

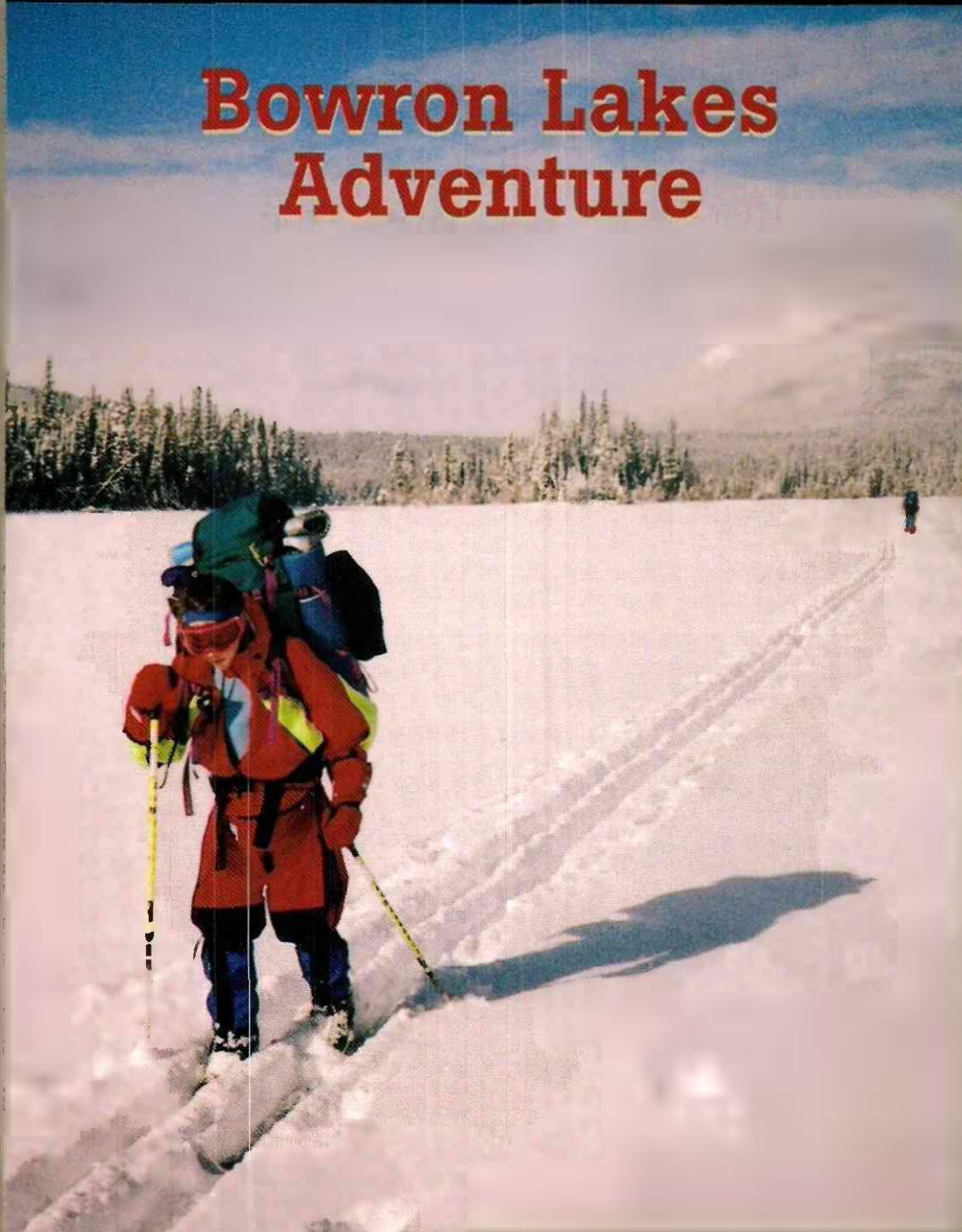
# the leader

NOVEMBER 1995

VOLUME 26, NO. 3

## Amory Award Winners

### Bowron Lakes Adventure



FIRE SAFETY • WINTER CAMPING • CO-ED SCOUTING



# Co-ed Scouting

by Garth Johnson

**T**hree years have passed since our decision to make co-educational Scouting an option for membership in all section programs. During that time we have fine-tuned the guidelines a little and considered the wisdom of the decision at all levels of the organization. Some members seized the opportunity and currently run successful co-ed sections; others have decided to continue offering their boys-only programs. While almost an even split exists between male and female leaders running the programs, youth membership still consists of very few girls. Clearly, we have not yet embraced the option.

In this issue we review a bit of the background thinking behind the decision to "go co-ed," as well as highlight one group's successful foray into providing their programs to both boys and girls (see *Sugar and Spice*, p. 8). The



Photo: Allen Macartney

joint *Sharing/Paksak* column gives additional food for thought regarding gender and its program implications. Future *Leader* issues will provide more information on co-ed Scouting.

If you run a co-ed section, let us know how it's going. We'll share your practical tips, pointers and general observations. If you don't offer a co-ed program, tell us why not.

Is the co-ed option news to you? Why not consider it? Talk to your members. Whatever your decision, keep Scouting and keep sharing your ideas with us.

This issue also contains a piece by Stephen Kent, Chair of the National Youth Committee (see p.19). The Committee will continue telling us about its important discussions and unique perspectives in future issues. Watch our pages!

## Feel Good!

**S**ome of our recent Public Service Announcements asked the question, "What about the good kids?" This was Scouts Canada's response to a steady barrage of media stories about kids in trouble. Well...

Pip Challis, Facilities Manager at Royal Holloway College where the Canadian Contingent to the 18th World Jamboree gathered prior to the event, sent

a letter describing our Canadian youth. Ms. Challis wrote, "... your group of Scouts is the politest group we have ever had at Royal Holloway. I can honestly say that it was a pleasure to have you here."

Good kids indeed. A tip of the beret to contingent leaders and to all Scouters helping kids achieve their full potential. Others notice.

## Added Value

Is your council newsletter tucked into the centre of this magazine?

For three years now the *Leader* has provided councils with this efficient and inexpensive means to distribute local news. Not all councils participate, but if you receive your magazine and newsletter in one convenient package, we hope you find it useful. Let your council office know how you feel.  $\lambda$

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# the leader

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**A Cold Challenge**

page 4

## 1994 Amory Adventure Award

# BOWRON LAKES WILDERNESS CHALLENGE

*from the 31st St. Cyprians "B" Venturer Company*

### "Practice doesn't make perfect, but it helps."

*This was just one of many lessons Venturers from the 31st St. Cyprians "B" Company, Calgary, AB, learned during their Bowron Lakes wilderness ski and canoe trip last year.*

*The expedition won them first prize in the 1994 Amory Adventure Award. Venturers Matt Sniatynski, Scott McRae, Steve Billups, Michael Dyer, Carl Kinton, Gavin Duggan, Justin LeBlanc, Kerry Showman and Paul Brooks, were helped by two advisors, Clint Brooks and Mike Dyer Sr.*

#### Wilderness Dream

For months a rectangular chain of connected waterways called Bowron Lakes in northern British Columbia had fired our imaginations. Some Venturers wanted to ski them in February; others wanted to canoe them in July.

"The idea of breaking trail on cross-country skis for 116 km and surviving in the dead of winter seemed an incredible challenge," said advisor Clint Brooks. "Perhaps they could canoe the route in summer, but the winter skiing... NEVER!" The planning and physical training would be too much for teenagers.

The rest of us disagreed and set to work. "Hope for the best, but plan for the worst." We repeated these words often during the next months while pouring over maps, drawing up equipment lists, honing survival skills and packing.

The trips required different physical training. Skiing emphasizes lower body

strength and endurance while canoeing focuses on upper body muscles. Our preparations involved many weekend skiing trips and mid-winter canoe rescue lessons in a pool. All members are excellent swimmers, but we needed to learn more about cold weather survival, hypothermia and first aid.

The winter ski trek was the most physically exhausting and dangerous part of the adventure. Extremely cold temperatures, high winds and blizzard conditions, combined with the remote location demanded that we take every imaginable precaution.

Both trips proved expensive. Our fundraising efforts focused on Trail's End popcorn, bottle drives, cheese sales and helping at a Christmas tree lot. Several businesses donated material or equipment. We built a sled (Beaver lumber provided wood and hardware) to carry most of our gear.

Illness and unavoidable work opportunities kept several people from taking part in both trips. But everyone participated in the planning, training and work-up. Finally the day arrived for our ski trek.

#### No Going Back

Leaving Calgary in the early morning of February 18, we drove to Bowron Lake. Here we loaded our sled with tents, stoves, fuel and food. Grey clouds hid the sun; a strong wind swept the snow-covered lake. Bouncing with enthusiasm, we set off. Several hours later we took shelter behind some sparse bushes and hungrily ate a snack. After skiing over a frozen marsh we hit our first patch of open water. Carefully our lead skier probed around to find an ice bridge strong enough to support

us. Crossing safely proved relatively easy. Pressing on to Swan Lake, we set up camp where Justin (our chef that night) made tortellini and tomato sauce. Delicious.

Next morning the temperature dropped to  $-19^{\circ}\text{C}$  as we set out. Four lakes and one broken pole later we arrived at our campsite hungry and tired. After a hearty supper, we climbed into cold sleeping bags wearing all our clothes to keep warm.

The third day dawned even colder. An overgrown portage route deep with snow led to the Caribou River. Here, open patches of flowing water barred the way. Our group hugged the shoreline for several hours before arriving at our new campsite. A roaring fire and a hot meal lifted everyone's spirits.

#### More Than Expected

Despite our training, the six day winter survival trip turned out more difficult than expected. The sub-arctic temperature bit hard. Breaking trail in deep snow while pulling a heavy sled was very difficult. Struggling through thick underbrush to avoid open water on rivers and lakes made travel beyond 16 km a day impossible.

Half way through the trip we abandoned the sled and transferred the load to our already full packs. This placed more demands on our equipment. Within days two skis broke and five bindings were damaged. We repaired everything with a small repair kit and pressed on.

Originally the company planned for a six day trip. Low temperatures, deep snow and open water stretched the wilderness trek to eight days. This forced us to ration food.





We woke up on our last day with still 26 km to go. The weather: strong wind, blowing snow and -30°C temperature. Could we make it? As we skied across the final lake, a collection of strange sounds followed us — squeaks from broken poles, clicks from shattered ski tips and groans from overloaded packs. With every step the rhythmic 'clatter' blended together into a pleasant symphony. Ten hours later we reached the van.

What a feeling. We did it! The trip was tough, but worth it.

### Dip, Dip And Swing

Seven people went on the summer trip using three canoes and one kayak. Our adventure began with a 2.4 km portage in the pouring rain. With canoes over our heads, we skipped down the winding path toward the first lake, enthusiastically swatting mosquitoes. Cold rain water ran down our arms. Little did we know it then but rain would follow us during much of the trip.

At the end of the portage, Kibbee Lake spread out before us. After sliding the canoes into the water and loading our packs we set out. The paddling was easy. Soon the rain faded into a soft drizzle. Hours later we set up camp and went to bed.

Next day the rain woke us as it streamed down our tent flies and gurgled into puddles. We set out on the lake pelted by enormous water drops. Hour after hour with paddles dipping into the cold water, the spectacular scenery of these lakes awed us. Waterfalls cascaded down steep rock walls while eagles soared overhead. "What incredible beauty!"



Scouter  
Clint Brooks  
tests our sled.



Happy campers  
unpack after  
another  
challenging day.

Our third day marked a great event: It stopped raining! As the sun broke through the clouds late in the afternoon we pulled back our dripping hoods to greet the sun's warm rays. As if promising better days ahead, a bright rainbow arched over the water while two osprey beat a hasty airborne path through the air. That evening a great calm fell over the lake, which resembled a flawless mirror reflecting the perfect details of a gorgeous sunset.

During the next days we paddled and portaged around the park drifting with the current here, slipping into deep portage trail mud pockets there. In no time at all we reached the end of the trip.

### Indelible Lessons

What did these two experiences teach us? We learned that maps and books are useful only as a guide, and that taking a break from life is a good thing. Perhaps more than anything else, the trips taught us about the true spirit of Scouting. ^

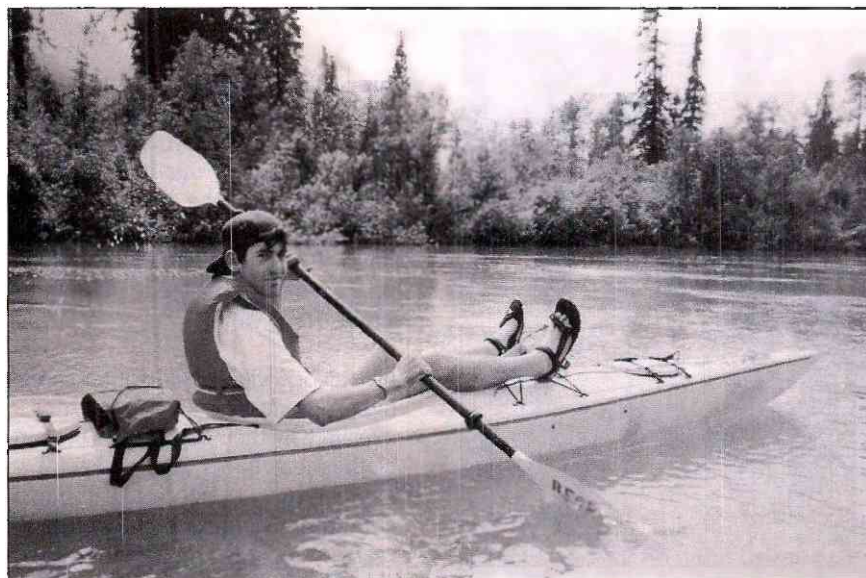
— the 31st St. Cyprians "B" Venturers  
come from Calgary, AB.

## 1994 AMORY ADVENTURE AWARD WINNERS

**T**his year Venturers from the 31st St. Cyprians "B" Company, Calgary, AB, won first prize for their twin season, Bowron Lakes trek. Calgary's 83rd "B" Venturer Company, earned second place honours for a twelve day adventure in the Paria Canyon, Arizona, USA, while Venturers in the 416th Company from Etobicoke, ON, earned third place for a spring backpacking trip through the Great Smoky Mountains in Tennessee, USA.

Congratulations to all Venturer companies that entered. Detailed accounts of the second and third place award-winning adventures will appear in future **Leader** issues.

Deadline for 1995 Amory Adventure  
Award entries: January 31, 1996.



Sometimes the pace slackened. Gavin Duggan puts his feet up and enjoys the beauty unfolding around him.

# Winter Camping Made Easy

from Tim Leitch

**W**inter camping often intimidates youth — especially those just moving up from Cubs. Our troop (the 10th Whitby, ON) has worked out an excellent program that slowly builds confidence throughout the fall. By the time winter's icy breath hits, the Scouts can't wait to demonstrate their cold-weather camping skills. Our 'graduating' test involves a mid-February wilderness trip.

## Building Blocks

At our fall meetings we review cold weather survival techniques, practise ice rescues, discuss layering clothes, and other essentials. We learn about frostbite, hypothermia and how to stay warm. Without knowing it, soon Scouts have completed many of the requirements for the Arrowhead and Campcraft Achievement Badges.

As the nights get frostier and days shorter, the troop continues to enjoy weekend camping trips. This not only teaches them teamwork, but also gets each individual slowly acclimatized to cold weather camping. (Jumping directly from hot July camping to icy January camping is too great a leap for most.) By the time the snow flies, everyone has experienced cold November and early December camping trips.



Photo: Paul Ritchie

*Ease young kids into cold-weather camping adventures. They'll soon ask for more.*

## "I'll Freeze to Death!"

Sleeping in a tent during winter scares many people. At our first snow camp we tackle this problem by having everyone bunk in cabins. Our only weekend goal: FUN. The kids bring skates, skis and snow racers. We invite senior Cubs, their leaders and parents so they can take part. (Recruiting begins early!)

Our kids select the weekend menu and help choose program activities. On Saturday everyone heads out for a morning of sledding. No one comes inside except to grab a mug of hot

chocolate, enjoy a snack, warm up or change clothes.

After lunch we usually start a time consuming craft. (Woggle making is an ever-popular activity.) We provide plastic tubing and two-colour gimp; their imaginations create the pattern. When all have successfully started their craft we get them outside for a good hike through the bush. Snow conditions and temperature determine how far we go.

After supper we complete the craft, play board games and enjoy outside activities. On Sunday we have a Scouts' Own, go sledding, pack up, then head home.

## Winter 'Test' Camp

We hold our first tenting camp on the last weekend of January in a conservation area near our homes. Prior to the weekend, the troop reviews cold-weather comfort skills that it has learned in the fall. The week before camp, parents are invited to attend our meeting. Here we:

- give an overview of our winter camping program,
- explain why their child needs certain clothes (e.g. boots with felt liners),
- explain how their child's clothes should be organized (the youth already know this and have practised packing several times), and
- discuss parental concerns.



Photo: Paul Ritchie

*Combine skating, skiing and map reading into your weekend camp.*



Next week the troop arrives at the conservation area after lunch on Saturday. They spend the first part of the afternoon setting up camp. It takes time to clear away deep snow and stake down tents. Although a forest can provide shelter from the winds, novice campers learn to avoid other potential problems, like dead branches and sharp rocks.

Once camp is set up and a fire is blazing, everyone plays games or goes for a short group hike. We plan an early supper. From a centralized kitchen, we serve pasta and hamburger (high in carbohydrates), prepared in advance at home and warmed up over our stoves. Hot chocolate or warm apple juice with cinnamon sticks are popular drinks.

After dinner we all head off on a night walk, staying in open areas. The sky dazzles us with its myriad constellations. Patrols compete against each

other to identify planets and star formations. We return for a campfire and marshmallow roast. Before bed we remind Scouts to:

- put on fresh, dry clothing,
- sleep with a hooded sweat shirt or a toque to minimize heat loss,
- put clothing for the morning in your sleeping bag,
- set out spare, dry boot liners for morning,
- tell a leader if you're cold, no matter how late at night.

The first ones up next morning get to light the fire and start breakfast. Expect to hear complaints like, "My feet are cold!" Plan a short hike before breakfast to remedy this problem.

Our breakfast menu usually consists of instant hot cereal, hot chocolate, bacon/sausages, English muffins and eggs. To save time, we pre-cook the

eggs and sausages at home, then warm them in sealed zip-lock bags in boiling water on our propane stoves.

After breakfast and a Scouts' Own, everyone packs up.

### The Deep Freeze

Having worked out any problems at our "test" camp, we complete final preparations for a wilderness trip in February. (Last year the troop visited Algonquin Park.) Starting early on Saturday morning with cars loaded the night before, we arrive at the site by mid morning. After hauling our gear into camp with sleds, we set up tents or build quinzhees.

This camp focuses on winter survival skills, campcraft and nature hikes. We avoid strenuous games or activities that might cause sweating. When hiking and snow-shoeing through the forest, Scouts practise tracking animals and identifying birds.

Each patrol prepares food and cooks on its own. Supper's menu usually includes something hot and appetizing. We play games and hike after eating, then return for a campfire and songs. As with the "test" camp, we run through a pre-bed list so no one gets cold at night.

In the morning, after a short warming hike to get everyone's blood circulation moving, we dig into a hot breakfast. Once more we eat sausages and eggs cooked at home and packaged in zip-lock bags. Add toast, steaming coffee and jam. Yum. What a great way to start the day!

The thought of winter camping doesn't have to send 'cold' shivers down the backs of young people. Let them adjust to the experience gradually through the fall, while they improve their cold weather knowledge and survival skills. With correct training and excellent preparations your Scouts too can stay warm even when the mercury plunges to -30°C. ^

— Tim Leitch works with the 10th Whitby Troop, ON.

### Program Links

Cubs: Winter Cubbing Badge, Camping Badge, Cooking Badge, Canadian Camper Award.

Scouts: Arrowhead Badge, Campcraft Badge, Winter Scouting Badge, Troop Specialty Badge.

Venturers: Outdoorsman Award, Exploration Activity Award, Canadian Trails Award.



Photo: 31st St. Cyrillus Venturers.

*If youth have the necessary skills, let them experience the thrill of independence.*

# SUGAR AND SPICE

## — Co-ed Scouting —

by Dave Jenkinson

The past three years have brimmed over with questions and uncertainty over co-ed Scouting. Some people quickly discovered the joys of co-ed programming; others still remain clear in their view that Beavers, Cubs and Scouts are for boys only.

Is co-ed membership alive and well? Let's take a look at the decision, offer a few points to consider and discover how one group started a successful co-ed experience.

Baden-Powell was keenly aware of the social realities of his time. Knowing this, how might the character of Canadian Scouting been altered if an event that happened in 1909, actually occurred 86 years later in 1995?

What event?

William Hillcourt describes the incident in his book, *Baden-Powell: The Two Lives of a Hero*. While at a mass Scouting rally, B.-P. met a small group of girls dressed in white blouses, blue skirts and long black stockings. They wore Scout hats and Scout scarves and carried Scout staves.

"Who are you?" he asked them.

"Girl Scouts," they replied.

B.-P. soon discovered that over 6,000 girls had already registered as members. Others wrote to B.-P. asking how to join. One letter dramatically reflected early twentieth century social roles and expectations: "If a girl is not allowed to run, or even to hurry, to swim, ride a bike, or raise her arms above her head, can she become a Scout?"

Girls wanted to experience the same fun their brothers enjoyed; unfortunately, Edwardian society separated children into strict "sugar and spice," and "snails and puppy dog tail" groupings.

B.-P. recognized that people would consider any attempt by him to involve girls in "boyish" activities as serving only "to deprive them of their expected maidenly modesty, take them out and away from their duties at home, teach them uncouth manners or none at all (and/or) turn them into tomboys." From the perspective of an 11-13 year old boy, B.-P. thought that "girls taking up Scouting would turn the boys' game into sissy-stuff, and they would have none of it!" Therefore, B.-P. made Scouting appropriate to the expectations and customs of his times.



*"You know, my sister would love to join Cubs. What do you say guys?"*

Photo: Paul Ritchie.

Wanting girls to experience the "same aim as Boy Scouting — character development and citizenship training — but with activities centred on 'home-making and mother-craft' rather than in robust outdoor adventuring," B.-P. invited his sister, Agnes, to take on the challenge of developing

a completely new organization and rewriting *Scouting for Boys* as a handbook for girls.

Almost a century later, societal expectations concerning girls have changed dramatically. Girls certainly now run, swim, bike and even raise their arms above their heads. If B.-P. was just starting the Movement now, his response to female membership would undoubtedly be entirely different than in 1909.

### A Movement for the Future

In recent years Scouts Canada has shifted its position regarding co-ed Scouting. For many years the co-ed option existed in the two senior sections, Venturers and Rovers. This made the all-section move to co-ed Scouting easier. After a two year trial period, National Council adopted co-ed Scouting in November 1992.

The motion identified Scouts Canada as "a co-ed organization based on the following basic principles:

- (a) co-ed Scouting is to be an option. Boys-only Scouting remains equally valid;
- (b) decision-making on co-ed membership is to be a section/group based matter including the sponsor's approval."

*Guidelines for Groups Moving to Co-Educational Membership*, a brief Scouts Canada document, was published to help groups interested in establishing co-ed sections. (Contact your local council office for a copy.) The paper outlines necessary steps in the process to establish co-ed

Scouting. It emphasizes that some Scouting groups may choose to remain boys-only.

Girls in Scouting sections must have the same opportunities as boys. If a group accepts girls into its Beaver program, then the Cub pack and Scout troop must also allow her to join when



she reaches the correct age. As well, Scouts Canada strongly supports the existence of mixed gender leadership teams.

Leaders should keep programs flexible and responsive to youth needs. Don't think of females as "the weaker sex." Often the range of differences within a single sex is greater than differences between the sexes. For example, I know a 12 year old Scout who weighs 90 kg and towers 1.8 m tall. His buddy weighs only 40 kg and stands less than 1.4 m.

Co-ed membership should offer genuine, real-life opportunities to accomplish Scouts Canada's Mission. What is our Mission?

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

A supportive Scout setting can help both males and females achieve their full social potential. In small groups, they get opportunities to interact positively with members of both sexes. They can learn from excellent leader modelling, and will quickly recognize those who "talk the talk, but don't walk the walk."

Why not consider the benefits of a co-ed section?

— Dave Jenkinson is a Manitoba Scouter and a member of the National Program Committee.

## Going Co-ed: *It's Easier Than You Think*

by Ray Johnson

**A**fter two years of exploring the option, the 1st Port Hammond Group in Maple Ridge, BC, finally 'went co-ed'. A systematic plan, simpler guidelines and complete openness speeded the process.

We first considered co-ed Scouting in 1992-3. Parents seemed unconcerned with the idea after receiving an information sheet. However, a vote in our group committee split 50-50. In 1993-4, relying on our very strong

pack leadership team, we collected more information about current requirements, as well as co-ed Scouting experiences worldwide.

After surveying leaders, we learned that only a few opposed the idea. Again we sent an information newsletter home to parents. Next we polled our Scouts. They gave overwhelming support to the plan.

What about the Cubs and Beavers? We approached them differently. Speaking briefly with them, a leader pointed out that life itself is a co-ed experience (parents, teachers and schoolmates are male and female). Two questions were important: How

many of you have a friend who is a girl? Would you want your friend to join Cubs or Beavers?

Rather than ask for a show of hands, we explained about secret ballots and simply asked each member to mark either a "yes" or "no" on a piece of paper.

Cubs overwhelmingly liked the idea. Our two Beaver colonies voted 75 percent and 65 percent in favour of co-ed. Leaders sent a newsletter to parents telling them the results.

With the groundwork finished, we presented our findings at our sponsor's board meeting. Several leaders, as well as our district and regional commis-

*"Welcome to the pack!"*

*A supportive co-ed section can help males and females achieve their full potential.*



Photo: Jamie Steinburgh.

sioners, attended. After we answered some questions our sponsor voted overwhelmingly in favour of co-ed.

### New Challenges?

Beaver colonies offered few co-ed challenges to our group. Within our pack, at first some male Cubs protested when they thought females received preferential treatment. Now leaders are more watchful that their actions don't send the wrong message.

Other requirements for change emerged. Male Scouts not only needed to learn to treat female Scouts the same as other patrol members, but also to keep jokes and comments non-sexist. ("A Scout is kind, considerate and clean" is good to review.)

Leaders too need to rid themselves of misperceptions. For example, when camping or hiking, it's not just female

members who sometimes demand more encouragement or attention than the rest. Young, inexperienced and small boys sometimes need extra help.

Even before adopting the co-ed option, leaders introduced more team-related (often unknown) games suitable for all youth regardless of size or gender. This levelled the playing field, so everyone could take part without undue advantage.

Did our program change?

Precious little. Of course it's just common sense to make sure you don't place only one girl, or one boy, in a small group filled with children from the opposite sex. In our case, we try to mix the genders together; a six might include three girls and three boys. Youth learn social skills partly through interacting with children of the opposite sex. We consider this process important.

If Scouting is as excellent a youth program as we believe, then leaders should give all children (regardless of gender) the opportunity to grow through it.  $\Delta$

— Ray Johnson works with the 1st Port Hammond Maple Ridge Group, BC.

### Editor's Note:

See the joint *Sharing/Paksak* article on page 26 for some thoughts about co-ed program activities and gender bias. Do you have some co-ed ideas that work really well in your section? Do you face special challenges? Write to us. We'll share them with other Leader readers.



## QUESTIONS AND ANSWERS

from Dave Jenkinson



*Has co-ed programming presented your group with any unique challenges? Do you have some questions that remain unanswered? Read on. The experiences listed below come from real life challenges.*

**Q.** Whenever I bring up the idea of co-ed Scouting in our group, someone points out that we already have a strong Guide program in the area. Why does that fact end our discussion? How can I keep the dialogue going?

**A.** Scouting and Guiding both hold a special place among Canada's youth organizations. It's almost natural that people compare Scouting and Guiding. After all, they share the same historical roots. However, no one should think that starting a co-ed Scouting group somehow competes with the Guiding organization. Just as Scouting does not attract every available male in a given area, neither does Guiding attract every female. Scouting simply offers another option for a child, in the same way as co-ed hockey or ringette does. Besides, we do have some female Scouting youth who are also in Guides.

**Q.** The *Guidelines for Groups Moving to Co-Educational Membership* strongly encourage mixed leadership teams in all co-ed sections. Where am I going to find those 'extra' female leaders?

**A.** Just because one or two sections "go co-ed", it doesn't mean that remaining sections have to adopt it immediately. Your group can "grow" into becoming fully co-ed. Leaders often move upward from section to section with their own children. Today's female Beaver parent-leader is, therefore, a future Cub and/or Scout leader. Adult females in the community can also be approached to help out on special occasions such as outings and camps. The mutual exposure may then lead you to recruit them into full-time leadership roles.

**Q.** When our co-ed troop goes camping, the girls often get saddled with "female" tasks, such as cooking and washing up. Guys pitch the tents and fuel stoves. How can I change this pattern?

**A.** The quick answer: use a duty roster. This makes sure everyone experiences all the roles called for in a camping situation by rotating through them. The roster may change the jobs everyone does, but it *does not* alter any attitudes that cause the original injustice. As well as a duty roster, you might want to suggest a Court of Honour session to discuss the issue, and follow-up via Patrol-in-Council meetings.

**Q.** The *Guidelines for Groups Moving to Co-Educational Membership* say that, in decision-making, "approval" means that a clear majority of adults and youth members support the change. When we had our leader vote, everyone enthusiastically supported the concept of co-ed Scouting except one long-time Troop Scouter. He said, "I'll quit before I have girls in my troop!" What do we do?

**A.** Hmm. A real tough one. Unlike the Beaver and Cub sections where mixed leadership teams have been a reality for many years, the Scout section does not have the same experiences. For the Beaver and Cub sections, moving from co-ed leadership to co-ed youth membership is not a large step.

Your group may choose to accept the Scouter's resignation, but the best scenario involves a win/win situation. Depending on local circumstances, you might decide to open a second troop — one that is co-ed. Then let the youth choose: Will it be all-male or co-ed? Many Scouts who have a great relationship with the long-time Scouter may stay with him, but new Scouts will choose using entirely different criteria. If he sees that Scouting has not "crumbled" in the co-ed troop, the long-timer may change his opinion. That would be terrific.



# Learn Not to Burn

with assistance from Dave Gurney

## "Fire! Help me!"

Have you ever heard these words screamed in panic?

More people in Canada die each year from fire per capita than in almost any other country of the industrialized world. Eighty-five percent of these deaths occur in homes.

National Home Fire Safety Week is November 24-30. What a great time to plan a series of fire safety meetings for your Beavers, Cubs or Scouts.

Speakers and literature (including colouring books, posters and crossword puzzles) are available from almost all fire departments. Many libraries have fire safety videos aimed at all youth ages.

Ask Cubs for their fire theme ideas. Perhaps sixes could compete to see which can write the best safety song, skit or play. Beavers love making posters. Why not build an old fashion fire hall from cardboard?

Brainstorm among leaders how to put a special or unusual 'twist' on the evening. Don't just visit your neighbourhood fire station. Find out when fire fighters practise on mock fires, then show up (with their approval) with the entire colony, pack or troop. Does the Coast Guard have a fire boat stationed near your home? Ask for a tour. Forestry officials might invite your colony to a water bombing demonstration. Use the outing to learn about responsible campfire building.

Do you live close to a Fire Venturer company?

British Columbia's two Fire Venturer companies, (2nd Tsartlip from Brentwood Bay, and 10th Central Surrey) have used their experience to spread a fire safety message among Beavers, Cubs and Scouts. The Venturers have prepared evening fire theme programs. As well, they invite youth on outings to watch how professionals extinguish car and dumpster fires safely. The outing includes an opportunity to try out the fire hose ("Don't call me a hoser!") and breathe through emergency oxygen tanks.



Scouting youth learn about special breathing apparatus before trying it out in a portable 'smoke house' set up by Surrey Fire Venturers.

Make sure youth can identify hazardous warning symbols for inflammable, explosive and corrosive products. Show them how to test and take care of a smoke detector. Help children make up a fire escape plan for their home. Ask them to speak to their parents about it.

### Raise Scouting's Community Profile

After running your fire safety evenings, why not offer a hands-on exhibit at a shopping centre? You could distribute brochures, pamphlets and posters. Set up a television and show a fire safety video. Make sure uniformed youth are present to demonstrate what to do if they catch fire (stop, drop and roll). A fire sta-

tion may even agree to park a pumper truck outside to attract attention.

Fire doesn't have to kill so many Canadians each year. Let's start training our kids early how to protect themselves. Write to the **Leader** and tell us about your fire safety program. X

— Dave Gurney is a Fire Venturer coordinator living in Richmond, BC.

### Program Links

Cubs: Family Safety Badge  
Scouts: Safety Achievement Award  
Venturers: Personal Interest Award, Service Award, Fire Venturing Award.

## FIRE FIGHTER'S SCHOOL

by Don Connors

Last spring the 2nd Halifax Scouts, NS, visited Nova Scotia's fire fighter's school. What a day!

Scouts sat in on classroom sessions, learned how to put out different types of fires and tried out various extinguishers.

Did you know fire fighters need to be able to rappel down buildings? Several demonstrated for our group. Next we toured the jumping tower. ("Where's your parachute?") The maze and smoke house both help train fire fighters how to find their way out of a burning building.

Not only did our Scouts love the outing, it helped fulfil requirements for the Safety and Citizenship Badges.

— Don Connors is ADC (Troop) from Halifax, NS.



# Holiday Crafts for Everyone



from Laureen Duquette

**C**hristmas, Hanukkah and New Year's celebrations lie just around the corner. Have you sensed a growing anticipation among your Beavers, Cubs and Scouts yet?

The season brims over with optimism and excitement. Channel some of this energy into artistic craft projects. Youth can give these as gifts to parents or friends.

## HOLIDAY CARDS

Card giving has been a December tradition since 1843 when a London businessman sent the first Christmas card. Not having time to compose his usual holiday letter, he asked a friend to design a scenic card for him.

Your group will enjoy creating its own cards with these artistic ideas. Use the cards when publicizing your holiday party or Christmas concert. After your colourful art has dried, perhaps a parent could demonstrate calligraphy.

### Printings

Coloured construction paper and other heavy paper stock make excellent cards. Young children can dip vegetables such as carrots and celery

into watercolours, tempera or coloured ink and dab them on the card. Create interesting designs by mixing different hues and shapes.

Beavers or Cubs can make a stamp by using a kitchen knife to cut a design into the flat end of a potato half. (Older Cubs and Scouts might want to make one from a small wooden block.) Keep artwork simple. Three different sized triangles could form a Christmas tree or two identical triangles could form the Star of David. Help them cut their chosen shapes in the potato or wood, then trim away excess pieces they don't want printed. Add details and excitement with coloured markers and glitter.

Monoprinting is popular with all ages. Get a small piece of glass for each child, a paint roller, sheets of paper, and several shades of water soluble ink or paint. Cover the sharp edges with masking tape. Put some ink or paint on the glass, rolling it evenly over the entire surface. Using the eraser end of a pencil or pen, get the children to draw a design or picture into the ink. Bold but simple lines show up best on paper. To print, place a sheet of paper gently over the inked surface, press with finger tips, then carefully lift the artwork off. Amazing!

### Resist Technique

Cut heavy paper stock to your desired card size, then let your children colour a picture using wax crayons.

Red and green Christmas colours would look nice. Next, paint the entire area with watercolour, thinned tempera paint or ink. (Black paint with brightly coloured wax crayons makes an interesting contrast.) The wax will resist the liquid covering, producing a delightful effect.

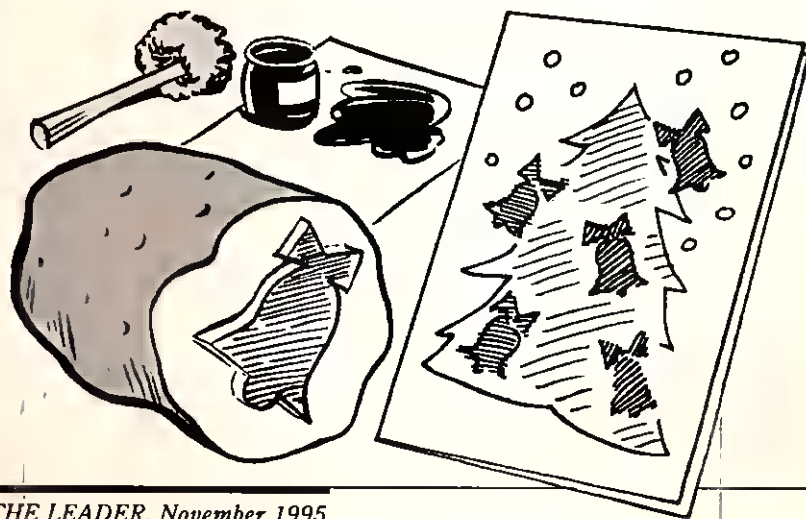


## PAPER MÂCHÉ CAROLLER

A 4th century monk (St. Ambrose of Italy) wrote the first Christmas carol. He helped start the carolling tradition. Beavers and Cubs will enjoy making a paper mâché caroller to decorate the pond or lair. Transform the singer into an angel by adding wings.

Start by gathering several newspapers (cut into long, thin strips), wall-paper paste, water, one plastic liquid detergent bottle per caroller, wire or masking tape, either tempera paint and brushes or an assortment of coloured tissue paper and non-toxic varnish.

Crumple a single sheet of newspaper into a ball and set it on the bottle opening. This will form the caroller's head. Dip several newspaper strips into paste. Holding the ball in place, wrap the wet strips around it, overlapping the top of the bottle so you attach the head to the body. When you start wrapping paste covered paper around the shoulders, form the arms by either pushing small pieces of wire into the sides of the bottle or by using masking tape to attach tightly rolled pieces of newspaper in place. Continue wrapping the caroller with the strips until the entire figure is covered. Bend its arms to the front. After the glue has dried (next week) give the caroller a song book made from coloured construction paper.





Make an angel by cutting out six large identical butterfly shapes from newspaper. Dip each shape in paste and place them on top of each other. When dry, glue them to the back of the angel.

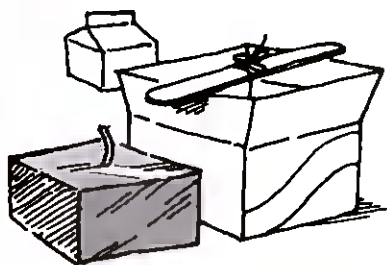
Cut short pieces of string for hair. Dip the string in the glue and put it on your angel's head.

Colour your figure using paint or bright tissue paper. Glue tissue paper on with diluted paste as you would a final layer of paper mâché. Shellac or varnish will give a 'heavenly' shine to your work.

What other figures can you make following this basic design? How would you make Santa Claus? His elves? Can Cubs figure out how to make reindeer? How would Cubs make a Judah Maccabee figure? Once you have explained the basic technique, let them experiment with their own ideas.

## FLOWER POT OR PENCIL HOLDER

Beavers might want to use this paper and glue wrapping method to create a flower pot for mom or a pencil holder for dad. Cover an empty cottage cheese container or juice can with strips of newspaper dipped in paste. Paint and varnish the artwork.



## CHRISTMAS CANDLES

Christmas candles make great gifts. For this project you need a cardboard milk carton, paraffin wax, wick string (available at craft stores), and red and green crayons.

See if older Cubs and Scouts can figure out how to make a candy cane coloured candle. Let them work through the puzzle in their sixes or patrols.

Melt the paraffin and crayons carefully. *Leaders should supervise this closely!* With the milk carton standing upright, tie the candle wick to a stick resting across the carton's top. Pour melted paraffin into the carton. Let it harden, then peel the cardboard away. Decorate with sparkles.

## MAKE A RECYCLED DREIDEL

Jewish children play with dreidels at Hanukkah. Why not make one from recycled material?

Each dreidel requires a clean milk carton, pictures from old magazines, a dried-out marker, scissors, glue, strong tape and crayons.

Cut the milk carton about 5 cm from the spout. Bend the open spouts backwards (flat against the carton) and tape down. Open the other side of the spout, taping these pieces down as well, leaving a point in the middle.

Slide the spout end of the carton over the bottom half. Glue a collage of pictures on the dreidel and write the Hebrew letters nun, gimmel, hay and shin on each side.

Make a hole in the bottom and poke a marker through for a handle.

### Rules


Give each player a handful of wrapped candies. Players put a candy into the "pot", then one child spins the

dreidel. If the "GIMMEL" symbol appears, the child spinning the dreidel takes all the candies in the pot. If the "NUN" symbol appears, he takes nothing. If the "HAY" symbol appears, the player takes half the "pot." He must add a candy if "SHIN" appears.

## HANUKKAH WRAPPING PAPER

Use a few drops of food colouring with several spoonfuls of water to make a colour you like. Fold two paper towels to fit in a small flat bowl. Pour just enough coloured water on the paper towels to make a moist pad. Press a Hanukkah cookie cutter on the pad and then on your wrapping paper. Add more coloured water if the pad gets too dry. Make a pretty design all over the paper.

Let Beavers, Cubs or Scouts display their artistic creations while seasonal music plays in the background.

These crafts will help JUMPSTART your holiday festivities. 

### Recycled Dreidel Construction



GIMMEL



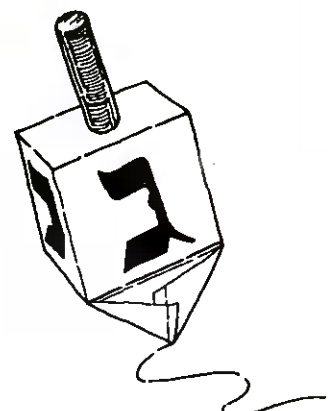
HEY



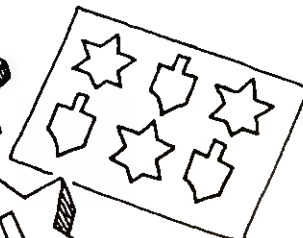
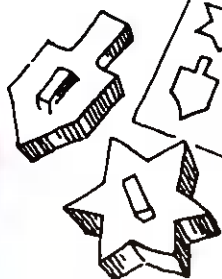
NUN



SHIN



### Hanukkah Wrapping Paper



# Two Dimensional Dilemma

by Colin Wallace

**L**ooking for a different theme for your Scout evening? This one involves a little applied science.

The goal: Imagine a *two* dimensional world. Your task is to conduct the entire program using only two dimensions.

"Easy," you say? Not so fast. As the evening progresses the ceiling *lowers*!

Why impose such bizarre limitations on your activities?

Well, besides having fun, you'll find observation skills will improve as Scouts seek to understand their new two dimensional world. The evening will also give their mental abilities a good workout as they grapple with abstract thinking.

For example, this magazine page is two dimensional. But could you read the print if you were at the same level as the ink? No. You need a third dimension to read it. We face similar problems when playing a two dimensional game such as checkers.

## Intrigued?

Follow the meeting schedule below. Nothing can extend above the permitted ceiling at the time indicated. The height limit applies to absolutely everything: heads, hands, posteriors, paraphernalia, Scouts and Scouters.

Stretch cords across the middle of your room. These will remind everyone where the ceiling exists. Lower the strings as the meeting progresses.

1. Start the meeting by explaining the difference between one, two and three dimensions. Talk about objects used or



*If you play crab soccer outside, pretend the sky is slowly falling. Make sure no one kicks the ball up above your 'ceiling' level.*

operated only within a single plane (two dimensions). For example, a skating arena is a horizontal two dimensional plane, but skaters can use the arena only in a third dimension. A flag has only two dimensions, but a fluttering flag uses three.

Provide lots of examples for your Scouts. It will help the discussion. Examine the optical illusions in M. Luckiesh's book, *Visual Illusions*, and in Richard Churchill's book, *How to Make Optical Illusion Tricks & Toys*. Investigate the puzzling Mobius strip.

2. Make a list of as many two dimensional games and sports as possible — everything from chess and dominoes to bowling and hopscotch. Some will be more two dimensional than others. Rank them in terms of their "two dimensionality." Justify your choices. Include favourite board games. You can even include card playing. The cards themselves are apparently two dimensional,

but try playing cards in only two dimensions. It's a whole new game!

3. Cast some shadows. Henry Bursill's books, *Hand Shadows* and *More Hand Shadows*, will give ideas.

4. Crab Soccer. Scouts must stay in a sitting position, touching the floor only with their feet and hands. They must scuttle about in this crab-like position throughout the entire game, keeping the ball below the 1.5 m ceiling limit.

5. Knots. Topographical purists will point out that a circle (or unknotted knot) is the only two dimensional knot. But you can demonstrate how to weave some of the flat Turk's head knots used for placemats and coasters. Study the intricate Celtic carvings that show complicated knot work in relief.

6. Blow soccer. Players use plastic straws to blow a ping-pong ball across a goal line. Discuss how the straws and balls are three dimensional.

7. Give patrols some garden canes, dowsing, elastic bands, masking tape and safety pins. Challenge them to burst balloons taped to the floor at the opposite side of the room.

8. Close your meeting with a Scouter's Five tied into the theme. It could discuss the superficiality of a two dimensional person. Encourage your Scouts to acquire depth of character instead of material wealth. Mention friendships, honour, commitment and responsibility. Avoid the excessively abstract.

You and your Scouts may get a tad dusty rolling around on the floor (especially during the latter stages of your meeting), but you'll develop a new perspective on the three dimensional world we inhabit. Perhaps that will help you recognize the limits and value of our fourth dimension — time. ^

— Colin Wallace is a trainer in Greater Toronto Region, ON.

Time	Ceiling	Activity
7:00 .....	3.0 m .....	Flag break/opening ceremony Explain 1-2-3 dimensions Show examples
7:10 .....	2.5 m .....	List two dimensional games and sports
7:20 .....	2.0 m .....	Hand shadows
7:30 .....	1.5 m .....	Crab soccer
7:45 .....	1.5 m .....	Knots
7:50 .....	1.0 m .....	Blow soccer
8:00 .....	0.5 m .....	Patrol pioneering project
8:15 .....	0.5 m .....	Scouter's Five
8:20 .....	0.5 m .....	Closing ceremony



# PR AND TECHNOLOGY

## "Is it time to start 'surfing' the net?"

by John Rietveld

**K**eeping up with the latest communications methods requires constant effort. Technology not only has an immediate affect on the way information is sent, but also how the public receives and understands it.

It might be easy to pull out last year's PR plan for Scout-Guide Week (or an upcoming camporee), dust it off and start again, but ask yourself this question: Is it the most effective way to manage a PR project? Our PR efforts must keep pace with current trends and methods to remain really effective.

In a recent article in *Public Relations Tactics*, PR executive Peter Roche discussed whether technology is making our job easier or more difficult. While there are millions of computers, he says few are truly user-friendly. "Much of the software is just plain hard to use", says Roche. He cites Internet as an example.

Over a million people have jumped on Internet's bandwagon — a rapidly growing web of corporate, educational and research computer networks. Internet has no central computer. Neither does it feature a central clearing house that ensures accurate data. Each message sent has an address code and any computer on the network can forward it to its destination. Finding the right codes and extracting the information is not always easy. The average Internet user is 23 years old, but most media people with significant responsibilities are over 30. Roche suggests we should not abandon old methods too quickly. Internet is just another communications tool.

Many PR people are not regularly "surfing" the Internet. Though some may think technology has left them behind, don't let yourself entertain

these thoughts. A recent survey of U.S. newspaper and magazine editors, quoted by Roche, shows that most journalists still prefer to receive press kits and news releases by traditional mail. Some 80% of reporters and editors would prefer personal contact over *any* sort of on-line or CD-ROM technology. The message: For now, concentrate on traditional media relations methods.

Technology does provide us with opportunities to improve our effectiveness. Electronic media directories on diskette or CD-ROM are invaluable when targeting specific audiences.



**Internet dabblers. Scouts enjoyed exploring the information highway at the World Jamboree.**

Photo: John Rietveld.

These directories help us select the right publications for our information. They also help with label making, faxing and scheduling. Check with the PR department in your company. Does it subscribe to one of these electronic media directories? Can it help you with media selection and distribution?

### A Winning Combination

The Internet can be a valuable tool when communicating with leaders or youth members. By combining both print and electronic vehicles you can create a friendly district or group newsletter. Many good design software packages exist, but don't get too fancy unless you are a skilled designer. Sometimes a simple two column newsletter with several well-placed Scouting logos is as effective as something much more elaborate. Because most people are not regularly on the Internet, publish your newsletter in both print and electronic formats.

If you create newsletters, Scouts Canada provides clip art and section logos in electronic format. Obtain your copy by writing to the Communications and Revenue Development Service c/o the National Office. Send us two HD diskettes and tell us whether you are working on an IBM or Mac system. Hard copy versions are available for those without a computer.

When dusting off last year's PR plans you should find an evaluation describing your successes. By all means seek to repeat these! For example, a mall display during Scout-Guide Week is still one of the best ways to make one-on-one contact with prospective leaders and members. Can technology make your display more interactive and effective? Try using video footage of Scouting events as part of the display or have a CD-ROM game available to entertain children while you speak to their parents. Set up a computer. Let those who stop by enter their name, address and age. Afterwards you can easily produce a list of potential youth members and leaders.

In the coming months the National Office plans to go on-line with Internet. This will provide volunteers with yet another method for sharing information about successful PR efforts. Watch **the Leader** for our e-mail address. A

# ADVANCING YOUTH TO THE NEXT SECTION

## *How and When to Make it Happen*

by Peter Sawyer

**T**hroughout the Scouting year, certain members reach that magical moment when they clearly need to experience new challenges and opportunities.

How do you know precisely when that moment arrives?

No exact measurement tools exist. Not everyone is ready when they reach the designated age category. Neither can we automatically move someone up when he or she has attained a certain achievement level, or when it is convenient for us. As Scouters we must watch and assess each youth individually. We must ask ourselves: Has the child reached a definite peak in this section? Is it time for new and greater challenges offered by the next section?

### **Easing the Transition**

Thoughtful leaders can make this advancement easier for youth. They aren't caterpillars who spin a cocoon and emerge as butterflies. They are young people who change gradually. We must ensure that the change happens as smoothly as possible. A little

extra sympathy and understanding at this time may prove incredibly helpful to them. The dividends to both the children and Scouting are large.

Before advancement ceremonies, make sure everyone knows each other. Not only should younger members feel wanted in the new section, but they should know what program activities to expect.

*Advance  
youth upward  
when they  
are ready.*

How can you accomplish this?

Hold joint, linking activities four or five times throughout the year. Several months prior to the ceremony, get younger children to participate in an outing or two with members of the senior section. A weekend outing would be ideal. Introduce them to their new friends. Perhaps team each younger member up with a particularly congenial

older child; make use of Keeo or Kim. This will help newcomers feel cared for and part of the crowd. Now moving up won't seem as intimidating. It's important that youth members and leaders get to know each other as friendly, helpful and fun individuals. Everyone should join together, taking part in fun games, relays and hikes.

Choose your program activities carefully. Advancing youth should not feel overly challenged physically or mentally by them. Ask older Cubs, Scouts and Scouters-in-training to participate in the planning and operation of the program.

### **Family Members Already**

When members advance from one section to another, bear in mind that they have already been invested into the worldwide Brotherhood of Scouting. They have recognized standing in their province, region, district, area and group. Being members, they are entitled to wear the insignia of this membership, i.e. the world, provincial, regional, district or area and group badges, including their group neckerchief.

Don't strip away all their insignia. (The knowledge of having to start from scratch in the section might discourage some from moving up. It might make others feel inferior.) Let them wear it. Once more it will ease them through the transition. Upon investiture in the older section, present the children with their link badges and epaulets.

### **Flexibility Is the Key**

Hold advancement ceremonies periodically throughout the year, not just at the end of a Scouting year. If older Beavers or Cubs are ready for greater challenges, give them the opportunity. If you keep them back, they might drop out and never return.

Who should begin the advancement process? Leaders in the younger section should start the ball rolling. After speaking with the child and leaders from the older section, look for any occasion when you have planned joint activities. Use these as positive linking events for other members. X

— Peter Sawyer is Regional Commissioner in GTR, ON.



Photo: Jamie Steinburgh.

*Watch for children who have outgrown your section's activities. Speak with them. Answer their questions. Help generate real excitement and anticipation about moving up.*





# Christmas Carol Evening

**E**ach December we plan a family event for our pond. Last year we organized a Christmas carol sing. What a success! Here's how we did it.

We chose five carols, then concluded with "We wish you a Merry Christmas." In the weeks leading up to the concert our Beavers diligently learned the words to each song. During craft time they created props to decorate the room and add to the festivities.

For every line of singing we made some prop to hold up or practised an action for all to mimic. For "Frosty the Snowman," we had a two metre high snowman coloured by the youth. An old fedora represented Frosty's top hat. For "Deck the Halls," we made party decorations, a blazing yule log and a Christmas treasure. Brainstorming with the youth produced other prop ideas. For example when we sang "Fast Away the

Old Year Passes," a child stood up and tossed a calendar up in the air. While singing "Follow Me a Merry Measure,"



*Santa made an unexpected guest appearance at our carol sing.*

several youth waved measuring tapes. For "Sing We Joyous All Together," the entire colony rose to its feet and sang, grinning widely.

Of course the Beavers insisted we make a giant reindeer to represent Rudolph. After cutting out his figure from cardboard, everyone reached for bright red markers.

Several weeks before our concert we sent a letter home with each child inviting their entire family to the party. When they arrived, they were given a blue program with a caricature of a beaver on the front cover. Inside, we had printed the words for all our songs.

After singing and bouncing our way through each song a special visitor appeared — Santa Claus. He distributed candy canes and a small gift to each child. We finished our evening with a sandwich and dessert buffet. Festive music played in the background.

Whether your Beavers enjoy singing or not, they're sure to love this carolling night.

— Sharon Hughes works with the 1st Croydon Colony, St. Hubert, PQ.

## Make a Scouting Annual Yearbook

**S**couting builds great memories, but soon the passing years erase them from our mind.

Since the early 1980s my recollection of wonderful Scouting memories has actually sharpened. This isn't due to their nearer chronological proximity, but rather to a great memory building project we complete each year: an annual group yearbook.

Each fall we set out a budget, determine a layout strategy, decide what activities to focus on and get the youth involved in planning.

At the end of our Scouting year each youth can buy a copy of the 8½" x 11" yearbook for \$1. Local businesses help subsidize printing and binding costs by paying \$30 per business card reproduced on the back page. Ten cards fit well on the page and cover most costs.

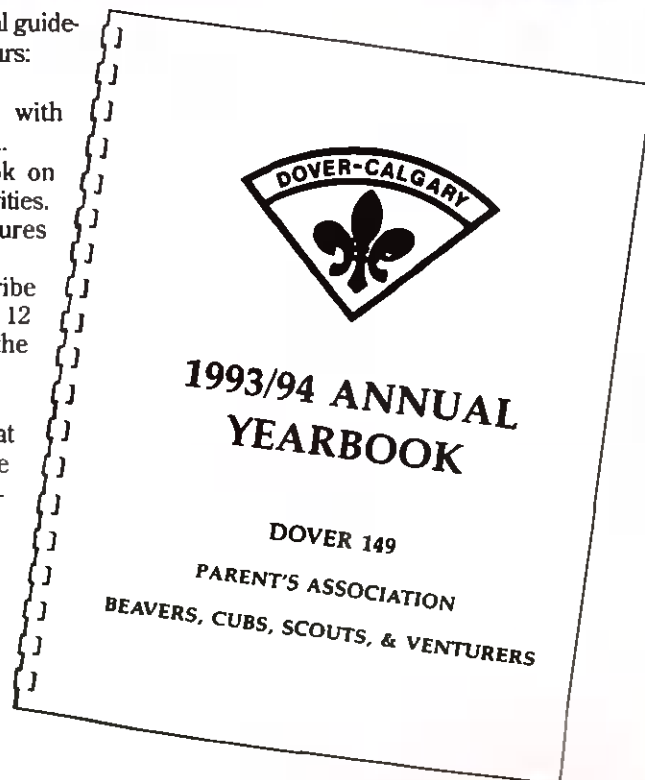
Ask your Beavers, Cubs and Scouts if they want to make one. Perhaps Venturers and Rovers would help. Maybe a single section wants to create its own. Great!

Follow these general guidelines when making yours:

- Let the kids help with planning and design.
- Focus the yearbook on youth and their activities.
- Include many pictures and illustrations.
- Don't try to describe your entire year in 12 pages. Stick to the highlights.

A yearbook is a great way to preserve those terrific Scouting memories. Start working on yours now so it'll be ready for May. ^

— Scott Beaton, Calgary, AB



# Double the Effectiveness of Youth Leadership

## *A Sixer/Second Rally Might Do It!*

by Mitch Saulnier

**L**ate last fall 14 packs in the Greater Toronto Region (GTR), ON, held a rally for Sixers and Seconds. Over 60 Cubs took part. The rally's purpose was to develop leadership skills in responsible youth so they would be effective in their sixes and take a more active part in shared leadership.

Before starting, we made a long list of what we wanted to accomplish. The list included thought-provoking questions: What does a Sixer/Second need to know to be effective? Does the pack have any children who require special attention? What extra training would Sixers/Seconds find helpful? Do any Sixers/Seconds have unique leadership gifts (e.g. compassion or magnetic personality)? Can we develop it through the rally? Does a pack have any other unusual requirements that need to be added?

When organizing your own rally, don't forget to involve the Sixers/Seconds in the planning details. Our previous rallies had all been held inside. This year our Sixers insisted the rally be held outside.

"What if it rains?" a practical leader asked.

"We'll manage!" said a young voice.

To spread all the work around, each pack was responsible for one activity (e.g. organize a game, perform a skit, plan the campfire). Packs had to send an adult leader with each Sixer or Second. Several Venturers helped during the day setting up props, preparing lunch, running games.

### **"Good Morning Everybody!"**

On Saturday morning we gathered in a circle at Woodland Trails Camp. After a short discussion on the roles and

responsibilities of a good Sixer/Second several adults comically acted out various real-life situations the youth leaders could expect. These included awkward circumstances during investitures and other ceremonies. Amusing yes, but full of meaning.

A nature hike through the forest came next. Cubs went off in small groups with an adult down a trail. Venturers helped set up the route with STOP! signs. Beneath each sign lay an envelop with a leadership question or puzzle for the group to discuss and solve. Topics ranged from "What are some Sixer responsibilities?" to "What should you do if lost in the bush?"

While on the hike everyone picked up interesting leaves, dried flowers, dead bugs and twigs they found along

the trail. Back at camp we made artistic bookmarks from prepared cardboard cut in 3.5 cm x 12 cm strips. We gave Cubs glue, crayons and Scouting stickers to add to their creations. The bookmarks were covered in mactac for protection.

After lunch we built team spirit by playing fun (and dirty) cooperative games in a nearby meadow. When choosing your own games, try to find one or two that mould leadership skills.

Our rally ended with a fantastic campfire complete with skits, songs and cheers. Most activities served to summarize or underline a lesson from the day. The campfire chief read the story of the Koolamunga pack. It tells about the first Sixer and Second —

another terrific means to help young Cub leaders understand the honour of their new positions.

### **Lasting Impact**

The day touched on almost all aspects of Sixer/Second leadership. Not only did it broaden their vision, but it raised their personal self-esteem.

Adult members (especially new ones) too found the rally helpful. They learned that Sixers could take more responsibility than just collecting dues and taking attendance.

Has our youth leadership changed?

You bet. Sixers now take over more duties at meetings. Younger Cubs go first to their Sixer when they encounter a problem. This frees adults up for more demanding problems. Sixers and Seconds are also proving better role models. ^

— Mitch Saulnier is Akela with the 77th Seton Pack, GTR, ON.



*"Cold fingers? Who cares!" Cubs loved making their bookmark craft outside.*

Photo: Mitch Saulnier.



# Involve Youth in Planning and Decision-Making

by Stephen Kent

**E**ach fall some youth from the previous Scouting year do not return. Others lose interest and stop showing up for meetings and activities. Leaders who work hard planning programs for the children in their sections sometimes wonder why they leave Scouting.

The answer is sometimes simpler than they'd expect.

Too often young members do not have any input into programming. Leaders make all the decisions. While Scouters have a responsibility to run their section, the program they provide is primarily for the interest and benefit of youth. If young people are going to participate, let them help choose and plan the activities.

Scouts Canada realizes the importance of youth involvement at all levels. It is a crucial factor to guarantee successful Scouting. National and provincial councils have already incorporated young members into the planning and decision-making process. Now section leaders should follow the example.

The Scouting Movement has given me a lot of fun and satisfaction. I enjoy Scouting more and more with each passing year. Why? Partly because I have a greater say in what takes place in my section and what activities my fellow members and I do.

When you involve young people in the planning and preparation of an activity, their enjoyment and satisfaction increases. This should surprise no one.

Beaver, Cub and Scout leaders have many options available to provide a challenging and exciting program for their members. Start by asking the kids what they want to do. Venturer and Rover advisors too can ensure the success of their section programs by helping the company or crew executive get all members involved in the planning process.

## Variety: The Best Spice

Leaders should understand that they need a different program each year. Why? Often, third year members lose interest in their section because they're doing the same things over and over.

What else is important? New kids might have different needs and interests. Another good reason to change programs regularly.

I'm not suggesting that you have to generate an entirely new program each year. Events that proved very popular last year might be equally successful this year — with a slight twist to them. How do you know if an event was good or bad? Ask those who participated. Obtain feedback from your youth after you've completed a project or activity. Kids have a tendency to be brutally honest.

A Sixers' Council can be an excellent means to involve Cubs in planning and decision-making. I still remember going to a meeting with my leaders and the other Sixers when I was in Cubs. Our leaders listened patiently to our thoughts. The overall program was even more successful as a result. All of us took pride in our involvement and we enjoyed the activities partly because it was really *our* program. We took ownership.

The Court of Honour system in Scouts can be very effective. Not only does it allow Scouts to make decisions and plan events, but it develops teamwork and responsibility skills. The success of the Court of Honour in my troop allowed us to become more active and independent. But, a Court of

Honour will only be successful if leaders support it. Many troops never experience one.

Keesos can play an important role in the colony. They can obtain input from their Beavers and start getting them involved in program planning. Kims can play the same role in Cub packs. The use of activity leaders and Scouters-in-training is also very valuable.

## Leadership Essentials

Why not recruit leaders who meet the needs and interests of youth members? The first step, of course, is to identify what these needs and interests involve.

Communication is a two-way street. Talk to your youth about what's on their minds. Really listen to what they tell you. If you foresee problems, tell them. Let them help solve difficulties.

"Follow me and I'll be right behind you!" Many Scouters in my province say this. Leading by following is an excellent concept. Let's all practise it.

Young members are full of ideas. They have a lot to offer. Here's a challenge to all leaders: Provide your members with more planning and decision-making opportunities. Not only will they appreciate it, but it might keep some youth in our Movement who would otherwise leave. As Baden-Powell once said, "Teach them, train them, let them lead." ^

— Stephen Kent is Chair of the National Youth Committee. He lives in Mount Pearl, NF.

*When you ask youth what interests them, your program is bound to be popular.*



Photo: Scouts Canada

# Fun at the Pond

by Lena Wong



**W**inter starts to show its teeth in November. Let's look at some interesting indoor activities and Christmas preparations Beavers will enjoy.

For traditional Inuit, November was a time to get together for song festivals and drum dances. Fall hunting and fishing were finished by this time of year, but the ice was not thick enough for seal hunting. People told stories, sang, danced and generally enjoyed the companionship of friends and family. Incorporate some of these activities into your winter planning by setting aside time for storytelling and singing. Try to find traditional stories from as many cultural backgrounds as possible. Most libraries have good collections of stories from around the world suitable for Beavers.

Use this well-known song as a gathering signal for your Beavers.



*The more we get together,  
together, together,  
The more we get together  
the happier we'll be.  
For your friends are my friends  
and my friends are your friends,  
The more we get together  
the happier we'll be.*

## REMEMBRANCE DAY

November 11 is Remembrance Day. This year marks the 50th anniversary of the end of World War II. Take your Beavers to a Remembrance Day memorial ceremony in your community. If this is not possible, make a memorial wreath at an early November meeting and ask your local Canadian Legion to hang it in their legion hall.

### Memorial Wreath

For this craft you need a circle cut from cardboard about 30 cm in diameter. Cut enough leaf shapes from green bristol board to cover the cardboard (at least one per child). Glue the leaf shapes onto the cardboard. Overlap the leaf tips. Cut and draw a poppy on red bristol board and glue it to the base of the wreath. Glue overlapping pieces of broad red ribbon to the back of the circle under the poppy. (For variation, place three or four poppies around the circumference of the wreath or bunch them together at the bottom.)

Beavers might want to personalise this tribute by writing their names on the leaves before gluing. Explain to your Beavers that in ancient Rome, soldiers were crowned with laurel leaves when they fought bravely in battle. (This explains why we use leaf shapes in wreaths.)

## ST. ANDREW'S DAY

November 30 is St. Andrew's Day. St. Andrew was Christ's first apostle. He travelled widely to spread Christianity. He is the patron saint of Scotland and Russia (Scottish people believe he was buried on the coast of Fife). St. Andrew's Day is also celebrated in Poland. They believe you can tell your future on this day by interpreting the shapes of candle wax dripped into water. Use this opportunity to tell or read some Scottish, Russian and Polish stories to your Beavers. All three cultures have rich storytelling traditions.



## EARLY CHRISTMAS PREPARATIONS

Mid November is a good time to start making holiday gifts and cards. Here are some Christmas greetings in various languages.

- Fröliche Weihnachten (German)
- Hartelijke Kerstgroeten (Dutch)
- God Jul (Swedish)
- Feliz Natal, Boas Festas (Portuguese)
- Buon Natale (Italian)
- Joyeux Noël (French)
- Feliz Navidad (Spanish)
- Glædelig Jul (Danish).

Let your Beavers write these words on a card with any other seasonal greetings they know. Some might want to send the card to relatives living in another land. Try combining all the greetings to make truly international Christmas cards.

Decorate the cards with Canadian winter scenes of animal pictures cut from old Christmas cards, photos or magazine cut-outs.



If your Beavers make Christmas calendars before December, they can start the countdown on December 1. Here's a creative idea that originated from a birthday celebration booklet compiled by Hazel Hallgren.

On a large piece of bristol board, sketch and colour a picture of Santa with a long beard. Draw 24 circles on the beard; number them from 1 to 24. Beavers must count off each day by gluing a cotton ball over the day's date.



#### Christmas Wreath

Beavers can present this craft to their families as an early gift. Follow the same basic plan as you did for the memorial wreath. Instead of gluing on leaves and poppies, use cut-out poinsettias, holly leaves and berry clusters. Complete the decoration by fastening red silk bows and small bells to it.

## OUTDOORS ACTIVITIES

Although the weather has started to get cold, include some outdoor activities in your program.

Visit your special nature place to see how the season is changing it. Look for signs of birds and animals. What do you see? Which birds have migrated since your last visit? Do you see signs of animals getting ready to hibernate? Are some animals already hibernating? How have the plants and trees changed? Draw pictures of the trees and bushes as they look without leaves.

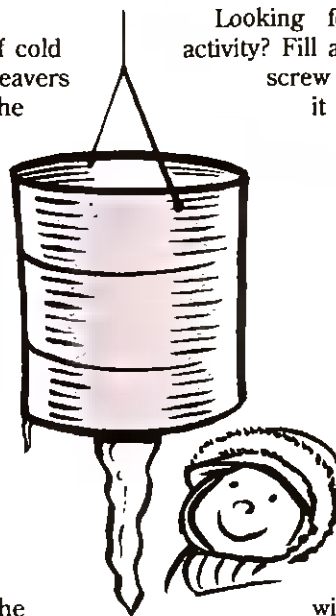
In the August/September *Fun at the Pond* we suggested that a leader or Keo should keep track of morning and evening temperatures through September and October. Look at this seasonal record now. Did the day and night temperatures shift gradually or sharply? Discuss these changes. How have they affected your area in the last couple of months?

## COLD WEATHER ACTIVITIES

Here are a couple of cold weather projects your Beavers can try at home with the help of an older sibling.

You might want to do them at a colony meeting on a very cold night. (From *Nature with Children of All Ages*, Edith Sisson, Prentice Hall Inc.)

Get an open tin can, a hammer, a nail, string and water. Use the hammer and nail to make a small hole in the bottom of the can. Punch two holes in the side at the top of the can to hang it with string. During a frosty evening, fill the can with water and hang it outside. (Try coloured water.) An icicle should 'grow' from the can's bottom. The size of the icicle will depend on the size of the



hole and the temperature. If the weather is cold enough the water may freeze in the can making it bulge.

Looking for another "freezing" activity? Fill a plastic jar with water; screw the top on tight. Leave it outside in very cold weather — preferably overnight. By morning the plastic should have broken, graphically demonstrating how water expands as it freezes. Discuss both experiments with your Beavers and answer their questions.

Is November too mild in your area for these experiments? Include them in your mid-winter program planning.

Those who live in areas with little frost might try putting the plastic jar in a freezer.

Have fun in November. Next month we look at winter festivals and crafts. X

## ENERGY BURNERS

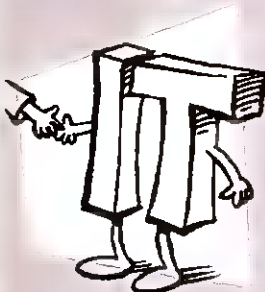
Do your Beavers need some active games to harness their energy? Try these. (From *Aerobic Fun for Kids*, by David Steen, Fitzhenry & Whiteside.)



### Fish Net

by bursting through or dodging under the net. Pick a new fish and play until all Beavers have had a chance to be a fish.

Form Beavers into groups of four to six players. Choose one person from each group to be a fish; the others form a line and become the fishnet. The fishnet must chase the fish. A fish is caught when the net players form a circle around her. Fish cannot escape



### Chain Gang Tag

Identify your play space clearly — especially if playing outside. Form groups of six to eight Beavers and pick an "IT" from each group. Tagged players join hands with IT and become part of the IT chain, which gets longer and longer. When all players have become ITs, the chains should play tag against each other until everyone has joined hands. Make sure teams stay within your defined play area.



### Worm

Lie flat on the floor with elbows and hands near your ears. Using the elbows together or alternately, pull your body along the floor with as little body movement as possible. Beavers should try to keep their stomachs and thighs on the floor at all time.



# What's New? – Program Updates 1995/96

A summary of program changes, new and updated books and resources, as well as activities of the National Program Committee for the past and upcoming year.

	PROGRAM	HANDBOOKS	RESOURCES	PROGRAM COMMITTEE
<b>BEAVERS</b>	<b>Program Support</b> <ul style="list-style-type: none"> <li>addressed specific concerns, themes, outdoors &amp; resources through <b>Leader</b> articles</li> <li>Beavers linked to Cubs through new linking activities</li> </ul>	<i>Beaver Leader's Handbook</i> <ul style="list-style-type: none"> <li>updated to reflect new Mission, Principles &amp; Practices</li> <li>updated for better programming, understanding and linking to Cubs</li> </ul>	<i>Colony Annual Records</i> <ul style="list-style-type: none"> <li>updated with <b>JUMPSTART</b> planning sheets</li> </ul>	<b>Maintain/Update 95/96</b> <ul style="list-style-type: none"> <li>continue to monitor &amp; update</li> <li>developing more <b>JUMPSTART</b> packages</li> <li>developing Beaver songbook</li> <li>developing new Beaver activity theme books</li> </ul>
<b>WOLF CUBS</b>	<b>Program Support</b> <ul style="list-style-type: none"> <li>addressed specific concerns, themes, outdoors &amp; resources through <b>Leader</b> articles</li> <li>1995/96 launch of revised Cub program</li> <li>22 new badges</li> <li>program linked to Beavers and Scouts</li> </ul>	All books revised: <ul style="list-style-type: none"> <li><i>Cub Book</i></li> <li><i>Leader's Handbook</i></li> <li><i>Pack Annual Records</i></li> <li><i>Pack Resource Book</i></li> <li><i>Achievement Chart</i></li> <li><i>Sixer Record Book</i></li> </ul>	<i>Cub JUMPSTART</i> and video <ul style="list-style-type: none"> <li>new</li> </ul>	<b>Maintain/Update 95/96</b> <ul style="list-style-type: none"> <li>developing more Cub <b>JUMPSTART</b> packages</li> </ul>
<b>SCOUTS</b>	<i>Individual Specialty Badge</i> <ul style="list-style-type: none"> <li>introduced</li> </ul> <i>Chief Scout's Award</i> <ul style="list-style-type: none"> <li>minor change in reference to CIDA</li> </ul>	<ul style="list-style-type: none"> <li>Updated "Youth Profile" chapter</li> </ul>		<b>Maintain/Update 95/96</b> <ul style="list-style-type: none"> <li>year two of combined Scout/Venturer Review</li> </ul>
<b>VENTURERS</b>	<ul style="list-style-type: none"> <li>conducted Amory Adventure Awards</li> <li>continuing to expand Vocational Venturing (Emergency Preparedness)</li> </ul>	<ul style="list-style-type: none"> <li>Updated "Youth Profile" chapter</li> </ul>	<i>RCMP/Police Venturing Pamphlet</i> <ul style="list-style-type: none"> <li>new</li> </ul> Establishing National Speakers Bureau Developing "servicing" tool through <b>Leader</b> articles	<b>Maintain/Update 95/96</b> <ul style="list-style-type: none"> <li>year two of combined Scout/Venturer Review</li> <li>continuing to develop Vocational Venturing through Sponsor awareness (Speaker's Bureau)</li> </ul>
<b>ROVERS</b>	<b>Program Development</b> <ul style="list-style-type: none"> <li>Task Group established to "enhance" Rover program</li> </ul>			<b>Maintain/Update 95/96</b> <ul style="list-style-type: none"> <li>continue to develop enhanced program</li> <li>field test</li> </ul>
<b>OUTDOORS</b>	<b>Outdoor Focus</b> <ul style="list-style-type: none"> <li>increased outdoor and environmental content in section programs</li> </ul>			<b>Maintain/Update 95/96</b> <ul style="list-style-type: none"> <li>support to outdoor programs and training</li> </ul>
<b>OTHER</b>			New <i>Financial Record Book</i> New <i>Campfire Sing Along</i> CD/Cassette	



# Hiking With Young Children: Part 2

by Ben Kruser

**H**ave you ever wondered what to *do* on a hike?

A good hike involves more than just walking over a trail as quickly as possible. Novice hikers often pass by deer antlers, bird nests, semi-concealed wildlife and other fascinating natural objects only to end the hike disappointed, saying "but we didn't see anything."

If everyone is going to thoroughly enjoy an outdoor walk, leaders must help focus youth attention as the hike progresses. As well, adults must cast off goal-oriented concerns of reaching the end of the trail. Here are some activities to make hiking with young children more enjoyable.

## Practise Tracking and Stalking

Young children love to run ahead. If you involve them in tracking and stalking activities, youth will stay behind the leader. One adult should "bring up the rear" so no one lags too far back. Stalking techniques are quite useful later in life, especially when observing and photographing wildlife.

*The Fieldbook for Canadian Scouting* includes sample trail signs that you can use for setting up your hiking track. Why don't you try using trail signs that will lead your hikers to a pirate treasure (snack)?

## Keep a Journal

Supply your group with enough pencils, crayons and blank paper for each child. You may even want to staple the paper together into a small book. Stop occasionally along the trail and get the children to sketch or draw some interesting object or scene. Don't forget: older children have active imaginations too. Ask them to try *drawing sounds* or *smells* they encounter. What would a skunk's scent look like compared to a lilac?

Journal writing can become a lifelong passion. Cubs are just starting to expand their writing horizons and will often be thrilled to put their imaginative thoughts down on paper. Let them start their journals by creating a simple story based on some object along the trail, such as a beaver lodge.

## Nature Postcards

Give several blank postcards to each child. In a similar exercise as journal keeping, ask your group to draw an object or scene from their trail hike. Back home, each child can then address the card to a relative.

## Skill Learning

Use part of your meetings to hone hiking skills, then go out and put them to the test. For example, you might practise simple compass instruction in-

side on a rainy evening. After a few meetings where they improve their compass skills, go for a short hike based on a map and compass route laid out for the group. By working on improving skills inside, then taking the group outside to demonstrate their new proficiency, interest and enthusiasm will grow tremendously. Beavers and Cubs will see a real purpose for learning skills since the training is tied to a fun and desired activity.

Is your program starting to lack energy? Simple day hikes can boost a young child's interest immensely. <sup>A</sup>

## Program Links

Cubs: Hiking Badge, Collector Badge and Artist Badge.

Scouts: Explorer Badge, Scoutcraft Badge.

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Photo: Paul Ritchie

*Use hikes to really explore nature's minute details.*

# JUMPSTART *Makes the Job Easier*

by Rob Stewart

**T**he colony was in danger of folding. All leaders were in their first year; none had been able to attend any regional training sessions. Everyone worked hard trying desperately to provide a fun-filled and satisfying program to the twelve Beavers in the colony, but unfortunately all leaders had run out of ideas. With morale falling quickly, the Scouters no longer believed they could run the section.

In desperation one called a Service Scouter. Could she meet with the team and suggest some ideas? (At the time all training courses for the year had ended. None were planned until the fall.) The Service Scouter arrived at the meeting with many resources and ideas, but the colony JUMPSTART package promised to provide an immediate solution. The gathering that had started out as a desperate collection of bewildered individuals soon changed. Together they watched the video, then reviewed the pre-packaged programs. Like a flickering flame nursed into a blazing fire, enthusiasm and excitement spread through the colony leaders.

"It was their own fault for not taking training," someone might say.

Let's be reasonable. Many people are unable to participate in our training courses for any number of reasons. It's a reality today.

The leaders in this colony were keen and dedicated volunteers, but work and

family commitments had prevented them from taking training. All have signed up for their Woodbadge 1 in the months ahead, but without JUMPSTART most would have left feeling a sense of guilt and inadequacy.

## JUMPSTART's Potential

What does the coming of JUMPSTART mean to our training teams?

Some plan to use it as the model for their Woodbadge program planning sessions. JUMPSTART can also fill a void between courses for those who have not yet taken training. After all, training should concentrate on how to deliver the program. More and more new Scouters are telling us to focus courses on giving them the skills and knowledge needed to plan and conduct an exciting program. Unnecessary: That's how brand new section Scouters sometimes view sessions which don't address program delivery directly. It only sparks their interest *after* they feel comfortable with their ability to deliver a fun and challenging program to youth.

Let's not accept the position of some who say that pre-packaged programs will stifle the creativity of Scouters. Many Scouters simply don't have time to be highly creative. JUMPSTART fills this need — it 'jumpstarts' their creativity. Many leaders will take these program packages and adapt them to their own colony ideas. Others will depend on

JUMPSTART at specific times of the year when their job or family life is particularly busy.

Already JUMPSTART has helped many struggling colonies out of a membership slump. New Cub JUMPSTART packages and videos are just now available in Scout Shops coast-to-coast.

Spend time considering how you can use this terrific resource to compliment the job of our trainers and Service Scouters. Experience proves that both youth and leaders love JUMPSTART. A

## FROM THE AWARDS FILE

by Cheryl Dinelle

**"H**elpful," "supporter," "promoter" and "advisor" all describe Mark Young's outstanding contributions in the Niagara Region, ON. Scouts Canada awarded him the Silver Acorn last March.

Mark willingly accepts all tasks no matter how small. He has made conference presentations, conducted training courses/workshops, and recognized partners. Mark looks for every opportunity to raise Scouting's community profile, e.g. through community parades and erecting signs at tree planting sites.

Mark Young actively demonstrates his support and dedication to Scouting through his enthusiastic leadership and strong commitment.

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## Introducing the Individual Specialty Badge

*by Ian Mitchell*

**Y**ou asked for it. Here it comes!

Each year the National Program Committee (Scout Section) receives proposals for new Challenge Badges. In many cases the ideas do not appeal to a broad enough audience to warrant introducing a new badge.

The existing Scout Challenge Badges provide opportunities to recognize a wide variety of youth interests, but a number of personal interest areas fall outside their scope. The new Individual Specialty Badge will address this need and give more flexibility.

Badge requirements (see below) are based on standards for the Troop Specialty Badge. These have been adapted to apply to individuals, rather than troops. Get your Scouts working on this badge today — available through Scout Shops. (The next reprint of badge requirements will include these criteria.)

**How do youth earn the Individual Specialty Badge?**

1. A Scout may propose a subject and requirements for an Individual Specialty Badge or may develop them in cooperation with other members of the troop. The requirements should be presented to the Patrol in Council or the Court of Honour for review.



2. Topics selected for an Individual Specialty Badge should not be covered in any of the other challenge badges.
3. The Scout leader must send a copy of the badge requirements to the local Scout council for information.
4. A Scout may hold only one Individual Specialty Badge at one time.
5. A Scout may choose a new Individual Specialty Badge once a year.

The requirements for this badge are developed by the Scout with the agreement of other members of the troop. Make sure the requirements challenge the ability of the individual. Remember that the purpose of the badge is to recognize the best effort of the Scout.

**Note:** In an effort to co-ordinate both the Troop and Individual Specialty Badges, the Troop Specialty Badge design will be updated by September 1996. Until then, please continue to use the present Troop Specialty Badge. X



## Chief Scout's Award Change

Requirements for the Chief Scout's Award have been changed slightly.

The reference to CIDA in requirement 3(a) has been replaced by "the World Organization of Scout Movements (WOSM)."

Scouts Canada's past and present relationship with CIDA will still be explored under 3(a) in regards to "the work of the Canadian Scout Brotherhood Fund." Information on WOSM is available through your local office.

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# Let's Avoid Gender Bias in Co-ed Sections

by Ben Kruser

**P**icture the following two scenarios in your mind.

- A small group of boys is running in the playground tackling each other.
- A small group of girls is running in the playground tackling each other.

Do you consider the first scenario "normal behaviour" for boys? Would you say anything to them, or would you let them continue having fun? What about the second scenario? Can you even conceive of it happening?

Gender differences appear most obviously in Scout and Venturer age youth. They are becoming young adults, experiencing puberty and the roller-coaster ups and downs of adolescence. Yet we must also pay attention to Beaver and Cub age children so they can grow to appreciate themselves not because of gender, but because of their own abilities.

How can we avoid gender biases in Scouting programs?

Let's start by reviewing how girls and boys develop gender awareness, then see how adult perceptions and actions influence these.

By age four, children understand the two sexes as "opposite." They accept that boys and "boy things" are quite different from girls and "girl things." Their understanding doesn't go very far beyond this point, though boys more consistently prefer and choose sex-typed toys and activities (e.g. trucks, wrestling) than girls.

By age 6-7 most children have absorbed many gender biases from the world around them. They strive for conformity with these stereotyped roles, preferring sex-segregated play groups. However, two or three years later, most have become more flexible. Their thinking is no longer so black and white, though they still continue to prefer spending time with same-sex friends.

While young children are figuring out sexual physical differences, adults and society are busily implanting social messages. These include both gender stereotypes and misperceptions. Sometimes the biases are harmful as the children develop their self-image, self-esteem and make choices about what type of person they would like to become as adults.

Harmful biases most often affect girls. Research shows that female self-esteem drops alarmingly as they progress through school and into adolescence.

What are some examples how adults send gender-biased messages?

## The Facts Are...

Male students receive more teacher attention and instruction time than female students. Educational studies over two decades, ranging from kindergarten classes to university lecture halls, consistently reveal this fact.

In one study involving primary and middle school youth, boys called out answers eight times more often than girls did. When boys answered, most teachers listened intently. When girls answered, they were usually corrected with a comment such as, "Please raise your hand if you wish to speak." Even when boys didn't volunteer an answer, studies reveal that teachers were more likely to call on them for answers. (This is not just because boys demand more attention.)

Research also shows a classroom bias toward choosing activities that appeal to male interests and selecting delivery formats where boys are encouraged to excel more than girls. Example? When researchers looked at lecture vs. laboratory classes, teachers asked questions of males 80 percent more often than girls in the lecture. Classes that encouraged all students to work on activities from the same starting point gave all students the same access to information and experience. Discussion that followed showed girls were more encouraged to participate. In some cases teachers used cooperative learning strategies to reduce competition, and promote a cooperative spirit and peer relationships.

Small groups work together, share ideas and solutions. Individuals learn to appreciate each other's skills and abilities. However, gender biases sometimes creep into even small groups, especially where they are used infrequently. In this case, gender stereotyping actually increases. Group work provides boys with leadership opportunities. This increases



## SCOUTING'S MISSION STATEMENT



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



their self-esteem. Studies show that female group members are often perceived as followers. Here girls were less likely to want to work in mixed-sex groups in the future.

The negative impacts affect both sexes. Boys are short-changed because they feel they must conform to bold and aggressive male behaviour stereotypes, whether this is in their nature or not. Peers and adults strongly discourage any "feminine" qualities they may possess, like showing care and concern. (Is it any wonder that some people consider being a Scout "wimpy"?) Boys interested in traditional female jobs are still not accepted as readily as females wanting to pursue traditional male jobs.

Gender biases also shortchange girls. People discourage them from behaving in class as many boys: speaking up, risking incorrect answers, taking charge of a small group or science experiment. When girls misbehave in class, they are commonly told to quiet down. Boys who misbehave are asked questions or given a task to do. Misbehaving boys often get rewarded by receiving attention; the reward for an obedient girl often involves ignoring her.

Leaders of co-ed Scout sections can fall prey to the same problems experienced in classrooms. Here are some ideas to ensure your program activities avoid gender bias.

- Set an example. Your chief section leader does not have to be a male. Shared leadership, with adults taking turns in various positions, sets a good example for youth. Children learn best by watching how same sex adults treat opposite sex adults.
- Ban name calling and teasing — especially taunts using racial, gender or homophobic remarks. Don't permit youth to mock others with comments like "acting like a girl" or "girls stink." As well, jokes about "dumb blondes" have no place in Scouting. Correct this behaviour.
- Solicit and listen equally to suggestions made by boys and girls in your section. Use a consistent feedback style. Offer praise and encouragement to all children.
- Girls often look for a "best friend" at this age. Especially if there are only a few girls in the section, be sensitive to a possible need by some girls to work together in the same small group activities.
- Ensure that you treat both boys and girls equally in the section and in their respective small groups. Give quiet girls and boys an opportunity to express their views and opinions. Teach more aggressive children to take turns when speaking so everyone has a chance to talk.
- Be sure all Cubs have a chance to lead in their groups. Help everyone to learn how to work on a team and take direction from peer leaders, regardless of gender.
- If a girl wants to take part in 'boyish' activities like jumping into a friendly fray, let her. Similarly, if a boy wants to sit it out, don't prod him with guilt by saying he should act "more like a man."
- Invite a male nurse, phone operator or ballet dancer to speak to your group during related themes. Help girls understand they can choose to be a doctor or a nurse. This will not only expand their view of gender roles but increase future career opportunities.

- Let children experiment with activities with a minimum of leader discussion beforehand. Encourage discussion afterwards. This will help them sum up learning and also encourage girls to voice their opinions.
- Look for activities that balance the interests of outgoing children with those of quiet and reserved children. For example, on a hike split into two groups with children who are "full of beans" in one group and slower children in the other. This lets both groups experience the outdoors at their own speed.

Girls can be girls and boys can be boys, provided they respect each other's personal qualities, abilities and interests. Scouting should strive to help each child achieve his or her full potential, free of gender bias limitations.

#### References

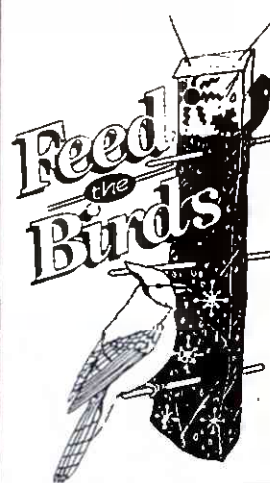
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- *How Schools Short-Change Girls*, 1992, The Wellesley College Centre for Research on Women, and the American Association of University Women Educational Foundation.

X

## Editor's Note:

Do you help run a co-ed section? Why not write to us and share your tips, suggestions and experiences? We'll pass them on to others.

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# CROSS-COUNTRY PHOTOS

## "I'M LUNCH?!!"

**C**ub Nicholas Sutherby (helped by leader Mark Barnert) takes a close look at an Albertasaurus' tonsils.

The 189th Deer Run Cub Pack from Calgary, AB, visited the Royal Tyrrell Museum for a breathtaking, wide-eyed sleepover.

Photo: Cecil Keeping.



**A TASTE OF WINTER** Members of the 11th Toronto Venturer Company, ON, (all immigrants from Hong Kong) had never seen snow before attending a winter camp last February. The weekend turned out to be one of the coldest of the season. Temperatures plunged to -25°C, with a wind chill of -40°C. Did it bother them? Not a bit. Welcome to Canada! Thanks to Venturer advisor Shiu-Kwong Wong.



**"LET'S GO!!"** Fire Venturers Jeffrey McHardy, Jeremy McHardy, Justin Carson and Michael Dodge of the 2nd Kingsville Venturers, ON, race to pull the hoses off a fire truck during a pumper competition. The rest of the day involved knocking down targets with jets of water, running with water buckets, putting on fire clothes and sliding down the fire pole. Great fun! Thanks to Alan Brody.

## LEND A HAND HERE

Beavers, Cubs and Scouts in Winnipeg, MB, teamed up last May to plant one of two symbolic 50,000,000th trees in the city. One tree was planted on the lawn of the Legislative Buildings and the other at Winnipeg's Pan American Pool. Scouting youth from various ethnic and aboriginal groups took part. Provincial spokeskids hosted the celebrations. Photo: Manitoba Council.







**RESTORATIVE WORK** "It's pretty tough getting the paint out of the crevasses," said 63rd Deshaye Scouts Ted Bailey and Tim Mang from Regina, SK. When vandals painted slogans on an \$80,000.00 bronze sculpture of a cow, these Scouts volunteered to help restore it. The statue sits in front of the MacKenzie Art Gallery. Thanks to Jean Thomas. Photo: Compliments of Bryan Schlosser/The Regina Leader-Post.



**HONESTY MATTERS** Benjamin Seleski, a five year old Beaver from Lethbridge, AB, doesn't brag when others ask him how he won an honesty award. Ben found a \$20 bill in an automatic teller machine while visiting a bank with his dad. Helped by his parents, he found the lady in a nearby store, who had left it behind. Surprised and delighted, she rewarded him with a shiny loony. When his colony heard about his actions they rewarded him with a plaque, a badge and a campfire blanket. What an excellent example for his peers. Photo: Compliments of the Lethbridge Herald. X

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# For Service to Scouting

compiled by Cheryl Dinelle

In this issue we are pleased to announce the names of people in Scouting who have been recognized for gallantry and service between February 1, 1995 and August 15, 1995. We will announce awards made after August 15, 1995 in a spring issue of the **Leader**.

## AWARD FOR FORTITUDE

*(for perseverance despite physical or mental impediments)*

Andrew Avdimiretz,  
Sherwood Park, AB  
Barbara Gedir, Saskatoon, SK  
Kathy Harker, MacKenzie, BC  
James MacLaughlin, North York, ON  
(Posthumous)  
Shaun S. Olson, Calgary, AB  
David G. Sefcik, Calgary, AB  
Barrie Stare, Saskatoon, SK  
Dennis W. Thompson,  
Peterborough, ON  
Gerrit Van Bruggen, St. Albert, AB  
E. Peter Venini, Calgary, AB  
Peter Von Tretter, Greely, ON  
Kyle Wagar, Guelph, ON

## CERTIFICATE FOR MERITORIOUS CONDUCT

*(for meritorious conduct worthy of recorded commendation)*

Stephen Carmen Agius, Berwick, NS  
Lorenzo L. Guidi, Calgary, AB  
Christopher Hayne, Calgary, AB  
Chris Hopp, Prince Rupert, BC  
Kevin Adam Taro Idenouye,  
Edmonton, AB  
Andrew Kovosi, Windsor, ON  
Nick Kragaris, Markham, ON  
Chris Marrie, Prince Rupert, BC  
Shannon McConnell, Toronto, ON  
George Minto, Windsor, ON  
Catherine Paterson, Calgary, AB  
Rowland Riglin, Ottawa, ON  
Michael Smith, Scarborough, ON  
Jeffrey Strachan, Prince Rupert, BC  
Andrew J. Vandenbroeck,  
Saint John, NB  
Darren Charles Wallace, Windsor, ON  
Douglas Wallace, Windsor, ON  
Shaun Wick, Prince Rupert, BC  
Jeffrey William Wilding, Brossard, PQ

## BAR TO SILVER ACORN

*(for further especially distinguished service to Scouting)*

J. Arthur Leather, St. Catharines, ON  
William James Neil, Prince Albert, SK  
Donald Scott, Milford, NS

## SILVER ACORN

*(for especially distinguished service to Scouting)*

Rick Astle, Olds, AB  
Wayne R. Benner, Calgary, AB  
Beverley Irene Blake,  
Scarborough, ON  
Donald Angus Copan, Burnaby, BC  
Jim Cowan, Toronto, ON  
John Wayne Cross, Dartmouth, NS  
Jon Lloyd Duerdoth, Etobicoke, ON  
Mary Edwards, Dartmouth, NS  
Jim Etherington, London, ON  
Lil Fulford, Angus, ON  
Stuart Hosler, Sherwood Park, AB  
Joyce Hunter, Burnaby, BC  
Eric F. Jerrard, Lacombe, AB  
Robert A. Millar, Islington, ON  
Everett H. Nyman, Calgary, AB  
Ramsay Roome, Timberlea, NS  
Ray Suggitt, Lindsay, ON  
Robert Joseph Tice, Hamilton, ON  
Henk Van Koeveeringe, Burnaby, BC  
Mark Young, Grimsby, ON  
William Zahara, Vancouver, BC  
Audrey L. Zwack, Prince Albert, SK

## BAR TO MEDAL OF MERIT

*(for further especially good service to Scouting)*

John Douglas Card, Calgary, AB  
Priscilla E. Cross, Dartmouth, NS  
Brian E. Dennis, St. Albert, AB  
Jeanne Fell, Flin Flon, MB  
Alice Huseby, Blackfalds, AB  
Peter F. Kirchmeir, Edmonton, AB  
Allison F. McCormick,  
Charlottetown, PE  
Jon Noble, Halifax, NS  
Joe Raju, Barrhead, AB  
James Sweeny, Waterville, PQ  
Francis Wall, Flin Flon, MB

## MEDAL OF MERIT

*(for especially good service to Scouting)*

Marion Andrews, Carrying Place, ON  
Gerald F. Ashton, Moncton, NB

Elliette Ayris, Kerwood, ON  
Gay E. Bailey, Courtenay, BC  
Paul Michael Barber, Hamilton, ON  
Agnes Bentley, Charlottetown, PE  
Sharon Darlene Besplug,  
Shaunavon, SK  
Frederick James Bishop,  
Dartmouth, NS  
Peter Bosters, Lethbridge, AB  
Phil S. Brookman, Nanaimo, BC  
Theresa Buckle, Hamilton, ON  
Dede K. Caldwell, Lumby, BC  
Lori Ann Carey, Hamilton, ON  
Roy U. Carstens, Calgary, AB  
Grace M. Carvalho, Toronto, ON  
Graham Cheeseman, Edmonton, AB  
Larry Christiaens, Surrey, BC  
Gerry Coen, Edmonton, AB  
Donald Connors, Halifax, NS  
John Cooke, Sherwood Park, AB  
Mark H. Couch, Guelph, ON  
Mark Andrew Cowley, North York, ON  
Murray Davidson, Courtenay, BC  
John William Davis, Langdon, AB  
Jeff Dunford, Hamilton, ON  
David Eklund, Lethbridge, AB  
Bruce Frederick Farrow, Kelowna, BC  
Cheryl J. Fitzyk, Thorold, ON  
Wayne Fountain, St. Lambert, PQ  
Donald Robert Francis, Burnaby, BC  
Olive M. Frankham, Toronto, ON  
Helen Franklin, Kamloops, BC  
Jacquelyn French, Hamilton, ON  
Barbara Frost, Pouce Coupe, BC  
William A. Fukes, New Glasgow, NS  
Allen C. Gough, Nanaimo, BC  
Clara Grant, Surrey, BC  
Bud Keith Green, Regina, SK  
George Henry, Port Colborne, ON  
Edie Hill, Hamilton, ON  
Lorraine D. Horton, Scarborough, ON  
Thomas A. Huntley, Aurora, ON  
Brian Jackson, Vernon, BC  
John Jewett, Campbellton, NB  
Pauline Katzberg, Regina, SK  
Emerson C. Keen, Stewiacke, NS  
Robert Douglas Kerr, Calgary, AB  
Rita Kilgren, Winfield, BC  
Alex Mason Kinnaird, Hamilton, ON  
Herman Kranendonk, Indus, AB  
Grace Kumm, Red Deer, AB  
Michael L'Oiseau, Kentville, NS  
Ruth Lauzon, Welland, ON  
Peter J. Lavers, Truro, NS  
Caron Rae Lee, Regina, SK  
Floyd Longbottom, Erin, ON  
Clarence Louder, Salisbury, NB  
Robert MacLean, Markham, ON



Alan Mason, Hamilton, ON  
 Joseph Mason, Surrey, BC  
 Marie Mathers, Prince Albert, SK  
 Mark McCulloch, Riverview, NB  
 John McDowell, Brampton, ON  
 Angus Lyle McFadden, Red Deer, AB  
 Gene McIvor, Marysville, BC  
 Edgar Wayne McLaren, Vancouver, BC  
 Robert Middleton, Peterborough, ON  
 Donald Morse, Burnaby, BC  
 David Murphy, Wolfville, NS  
 Charlene Myhre, Regina, SK  
 Chris Hall Olson, Stranraer, SK  
 Doreen Osborne, Edmonton, AB  
 Richard Innes Page, Kelowna, BC  
 Richard Parkhill, Acton, ON  
 Neta M. Parnell, Mascouche, PQ  
 David Perkins, Ile Bizard, PQ  
 Marilyn Pollock, Brossard, PQ  
 Rick Provo, Hamilton, ON  
 Edith Janet Pujo, Calgary, AB  
 Lawrence Ribey, Chatham, ON  
 Allan Richards, Sarnia, ON  
 Bruce Riddiough, Hamilton, ON  
 Alan Singleton Ripley, Paincourt, ON  
 John C. Rogers, Calgary, AB  
 Hannes Rolf, St-Mathias, PQ  
 Irene Roy, Richmond, BC  
 Serge Roy, Richmond, BC  
 James Gordon Rudack, Regina, SK  
 Ed Sautiere, Halifax, NS  
 Henry A. Schreiber, Calgary, AB  
 Dave Skrastins, Sherwood Park, AB

## King Carl Gustaf of Sweden Earns Silver Fox

During the 18th World Jamboree in Holland, the king of Sweden, His Majesty Carl Gustaf XVI, was presented with Scouts Canada's Silver Fox. This award is given "for service of the most exceptional character in the international field." Canadian Contingent leader Jack Sinclair presented the award.

*Venturer Devin  
 Dubois, from  
 Rosetown, SK,  
 presented King  
 Gustaf with  
 the Silver Fox  
 certificate.*



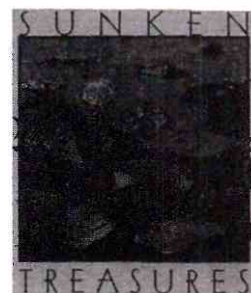
Photo: Allen Macartney

Sybren Spyksma, Sylvan Lake, AB  
 Joe Stachura, Yorkton, SK  
 Margaret Stewart, Erinsville, ON  
 Rita Stock, Malton, ON  
 Duncan Strachan, Cochrane, AB  
 Brian Ernest Swan, Calgary, AB  
 Chris Terry, Kelowna, BC  
 Gary C. Thurston, Amherst, NS  
 Bill V. Tobias, Calgary, AB  
 Alan S. Vladicka, Edmonton, AB

Ronald Volden, Regina, SK  
 Ronald Walker, Aylesford, NS  
 Susan Marie Welch, St. Thomas, ON  
 Gordon Whelan, Manuels, NF  
 Donald Whitbourn, Mt. Bridges, ON  
 Reg Wigle, Calgary, AB  
 Judi L. Wijngaarden, Essex, ON  
 Birgit Woolmer, Gibsons, BC  
 Dennis Wright, Surrey, BC  
 Cameron Yule, Edmonton, AB

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## GROUP COMMITTEE AND COUNCIL PIN

by Bob Bareham

**A**re you a council trainer?

Yes? Then listen to this. The last National Program Forum endorsed the creation of a new recognition pin for group committee and council members. The pin (gold in colour with a blue fleur-de-lis and green border) is designed for those who have taken training that makes them more capable in their Scouting roles.

Members may wear the pin on the right front pocket flap of their uniforms. Spread the word. This attractive pin makes a great recognition gift. Get one at your local council office and/or Scout Shop (catalogue #01-1451: \$2.50 each).

Council offices and Scout Shops also have lapel pins for recipients of the Medal of Merit (#95-145), the Silver Wolf (#95-147), the Silver Acorn (#95-146) and the Medal for Good Service (#95-159). Wear these miniature pins on a blazer, suit jacket or sports coat, but not on your uniform. Everyone who has earned one of these national awards is eligible to wear the matching pin.

### HI-TEC HIKING BOOTS

Scout Shops are now offering internationally known and respected Hi-tec hiking boots. Also check out our Sundance and Scout Jr. hiking boots. After months of rigorous field testing by Scouts Canada, we are proud to endorse this exciting product line.

### JUST IN TIME

With Christmas just around the corner, take a look at our holiday gift idea insert in this issue of the **Leader**. What youngster (or adult) wouldn't want the latest craze: a Numpty Hat?


Gift ideas for the whole family include everything from the new Wolf Pack and loon mugs, to the ever-popular Optic Wonder and Campfire Sing Along CD. The 3-in-1 duffle/sports bag is my own gift favourite (#51-200). It features a detachable day pack, as well as an expandable fanny pack. You won't find anything to compare with this multi-featured, low cost bag. With great quality comes a great price — only \$59.95.

### THANKS TO YOU

The new 18 Wheeler Kit is taking the country by storm! Leaders are building this unique craft idea into their program, while kids from Cub age on up to Venturers are enjoying the fun. Scout associations in other countries have expressed interest in this specially designed kit. They plan to introduce it to their membership soon.

Learning the necessary skills and techniques required by some crafts helps make the Scouting experience unique. Why not try one of these 18 Wheeler Kits today?

### COMING UP

Watch this column for details on new products now undergoing research and development. Our staff are working on a variety of new, low cost, craft items of excellent quality for Beavers. Our product development staff are also exploring other items that will enrich Scouting programs. 



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vinyl case, GST and shipping charges. Suggested sale price of \$2.00 per pack leaves you a profit of over a 100%. There is no risk involved since 6 weeks after date of invoice you pay only for packs sold and return any left-overs to us. Minimum order is 600 packs.

#### Also available:

**3 BIC white barrel pack medium point:** includes 2 blue ink and one red ink. You pay 80 cents and sell for \$1.50

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# Don't Lose Any Pieces: Part B

by Ian Mitchell

**V**enturer age youth (better known as teenagers) are a complicated group when it comes to their developmental needs. We touched on some of these needs in last month's article; now let's complete the picture by exploring the Service, Social/Cultural, and Vocational activity areas.

## Vocational

What do the 86th Regina (RCMP) Venturers, 53rd Halifax (Fire) Venturers, and the Southport (Aviation) Venturers, MB, have in common with all other young people across the country?

They have strong concerns about their future — particularly regarding employment.

Venturer age youth are entering a time of life when they must make career-related decisions. These choices are significant and often cause anxiety. Usually, teenagers must explore interesting vocations from the *outside*, when they really want a closer, *inside* look.

Although males and females struggle with occupation decisions, the sexes often assign different priorities to them. Finding a suitable job is a primary concern of males. Generally, females rate family connections and relationships as a higher priority.

Your vocational Venturer company does *not* have to concentrate on only one profession. Other more flexible methods can satisfy youthful needs to explore interesting careers. Did you read the November '94 *Venturer Log*? It described three options for running a vocational company:

- occasional look
- a one year career theme, and
- concentrated focus.

Of course, the deciding factor when making program decisions should always centre on the wants and needs of the youth themselves.

## Service

Service comes from a caring attitude. Professional youth counsellors tell us that young people are very concerned and caring about the state of their world. More than any other generation that has come before, youth to-

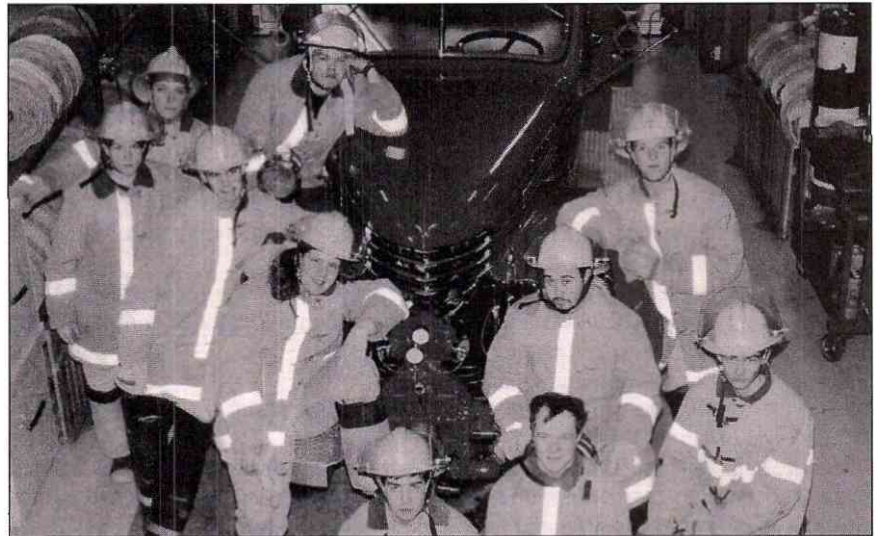


Photo: Dave Gurney.

*Not only does future employment concern Venturers, but often they truly want to serve their community.*

day are interested in the environment, world peace, world hunger, war and injustice. They want to help alleviate these global problems.

Venturers are learning to empathize with others, experiencing what it means to "walk in the shoes of a stranger." They want to help others in a tangible way through hands-on projects.

Today's society offers endless opportunities to provide service. But we must take care what, and how many, service projects they experience. A recent Venturer survey clearly indicated that youth were not satisfied with some activities they tried. Be sure Venturers choose the projects. Ask them: What do you wish to accomplish through the project?

## Social and Cultural

Unlike most younger children, Venturer age youth don't base their moral decisions solely on the consequences of the behaviour. Sophisticated reasoning is emerging. They ask themselves whether or not they have violated an internal system of values. They are becoming more aware of, and seeking to understand, the various groups which make up our society. This learning process enables them to develop further their own value system.

Cultural diversity, religion, gender similarities all hold special interest for

Venturers. At the same time they are studying government, family history and local community. These mix together to develop a sense of responsibility and caring for others.

Within this activity area, encourage Venturers to get as much hands-on experience as possible. Invite them to get involved with other groups, or experience situations, first hand. Ask them how they would like to plan their involvement.

Have any of these developmental needs surfaced in your Venturer company?

If not, don't panic. While many youth "fit the pattern," many others will not.

Just remember: Focus on youth, their needs and concerns. Give them continual encouragement and guidance. This will help them most of all. A

## Program Checklist

1. Do you encourage youth to explore activities beyond their "comfort zone" within each activity area? ☐ Yes ☐ No
2. Do all Venturers understand the requirements for the Queen's Venturer Award? ☐ Yes ☐ No

# A Time to Discover. A Time for Growth

by Ian Mitchell

**P**art of a prospective Rover's program consists of a probationary period of time (squireship for those using the knighthood theme) before being accepted into the crew.

What is the purpose of this probationary period?

According to a recent British Columbia Rover Conference report, it is "to allow trust and respect to develop between the existing crew and the new member. It gives the new member a chance to learn about both Rovering and a particular crew so that the individual can decide if he or she is ready for, or even interested in, Rovers. It also gives the crew a chance to test new members to see if they are responsible and dedicated enough to be conscientious, contributing members of the crew."

Testing a potential member's loyalty to a crew should not involve mindless, embarrassing tasks. In the words of the BC report, this period "is not meant as a time of humiliation for the squire, nor are squires meant to be slaves to invested Rovers."

Canadians strongly disapprove of hazing ceremonies. We must ensure

that the public, as well as all potential members, understand that this time involves nothing more than a period of constructive learning.

The Sponsor plays an important role during this time. Each potential member will have one — usually a crew member. (In the case of a new crew starting out this may be done on a group basis.)

In the past Rovering down-played the Sponsor's importance. Today the role includes:

- teaching about the Scouting Movement
- ensuring that expectations of both the member and the crew are explained and understood
- exposing new members to all aspects of Rovering
- encouraging new members at all times.

Formally the Sponsor will be active for up to three months. Informally, the Sponsor's role will continue throughout the member's entire involvement in Rovers. For this reason Sponsors must lead by example in all they say and do.

Squireship (the time of probation) is one of the most important periods experienced by new Rovers. It gives them direction and provides meaning to the program. Ensure that it is a positive time: one that new members will want to remember and share with others as they themselves take on the role of Sponsor in future years.  $\lambda$

## NATIONAL COUNCIL DECISION

The May 1995 National Council meetings accepted the Rover motion "... that the Rover Program be enhanced by integrating the Contemporary Rover Design into the existing Rover Program."

Mentoring or sponsorship may now become a larger part of the final years of a Rover's program.

### Editor's Note:

See the **Leader's** January issue for more details on the Contemporary Rover Design.

## Scouting Is... PHOTO CONTEST

Don't forget to enter the **Leader's** "Scouting Is..." photo contest.

Supply Services is providing over **80 prizes** including a three-person tent, a large backpack, a cosy Scout System 1 sleeping bag, ten Scout Apprentice Swiss Army knives, twenty Scouts Canada fanny packs, and up to fifty Scouts Canada baseball caps!

What does Scouting mean to you? Outdoor adventure? Games and crafts? Funny faces? Tell us through pictures.

"How do I enter?"

It's simple. Read the contest rules. (See October's **Leader** for details.) Pick out your best photos. Label each with your name and address, as well as a brief description of the picture. Mail entries no later than *December 29, 1995*.

*Come on. Take your best shot! You might win!*



### Let There Be Peace

Peace is an ever-present message at world jamborees where so many people join together to share their Scouting experiences.

In November when we remember the many wars that have torn the world apart in this century, peace is a good message to reinforce.

Use the following readings and thoughts taken from various world jamborees to plant seeds of reconciliation within your colony, pack and troop.

Try using them creatively. Get individual youth to read a passage. Encourage a patrol to contribute a peace skit. Cubs might want to make up a song. A lodge might wish to decorate the pond with peace cranes.

How can we bring peace? Ask the youth. Get them talking and sharing experiences.

### Thoughts and Readings

"Let us go forth from here fully determined that we will develop among ourselves and our (youth), a comradeship through the worldwide spirit of the Scout brotherhood, so that we may help to develop peace and happiness in the world and goodwill among men."

— B.-P. at the First World Jamboree, 1920.

"I send you forth to your homeland bearing the sign of peace, goodwill and fellowship to all your fellow men. From now on the symbol of peace and goodwill is a golden arrow. Carry that arrow on and on, so that all may know of the brotherhood of men."

— B.-P. at the First World Jamboree, 1920. (The jamboree's logo was a golden arrow.)

Scouter's 5 Minutes, p.749

Nov.'95

Is your colony or pack planning a special Christmas event? These songs might add to your festivities.



### The 10 Days of Beavers

(Tune: The 12 Days of Christmas)

On the first day of Beavers my Keo gave to me  
A beaver for the colony.

On the second day of Beavers  
my Keo gave to me

2 hooty owls and a beaver for the colony.

On the third day of Beavers my Keo gave to me  
3 cheeky squirrels, 2 hooty owls and a beaver for the colony.

On the fourth day of Beavers  
my Keo gave to me

4 sly raccoons, 3 cheeky squirrels, 2 hooty owls  
and a beaver for the colony.

On the fifth day of Beavers my Keo gave to me  
5 Beaver rings... 4, 3, 2, 1

On the sixth day of Beavers my Keo gave to me  
6 hoppy rabbits... 5, 4, 3, 2, 1

On the seventh day of Beavers  
my Keo gave to me

7 howling wolves... 6, 5, 4, 3, 2, 1

On the eighth day of Beavers my Keo gave to me  
8 screaming leaders... 7, 6, 5, 4, 3, 2, 1

On the ninth day of Beavers my Keo gave to me  
9 vests with badges... 8, 7, 6, 5, 4, 3, 2, 1

On the tenth day of Beavers my Keo gave to me  
10 magic lights... 9, 8, 7, 6, 5, 4, 3, 2, 1

— Thanks to Hazel Hallgren, Red Deer, AB.

Songs, p.105

Nov.'95

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**the leader**

## Jungle Bells

Dashing through the jungle,  
Swinging from a vine  
From tree to tree we go  
This is very fine.  
We see Bagheera and Baloo  
Akela says, "Me too!"  
It's Christmas in the jungle  
We are having fun tonight.

### Chorus

Jungle bells, jungle bells  
Ringing loud and clear.  
Oh what fun it is to run  
When Mowgli and Baloo are here.  
Jungle bells, jungle bells  
Ringing loud and clear  
Oh what fun it is to run  
When Mowgli and Baloo are here.

Walking through the jungle  
Climbing up a tree  
Saw a pretty Chil  
Singing tweedle dee dee dee.  
He fell off the tree  
Climbing up the tree again  
He saw Santa Claus with toys  
For all the jungle lairs.

(Repeat chorus)

— *Composed by the 77th Pack, Toronto, ON.  
Thanks to Mitch Saulnier.*

Songs, p.106

"You're my brother, you're my sister  
So take me by the hand,  
Together we will work until He comes.  
There's no foe that can defeat us  
When we're walking side by side  
As long as there is love  
We will stand."

— *From Scouts' Own at WJ'95.*

"God our Father, reconcile your servants who  
are divided from one another. Grant us your  
unifying Spirit and make us one. May we be-  
come spiritually one by the embrace of charity  
and the bond of affection; one among ourselves  
and one with others; one in the peace which  
comes from you and gives harmony to all  
things; one in the grace and mercy and tender-  
ness of your Beloved Son, who with you and  
the Holy Spirit is God living and reigning for  
ever and ever."

— *From interfaith Scouts' Own at WJ'95.*

"Let the light of peace take fire in us so we can  
all penetrate the chinks of the darkness like  
small rays of light; so the future can begin in  
the full light of peace."

— *From interfaith Scouts' Own at WJ'95.*

"A Scout meets Scout as brother  
No matter what their colour  
And maybe quite another tongue they speak.  
It really doesn't matter  
You still will hear them chatter  
As down the streets they clatter,  
They're unique."

— *Part of the 1937 World Jamboree song.*

Scouter's 5 Minutes, p.750



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# More Chairs Please...

## How to Involve Parents in Your Group Committee

by Bryon Milliere

**G**roup committees. They can either be a necessary evil that perform minimum administrative duties or they can provide meaningful support to the leadership team. Here are some ideas to make yours more successful.

Groups that are bursting at the seams with helpful parents, youth begging to join the sections and leaders who can't get enough of Scouting are like championship teams. Everyone admires them. Some people might say these groups are stacked with all-stars. Perhaps they are.

Your group can generate this same kind of commitment and enthusiasm, even from busy parents who seem to be looking for a place to drop their child for several hours. We're all busy, yet people make time for activities that appear most important, most rewarding and most enjoyable.

### Just Call Her "Sparky"

All-star Scouting groups usually have at least one individual who acts like an enthusiastic spark plug. Her contagious spirit makes others feel good about volunteering their precious spare time. She is committed to helping every child in the neighbourhood reach his full potential.

Spark plugs exert a positive, energetic influence on others. They build group success by involving others and by gladly sharing leadership responsibilities. Don't confuse spark plugs with

people who seek to control others, or don't want to discuss alternatives or share leadership. This second character type quickly dampens enthusiasm. They can be a chronic source of frustration. (Consult your council representative if faced with a member like this.)

Leaders have a special place on group committees because of their role and commitment to delivering the program. A very experienced leader should help newer volunteers learn their jobs well so she can concentrate on delivering an effective program, rather than administrative and organizing details.

### Ideas, Ideas, Ideas

Help parents find roles that fit their interests, commitments, skills and knowledge. Be positive. Expect cooperation. If enthusiastic Scouters radiate purpose and vision, other natural organizers (potential spark plugs) will be attracted like mosquitos to a bright light.

Involved parents understand the program. They know what leaders expect from them, e.g. attendance at special ceremonies. Use family events such as barbecues and banquets to celebrate the program. Welcome parents to participate in camps and day outings.

Frequent positive communication through notes home, calendars of upcoming special events and personal conversations help keep everyone informed and involved. You don't need a personal computer to maintain this network.

Involve parents in important group decisions. Announce the meeting schedule and agenda. Some groups alternate executive and general meetings to focus the agenda on parental involvement. Decisions (such as the group budget and fundraising) require everyone's support. The executive shouldn't make these in isolation. Parents have a right to know how the group is distributing the money they, and their children, help raise.

### Added Value

Guest speakers who talk about parenting skills, community policing and local issues may provide added value to those involved in your group. Brainstorm how you can engage the interests of others. Show them what Scouting can offer *them*, not just their children.

"Meet the leader" nights give parents an opportunity to obtain feedback on their child's progress. As well, these nights generate enthusiasm and may lead to recruiting. Parents are inclined to honour requests for occasional help from Scouters they know, rather than a person they've met only once at registration night. Share the adventure!

Want to be a spark plug? Your attitude and enthusiasm can attract other committed volunteers. Then, working with others, settle on a thoughtful plan of action. After several months your biggest problem might entail finding enough chairs for the next meeting! A



## PEN FRIENDS



Did you know that December 15 is Pen Pal Day?

Now is the time to get an international pen friend and start learning about life in other countries. Take your pick from the list below.

### Canada

Kim Lanyon, a Beaver leader would like to write to other Scouters to exchange badges and find out about fun programs. Are you interested? Just write to Kim at 10-955 Cloverdale Avenue, Victoria, BC, V8X 2T4.

### Netherlands

Are you a Beaver leader looking for an international pen pal to exchange program ideas? Two Dutch Beaver leaders would like to hear from you. Contact: Yvonne Willeme,

Parallelweg 97, 6411 NC Heerlen, The Netherlands, or Esther Saarlaos, Eemnesserweg 1 flat 8, 1221 CS Hilversum, The Netherlands.

### Norway

A Norwegian eighteen year old girl would like to write to a Canadian Venturer. Contact: Siv Amesen, Eplevn 6i, N-4635 Kristiansand S., Norway.

### Britain

Contact the following British groups c/o Roy and Joan Walker, "Waybrook", Ewing Close, Reepham, Norfolk, NR10 4JQ, phone: 0603-870352. Scouters Roy and Joan Walker will find British pen pals for all individuals or groups seeking an overseas friend.

Eight year old Cub, Chris Hammond, from the 1st Metheringham Pack is looking for a pen pal to talk about camping and hiking.

Beavers from the 1st Bishopsteignton Colony (Devon) would like to write to Canadian Beavers to find out about life in North America. Contact C. Mitchell.

The 6th Squirrels Heath (Aspen Colony) Beavers would like to link with youth in Ontario or BC to exchange program and cultural information. Contact: Mrs. L. Horcup.

London Beavers from the 20th Epping Forest South Colony would love to write to Canadian Beavers. Write to Scouter J. Knibbs.



# Write On!



**W**e wanted to let you know how delighted we are with the response to the Pen Pal names that appeared in the last few issues of the *Leader*. It has been tremendous. Many Canadian Beavers, Cubs and Scouts are writing to get linked up with British youth.

— Roy and Joan Walker, Pen Pal Secretaries for the U.K.

## North Saskatchewan Reunion

The North Saskatchewan Region Service Corps will hold a reunion on August 3-5, 1996 at Anglin Lake, SK. If you know the names, addresses or phone numbers of alumni please contact the Reunion Committee, Scout Service Centre, 508-12th Street East, Saskatoon, SK, S7N 0H2.

— Ron Bacon, Saskatoon, SK.

## Kub Kar Thoughts

I enjoyed Mark Chester's Kub Kar article (February issue). What a good idea to do most Kub Kar building during weekly meetings. It would avoid many problems.

This year at our Kub Kar rally, it was obvious that many of our 8-10 year olds were competing against adults. Some of the parents hardly let the Cubs touch the kars — these kids were lucky if they could carry their own kar to the next race. Others happily sped their creations around the gym.

At one point an adult complimented a Cub on his kar. The child replied, "I didn't do it. He did," pointing to a man watching the race. The young lad sounded bitter.

The winner for best design admitted that his father made most of the kar himself. While his proud dad showed off the kar, the boy appeared quite disinterested.

What is this teaching youth? Is the message, you aren't good enough to work on a Kub Kar? What message does it send out to other Cubs?

Perhaps we should have a Kub Kar event just for adults. They could design the best looking and fastest cars, then compete against other adults. It is hard to let Cubs do the majority of the work when you know you could do much better. But the Kub Kar event is for youth, not adults. Let's all keep this in mind.

— M. O'Connor, Edmonton, AB.

## Send Your Toy Plans to Us

Our Italian Scout magazine, called *Giochiamo* (Let's Play), is going to feature a major article on toys from around the world. Our intent through the piece is to teach youth (ages 8-12) how to build simple toys. It will also give them an understanding of how other young people play.

We encourage Canadian leaders who have any popular, easy-to-make, 'typical' Canadian toys to please send us a photo and the plans. Address your letters to Gianfranco Zavelloni, Editor of "Giochiamo", Casella Postale 11, 42100 Reggio Emilia, Italy.

— Gemma Berri Settineri and Riccardo Capecechi, International Commissioners, AGESCI, Italy.

## Drive-In Beavers A Great Success!

Leaders from the 1st Reddendale-Lasalle "A" Colony, Kingston, ON, were so impressed with the Drive-in Beaver

evening program (*Swap Shop*, March 1995) that they wrote me a glowing report of the evening.

They described it as "a great night" that they "highly recommend!!!" One of the spin-off benefits for both youth and parents who attended was being able to spend a high-quality hour together involved in a fun activity.

The report ended with: "If you want an activity to fill at least two nights, without having to spend hours in preparation, we recommend Drive-In Beavers. It's an activity that will fascinate the youth, involve parents and draw rave reviews from everyone."

Many thanks to Scouter Mussell for sharing this activity.

— Eugenie Chapman, 1st Reddendale-Lasalle Group Committee, Kingston, ON.

## Time to Consider Wide-Brimmed Hats?

The April *Supply News* recommended that members wear wide-brimmed hats to give protection from the sun. This is excellent advice. Perhaps we should make wide-brimmed hats part of the regular uniform. Currently only the Beaver uniform makes formal use of this type of hat.

Repeated exposure to the sun's ultraviolet rays over many years is the principle cause of skin cancer. *The Wolf Cub Leader's Handbook* says, "Head cover and sun screen with SPF15 factor for protection from the sun are a must." (1995 edition, page 13-8.) Our Cubs routinely wear their uniforms to camp, but outdoors in late spring and summer they discard their regulation berets in favour of wide-brimmed sun hats.

What do you think? Do we need wide-brimmed hats as a uniform item?

— Robert Shepherd, Gloucester, ON. △

## Oops!

In the August-September *Leader*, Walt Matthies' picture was inadvertently cropped out of the photo appearing in the "Popcorn at Thanksgiving" article. Scouter Matthies has been actively involved as a team member in the Calgary Region's popcorn campaign for five years.

## National Child Day

November 20 is National Child Day. Why don't you plan several program activities to celebrate this day?

Start with a brief discussion with your Beavers, Cubs or Scouts, then add a game or craft. Ask the youth for examples how they themselves have made others feel more accepted and unique. Make a list. Tie the discussion into a Scouter's Five or a Remembrance Day theme. Tolerance and peace go hand in hand.

Brainstorm with other leaders before the talk. How can you bring gender-based prejudices into the conversation?

We're all different. When we learn to appreciate others for their distinctive characteristics, we encourage good will and harmony.



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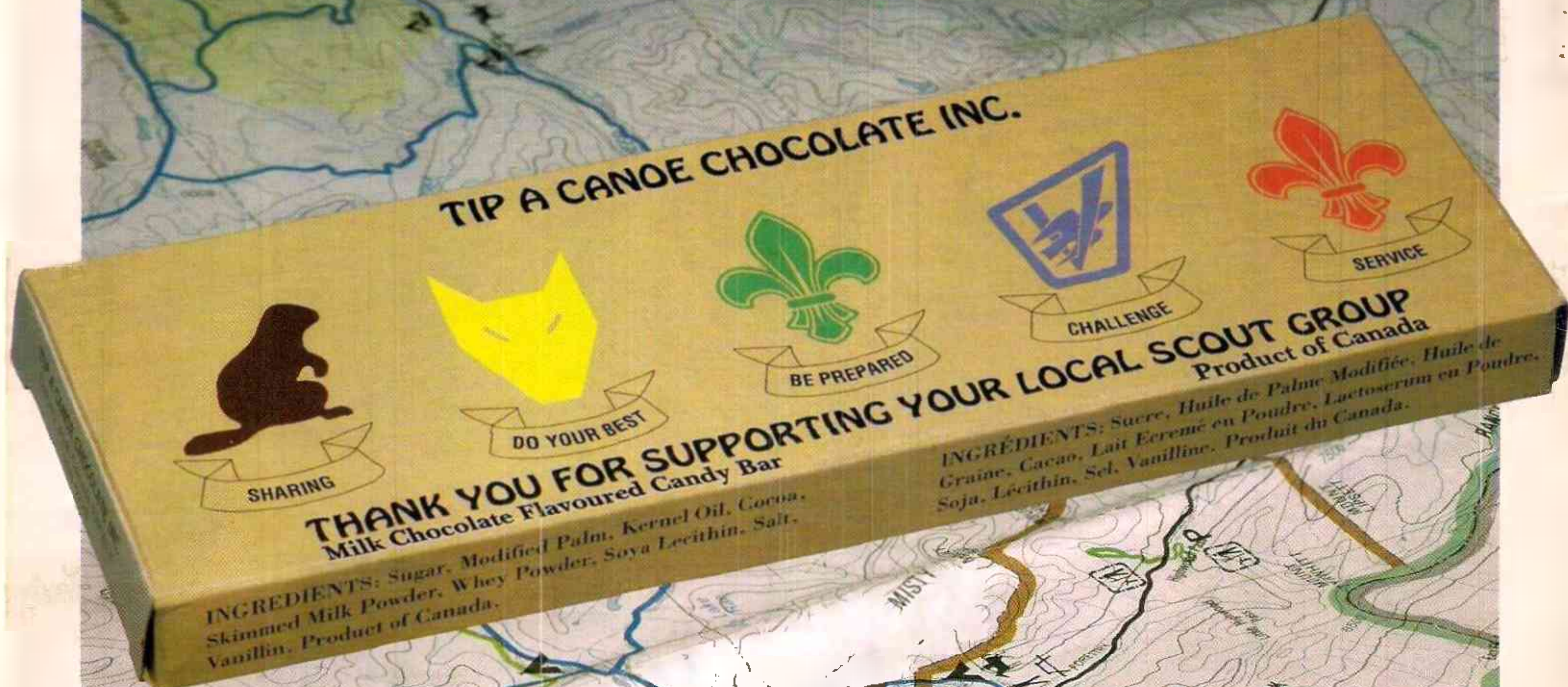
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