criticize people, and never call them names that might hurt their feelings. I wouldn't want anyone to do it to me, so why should I do it to them?

## Wise in the Use of His/her Resources

I recycle whenever possible, and make crafts and items that can be used in Scouting. For example, used cans make great hiker's stoves, and a utility belt can be made from an old dish towel and belt. Walking sticks, wax fire starters, and all-weather fire starters are easy to make when you look for the right material.

That's how Marc Larabie lives up to his Scout Promise and Law. How do your Scouts make the Promise and Law come alive?

— *Thanks to Scouter Alain Guy, 2nd Gatineau Scout Troop, Quebec.*

Scouter's Five Minutes

# Birthday Preparations

by Leslie Forward

Happy Birthday to us!  
Happy Birthday to us!  
Happy Birthday Canadian Beavers!  
Happy Birthday to us!

Oops! It's a year too soon!

Beavers will have their big twenty-fifth birthday celebration in 1999. But is it too soon to begin preparations?

No! We need to start planning now.

For the past year, provincial and territorial Beaver Network co-ordinators have been considering a special national celebration. This Event will take place all across Canada at approximately the same time. From the feedback Beaver leaders are giving, it looks like most areas are very interested in participating.

What's our overall concept?

Canada's ten provinces, three territories (including "Nunuvit" in 1999), and our capital city (Ottawa) are incredibly interesting from a heritage and culture point of view. Beavers could learn about their country while having fun.

Canada is a huge country. Because of this, some celebrations will take place in large centres, while many more will be held at the district, community or colony level. Our Birthday Event will be arranged to suit all.

## Twining Groups

One idea involves "twining" colonies by using regular surface mail, e-mail, Internet homepages, video tapes, conference calls, and BOTA (Beavers on the Air). We're also exploring the concept of twining using a large screen satellite hook-up.

If your Beavers are interested in "twining" with another group tell us your colony name, contact name, and address. (See address below.)

## We Need Help

If we're going to organize a Canada-wide celebration, we need your help. Here are several ideas we're considering at the moment.

1. New Brunswick leaders have thought up the idea of a "Cruise Beaveree" where children will 'travel' across Canada through games, crafts and other activities. Using water routes, air, roads, and/or walking, Beavers could stop off at every province or territory, and experience it's many cultural highlights.

2. We're planning a Beaver booklet that would include songs, games, stories, crafts, and much more. Everything in it will reflect provincial and territorial heritage for children aged 5-7.

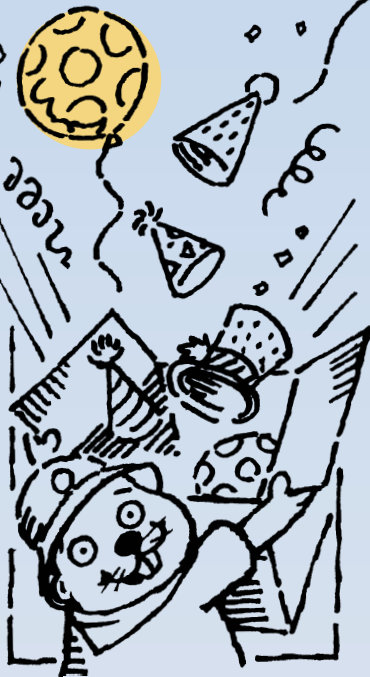
## Do It Write Now!

Do you have any ideas or resources?

Take time *write now* to jot down your suggestions, and mail, fax or e-mail them to Ross Francis (National Office, P.O. Box 5151, Stn. LCD-Merivale, Ottawa, ON, K2C 3G7, 613-224-3571, rfrancis@scouts.ca) or Leslie Forward (National Program Committee - Beavers, 39 Mahaney's Lane, Carbonear, NF, A1X 1A8). Send us your ideas by *June 30, 1998*.

We only have 13 people on the National Beaver Network team. Consequently, it's nearly impossible for us to plan an unforgettable National Event ourselves. We need your help.

Let's celebrate our 25th anniversary and our country. Happy Birthday to us! \



# “Well What’s Your Assessment?”

by Ian Mitchell

**T**hroughout the new Scout program, youth are asked to assess their own activities as well as those of others (Court of Honour). Leaders need to help teach them how to do this.

Since our program is based on “obtaining certain attitudes, skills and knowledge while participating in fun, outdoor activities” it’s only reasonable for us to assess ourselves with these three criteria in mind.

## *Attitudes*

Attitudes are difficult to assess. In many cases it will be the existence, rather than the level, of these attitudes that your group measures. Do Scouts litter, or cut down live trees, or *not* follow established trails even when signs direct them onto a path? Your Scouts can demonstrate an attitude of positive environmental awareness by showing their concern while hiking.

## *Skills*

Skills are easy to assess. Scouts can demonstrate them either directly (through using the skill), or indirectly (by teaching others). A Scout could demonstrate good listening

skills by defusing a confrontation between two patrol members, or by instructing others.

## *Knowledge*

A test will help your assessment. Since we “learn by doing”, most knowledge testing should be done verbally. While on the trail, during a break in the campfire program, or while setting up camp, verbal testing can be most effective.

## **Assessment Style**

Your assessment style can be either objective or subjective. Both have strengths and weaknesses.

## *Objective*

This assessment style allows only a right or wrong — a pass or a fail. It makes the assessment job easy because Scouts usually must meet documented standards. For example, you can either tie a bowline knot properly or you can’t.

## *Subjective*

This style requires interpreting or judging what has taken place. If the assessment is positive, it’s a quick and easy style to administer. However, if negative, the Scout must explain why he (or she) gave a poor assessment.

## **Combining the Two**

The following combinations will work well.

## *Attitudes*

Usually, Scouts will assess attitudes subjectively, although they can use actual activities to demonstrate where the assessor came up with his result. (Scouts who litter and cut live trees are not environmentally aware.)

## *Skills*

Usually, Scouts will assess these objectively. Either they have (and can demonstrate) the skill, or they don’t. Pre-set standards will make this easier.

## *Knowledge*

Scouts will assess knowledge combining the two styles. Skills can be demonstrated. This will help the assessor draw conclusions about the person’s overall knowledge. (E.g. One might conclude that you have the knowledge how to survive in winter if you camp out for a weekend in winter.)

## **What Next?**

Here are a few questions Scouts can ask that will help reinforce their learning.

1. What did you learn/relearn from the experience?
2. How could you apply this?
3. What changes would you make next time?

Scouts should keep their assessments as positive as possible, but encourage them to be honest. Youth who learn how to evaluate activities at this age will be better prepared to take on future leadership roles. ^

# THE MORMONS

## *A Dedicated Partner*

by Bryon Milliere

**S**couting is the official youth program for boys age eight to seventeen in the Church of Jesus Christ Latter Day Saints (LDS). Since 1911, the church has embraced Scouting programs in the United States and Canada as a means for developing future leaders of the Church.

Recently church officials, including President Monson, met with John Pettifer (Scouting's Chief Executive) to discuss developments in our programs, volunteer screening, church support for Scouting, and the recently revised handbook for Scouting (published by the church). Through the discussions and visits to church headquarters, it was evident the Church has a deep commitment to developing children and youth. Family values are also central to their faith.

Though he has an extensive travel and meeting schedule, President Monson makes Scouting a priority. This senior church leader shows his support for Scouting by being an active director of the Boy Scouts of America.

### Registration

By pledging to pay 50 percent of the entire membership fee for all members of LDS-sponsored groups (including non-Mormon members), Church leaders made a clear statement of support for Scouting. (This is a significant financial increase.) More LDS Scouting groups are forming in Canada, especially in eastern provinces.

### Screening of Volunteers

The Church has an extensive 'calling' (selection) process in place that



*John Pettifer, our Chief Executive, presented a plaque to President Monson, First Counsellor of the First Presidency.*

includes interviews by Church leaders and approval by the congregation. We matched up the objectives and steps of the Church's calling process with those of Scouts Canada's Screening Process. Results of this discussion will be further refined and shared through councils and Church members. Church leaders re-enforced their commitment to ensuring the proper completion of the screening process.

### Program and Training Developments

The revised Scout program includes six overnight camps for the Voyageur Award. Eleven-year-old Scouts of Mormon groups may participate in a one-night camp three times each year. They can make up the additional three nights through family camping, as long as the Scout participates in the family camp experience in a way that challenges him to use his Scouting skills.

Nationally, the Church shows its commitment to keeping the Sabbath (Sunday) holy by not allowing activities such as hiking, camping and training. Exceptions are granted in the case of long term camps, such as jamborees and family camps. LDS Scouters take part in training by combining it with family camping, and using a more modular approach to training. (Scouts

Canada has encouraged modular training and other flexible approaches for over ten years. These flexible training approaches, however, need to become more wide-spread and common so all members can benefit from them.)

At the local level, councils meet regularly with Church representatives to review programs and the overall relationships. Through these face-to-face meetings, Scouting maintains a good working relationship with this active and involved partner.

The Mormons are committed to Scouting. Their youth membership is growing as a result of this great partnership. ✕



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