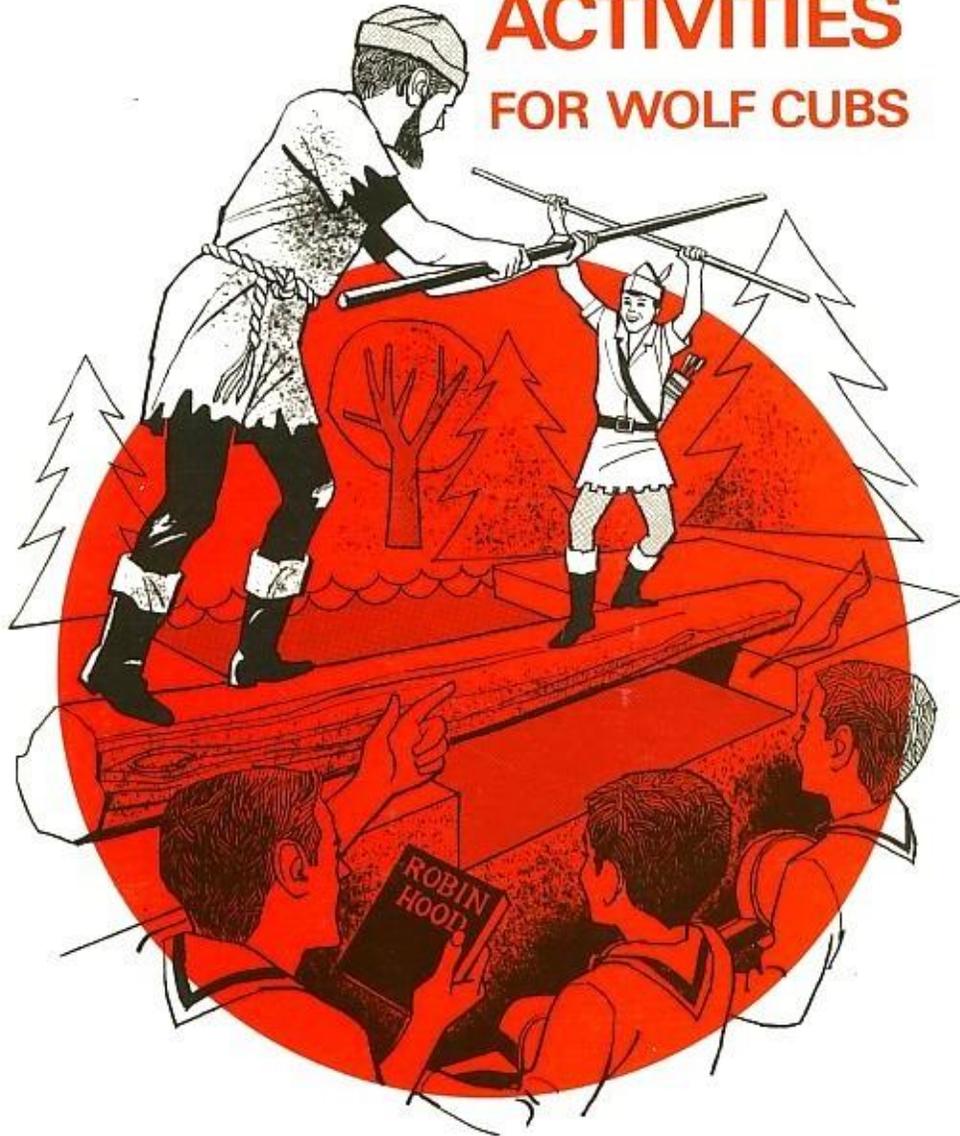


CREATIVE ACTIVITIES FOR WOLF CUBS



A guide for leaders
Pack Scouters Series No:4

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Editor's Note:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or use expressions which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

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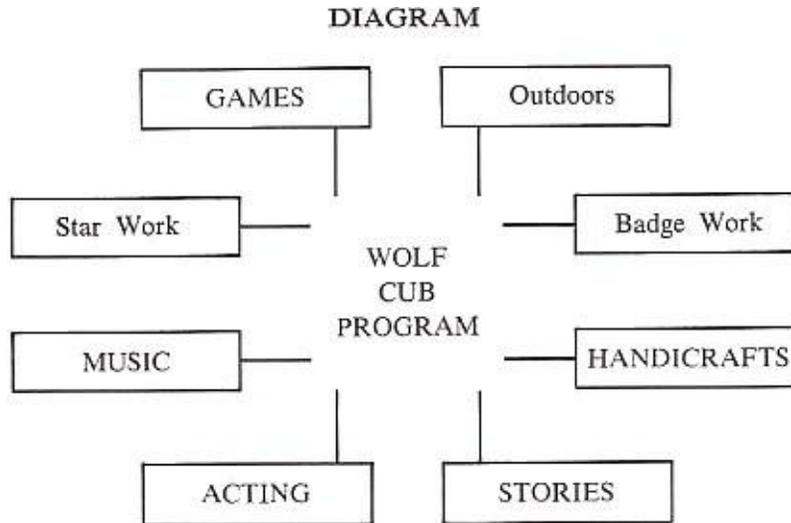
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INTRODUCTION

The Wolf Cub program is made up of a number of interrelated elements as shown by this diagram:



In this book, we deal with the five capitalized elements that comprise what traditionally has been known as the “play way” of Cubbing.

The purpose and value of each is outlined. The real value however, lies in their application which provides opportunities for boys to take part in stimulating, appealing and creative *group* activities. Under controlled conditions they can let off steam, make noise, make creative things, listen to or tell stories, sing, act out frustrations, play roles of adults and others and give vent to their creative, imaginative selves.

Scouters and others have the opportunity to help release these feelings and should do so with joy, recognizing that such opportunities are rare.

In addition to its value for Scouters, this book will be of great use to potential instructors and resource persons. These are skilled individuals who may be willing to spend some time with the pack and would use this material as a guide to their approach.

FOREWORD

This is one of a series of books designed for Scouters working with Wolf Cubs. The complete series consists of:

- Cubbing.
- Pack Operations.
- Program Building.
- Creative Activities for Wolf Cubs.
- Outdoor Activities for Wolf Cubs.
- Star and Badge Activities for Wolf Cubs.

The titles show that the total Wolf Cub program has been covered from the basic book on *Cubbing*, through general ideas on pack operations and programming and on to specialized activities, such as acting, games, music, stores, crafts, outdoor activities, and star and badge work.

We are grateful to Scouters and others who have provided ideas, suggestions and other valuable information for inclusion in these books.

The program activities and, as a result, the book series are under constant review in order to keep them up-to-date. Comments and suggestions on the books or about Cubbing in general will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, National Headquarters, Boy Scouts of Canada, Ottawa.

SECTION 1

ACTING

Purpose and Values

Baden-Powell said of acting: “I need scarcely try to count up the various points of development which underlie acting, such as self expression, concentration, voice development, imagination, pathos, humour, poise, discipline, historical and moral instruction, loss of self consciousness, and so on. Charades and impromptu plays are just as good in their way as more highly designed and rehearsed shows.”

Acting is an important medium for personal growth and development; it provides healthy opportunities for release of feelings such as frustration and joy; it also satisfies needs which are represented and difficult to express in real life. Through acting, Cubs become better aware of themselves and the feelings of others with whom they live and play.

Acting brings all the social processes into play, acceptance, status, recognition, etc. Group unity is strengthened through the high morale which is inherent in achieving and having fun together.

The value of this activity is not limited to the participants. An audience gains satisfaction by identification with the performers. An enthusiastic audience may so stimulate the players that their performance reaches a high standard.

Charades and other techniques may help the leader to detect the special interests and abilities of the Cubs and use this knowledge in meeting the needs of the individuals concerned.

Improvisations and pantomimes provide opportunities for boys increase their skill in observing individuals and groups and for the spontaneous interpretation of “real life” situations.

Shadowgraphs, puppets and marionettes are valuable to shy, withdrawn individuals who feel unable to appear before an audience. Release of feelings projected into the puppets who say the lines can be effected through the use of these “little people” who take on character and personality at the will of the manipulator.

Play at ages from seven to eleven has dramatic essence as well. It is not so much a play as “play it out” with the audience there. This age group frequently get a sense of achievement and satisfaction from “playing their ideas out” to a conclusion before an audience.

Acting comes naturally to young children and very often, they make little distinction between make-believe and the world of reality. By pretending to be some other real or imaginary person or even an inanimate object, they learn attitudes and appreciations and their social and emotional developments are stimulated.

The purpose of acting in a pack is to stimulate imagination, encourage observation and improve memory. Through acting and acting games the city Cub becomes an Indian chief, the imaginative Cub an astronaut, and the shy or backward Cub finds that people are looking at him and listening to what he has to say.

Acting is closely allied to other Cub activities such as stories, which provide a source of plays; handicrafts and puppet making which provide props to be used in plays and acting games and music which could provide background and interlude music for a pack’s dramatic production.

How to Go About It

As always, begin with simple things. If acting is new to the pack, start slowly and simply. One way to introduce the activity to the pack is through acting games.

Acting Games

Animals — Cubs spread over the floor and act things called out by a leader. Some suggestions:

Animals

Horse — walking, trotting, galloping

Rabbits — bunny jump

Kangaroos — jumping

Tortoise — slow moving

Lions, Dogs, etc. — running on hands and feet with proper calls

Sheep — walking behind each other with a bleat

Cows — ruminating (chewing their cud)

Birds

Ducks — flat waddle

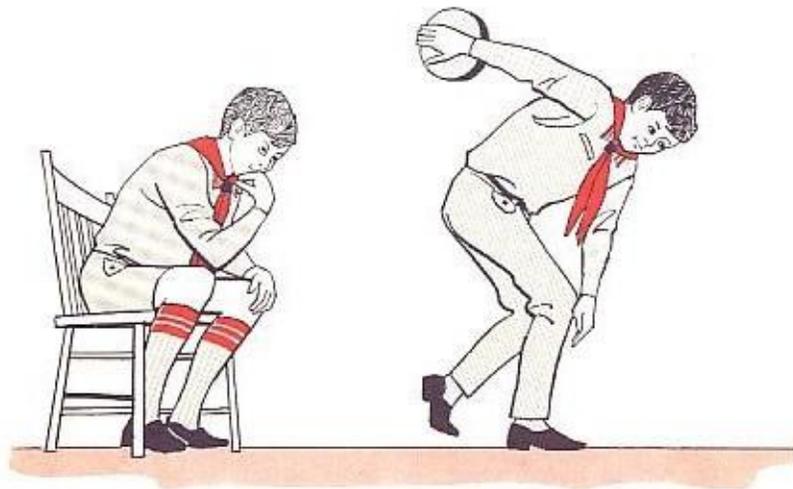
Stork — standing on one leg

Sparrows — flit about

Ostrich — head in sand

Trades — Each group in turn choose a trade, then stand in the centre of a circle or in front of a straight line and demonstrate the trade silently. Others are to guess the trade. A candy or some small award might be given for correct answers. Variation — when the trade is guessed Cubs must run to the wall, chased by others who try to tag the actors.

Traffic Games — One group act different characters such as old ladies, blindmen, children, etc., who are crossing a busy street and another six are doing good turns, helping people across streets. Remainder of the pack are traffic or various kinds — buses, trucks, automobiles, fire engines, peanut vendors, etc., who are going along the street each way. This is a very good game, but it must be played seriously.



Statues — Give the pack a subject such as gardening, playing baseball, and so on. Each Cub turns himself into a statue of someone doing an act of the subject chosen. The best statue can have next choice of subject.

Your Greatest Joy — All Cubs are seated. Each in turn stands out and acts the thing he likes best. Others to guess. Licking ice-cream cones should be barred.

Dumb Crambo — One group is sent away while the others choose a word, like “pair”. The first word is called back and told that they must act out, without speaking, words to rhyme with “chair”. They do this until they get the right word. They will probably imitate such words as bear, dare, hair, hare, mare, stair, stare, etc., until they get to “pair”. Then time permitting, another group is sent away.

Who Am I? — A group or a Cub is told to act like any well-known person in the group (Akela, Scoutmaster, etc.), in the community, in history, etc. The others try to identify the person.

From acting games go on to simple charades.

Charades

Each group is given a word of two or three syllables, and must act out each syllable and the entire word without speaking while the others try to discover what word has been chosen, i.e., snow ball, football, house top, bookcase. Variation — act out advertising slogans, song titles, nursery rhymes, book titles, etc.

Other Suggestions

Acting Slips — Slips of paper handed out to Cubs call for such acts as “father shaving”, “mother frying and egg”, “feeding chickens”, “playing a violin solo”, “bathing a dog”. The Cub stands and does the act. Others guess what is being done.

Work in some ideas on badges such as Guide and Troubadour. Example —

- i. Explain how you would direct a stranger from your home to the airport:
 - (a) An ordinary stranger
 - (b) A stranger who speaks an unknown language
- ii. Act in mime while another Cub reads the words of the nursery rhyme, “The Cat and the Fiddle”.

Acting Proverbs — “There’s many a slip twixt the cup and lip”. Lady making tea, pours out cup, phone rings, long conversation. Tramp peeps in, enters, drinks tea, pours out cups ’till teapot is empty. Slips out when policeman appears behind him, lady faints.

Famous Episodes — Draw upon the imagination of the boys.

Stories — Acts from the stories you tell the Cubs, from stories they themselves read.

Good Turns — These provide a sure source for acting items.

Dramatizations — Parts of well-known stories during the story-telling hour; well-known fairy tales or nursery rhymes; unusual events which have happened; the actions in a song or singing game.

Pantomimes — Falling asleep in a movie. A woman seeing a mouse. A boy taking castor oil. Sitting on a pin. Stepping under a cold shower. Driving a car. Being held up by a thief. Eating a favourite meal. A Cub meets his teacher while playing hookey.

Forfeits — Play an imaginary instrument while the group hums a suitable tune. Yawn until you make another person yawn. Act like a chicken without a head. Sing your favourite radio or television commercial. Recite a nursery rhyme. Show how you would enter the room if you were a burglar. Snore five ways. Imitate a person posing for a photograph. Imitate Paderewski playing the piano. Imitate a traffic cop at a busy corner. Imitate a small boy stung by a bee. Imitate a cat drinking milk from a saucer. Imitate a rider after his first horseback lesson. Imitate a person who has taken a drink of vinegar, thinking it was apple juice.

Acts by Sixes or Groups such as:

- Devise and have a six (group) present a short mime, introducing the Saints of England, Scotland, Ireland and Wales.
- A six (group) is to enact a scene from the Bible depicting courage.
- A six (group) forms the head of a long procession which is being staged in your city to commemorate its founding one hundred years ago.
- A six (group) is to act a short scene from history which would illustrate loyalty to country. The players may speak.
- A six (group) is to act in mime one of the better known nursery rhymes while one of its members reads the words.
- A six, as a whole, is to act some episode from the history or folk lore of the country of one of your six who has come from outside Canada.
- Three volunteers from a six choose and mime one of the following occupations:

Astronaut	Elevator Operator In A Sky Scrapper
Taxi Driver	Boxing Referee
Garbage Man	

Miscellaneous Ideas

- A ship strikes a rock — rescue the passengers.
- A house is on fire — save the baby.
- Be pirates, capture a ship, make the crew walk the plank.
- A man is sick in Alaska, 500 miles from a town; it is winter. A messenger comes to town by dog-team for help. Doctor and supplies fly to Alaska, and bring the sick man to town.
- A steamer is sailing through the fog and strikes a rock. Passengers and crew are rescued by lifeboats.



Annual Show or Display

Have a number of short, snappy items for the pack show rather than attempt a long play. This approach uses charades, songs, games, musical numbers, involves more boys, fewer and less formal rehearsals and retains the two elements of a good Cub show, simplicity and naturalness.

Some General Points on Acting:

- Have the item take place on a stage or in the middle of the floor so the audience can see and understand what is going on.
- Have the boys speak clearly and distinctly.
- Acts by sixes or groups as a whole are preferable, but do encourage individual items.
- Discourage rough, rowdy items.
- Set a time limit — three minutes to prepare, and one minute for each six act.
- Give constructive suggestions, look for good points, and be generous in your praise.
- Be firm about the attention given by the audience.
- Pack equipment could include a dress-up box containing old hats, skirts, trousers, coats, shirts, etc.
- Let Cubs make full use of available props such as chairs, stools, etc.

Special Pack Meetings

Leading on from acting are special pack meetings which involve dressing up, singing a theme usually based on a book, and so on. A series of outline programs and suggestions are offered in *Program Building* for the information and guidance of leaders.

SECTION 2

GAMES

Purpose and Values

It is in play that youngsters are most demonstrative, revealing their true, spontaneous and unaffected nature. Games are one of the most valuable activities in Cubbing. Cubs who are enjoying themselves are far easier to control and when the time comes, more willing to work. Through games, boys develop without knowing it and, at the same time, thoroughly enjoy themselves. The more they enjoy themselves, the keener they will be and the more they are likely to absorb and remember.

Games provide an activity by which Cubs come together to experience sociability, fellowship and a sense of belonging. Through such activities, a spirit of co-operation, a sharing in a common endeavour, and consequently a greater group feeling are experienced. In addition there is a greater development of the personality of each individual as he finds satisfaction through participation in games.

These values help leaders understand the group by, (1) seeing individual needs, e.g., shyness, domination, lack of skills, etc., (2) discovering clues to other interests, and (3) observing group structure — indigenous leadership, sub-groupings, group values, cultural patterns and “esprit de corps”.

Circle and relay games require a formation. In these games, individuals have a definite part to play which is set out for them through the rules. They learn to accept limits because they must conform to the rules in order to play. On the other hand, wide games, such as “Sardines”, have no set pattern. These games allow individuals be use their initiative and help those who have difficulty conforming to regulations. Other games, such as “Crows and Cranes”, provide an opportunity for boys to develop physical and mental skills.

Games provide a medium through which feelings may be expressed and emotions released, thus reducing conflicts, tensions and anxieties within the individuals. In this way, they are able to release energy which might otherwise be expressed in a socially undesirable way.

Needs of Boys, Age Eight to Ten

Boys of Cub age are extremely interested in being part of a group. They are capable of finer muscular co-ordination and are ready for skill learning and vigorous big muscle activity. Individuals in this group are able to plan, should take part in a variety of activities, and should be exposed to as many new ideas as possible. The interest span is considerably longer than the previous age grouping. These boys should have an opportunity to control their bodies and other objects, e.g., use of equipment. There should also be a chance for greater team participation, e.g., “Snatch the Bacon”, “Crows and Cranes”, “Touch Iron”.

Games with rules and regulations can now be more widely used as there is a beginning of a development of a code of group ethics at this time. The members of the group are able to accept the limitations of any given game.

The love of adventure and exploration can be answered through “Hide-and-Seek”, “Run-Sheep-Run”, “Cowboys and Indians”. Tags and relays can be used to answer the need for greater skill in co-ordination. The growing competitive spirit finds a suitable outlet through team games.



Games provide an opportunity for the development of leadership and creativity among the Cubs themselves. They should be allowed to choose games, invent new games and even lead the games. Ask the boys what games they would like to play and encourage them to take a lead in such games.

Hints on Games

- Know the rules of the game and have the necessary equipment on hand.
- Know how to adapt/modify rules to suit immediate situations.
- Insist on silence and attention while a game is being explained and demonstrated.
- Explain rules simply, briefly and in proper order and, at the same time, have a group demonstrate the actions. Point out starting and finishing positions.
- Ask for questions after the explanation and demonstration of the game.
- Let boys make as much noise (laughing, cheering, egging pals on) as they want *while* playing the game.
- There is a lot in a name; it should savour of adventure, peril, challenge, etc.
- If possible, weave a story around the game. Many games have been played for centuries by children.

- Don't overplay favourite games.
- Try out new games at the sixers' council.
- Insist on rules being followed. Deal kindly but firmly with "cheating", but remember it may have been due to eagerness and enthusiasm.
- When numbers have to be evened up in line or team games, have one or two Cubs double up rather than drop a Cub.
- Stop the game if it is going poorly, explain error and begin again.
- Repeat the game if interest is high.
- Be fair minded and impartial in scoring.
- Do away with a whistle when indoors.
- Use a variety of games in every program.
- Participate yourself sometimes.
- Stress fun and enjoyment.

Use Your Imagination

Use imagination in playing games. A slight change or twist will make a known game even more appealing to your pack. For example, here are some simple variations of a straight relay game.

- Have Cubs run the course backwards, instead of forwards, or they could hop, skip, slide sideways, walk or imitate some animal.
- Have Cubs run the course wearing blindfolds or wearing a large arm sling.
- Have Cubs run the course carrying an object such as a chair or a couple of coats, or a ball to balance or a bean bag to juggle.

By changing the forms of locomotion or equipment or by adding equipment, or by other ingenious means, old familiar games will take on a new look. Players could start or finish by standing, kneeling, squatting or sitting. Players could work in pairs or trios rather than as individuals. In other words, the successful games leader learns a few basic games which form the nucleus for others. He can then modify and develop them by means of his own ingenuity to fit any situation that arises.

These basic games may be developed in three ways, by changing:

- a) The form of locomotion (walk, run, hop, skip, etc.).
- b) The kind of equipment (ball, two balls, stick, etc.).
- c) The formation (pairs, teams, etc.).

He also has a flexible approach to rules and feels that every game may be changed in some way to meet immediate needs.

Suggested Equipment and Its Uses

Avoid games that require expensive or cumbersome equipment. Possibly the exception to this rule is a large rubber soccer or volley ball which is a very good piece of games equipment for a pack. The equipment should be stored in a games box (an old valise) or bag where it can be kept clean and in good order. Equipment could include paper and pencils, spools, reels, tennis or rubber balls, chalk, blindfolds, candles, pins, rope, compasses, compass cards, flags, blocks, etc.

There is hardly any object that can not be used as a substitute for some other one. A leader need never think that he is hampered by the lack of equipment. What you haven't got, improvise. What you can't afford to buy, make. Let the boys make it and it will have far more meaning for them and will tie in with their craft and star work.

CREATIVE ACTIVITIES FOR WOLF CUBS

Blocks (12" x 2" x 4", with smooth corners) — Use them as: markers for races or as Indian clubs, objects to be passed from player to player, or bats.

Small Balls (softball, tennis balls, ball of sponge, wood, paper, rags, sand or beans) — Use them to throw for distance or accuracy; pass — forward, backward, under, over, around, from player to player; be batted with the hand, stick, or block; be kicked, bounced, dribbled, carried, rolled to a marker, into a can, between obstacles, or against a wall; teach the fundamental skills of catching and throwing.

Large Balls (soccer, volleyball, basketball) — (Note — rubber is best for outdoor use. Basketballs and volleyballs should never be kicked.) Use them to: roll between obstacles, at targets or markers; pass, over, around, under, from player to player; kick, dribble, bounce, for accuracy at, through, or around targets or markers; carry or juggle while moving; throw into boxes, cans, barrels, pails or baskets; bat with the hand.

Wands or Sticks (broom handles) — Use them to: jump over or to perform other stunts; push other objects while moving; bat balls; play various types of hockey.

Tin Cans (clean with no jagged edges) — Use them to: roll or be kicked over a course, around, or between obstacles; set up as targets, or markers; throw or roll objects into the open ends.



Rings (metal, rubber or rope) — Use them to: throw over nails, pegs, hooks, or stakes; play shuffleboard; throw into tin cans, boxes, or other containers.

Ropes (sash cord or clothesline) — Use them to : jump over or skip; spin as a lariat or throw as a lasso; serve as obstacles in races; act as starting/finishing lines, poison lines or markers; play tug of war; serve as nets (hand small pieces of paper or cloth from the rope); serve as cross bars when weighted at both ends; play tetherball; tie knots.

Paper Bags — Use them to: serve as masks or blindfolds; blow up and burst during races; wear as hats and be knocked off by a roll of newspaper; set as handicaps in races (when worn on the feet).

Newspapers — Use them as: stepping stones, markers or obstacles; swatters, when rolled; cut-out materials (best shape, figure or longest continuous strip); balls, when squeezed and rolled tightly.

Bottle Caps — Use them as: markers or obstacles; checkers; small objects to hide and seek; objects to throw for accuracy.

Health and Hygiene

As many games will and should involve physical activity, it is important that the meeting area is clean and well aired. During the more strenuous games the Cubs should remove their jerseys, caps and neckerchiefs.

In wet seasons, the boys need a change of footwear or at least should leave their wet shoes or overshoes at the door. The caretaker will appreciate this.

Cubs will naturally get dirty playing games and they should have an opportunity for cleaning up before leaving for home. Even on a hike this should be encouraged.

Leaders should watch and avoid situations such as having a small boy compete with or carry a big boy.

Leader's Games Book

Many Scouters have developed their own special games book. Using a large loose-leaf folder, they stick in games cut out of the *Scout Leader* or jot down the names and details of games observed in other packs. Additional valuable information is: the number of times played, reaction of the boys, etc. After some years a games book will be a valuable possession.

Some leaders use cards on which they type, paste or write a game and add details about equipment, dates played, etc. The advantage of this system is that it is easier to go through the cards, pull out the required games and put the cards in your shirt pocket for ready reference.

Boys Who Don't Want to Play

Occasionally a boy may not want to join in the games. He may be new and shy, be wanting to get attention or not be sufficiently fit. If a boy is unable to join in games, don't force him to play but give him a job to do like keeping the score, and see the program includes the kind of games in which he is able to join. The shy boy will soon get over his fear if you put him under the charge of another Cub, asking him to look after the new boy until he gets used to it.

The awkward boy or the boy who lacks attention is a more difficult problem. We all like attention as it is very flattering. Perhaps this lad comes from a large family where he is one of many and, therefore, is not really noticed. He is hungry for attention, and the only way he can get it is by being different whenever possible. Leaders must understand this, get him to join in and perhaps make him "it". Give him the attention he wants, but provide it by giving him jobs to do whenever possible and praising him where you can.

An All-Games Evening

As a special treat or to review star work, or just to have a complete change of program, have an all-games evening. Each leader takes a few games using a variety of quiet, active, fun and other games. Sixers may also help out. Sit back and watch the boys at play. It could be a most rewarding experience.

Game Categories

These games are categorized for convenience only. It is quite possible that a relay game may also be an instructional game and vice versa.

Steam-Off, Circle or Pack Games

These are the very active games used to let off steam and cut down the excess energy of the Cubs. Here the boys will romp, laugh and make a row. Let them make as much noise as they like so long as they are quiet when necessary. Noise is important to boys, and it is all part of the fun of being young and irresponsible. The more they laugh the better, so let them go!

Steam-off games are a great aid to discipline and good order, and should be devised so that all Cubs may take part. Examples:

Get the Map — Each six is in its corner. The leader puts a large sheet of newsprint in the middle of the hall or field. Tell Cubs to get it. The six which gets and keeps the largest piece or the greatest number of pieces in thirty seconds is the winner. Play for a short period only.

Clear the Deck — The hall becomes a ship — centre is “amidship”; front end, “bow”; far end, “stern”; right side, “starboard”; left side, “port”. Cubs run to whatever part of the ship is called out. To add variety there are other commands such as “man the boats” and the Cubs must get off the floor; “scrub the decks” and the Cubs do so; “bomb”, and they fall flat; “boom coming over”, and they duck; “machine guns”, and they get on one knee and shoot away. Keep it moving, and play for only a short period.

Variation of Clear the Deck — Change of terms provides a brand new approach to an old game. For example, drop the nautical terms used above and use space terms, names of planets and constellations — such as “blast off for Mars”, “head for Orion”, “land on Jupiter”, “circle the solar system”, etc. As in “Clear the Deck”, use portions of the hall as the appropriate spots with the solar system, for example, representing the middle area of the hall, the south end being Orion, chairs representing Jupiter, etc. (End with a quiz on space and space travel and remind Cubs of star work related to the subject.)

Whackem — Pack in circle. Cubs have eyes closed, hands behind backs. Leader slips knotted scarf or roll of paper to boy who beats his right-hand neighbour around circle. The quicker the beaten one runs around to his place, the better for him. Player then slips scarf to another boy and repeats.



Oo Are You A' Shovin'? — A small chalk circle about two feet in diameter is drawn on the floor in the centre of the room. On “go”, all endeavour to get their feet into the circle. Any amount of shoving and pushing is allowed. After thirty seconds, call pack, and everybody “freezes”. Each foot or part of foot in circle scores a point for six.

Scalp Him — Each boy makes and wears a paper hat and carries a swatter. On “go” he attempts to knock hats off other Cubs with his swatter. Winner is last boy left with hat on.

Team Games

Here the boy has to learn to act as one of a group, a team, and he had a part to play for his side. He himself will gain not glory for his effort, but his side will if it wins, and that is his aim. Thus he learns to be unselfish. These games combine physical with mental alertness, and should be used fairly extensively.

Hit the Deck — Pack in two lines numbered from opposite ends. Piece of newspaper is placed in centre of floor, and number called. They must come to centre, clasp hands, and try to pull each other on to the paper. When one hits the deck he is out and point is counted for the opposite side.

Blockade — Pack in two teams at each end of hall or field. Cubs join hands. Each team has a chance to challenge one Cub from the other team to try to run the blockade, i.e., run and break through the barrier

formed by the Cubs holding hands. If he breaks through, he returns to his team; if not, he becomes a member of the opposing team.

Magic Carpet — Pack in two teams, one at each end of hall. Potato sack (“magic carpet”) placed in centre. Team has to get sack to their own side. Very rough and should be played for short period only.

Sides — Pack in two lines facing each other. First boy asks one opposite a question on Cubbing, or other chosen subject. If the opponent cannot answer the question, the other side gets point, if the question is answered the point goes to that side.

Quiet Games

It is hard for eight to ten year old boys to sit still for any length of time, but it is a very good thing for them to try and control their bodies. The sooner they learn the better, because they control their mind as well. Therefore, these games promote self control over the body which can be so clumsy and apt to over balance or make a noise at the wrong time. These games are played at campfires, rest period at camp, after a strenuous activity, etc.

Stalking the Deer — Pack in Indian file following a leader. Leader is a deer being stalked by wolves. Every time the leader turns around the Cubs must freeze. Failure to freeze loses a point.

Tell the Time — Pack in circle. Leader (with watch) asks each Cub to sit down when he thinks thirty seconds have passed. Pick out first Cub down, Cub closest to actual time, and last Cub down. Repeat once or twice and possibly double the time limit.

Imaginary Hide and Seek — All seated in a circle. One is the hider, and he imagines himself hidden somewhere in the room. Others try to guess, and first one who is right becomes the hider.

Sense-Training Games

These are usually quiet games during which we aim to develop senses, although possibly with these boys we need not worry too much about taste. Games which introduce the qualities of the Indian, the hunter and the explorer will appeal to Cubs, provided such games are sandwiched between more active pursuits.

Who Is It? — Blindfold one Cub. Have others scatter and squeal. Blindfolded Cub must find somebody and tell who he is by feeling his features, if right the other Cub is “it”.

Hidden Stamp — It is announced that a postage stamp is worn by one player, where it can be seen. Each player who spots where it is, goes and sits quietly down.

Find the Scouter — All boys are blindfolded with their scarves. Leader moves around room rattling a stone in a tin, or something similar, at frequent intervals. Boys try to locate him by sound.

Spot the Colours — Sixes in relay formation. In front of each six is a pile of cards of different colours. At end of hall for each six is a box containing a similar set of cards. At “go”, each Cub in turn runs to pile of cards, takes top card, runs to box, finds a card of similar colour, runs back to rear of six, and next Cub runs. First six to match all colours correctly wins.

The Lost Cub — All Cubs seated in straight line. Player chosen carefully inspects the line, then leaves room. One boy is taken from line, hidden, and line closes up. Player comes in and tries to say who is lost.

Instructional Games

These games help to put into practice what the Cub has been learning. A good deal of work can be done through these games. It is possible to produce an almost endless variety of games that will cover this work in an effective manner.

Ay! Ay! Cap'n — Pack in two teams. Each Cub is given a letter of the alphabet. When Akela signals a letter, the Cub having that letter runs to Akela, salutes smartly and says Ay! Ay! Cap'n. Any Cub who

says it incorrectly or makes any other mistakes, receives the Cat-o'-nine-tails, i.e., a tap on the back with a rolled-up newspaper.

Parcel Tying — Various parcels of different types should be given to a six together with paper and string. To tie properly, take time and count accuracy.

Weathercock — Give compass directions to different walls of the hall. Leader says “wind blows north”, all face north, etc. If he says “whirlwind”, all spin quickly on the right heel. Interest depends very largely on the rapidity and variety with which the leader calls the points of the compass.

Inter-Six or Relay Games

To develop enthusiasm and keenness is the great value of these games. Don't overdo them and make the program too competitive. When numbers are uneven, it is better, in a simple relay, for one or more Cubs of the smaller sixes to run twice so that all Cubs in the larger sixes may take part.



Athletic Relay

Number one runs up and skips backwards five times.

Number two hops up on right foot, back on left.

Number three runs up and bends over — while

Number four runs up and leapfrogs number three.

Number five runs up and blasts off.

Number six runs up and does a frog handstand.

Poison Snake Relay — Each six has a snake (rope) in front of it. On “go” sixer kicks snake up to end of room. Second runs up and kicks it back and so on.

Liberian Race — A catalogue or other book is placed at end of room for each six. Each boy will run to book, open it at a stated page and return. Or, the name of an article in the catalogue could be allotted to each Cub in the six.

Message Relay — Each six is strung out along floor. Leader gives first boy the same message quietly. They whisper it to second, last boy repeats message aloud when all are finished.

Elimination Games

In games of this sort, have the eliminated Cubs pay a forfeit such as doing a frontroll or backroll and then return to the game. As an alternative, they may cross an arm or put a hand on their heads each time they make a mistake. It is the poor player who needs the exercise and practice of these games. In any case, avoid Cubs sitting out and probably getting into mischief.

Akela Says — Cubs scattered over hall or field. They follow only those commands preceded by the words “Akela says”. On a mistake, the Cub concerned reports to another leader to pay a forfeit, such as doing a headstand or turning a somersault, then he returns to the game.

Arrows — Pack is in a circle as leader asks questions of each Cub in turn on Cubbing or other subjects. If a Cub fails to answer the first question put to him, he folds one arm, as if it were in a sling. If he fails to answer the second, he folds his other arm. When he fails the third time, he kneels and at the fourth he lies down and is “dead” For variation, award a toffee to those Cubs who answer the questions correctly.

Six Games

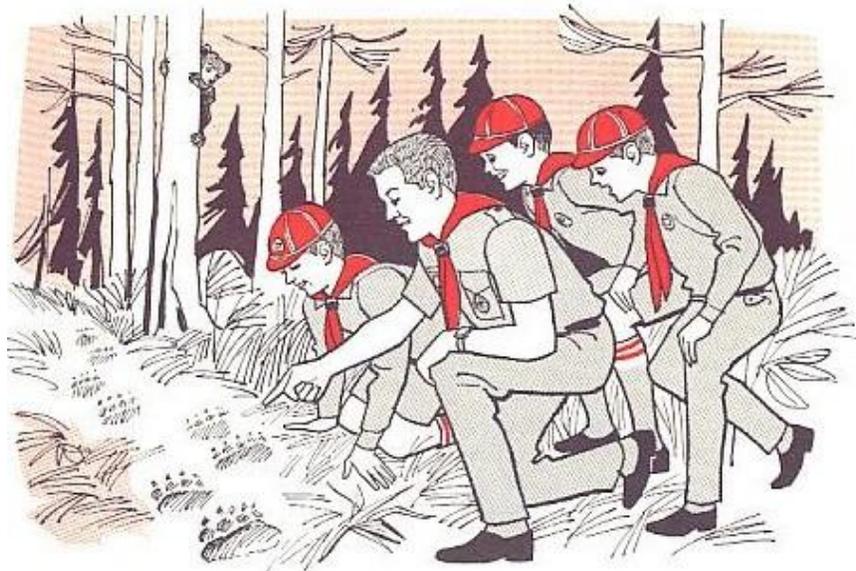
These games can be played by sixes or other groups who happen to have a free moment.

Code Writing — Give each group a message written in code telling them to do something, i.e., lie down, sing a song, tie ropes, etc.

Tearing Snake — Pack in sixes. Each Cub receives a piece of newspaper from which he had to tear the form of a snake. The longest snake wins. Time limit: three minutes.

Newspaper Game — Each group has one complete newspaper divided amongst the six. The leader calls out name of an advertisement or describes a picture. The first Cub to tear out and hand the correct part of the newspaper to the leader gains a point for his group. (Of course, each group must have the same edition of the newspaper.)

Artists — Groups in corners with a paper and pencil for each Cub. On “go”, sixers report to leader who gives them the subject for their picture. It could be simple like “house, cart, boat”, or complicated like “swimming, knitting, golfing”. The artists return to group. Without saying a word they draw a sketch. The next Cub runs up for his subject drawn by the sixer.



Nature and Observation Games

These games can be played as an outdoor item, during an indoor meeting or as part of a regular pack ramble. There are other suggestions listed under Exploring Nature in *Outdoor Activities For Wolf Cubs*.

Leaf Race — Leaves of different trees are given to each boy. First boy to find duplicates gets two candies, others who duplicate get one. Have a time limit.

Stalking — In a well-wooded part, leader stands on a certain spot where all can see him. At whistle signal, Cubs run and hide, at second whistle Cubs start to stalk leader. Any Cub seen by leader has to stand up, then go and start over again. When a Cub touches leader without having been seen, he gives a yell and all rush to leader. Set a time limit. Boy who touches or is nearest leader at end, wins.

Tracking Objects — On a Saturday afternoon ramble, the first Cub to find various things gets a candy. A yellow, blue or pink flower, first maple, oak, or birch tree, a white cow or black hen, or car not made in Canada. Use your own ideas.

Sports

Cubs should be encouraged to participate and to take a lead in as many sports activities as they can. Ball games, soccer, volleyball should be part of an occasional pack meeting. Not all boys are ready or willing to participate in such games so other activities must be provided.

Wide or Field Games

These games are more involved than indoor games and require more time. A number of them are listed in detail in *Outdoor Activities For Wolf Cubs*.

Guidelines for Games Leader

- Learn to use whatever materials are at hand.
- Improvise if there is something lacking.
- Having equipment is not enough, it is what you do with it that counts.
- Don't try to memorize a lot of games.
- Learn a few "type" games and ways of developing them.
- The needs and interests of the group are the prime consideration.
- Modify the rules to meet the situation.
- Change your activity before the group tires.
- Criteria — Are the boys having fun?
 - Does every boy have a chance to play?
 - Do many boys have a chance to learn?
 - Do some boys have a chance to lead?

SECTION 3

HANDICRAFTS

Purpose and Values

In a craft activity, the leader should consider the process as more important than the product. Each particular type of art or craft work has its unique and obvious value to the individual. What are the elements common to them all? What are the values, both to the Cub and his personal growth, and to the group's development?

The Cub gains the satisfaction of 'doing' something, with the related feeling of being at ease with himself, and being able to control the situation, e.g., the product he is working on. The limitations involved in the use of various materials require the development of a degree of self discipline in the interest of producing a finished product. The Cub's assets and inadequacies are brought out and may thereby help him to accept himself for what he is.

The creative instinct is given full expression when the Cub ventures to make "something" out of "nothing". In addition it gives him another medium of self expression and adds to his variety of reactive skills. Efficiency in crafts may be the factor by which he gains acceptance by other individuals. Co-operation is a useful by-product in the process of sharing equipment, space and material, or in the creation of a group project. Arts and crafts give Cubs ample opportunity to release feelings of tension and hostility, as well as creativity and imagination.

Leaders need to consider the age of the participants and the significance of the process as opposed to the finished product. Cub-age boys tend to be interested in materials and processes, rather than in completed products which comes later at the adolescent stage. The adult emphasizes the quality and functional use of his project and tends to view the boy's product in terms of his own standards. Naturally, he sees an object which does not come up to his expectations. The boy's product is less realistic, being an expression of what he thinks and feels; whereas the adult's project is tempered by experience and a more mature attitude towards perfection. Leaders must keep these differences of outlook in mind.

Cubs like to make things. Through handicrafts the aim is to satisfy this creative feeling and help them to develop imagination, self expression, patience, care, neatness, constructiveness, co-ordination and co-operation. Through handicrafts a Cub may discover a hobby that will give him pleasure as a boy and perhaps as an adult. He should have the opportunity at this stage to try many things. Leaders should encourage originality, encourage boys to do most of their own work, and help them with praise and constructive criticism.

Gain and Maintain Parental Interest By:

- Encouraging families to develop the habit of visiting art galleries and exhibitions of good design.
- Capitalizing on boys' need to collect, and with the parents encourage them to collect clippings of paintings (from magazines, folders, catalogues, etc.). Help them to set up a simple filing system of a few folders for the principal schools of painting and show them how to recognize the characteristics of each school.
- Encouraging parents to set up an art bulletin board at home where boys may display their clippings or reproductions along with incidental information about art. (Perhaps some items could be displayed on the board at pack meetings. If so, encourage the boys to talk about the display.)

Time and Place

Usually, handicraft is developed as a between or after meetings activity and the pack carries it on in various places and circumstances. Much will depend on the pack, the hall and the leaders and resource persons concerned.

Regular Pack Meetings

Introduce items such as masks, making paper cups, paper boats and planes, etc. Some Cubs may work on a composite model for the toymaker badge. All the Cubs could sketch or draw as a game or activity (e.g., draw flags of the United Nations). Leave “messy” items such as papier-mâché for special meetings as products are awkward to store and much time is lost in cleaning up. Possibly ten to twenty minutes is long enough for handicrafts at a regular meeting.

Special Pack Meetings

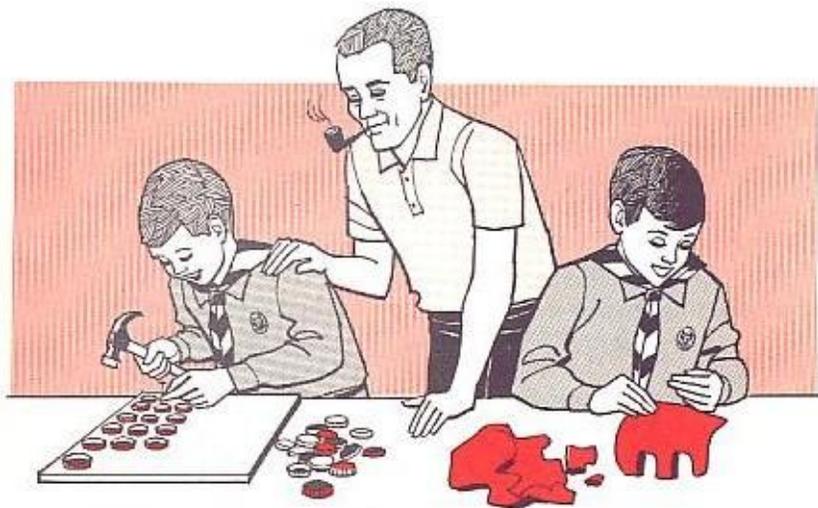
Once or twice a year, devote a whole evening to handicrafts. Plan it carefully and have a variety of things to allow plenty of choice. Bring in talented friends or acquaintances to conduct or assist.

At Your Home

Scouters could have a few Cubs at their homes on a Saturday morning, to give special time to the handicraft badges.

At the Boys' Homes

This is an opportunity that is often overlooked. Fathers in particular have found and will find great pleasure in working with their sons. Through this approach you enlist the aid of the parents and possibly the more talented of them may visit the pack to talk to the Cubs about their special interests.



How to Go About It

Ideally, the leader's job will be to provide a variety of materials and tools, a lot of encouragement, and some ideas, and then to leave the choice of materials and objects up to the boys and let them experiment.

Materials may be secured from many sources: spools from drapery departments and sewing centres; cartons, bags, cigar boxes and large wooden boxes from neighbourhood stores; mill ends from lumber

dealers; cans of all sorts from homes and restaurants; clay from available clay beds; bottle caps from soft drink dispensers; pine cones from camp and corks, pins, buttons, chalk, crayons, paint, scissors, etc.

Instructors and Resource Persons

Enlist your friends, neighbours and the parents of the Cubs. Is there a model railroad club in your area? Ask an official of the club to visit the pack. Have talented people come down, not only to instruct, but mainly to stimulate interest through yarns and demonstrations.

Encourage the Cubs to make simple but practical items that can be completed in one period, if possible, and that can be used for gifts. In this way it gives double enjoyment to the Cubs.

Remember that it is the experience that counts, not the product; be prepared to give plenty of praise even for the most unearthly creation, if it took effort to produce.

Encourage the Cubs to earn the handicraft badges. Some suggestions are offered in *Star and Badge Activities*.

Tie in the other aspects of Cubbing with handicrafts. If you are having a special pack meeting based on *Treasure Island*, tell the story, encourage the Cubs to read it, have sixes act out portions, and then get the Cubs to suggest the “props” and how to make them. Go on and make pirate pistols and costumes, a treasure chest out of a cardboard carton, Jolly Roger flags, etc.

If possible, give the boys an opportunity to do messy items such as spatter printing, papier-mâché work, poster and mural making, etc.

Suggestions for Teaching

Use demonstrations, finished models (made by boys), sketches and explanations. Be prepared to assist the Cubs at the difficult parts, but don't help the boys too much. Let them work out their own problems. Give a warning signal prior to closing and allow time for clean up. Encourage them to work on the models at home.

Let the Cubs experiment in all phases of handicrafts; let them learn about the different materials, tools, textures, shapes and colours; give credit where credit is due, especially to the younger Cubs; encourage projects that tie in with their own experiences and bring them together in natural groups.

What Can be Done

- Drawing and painting with chalk, crayon, pencils and water colour, or tempera paints. Let the Cubs use creative ideas related to their own experience. Use games and competitions such as, “draw a sketch showing what you liked doing best last summer.” Get a quick sketch artist to visit the pack and give a few hints to capture the Cubs' interest. Go on to spatter printing and encourage the Cubs to do this at home. (Warn the parents first).
- When modelling with clay, sawdust or wax, the only tools required are fingers. The clay may be found at a clay pit and, washed of other soil, it will serve the purpose. Suggest animals, fruits, humans, furniture, Indians, etc. Get the Cubs to use original ideas.
- Murals — Materials: sections of brown kraft paper, at least six feet long; charcoal, chalk, pencils, small sheets of paper for preliminary sketches, brushes of various sizes, tempera paints, cans and bottles.

Method: Allow the boys to plan the mural themselves. The whole length must be filled up with interesting details. Sections must balance and not detract from each other.

Everyone should work first on making small sketches of different parts of the mural, deciding on the main colours and position of each figure. Allow the boys to make their own decisions about what to draw, how to draw and colour it, and where to put it.

CREATIVE ACTIVITIES FOR WOLF CUBS

When everything is settled the small drawing should be transferred freehand in chalk or charcoal onto the kraft sheet. It is probably best to work with the big sheet on the floor, unless there is a very smooth wall to fasten it on.

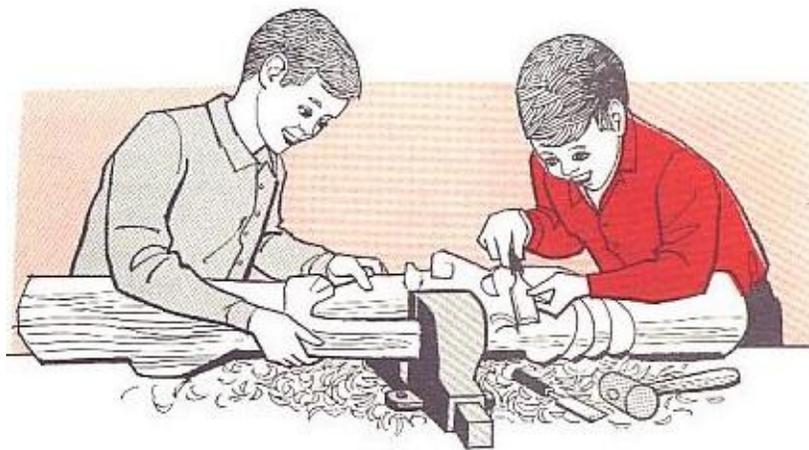
Each boy may be assigned a section of the mural to work on or, for a more uniform effect, each boy or small group may be made responsible for filling one colour or tone effect wherever it is called for in the plan.

Many different techniques of picture making may be combined in preparing the mural. Remind the boys of all the different ways of applying colour and texture that they have learned.

Murals may be used as backdrops for plays, pageants, exhibitions, or for display at Christmas time by the sponsor.

- Pottery — When using clay to make pottery insist on practical objects, but again let the Cubs use their imaginations about shape, form and colour. Where the clay cannot be permanently finished by firing, it may be shellacked and painted with poster paint.
- Weaving and braiding — Using yard, cord, string, rags, reeds, grass, old nylon hose, etc. Encourage useful objects, but let the Cubs develop their own ideas about colour and design.
- Woodwork of all kinds — learning to use hammers, saws, sandpaper and paint brushes is an important part of a boy's education. Material for woodworking includes wood crates, popsicle sticks, natural woods and scrap lumber of all kinds. Find and use pine or other soft wood scraps rather than hardwood. Beware of splinters and nails that may be hidden in scrap lumber. Guide boys in the proper use of tools so that they do not hurt themselves or hurt others.

Examples are — Simple games, puzzles, bird houses, kites, airplanes, boats, doll's furniture, scooters, toys, articles for the home such as knick-knack shelves, window boxes, shoe scrapers, book ends, lamps, door stops, etc.



- Encourage the boys to seek information about the totem poles made by the Indians of British Columbia — how they told the stories of the families that owned them, and how they preserved the old legends. Perhaps some of the boys will want to carve stories about their own families. Put in figures for mother, dad, sisters, brothers and pets. The figures on the pole may be carved separately from small wood scraps and then glued together. Of course, the Indians made their poles from single tree trunks, and some of the boys will want to try doing it that way, using large natural branches or pieces of pine wood.
 - Plaster casting of natural objects, models made in clay, footprints of each other or of a pet.
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- Papier-mâché — Articles for the home such as masks, ornaments and puppets. How to make this inexpensive craft material is described on page 28.
- Metal work includes ash trays and bowls hammered out of pewter, copper, aluminum and tin. Tin-can craft is an inexpensive, noisy but satisfying hobby.
- Corn husks may be used to make doormats, whisk brooms, baskets and table mats. After being dyed the desired colour, they are folded in strips and sewn together end to end as in braided woollen rugs for blankets and hats. The husks tied in bunches and attached to a wooden handle make satisfactory brooms for the hall or an unusual gift item.
- Christmas ornaments made from coloured paper, coloured paper strips, aluminum foil wrapped around walnuts, painted or gilded pine cones, and tin cans cut into various shapes.

Use of Magazines

- Picture magazines are a good source of decorative motifs; flowers, figures, animals and scenes may be clipped out and pasted in place. A coat of shellac will make them quite durable.
- The big, glossy magazines can be used in another way. Suggest to the boys that they look through the magazines holding them upside down, watching for colour areas, texture patterns and abstract shapes, rather than taking note of what the pictures represent realistically. Using these pieces clipped out, the more imaginative boys will be able to make interesting “pastiche” entirely unrelated to the subject of the original illustrations. A clock might become the head of a man. A weird animal might appear in the bark of a tree. The texture of a fluffy blanket might be used for a kitten or a lamb. A strip of varying colours cut right through a magazine picture, or a series of small cutouts all the same shape but different colours could be used as a border decoration on a box, can or paper project.
- Jig-saw puzzle. Cut out and paste an interesting picture on a piece of cardboard. Paste another sheet of paper to the back of the cardboard to keep it from warping and curling too much. Allow the board to dry under a weight. Then mark the picture into odd shapes and cut out carefully with scissors or with a sharp knife if the cardboard is heavy.
- Scrapbooks. Fold a number of newsprint sheets in half and fasten them on the fold with wire staples or string. Choose a topic, e.g., “A Flower Garden”, “Children Playing”, “Good Things To Eat”, “Children Of Other Lands”, etc. Then find, cut and past in suitable subjects. Decorate the front cover and print a neat title.
- Story illustrations. Tell a story and ask the boys to look for pictures that may be used to illustrate it. Assemble them in a scrapbook. The story may be told in several stages with pauses for picture hunting in between. If the boys find it difficult to locate suitable pictures, suggest that they may take parts from several pictures and reassemble them. If they can find the right background they can past appropriate figures from another picture in the foreground.

Finally, other crafts of interest to Cubs include leather work, printing (stick, potato, spatter or block), basketry, candle dipping, kite making, posters, puppetry and lantern making.

What Has Been Done

- Soap carving, wooden lawn figures, doll’s bed made for a small sister.
 - Door stops made of small jars filled with sand and covered with coloured pictures from magazines.
 - Checkerboards made of beaverboard or masonite and checkers cut from an old broom handle or discarded bottle caps painted red and black may be used.
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- Flower pots from coffee cans, clothes pegs and bright paint.
- Composite model of a Cub camp. Each week the Scouter can make a list of things suggested by the Cubs, and, when the items are brought in, the best ones are chosen and placed in the model.
- A “peep-hole” theatre of a cardboard box with a peep-hole in one end. It shows an Indian village complete with wigwams, a fire with a pot on a tripod, Indian braves, squaws and papooses and the whole scene lighted by a candle.
- For the home — curtain tie-backs, bird houses, garden ornaments, kitchen memo-pad holders, tie racks and door stops.
- A B C box — twenty-six medium-size spools were collected, painted bright colours and a letter of the alphabet pasted or printed on each spool. The spools were packed in a brightly painted cigar box and used as gifts for younger brothers and sisters.
- You name it? — driftwood was collected from beaches and either rubbed and varnished or painted to resemble animals, insects and flowers, and these were used as unique centre pieces or candle holders. Roots of cedar trees can also be used, and provide weird shapes and grotesque head decorations for the home.
- Cubs have collected, repaired and distributed toys to crippled children’s homes and hospitals. Some repair work was done at home. Cubs have also collected Christmas cards to make scrapbooks for children in institutions.

Other Suggestions

A Pack Hobby Show

Any toy model or project can be submitted. Keep to reasonable size.

Model airplanes, boats, engines, wagons, houses, miniature campfires, carved totem poles, miniature furniture, novelty animals made from scrap material, electric motors, crystal radio sets, water wheels, badge projects, all provide suitable entries.

Drawings, painting, plasticine or clay images and models, stamp collections, postcard collections, collections of all kinds, weaving, raffia work, rope work and items carved from wood or soap are other suggestions.



Home Gadgets

Make life easier for mother, by making mud scrapers, broom holders, shoe racks, tie racks, cupboard shelves, hot pads, letter holders, etc.

Home Inspection

Every Cub is to check his own home and yard with his dad, list jobs to be done and work with dad to complete the jobs. Jobs may include screens to repair, windows to putty, hinges to tighten, paint to touch up, etc. Think of the Handyman Badge in this connection.

Puzzles

Puzzles are as old as history. They provide manual and mental activity for the boys and their friends and are most useful as quiet games in the program. With a little care the puzzles will last a long time. Keep them in strong manila envelopes or in cardboard boxes of the appropriate sizes. Puzzles can be made from cardboard, masonite or plywood.

Letters — make the letters big, at least ten inches high; cut the whole letter out first, then into pieces as close to the proportions indicated as possible; use a different colour for each puzzle or mark each piece of the puzzle by the letter of which it forms a part; mark each envelope or box with the number of pieces it contains.

Spatter Printing

Spatter printing is a lot of fun, and after a little practice, with a model as a guide, Cubs can make their own birthday and Christmas cards. For better results use a cheap perfume atomizer which gives a finer spray than a toothbrush.

Equipment: an old toothbrush; scissors; a four-inch-square piece of wire window screen; some heavy paper for stencils; some good paper for final prints; and some thin water colours (show card paint, tempera or even school paints) or ink. The colour should be thinned out.

From the heavy paper cut a simple design such as a star or pine tree and lay it down on a sheet of practice paper. Holding the screen about four inches away from and directly over the cut-out design, dip the toothbrush into the desired colour. Shake brush almost empty of paint, and then scrub the brush over the screen, spattering tiny drops of colour around and on the cut-out. Remove the cut-out from the paper very carefully to prevent smearing and the design, surrounded by a hazy halo of colour, will appear. With combinations of star, moon, birds in the sky, trees, houses, animals on the ground, and a corresponding combination of colours, a nice-looking spatter print can be formed and duplicated as many times as wanted.

Try spattering the “frame” of the design to get an altogether different result. A spattered border around the print will do wonders toward making a more finished product.

Papier-Mâché for Modelling

Papier-mâché is a good, inexpensive modelling material. It can be worked as easily as clay or plasticine and is lighter in weight, inexpensive and hardens naturally into forms which can then be painted.

Materials — mixing bowl, roll of toilet paper (or newspaper squares), white flour and cold water.

Procedure:

- Tear the paper into the bowl. The bits should be as small as postage stamps. Prepare a good quantity because it will take up much less space when wet.
- Sprinkle the paper generously with white flour and mix thoroughly.
- Add cold water gradually, working the mixture into a soft dough with the fingers.

- If it gets too sticky, add more paper and flour.
- Carefully eliminate all lumps with the fingers.
- Unused mâché could be kept for a day or two by wrapping it in a damp cloth.

Paper Decorated Bottles and Cans

Handsome containers for a variety of purposes can be fashioned from discarded glass or metal containers by covering them with designs, cutouts from magazines, bits of wallpaper and coloured paper.

- Cut out coloured parts of magazine illustrations or advertisements. Trim them into various shapes and sizes to suit your fancy.
- Select jam jars, bottles and tin cans.
- Use past or glue (rubber cement is very good) to fasten the paper shapes in a design on the container.
- Edges may be outlined in india ink or a dark paint.
- When paste has dried, coat the work with shellac or clear varnish.

Things to Do with Odds and Ends

Treated with imagination and care discarded materials can be transformed into useful articles.

Cloth

Binder Twine: Braid and sew together for mats, purses and rugs.

Clean Burlap and Sugar Bags: Use for wall hangings, curtains and rugs. Use scraps for bean bags.

Felt Hats: Use for crafts, jewellery, protective pads on wood, metal and clay objects.

Oilcloth: Use back for doing messy jobs; use in making toys, cushions and book covers.

String: Use for bookbinding, kites and jewellery.

Glass

Bottles: Use for containers and craft work. A set can be filled with various quantities of water to make a musical scale.

Jars: Use for brush, paste, paint, powder containers and vases. Decorate with string.

Mirrors: Use in projects for water effects in sand tables.



Leather

Chamois: Use for crafts in Indian lore and for gloves.

Purses: Cut apart and use in making billfolds or in bookbinding.

Materials from Nature

Beet and Berry Juice: Use for staining and dyeing.

Feathers: Use in costume design and for Indian headdress and ornaments.

Ferns, Flowers and Leaves: Use in making blue prints and spatter prints.

Native Clay: Refine and use for modelling.

Pine Cones: Use for Christmas decorations.

Potatoes: Use in block printing.

Seeds: Use to make animals, dolls, jewellery and decorations.

Twigs: Use in the construction of cabins, wigwams, toys and trees for sand-table projects. Dip into paint and use for Christmas decorations.

Metal

Clean Tine Cans: Can be made into decorative containers, water-wheels, games and lanterns.

Coffee Cans: Use as containers and for craft projects.

Screening: Use for spatter work.

Tinplates and Trays: Useful as palettes for paint.

Other Odds and Ends

Bricks: Cover or paint and use for bookends and doorstops.

Bottle Corks: Use as floats and balances for toys, block printing.

Excelsior: Use as stuffing for footstools, pillows, toys and puppets.

Flower Pots: Paint and decorate for potted plants.

Horseshoe: Use with a spike nail for a triangle in rhythm band.

Inner Tubes: Use to make drums and door or car hinges.

Linoleum: Cut out design, paint and glue safety pin to the back for jewellery for mother or sister. Use for block printing and protection pads.

Paper Clips: Unbend and use to hang Christmas ornaments.

Toothbrushes: Use for pasting, stencilling and spatter work.

Sponges: Use for shrubbery and trees in sand-table activities and for cutout figures and toys.

Wall Paper Paste: Add tempera and water for finger paint.

Paper

Bags: Make into masks for special pack meetings.

Cardboard Boxes, All Sizes: Use in construction work and for pieces of cardboard. Model villages, houses, waste baskets and notice boards.

Cellophane: Use to make slides, windows in model rooms, flowers and decorations.

Crepe Paper: Use to make costumes, flowers, decorations, raffia, figures and animals.

Doilies: Use to make snowflakes, lace-like trimming for greeting cards.

Magazines and Catalogues: Use to find illustrations and reference materials.

CREATIVE ACTIVITIES FOR WOLF CUBS

Masonite: Toys, houses, puzzles.

Newspapers: Indispensable for protection of floors and clothes. Use for making papier-mâché, modelling material, figures, animals, hats.

Round Oatmeal Boxes: Use in making drums, tom-toms, knitting boxes and wastebaskets.

Wallpaper: Use in home furnishings and for drawing and painting.

Waxpaper: Use under wet clay freshly painted objects to prevent sticking.

Wood

Wood Boxes: Use in making furniture, bird feeding stations, bird houses.

Broom Handles: Checkers, wheels, funnels for toy boats, totem poles, block printing.

Blocks and Scraps: Boats, puzzles, toys.

Chalk Boxes: Make into birdhouses, flowerholders and containers for games, cards, rulers, brushes and paints.

Cigar Boxes: Use in making toys, weaving, letter boxes, toy instruments of the orchestra, containers for minerals.

Cheese Boxes: Use in making miniature furniture, toys, looms for weaving, containers for games cards, rulers, brushes and paints.

Clothes Pins: Use to make games, dolls, fence posts and napkin holders.

Wood Crates: Use for construction work, bookcases, filing cases, storage shelves, playhouses, furniture. Use to build trains and wagons. Make puppet stage or moving-picture box.

Paddles From Mustard Jars, Wooden Spoons and Sucker Sticks: Use to stir paint for toys and model furniture construction and as modelling tools.

Small Kegs: Make into drums, chairs, use as containers for equipment.

Tongue Depressors: Use for modelling and soap carving.

Wooden Spools: Use in wood carving, toy making; use as bubble blowers, wheels and pulleys, puppets, woggles, block printing.

SECTION 4

MUSIC

Purpose and Values

In every culture, music provides an important means of expression, both of the individual within the culture and of the culture itself. The life experience of people the world over have been reflected in the music they have produced.

Music is part of a happy life. It doesn't always need planning or leadership. Children sing spontaneously while busily and happily engaged in other activities. Teenagers gather around the record player listening to and singing "hit parade" songs. Volunteer workers whistle or hum as they perform their tasks. Many games organized by the children themselves are singing games. It is difficult to imagine play without music.

There are many activities which the leader without musical training can use to enrich the program. Music can be combined with activities such as crafts (rhythm band instruments — simple instruments — shepherd's pipes); musical and dramatic activities can be combined in skits, plays and puppetry shows; musical games can be used for special events such as a musical journey around the world or an international song evening.

A musical program falls naturally into three sections: (a) listening — music appreciation groups, record clubs; (b) playing — rhythm bands, orchestras, bands, quartets; (c) singing — sing-songs, glee clubs, barbershop quartets, choirs, part singing. Cubbing can make effective use of some of the above musical ideas.

Everyone can participate in some type of musical experience, whether directly and creatively as in singing, or playing an instrument, or passively, as in listening. As each person participates, something of the feelings, emotions, and therefore, of the life experiences of the composer and the musician is transmitted to the listener. Music thus becomes a vehicle for the sharing of experience. Applied in combination with other forms of creative activities such as acting, crafts and stories, a new means of expression is created and a deeper meaning is given the old.

Music can be used to arouse, strengthen or soften the emotional "climate" of the group. Music provides a means of expressing emotion in a socially desirable manner, e.g., release of aggressive tendencies in percussion, of tension in group singing. Music helps to build a common bond within the group, as members participate in a common experience such as group singing. Signing, as an absorbing activity, provides security and self-forgetfulness. Through the introduction of music of other lands and people, the social horizons of Cubs may be extended and understanding deepened. Clearly, music is a basic, flexible, versatile tool which leaders should use consciously to achieve the objectives of their work with individuals and groups.



Leading a Music Program

A large proportion of musical programs arise spontaneously within groups. Leadership is needed, however, to extend the musical experience and understanding of group members. Some points to remember:

- A musical program is most successful when the motivation arises from the group itself. The leader's alertness in developing spontaneous interest will determine how much musical content will be included in the program.
- It is often necessary for the leader to make a direct suggestion to the group — "Let's have a sing-song" or pass out song sheets, and ask, "What would you like to sing?"
- Exposure to music could be part of other programs in which the group is already interested, e.g., playing recorded music during arts and crafts sessions or just for a listening session at meetings.
- Leader should know and encourage Cubs who are musically inclined and who could take an active lead in bringing music to the pack.
- Leaders with limited skills in this area should make use of available specialists in the community. These persons are often ready and available to assist in such programs.
- Sixers and others should be encouraged to lead the pack in singing. Leaders should use their judgement on this point. Unless a boy has real talent, singling him out usually is embarrassing to the boy and often to the leader as well. However, in group singing, if a boy has a good singing voice and is confident enough to sing to an audience, he could take the verse with the group coming in with the chorus.
- If boys play musical instruments or like to sing in small groups, they could be used on special occasions.
- The inexperienced may get some help from the use of very well-done tape recordings or good sing-along records. This of course does away with the personal approach, but might be the answer for the leader who can't carry a tune or who finds it embarrassing to stand up and lead a song.

The Sing-Song

The sing-song may be part of the campfire, but it should also take place any time the Cubs have a few minutes to spare. For example, encourage the Cubs to sing spontaneously while waiting for a bus to take them on a special outing.

The Songs

A sing-song should start with a song known to the Cubs, and one they like to sing. It should also finish with a song they know. Plan an outline in advance but make it flexible and ask for selections. If using song sheets, aim to dispense with them as soon as possible for they are distracting but do help in learning new songs.

Available Songs

Some songs suitable for Cubs are listed. There is also a very wide choice of song books and song sheets on the market. On your program, consider a variety in length of songs, types and rhythms.

Accompanist

It is not essential to have a pianist, but it often helps. An accordion, mouthorgan, mandolin, banjo, etc., can help brighten a sing-song, but the main thing is the leader. If you do use an accompanist, place him so that he can see the song leader. Be sure that the accompanist is a versatile person.

The Song Leader

The success of the sing-song depends on the leader. If he is well prepared, knows the songs, can sing reasonably well, is cheerful and enthusiastic, and can pass his cheerfulness and enthusiasm over to the boys, then a good sing-song is assured.

Song Categories — Variety Is the Spice of Life

Action Songs

Purpose

- To brighten the singing period.
- To help individuals in the group to forget themselves.
- To add a new “complexion” to an old song.
- To add physical activity.
- To develop alertness.

Helpful Hints

- Keep songs short or use well-known tunes.
- Plenty of repetition in words and music is an advantage.
- Teach the words before introducing the actions.
- Build up the actions — one at a time.
- Keep the actions within the physical limitations of the people and circumstances.
- Drop the words in favour of the actions, occasionally.

Some Titles

John Brown’s Baby; One Finger, One Thumb; Chester; My Hat It Has Three Corners; Under the Spreading Chestnut Tree; Three Wood Pigeons; McNamara’s Band; etc.

Novelty and Nonsense Songs

Purpose

- An outlet for the boys’ love of fun.
- To raise the spirit of the group.
- To show the lighter side of music.
- To tell a funny story musically.

Helpful Hints

- Keep them light hearted.
- Emphasize fun rather than accuracy.

CREATIVE ACTIVITIES FOR WOLF CUBS

- Introduce them often.
- Encourage the boys to teach new ones and keep a record of them — words and music.
- Don't forget that the repetition of meaningless syllables is often the basis of a good nonsense song.

Some Titles

Nursery Rhymes; One Man Went to Mow; The Keeper; Old MacDonald Had a Farm; I've Got Sixpence; Q.M.'s Stores; We Are the Redmen; A Capital Ship; She'll Be Coming 'round the Mountain; Clementine; Found a Peanut; etc.



Folk Songs

Purpose

- To gain a knowledge of other people and places.
- To develop a desire for musical exploration.
- To allow the use of other languages (much easier for children than for adults).
- To bring the songs heard on radio, T.V. and recordings into the boys' repertoire.
- To provide the background for other playground features such as folk dancing and drama.

Helpful Hints

- Always explain the origin and background of a folk song. If in a foreign language, teach the tune by humming or "la-la-ing" before the actual words.

Some Titles

Land of the Silver Birch (Canada); This Old Man (Eire); Waltzing Matilda (Australia); Alouette (Canada); Zum Gali Gali (Israel); Funiculi, Funiculi (Italy); Billy Boy (England); Auld Lang Syne (Scotland); etc.

Rounds and Harmony Songs

Purpose

- To introduce part singing.
- To offer controlled competition.
- To develop listening habits.
- To carry music beyond the “ordinary”.
- Harmony singing leads to glee clubs and choirs.

Helpful Hints

- Always use the whole group in “unison” while they are learning the song or getting “warmed up”.
- Unless a round is well known have it sung in two sections before trying three or more.
- Be sure to bring succeeding groups “in” at the right place.
- Add harmony to ordinary songs through “special endings” — two or three part harmony on the last few notes.

Some Titles

London’s Burning; Little Tommy Tucker; Row Your Boat; Lovely Evening; Kookaburra; Hear the Lively Song; Frère Jacques; etc.

Sacred and Serious Songs

Purpose

- For special events such as opening and closing ceremonies, mealtimes, worship services, celebrations, parents’ night.
- To help introduce the spiritual side of the program; love of God, of the great outdoors, of our friends, etc.
- To help introduce the classical music of the masters.
- To create a desire for greater musical knowledge.

Helpful Hints

- Be certain that there is dignity or reverence in each song.
- Create an appropriate atmosphere by having the boys stand or face in a certain direction (e.g., the setting sun for “taps”).
- Impress on the boys the purpose of each song and explain the words.
- Tell the boys about the composer of the song or the origin.
- Keep the “time” appropriate to the meaning — usually slow.

Some Titles

Taps; Upward Trail; Sing Your Way Home; Abide With Me; Jacob’s Ladder; Brahms’ Lullaby; O Canada; God Save the Queen; Green Grow the Rushes-O; Carols; Vesper Hymns, etc.; Sea Chanteys; Shenandoah; Call All Hands; Blow the Man Down.

Presentation

Have the Cubs comfortably seated, away from disturbing influences. Place the accompanist, if any, so that he can see the song leader. The first song should be known to all with a good tune, words and rhythm. Announce it clearly. Give a good chord on the piano or a solid note by voice. Never let the boys start by themselves without proper pitch.

Lead the song with enthusiasm and a good strong rhythm. If the song is short, sing it again without stopping. Immediately following the song, announce the second, sound the chord or starting note and proceed. It is better to have a good short sing-song than a tiresome long one. Never overwork a song.

It is good practice to introduce one novelty or other song easy to learn. The pack would like to learn something new, but about ninety per cent must be well-known songs. If the new song has a chorus, teach it first and give the Cubs a sense of achievement.

Use the rote system of teaching new songs, i.e., tell words, sing them, repeat words slowly, sing chorus and first verse together. It is also a help if the new song can be taught at a sixers' council before bringing it before the pack.

If a song lends itself to pantomime (such as "Clementine") have the Cubs carry out the actions. In action songs such as "Ach Von der Musica", let the boys use actions that are expressive and highly descriptive, only stopping short of whacking their neighbours in the eye.

Discourage shouting, but use tact as this is usually one way for Cubs to release pent-up emotions and to them there is not much difference between singing and shouting.

The last song should be well known with good words and rhythm. It should be a satisfying, solid song like "Good Night, Ladies", "Taps", "Softly Falls the Light of Day" or the National Anthem.

Listening to Music

The most difficult step in introducing "listening to music" into your program will be to keep the boys quietly seated. Success will depend on your skill as a leader.

First of all, a few DON'Ts:

DON'T use your own favourite records — not at first.

DON'T use lengthy pieces — boys will not sit for long periods. It actually may be better for them to get up and move about to the music every so often.

DON'T be afraid to try out so-called "music-appreciation". Tell a story about music; many modern recordings have the story told on the record cover. There are story aids available in local libraries.

DON'T play too many records at a sitting — especially for the first time. It is better to have the boys ask for more than to have them bored.

Now for the DO's:

DO play records over several times for your own benefit, to become familiar with the themes.

DO sit quietly yourself as an example to the boys.

DO let the Cubs suggest pieces — many of them have favourites. Occasionally a boy might be the story teller.

Perhaps you should start with a RHYTHM number, such as a march, with everybody keeping time in his own way. Then change to another rhythm, such as a waltz, and see what happens to the individual effort at rhythm. The next step should be MELODY, using a very simple folk song or game to begin with. A more complicated, but not difficult record could follow. By this time the boys may have formed ideas about the music in their own minds and these would be interesting for the group to hear. The instruments for the orchestra, individually and collectively, should be the next step, but unless your group is responsive, this phase may be better omitted until a later session.

The initial step, of getting the pack to sit and quietly listen, is the difficult part of the whole project. After that hurdle has been taken, the period of listening to music may well become one of the highlights of the meeting or camp program.



A Wolf Cub Band

Baden-Powell recommended that packs develop a Wolf Cub band. Cubs will enjoy this activity.

Rhythm bands are fun by themselves or as an accompaniment to singing. Given a couple of wooden blocks to clap, a tin can to beat, or a piece of metal rod to chime, the Cubs and the leaders will be fascinated by the effects produced. A good rousing tune is almost sure to produce a parade. Equipment can and should be of the simplest form. The Cubs themselves can easily make many of the instruments, and thereby tie in handicrafts with the project. Thus you have crafts with a practical purpose or music with a mechanical side. Here are a few simple suggestions:

- Staple or fasten a few small bells (the Christmas wrapping variety) to twelve inches of tape for tying around wrists.
- Cut old broomsticks into twelve inch lengths to be used as tapping sticks.
- Cut scrap hardwood into blocks about two inches wide and four or five inches long. These may be used in two ways; for clapping together or as sand blocks. Glue or tack sandpaper on one face of each block. Sand blocks are swished together.
- Old railroad spikes or bars of metal hanging on a string or selected horseshoes make good triangles or chimes if struck with a large nail.
- Pieces of rubber inner tubes stretched across the open end of large tin cans make good drums or tom-toms. Narrow strips of the inner tube cut crossways may be used as rubber bands to hold the "head" of the drum. Nail kegs and small boxes also serve as drums.
- A tambourine may be made from metal roofing nail discs (about one inch in diameter) loosely fastened in pairs on a stick with small nails. The cupped sides of the disc should face each other for the best tinkling effect.
- Many of the popular noise-makers used for New Year's and other celebrations are useful for special effects.
- Glass bottles or jugs of water can be used. Add or take away water until the proper note is heard when struck with a stick. This is a fascinating experiment for a Cub with a good musical ear.
- Pots, pans, mixing bowls, old bells and rattles, all offer interesting possibilities. Pot lids may be used as cymbals.

The band simply keeps time to the music by beating drums, ringing bells or tapping sticks in the same way as ne would clap one's hands or tap one's feet to a good rhythm. Phonograph records, a piano or a good song will serve as the basis.

Conducting is developed by perseverance and careful study. Give distinct beats in time with the music. In a short while the conductor will be able to work out rhythmic patterns quite pleasing to the ear. Strict discipline through concentrated interest and attention is most essential. Let boys take turns at conducting.

Campfires

This was one of B.-P.'s methods of teaching. With a program of songs, stunts, skits and stories the Cubs have an enjoyable and rewarding experience.

The program should be rather informal, happy and short. About fifteen to twenty minutes is long enough.

Have fairly quiet activities prior to the campfire. Some packs close their formal meetings and then have their campfire. By turning off the lights and using the light from one or more candles in a can, you have an unusual setting. Possibly someone might make the pack an artificial fire with sticks arranged log-cabin style and surrounding a red light bulb.

The program should consist of a mixture of songs, a selection from the rhythm band, possibly a skit or two, a campfire game and finally a yarn. As a finale, conclude with taps or prayers and "Good Night, Go Straight Home."

SECTION 5

STORIES

Purpose and Values

The beginnings of literature were the stories told by the ancient chieftains, medicine men, wise men and troubadours. By the campfire, in the halls of ancient castles and the courts of kings and rulers, the story teller was found. He could fire imagination and kindle emotion, he could sway his hearers, moving them to sadness or gladness, or fanning their hatred into a flame of fury.

At all ages of the world and for many people of all ages the story was and is an instrument of many strings. Here is an area where leaders can bring a distinctive service and a powerful force into action.

Telling stories to Cubs is not only a form of entertainment, it is also a natural way of teaching them many things including the inculcation, through story-example, of good habits and good principles. It also serves to satisfy the hero-worship tendencies of this age group.

B.-P. said, "Upon the way people act in the story he (the Cub) is forming his judgement of the world's ways, of men's motives, of cause and effect". Therefore, it is important that good stories are used — for a story teller may never know how the listeners will take a story and build on it.

Who is to Tell the Story?

All the leaders should take part in this grand adventure. And, as it is valuable experience for the Cubs to meet a variety of personalities, invite the chaplain, other Scouters, instructors and district staff to do their part. With a little determination and tact, you may even entice the Scoutmaster to yarn to the pack. He can tell the Cubs of the World Jamboree which he may have attended, or of the time one of his Scouts fell into a grease pit at the last troop camp.

The Cubs themselves can tell stories and it is good experience and training for them. Opportunities should be allowed for this experience at meetings, camps and on outdoor trips.

How to Choose the Story

The story should be simple, direct and virile with a strong dramatic plot of appeal to boys. Each incident should create a picture in the Cub's mind.



Here are qualities that boys like in stories:

- Action — something happening, excitement, danger, adventure, conflict and combat.
- The generous, the brave, the fair in action — heroic and the noble qualities befitting a hero.
- Animals, courageous loyal pets, the conflict of wild animals and animal habits appeal, especially at younger ages.
- Mechanical things — machines, airplanes and strange inventions. These have an almost universal appeal, especially at older ages.
- Travel and strange people provide a rich field of fact and adventure.
- Indians and pioneer life are not only inherently interesting but have historic and patriotic values.
- Humour and fun, but boys like serious stories too.

How to Prepare the Story

- Select a story that appeals to you. In this way, it is easier to put it over to the Cubs.
- Read it over for general plot, getting clearly in mind the general scheme and atmosphere.
- Read again, noting characters, places, plot and situations that appeal to you.
- Make brief notes on a card or in your story book.
- Read again to review the above points.
- “Live the story” as you learn about it.
- Know exactly how to begin the story.
- Tell the story to yourself, aloud if possible.
- Tell the story to your family, the sixers or a group of boys to gain their reaction.
- Know exactly how to end the story.

How to Tell the Story

- Be sure you and your audience are comfortable. Sit or stand close to the boys.
- Arouse interest by an attention-getting opening sentence or phrase.
- Gradually create the atmosphere of the story.
- “Live the story” with your audience. In other words, forget yourself.
- Hold closely to your prepared plan. Digress, and you may get lost.
- Speak clearly, naturally and rather slowly, using good, simple language.
- Use gestures if you feel like it. Use puppets or illustrations if they help.
- Talk directly to inattentive boys, this will win back their interest.
- Make good use of suspense, e.g., pause occasionally, but just long enough to make listeners curious.
- When finished, stop talking.
- Discuss the story after it has been told.

Where to Look for the Story

Yarns: The Cubs like to hear the stories as they are written, but that is not to say that it is wrong for a leader to tell a story as a brief yarn, perhaps adding some details and omitting others.

Fables: Younger Cubs enjoy the Aesop fables; don’t stress the moral.

Parables: Bible parables, well padded and possibly brought up to date are usually successful, easy to prepare and full of practical application.

News: Take full advantage of news items. Many of these provide excellent material for short and enjoyable educational yarns.

Personal Experience: All of us have had interesting experiences. With a little thought, our adventures can be padded with details, extra characters and formed into very good yarns, which, because they are true, are of vital interest to the boys.

Walt Disney Classics: There is a wealth of material here — *Old Yeller*, *Midnight and Jeremiah* — all the animal classics which Disney has produced in short form. The Cubs will supply many books from their own shelves and could tell these stories themselves.

Nursery Rhymes: Have you tried converting a nursery rhyme to a yarn by adding extra details of time, place and character? The results are usually quite extraordinary, and the Cubs like them.

Myths and Legends: Myths and legends of Greece and Rome are another useful source of yarns. Nature myths such as *Why the Kiwi Cannot Fly* are excellent. Stories of the constellations are another source.

The public librarian can refer you to all sorts of good books.

Check and adapt articles and stories in magazines, newspapers, books, pamphlets, *The Scout Leader* and so on.

Use the *Jungle Books* and particularly the *Mowgli Stories*. The longer stories can easily be told in serial form. Then go on to the other Jungle Book stories such as:

- *The White Seal*
- *Rikki Tikki Tavi*
- *The Miracle of Purun Bhagat*
- *Toomai of the Elephants*

To emphasize the Cub's "duty to God" there are Bible stories:

- *Joseph and His Coat of Many Colours*
- *David and Goliath*
- *Israelites Passing Through the Red Sea*
- *The Fall of the Walls of Jericho*
- *The Good Samaritan*
- *The Good Shepherd and the Lost Sheep*
- *The Prodigal Son*



And then there are:

- *Stories from Uncle Remus*, by Harris
- *Stories of the Saints*
- *Wild Animals I Have Known*, by Seton
- *Stories of Robin Hood*
- *Knights of the Round Table*
- *Kingsley's Heroes*
- *Treasure Island*

Look out for nature stories and check the story books listed in the Supply Service's annual catalogue.
Use different types of stories:

Myths	Stories of Heroes	Current Events
Legends	Humour	History
Nature Stories	Real-life Stories	Circus Tales
Animal Stories	Romances	Patriotic Stories
Mysteries	Adventure Stories	Special Holidays
Folk Tales	Sports Tales	Bible Stories

Some More Ideas

Experience

Vincent Van Gogh, the Dutch painter, said "By painting, one becomes a painter". The same is true regarding story telling. The more experience one gets the better will be his story telling. Practice brings ease, enjoyment and skill. This applies to both adults and boys.

Let Cubs Tell Yarns

Let the Cubs tell yarns. Try the game where someone begins a tale, but as soon as he uses the word "and", his neighbour must take over and carry on the story. This will encourage the shy boy but doesn't put him in an embarrassing situation.

Try Out Your Story

Tell your story at a sixers' council or before a small group of boys. If it appeals to them it will almost certainly appeal to the Cubs. The fact that the sixers know the story doesn't really matter as most boys don't mind twice-told tales when they are worthwhile.

Story Scrap Book

Start your own book of stories. It could contain heading outlines of yarns plus clippings from newspapers, magazines and other sources on nature lore, examples of public service, stories of heroism, etc.

Reading

Some stories may be read, but generally, stories which are told are better received. Reading is a valuable substitute for telling stories. B.-P. said, "Reading aloud is better than nothing".

Yarn Time

Yarns at the end of a pack meeting should follow a quiet song, be completely unannounced and preferably, are told by someone who hasn't been too involved in running the program. The quiet different voice filling the slight pause at the end of the song will catch and hold the attention of the Cubs.

Round Story

A round story is one started by a leader or boy who takes a fast moving story to a critical point and then quickly indicates another boy who must carry it on at once, and so on. Try this on outings, during rest periods or while waiting for transportation.

Serial Stories

Don't drag them out. The *Mowgli Stories* are good for this purpose and may help the slack Cub in his attendance at meetings.

The Life of B.-P.

Anecdotes from the life of B.-P. make good short yarns at meetings. Source material, *The Wolf That Never Sleeps*, by Margaret de Beaumont, the Girl Guide Association; *The Baden-Powell Story* and *Adventures of a Scout*, obtainable from Scout distributors.

True Stories

Boys like true stories. The daily newspaper is a source of many brief yarns, e.g., a river rescue, the bravery of a boy who saves his sister from a fire, the press accounts of the award of the George Medal, etc.

Twice-Told Tales

As Cubs appreciate good tales, it is better to learn a few stories really well before trying to learn many stories. All good stories are worth repeating.

Additional Activities

Capitalize on any activities suggested by the story (songs, poems, crafts, plays, etc.) Let the Cubs act out parts of a well-known story in pantomime while it is being told. For example, the storming of the fort by the mutineers in *Treasure Island* could be an enjoyable activity.

Final Comments

- Story telling can form a most important part of everyday teaching of both skills and attitudes.
- Primary teaching, in any subject, consists mainly of stories.
- Boys of Cub age enjoy stories told properly by capable tellers at appropriate times.
- Stories must fit the situation and the time, and should be geared to the age level of the listener.
- Stories are best TOLD and not READ but reading is better than nothing.
- Boys enjoy telling their own stories.
- Story telling is a means of communication between leaders and boys.
- Ghost stories have a place if used properly and have definite and logical conclusions. (It all depends on the ghost!)
- Question periods following teaching stories ensure that the point has been put across and helps to develop discrimination.
- Success of the story depends upon the teller. Leaders should make full use of the abilities of good story tellers. Story telling can be learned if a leader starts at a level within his own capabilities and experience and gradually improves through practice.

Reading

Closely allied to story telling is the art of reading. "The pen is mightier than the sword" is an old saying and, used in the right way, the pen is surely a mighty weapon. Think of the thousands upon thousands of books that have come to us as a result of man's ability to put his thoughts on paper. Thoughts that have enabled those who come after to learn so many things of past and present times, and in turn, will enable those who come after us to learn things of our times. Think of the books, books full of

wonderful stories, stories of adventure and romance that have brought many wonderful, thrilling and exciting moments to their readers. With these thoughts consider how you can introduce your Cubs to the world of books.

Baden-Powell was an ardent reader and, in his wisdom, said to Scouters, "If you can hand on something of the love of books to your Scouts, you will be giving them friends which will never fail them".

In Cubbing, we are dealing with boys who have more leisure and certainly greater curiosity than any other age, who are at their most impressionable age and who are at the most avid reading age. If, at this period of a boy's life, we can develop or reinforce an interest in books, then we will be doing untold good for that boy.

Why Read?

If children are to learn to read well and to love to read, they must have many books that they can treasure, call their own and share at times with others. They need books of fun and fancy which they can read in quiet moments for sheer enjoyment. They also need books of fact that tell them about themselves, other people, places, things and ideas. Thus they learn through reading, while learning to read, and come to know that reading is not only for fun but also for finding out.

Your Part

This is a co-operative venture shared by parents, teachers, librarians and Scouters.

For example, through your stories you can stimulate an interest in reading, especially if you have a story book at hand and let the boys handle it and look over the illustrations. Praise those Cubs who tell stories to the pack. Have special pack meetings with a Treasure Island or Robin Hood theme and tie in your activities to a book. Give books as Christmas or birthday presents, or as prizes for periodic competitions. Have a pack library looked after by a Cub and based on the *Wolf Cub* and *How and Why Series* of books listed in the catalogue.

Use the Parents

Tell parents about good boys' books on the market and send them book lists and book marks listing some titles. Suggest that they surround their sons with good books, that they read or tell stories to their sons and vice versa, and encourage them to buy books as presents. Finally, show them that it is possible, and sometimes necessary, to guide their sons into good reading.

What About the Librarian?

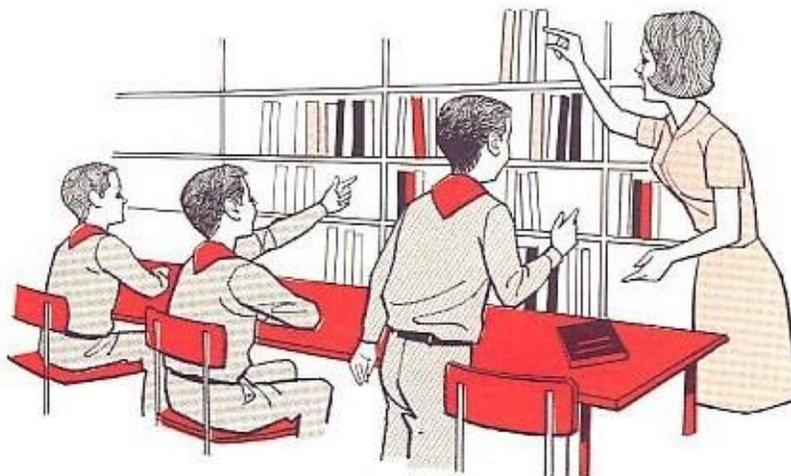
Have parents, assistant or activity leaders or members of the group committee take small groups of Cubs to the library. Arrange beforehand with the librarian to meet them, and tell a story and give them a tour of the building. Prompt Cubs to ask questions about books and things they would like to know.

Ask the librarian to come to the pack and tell a story or give a handicraft demonstration, or just yarn about books and show some well-illustrated examples.

Book lists, story hours and special displays can all be used to develop boys' interest in the library. Encourage them to become active members and allow credit on star work as approved by the library staff.

Use the librarian to encourage Cubs to work on the Readers Badge.

Let the boys know that the librarian is one of the best friends a boy can have for information and advice in choosing good reading material. If there is not a public library nearby, write to the provincial librarian of the provincial department of education. Most departments operate travelling library services for remote areas and will be glad to help you.



Further Ideas to Encourage Reading

Special Pack Meetings — Books such as *Treasure Island*, *Robin Hood* and *Robinson Crusoe* can be easily adapted for special pack meetings. Encourage the Cubs to read the books and thereby contribute ideas and real spirit to the program.

Acting — To develop the imagination of your boys, have them act out portions of the stories they have read or told. This is especially good for legends and folk stories.

Masquerade — Have the Cubs come to the meeting dressed as book characters and give book prizes for the costumes.

Use Your Notice Board — Post questions for Cubs to answer or to find the answer. Examples: Where does the reef knot come from? Why does a dog turn around and around before settling down? What makes thunder? How did the elephant get its trunk? Who was Long John Silver? Post a list of books or brightly coloured bookmarks, or both on the board. Have a quiz during a quiet minute of your meeting to see how many Cubs know or have read any of the books.

First Aid for Books — Plan a demonstration of “first aid for books” at the meeting. The librarian may be of help. Have a supply of mystic tape, bond paper, scissors and photographic paste or bind-art plastic adhesive. Get each Cub to bring in a well-worn book for repair. The books could then be turned over to a children’s home.

Good Turns — Can your pack be of help to the local librarian through moving books to a new library? Could they collect books for a children’s home or hospital? What about collecting pocket books for the old people’s home?

Skits — Prime a number of boys to mime a portion of a favourite book. Have the other Cubs guess the title of the book.

Quiz — Make up a quiz based on one or more books and ask each six in turn a question on the quiz. Sample questions: “What was the name of the boy in *Treasure Island*?” “Who helped Tom Sawyer to whitewash his fence?”, and so on.

Final Point — The boy who becomes familiar with books, who learns to use and enjoy them and to profit from his reading is likely to carry this invaluable habit into adult life.

RESOURCE MATERIAL

Scouters will find a number of books on these subjects in the current catalogue. In addition, newsstands and book stores carry a surprising number of inexpensive magazines and booklets dealing with creative activities. Check appropriate sections of local library.

Local “experts” in these subjects are readily available in most communities and usually are willing to share their knowledge and skill with boys and leaders.

General:

These books provide ideas on all the creative activities —

Hi Neighbour, United States Committee for UNICEF, United Nations, N.Y.

This is the overall title of a series of books produced annually over the last few years by UNICEF. Each contains ideas on songs, crafts, games and stories from five foreign countries. Available from United Nations Association, Toronto, Canada.

Fun Around the World, McGraw-Hill, Fun and Activity Book, 1955.

A fact and fun activity book on how boys and girls of the United Nations live and play — covers ideas on stories, games, toys, costumes and flags.

ACTING

Film

Pantomimes

A film with Marcel Marceau presenting five silent acts. Available from Embassy of France, Ottawa.

Books

Stories to Dramatise, Winnifred Ward, National Recreation Association, 1952, 8 West 8th Street, New York.

A large selection of stories for use in a creative dramatics program. Material is grouped by age level.

The Cokesbury Stunt Book, A.M. Depow, National Recreation Association, N.Y.

A collection of simple and nonsensical stunts.

Easy Stunts and Skits, National Recreation Association, N.Y.

Sixteen short, easy to produce stunts.

Creative Dramatics for Children, Frances C. Durland, Antioch Press, 1952.

A practical manual to assist leaders in developing plays from familiar life situations and literature.

Books for Ideas on Special Pack Meetings

The Indian Tribes of Canada, Eileen Jenness, Ryerson Press, Toronto.

The author is the wife of Diamond Jenness, whose large work, *The Indians of Canada*, achieved instant popularity. Eileen Jenness has based her work largely on her husband’s book. This smaller volume is a popular and authoritative history of the first North Americans.

Indians, Claude Appell, Ryerson Press, Toronto.

A book that vividly recalls the fascination and excitement of bygone days. It tells of the various Indian tribes and their way of life — legends, customs, hunting, famous chiefs, tribal wars. Seventy-two full-colour illustrations.

Exploring Space, Colin Ronan, Ryerson Press, Toronto.

The story of space research starts with a description of the various telescopes and their uses and goes on to accounts of balloons, rockets, satellites, space probes and many connected subjects. The book concludes with an account of man's journeys into space and the possibilities of a landing on the moon. Black and white illustrations.

GAMES

Active Games and Contests, B.S. Mason and E.D. Mitchell, A.S. Barnes & Co.

Although written primarily for school and playground use, many of the activities described are suitable for active play at home. The age level at which each activity contributes most is indicated in each case.

The Book of Games for Home, School and Playground, W.B. Forbrush and H.R. Allen, J.C. Winston & Co.

This book includes hints for parents even though the activity descriptions are written so that boys and girls, themselves, can understand the instructions. Activities are classified according to the age and the size of participating groups.

The Family Pleasure Chest — Fun at Home, H. Eisenberg and L. Eisenberg, Parthenon Press.

Games, outings and parties both indoor and outdoor, family festivals and hobbies are supplemented with sectional bibliographies.

Games, Jessie H. Bancroft, The Macmillan Co.

This standard source for playground leaders and elementary schools contains sections on active, social, quiet and singing games, stunts and games for one or two.

Games for Every Day, G. Elliot and A.R. Forbrush, The Macmillan Co.

A valuable collection of things to do arranged in nineteen sections including Rainy Days, Parties, Convalescence, Outdoor Games in Winter, Make Believe and All By Myself.

Games the World Around, S.E. Hunt and E. Cain, A.S. Barnes & Co.

The playground games of thirty-five countries described are indexed according to age and to type of games. Suggestions for the planning, organization and supervision of play are included.

Games and Parties the Year Round, Nellie M. Lewis, Ryerson Press, Toronto.

Tricks, puzzles, contests, family fun, camping ideas and a host of other games make this valuable book a blessing to leaders and a useful addition to any bookshelf. Two important features are the list of necessary equipment after each game and a helpful system of indexing.

Games for Quiet Hours and Small Spaces, National Recreation Association, N.Y.

Tricks, puzzles, riddles, games for two and larger groups and games to play while travelling are covered.

HANDICRAFTS

Films

Creative Hands Series, National Film Board.

Eight titles, including mask making, finger painting, paper sculpture.

The Loon's Necklace, Canadian Film Institute.

An excellent film using authentic Indian masks. It tells the story of how the loon got its colorful neck feathers.

Origami — *The Folding Paper of Japan*, colour sixteen minutes.

Available from the Embassy of Japan in Ottawa or Consulate-General offices located in Montreal, Vancouver, Toronto and Winnipeg.

The Puppeteers, National Film Board.

Totems, ten minutes, colour sixteen mm.

Complex and inscrutable, the totem poles carved by the British Columbia Indians are symbols of a strange and ancient culture. Amidst the massive scenery of the far west, they portray the relationship between man and animals, man and his environment, recount family history and achievements, and the religious myths of different tribes. As background to the weird and beautiful carvings, the film is accompanied by traditional Indian tom-toms and chanting.

Books

The National Recreation Association, 8 West 8th Street, New York 10, N.Y., provides many inexpensive pamphlets for use in arts and crafts. These cover games, puzzles, camp projects, puppets, kites, maps and nature prints.

It's Fun to Make Things, Martha Parkhill and Dorothy Spaeth, Copp Clark, 1941.

Directions for making useful articles from scraps of wood, tin, leather, paper and other inexpensive materials.

Sir George's Book of Hand Puppetry, George Creegan, Ryerson Press, Toronto.

How to make puppets, costumes, stages, choose music, adapt stories. Explained in simple text supplemented with line drawings and photographs. A summary of the history of puppets is included. This up-to-date book includes information on new materials and on costuming not easily obtainable elsewhere. It is intended for beginners and younger puppeteers.

Introduction to Art and Craft, C.M.B. Van Homrigh, Ryerson Press, Toronto.

A book written for young people interested in and practising art. It gives practical hints and describes numerous activities in art and design and the reader will find it a guide in experimenting and creating in paint, clay, wood, wire, papier-mâché, potatoes and many other materials. Practical assistance is given in painting, freehand drawing, modelling, carving design, print making, lettering and poster making. A special chapter introduces the work of famous artists. One hundred illustrations, eight in full colour.

The Group of Seven, Thoreau MacDonald.

This booklet briefly describes the history of this famous group of Canadian painters. Twenty-four halftone illustrations.

838 Ways to Amuse a Child, June Johnson, Gramercy Publishing Company, New York, 1960, 216 pp.

Crafts, hobbies and creative work for the child of six to twelve. Book includes excellent references and has ideas on travel and convalescence.

Whittling is easy with X-Acto. X-Acto Corporation, Long Island, New York.

MUSIC

Films

I Know an Old Lady Who Swallowed a Fly. I Don't Know Why She Swallowed a Fly. I Think She'll Die, five minutes, thirty seconds, colour, 16 mm.

So goes this nonsense song sung by Burl Ives and given unrestrained interpretation by cartoon artists. Written by Canadian folksinger Alan Mills, *Old Lady* is a most suitable subject for film animation. Colours, figures and action all help to build and enhance the song's wayward fancies.

Boy Meets Band, eleven minutes, twenty-eight seconds, b&w (with colour), 16 mm.

They are only pint-sized musicians but they make peppy music. The West Vancouver Boy's Band, prizewinners at band festivals in Canada and Europe, set feet tapping in this film as they rehearse for a gala local event, the city's May Day celebrations. By following the initiation of a new recruit this film shows the full scope of musical opportunity given to youngsters in Vancouver through joint community effort.

Canon, nine minutes, thirteen seconds, colour, 16 mm.

In its simplest form the canon is a kind of singing game, a round for voices where each singer picks up the words and tune a beat or so after the preceding one. Popular canons are the familiar *Frère Jacques* and *Three Blind Mice*. In this film Norman McLaren and Grant Munro demonstrate, by animation and live action, how a canon works. First a child's blocks are used in a checkerboard to illustrate the form of *Frère Jacques*. Then animator Grant Munro acts out two additional canons specially written for the film.

Folk Song Fantasy, seven minutes, seventeen seconds, colour, 16 mm.

Colourful animated puppets enact the narratives of three folksongs. Emma Caslor's solo voice leads a plaintive air to *The Riddle Song*, which asks such questions as, "how can there be a cherry without a stone?"; *Who Killed Cock Robin?*, the mystery of birdland; and the more lilting strains of *The Cooper of Fife*, who was able to sway his wife from personal vanities by masterful self assertion.

Tape Recordings

Music for Young Listeners

Tape recordings of classical and semi-classical music by Tower Productions. There are three series (Green Book, Crimson Book and Blue Book) which contains recordings selected to appeal to children. The tapes are available individually, by books, or as a complete set. To provide greater enjoyment and educational value, a music appreciation book by Lillian Baldwin on the composers and works for each series is available. These books are written clearly and simply, so that the child of eight and over can enjoy them. These tapes are available in Series "B" — 7½ i.p.s. Dual Track five inch reels only.

Books

How to Lead Group Singing, Helen and Larry Eisenberg, N.R.A.

How to plan, select, lead and accompany sing-songs.

Forty Approaches to Informal Singing, Siebolth, Frieswyck, N.R.A.

Offers suggestions for making group singing a pleasant activity.

Recreation Through Music, Charles Leanhard, A.S. Barnes, 1952.

Listening, signing and playing activities with the role of the leader clearly identified in each type of approach.

Filmstrip

Jack Was Every Inch a Sailor, N.F.B.

An entertaining way of learning a rollicking Newfoundland folksong about a brave and brawny sailor who was swallowed by a whale. Colourful cartoon pictures illustrate each line of the song, and the filmstrip — both the version with manual only and the version with sound recording — is arranged so that the song may be taught in easy stages.

STORIES

Books

The Way of the Storyteller, Ruth Sawyer, Viking, 1951.

An essential book on story telling using the author's own rich experiences.

The Art of the Storyteller, Marie Shedlock, 1951.

Still one of the best, most readable and most useful books on the subject.

Strange Tales of Canada, Louise Darios, Ryerson, Toronto.

Translated by Philippa C. Gerry. Mounties, prairies, forests, Indians and Eskimos are all part of the mystery of Canada. In exploring the legends and secrets of the ethnic groups which shaped the country, Miss Darios offers interest, intrigue and understanding. A tradition, a saying, a belief, or a news item has inspired a story from each province.

Exploring Myths and Legends, George Baker, Ryerson, Toronto.

Stories from ancient mythology and world folklore retold in lively and entertaining style with explanations of their origins and oddities. Illustrated.

Famous Leaders Through the Ages, Ryerson Press, Toronto.

The stories of fifty great men and women, who by their lives and deeds have left their mark on the pages of history — from Darius of Persia and Alexander the Great, to Commander Byrd and Gandhi, and from Joan of Arc to Florence Nightingale. Brilliantly illustrated in colour.

The Children's Bookshelf #304, Superintendent of Documents, U.S. Government Printing Bureau, Washington 25, D.C.

Parent's Guide to Children's Reading, Nancy Larrick, Pocket Books.

Star Legends, National Audubon Society, 1130 Fifth Ave., New York.

Pamphlets

Stories to Tell to Children, Laura Cathon, ed. 1950.

A selected list for use by libraries, schools, clubs and radio prepared by the Carnegie Library of Pittsburgh.

For the Storyteller, National Recreation Association, N.Y., 1954.

A useful pamphlet on the subject with classified lists of stories.

Stories to Tell, Isabella Jinnette, etc., 1956.

A list of stories with annotations prepared by the Enoch Pratt Library in Baltimore.

Stories, Eulalie Sternmetz, 1949.

A list of stories to tell and to read aloud prepared by the New York Public Library.

Filmstrip

Your Children's Reading, National Film Board.

Two further sources of worthwhile information are —

Venturing, Boy Scouts of Canada

The resource section of the Venturer's manual lists over 2,000 films and many books covering a wide range of subjects. The films are all available in Canada for the cost of shipping only.

Creative Power, (the education of youth in the creative arts), Hughes Mearns, 1958.

This highly recommended book provides clues to help teachers, parents and youth leaders stimulate the latent power of creative expression in children.

How to Obtain Films in Canada

You can borrow them at nominal service charges from the 16 mm. film library that serves your local organizations. Most communities have a public film service, often at the public library. If you are in doubt about the most convenient source of films, ask the National Film Board regional office or district representative nearest you.

If the film you need is not available locally, try the larger film libraries of your province, or book it from the Canadian Film Institute, 1762 Carling Avenue, Ottawa 13, Ontario. National Film Board films and many others are available from the Institute which ships films anywhere in Canada for a modest service charge and the cost of shipping. Ask the Institute for its booklet outlining its film services.

Your local headquarters will also supply you with the film catalogue prepared by the National Headquarters, Boy Scouts of Canada.